Stress Coping Strategies and Principals’ Administrative Effectiveness in Public Secondary Schools in Akwa Ibom South Senatorial District
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Abstract
The study determined the relationship between stress coping strategies and secondary school principals’ administrative effectiveness in Akwa Ibom South Senatorial District. Two purposes, two research questions and two null hypotheses were formulated to guide the study. Ex-post facto research design was used for the study. The study population consisted of all the 191 principals and vice principals and 1087 teachers present in the 63 public secondary schools in Akwa Ibom south senatorial district. Five hundred and thirty four (534) respondents were selected as sample for the study using multi-stage sampling technique. Two sets of instruments were used for data collection, these include: a researcher’s developed questionnaires titled “stress coping strategies questionnaire (SCSQ) and principals’ administrative effectives questionnaire (PAEQ)”. The reliability of the questionnaires was determined using Cronbach Alpha Analysis. The reliability indices for SCSQ and PAPEQ were .81 and .74 respectively. Simple Linear Regression Statistics was used to answer the research questions. Simple Linear Regression Analysis was used to test the Null hypotheses at .05 level of significance. Findings of the study revealed that time management and delegation of responsibilities significantly predict principals’ administrative effectiveness in secondary Schools. It was concluded based on the findings that principals’ adoption of stress coping strategies significantly predicts their administrative effectiveness in secondary Schools in Akwa Ibom South Senatorial District. It is recommended amongst others that, Principals should set out time for daily personal activities in the school and also create flexibility for the unexpected activities.

Key words: Stress, coping strategies, principals' administrative effectiveness

Introduction
The school is an organization with a mandate to promote teaching and learning. Its setting is expected to incorporate facilities and other educational resources that can enhance goals achievement. The responsibility of administering a school is shouldered by the School Principal. The principal manages the human and non-human resources in the school system, he presides over a complex network of interpersonal relations comprising of teaching, non-teaching staff and the students. The principal has to direct and control the activities of the human resources in order to achieve the educational goals. As a result of this, job related stress becomes inevitable in secondary schools. Stress, according to Slyers (2011), refers to a general response which the human body makes to any demand on it. It is a worry which is physical, psychological, physiological and sociological which may result from not meeting with certain demands at the work place. Oboegbulem (2007) defined stress as a process in which environmental events or forces, called stressors, threaten an organisms’ existence and well-being and how
the individual responds to such threat. It could also be seen as a feeling which occurs when an individual's working or living conditions or circumstances make demands beyond the individual's capacity to handle such situation physically or emotionally. These indicate that stress is seen as a worry which is physically, psychological, physiological and sociological as a result of not meeting with certain demands from the work place. Stress is the condition that touches on well being. A stressed school principal is the one suffering from anxiety; frustration and worry which can cause work related illness in educational sector. Principals’ stress therefore may be defined as uncomfortable experiences on the job.

The effectiveness of any school system is facilitated by the school administrator. The tasks of such school’s administrator (the principal) in secondary school are very complex. This is because they have to do with utilizing and directing human and material resources for goal achievement. In addition, the principal handles activities such as staff and students welfare, develop and implement educational programmes, provides proper instruction, school community relations, discipline and proper record keeping. Peretomode (2004) points out even more responsibilities for the school principal such as students’ admissions, proper documentation of school finances and the creation of a conductive learning environment. The above mentioned responsibilities can lead to high level of occupational stress. Stress on the principal, according to Willis (2005), could lead to negative behaviour and thoughts, because problems of emotions as well as feelings and physical health and may hinder effective school administration. Mariammal, Amutha and Sornaraj (2012) stated that stress manifests in the form of ailments or chronic diseases like hypertension, stroke, headache and diabetes as well as regular body pain. Some people experience symptoms such as suppression of the reproductive system, anxiety, aggressiveness, indigestion, stomach ache, pains, dizziness, and rapid heartbeat. Chronic stress creates muscle tension, fatigue, constipation and arthritis (Siani, 2007). There is, therefore, the need for stress coping strategies to reduce stress on principals. These strategies include self management, delegation of responsibilities, decision making and effective communication.

