



Principals' Leadership Skills and Administrative Practices as Predictors of Sustainable Peaceful Learning Environment in Secondary Schools

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ABSTRACT

This study investigated principals' leadership skills and administrative practices as predictors of sustainable peaceful learning environment in secondary schools in South East, Nigeria. Three research questions and three hypotheses guided the study. The study adopted a correlational survey design with a population of 1,151 principals in the 1,151 secondary schools in South East, Nigeria. There are 222 principals in Abia State; 221 in Anambra State; 194 in Ebonyi State, 268 in Enugu State; and 246 in Imo State. Based on the population, a sample size of 250 principals was drawn using stratified random sampling technique representing 21.7% of the population. The instruments used for data collection were Questionnaire titled: Principals' Leadership Skills' Questionnaire (PLSQ); Principals' Administrative Practices Questionnaire (PAPQ); and Peaceful Learning Environment Questionnaire (PLEQ) developed by the researchers. The items of the instruments were structured using the Modified Likart four-point rating scale of: Strongly Agree, Agree, Disagree, and Strongly Disagree. The internal consistencies of the instruments were determined using Chronbach Alpha method on a sample of 20 principals from secondary schools in Benue State, which yielded reliability indices of 0.94 for Principals' Leadership Skills' Questionnaire (PLSQ). The reliability index of 0.92 was determined for Principals' Administrative Practices Questionnaire (PAPQ); and 0.88 was determined for sustainable Peaceful Learning Environment Questionnaire (PLEQ). In analyzing the data, linear regression was used to answer research questions one and two, while multiple regression was used to answer the research question three. In testing the hypotheses, t-test associated with linear regression was used to test hypotheses one and two, while Analysis of Variance (ANOVA) associated with multiple regression was used to test hypothesis three at a 0.05 alpha significant levels. The findings revealed among others that, there is a joint predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools. The test of hypothesis showed that, there are joint significant predictive powers of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools. Based on the findings, recommendations were made.

Keywords: Principals, Leadership Skills, Administrative Practices, Peaceful Learning Environment

Introduction

Principals are secondary school heads in-charge of administrative activities and the management of teaching and learning practices through innovative ideas for improved productivity. The principal is the leader of secondary school who manages all activities happening in schools with respect to time, fund and energy. The principal is responsible for the management of school activities through leadership skills such as innovative, creative, communication, decision-making, risk-taking, and time management skills to enhance sustainable peaceful learning environment for productivity. They provide good leadership principles and practices to lay proper direction of school programmes and effectively co-ordinate all educational services within the school to promote sustainable and peaceful learning environment (Nwabueze, 2014). Nwabueze and Onyekaba (2017) stated that, principals are secondary school leaders who control and direct both the academic and administrative activities to sustain peaceful and secured learning environments for institutional growth and productivity. Secondary school principals equally have the responsibility of developing instructional programme, delegating duties to staff members, general management of school facilities, and whole school supervision and evaluation, which are all geared towards sustaining a peaceful learning environment for academic growth and institutional development. Principals as building administrators are responsible for the daily management of schools, students, teachers, facilities, through administrative practices to enhance quality academic growth for students' productivity. Kalu (2016) described the principal as the executive head of secondary school and an administrator that controls and directs the finance, time, teaching aids, facilities and human skills in the system to improve the quality of teaching and learning as well as facilitate a sustainable and peaceful learning environment. As an important staff in the school system with overall task of managing the school, the principal maintains a balanced academic programmes, student-teacher progress and proper supervision of work as well as effective leadership system to improve sustainable and peaceful learning environment.

Learning in the context of this study, is the process of acquiring new knowledge, skills, attitude, ideas, behaviours, values and preferences with the right understanding through a medium for improved performance of students. Edikpa, Nwabueze and Chukwuma (2018) defined learning as a process that leads to change, which occurs as a result of experience that increases an individual's potential for improved performance and preparation for future learning outcome. Learning is a change in behaviour demonstrated by people implementing knowledge, skills, and practices derived from education, which is expected to be relatively permanent (Madumere-Obike, Okeke & Nwabueze, 2013). Basically, from an educator's perspective, learning involves helping people to learn through teaching with the right learning materials for the development of new knowledge and required skills. As an end result, learning occurs when people take new-found information and incorporate it into their lifestyle for improved productivity. Learning is all about acquiring new, or modifying existing knowledge, behaviours, skills, values or preferences, which may involve synthesizing different types of information in the education system (Nwabueze, 2011). The ability to learn is possessed by humans, animals and some machines, which may take place through teaching and practical experiments. Human learning may occur as part of education, personal development, schooling, or training, which are transferred to students through teaching for sustainable peaceful environment. It is goal-oriented and may be aided by motivation through the assistance of teaching staff in a peaceful learning environment.

