

Evaluation of the Relationship Between Principals' Administrative Negligence and Students' Academic Achievement in Public Secondary Schools in Bayelsa and Delta States, Nigeria

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ABSTRACT

This study use ex-post facto designed to examined the compatibility between principals' administrative negligence and students' academic achievement in public secondary schools in Bayelsa and Delta States. Four research questions were raised and two hypotheses were formulated and tested. The population of the study comprised 16, 538 made up of 3744 teachers in public secondary schools and 414 staff of post primary education boards in Bayelsa and States respectively. A sample of 1, 653 comprised of 374 teachers and 41 members of staff of Post Primary Education Board in Bayelsa and 1189 teachers with 49 staff of Post Primary Education Board in Delta States i.e. a stratified random sampling was used to select 10% of the population of teachers and members of staff of Post Primary Education Board in both states respectively. The instruments were validated by experts in the field of study and reliability was determined by Pearson's product moment correlation statistics and a coefficient of 0.66 was obtained for Principals' Administrative Negligence Questionnaire (PANQ). The co-efficient was further stepped up using Spearman Brown's formula and a co-efficient of 0.80 was obtained for PANQ. The statistical tool used to analyse the data were mean, standard deviation, research question 1, 2 and 3 including bar chart for research question 2, research question 4 correlation and coefficient of determination statistics was use while the Pearson's product moment correlation statistics was used for the test of the 2 hypotheses formulated at 0.05 level of significance. The study found among others, that the some of the administrative functions that principals of Bayelsa and Delta States neglect was low in terms of relating well with teachers, Parents Teachers' Association (PTA) and members of Post Primary Education Board (PPEB), providing adequate security, effective monitoring of external examinations, effective use of time sheet and ensuring adequate provision and maintenance of school facilities. but as the average level of students' academic achievement was 74.55 for Bayelsa and Delta States. Therefore, the findings show that principals' administrative negligence did not account for students' academic achievement in public secondary schools in Bayelsa and Delta States respectively. That in Bayelsa and Delta States, there was no significant relationship between administrative functions that principals neglect and students' academic achievement in public secondary schools. Based on the findings, it was recommended among others, that principals should be more effective in the discharge of their administrative duties, principals should be exposed to regular seminars and the staff of the Post Primary Education Board should beef up their monitoring functions in public secondary schools in Bayelsa and Delta States.

Keywords: Principals; Administrative Negligence; Students' Academic Achievement

BACKGROUND TO THE STUDY

Education is believed to be pillar of national development, particularly for developing countries like Nigeria. Bearing in mind that no nation can develop beyond the level of her education and the fact that so much is expected of the principals with regard to the performance of the entire school system, attention is paid to the principals with particular emphasis on how competent they are able to perform for optimal achievement of the set goals and objectives of secondary education. Secondary school education is the type that children received after primary education before tertiary education. It provides an opportunity for a child to acquire additional, knowledge, skills and traits beyond the primary school level.

Observation has shown that principals in public secondary schools in Nigeria, especially Bayelsa and Delta States are negligent in some of their administrative functions, which may negatively affect their students' academic achievement in public secondary schools in the states as there cases were principals are indicted on negligence of their duties. Ubogu (2020) noted that cases of absenteeism have been part of the attitude of principals in public secondary schools in Bayelsa and Delta States while Emela (2020) reports that principal and vice-principals of Epie National High School, Kpansia, Yenagoa, Bayelsa State was suspended for alleged absenteeism during school hours. Osayande (2022) reports that Delta State Government warned principals and teachers against lateness and absenteeism. Some principals in secondary schools are perceived and known to be negligent to the extent that they got involved in examination malpractice. In like manner, Neme (2020) reported that Delta State closed down two schools and 16 teachers were sanctioned for alleged involvement in examination malpractice. In a similar vein, Dantana (2021) reports that five (5) secondary schools in Bauchi, Bayelsa, Katsina and Kaduna States had been recommended for de-recognition due to mass cheating. In a bit to control such observed anomalies, Muogbogare (2022) reports that five principals have been demoted in public secondary schools in Delta State on account of professional misconduct, according to him one of the principals could not explain the whereabouts of 50 pieces of computer sets of the school.

