



Research Article

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Personality Traits of Administrators and Accountability in Secondary Education: Evidence from Survey in Nigeria

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Abstract

Introduction: Accountability etiquette tends to be given less attention in secondary education due to low justification of performance related to school goal attainment. Hence, this study was undertaken to assess relationship between personality traits of administrators and accountability in secondary education in Cross River State, Nigeria. Method: This study applied descriptive survey research design aimed at the relationship of personality of administrators and accountability in secondary education in terms of school objectives and senior officers' responsiveness. The population included 246 secondary schools in Cross River State, Nigeria. The sample consisted of the entire population of 246 secondary schools selected using census sampling technique. 492 principals and vice principals of secondary schools were used to assess the secondary education in the state. Data collection was done with researchers' constructed instrument validated and with a reliability coefficient of 0.87 using cronbatch alpha method for the competence. Alpha reliabilities average of 0.80 (ranging from 0.17 to 0.88) was obtained using test retest reliability coefficient for adopted Big Five Inventory (BFI). Three research questions guided the study. Data were analyzed using Correlation and Multiple Regression Analysis. Results: The results showed that personality traits of administrators were positive significant predictors of accountability in secondary education. However, neuroticism behaviour dimension was negatively related to accountability in the secondary school system. Discussion and conclusion: Based on the results above, personality traits of administrators guaranteed improvement of accountability. The implication of this finding was that secondary education system could not inspire engagement and high level of performance without desirable natural ability traits of educational administrators. Therefore, innate characteristics of administrators were keystones of accountability in terms of achieving optimality in educational objectives and senior officers' responsiveness in secondary education system.

Keywords: Administrators, personality, traits, accountability, education

1. Introduction

Educational administration entails an art of imposing pattern and a science of using methods in decision making in order to permeate education system for attainment of goal. Educational administrators tend to blend both art and science of administration to build shared accountability culture in which they play different roles in interdependent work of school performance improvement. In Brundretts & Rhodes (2011), shared accountability in education can be attained through personality traits of managers. This presupposes that secondary schools have responsibility to learners, parents, and society; while members of staff also have responsibility to both the school administration and their employers. Therefore, the innate characteristics of school administrators may contribute to accountability in education on behalf of their actions and subordinates with safeguards of students and teachers effectiveness (Okorie, 2015; Ekanem et al; 2020). All these crystallise to accountability in education which may be determined by personality traits of administrators through leadership.

Success of any educational system, requires among others, accountability into its strategy. It determines clear expectations and creating relationships among administrators and members of staff on the basis of accountability. This notion is predicated on the fact that education is a process by which a society deliberately transmits its retained knowledge, skills and values from one generation to the another. Accountability in this study is the presentation of auditable accounts of operations and actions in terms of educational objectives and superior officers in secondary education system.

Accountability is a critical part of school management process that relates management responsibility to its stakeholders and the resources used in education system. In Rick (2016) and Krejeova & Michalex (2019), accountability is defined as a mechanism by which individuals take responsibility for their actions in order to safeguard and prevent abuse, address problems and ensure assurance of fair treatment in the system. According to Ekanem, Etor & Ukpong (2020), poor learning management is identified as the main reason for relatively low positive change in behavior among secondary school students in Nigeria. Quality management of performance through creation of accountability can yield high-quality level of teaching and learning with effective leadership. FME (2011) confirm that knowledge retention rates can be improved with effective Knowledge and Learning Management (KALM) in an educational system. The personality traits of school administrators may regulate judgment in the school management towards positive behavioral consequences.

2. Literature Review

Building education accountability culture in a system is possible through sharing of leadership. Leadership strategy direct development of accountability culture and its elements. These elements tend to constitute challenges in the school system and some of them include clear communication, vision, courage, passion, judgment, emotional influence, resilience, measurement of results and rewarding (Samuel, 2011 and Dauda, 2019). It is a common experience that administrators as school heads fail to create a clear direction of activity, building a plan that may not guarantee high performance and develop teachers to be poorly accountable performer. The administrators can apply their personality strengths to support teachers and the goal of the school. Equally, students have the obligation to learn, teachers to teach and parents to support learning. On the basis of these facts, Mbon et al (2011) and Harris & Muijs (2014) confirm that education accountability is a shared accountability through shared leadership but with low school improvement in Nigeria.