Learning environment could be seen as the social, psychological, academic, philosophical and emotional contexts of a school climate, which could be influenced by broad range of factors, starting from disciplinary policies, instructional quality, students' and teachers' morale. According to Madumere-Obike, Okeke and Nwabueze (2013), quality learning environment is a school environment that enhances the academic performance of students by preparing them for further education and making an input for productive processes within an economy as quality graduates. This equally help students demonstrate respect for knowledge, allow them use information to construct new concepts and create new understanding that empower them to get employment after graduation, and help them communicate effectively in their subject areas. Peaceful learning environment contributes to knowledge development, which has received relatively little attention in improving the quality of teaching and learning in secondary schools (Samuelsson, 2008).

Learning to live together in peace and harmony is a dynamic, holistic and lifelong processes through which mutual respect, understanding, caring and sharing, compassion, social responsibility, solidarity, acceptance and tolerance of diversity among individuals and groups (ethnic, social, cultural, religious, national and regional) are internalized and practiced together to solve problems and work towards a just and free, peaceful and democratic society. This process begins with the development of inner peace in the minds and hearts of individuals engaged in the search for truth, knowledge and understanding of each other's culture and the appreciation of shared common values to achieve a better future. Learning to live together in peace and harmony requires that quality relationships at all level is committed to peace, human rights, democracy and social justice in an ecologically sustainable environment (Uche, Olele & Nwabueze, 2013). Therefore, for students' productivity in the school system, quality teaching and learning, reseach and community services can only take place in a peaceful learning environment.

Learning environment includes: the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, and so on, which are the variables that may affect students' academic achievement positively or negatively. Hence, learning environment remains an important area that must be well managed to enhance students' academic performance. Learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts (Balog, 2018). Learning environments vary from classroom to classroom and context to context, each with unique elements (Orlu, 2013). However, principals provide teachers and students with the needed administrative tools to effectively and efficiently sustain a peaceful learning environment. It is the duty of secondary school principals to bring about the needed change in people through the sustenance of peaceful learning environment for students' academic improvement. Nwabueze and Onyekaba (2017) defined sustainable peaceful learning environment as educational environment that contributes to a continually evolving healthy learning ecosystem in which knowledge is co-created and shared in a community. Sustainable peaceful learning environment refers to the social, academic and emotional contexts of a school that can boost the academic performance of students for global competitiveness and sustainability. A sustainable peaceful school environment is a product of collective effort between the school, community and government (Ofojebe, 2014). Principles of a peaceful learning environment include: love, respect, honesty, courage, empathy, compassion, and kindness, which supports students' academic excellence and improvement (Nwabueze, 2014). Hence, in order to have any kind of school success, students and teachers must first have a peaceful teaching and learning environment for instructional competitiveness (Yvonne, 2018).

A sustainable peaceful learning environment is a warm and welcoming environment where conflict resolution is fostered to improve students' academic activities for quality output. A sustainable peaceful learning environment is very necessary and essential in educational investment for academic improvement, sustainability and productivity. A clear link between a peaceful learning environment and educational performance could be in the production of graduates with qualitative education, sharpened attitudes among students and teachers, and future outcomes of individuals and society as a whole (Nwabueze & Onyekaba, 2017). Sustainable peaceful learning environment attract positive effect on both the attitudes and achievement of students as well as enhances school effectiveness (Ofojebe, 2014). Sustainable peaceful learning environment created through positive relationships among staff, students and community members maintain safety and participatory learning programme (Cohen, 2010). An unhealthy learning environment could be seen as one in which rules are unclear or arbitrary, bullying is accepted if not condoned, and teacher attitudes are indifferent, hostility or unnecessarily punitive for high absenteeism, misbehaviour and interpersonal aggression among staff and students (Madumere-Obike, Ukala & Nwabueze, 2013). This implies that, a peaceful school climate is a key ingredient in academic success and institutional development. Sustainable peaceful learning environment does not only engage students academically, but strongly associate them with a range of positive health and behavioural outcomes. Hence, learning environment could positively or negatively influence teaching and learning effectiveness depending on the management principles involved (Glantz, 2008).

