

INVESTIGATING THE LEVELS OF PRINCIPALS' ADMINISTRATIVE TASKS PERFORMANCE AND TEACHERS' ATTITUDE TO WORK IN PUBLIC SECONDARY SCHOOLS IN EDO STATE

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Abstract

The study investigated the levels of principals' administrative tasks performance and teachers' attitude to work in public secondary schools in Edo State. Eight research questions were raised to guide the study and six hypotheses formulated and tested. The study adopted a quantitative survey research design to achieve the aim of the study. The population consisted of 1652 teachers and 305 principals in the public senior secondary schools in Edo State. A simple random sampling technique was applied to select 826 teachers, representing 50% of the population of teachers. All in all, 810 teachers actively participated in the study. Two instruments, titled: Principals' Administrative Tasks Questionnaire (PATQ) and Attitude to Work of Teachers Questionnaire (AWTQ) was used for data collection. Both instruments were adapted from existing management scales. Cronbach's alpha was used in calculating the reliability coefficients of the instruments, which yielded a coefficient values of 0.68 and 0.72. Research Questions 1 and 2 were answered using descriptive statistics. The findings showed that public secondary school principals in Edo State performed their administrative tasks very satisfactorily, public secondary school teachers in Edo State had a positive or favourable attitude to work. Based on the findings, it was recommended, among others, that the working conditions of principals and teachers should be improved in order to enhance the administrative tasks performance of principals and the favourable attitude to work of teachers in public secondary schools in Edo State.

Keywords: *Administrative Tasks Performance, Attitude to Work, Edo State, Principals, Public Secondary Schools, Teachers*

Introduction

Secondary school is an education children receive immediately after primary school before higher school. The Federal republic of Nigeria (FRN, 2013) in its education policy document outlined the core objectives of secondary school to include: (1) preparing students to be useful within the society and (2) preparing students for higher education. Secondary school is sub-divided into two structures, namely: junior secondary school and senior secondary school. Junior secondary school is the level of education where emphases are laid on practical and senior secondary school is the level of education where emphases are laid on theory. In Nigeria, secondary schools are managed by the governments and private individuals. For the purpose of this study, the author focuses on government (or public) secondary schools. The aforementioned objectives of public

secondary schools could be actualized when principals' effectively perform and execute administrative tasks and teachers' exert positive and favourable attitude towards their job.

The term "attitude" refers to the way and manner individuals create ideas, display their feelings and manifest behaviours about a psychological object, social issue or reaction to a given situation. It is an evaluation of an object, ranging from extremely negative to extremely positive. An attitude can belong to both or either a conscious or unconscious mental state (Sherman & Klein, 2021). Attitude can influence a person's performance positively or negatively. For instance, a negative attitude of a teacher towards his/her work may result in poor job performance. Contrarily, a positive attitude of a teacher towards his/her work may result in better job performance. Furthermore, attitude can also affect how well a teacher plans and prepares for his or her lessons. The attitude of a teacher, directly or indirectly, can greatly influence students' academic performance either negatively or positively. A teacher's attitude towards teaching will affect his/her performance in the classroom. Attitude consist of three components, namely: affective, behavioural and cognitive. The affective component involves a person's feelings, the behavioural component influences how an individual acts or behaves and the cognitive component relates to a person's belief and knowledge. Behavioural component of attitude is the effect of the attitudes toward a behavioural intention or how the attitude affects one's behaviour. These may include plans, intentions and commitments to a planned behaviour. Cognitive component refers to the beliefs and thoughts about the subject, the object, the person, the institution, the event, among others.

Attitude to work means perception that affects how employees perform in their positions (Mehidipour & Balamamulu, 2013). The five frequently discussed attitudes and actions of teachers to work include a genuine caring and kindness of the teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students, and an enthusiasm for stimulating the students' creativity (Gourneau, 2005). A teacher's negative attitude to work may negatively have impact on his/her teaching while a positive attitude to work may have positive impact on his/her teaching. A teacher is a very significant variable in school goal achievement; hence the disposition he or she displays towards his or her work is crucial to effective teaching and learning in the school. Generally, teachers' attitude to work may be influenced by different variables. Some of these variables include the support the teachers receive from their school head, their perception of the school administration's consistency and values, their relationship with their principal, the behaviours of their coworkers, their experiences with teacher collaboration, the internal feelings they have about teaching, and the external forces that affected their careers (Beavers, 2016).