Considering these various occurrences cited above, some may easily conclude that principals' negligence of their administrative functions has resulted to students' indiscipline that reduces quality of education in Bayelsa and Delta States. Oghuvbu, (2003) found out some principals' administrative negligence that negatively affect students' academic achievement such as; principals' inability to provide security, managing students' deviant behavior and providing learning facilities. The administrative functions of the secondary school principals revolve around putting the required resources-financial, human and physical to create the enabling environment for teachers' commitment and productivity for quality students' achievement in public secondary schools. Therefore, there is need to recreate and re-vitalize management support which include; staff and students' welfare, professional training and development, supervisory, counseling, appropriate reward system, staff and students involvement in decision making, open communication, delegation of duties and control to stimulate teaching to be effective and efficient.

Based on the foregoing, it becomes imperative for the researcher to investigate the compactability between "Principals' Administrative Negligence and Students' Academic Achievement in public secondary schools in Bayelsa and Delta States"

Statement of the Problem

Due to the significance of secondary education, the principal as school administrator is duty bound to ensure smooth administration for effective realization of secondary school education goals. The principal ought to ensure that there is effective instructional supervision, adequate supply of instructional facilities, cordial school-community relationship, effective information flow, adequate security of lives and properties, provision and maintenance of school facilities, discipline, good relationship among teachers and students but

there seem to be a lot of deficiencies in these aforementioned areas.

Added to these anomalies highlighted above, there are other observed administrative negligence which are worrisome to the public and parents as there are instances of staff and students' involvement in examination malpractice, high rate of staff and students' indiscipline in schools, insecurity of lives and properties, poor teaching and learning situations, poor teaching and learning environment, teachers' and students' absenteeism and lateness, and drug abuse among students. Since principals are perceived to be unable to administratively curtail or discourage these vices in schools, teachers are unhappy, frustrated, uninspired and not motivated. It becomes difficult to attain the educational goals. Hence, principals' actions are considered negligence resulting to total break-down of law and order, non-participation of staff in decision making in curriculum and teaching activities, reduced or failed evaluation and examination of students. Thus, the negligence affects all the activities directed towards effective and efficient teaching and learning. Consequently, adversely affects students' academic achievement in public secondary schools. Therefore, the question that arose is, do these principals administrative negligence affects students' academic achievement or not, therefore to provide answers to this questions, it becomes imperative to examine principals' administrative negligence and students' academic achievement in public secondary schools in Bayelsa and Delta States.

Research Questions

The following research questions were raised and guided the study.

1. What are the administrative functions principals neglect in public secondary schools in Bayelsa and Delta States?
2. What is the level of students' academic achievement in public secondary schools in Bayelsa and Delta States?
3. What are the implications of principals' administrative negligence in public secondary schools in Bayelsa and Delta States?
4. What is the relationship between principals' administrative negligence and students' academic achievement in Bayelsa and Delta States?

Hypotheses

Hypotheses below were formulated and tested.

1. There is no significant relationship between administrative functions principals neglect and students' academic achievement in public secondary school in Bayelsa and Delta States.
2. There is no significant relationship between the implications of principals' administrative negligence and students' academic achievement in public secondary schools in Bayelsa and Delta States.

Purpose of the Study

The specific purpose of the study is to determine the extent to which principals' administrative negligence influences students' academic achievements in public secondary schools in Bayelsa and Delta States. Specifically, this study seeks to:

1. Show the administrative functions that principals' neglect and its influence on students' academic achievements in public secondary schools in Bayelsa and Delta States.
2. Identify the level of students' academic achievement due to principals' administrative negligence in Bayelsa and Delta States.
3. Identify the implications of principals' administrative negligence on students' academic achievement

in public secondary schools in Bayelsa and Delta States.

4. Determine the relationship between principals' administrative negligence and students' academic achievement in Bayelsa and Delta States.

REVIEW OF RELATED LITERATURE

There are basic administrative functions which principals of secondary schools must perform for effective administration of school. Some principals neglect these basic functions which in turn negatively affect effective teaching and learning and subsequently students' academic achievement in public secondary schools in Bayelsa and Delta States. Ukah (2019), reports that a principal in Ughelli North Local Government Area in Delta State will lose his job on account of absenteeism. Mothermane (2004) viewed lateness in the secondary school system as the commonest form of misconduct in Bochum District (Liropopo) Province, South Africa and it is easily noticed on Mondays and Fridays. Absenteeism is a personal decision to accept payment of salary without actually working for it. Ugoani (2016) maintained that teachers' absenteeism exists in schools where principals are negligent and it leads to low teachers' job commitment and subsequently poor students' academic achievement in public secondary schools in Bayelsa and Delta States. When principals are not punctual teachers and students are likely to follow suit.