Change in secondary education culture can turn accountability towards cultural value of teachers. This involves integrating formative and summative accountability as well as organize peer collaboration and learning of students. In Ekanem, Etor & Ukpong (2020), communication and reward were vital conditions for providing accountability in education which were inadequate in secondary education system in Nigeria for high performance. Moreso, Gilbert (2012) and Igwenwanne

(2021) declare that lack of clear task structure and environment produce undesired performance in education system in Nigeria. This makes the aim of accountability in education to be defeated since the system cannot focus on goal in an orderly and discipline manner. It becomes difficult to control the school system effectively with improper staff organization. Administrators seem to use their ability traits in solving this problem through skills to prioritize and provide concrete steps to handle issues at hand in the school system. Baron (2010), Ekpo (2017) and Hughes et al (2018), assert that by so doing, reciprocal accountability which depends on the role of administrators becomes the most significant factor in providing performance improvement.

The creation of accountability in education is as a result of consecutive realization of the steps conducive to administrative accountability. These steps include "to see it, own it and do it" (Connors & Smith, 2011). Secondary school system in Nigeria lacks meaningful constructive environment in the system that promotes administrative accountability for changing cultural values according to the required school values. Hence, no new idea is applied in the system of education (Essawi & Tilchin, 2013 and Joshi, 2020).

Building result-based accountability entails forming an accountability structure that confirmed self-assessment of employees' willingness and desire to take accountability for results delivery. In Bustin (2014) and Arop et al (2020), administrators are accountable to the entire stakeholders for achieving the goal of education using available resources. Personality traits of administrators may help them to command absolute leadership responsiveness from their administrative subordinates. The practice of accountability in this research becomes the consistent measure of the extent to which available resources in an education productive system are used for greater efficiency and productivity.

Administration is basically a policy making function. This makes school administrators to be concerned with setting objectives and laying down the broad areas which goals are to be achieved. The personal characteristics of administrators tend to define excellent administrators in their determinative functions. In this study, personality traits are combinations of characteristics that are innate to people as individuals (Ergene, 2013 and Eccles, 2015). They connote combined characteristics of principals and vice principals in secondary schools that bring about intellectual, affective and behavioural differences which distinguishes them from other members of staff in the school system. Traits are quality element of the characteristics which gave insights in effective running of schools such as problem solving, support provision and revisionary (Kolawole, 2017 and Mbon et al; 2020). Personality strengths of administrators tend to contribute to judgment and decision in determining plans, control and assess performance against plans in school administration.

School administration is service oriented since it is concerned with achieving goal. In sociology of education, it is clear that schools exist for problem solving and decision making apart from stewardship to the society. Personality traits of administrators seem to empower them to meet targets in secondary education accountability for emancipation and development. It is in this sense that this research preferred five-factor model of personality traits since it is consistent in defining personality. The five personality model include the behavior dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (Akomolafe & Akinduyo, 2019). These personality traits of administrators could be used in management of values in secondary schools for accountability.

Extraversion refers to social adaptability of a person Owan et al (2019), Atli (2017) and Kolawole (2017) found a positive relationship between personality traits and cost analysis in education. Agreeableness is a personality trait that manifested itself in individuals behavioral characteristics and perceived as kind, sympathetic, co-operation, warm and considerate. In Ekanem, Mbon & Etor (2020) and Oluwuo et al (2016), a significant relationship was reported between agreeableness and risk management in universities. Conscientiousness refers to the degree to which an individual pushes towards personal goals. Pajares (2016) and Watkins et al (2007) found a significant positive relationship between conscientiousness and political socialization in education. Neuroticism is the tendency to experience negative effects such as fear, sadness, embarrassment, anger and guilt. Savickas, Briddick & Watkins (2012) found that neuroticism had a negative relationship with career

maturity. Openness to experience refers to how willing people are to make adjustments in accordance with new ideas or situations. Studies have shown that openness to experience positively predicted variable cost analysis in education (Atli, 2017; Ekanem, 2018; and Okoroma, 2016).