Time management refers to the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks. Achunine (2004) defines time management as the effective and efficient utilization of a manager’s or an administrator’s corporate time to achieve organizational and personal goals. It involves identifying tasks to be performed, planning and scheduling of organizational activities, prioritizing such activities, allocating time to the tasks according to their degree of importance. This enhances productivity, minimizes interruptions and frivolities and dealing with routine tasks in such a way that the mostly important tasks receive due attention. Without time management the responsibilities would not be effectively delegated to individuals based on schedule. Delegation of responsibilities refers to the process of entrusting authority and responsibility to other people. In its strictest form, the person to whom authority is delegated acts on behalf of the one from whom authority is delegated. The main reason for delegation in schools emanates from the fact that the task of running a school is too broad a responsibility for one person to manage alone. Regardless of the number of hours one may invest in one's work, one cannot succeed in completing the work alone; rather, it leads to work stress. Delegation of
responsibilities saves time, develops people, grooms successors, motivates subordinates and helps the principals to attain administrative effectiveness in schools.

Administrative effectiveness is part of the functions assumed by someone with a set of specific responsibilities. Principals' administrative effectiveness can be achieved in the school system if the principal who is the administrator is tactful in dealing with his/her subordinates, student and the community in which the school is situated. Uche (2002) opined that administrative effectiveness is a symbol of a good administrative style on the part of the school principal, team work, morale of teachers, good teachers, and good teaching, conducive social climate, proper guidance and counseling as well as rules and regulations. When a principal does not delegate some aspect of duties appropriately, he/she may encounter occupational stress. Bull (2013) also opined that, one third of principals perceive their occupation as highly stressful. Some of the challenges faced by school principals is as a result of stress. This stress could be within and outside the school system, such as work load, lack of school plant, lack of finance, population explosion, lack of trained teachers, students' unrest, indiscipline and in-experience among the school principals. Others include, drug and substance abuse, poor living conditions in the school, lack of culture impurity in the society, pressure for excellent academic performance, and abdication of parental responsibility, others include incompetent boards of governors, adolescence identity crisis and mass media influence. All these, pose a lot of challenges to effective school administration. Principals suffer from a lot of stressful conditions in their attempt to attain a high percentage in students' academic performance, discipline of staff and students, resolution of conflicts, taking appropriate decisions, as well as supervising teaching and learning activities.

Considering the fact that school administrators have many responsibilities and expectations placed on them. It is likely that the school administrator can easily get stressed in the course of trying to meet up with daily school administrative functions. This has become worrisome to principals, Students, teachers, Educational Stakeholders and the society at large to the extent that it has prompted many Scholars to attempt providing solutions to this problem by carrying out various researches at various places at different times. It is on this basis problem that this study seeks to investigate how stress coping strategies could predict Principals’ administrative effective in public secondary schools in Akwa Ibom South Senatorial District.

Statement of the Problem

In Eket Education Zone, principals are prone to various factors that facilitate the development of work stress. They are faced with poor condition of school buildings, high students' enrolment, inadequate teaching manpower, inadequate facilities, paucity of funds, and unsatisfactory reward system in terms of salaries, emoluments, and fringe benefits amongst others. Principals suffer from a lot of stressful conditions in their attempt to attain a high percentage in students' academic performance, discipline of staff and students, resolution of conflicts, taking appropriate decisions, supervising teaching and learning activities. This seems to have resulted in principals' administrative ineffectiveness which is evidenced in poor supervision of teachers and students, inability to hold regular Staff meetings, poor supervised of instructional delivery and
general lack of concern for staff welfare. Principal poor administrative effectiveness is also observed in their inability to maintain a healthy school community relationship. However, this problem of Principals’ administrative in-effectiveness may be attributed to their non-adoption of various stress coping strategies such as time management strategies and delegation of responsibilities, amongst others. It is assumed that if principals adopt these stress coping strategies, it could lead to their administrative lot. The problem of principals’ administrative effectiveness has become worrisome to principals, students, teachers; educational stakeholders and the society at large to the extent that it has prompted many scholars to attempt providing solutions to the problem, yet the problem still persist. This has created a gap which this study entitled Stress Coping Strategies and Principals administrative effectiveness in public secondary schools in Eket education Zone of Akwa Ibom is set to fill.

