

Instructional Leadership Practices adopted by Principals for Administrative Effectiveness in Public and Private Secondary Schools in Anambra State, Nigeria

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Abstract

This study investigated the instructional leadership practices adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised 759 respondents made up of 258 public and 501 private secondary school principals in the state. Cluster and simple random sampling techniques were used to draw 304 principals, which is made up of 103 from public secondary schools and 201 from private secondary schools. The researchers developed questionnaire titled ‘Principals’ Instructional Leadership Practices for Administrative Effectiveness Questionnaire (PILPAEQ) was used for data collection. The instrument was validated by three experts; who are lecturers, two in the Department of Educational Management and Policy and an expert in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. Cronbach alpha was used for a test of internal consistency of the instrument and it yielded reliability co-efficients of 0.79 and 0.76 for Clusters I and II respectively and overall coefficient of the entire instrument was 0.78. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses. The findings of the study revealed that instructional supervision practices are adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State. Based on the findings, it was recommended among others that Ministry of Education and school proprietors should conduct regular unannounced intensive inspection exercise to oversee the supervisory practices of public and private school principals and make possible recommendations for improvement.

Keywords: Principal, Instructional Leadership, Public Schools, Private Schools, Instructional Supervision, Professional Development

1. Introduction

Education is an instrument for development of the society through inculcation of requisite skills, refinement of potentials and improvement of individuals’ knowledge. It is also a vehicle for molding character and building confident of individuals to make them useful and responsible members of the society. One of important educational institutions which provide opportunity for students to acquire relevant skills and knowledge is the secondary schools. There are two categories of secondary school namely public and private secondary school. The public secondary school is educational institution owned, funded and controlled by government, while the private secondary school is educational institution owned, funded and controlled by individuals, mission bodies and non-governmental organizations among others. Akomolafe (2012) stressed that private schools are independent schools, which are established by non-governmental agencies, for profit making venture while public schools were established schools, which are common goods, opened to all members of the society. Secondary school is headed by a principal. The principal being the highest person in hierarchy of authority of a secondary

school is responsible for coordinating controlling and managing the available resources to attain predetermined objectives. Pandey (2017) noted that the principal who is skilled in administrative matters can be an effective instructional leader to the teachers who need constant support and guidance from the head of the institution.

The concept of instructional leadership is very complex and as such attracts a plethora of interpretations. Thus, there is no single universally accepted definition of the concept. According to Pandey (2017), instructional leadership involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. The notion of instructional leadership is influencing the school curricular programmes and controlling the teachers' activities to attain academic excellence. Si-Rajab and Musa (2019) defined instructional leadership as the process of setting goals, providing resources for learning, managing curriculum, controlling lessons and evaluating teachers teaching performance. Instructional leadership is the process of managing the school curriculum, influencing and supporting teachers to effectively delivery lesson to students in classroom setting.

There are several definitions of instructional leadership by notable scholars. There are various components of principals' instructional leadership practices. These include: framing and communicating, communicating school goals, supervision and evaluation of instruction, curriculum management, monitoring of students progress, protection of instructional time, providing incentives for teachers (staff welfare), promotion of professional development and providing incentives for students (Ahmed, 2016; Medina, Mansor, Wahab & Vikaraman, 2018; Si-Rajab & Musa, 2019). The instructional leadership practices outlined by the above authors are adopted in this study include instructional supervision and staff professional development. The justification for the choice of the two variables is the challenges evident in the areas of public and private secondary schools in Anambra State.

Instructional supervision is a series of systematic actions undertaken by principals to observe, guide and stimulate teachers to improve the quality of teaching and learning in school. There are several instructional supervision practices which according to Kolawole (2012), include; checking teachers' scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time. In the same vein, Olibie, Mozie and Egboka (2016) pointed out that the principal as a supervisor takes note of the teachers' knowledge of the subject being taught, evidence of adequate planning and preparation for the lesson, lesson presentation and the extent of students' participation or interaction with the teachers. In public and private secondary schools, principals who are the immediate supervisors are expected to perform such instructional supervision practices more frequently and keenly in order to help identify the areas of strengths and weaknesses of teachers to aid decision making with respect to their professional development.