In secondary schools in South East, Nigeria, the learning environments seem not to be healthy and peaceful as expected due to incessant communal clashes between the host communities, and regular fire outbreaks as a result of hunting practices taking place within the school environments. The environments which are very bushy have become hideouts for wild animals and bad gangs, which have made the school environment very unhealthy, inharmonious, agitated, turbulent and non-peaceful for learning. Some hoodlums come into the horrible school environment to rape some female students, initiate the students into cultism and even kidnap students for ransoms, which have really affected teaching and learning in secondary schools. Some Local Government Areas in the zone are equally faced with religious violence, intra-communal and inter-communal clashes, armed robbery, series of assassinations, kidnappings, encroachments into the land belonging to the institutions, attacking the institutions with weapons and other deadly tools, which affect the learning environment negatively. All these ill-human practices have affected the school environments negatively, which had kept the learning environment un-peaceful. However, when secondary school learning environments are not peaceful, students become very uncomfortable in their learning attitudes, confused in their learning habits, unsupported in the acquisition of knowledge, and become afraid to manage their learning abilities, which eventually affect their general academic performance negatively. All these negative ills may also be rooted from poor administrative practices of principals who could not live to their leadership expectations, which eventually affect the learning environment negatively. This implies that poor learning environment could be attributed to poor leadership practices among the principals.

The leadership efficiency and effectiveness of principals depend on the extent to which they carry out their administrative duties or responsibilities in the school system to sustain peaceful learning environments. The leadership skills of principals necessitated that, they are in-charge of academic and administrative duties in the secondary school system to sustain a peaceful learning environment (Nwabueze, Ugwoezuonu & Chukwuji, 2018). As much as possible, the principals are to create conducive learning atmosphere that would allow for maximum attainment of school goals and objectives through teaching and learning. The principal as a custodian and sole administrative staff is highly responsible for the management of staff, facilities, income,

time, energy and instructional arrangements, which are the leadership practices expected for the growth, development and sustainability of peaceful learning environment.

Principals' leadership skills entail all practices expected of a school leader to enhance the performance of subordinates in a peaceful learning environment for quality learning outcome. Nakpodia (2012) stated that, principals must possess the qualities expected of them to make right decision that would benefit the institution, staff and students for productivity in a peaceful learning environment. The leadership skills expected of principals include: shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in staff and students, improving academic instructions, and managing students' learning environment. Adegbeile (2011) stated that, the best leadership skills expected of principals include: good communication network, decision making capabilities, motivating spirit, as well as proper supervisory abilities, and these help to sustain a peaceful learning environment.

Leadership skills could be seen as those things expected of a leader for proper achievement of institutional set goals in a peaceful learning environment. Leadership skills help the principal to provide key attributes and competences expected of educational managers and administrators to perform their roles in a peaceful learning environment (Ukala, Nwabueze & Madumere-Obike, 2018). Also, the authors indicated that the needed leadership skills of principals include: clarity of leadership functions, keeping leadership commitments, being consistent in decision making processes, being honest, according respects to other staff members, and using praise as motivational technique facilitate sustainable and peaceful learning environment. Others include managing time appropriately for academic/administrative building, being constructive in sending feedbacks, making effective use of educational resources for institutional development, having good communication skills, serving as an administrative resource, and being visible or accessible for peaceful learning environment and institutional sustainability. These skills, when properly explored by secondary school principals in the management of school activities strengthen their level of expectations and abilities for effective functional performance in sustaining peaceful learning environment. However, principals' leadership skills may include: creative, innovative, time management, risk-taking, decision-making, entrepreneurial, communication, planning and accommodating skills.