**Review of Related Literature**

This study is based on the Interactional theory of occupational stress which was developed by Richard Lazarus in 1960, it focuses on the structural characteristics of the person’s interaction with their work environment. This theory states that stress resides neither in the situation nor in a person but in transaction between the person and the environment (other people). The stress responses are experienced by the person as a result of a stressful transaction and the environment. This indicates that stress experience is subjected to response resulting from the social interaction. The relevance of the theory in this study is that, social interaction is associated with stress by principals in terms of communication pattern, conflict management approach and decision making approach. Such situation can cause stress because of the relationship that occur between the principal and its environment. Principals faced with stress condition are usually confronted with various issues which may lead to inability to perform effectively. As the principal interacts with members of staff, student and or environment there are possibilities of occupational stress, and these account for the reduction of principals’ administrative effectiveness.

Stress can be viewed as an agent, circumstance, situation or variable that disturbs the "normal" functioning of the individual (Tepas and Price, 2001) it is also seen as an effect of a disturbed state itself. Stress is a result of being subjected to extended forces or pressure and can either be positive/pleasant (eustress) or negative/unpleasant (distress) (Melgosa, 2004; Willis 2005). Stress coping strategies refers to measures and techniques employed by both learning institutions and teachers to reduce or cope with the day-to-day pressures and tension emanating from work. Some of these strategies include: self management, use of appropriate means of communication, time management and delegation of responsibilities.

Time management is a stress coping strategy. It refers to the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks. Achunine (2004) defines time management as the effective and efficient utilization of a manager’s or an administrator’s corporate time to achieve organizational and personal goals. It involves identifying tasks to be performed, planning and
scheduling of organizational activities, prioritizing such activities, assigning time to the
tasks according to their degree of importance. This enhances productivity, minimizes
interruptions and frivolities and deals with routine tasks in such a way that the only most
important tasks receive due attention. According to Shirley (2008), better time
management can be achieved if goals have been set and then all future work are
prioritized based on how it moves the individual or organization towards meeting the
goals. Time management helps identify needs and wants in terms of their importance
and matches them with time and other resources. It also brings about orderliness; it
enables one to be more productive and fulfilled, and also reduces stress. Without time
management the responsibilities would not be effectively delegated to individuals based
on schedule. The value of time management lives in the fact that people have too many
tasks they need to do but not enough time for the things that they want to do.

Managing time appropriately leads to achieving results easily with limited resources.
Consequently, any productive system, whatever its structure, human, technology or
financial support requires efficient and effective time management procedure. Time
management is probably not as easy as what it is imagined and expected to be. According to North (2004), time management is the organization of tasks or events by
first estimating how much time a task will take to be completed when it must be
completed, and then adjusting events that would interfere with its completion in the
appropriate amount of time. Time management is one of the strategies that principal of
schools can use to cope with stress. It is imperative that principals avoid irrelevant tasks
that could deter them from completing tasks scheduled for each period; this will help in
reducing pile up works and stress. Various researches have explained how
administrators can make good use of their corporate time to reduce stress. Setting
priorities seems to be the foremost in time coping strategies. According to Morgenstern
(2004) and Ajaji (2007) setting priorities involves a clear understanding of one’s job and
one’s time. To get a more accurate estimate, an administrator needs to keep track of
how he spends his time for a week. This will help the administrator get a better idea of
how much he needs to spend on each relevant activity, it will also give duration or time
frame for every task delegated.