Egbule (2012) noted that many secondary schools lack basic infrastructure to enable them function properly. Such facilities as portable water, toilet facilities are destroyed and some classrooms are used indiscriminately as dens by hooligans for toilets and smoking. Magnus (2021) reported that the commissioner of secondary education in Delta State, while monitoring the Nov/Dec WAEC/NECO, decried the dearth of reading culture among students and enjoined them to shun examination malpractice because involvement in such unethical conduct is capable of endangering their academic pursuits. Uyanga (2008) opined that principals should solicit the co-operation of members of immediate communities and harness their ideas and resources towards the attainment of school goals.

Inadequate provision and maintenance of school facilities are one of the worst areas principals of secondary schools are neglecting (Ekundayo, 2010). Olujide (2007) posits that learning facilities must be sufficient and carefully designed. It is the duty of the principal to ensure adequate provision and maintenance of the facilities for effective service delivery and to encourage good students' learning outcomes in public secondary schools. Lehr (2004) asserts that the goal of education cannot be actualized in a vacuum, but in a peaceful school climate. In a situation whereby there is a feeling of insecurity within and outside the school environment, the principals, teachers, students and other workers of the school will be deterred and it will negatively affect students' academic performance. Okochi (2019) found out that administrative variable such as security of school environment and school monitoring influence positively in job performance of principals

There has been a public outcry on the continual decline in the competency of education in the country especially as indicated in public examination and the achievement of education outputs that are inadequate for employment. Oghuvbu, (2008) observed that some students can longer no pass with ease the senior school certificate examination and this has made some to be cheating and misbehaving, because the teachers are not teaching well. Ofeimu, Ahmed & Kolawole, (2018) posit that poor students' academic achievement in certificate examinations has made the students to allegedly look for crooked ways of passing examination.

A principal is duty bound to provide school with instructional materials. There are instances where some principals shy away from this vital role of providing schools with instructional materials due to their negligence. Onoyase (2018) investigated misconduct of teachers in secondary schools as perceived by principals in Delta State. It was found out that absenteeism, lateness, truancy and poor quality teaching are prevalent in secondary schools in Delta State. Adeogun and Dazuni (2005) noted that despite monitoring of

secondary schools by principals in Nigeria, there is still no improvement in the teaching and learning which influences students' academic achievement in secondary schools. Makaula (2018) avers that students must develop growth mindset to see principals' negligence as challenge to work hard. He added that students must be responsible for their academic task

One of the consequences of principals' administrative negligence is the low students' academic achievement in public examination Ayo, (2002). Adeniji, (2002) observed that the dwindling students' academic achievement in secondary schools is partly due to principals non-chalant attitude which leads to lack of competent coordination and control by them. Effectiveness in lesson delivery is gradually declining in schools. Worse still, many principals appear to have totally delegated their instructional administrative roles to their subordinates, that is, the vice-principals and Departmental heads while the principals remain like there is nobody(passive) in the system.

(Gaji, 2014) asserts poor students' academic achievement in schools has been linked to low teachers' commitment to duties in terms of achieving the teaching functions, negative attitudes to work and poor teaching habits and this can be likened to principals' inability to carry out their administrative functions to improve students' academic achievement in public secondary school. Awefada (2022) assents that principals should adopt good communication measures in relating with teachers to bring about high productivity 9n order to achieve high students' academic achievement in public secondary schools

The consequences of principals' administrative negligence are the low academic achievement in public examination (Ayo, 2002). Due to the outcome of a combination of factors including inadequate provision of learning materials, inadequate functional supervision, indiscipline, poor motivation of teachers, the academic achievement of students in certificate examinations has been appalling. A school environment prone to insecurity, lateness, absenteeism is always the norm in the school. The external examination results of such a school are always bad due to poor teaching climate of the school. Principals' negligence of administrative functions has resulted to teachers' indiscipline that reduces quality in education in Bayelsa and Delta States.