Staff professional development is a learning programme designed to help the staff update and refine their knowledge, skills, and attitudes required to meet the new challenges and technologies in the education system. Onyali, Akinfolarin and Famuti (2018) asserted that teachers' professional development broadens their knowledge and modernizes their skills to cope

with changes and innovation and also handle the various challenges brought about by advancement in technology. Teachers require staff professional development programmes to address dynamic roles and responsibilities of teaching profession so as to meet the contemporary needs of the society. The staff development practices include; evening courses, short courses; conferences, workshops and seminars; correspondence courses and study leaves with pay among others (Ojiemhenkele, 2014). Apart from these staff professional development practices, teachers' welfare is imperative in school.

Administrative effectiveness is the capacity of an administrator to produce desired result of attaining the school objectives. Wagbara and Ukaigwep (2019) defined administrative effectiveness as the extent to which the secondary school administrators are able to effectively execute and implement the school policies with regard to the task areas of school administration as laid down by the ministry of education and schools board. Administrative effectiveness is the degree of success in managing the available resources and the school programmes to attain educational objectives. Akomolafe (2012) noted that administrative effectiveness could be measured through principals' performance in decision making, delegation of duties to subordinates, and setting good examples and motivating the teachers and students alike in an effort to create a conducive working environment to accomplish school goal and objective. Ogbiji (2018) asserted that administrative effectiveness is equally determined by the degree of productivity, stability of the organization, entrenchment of justice and equity, turnover rate, degree of integration among members of the organization and society, maximization of individuals' potentialities and value contributed to the society. Based on the above, administrative effectiveness of principals could be determined through assessing; principals' leadership behaviour, students academic performance, staff job performance, the work environment and utilization of available resources among others.

In Nigeria today, there is an increasing public fear and complaints that the administrative effectiveness of the principals is jeopardizing due to the falling standard of education over the years (Muraina, 2014). Ineffective administration have led to hostile school environment, poor implementation of school policies in the area of maintenance of school facilities and inadequate students' personnel services such as selection, orientation, placement, guidance and counseling as well as poor staff personnel management in secondary schools in Nigeria (Wagbara & Ukaigwep, 2019). However, Akomolafe (2012) noted that it was being speculated that the principals in those private schools were effective on their job and they handle the staff effectively and make them to produce good result. There seems to be variations in teachers' punctuality to school, coverage of scheme of works, mode of continuous assessment of students, date of examinations among others in public and private schools in Anambra State. This may be attributed to the difference in instructional leadership practices of public and private secondary principals. Based on this, it becomes necessary to determine the instructional leadership practices adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State.

1.2 Purpose of the Study

The main purpose of the study was to determine the instructional leadership practices adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State. Specifically, this study sought to find out;

1. Instructional supervision practices adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State.
2. Staff professional development practices adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State.

1.3 Research Questions

The study was guided by the following research questions.

1. What are the instructional supervision practices adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State.
2. What are the staff professional development practices adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State.

1.4 Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of public and private principals on the instructional supervision practices for administrative effectiveness in public and private secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of public and private principals on the Staff professional development practices for administrative effectiveness in public and private secondary schools in Anambra State.

2. Method

Descriptive survey design was employed in this study. The study was carried out in public and private secondary schools in Anambra State. The population of the study comprised all the principals of 759 public and private secondary schools in the six education zones of Anambra State. The proportionate stratified random sampling technique was utilized for drawing the sample size of 304 respondents, made up of 103 principals from the public secondary schools and 201 from private secondary schools which is 40% of the population of the study.