Personality trait is a psychological construct taken into account in this study when considering school service delivery and performance vis-à-vis the school objectives. Personality traits are critical for reasons such as prior negative experience with administrative activities and poor school leadership (Okwori, 2015 and Sepehrdoust, 2019). This means; the nature, qualities and personality compliance in administration have been the areas of concern to psychologists and educational administrators for many years. Eccles (2015) and Kereluik et al (2015), claimed that personality behavior dimensions are determinants of administrative functions. Personality traits of administrators seem to have relationship with accountability in education because of compounding episodes of ineffective service delivery and poor school improvement in Nigeria. Secondary education often show itself in behavioral change and impart education which seem not to be healthy and cheerful to both students and the society in Cross River State of Nigeria (Gilbert, 2012 and Ekanem et al; 2020).

3. Theoretical framework

The theoretical framework of Coleman production theory of 1966 is adopted for this study. The theory states that the production function of a system must show that all the products meet objective function for which the input resources were acquired. It is relevant to this study in that inputs of secondary school administrators in a school production system should influence the school goal. In Ekanem & Udida (2014), school inputs can be adjudged through two key determinant effectiveness of teachers and students in school system accountability.

This is shown in figure 1 below.

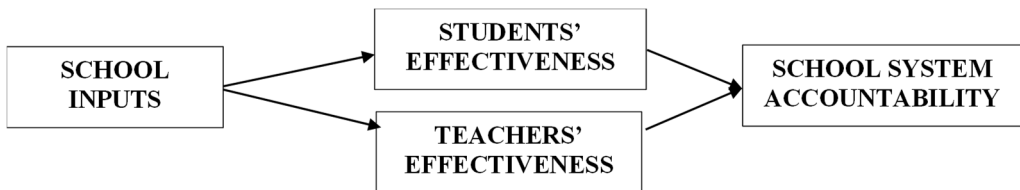


Figure 1: The measurement model of accountability in secondary education.

Source: Adopted from Ekanem & Udida (2014). *European Journal of Training and Development Studies* 2 (1), 20-30.

The model predicated that both students and teachers create an effective secondary school system that can implement cohesion among staff, achieve quality school leadership and attain set objectives by inputs of school administrators. Students' effectiveness is measured with proxies such as punctuality to classes, time management, communication skills, class attendance, relationship with other students and attitude towards curricular activity among others (Arop et al; 2018 and Okoroafor et al; 2018). Teachers' effectiveness is measured with indices such as physical appearance, subject mastery, instructional delivery, classroom management technique, students' learning engagement, students feedback and evaluation (Robert et al; 2019 and Ekanem, Etor & Ukpogon, 2020). The secondary education accountability becomes a vital mechanism in the school system for achieving quality service delivery and high performance.

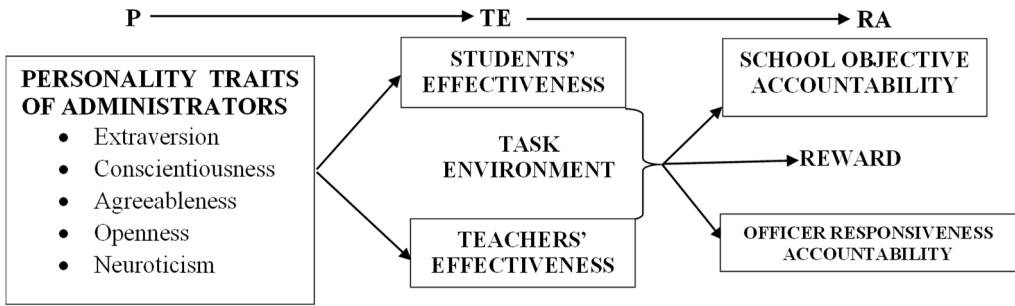


Figure 2: A hypothesized P-TERA correlational model of personality traits of administrators and accountability in secondary education with students' and teachers' effectiveness as moderating variables.