All these leadership skills, when acquired by secondary school principals would promote and enhance their administrative practices to sustain peaceful learning environment. Principals' administrative practices are the activities performed by principals which improve and sustain peaceful learning environments in secondary schools. It entails the principals' involvement in coordinating teacher's day-to-day activities towards enhancing a peaceful learning environment. Principals' administrative practices could be seen as the primary duties of principal that help to guide and improve the teacher's functional performance in disseminating knowledge to the learner in a peaceful learning environment. According to Ndege (2017), administrative practice is the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in a peaceful school learning environment. Thus, administrative practices are the strategies adopted by principals to influence learning in the school environment for sustainability of academic growth. Principals' administrative practice is very vital in ensuring that, teachers carry out their instructional activities for improved learning output in a peaceful learning environment (Ukaigwe, Nwabueze & Nwokedi, 2019). They are entrusted to enhance instructions with their administrative practices and clear a path that would improve teaching-learning processes in secondary schools.

The principals being 'administrative leaders' are in position to communicate effectively with teachers, supervise, monitor teaching processes, disseminate current information and evaluate performance in order to improve modern teaching techniques in established peaceful learning environment. Igoni (2020) asserts that, principal is the fulcrum upon which the success or failure of school administration revolves around noting that, the principal must maintain close ties with his teachers in performing their duties to sustain a peaceful learning environment. These administrative practices are medium through which the principal ensures smooth school administration for effective teaching and learning to take place in a peaceful learning environment.

However, as the administration of secondary schools in Nigeria rest on the shoulders of principals, they must link up the goals of the school with their administrative practices to smoothen the path of teachers who will embrace these practices in performing their instructional task to promote peaceful learning environment. Abdulrahman (2014) asserted that, there are number of administrative processes that can assist school principals in keeping the learning environment peaceful, and they include: planning, decision making, organizing, coordinating, motivating, directing, evaluating, staffing, and budgeting. Others include: communication network, supervision, leadership, coaching and staffing; as well as the mediator between the students and teachers. These administrative practices of secondary school principals could be seen as leadership expectations that predict a peaceful learning environment for institutional productivity.

Statement of the Problem

Secondary education in Nigeria is designed to prepare individuals for useful living and higher education practices of which, good leadership qualities are expected of the principals to sustain peaceful learning environments. Although, leadership expectations determine the administrative practices of principals, but appear not attainable in secondary schools in South East, Nigeria as many principals lack the skills to fulfil their leadership expectations. Hence, poor leadership expectations and administrative practices affect the

learning environments negatively, which directly reduce the academic achievement of students. It is the expectation of the government, parents, and even students that quality education be received by students in a peaceful learning environment through the adoption of appropriate administrative practices among principals. However, there is growing fears in the minds of people with regard to the negative signals coming from the system over poor leadership expectations and administrative practices among principals in secondary schools in South East, Nigeria. The poor practices seem to render the school learning environment non-peaceful with poor quality of students produced from the system. Empirical researches and personal observation in this zone have equally shown that principals do not effectively provide administrative practices to sustain peaceful learning environment, which may be due to poor motivational status. However, the learning environments of secondary schools in South East, Nigeria seem not to be peaceful as expected due to poor leadership skills and administrative practices among principals, communal clashes between the schools and host communities, as well as regular fire outbreaks as a result of hunting practices taking place within the school environments. The environments are very bushy and have become hideouts for wild animals and bad gangs, which have made the school environment very unhealthy, inharmonious, agitated, turbulent and non-peaceful for learning. Some hoodlums come into the horrible school environment to rape some female students, initiate the students into cultism and even kidnap students for ransoms, and these have really affected teaching and learning in secondary schools in South East in recent time. Some Local Government Areas in the zone are equally faced with religious violence, intra-communal and inter-communal clashes, armed robbery, series of assassinations, kidnappings, encroachments into the land belonging to the institutions, as well as attacking the institutions with weapons and other deadly tools. All these ill human practices in the school environments have negatively kept the learning environment un-peaceful. However, when secondary school learning environments are not peaceful, students become very uncomfortable in their learning attitudes, confused in their learning habits, unsupported in the acquisition of knowledge, and become afraid to manage their learning abilities, which eventually affect their general academic performance negatively. All these negative ills are majorly rooted from poor administrative practices of principals who could not live up to their leadership expectations, which eventually affect the learning environment negatively in secondary schools.