A 32-item questionnaire developed by the researcher and titled “Principals’ Instructional Leadership Practices for Administrative Effectiveness Questionnaire (PILPEAQ)” was used for data collection. The instrument has two sections A and B. Section A of the instrument was designed to collect information on principals’ category of school. Section B has Clusters I and III which are based on the three areas of principals’ instructional leadership practices investigated. These are Cluster I with 13 items on instructional supervision practices for administrative effectiveness and Cluster II with 7 items on staff professional development practices for administrative effectiveness. The instrument (PILPEAQ) was subjected to face validation. To do this, the researcher presented the title, purpose of the study, research questions and hypotheses

with a copy of the questionnaire to three experts; two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. Their comments and suggestions were incorporated into the final draft of the instrument. The reliability of the instrument (PILPEAQ) was ascertained using Cronbach Alpha. The reliability indices for Clusters I and II of PILPEAQ were 0.79 and 0.76 respectively. The overall coefficient of PILPEAQ was 0.78.

The instrument was administered by the researchers and four assistants who were thoroughly trained on what to do. A total of 304 copies of the questionnaire were distributed, 103 and 201 copies for public and private secondary school principals respectively and 298 were properly filled and successfully retrieved indicating 98% percent return rate. The data were analyzed using mean scores and standard deviation for answering the research questions and t-test for testing the null hypotheses. In taking decisions on the research questions, mean item rating that falls below 2.50 was taken as disagreement and any mean rating of 2.50 or above was taken to indicate agreement. In testing the null hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance and the appropriate degree of freedom, the null hypothesis was rejected, but if otherwise, it was not rejected.

3. Result

Research Question 1: What are the instructional supervision practices adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores of Public and Private School Principals' Instructional Supervision Practices for Administrative Effectiveness

S/ N	ITEMS	Public Principals (N = 101)			Private Principals (N = 197)		
		Mean	Sd	Decision	Mean	Sd	Decision
1	Go round classes to monitor teachers' instruction	2.95	0.97	Agree	2.91	1.11	Agree
2	Moderate examination question papers	2.37	1.08	Disagree	2.36	1.15	Disagree
3	Vet teachers' marking schemes	2.50	1.07	Agree	2.41	1.05	Disagree
4	Monitor teachers' attendance in school	2.52	1.11	Agree	2.78	1.10	Agree
5	Inspect teachers' scheme of work	2.49	1.23	Disagree	2.45	1.09	Disagree
6	Monitor teachers' compliance to their duty schedules	2.68	1.09	Agree	2.73	1.15	Agree
7	Inspect teachers' time book to check lateness	2.43	1.10	Disagree	2.66	1.17	Agree
8	Constructively correct teachers' lesson plans	2.59	1.12	Agree	2.45	1.06	Disagree
9	Make professional inputs to improve the quality of teachers' lesson notes	2.48	1.20	Disagree	2.25	1.14	Disagree
10	Moderate the teachers' continuous	2.33	1.07	Disagree	2.39	1.13	Disagree

	assessment						
11	Inspect class attendance registers to ensure that they are marked by teachers	2.33	1.07	Disagree	3.01	1.04	Agree
12	Monitor teachers filling of students' report cards	3.01	0.95	Agree	3.09	0.91	Agree
13	Monitor teachers' attendance of school meetings	2.66	1.08	Agree	2.94	1.00	Agree
Cluster mean		2.56	1.09	Agree	2.65	1.08	Agree

Data analysis presented on Table 1 revealed that mean scores of both public and private school principals for items 1, 4, 6, 12 and 13 are above the cut off mean score of 2.50 indicating agreement with the items as their instructional supervision practices for administrative effectiveness. On the other hand, mean ratings of both public and private school principals for items 2, 5, 9 and 10 are below the cut off mean score of 2.50 indicating disagreement with the items as their instructional supervision practices. However, public school principals differ from their private school counterpart in their instructional supervision practices relative to items 3, 7, 8 and 11. The standard deviation scores of 1.09 and 1.08 for public and private secondary school principals respectively indicated that their responses are homogenous. Thus, the degrees to which mean ratings of both public and private secondary school principals' vary to each item are low. The cluster means of 2.56 and 2.65 for public and private school principals respectively are above 2.50 and this shown that instructional supervision practices are adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State.