In Anho (2009), Anho (2020), Onofowope, Egunyenga and Anho (2024) variously research on working environment and students achievement/performance asserted that there is need for school heads – vice chancellors, rectors, principals and headmasters/mistresses to be committed to administrative policies implementation and monitoring because the committed administrators supervises and creates conducive working environment for its teachers to be committed and motivated meeting their social and personal needs, giving them self-respect and recognition and involving them in decision making leads to efficient and effective teaching thereby promoting students' performance and achievement in schools.

Ofeimu, Ahmed & Kolawole, (2018) posit that poor students' academic achievement in certificate examination has made the students to allegedly look for crooked ways of passing examination. What is commonly heard of now is "miracle centres" where students go to enroll for examination. Parents even encourage their children to go to such centres to enroll for examination because they earnestly desire their students to pass by all costs. Giancola (2000) maintained that students' indiscipline, which is the outcome of principals' negligence to duties, negatively affect students' academic achievement in schools. Inyanga (2014), who stated that students who are educated under the administration of principals that are negligent in their duties may not learn the skills required to take advantage of available opportunities and contribute meaningfully to the economic and social development of the nation

METHODOLOGY

This study use ex-post facto designed to examined the compatibility between principals' administrative

negligence and students' academic achievement in public secondary schools in Bayelsa and Delta States. Four research questions were raised and two hypotheses were formulated and tested. The population of the study comprised 16, 538 made up of 3744 teachers in public secondary schools and 414 staff of post primary education boards in Bayelsa and States respectively. A sample of 1, 653 comprised of 374 teachers and 41 members of staff of Post Primary Education Board in Bayelsa and 1189 teachers with 49 staff of Post Primary Education Board in Delta States i.e. a stratified random sampling was used to select 10% of the population of teachers and members of staff of Post Primary Education Board in both states respectively. The instruments were validated by experts in the field of study and reliability was determined by Pearson's product moment correlation statistics and a coefficient of 0.66 was obtained for Principals' Administrative Negligence Questionnaire (PANQ). The co-efficient was further stepped up using Spearman Brown's formula and a co-efficient of 0.80 was obtained for PANQ. The statistical tool used to analyse the data were mean, standard deviation, research question 1, 2 and 3 including bar chart for research question 2, research question 4 correlation and coefficient of determination statistics was use while the Pearson's product moment correlation statistics was used for the test of the 2 hypotheses formulated at 0.05 level of significance.

PRESENTATION ANALYSIS AND DISCUSSION OF FINDINS

Research Question 1

What are the administrative functions that principals neglect in public secondary schools in Bayelsa and Delta States?

Table 1: Analysis of mean and standard deviation of the basic administrative functions neglected by principals in public secondary schools in Bayelsa and Delta States.

S/N	Statement	State						Combined		
		Bayelsa			Delta			Total		
		Mean	SD	D	Mean	SD	D	Mean	SD	D
1.	Principals supervise teacher in the classroom	2.97	0.95	NN	2.40	0.96	N	2.69	0.96	NN
2.	Principals ensure adequate provision and maintenance of learning facilities	2.01	0.51	N	2.05	0.65	N	2.03	0.53	N
3.	Principals ensure adequate security in the school	1.80	0.51	N	1.86	0.55	N	1.83	0.53	N
4.	Principals relates well with teachers	1.88	0.49	N	1.91	0.63	N	1.90	0.56	N
5.	Principals relates well with Parents-Teacher Association (PTA)	2.04	0.33	N	1.96	0.48	N	2	0.41	N
6.	Principals ensure teacher cover scheme of work	2.88	0.80	NN	2.36	0.84	N	2.62	0.82	NN
7.	Principals ensure adequate flow of information	2.84	0.92	NN	2.25	0.84	N	2.55	0.88	N
8.	Principals neglect effective monitoring external examinations	2.06	0.42	N	2.06	0.66	N	2.06	0.54	N
9.	Principal encourages students to read	2.63	0.72	NN	2.53	0.91	NN	2.58	0.82	NN

10.	Principals ensure effective use of time sheet	2.30	0.62	N	1.94	0.60	N	2.12	0.61	N
Average Mean		2.31	0.41	N	2.10	0.18	N	2.21	0.30	N

KEY: N for Neglected

NN for Not Neglected

D: for Decision

Table 1: shows that in Bayelsa and Delta States the following administrative functions were neglected provision and maintenance of learning facilities, principals ensuring adequate security in school, principals relating well with teachers, members of staff of Post Primary Education Board and the Parents Teachers' Association (PTA). Principals also neglected effective monitoring of external examinations and effective use of time sheets. Principals' supervision of teachers in the classroom was not neglected in Bayelsa State but neglected in Delta State. Principals ensuring teachers cover their scheme of work was not neglected in Bayelsa State but neglected in Delta State. Ensuring adequate information flow was not neglected in Bayelsa and Delta States.