Principals' administrative tasks performance may positively or negatively influence teachers' attitude to work. This is because as school leaders and pivot of reforms and changes, principals' actions and inactions may have the tendency of influencing and bringing about positive or negative attitude in their teachers. The assertion suggested that as principals' administrative tasks performance increases, teachers' attitude to work increases as well. The basic administrative tasks of principals include management of instruction, management of students' services, management of school staff, financial and physical resources management (school business administration) and school community relations. Instructional management involves classification of students, provision of instructional materials, allocation of subjects to teachers based on qualification and experience, time-tabling, evaluation and supervision of instruction. Supervision of instruction demands that the principal oversees the teaching/learning process and also provides instructional direction for teachers. Instructional supervision appears to be the major thrust of a principal's job because the goal of school administration is the enhancement of effective teaching and learning. As the instructional

leader of the school, the principal directs and leads the teachers and the students in the selection of appropriate school activities that would enhance the instructional programme of the school.

The management of students' services may be categorized into admission and classification, guidance and counselling, social and recreational activities and the maintenance of school discipline (Jimoh, 2013). The students are at the centre of the educational process; therefore, all the activities that go on in the school are aimed at developing their personality to the fullest. Therefore, school heads need to oversee instructional activities and provide needed opportunities for students to develop acceptable behaviours and acquire good moral training that will prepare them for their future lives. The principal should show considerable concern for students, look into their teaching and learning situation, provide opportunities for their character development, endeavour to understand and solve their personal problems, and cater for their well-being and happiness. Besides, the principal should have cumulative records for all the students and also develop a method of reporting to the parents the progress of their wards in school. Staff personnel function involves the selection and placement of staff, staff motivation, development and evaluation. This function demands that the principal be concerned with the professional and personal problems of his staff in order to guide against a negative spill-over effect of one on the other. It also involves a careful study and analysis of staff needs before making requisition to the appropriate authorities. The principal must realize that the success of the school programme and that of the overall education goals depends on the quality, dedication and performance of the staff.

Financial and physical resources management, which is often referred to as School Business Administration, is another important administrative task of the school principal. Although the responsibility of providing appropriate material and financial resources to secondary schools in Nigeria devolve on government, yet the effective use of these resources for the accomplishment of the educational purpose rests with the school principal. School buildings, equipment and supplies cost a great deal of money; therefore, they should be adequately maintained. The storage and distribution of school supplies and equipment must also be given adequate attention. The principal must have a sound system of accountability for school supplies. School records should also be properly kept and preserved. As the chief accounting officer of the school, the principal ensures that a good accounting system based on sound accounting principles is maintained in all his financial transactions. He works with the Bursar to draw up the budget for the school. If he is involved in any type of revenue collection like school fees, examination levies, Parent Teachers Association (PTA) levies etcetera, he ensures that receipts are issued for such monies collected; and records kept of all items of expenditure. Although this schedule is that of the Bursar, where applicable, yet the principal has to supervise all financial transactions of the school.

School community relation is the reaching out of the school administrator to the various publics that make up the school system. The school principal has a dual responsibility, one to the general public and the other to the internal operation of his organization. This means that school community relations starts from the relationship with staff and students, spreads outwards to parents and then to the wider public which the school serves. As a manager, the principal should recognize, strengthen and use this bond in a way that will enhance the realization of the school goals. No school can operate in a social vacuum from the society it is designed to serve. The school derives its existence and sustenance from the community that supplies the input used in the school. The school in turn processes and refines the input which it sends back as output to the community to develop and advance it for the betterment of the larger society. This dependence on the community makes it difficult for the school to function effectively without the support of the community.

From the foregoing, it seems that principals' administrative tasks performance may positively or negatively influence the disposition of teachers' attitude to work. The teachers as

partners in progress are expected to complement the efforts of the principals through effective teaching and learning in the classroom. The significance of teachers in this regard will depend on the attitude they bring to bear on their jobs. The author is of the opinion that the attitude to work of teachers, to a large extent, may depend on the way and manner the school principal performs his or her administrative functions as school head. It is against this backdrop that the author assessed the levels of principals' administrative tasks performance and teachers' attitude to work.

Purpose of the Study

The goal of the study was to assess levels of principals' administrative tasks performance and teachers' attitude to work in public secondary schools in Edo State. Specifically, the study seeks to assess:

1. the level of principals' administrative tasks performance in public secondary schools in Edo State.
2. the level of teachers' attitude to work of teachers in public secondary schools in Edo State.

Research Questions

The following research questions guided the study.