P-TERA model derived from the theoretical framework involve the following components: 'Personality traits, Tasks, Environment, Reward, Accountability' as conjectured in figure 2. It is a dynamic model aimed at shaping the process of creating accountability in education to achieve education objectives and ensure senior officers' responsiveness based on personality traits of administrators. Developing the model include elaborating and integrating of interconnected model components to form set of interconnected school activities that lead to achievement of this research purpose. Personality traits aimed at qualities which are part of school administrators' character. Tasks is the teaching and learning activities that take accountability for task performance. Environment is a specific school environment with students and teachers effectiveness that promotes performance of task by administrators. Rewards are conditions of adaptive rewarding of administrators for results which characterize the environment. Accountability is responsibility for the effect of secondary education actions or results of performance of task.

The implication of P-TERA model to this study is in serving as a constructive tool for achieving school objectives and ensuring senior officers' responsiveness in the system. It also plays a moderating role of students and teachers effectiveness in the education environment in relating personality traits of administrators to accountability in secondary education. The personality traits being the innate characteristics features of administrators, may have direct relationship with accountability in secondary education. Both school effectiveness of students and teachers are hypothesized to moderate the relationship of education objectives and senior officers' responsiveness in solving secondary education problem. Therefore, school administrators may demonstrate natural qualities, as leaders of school tasks and also performers of other tasks in school environment. They can also be rewarded as task performers and leaders for taking the role of accountability in secondary education.

4. Statement of the Problem

It has become a problem to the stakeholders to receive desirable justification of school performance as it relates to secondary school objectives and senior officers' responsiveness. Common observations in secondary education system include negligence, incompetency, poor achievement of school objectives and poor school supervision. The question is, can personality traits of administrators relate to accountability of secondary education in Cross River State of Nigeria? This is in a sense that no matter how laudable secondary education programme may be, if the personality traits of school administrators cannot determine accountability in education, the programme performance may not positively relate to its goal.

Despite several efforts of Nigeria government in improving accountability in secondary education, the problem still persists since innate characteristics of administrators tend to contribute to poor ideal accountability to stakeholders and the society. The problem of this study therefore, is to determine whether personality traits of secondary education administrators relate to accountability in secondary education if properly managed and implemented.

5. Purpose of the Study

Based on the accountability in education, this study sets out to investigate personality traits of administrators so as to relate to accountability in secondary education in Cross River State, Nigeria. Specifically, the study sought to:

1. find out the level of correlation between personality traits of administrators and accountability in secondary education,
2. assess the joint contribution of personality types to accountability in secondary education and;
3. ascertain the relative contribution of each personality type of accountability in secondary education.

6. Research Questions

The following research questions guided the study:

1. What is the level of correlation between personality traits and accountability in secondary education?
2. What is the joint contribution of personality types to accountability in secondary education?
3. What is the relative contribution of each personality type to accountability in secondary education?

7. Methodology

This research adopted a descriptive survey research design. This design was appropriate in that members of the research population were collected in order to determine the current status of the population with regards to one or more variables. The area of study was Cross River State of Nigeria with public secondary schools. The population included 246 public secondary schools in the state. The sample of the study consisted of the entire population of 246 schools using census sampling technique. 492 principals and vice principals of the schools were used to assess the secondary schools. The subjects responded to the research designed scale known as Accountability in Secondary Education (AISE) and Big Five Inventory (BFI) developed by John & Srivastava (1999). Accountability in Secondary Education (AISE) scale was used to measure achievement of school objectives and senior officers' responsiveness which are importance in making decision about secondary education accountability. The instrument was a 4-point Likert type scale ranging from 1 (strongly disagree) to 4 (strongly agree) with 16 items. The psychometric properties of AISE has consistency reliability coefficient of 0.87. Hence, the instrument was reliable for successful realization of the research objectives.