Purpose of the Study

The aim of this study is to investigate principals' leadership skills and administrative practices as predictors of peaceful learning environment in secondary schools in South East, Nigeria. Specifically, the objectives of the study are to:

1. find out the predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools;
2. ascertain the predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools; and
3. determine the joint predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools in South East, Nigeria.

Research Questions

The following research questions guided the study.

1. What is the predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools?
2. What is the predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools?
3. What are the joint predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools?

Hypotheses

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

1. There is no significant predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools.
2. There is no significant predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools.
3. There are no significant joint predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools.

Materials and Methods

The study adopted a correlational survey design with a population of 1,151 principals in the 1,151 secondary schools in South East, Nigeria. There are 222 principals in Abia State; 221 in Anambra State; 194 in Ebonyi

State, 268 in Enugu State; and 246 in Imo State. Based on the population, a sample size of 250 principals was drawn using stratified random sampling technique representing 21.7% of the population. The instruments used for data collection were Questionnaire titled: Principals' Leadership Skills' Questionnaire (PLSQ); Principals' Administrative Practices Questionnaire (PAPQ); and Peaceful Learning Environment Questionnaire (PLEQ) developed by the researchers. The items of the instruments were structured using the Modified Likart four-point rating scale of: Strongly Agree, Agree, Disagree, and Strongly Disagree. The internal consistencies of the instruments were determined using Chronbac Alpha method on a sample of 20 principals from secondary schools in Benue State, which yielded reliability indices of 0.94 for Principals' Leadership Skills' Questionnaire (PLSQ). The reliability index of 0.92 was determined for Principals' Administrative Practices Questionnaire (PAPQ); and 0.88 was determined for sustainable Peaceful Learning Environment Questionnaire (PLEQ). In analysing the data, linear regression was used to answer research questions one and two, while multiple regression was used to answer research question three. In testing the hypotheses, t-test associated with linear regression was used to test hypotheses one and two, while Analysis of Variance (ANOVA) associated with multiple regression was used to test hypothesis three at a 0.05 alpha significant levels.

Results

Research Question One: What is the predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools?

Table 1: Linear regression analysis on the predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Decision	
1	.835 ^a	.697	.0694	1.22459	High Power	Predictive

Predictors: (Constant), principals' leadership skills

Note: R = regression, 0.001-0.249 = Very Low Predictive Power; 0.250-0.499 = Low Predictive Power; 0.500-0.749 = High Predictive Power; 0.750-1.00 = Very High Predictive Power

Data on Table 1 revealed that there is a high predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools in South East, Nigeria. The regression coefficient (R) is 0.835 while the adjusted regression square R^2 is given as 0.694. It is then predicted that, the regression coefficient of 0.835 had a coefficient of determination of 0.697, which indicated that, there is a high predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools. However, principals leadership skills such as clarity of leadership functions, keeping leadership commitments, being consistent in decision making processes, being honest, according respects to other staff members, using praise as motivational technique, managing time appropriately for academic/administrative building, being constructive in sending feedbacks, making effective use of educational resources for institutional development, having good communication skills, serving as an administrative resource, and being visible/accessible to staff and students sustain peaceful learning environment. Hence, the coefficient of determination of 0.70 indicates that 70% variation on principals' leadership skills sustain peaceful learning environment in secondary schools. This is an indication that, 30% of the variation in sustainable peaceful learning environment in secondary schools is attributed to other factors other than principals' leadership skills.

Hypothesis One: There is no significant predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools in South East, Nigeria.

Table 2: t-test associated with linear regression on the predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	10.122	.735		12.024	.000
	principals' leadership skills	.720	.100	.835	23.136	.001

a. Dependent Variable: peaceful learning environment

t = t-test score

Data on Table 2 revealed that, the t-test value associated with linear regression is 23.136. The analysis showed that, the t-value of 23.136 is greater than the p-value of 12.024 indicating that the hypothesis is significant with a significant value of 0.01, which is less than the alpha value of 0.05. Hence, the null hypothesis was rejected. Therefore, there is a significant predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools in South East, Nigeria.