Research Question 2

What is the level of students' academic achievement in public secondary schools in Bayelsa and Delta States?

Table 2: Mean level of students' academic achievement in public secondary school in Bayelsa and Delta States

State	Mean	SD
Bayelsa	82.99	8.43
Delta	66.11	11.95
Total	74.55	13.34

The level of students' academic achievement in public secondary schools in Bayelsa and States is high (74.55), but higher in Bayelsa State.

Conclusively, level of students' academic achievement is high in both states.

Figure 1

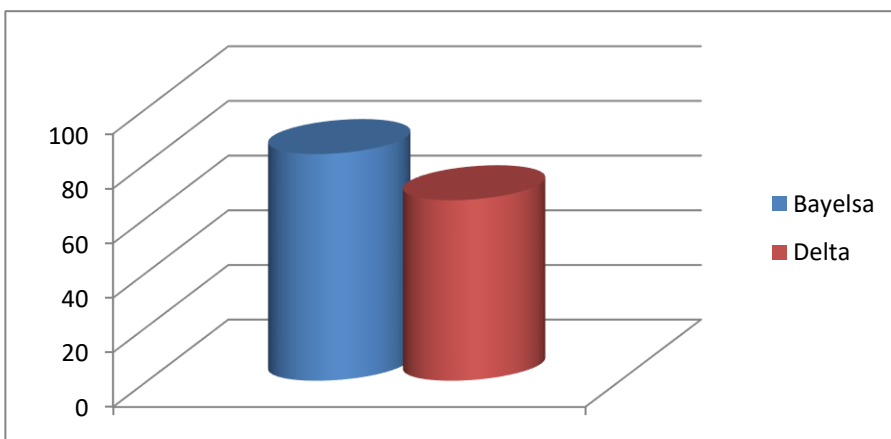


Figure 1: Bar chart showing mean levels of students' academic achievement in both states

Using a benchmark of 50% as pass mark, the table 2 and figure 1 show that in Bayelsa State, the students’ mean achievement score of 82.99 is higher than the students’ mean achievement score which is in Delta State 66.11. In both States, the levels of students’ academic achievement is high with mean score of 74.55,

Research Question 3

What is the relationship between principals’ administrative negligence and students’ academic achievement in public secondary schools Bayelsa and Delta States?

Research Question 3

What are the implications of principals’ administrative negligence in public secondary schools in Bayelsa and Delta States?

Table 3: Analysis of mean and standard deviation of implications of principals’ administrative negligence in public secondary schools in Bayelsa and Delta States

S/N	Statement	State						Combined		
		Bayelsa			Delta			Total		
		Mean	SD	Decision	Mean	SD	Decision	Mean	SD	Decision
1.	There is poor students’ academic achievement	2.93	0.36	High	2.95	0.86	High	2.94	0.61	High
2.	There is low teacher commitment	2.90	0.75	High	2.61	0.83	High	2.76	0.79	High
3.	Students’ indiscipline negatively influences teachers’ job commitment.	3.26	0.94	High	3.09	0.78	High	3.18	0.86	High
4.	There is poor coverage of scheme of work	2.69	1.26	High	2.74	1.01	High	2.72	1.14	High
5.	There is constant students’ unrest	2.38	1.03	Low	2.26	0.85	Low	2.32	0.94	Low
6.	The tone of the school is always affected	3.10	0.91	High	2.72	0.85	High	2.91	0.88	High
7.	Principal delegating duties to vice principals negatively influence their teaching.	3.61	0.55	High	3.32	0.73	High	3.47	0.64	High
8.	Inability of principals to provide school materials negatively influence teaching and learning	3.60	0.53	High	3.30	0.68	High	3.45	0.61	High
9.	Principals neglecting supervisory roles negatively influences teacher commitment	3.46	0.54	High	3.28	0.70	High	3.37	0.62	High
10.	Teacher leaving school before closure negatively influences academic activates	3.30	0.55	High	3.15	0.67	High	3.23	0.61	High