Research Question 1: What is the level of principals' administrative tasks performance in public secondary schools in Edo State?

Research Question 2: What is the level of teachers' attitude to work in public secondary schools in Edo State?

Method

Research Design

This study adopted a quantitative survey research design. Quantitative survey research designs is a non-experimental research design (Mitchell & Jolley, 2007), which aimed at gathering data from group of individuals by way of questionnaire, and the results are generalized to the population (Ary, Jacobs, & Sorensen, 2010).

Population and Sampling Procedure

The population of the study consisted of 1652 teachers and 305 principals in public senior secondary schools in Edo State. The sample was 50% of teachers and principals comprising of 826 teachers and 152 principals. A simple random sampling technique was applied to select the sample size.

Data Collection Instrument

Two instruments were used for data collection. The first instrument is titled: "Principals' Administrative Tasks Questionnaire (PATQ)" adapted from Ibukun, Oyewole and Abe (2011). The second instrument is titled: "Attitude to Work of Teachers Questionnaire (AWTQ)" adapted from Wijnen, Walma van der and Voogt, (2021), Swathi (2018) and Díaz, González, Lucas, Jara-Ramírez and Muñoz-Parra, (2018). A four-point response scale ranging from Very Satisfactory (VS) = 4; Satisfactory (S) = 3; Unsatisfactory (US) = 2 and Very Unsatisfactory (VU) = 1. This is a modification of the original version with four-point response scale of Highly Effective (HE), Effective (E), Ineffective (IE) and Highly Ineffective (HI). Attitude to Work of Teachers Questionnaire' (AWTQ) was an adaptation of three different instruments, namely: Development and Validation of the SHOT Questionnaire, Teacher-Student Relationship Questionnaire and Validation

of Classroom Management Questionnaire for Pre and In-service Teachers of English. These three instruments measured the different behaviours and attitude exhibited by teachers in the course of performing their jobs. Wijnen, Walma van der, and Voogt, (2021) measured primary school teachers' attitude towards stimulating higher-order thinking (SHOT) in students, Swathi (2018) questionnaire measured teacher-student relationship while Díaz, González, Lucas, Jara-Ramírez, and Muñoz-Parra, (2018) measured teachers' classroom strategies.

In the course of adaptation of these instruments, the researcher selected items that were relevant and related to the attitude to work of teachers constructs that the study intended to measure. The constructs, which formed the sub-headings of the AWTQ were genuine caring and kindness of the teacher, willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students, and an enthusiasm for stimulating students' creativity. Each of the constructs measured five items adapted from three instruments mentioned earlier. Wijnen, Walma van der, and Voogt, (2021) had six items, Swathi (2018) questionnaire had 36 items and Díaz, González, Lucas, Jara-Ramírez, and Muñoz-Parra (2018) instrument had four dimensions with 60 items.

Data Collection Instrument Validity and Reliability

A face validity of the instrument was carried out by two experts. The draft copy was given to them to evaluate the content in order to ensure precision, clarity and that the instrument measured what it is meant to measure. Thereafter, their corrections and contributions were incorporated into the final draft of the instrument. The test-retest method was employed to determine the reliability of the instruments. This was to ensure the internal consistency of the items in the instrument. Twenty (20) copies of the questionnaires were administered to teachers that were not part of the proposed sample for the study and after one week, the same instrument was administered to the same set of respondents, their responses for each item were computed using the Cronbach alpha statistical test to determine the internal consistency of each item in relation to others. The instruments were reliable with reliability coefficient values of 0.68 and 0.72.

Data Collection Procedure

The instruments were administered on public secondary school teachers by the author with the help of three research assistants. The teachers responded to both instruments. The author and research assistants collected the completed copies of the questionnaires on the spot to ensure a high rate of return. Eight hundred and ten (810) copies of the instruments were retrieved as against 827 copies that were administered. The instruments were administered over a period of three weeks.