Research question Two: What is the predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools?

Table 3: Linear regression analysis on the predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Decision
1	.791 ^a	.626	.624	2.20196	High Predictive Power

Predictors: (Constant), principals' administrative practices

Data on Table 3 revealed that, there is a very-high predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools in South East, Nigeria. The regression coefficient (R) is 0.791 while the adjusted regression square R² is given as 0.624. It is then predicted that, the regression coefficient of 0.791 had a coefficient of determination of 0.626, which indicated that, there is a high predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools. However, principals' involvements in handling their administrative duties such as planning of academic activities, management of school resources, organizing academic and capacity building programmes, coordinating school programmes, motivating staff and students, directing the subjects towards goal achievement, evaluating the academic and administrative activities, building communication network within the school, supervising every activity carried out in the school, and coaching the newly employed staff and students would highly sustain peaceful learning environment in secondary schools. Hence, the coefficient of determination of 0.63 indicates that 63% variation on principals' administrative practices would sustain a peaceful learning environment. This is an indication that, 37% of the variation in sustainable peaceful learning environment in secondary schools could be attributed to other factors other than principals' administrative practices.

Hypothesis Two: There is no significant predictive power of principals' administrative practices on sustaining peaceful learning environment in secondary schools.

Table 4: t-test associated with linear regression on the predictive power of principals' administrative practices on sustaining peaceful learning environment in secondary schools

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)		12.563	.755		14.335	.005
1	Principals' administrative practices	.742	.039	.791	24.547	.000

a. Dependent Variable: tertiary education development

Data on Table 4 revealed that, the t-test value associated with linear regression is 24.55. The analysis showed that, the t-value of 24.55 is greater than the p-value of 14.34 indicating that the hypothesis is significant with a significant value of 0.00, which is less than the alpha value of 0.05. Hence, the null hypothesis was rejected. Therefore, there is a significant predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools in South East, Nigeria.

Research Question Three: What is the joint predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools?

Table 5: Multiple regression analysis on the predictive power of principals' leadership skills and administrative practices on sustaining peaceful learning environment of secondary schools

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Decision
1	.813 ^a	.661	.660	1.96412	High Predictive Power

Predictors: (Constant), principals' leadership skills and administrative practices

Table 5 revealed that, there is a very high predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools South East, Nigeria. The regression coefficient (R) is 0.813 while the adjusted regression square R^2 is given as 0.660. It is then predicted that, the regression coefficient of 0.813 had a coefficient of determination of 0.66, which indicated that, there is a high predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools. However, principals' leadership skills and administrative practices are major factors for the sustenance of peaceful learning environment in secondary schools. Hence, the coefficient of determination of 0.66 indicates that 66% variation on the principals' leadership skills and administrative practices could sustain peaceful learning environment of secondary schools. This is an indication that, 34% of the variation in sustaining peaceful learning environment in secondary schools could be attributed to other factors other than principals' leadership skills and administrative practices.

Hypothesis Three: There are no significant joint predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools.

Table 6: ANOVA associated with multiple regression on the predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools

ANOVA ^a							
Model	Sum of Squares	df	Mean Square	F	Sig.	Alpha level	Decision
1 Regression	20275.578	2	10137.789	847.641	.000 ^b	0.05	Significant
Residual	2928.919	248	11.96				
Total	23204.497	250					

a. **Dependent Variable:** peaceful learning environment

b. **Predictors: (Constant)**, principals' leadership skills and administrative practices

Table 6 revealed that, the degrees of freedom are 2 and 248 with calculated ANOVA value of 847.64. The hypothesis is significant, because the significant value of 0.00 is less than the alpha value of 0.05. Hence, the null hypothesis was rejected. Therefore, there is a significant predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools in South East, Nigeria.