11.	Principals' negligence makes teacher to seek for transfer	3.13	0.60	High	2.92	0.76	High	3.03	0.68	High
12.	Principals negligence makes students to seek for transfer to private secondary schools	3.13	0.80	High	2.79	0.89	High	2.96	0.85	High
13.	Principals' negligence leads to factions among teachers and students	3.28	0.56	High	3.17	0.91	High	3.23	0.74	High
Average Mean		3.14	0.72	High	2.95	0.81	High	3.05	0.77	High

The implications of principals' administrative negligence in public secondary schools in Bayelsa State includes: poor coverage of scheme of work (2.69), low teachers commitment (2.90), tone of school is always negatively influenced (3.10), makes students to seek for transfer to private secondary schools (3.13), makes teachers seek for transfer (3.13), students indiscipline influences teachers' job commitment (3.26) and lead to factions among teachers and students (3.28). The teachers leaving school before closure also negatively influence academic activities (3.30), principals' neglect of supervisory role negatively influence academic activities (3.46), inability of principals to provide learning materials negatively influence effective teaching and learning (3.60) and delegating of duties to vice principals negatively influence their teaching (3.61). This shows negative implication.

A similar result that was found in Bayelsa was also recorded in Delta State. These implications are low teachers commitment (2.61), tone of school is always negatively influenced (2.72), poor coverage of scheme of work (2.74), makes students to seek for transfer to private secondary schools (2.79) makes teachers seek for transfer (2.92), students indiscipline negatively influence teachers' job commitment (3.09), teachers leaving school before closure also negatively influence academic activities (3.15) and principals' administrative negligence leads to factions between students and teachers (3.17). Also the neglect of supervisory role negatively influence teachers' commitment (3.28), principals' administrative negligence negatively affect the provision of materials for teaching (3.30), delegating of duties to vice principals negatively affect their teaching (3.32) and delegating of duties to vice principals negatively influence their teaching (3.32).

Conclusively, the implications of principals' administrative negligence are poor students' academic achievement, low teachers' job commitment, poor coverage of scheme of work, tone of the school is negatively affected, principals' neglecting supervisory roles negatively influence teachers' job commitment,, principals' administrative negligence lead to factions among teachers and students, principals delegating duties to vice-principals negatively influence their teaching, principals' administrative negligence makes teachers to seek for transfer to other schools and students to seek transfer to private secondary schools in the states.

Table 4: Correlation and coefficient of determination of the relationship between principals' administrative negligence and students' academic achievement in public secondary schools in Bayelsa and Delta States

State	Variables	Mean	SD	r	r ²	r%	Remark
Bayelsa	Principals' Administrative Negligence	2.31	0.41	0.04	0.0016	0.16	Low Positive Relationship
	Students' Academic Achievement	82.99	8.38				
Delta	Principals' Administrative Negligence	2.10	0.18	0.10	0.01	1	low Positive Relationship
	Students' Academic Achievement	66.11	11.89				

Table 4: shows that in Bayelsa State, there was low positive relationship between principals' administrative

negligence and students' academic achievement in public secondary schools ($r = 0.04$). The r^2 value of 0.0016 shows that principals' administrative negligence accounts for 0.16% on students' academic achievement. In Delta State there was also a positive relationship between principals' administrative negligence and students' academic achievement in public secondary schools ($r=0.10$). The r^2 value of 0.01 shows that principals' administrative negligence accounts for 1% on students' academic achievement in public secondary schools in Delta State.

Hypothesis 1

There is no significant relationship between administrative functions that principals neglect and students' academic achievement in public secondary schools in Bayelsa and Delta States.

Table 5: Correlation analysis of the relationship between administrative functions that principals neglect and students' academic achievement in public secondary schools in Bayelsa and Delta States

State	Variables	Mean	SD	r	p	Remark
Bayelsa	Administrative Functions Principals Neglect	2.31	0.41	0.04	0.34	Not Significant
	Students' academic achievement	82.99	8.29			
Delta	Administrative Functions Principals Neglect	2.10	0.18	0.10	0.16	Not significant
	Students' academic achievement	66.11	11.89			

$\alpha = 0.05$

Hypothesis 1: shows that in Bayelsa State, there was no significant relationship between administrative functions that principals neglect and students' academic achievement in public secondary schools ($r = 0.04$, $\rho > 0.05$), while in Delta State, there was also a significant relationship between administrative functions that principals neglect and students' academic achievement in public secondary school ($r = 0.10$, $\rho > 0.05$). The null hypothesis is retained. The result maintains that there is no significant relationship between administrative functions principals neglect and \students' academic achievement in public secondary schools.