Method of Data Analysis

Research Questions 1 and 2 were answered using descriptive statistics such as mean, standard deviation and percentage. The data gathered from the Principals' Administrative Tasks Performance Questionnaire and the Attitude to Work of Teachers Questionnaire were presented in tables using means, standard deviation and percentages. This enabled the authors to ascertain the levels of principals' administrative task performance and teachers' attitude to work in public secondary schools Edo State. To answer Research Question 1, the scores of each respondent in the ATPQ were added up and compared with the minimum point of 2.50, set as the benchmark to determine satisfactory and unsatisfactory performance. A benchmark of 2.50 was used to rate satisfactoriness of principals' administrative task performance. This was obtained by adding up the four (4) point scale (Very Satisfactory - 4, Satisfactory -3, Unsatisfactory -2 and Very Unsatisfactory -1) and dividing the sum of the scale (10) by the total number of scales (4) to give 2.50. The scores

of 2.50 or higher on any item were adjudged to be satisfactory and very satisfactory while scores below 2.50 were taken to be unsatisfactory and very unsatisfactory. The rating of the level was graded as 1-1.99 = Very Unsatisfactory, 2-2.49 = Unsatisfactory, 2.50-2.99 = Satisfactory and 3.00-4.00 = Very Satisfactory. In summary, items with 2.50 and above signified Very Satisfactory performance while items with 2.49 and below signified Very Unsatisfactory performance.

Research Question 2 was answered using the same rating procedure. To answer Research Question 2, the scores of each respondent in the AWTQ were added up and compared with the minimum point of 2.50, set as the benchmark to determine positive and negative attitude to work of teachers. This minimum point of 2.50 was obtained by adding up the four (4) point scale (Usually (4), Often (3), Sometimes (2) and Seldom (1) and dividing the sum of the scale (10) by the total number of scales (4) to give 2.50. So, scores of 2.50 or higher on any item were adjudged to be Usually and Often while scores below 2.50 were taken to be Sometimes and Seldom. To obtain the final rating of attitude, since it is measured as either positive or negative, the minimum scores of 2.50 and above were taken to be positive attitude to work while scores below 2.50 were taken to be negative attitude to work of teachers. In summary, items with 2.50 and above signified positive or favourable attitude to work while items with 2.49 and below signified negative or unfavourable attitude to work.

Results

Research Question 1: What is the level of principals’ administrative tasks performance in public secondary schools in Edo State?

Table 2: Mean and Standard Deviation on Principals’ Administrative Tasks Performance Responses.

	Management of Instructional Programme	N	M	SD	%	Remarks
1.	Offering assistance in classification and streaming of students	810	3.45	.50	86.3%	V. Satisfactory
2	Assisting in the provision of relevant instructional materials	810	3.40	.58	85%	V. Satisfactory
3	Allocating subjects and classes to teachers on the basis of qualification and experience	810	3.50	.74	87.5%	V. Satisfactory
4	Coordinating and supervising the general instructional activities of the school	810	3.55	.59	88.8%	V. Satisfactory
5	Facilitating preparation of workable school time table	810	4.00	.00	100%	V. Satisfactory
	Group mean		3.58		89.5%	
	Staff Personnel Administration					
6	Facilitating teachers’ professional development when opportunities arise	810	3.55	.58	88.8%	V. Satisfactory
7	Accepting responsibility for the work he/she delegates to staff	810	3.55	.50	88.8%	V. Satisfactory
8	Allowing teachers a measure of authority in doing their duties	810	3.30	.64	82.5%	V. Satisfactory
9	Giving teachers opportunity to participate in decision making	810	3.30	.78	82.5%	V. Satisfactory
10	Assisting staff on both personal and professional matters	810	3.35	.91	83.8%	V. Satisfactory

	Group mean		3.41		85.3%	
	Student Services Management					
11	Ensuring proper academic guidance are given to students	810	3.45	.87	86.3%	V. Satisfactory
12	Discussing with student regularly concerning their welfare	810	2.95	.74	73.8%	Satisfactory
13	Making himself/ herself available for consultation with students	810	3.40	.74	85%	V. Satisfactory
14	Ensuring that erring students are reasonably are disciplined	810	3.35	.66	83.3%	V. Satisfactory
15	Providing facilities for students recreation	810	3.10	.84	77.5%	V. Satisfactory
	Group mean		3.25		81.2%	
D	Financial and Physical Resource					
16	Keeping relevant records of school facilities and finances	810	3.44	.68	86%	V. Satisfactory
17	Maintaining available school facilities	810	3.50	.50	87.5%	V. Satisfactory
18	Documenting all school financial transactions	810	3.55	.67	88.8%	V. Satisfactory
19	Coordinating financial expenditure of the school in order to avoid wastage	810	3.80	.40	95%	V. Satisfactory
20	Making yearly budget estimates for the school	810	3.80	.40	95%	V. Satisfactory
	Group mean		3.62		90.5%	
E	School Relations					
21	Building viable school community relations	810	3.25	.89	81.3%	V. Satisfactory
22	Engaging stakeholders in matters that bother on school progress	810	3.20	.75	80%	V. Satisfactory
23	Listening to advice from members of the society	810	3.25	.76	81.3%	V. Satisfactory
24	Open to suggestions from school stakeholders	810	3.30	.78	82.5%	V. Satisfactory
25	Involving the community on school projects	810	3.10	.89	77.5%	V. Satisfactory
	Group mean		3.22		80.5%	
	Aggregate mean		3.42		85.5%	