Delegation of responsibilities refers to the process of entrusting authority and
responsibility to other people. In its strictest form, the person to whom authority is
delegated acts on behalf of the one from whom authority is delegated. The main reason
for delegation in schools emanates from the fact that the task of running a school is too
broad a responsibility for one person to manage. Regardless of the number of hours
one may invest in one’s work, one cannot succeed in completing the work alone; rather,
it leads to work stress. Delegation of responsibilities saves time, develops people,
grooms successors, motivates subordinates and helps the principals to attain
administrative effectiveness in schools. According to Federal Ministry of Education and
Youth Development (1993) “delegation is a process by which managers, such as school
heads, transfer part of their authority to subordinates for the performance of certain
tasks and responsibilities”. Delegation of authority according to Ogbonnaya (2004: 65),
is “the transfer of responsibility and the granting of sufficient authority by a superior (a
person of higher rank or position) to a subordinate (a person of lower rank or position).
These definitions imply that delegation creates an additional obligation on the part of the delegate without diminishing the responsibility of the superior. The subordinate shares in higher responsibilities while still ensuring effective and efficient performance. This is therefore the way superior provide for the maximum performance of their duties and it is an essential way for the establishment of an effective administrative structure. For example, Okafor (2002) asserted that in church, the Pope Delegate function to the cardinals, bishops, priests or pastors, pastors to brothers/sisters, catechists and down to laity in the church. In the family, the father as a head delegates functions to the mother, mother to children. In an organization, the manager delegates function to his subordinates. He further stated that delegation implies that a hierarchy of position be created in any organization. This is necessary for achievement of organizational goals which again depends on the proper functioning of the organization. In this regards, the head has to allocate some of his functions to competent subordinates so as to facilitate the achievement of any organizational goals and objectives. This strategy help it helps him in the decentralization of responsibilities of office and reduces his work stress.

The main reason for delegation in schools emanates from the fact that the task of running a school is too broad a responsibility for one person to manage alone. However, no matter how many hours one puts into one’s work. There are too many tasks and too many people to deal with, so the workload has to be shared to reduce stress. According to Morake, Monobe and Mbulawa (2012) there are three methods, which are followed when delegating work. These methods are formal, informal and implied. The methods are not mutually exclusive, but are exclusively inclusive in most organizations. The formal method of delegation is the common method followed in most institutions. Here detailed written instructions are issued, outlining the scope of the delegated work. This method is particularly useful as misunderstandings are avoided and subordinates know exactly what is expected of them. Moreover, it facilitates matters when someone else takes charge of the particular job. Informal delegation is more complicated as it requires a greater degree of understanding between superior and the subordinates.

Informal delegation is carried out orally and is therefore swift. It is however, not always safe, as the subordinates may most likely not clearly understand all that their managers tries to convey. In a school this kind of delegation takes place when the principal orally delegates certain duties to a teacher (Musazi, 2002). The implied delegation is when the principal in whom the statutory powers is vested on, may in some circumstances, rely on his subordinate to exercise control on his behalf. The primary purpose of delegation is to make the organization more effective. Determination of delegation is part of the art of management. As Peter (2009) narrate, most managers and supervisors have heard about delegation, they know it is important for supervisors to practice it, but, like many other skills, very few managers or supervisors take time to study and practice how to be effective delegators. To be successful in their job, the concept ‘delegation’ must be understood by them. These methods of delegation could also be applied by school principals to help them cope with work stress.
Various empirical researches have been conducted on stress coping strategies and how it relates to principals’ administrative effectiveness. For instance, Al-Jammal, Al-Khasawneh and Hamadat (2015) conducted a study to identify the impact of delegation of authority subordinates at great Irbid Municipality. The population of the study comprised of 1500 employee embedded in central and executive management. Simple random sampling technique was used to select 200 employees from the population. Researcher made questionnaire was used for data collection. The data collected were analyzed using t-test statistics. The result of the study showed that there is a statistically significant relationship between delegation of authority and efficiency, effectiveness and empowerment of employees’ performance at Irbid municipality. Again, Morake, Monobe and Mbulawa (2012) conducted a study to examine the effectiveness of delegation as a management process in primary schools in South Central Region of Botswana. A sample of 10 schools and 50 school teachers was selected using simple random sampling technique. A self-administered questionnaire was used for data collection. The data collected were analyzed using frequency distribution and percentages. The result of the study showed that there is usually delegation of tasks to subordinate. The result also revealed that managers together with their subordinates share the workload. Ugwu (2009) conducted a study to ascertain delegatory functions of secondary school principals in all public secondary schools in Nsukka Education Zone of Enugu State. The result of the study showed that there was no significant difference between the mean rating of to which principals and staff with regards to the extent principals delegate functions to their staff.