Hypothesis 2: There is no significant relationship between the implications of principals' administrative negligence and students' academic achievement in public secondary schools in Bayelsa and Delta States

Table 6: Correlation analysis of the relationship between the implications of principals' administrative negligence and students' academic achievement in public secondary schools in Bayelsa and Delta States

State	Variables	Mean	SD	r	p	Remark
Bayelsa	Implications of Principals' Administrative Negligence	3.14	0.85	0.14	0.22	Not Significant
	Students' academic achievement	82.99	8.38			
Delta	Implications of Principals' Administrative Negligence	2.95	0.40	0.03	1.00	Not significant
	Students' academic achievement	66.11	11.89			

$\alpha = 0.05$

Hypothesis 2: shows that in Bayelsa State that there was no significant relationship between the implications of principals' administrative negligence and students' academic achievement in public secondary schools ($r = 0.14$, $\rho > 0.05$). In Delta State also, there was also no significant relationship between the implications of principals' administrative negligence and students' academic achievement in public secondary schools ($r = 0.03$, $\rho > 0.05$).

DISCUSSION OF RESULTS

Based on the study, the following discussions are made:

Basic administrative functions that principals neglect in public secondary schools in Bayelsa and Delta States

The first research question sought to find the basic administrative functions of principals in public secondary schools in Bayelsa and Delta States neglect, using a benchmark of 2.50 mean score and below to denote negligence of functions and from the analysis these are low; principals ensuring adequate maintenance of learning facilities, ensuring adequate security, relating well with the teachers and Parents Teachers' Association (PTA). Principals also neglect ensuring effective use of time sheet and effective monitoring of external examinations.

This finding is in line with the findings of Oghuvbu, (2003) who found out some principals' administrative negligence that negatively affect students' academic achievement such as; principals' inability to provide security, managing students' deviant behavior and providing learning facilities. This finding is also in consonance with Uyanga (2008) who reported that principals should solicit the co-operation of members of immediate communities and harness their ideas and resources towards the achievement of school goals.

In Bayelsa and Delta States, one can attribute principals' lackadaisical attitude toward relating well with the Parents Teachers' Association, to the fact that they felt that they will check their excesses.

The levels of students' academic achievement in public secondary schools in Bayelsa and Delta States

The second research question sought to find the levels of students' academic achievement in public secondary schools in Bayelsa and those in Delta States. The findings revealed that students in Bayelsa State have average score of 82.99 and Delta State have 66.11. The average of students' academic achievement in both States is 74.55. Students' academic achievement was higher in Bayelsa State.

Despite principals' administrative negligence, there was high students' academic achievement in both States under study. This revealed that the administrative negligence of principals has minimal influence on students' academic achievement. This could be attributed to the fact that teachers' job commitment has greater influence on students' academic achievement than the principals' administrative functions. But, there are situations where students' academic achievement is high in the midst of principals' negligence and high teachers' job commitment, such high academic achievement at times, may be traceable to involvement in examination malpractice.

This finding confirms the view of Magnus (2021) that the commissioner for secondary education while monitoring the Nov/Dec WAEC/NECO decried the dearth of reading culture among students and enjoined them to shun examination malpractice because involvement in such unethical conduct is capable of endangering their academic pursuits. In recommending solutions to principals' negligence and its effects on students, Makaula (2018) maintained that students must develop growth mindset to see principals' negligence as challenge to work hard. He added that students must be responsible for their academic task. Not only that, the researcher was not oblivious of the fact that in Nigeria cases of examination malpractices have been on the increase, especially in senior school external examinations.

Implications of principals' administrative negligence in public secondary schools in Bayelsa and Delta States

The third research question found out the implications of principals' administrative negligence in public

secondary in schools in Bayelsa and Delta States. The average level of the implication of principals' administrative negligence for Bayelsa State is 3.14 while Delta State is 2.95. The average of both States is 3.05. The negative implication is lower in Delta State. The findings show that the implication of principals' administrative negligence accounts for 0.22 of students' academic achievement in public secondary schools in Bayelsa and 1% in Delta States.