The Big Five Inventory (BFI) developed by John and Srivastava (1999) in a 28 items inventory, assessed the big five personality domains of Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. Participants responded by indicating their level of agreeableness to each 28 items statement using a four point scale ranging from 1 (strongly disagree) and 4 (strongly agree). The test retest reliability coefficient for Big Five Inventory (BFI) average was 0.80 (range 0.17 - .88). The instrument was specially validated by experts in test and measurement.

The researchers and two trained research assistants primarily administered the instruments in the secondary schools. The researchers explained the essence of the questionnaires and how to fill them properly to the administrators. This was done to prevent cases of invalid responses. The

administrators read the questionnaires and sufficient time was given to every respondent to patiently fill the questionnaires. Completed copies of the instrument were collected on the same day. Ten working days, were used for administering of the instruments. This approach achieved 100 percent returned rate of the instruments. Data collected were analyzed with the use of correlation and Multiple Regression Analyses. The results were held significant at 0.05 level using ‘Statistical Package for Social Sciences (SPSS)’ version 2010.

8. Data Analysis and Results

The findings of the study were presented in Table 1-3 based on research questions.

8.1 Research question 1

What is the level of correlation between personality traits and accountability in secondary education?

Table 1: The inter-correlational matrix of the personality traits and accountability in secondary education

Variable	N.	Mean.	SD.	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness	Accountability
Extraversion	246	21.40	2.86	1					
Agreeableness	246	29.31	4.04	.22**	1				
Conscientiousness	246	29.01	4.38	.26**	.47	1			
Neuroticism	246	21.49	2.86	.02	-.20	-.15**	1		
Openness	246	29.94	3.62	.30**	.35**	.37**	-.12**	1	
Accountability	246	137.93	11.06	.31**	.43**	.61**	-.26**	.21**	1

In Table 1, the inter-correlation between accountability in secondary education and personality traits were obtained. The correlation values ranged between -.26 and .61. The result indicated significant positive correlations between accountability and extraversion ($r=.31, p<.05$), agreeableness ($r=.43, p<.05$), conscientiousness ($r=.61, p<.05$) and openness to experience ($r=.21, p<.05$). There were negative significant relationship between accountability in secondary education and neuroticism ($r=-.26, p<.05$).

8.2 Research question 2

What is the joint contribution of personality types to accountability in secondary education?

The results of research question 2 was presented on Table 2.

Table 2: Multiple Regression Analysis of ANOVA for relationship of accountability and personality types

Source of variance	Sum of square	Df.	Mean square	F.	Sig.
Regression	19631.878	5	3926.173	58.540	.000
Residual	23668.485	240	67.058		
Total	42700.363	245			

Summary of sample data

R	=	.679
R-squared	=	.470
Adjusted R-squared	=	.452
Standard Error of Estimate	=	8.190

Table 2 showed a linear positive relationship between the predictor variables (personality types) and criterion variables (accountability in secondary education). The obtained R-squared value of .47 indicated that the school administrators' extraversion, agreeableness, conscientiousness, neuroticism and openness to experience jointly explained 47 percent of the variance in accountability in secondary education. The standard error of 8.190 indicate that on the average, school administrators deviated from the true value by 8.190 limits of the measure. The analysis of variance (ANOVA) for the multiple regression data yielded an f-ratio of 58.54 which was significant at 0.05 level ($F(5,245) = 58.54, p < 0.05$).

The implication of this finding was that the combination of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience significantly predicted accountability in secondary education in Cross River State, Nigeria.

8.3 Research question 3

What is the relative contribution of each personality type to accountability in secondary education?