Discussion

The findings of the study revealed that, there is a high predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools in South East, Nigeria. It is predicted that, principals leadership skills such as clarity of leadership functions, keeping leadership commitments, being consistent in decision making processes, being honest, according respects to other staff members, using praise as motivational technique, managing time appropriately for academic/administrative building, being constructive in sending feedbacks, making effective use of educational resources for institutional development, having good communication skills, serving as an administrative resource, and being visible/accessible to staff and students sustain peaceful learning environment. Hence, the coefficient of determination indicated that, 70% variation on principals' leadership skills could lead to sustainable peaceful learning environment in secondary schools. The test of hypothesis one showed that, there is a significant predictive power of principals' leadership skills on sustainable peaceful learning environment in secondary schools in South East, Nigeria. In line with the findings, Adegbe mile (2011) states that, the best leadership skills expected of principals include: good communication network, decision making capabilities, motivating spirit, as well as proper supervisory abilities; and these help to sustain a peaceful learning environment. Also, Ukala, Nwabueze and Madumere-Obike (2018) are of the opinion that, leadership skills are those qualities expected of a leader for proper achievement of institutional set goals in a peaceful learning environment. Leadership skills provide key attributes and competences expected of educational managers and administrators to perform their roles in a peaceful learning environment.

The findings equally revealed that, there is a high predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools in South East, Nigeria. However, principals' involvements in handling their administrative duties such as planning of academic activities, management of school resources, organizing academic and capacity building programmes, coordinating school programmes, motivating staff and students, directing the subjects towards goal achievement, evaluating the academic and administrative activities, building communication network within the school, supervising every activity carried out in the school, and coaching the newly employed staff and students would highly sustain peaceful learning environment in secondary schools. Hence, the coefficient of determination indicated that 63% variation on principals' administrative practices would sustain a peaceful learning environment. Test of hypothesis two showed that, there is a significant predictive power of principals' administrative practices on sustainable peaceful learning environment in secondary schools in South East, Nigeria. In line with the

findings, Ndege (2017) submits that administrative practice is the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in a peaceful school learning environment. Thus, administrative practices are the strategies adopted by principals to influence learning in the school environment for sustainability of academic growth. Principals' administrative practice is very vital in ensuring that, teachers carry out their instructional activities for improved learning output in a peaceful learning environment (Ukaigwe, Nwabueze & Nwokedi, 2019). They are entrusted to enhance instructions with their administrative practices and clear a path that would improve teaching-learning processes in secondary schools. However, the principals being 'administrative leaders' are in position to communicate effectively with teachers, supervise, monitor teaching processes, disseminate current information and evaluate performance in order to improve modern teaching techniques in established peaceful learning environment.

The findings had finally revealed that, there is a high predictive power of principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools South East, Nigeria. It is then predicted that, principals' leadership skills and administrative practices are major factors for sustaining peaceful learning environment in secondary schools. Hence, the coefficient of determination indicated that 66% variation on the principals' leadership skills and administrative practices could sustain peaceful learning environment of secondary schools. The test of hypothesis showed that, there is a significant predictive power on principals' leadership skills and administrative practices on sustainable peaceful learning environment of secondary schools in South East, Nigeria. In line with the findings, Abdulrahman (2014) asserts that, there are number of leadership skills and administrative practices that can assist school principals in keeping the learning environment peaceful, and they include: planning, decision making, organizing, coordinating, motivating, directing, evaluating, staffing, and budgeting. Others include: communication network, supervision, leadership, coaching and staffing; as well as the mediator between the students and teachers. These leadership skills and administrative practices of secondary school principals could predict a peaceful learning environment and institutional productivity to a high extent.

Conclusion

The study had shown that principals' leadership skills and administration practice sustain peaceful learning environment in secondary schools in South East, Nigeria and therefore, every principal require such leadership skills for smooth running of the school system. These leadership skills and administrative practices possessed by secondary school principals help in sustaining a peaceful learning environment for institutional productivity in South East, Nigeria.

Recommendations

Based on the findings, the researchers made the following recommendations.

1. Principals of secondary schools should adopt the leadership skills needed to sustain a peaceful learning environment for academic/administrative building.
2. Principals should adopt the administrative practices needed to sustain a peaceful learning environment in secondary schools such as planning of academic activities, management of school resources, organizing academic and capacity building programmes, and evaluating the academic and administrative activities regularly.
3. These leadership skills and administrative practices of principals would help them to supervise every activity carried out in the school, and coach the newly employed staff for the sustenance of a peaceful learning environment in secondary schools.

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