Ekundayo and Kolawole (2013) conducted a study to examined time management skills and administrative effectiveness of principals in Nigerian secondary schools. The descriptive survey design was used for the study. The population consisted of all the principals and teachers of secondary schools in Ondo, Ekiti and Osun States. The sample comprised of 200 principals and 600 teachers randomly selected. Data were collected using “Assess Your Time Management Skills Questionnaire (AYTMSQ)” and self-designed instrument tagged “Administrative Effectiveness of Secondary School Principals Questionnaire (AESSPQ). Data collected were analyzed using frequency counts, simple percentage, mean and standard deviations. The result of the study revealed that time management skills as well as the level of administrative effectiveness of principals were encouraging.

Also, Ekanem (2015) carried out a study to appraise the time management abilities of administrators for skill improvement needs of teachers in secondary schools in Calabar, Nigeria. The result of the study indicated that the school administrators have low knowledge in time management strategies. Again, Ogundele and Afolabi (2015) conducted a study to investigate the relationship between time management and administrative effectiveness of Kwara State owned tertiary institutions. The study adopted descriptive survey stratified random sampling was used for selecting 600 respondents from the sampled institutions. Data were collected Using Time Management for Administrative Effective Questionnaire (TMASEQ). Percentages and Pearson Product Moment Correlation Statistics were used for answering the research questions and in testing the null hypotheses respectively. The result of the study
showed amongst others that time management has high positive significant relationship with administrative effectiveness in Kwara State tertiary institutions.

**Purposes of the Study**

This study aimed at determining the extent to which stress coping strategies predict secondary school principals’ administrative effectiveness in Akwa Ibom South senatorial District. The study specifically sought to determine the extent to which:

1. Time management predicts principals’ administrative effectiveness.
2. Delegation of responsibilities predicts principals’ administrative effectiveness.

**Research Questions**

1. To what extent does time management predict principals’ administrative effectiveness?
2. What is the extent to which delegation of responsibilities predict principals’ administrative effectiveness?

**Research Hypotheses**

The following null hypotheses were formulated and tested at .05 level of significance:

1) The extent to which time management predict principals’ administrative effectiveness is not significant.
2) The extent to which delegation of responsibilities predict principals’ administrative effectiveness is not significant.

**Research Method**

This study adopted ex-post facto design. The Area of study was Akwa Ibom South Senatorial District. The population consisted of 191 principals and vice principals, and 1087 teachers present in the 63 public secondary schools in Akwa Ibom South Senatorial District (State secondary Education Board SSEB, 2016). The sample consisted of 534 respondents, comprising of 178 principals and vice principals representing 93%, and 356 teachers representing 33% of teachers’ population. The study adopted multi-stage approach. Two instruments were used, to elicit data: these are: Stress Coping Strategies Questionnaire (SCSQ) and principals’ administrative effectives’ questionnaire (PAEQ). SCSQ comprised of thirty (30) structured items which sought Principals’ opinion on their Time management strategies, communication pattern, and delegation of responsibilities. While the PAEQ comprised of twenty (20) structured items, the items sought teachers’ opinion on principals’ administrative effectiveness. Both instruments were constructed on a four-point response scale. Viz: SA= strongly Agree – 4points, A= Agree – 3points, D= Disagree – 2points, SD= Strongly Disagree – 1point.