Research Question 2: What are the staff professional development practices adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores of Public and Private School Principals' Staff Professional Development Practices for Administrative Effectiveness

S/ N	ITEMS	Public Principals (N = 101)			Private Principals (N = 197)		
		Mean	Sd	Decision	Mean	Sd	Decision
14	Provide opportunity for teachers to attend workshop in order to up-date their instructional delivery skills	2.81	1.01	Agree	2.57	1.19	Agree
15	Organise forum for staff discussion to acquire new ideas for effective lesson presentation	2.75	1.23	Agree	2.72	1.01	Agree
16	Organise in-service training for teachers in order to enrich knowledge of their respective subjects	2.21	1.09	Disagree	2.34	1.04	Disagree
17	Encourage teachers to attend seminar for advancement of knowledge in teachers'	2.67	1.05	Agree	2.55	1.19	Agree

areas of specialization

18	Grant study leave to members of staff to acquire knowledge on innovative strategies for teaching	2.23	1.09	Disagree	2.30	1.11	Disagree
19	Organise symposium for teachers to exchange ideas to enhance their teaching	2.78	1.01	Agree	3.00	0.93	Agree
20	Encourage teachers' to undertaken refresher courses revitalize the knowledge of their respective subjects	2.80	1.07	Agree	2.83	1.04	Agree
Cluster Mean		2.61	1.08	Agree	2.62	1.07	Agree

The result as shown on Table 2 showed that both public and private school principals mean scores for all items with exception of items 16 and 18 are above 2.50 indicating agreement with the items as their staff professional development practices. The standard deviation scores of both public and private school principals which are 1.08 and 1.07 respectively indicates that their rating to each item are close to the mean, implying that their responses are homogenous. The cluster means of 2.61 and 2.62 for public and private school principals respectively are above 2.50 and this revealed that staff professional development practices are adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State.

Ho₁: There is no significant difference in the mean ratings of public and private principals on the instructional supervision practices for administrative effectiveness in public and private secondary schools in Anambra State.

Table 3: The Summary of t-test of Significant Difference between the Mean Ratings of Public and Private School Principals' Instructional Supervision Practices for Administrative Effectiveness

Variables	N	\bar{X}	SD	t-cal.	t-crit.	df	α	Remarks
Public Principals	101	2.56	1.09	-0.07	1.96	296	0.05	Not Significant
Private Principals	197	2.65	1.08					

As shown on Table 3, the t-calculated value of -0.07 is less than t-critical value of 1.96 at 0.05 level of significance and 296 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean ratings of public and private principals on the instructional supervision practices for administrative effectiveness in public and private secondary schools in Anambra State.

Ho₂: There is no significant difference in the mean ratings of public and private principals on the staff professional development practices for administrative effectiveness in public and private secondary schools in Anambra State.

Table 4: The Summary of t-test of Significant Difference between the Mean Ratings of Public and Private School Principals' Staff professional development Practices for Administrative Effectiveness.

Variables	N	\bar{X}	SD	t-cal.	t-crit.	df	α	Remarks
Public Principals	101	2.61	1.08	-0.07	1.96	296	0.05	Not Significant
Private Principals	197	2.62	1.07					

Data presented on Table 4 revealed that the t-calculated value of -0.07 is less than t-critical value of 1.96 at 0.05 level of significance and 296 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean ratings of public and private principals on the staff professional development practices for administrative effectiveness in public and private secondary schools in Anambra State.