From the findings, principals' administrative negligence leads to poor coverage of scheme of work, indiscipline, students' unrest, truancy, staff and students' attrition, and disorderliness with the consequences bearing on students' academic achievement. This is in line with the findings of Anho, (2009), Onofowope, Egwunyenga and Anho (2024), this is in agreement with Inyanga (2014), who stated that students who are educated under the administration of principals that are negligent in their duties may not learn the skills required to take advantage of available opportunities and contribute meaningfully to the economic and social development of the nation. Principals' administrative negligence affects students' academic achievement

This finding has credence on Ofeimu, Ahmed & Kolawole, (2018) who posited that poor students' academic achievement in public examination has made the students to allegedly look for crooked ways of passing examination. What is commonly heard of now is "miracle centres" where students go to enroll for examinations. Parents even encourage their children to go to such centres to enroll for examination because they want their children to pass at all costs

Other areas of low implications of principals' administrative negligence are indiscipline which negatively influences students' learning. This agrees with Giancola (2000) who reported of insecurity of lives and properties as a result of principals' negligence of duties that negatively influences teaching and learning in secondary schools. He links students' indiscipline to lack of trust, insecurity of staff, students and properties, making the learning environment unsafe.

Relationship between Principals' Administrative Negligence and Students' Academic Achievement in public Secondary Schools in Bayelsa and Delta States

The fourth research question found the relationship between principals' administrative negligence and students' academic achievement in public secondary schools in Bayelsa and Delta States which indicate that although relationship between principals' administrative negligence is low judging from the data which accounts for 0.34% of students' academic achievement in Bayelsa State and 0.16% in Delta State, there is a relationship.

This finding supports Ayo, (2002). Adeniji, (2002) assertions that one of the consequences of principals' administrative negligence is the low students' academic achievement in public examination observed that the dwindling students' academic achievement in secondary schools is partly due to principals' non-chalant attitude which leads to lack of competent coordination and control by them. Effectiveness in lesson delivery is gradually declining in schools. Worse still, many principals appear to have totally delegated their instructional administrative roles to their subordinates, that is, the vice-principals and Departmental heads while the principals remain like there is nobody (passive) in the system.

The finding also supports (Gaji, 2014) asserts poor students' academic achievement in schools has been linked to low teachers' commitment to duties in terms of achieving the teaching functions, negative attitudes to work and poor teaching habits and this can be likened to principals' inability to carry out their administrative functions to improve students' academic achievement in public secondary school. Hence, Awefada (2022) assents that principals should adopt good communication measures in relating with teachers to bring about high productivity in order to achieve high students' academic achievement in public secondary schools and Makaula (2018) advised that students must develop growth mindset to see principals'

negligence as challenge to work hard. He added that students must be responsible for their academic task.

FINDINGS

The following major findings were obtained from this study:

1. The administrative functions principals' neglect in Bayelsa and Delta States were low; these are in adequate provision and maintenance of learning facilities, relating well with teachers, Parents-Teachers' Association and members of Post primary Education Board (PPEB), ensuring adequate security, principals neglecting effective monitoring of external examinations and effective use of time sheets.
2. Level of students' academic achievement was high in public secondary schools in Bayelsa and Delta States
3. There were negative implications of principals' administrative negligence on students' academic achievement as a result of low teachers' job commitment, poor coverage of scheme of work and students seeking transfer to private secondary schools, regular transfer of principals and teachers, and principals attending regular seminars.
4. There was positive but low relationship between principals' administrative negligence and students' academic achievement public secondary schools in Bayelsa and Delta States.

CONCLUSION

Based on the findings, it was concluded that principals' administrative functions are related to teachers' motivation, commitment, lesson delivery and coverage of scheme of work, staff and students' discipline, interpersonal relationship and enhance quality teaching and learning which have positive or negative consequences on students' academic achievement:

RECOMMENDATIONS

With regards to the findings aforementioned, the following are recommended.

1. Principals should be more committed and effective in discharging their administrative functions.
2. Principals should be exposed to regular seminars on school administration and management to be aware and make use of their administrative functions so as not to be negligent.
3. The staff of the Post Primary Education Board should beef up their monitoring functions to check principals' administrative negligence in public secondary schools in Bayelsa and Delta States.

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