Note. M=Mean, SD=Standard Deviation

Table 2 showed that the means of all the items on administrative task performance of principals were higher than the benchmark mean of 2.50. Also, the mean of each of the administrative tasks was higher than the benchmark mean of 2.50. Management of instructional programme had a mean score of 3.58 and percentage proportion of 89.5%, staff personnel administration had a mean of 3.41 and percentage proportion of 85.3%, students' services management mean score was 3.25 and a percentage proportion of 81.2%, financial and physical resources management had a mean of 3.62 and percentage proportion of 90.5% and school community relations had a mean score of 3.22 and percentage proportion of 80.5%. The aggregate mean was 3.42 and percentage proportion of performance was 85.5%. This implied that public secondary school principals in Edo State performed their administrative tasks very well. Therefore, the level of performance of their administrative tasks was very high and also very satisfactory as indicated by the aggregate mean and percentage proportion of performance.

Research Question 2: What is the level of teachers’ attitude to work in public secondary schools in Edo State?

Table 3: Mean and Standard Deviation on Attitude to Work of Teachers

S/N	Genuine Caring and Kindness of the Teacher	N	M	SD	%	Remark
1	I provide support for all students	810	3.55	.80	88.8%	Positive Att.
2	Care about the academic and social well-being of my students	810	3.60	.58	90%	Positive Att.
3	Act as a coach, mentor, or partner	810	3.62	.78	90.5%	Positive Att.
4	Connect emotionally with my students	810	3.20	.68	80%	Positive Att.
5	Incorporate students’ personal interests into teaching	810	3.00	.95	75%	Positive Att.
	Group mean		3.39		84.7%	Positive Att.
	Willingness to Share Classroom Responsibilities					
6	My students participate in decision-making on classroom matters	810	2.90	1.05	72.5%	Positive Att.
7	Involve students in establishing classroom rules and procedures	810	2.90	1.00	72.5%	Positive Att.
8	Assign fast learners as assistants to help slow and weaker learners in the completion of their academic tasks	810	3.15	1.06	78.8%	Positive Att.
9	Begin lesson with activities to reinforce a sense of collaboration	810	3.50	.67	87.7%	Positive Att.
10	Open and available to students on academic and other school engagements	810	3.65	.48	91.3%	Positive Att.
	Group mean		3.22		80.6%	Positive Att.
	Sincere Sensitivity to the Students’ Diversity					
11	Sensitive to students’ individual differences	810	3.35	.57	88.3%	Positive Att.
12	Take time to assist individual students that need help	810	3.55	.74	88.8%	Positive Att.
13	Accept all student’s cultures	810	3.45	.81	86.3%	Positive Att.
14	Promote respect for cultural diversity in the classroom	810	3.65	.48	91.3%	Positive Att.
15	Interact with students as individuals	810	3.35	.73	88.3%	Positive Att.
	Group mean		3.47		88.6%	Positive Att.
	Motivation to Provide Meaningful Learning Experiences for All Students					
16	Presents lesson information in a way that is easy to understand	810	3.80	.40	95%	Positive Att.
17	Provides positive reinforcement for appropriate behaviours in order for students to put in their best efforts	810	3.65	.57	91.3%	Positive Att.
18	Encourage students’ responses to questions using verbal praises such as “brilliant”, “great”, “nice job”	810	3.90	.30	97.5%	Positive Att.

19	Concludes each lesson with a reflection activity about the lesson	810	3.10	1.05	77.5%	Positive Att.
20	Engage students in meaningful classroom activities that are connected to real-world experiences	810	3.40	.66	85%	Positive Att.
	Group mean		3.57		89.3%	Positive Att.
	Enthusiasm for Stimulating Students' Creativity					
21	Encourage students to analyze information from different sources	810	3.45	.74	86.3%	Positive Att.
22	Help students to become aware of their own thinking	810	3.45	.74	86.3%	Positive Att.
23	Guide students positively for their personal growth	810	3.50	.59	87.7%	Positive Att.
24	Encourage students to approach a subject from different perspectives	810	3.50	.74	87.7%	Positive Att.
25	Allow students take risks in classroom learning activities	810	2.95	.87	73.75%	Positive Att.
	Group mean		3.37		84.4%	Positive Att.
	Aggregate mean		3.40		85%	Positive Att.