The instruments were validated by three experts from the department of Measurements and Evaluation and Educational Management and planning, Faculty of Education,
University of Uyo. The reliability of the instrument was established using inter-item consistency method. The data collected were subjected to Cronbach Alpha reliability test. The analysis indicated a reliability indices of .81 and .74 for SCSQ and PAQ respectively. The instruments were administered and the data obtained were analyzed using Simple Linear Regression statistics. Research Questions were answered using the decision rule by Evans in Condouris, Meyer and Tager-Flusberg (2003) to determine the strength / extent of prediction. Hypotheses formulated were tested at .05 level of significance.

Results

Answers to Research Questions

Research Question 1
What is the extent to which time management predict principals' administrative effectiveness?

Table 1: Simple linear regression for the extent of prediction between time management and principals' administrative effectiveness (N=174)

<table>
<thead>
<tr>
<th>Variables</th>
<th>R</th>
<th>R-square</th>
<th>% contribution</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>.178</td>
<td>.032</td>
<td>3.2%</td>
<td>very low</td>
</tr>
<tr>
<td>Administrative Effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result in Table 1 shows the R for the strength of relationship and R² for the determination of the extent of prediction between time management and principals' administrative effectiveness. The R-value of .178 indicates a very low extent of relationship between the two variables. The calculated R² of .032 which is the coefficient of determination indicates that only 3.2% of principals' administrative effectiveness is predicted by time management strategy. This means that, time management to a very low extent predict principals' administrative effectiveness.

Research Question 2
What is the extent to which delegation of responsibilities predict principals' administrative effectiveness?

Table 2: Simple linear regression for the extent of prediction between delegation of responsibilities and principals' administrative effectiveness

<table>
<thead>
<tr>
<th>Variables</th>
<th>R</th>
<th>R-square</th>
<th>% contribution</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation of Responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Delegation of responsibilities | .560 | .314 | 31.4% | moderate relationship
Administrative Effectiveness

The R for the strength of relationship and $R^2$ for the determination of the extent of prediction between delegation of responsibilities and principals’ administrative effectiveness. The R-value of .560 indicates a moderate extent of relationship between the two variables. The calculated $R^2$ of .314 which is the coefficient of determination indicates that only 31.4% of principals’ administrative effectiveness is predicted by delegation of responsibilities. This means that, delegation of responsibilities to a moderate extent predict principals’ administrative effectiveness.

**Test of Null Hypotheses**

**Hypothesis 1**: The extent to which time management predict principals’ administrative effectiveness is not significant.

**Table 3**: Simple linear regression for the extent to which time management predict principals’ administrative effectiveness

<table>
<thead>
<tr>
<th>Variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F-critical</th>
<th>F-cal</th>
<th>Decision at P &lt; .05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>334.222</td>
<td>1</td>
<td>334.222</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>10185.355</td>
<td>173</td>
<td>58.875</td>
<td>3.91</td>
<td>5.68</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>10519.577</td>
<td>174</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at P < .05

The result in Table 3 shows that the calculated F-value of 5.68 is greater than the critical F-value of 3.91 at .05 level of significance with 1 and 173 degrees of freedom. With this result, the null hypothesis which states that, “The extent to which time management predict principals’ administrative effectiveness is not significant” was rejected in favour of the alternate one. This means that, the extent to which time management predict principals’ administrative effectiveness is significant.

**Hypothesis 2**: The extent to which delegation of responsibilities predict principals’ administrative effectiveness is not significant.