Table 3: Multiple Regression Analysis of independent personality types and accountability

Predicted variables	Predicting variables	β	standard error	β	T	P
Accountability	Constant	84.619	6.005		14.08	.000
	In secondary	Extraversion	.462	.164	.121	2.824
Education	Agreeableness	.317	.127	.116	2.507	.013
	Conscientiousness	1.121	.117	.446	9.511	.000
	Neuroticism	-.554	.157	-.143	-3.534	.000
	Openness	-.478	.137	-.158	-3.503	.001

Table 3 showed the contribution of each independent variables to accountability in secondary education. The highest contribution was obtained from conscientiousness ($\beta=.446, p < 0.05$), followed by openness to experience ($\beta=.158, p < 0.05$), extraversion ($\beta=.121, p < 0.05$), agreeableness ($\beta=0.116, p < 0.05$) and neuroticism ($\beta=-.143, p < 0.05$). Neuroticism made negative significant contribution to the dependent variable, in such that as the level of the variable in the respondents were increasing, their accountability in secondary education status was decreasing.

9. Discussion

The result of inter-correlation analysis in table 1 showed that extraversion, agreeableness conscientiousness and openness jointly and significantly predicted accountability in secondary education. Neuroticism revealed negative correlation with accountability in secondary education. The positive significant correlation mean that administrators' personality traits were acts of their will. They were habits that increase the quantity, intensity and quality of teaching and learning in them in order to achieve school objectives. The finding was in consonance with Atli (2017) that reported that a person with extraversion personality was sociable and positively related with task performance. Also, an agreeable person exhibited pro-social forms of behavior, had a listening ears to others and was eager to help others (Ergene, 2013). In Savickas, Briddick & Watkins (2012), conscientiousness people looked ahead and were willing to use resources to help others. Indeed, the school administrators applied their innate inputs to accountability etiquette, as a goal oriented process (Okwori, 2015). They had successful personality which made them visionary, resilience and curious in leadership to answer for school work.

The negative significant correlation found between neuroticism was not surprising. This was because neurotic individual tend to be unsociable, annoyed, uncertain, nervous and doubtful (Akamolofé & Akinduyo, 2019). In this study, school administrators seemed to lack confidence to

apply dynamic approach in supporting learning and responding to individual needs to students in education system. The finding confirmed the research report in Kolawole (2017), that students with greater negative effects on learning have less knowledge in training and academic options than their non-neurotic peers. This study revealed that neurotic personality trait in administrators prevented them from striving diligently with requisite knowledge to ensure solid foundation for lifelong learning and human development in secondary education system. Contrary to this finding, Atli (2017) reported that some degree of anxiety among neurotic college provosts contributed to self-motivation needed to push them to act right when external accountability was evaluated. In this study, such relationship between neuroticism and accountability did not include extreme neuroticism. The evaluation leveled somewhere between relaxed and emotional, and distressed about safety issues.

Equally, openness to experience was positively and significant correlated to accountability. The implication was that administrators did find it easy to adjust to new ideas or change in the school system. This affected them positively in school decision making. The result was not surprising because individuals with openness to experience were expected to be active in imagination and willing to question authority (Kolawole, 2017 and Atli, 2017). This research finding was likened to Kolawole (2017) which reported that teachers without openness were negatively related to their career maturity. The teacher showed features of not being curious and versatile to think and be innovative. In all, this study proved that administrators were not short of openness to experience since high ideas were sacrificed in the altar of conformity or popularity in the education system. This strong leadership quality members of staff to effectively answer to their superiors, were able to behave responsibly as well (Baron, 2010). It was not difficult to hold everyone responsible to high standard of education performance.