Note. M=Mean, SD=Standard Deviation

Table 3 shows that the means of all the items on attitude to work of teachers were higher than the benchmark mean of 2.50. Also, all the means of the sub-components of attitude to work of teachers were higher than the benchmark mean of 2.50. Genuine caring and kindness of the teacher had a mean score of 3.39 and percentage proportion of 84.7%; willingness to share classroom responsibilities had a mean of 3.22 and percentage proportion of 80.6%; sincere sensitivity to the students' diversity had a mean of 3.47 and percentage proportion of 88.6%; motivation to provide meaningful learning experiences for all students had a mean of 3.57 and percentage proportion of 89.3% and enthusiasm for stimulating students' creativity had a mean of 3.37 and percentage proportion of 84.4%. It implied that public secondary school teachers in Edo State had a positive or favourable attitude to work. The attitude to work of the teachers was positive as indicated by the aggregate mean of 3.40 and percentage proportion of 85%. Both the mean and percentage proportion indicated that the teachers displayed positive attitude to work.

Discussion

The findings of the study showed that public secondary school principals in Edo State performed their administrative tasks very well hence the level of performance of their administrative tasks was very high and also very satisfactory as indicated by the sub-group means and percentage proportions. The aggregate mean and percentage proportion also gave credence to the high performance level of principals' administrative tasks. This finding could be attributed to the seemingly good working relationship that exists between the principals and their teachers. Although this may not be the situation in all the schools, yet a large proportion of 85.5% is an indication that principals and teachers have a cordial working relationship. Again, this finding could be attributed to the improved remuneration of teachers in recent times in Edo State and the seeming concern of government on the working conditions of teachers in the State. This finding corroborates that of Akpan (2016) whose study showed that teachers perceived their principals as being effective in their

administrative tasks performance, especially in curriculum development and instruction. The finding also supports that of Alzubi (2021) who found that teachers perceived their principals as being moderately effective in their administrative tasks performance and being particularly very effective in curriculum development and instruction. The finding further corroborates that of Bamire and Adelabu (2018) who found that 78% of the principals performed their administrative role very well. The general view of the teachers on the principals' actual performance of their role was that principals performed more of administrative role and human relations role than instructional role in the school.

The finding of the study also showed that public secondary school teachers in Edo State had a positive or favourable attitude to work. The attitude to work of the teachers was positive as indicated by the aggregate mean of 3.40 and percentage proportion of 85%. Both the mean and percentage proportion indicated that the teachers displayed positive attitude to work. This could be attributed to the recognition accorded teachers in Edo State by the government in recent times. The government of Edo State has been identifying with teachers and their plight as manifested in the recent celebration of World Teachers Day, where government made promises of improving their work conditions. This recognition could be the catalyst that has spurred the teachers' positive attitude to work. This finding could also be attributed to the teachers' relationship with their principals and the conduct and cooperation of their colleagues. This finding agrees with that of Beavers (2016) who found that eight factors affected teachers' attitudes toward their work. These factors included the administrative team's support, their impression of the administration's consistency and values, their relationship with the principal, the conduct of their colleagues, their experiences with teacher collaboration, their internal feelings about teaching, and the outside factors that impacted their careers.

Conclusion

Based on the findings of the study, the author concluded that the performance of the administrative tasks of public secondary school principals in Edo State cannot be undermined because of the strong positive influence satisfactory performance of these tasks exerts on the attitude to work of teachers in public secondary schools in Edo State. The study revealed that the level of principals' performance of the five administrative tasks measured in the study was high and very satisfactory and that the attitude to work of teachers in public secondary schools in Edo State is positive. Positive attitude to work of teachers leads to effective teaching and learning, which on the long run, can lead to better learning outcomes or academic performance of students. In addition, the five administrative tasks measured individually and jointly predict attitude to work of teachers in public secondary schools in Edo State.

Recommendations

Based on the findings, the following recommendations were made:

1. School principals and teachers should be encouraged to sustain the very satisfactory performance of the administrative tasks of principals and the favourable attitude to work of teachers in public secondary schools in Edo State.
2. Public secondary school principals in Edo State should be encouraged to take the performance of their administrative tasks very seriously because of the positive influence the satisfactory performance of these tasks has on the attitude to work of teachers.

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