4. Discussion

The finding of this study revealed that instructional supervision practices are adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State. The instructional supervision practices adopted by principals for administrative effectiveness in public and private secondary schools include; go round classes to monitor teachers' instruction, monitor teachers' attendance in school, monitor teachers' compliance to their duty schedules, monitor teachers filling of students' report cards and monitor teachers' attendance of school meetings. This corroborated the finding of Kweku (2018) who reported that the supervisory practices exhibited by school administrators include orientation of new teaching staff, checking teachers' record of work, provision of in-service training, lesson observation and monitoring of teachers' punctuality and regularity in school. This is similarity in the two findings may be attributed to time span. Within a year there is a possibility that situation in secondary schools could still be the same. However, this refuted the finding of Nazir and Sayyam (2016) who reported that instructional supervision were being carried out frequently in private schools and occasionally in public sector schools. The possible reason for the contraction in the two findings could be as a result of the fact that the two studies were conducted in different countries. The exercise of instructional supervision ensures that lessons are well-perceived, carefully planned, rightly executed and painstakingly directed at improving students' academic performance. The instructional supervision is instrumental to nurturing teachers' teaching skills which has contributed to students' academic success in public and private secondary schools in Anambra State. The principals' advises to teachers during instructional supervision result to optimal teaching and learning process.

It was also reported that there is no significant difference in the mean ratings of public and private principals on the instructional supervision practices for administrative effectiveness in public and private secondary schools in Anambra State. This is in agreement with the finding of Nazir and Sayyam (2016) which revealed that there is significant difference between

instructional supervision carried out in private and public sectors secondary schools. These contradictions may be attributed to difference in geographical location and time span. The test of hypotheses was not significant probably because of the fact that principals in public and private secondary schools in Anambra State regularly perform their instructional supervisory roles and hence may likely have similar opinion.

The result of this study showed that staff professional development practices are adopted by principals for administrative effectiveness in public and private secondary schools in Anambra State. The staff professional development practices adopted by principals for administrative effectiveness in public and private secondary schools include: provide opportunity for teachers to attend workshop in order to up-date their instructional delivery skills, organise forum for staff discussion to acquire new ideas for effective lesson presentation, encourage teachers to attend seminar for advancement of knowledge in teachers' areas of specialization, organise symposium for teachers to exchange ideas to enhance their teaching and encourage teachers' to undertaken refresher courses revitalize the knowledge of their respective subjects. This is in agreement with the finding of Aslam (2013) which revealed that public and private school principals adopt professional development practices like arranging different training programmes, coaching, workshops and seminars. This is in consonance with the finding of Abida and Ohdiambo (2018) who found out that the staff professional development practices of principals included conferences, workshops, short and long training courses, professional networks, self-directed studies, collaborative learning and research work. The agreement in the two findings could be attributed to time span. The staff professional practices of principals are necessary given the current technological advancement and education reforms. The staff professional practices of principals in public and private secondary schools in Anambra State equip teachers with up-dated knowledge and innovative ideas to meet the changing needs of education.

The result of the study also indicated that there is no significant difference in the mean ratings of public and private principals on the staff professional development practices for administrative effectiveness in public and private secondary schools in Anambra State. This contradicted the finding of Okaforcha and Ifediorah (2019) which indicated that there was significant difference between the mean ratings of public and private secondary school principals in their staff development practices. This contradiction could be attributed to difference of participants and instruments used in the two studies. The test of hypotheses was not significant probably because of the fact that public and private school principals enhance staff professional development and they may likely show their similar opinion.

5. Conclusion

Based on the findings of this study, it was concluded that public and private secondary school principals adopt instructional leadership practices in Anambra State. This shows that public and private school principals in Anambra State perform their responsibility of instructional supervision and staff professional development practices to create a more meaningful learning environment. The principals are committed to the core business of

improving teaching and learning through their instructional leadership practices in public and private secondary schools in Anambra State. The education system is bound to produce well-trained students, when the teachers deliver instruction with up-dated skills and knowledge as a result principals' staff professional development practices.

6. Recommendations

Based on the findings of the study, the following recommendations are made:

1. Ministry of Education and school proprietors should conduct regular unannounced intensive inspection exercise to oversee the supervisory practices of public and private school principals and make possible recommendations for improvement.
2. Principals should seek the support of relevant education stakeholders to promote staff professional development through intensive and annually seminars, workshops and conferences so as to improve pedagogical skills of teachers in their various subjects.

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