**Table 4**: Simple linear regression for the extent to which delegation of responsibilities predict principals’ administrative effectiveness

<table>
<thead>
<tr>
<th>Variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F-critical</th>
<th>F-cal</th>
<th>Decision at P &lt; .05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3299.072</td>
<td>1</td>
<td>3299.072</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>7220.505</td>
<td>173</td>
<td>41.737</td>
<td>3.91</td>
<td>79.04</td>
<td>*</td>
</tr>
</tbody>
</table>

* = Significant at P < .05
The result in Table 4 shows that the calculated F-value of 79.04 is greater than the critical F-value of 3.91 at .05 level of significance with 1 and 173 degrees of freedom. With this result, the null hypothesis which states that “The extent to which delegation of responsibilities predict principals’ administrative effectiveness is not significant” was rejected. This means that, the extent to which delegation of responsibilities predicts principals’ administrative effectiveness is significant.

**Discussion of the Findings**

The findings of hypothesis one revealed that the extent to which time management predict principals’ administrative effectiveness is significant. This positive result obtained could be attributed to the fact that, principals schedule of time for every activity in the school, setting of priorities for each day, eliminating frivolities and ensuring job completion within its set time, could help them cope with various kinds of stress. This could in turn enhance their effective administrative performance.

The findings of this hypothesis agree with the findings of Ekundayo and Kolawole (2013) who conducted a study to examined time management skills and administrative effectiveness of principals in secondary schools in Ondo, Ekiti and Osun States. They found out that, time management skills as well as the level of administrative effectiveness of principals was encouraging. The result of the study also agrees with Ekanem (2015) who carried out a study to appraise the time management abilities of administrators for skill improvement needs of teachers in secondary schools in Calabar, and found out that the school administrators have low knowledge of time management strategies. The result of this hypothesis is also in line with the findings of Ogundele and Afolabi (2015) who conducted a study to investigate the relationship between time management and administrative effectiveness in Kwara State owned tertiary institutions and found out amongst others that time management has high positive significant relationship with administrative effectiveness in Kwara State tertiary institutions.

The findings of hypothesis two revealed that the extent to which delegation of responsibilities predicts principals’ administrative effectiveness is significant. This positive result obtained could be attributed to the fact that, principals who always share responsibilities to staff such as, allowing departmental heads to mark lesson notes, delegating vice principals to monitor teachers’ performance in the classroom, assigning-staff for examination supervision and scheduling teachers on weekly school duties would be able to cope with occupational stress and therefore, attain administrative effectiveness in the school. The findings of this hypothesis agree with the findings of Al-Jammal, Al-Khasawneh and Hamadat (2015) who conducted a study to identify the impact of delegation of authority to subordinates and their performance at great Irbid Municipality. The result of the study showed that there is a statistically significant relationship between delegation of authority on efficiency, effectiveness and empowerment of employees’ performance at Irbid municipality. Also the findings of this hypothesis agrees with the findings of Morake, Monobe and Mbulawa (2012) who
conducted a study to examine the effectiveness of delegation as a management process in primary schools in South Central Region of Botswana. They found out that there is usually delegation of tasks to subordinate. The result also revealed that managers together with their subordinates share the workload. The findings of this hypothesis also agrees with the findings of Ugwu (2009) who conducted a study to ascertain delegatory functions of secondary school principals in all public secondary schools in Nsukka Education Zone of Enugu State. The result of the study showed that there was no significant difference between the mean rating of principals and staff with regards to the extent principals delegate functions to their staff.

Conclusion
The study shows that principals' adoption of stress coping strategies such as time management, communication pattern and principals' delegation of responsibilities significantly predict their administrative effectiveness in secondary Schools in Akwa Ibom South senatorial District.

Recommendations
The following recommendations were made:

1) Principals should set out time for daily personal activities in the school and also create flexibility for the unexpected activities.
2) Principal should ensure that responsibilities are delegated to subordinates on a weekly or daily basis to enhance effective and efficient administration.

References