In Table 2, there was a linear positive relationship between the predictor variable and criterion variable. The plausible explanation for the result could be the fact that character was a keystone of life in terms of the quality of personnel the administrators were made of. This finding supported the work of Ekpo (2017) on education-economy nexus report that personality types of educational administrators were significantly relates the knowledge-economy. The finding of this present study tends to drive the role of administrators in reciprocal accountability to contribute to the targeted growth of 7 percent in 'Economic Recovery and Growth Plan (ERGP)' of Nigeria 2017-2020. Administrators in secondary education demonstrated accountability traits embodied in them as great leaders. Their joint personal choice of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience significantly rose above circumstances in achieving education objectives and senior officers' responsiveness in secondary education system.

In research question three, there was a relative contribution of each independent variable to accountability in secondary education. Neuroticism to experience made negative significant contribution to the dependent variable. This further confirmed the result in Table 1, and that the administrators have multiple and conflicting dimension of personality types with their resultant relationship to accountability in education. This outcome was reiterated in Ekanem, Etor & Ukpong (2020) that psychologically, every man has three characters namely that which he exhibits, that which he has and that which he thinks he has. In this study, the direct and inverse relative contribution of personality traits entailed that every administrator could define their strength of human character as exhibited in their traits. They failed to exhibit what they think they had in their contributions of neuroticism personality type to accountability in secondary education. This was appreciated in this study owing to the fact that feeling accountable were not easily observed and seemed to be intrapersonal sometimes. Though accountability grew upwards as authority was downward, accountability seemed to be an environment stressor. Administrators could be observed, judged and possibly called to defend their believes based on either explicit or implicit expectations. The inverse contribution was a negative one since as the levels of neuroticism in the respondents were increasing, accountability which grew out of their responsibility status, were decreasing.

Moreso, the negative relative contribution was revealed in unjustified behaviors of administrators' couple with unfavourable working atmosphere in the school system. The subordinate

in some cases failed to give obedience to administrators in the system indicating the fact that authority was not the power accepted by others. It followed that subordinates were never certain of the superior officers to account for specific activities because personalities and demands of individuals differ widely. All these point to the negative contribution of neuroticism personality to accountability. Accountability itself was critical in educational management and could not be delegated. As such, it was expected to be unitary in nature in order to avoid confusion and friction in the system. Therefore, administrators were to be emotionally stable and innovative. They were to show high level of integrity, transparency and efficiency towards improvement in secondary education performance.

10. Conclusion

A management process of accountability in secondary education system seemed not effective for administrators to be proficient in mobilizing actors and factors towards stewardship. This problem formed the basis for investigating the relationship of personality traits of administrators and accountability in secondary education in Cross River State, Nigeria. Unlike behavior dimensions of extraversion, agreeableness, conscientiousness and openness to experience; neuroticism could not predict accountability. The personality traits jointly contributed to upward accountability flow as authority was downwards for effective administrative activities in the secondary education system. Also, there were multiple and conflicting dimensions in relative contributions of the traits to accountability which grew out of responsibility. The study established that personality traits guaranteed accountability in secondary education in Cross River State, Nigeria. However, less attention was given to accountability and it could be inherently intrapersonal. Therefore, accountability in education should not be limited to job-specific leadership, but also extended to problem solving in stewardship vis-a-vis achievement of optimality in educational objectives and senior officers' responsiveness.

11. Recommendations

1. The state secondary education board should factor in mandatory yearly training of administrators on decision making and stewardship in education. This will sharpen the job skills and build administrators' mind as great leaders to assess overall objectives of secondary education for effective service delivery.
2. The school administrators should look ahead to possible change in secondary education external environment. This will make employee to answer their superior for action and for the superior officers to improve upon openness to experience in resource management
3. A policy maker in secondary education should always advocate for importance of group development and professional teaching culture in schools. This is because such advocacy could prompt response of learners' needs, respect to seniors and improve reciprocal accountability for better school results.
4. Educational planners should be committed to secondary education system effectiveness through taking responsibility for actions of abuses and fair treatment. This will make the administrators to evaluate their strength and weaknesses vis-à-vis the behavioral dimensions of neuroticism towards felt accountability.

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