

**PRINCIPALS' LEADERSHIP EFFECTIVENESS AND THE MANAGEMENT OF
PUBLIC SECONDARY SCHOOLS IN NORTH CENTRAL NIGERIA**

BY

AONDONA STEPHEN IVASE

BSU/EDF/PhD/14/4085

**BEING A THESIS SUBMITTED TO POSTGRADUATE SCHOOL, BENUE STATE
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CERTIFICATION

We certify that this thesis titled: Principals' leadership effectiveness and the management of public secondary schools in North Central Nigeria has been duly presented by AONDONA STEPHEN IVASE BSU/EDF/PhD/14/4085 of the Department of Educational Foundations, Faculty of Education, Benue State University, Makurdi and has been approved by the Examiners.

1st Supervisor

Head of Department of Educational Foundations

Signature: _____

Signature: _____

Name: Dr. (Mrs) Uga Margaret Oluwole

Name: Prof. Saawua Apeon Tor-Anyiin

Date: _____

Date: _____

2nd Supervisor

Signature: _____

Name: Dr. Aernan Athanasius Yawe

Date: _____

Having met the stipulated requirements, this thesis has been accepted by the postgraduate school, Benue State University, Makurdi.

Prof. Toryina Varvar Ayati

(Dean Postgraduate School)

DEDICATION

This thesis is dedicated to Almighty God for His guidance and protection throughout the period of my programme.

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ABSTRACT

This study examined Principals' Leadership Effectiveness and Management of Public Secondary Schools in North Central Nigeria. The purpose of the study was to investigate impact of principals' leadership effectiveness in the areas of instructional supervision, communication, provision of instructional materials, involvement of teachers in decision making, discipline, evaluation of students' performance and community relation skills on the management of public secondary schools. Seven research questions guided the study and seven null hypotheses were formulated and tested. The review of literature was done under theoretical framework, conceptual framework and empirical studies. The study adopted survey research design. The population of the study comprised 34,473 teachers from 1,949 public secondary schools. A sample of 1,737 teachers was taken for the questionnaire and 100 for the interview schedule all from 100 public secondary schools using multi-stage sampling technique of Principals' Leadership Questionnaire (PLEQ) with reliability coefficient of 0.97 and Interview schedule on Principals Leadership (IPL) were used for data collection. Mean and standard deviation were used to answer the research questions. Chi-Square test was used to test the hypotheses at 0.05 level of significance. The result showed that principals' leadership effectiveness do significantly impact on management of secondary schools in the areas of instructional supervision, communication, provision of instructional materials, decision making, discipline, evaluation of students and community relation skills in the management. Based on the findings of the study, it was recommended among others that principals should be adequately enlightened with more robust supervision strategies through seminars and conferences which may include classroom observation, analysis/strategy, post observation conferences and post conferences analysis and that Ministries of Education should make it mandatory for all school heads to be involved in students' evaluation in order to assess teachers' job outputs as well as students' academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The proper functioning of any organization depends to a very large extent on the ability of whoever is the leader to effectively utilize both the material and human resources to achieve the goals of such an organization. It is the leader that mobilizes human and material resources and creates the necessary climate for productivity. Therefore, leadership is of particular importance in an organization to the extent that without it, goals may be difficult to attain. Leadership is the process of influencing the activities of an organized group towards goal-setting and goal achievement.

The concept of principals' leadership effectiveness in Nigerian secondary schools is often used to express the overall school effectiveness in relation to the attainment of both normative and summative values in students as spelt out in the National Policy on Education (FGN, 2013). The school principal is the accounting officer of the school who is either praised or blamed depending on the degree of his/her effectiveness in influencing the relevant orders in and outside school to enhance teaching and learning.

According to Kumar (2012) and Bolman and Deal (2005), leadership is a process of social influence where leaders induce followers to apply their energies and resources towards a collective objective. It is an interactive relationship between leaders and followers. This is characterized by influence and identification of goals. Leadership is important in educational administration because it has far-reaching effects on the accomplishment of school programmes, objectives and attainment of educational goals (Peretomode, 2000).

Leadership of a school is about providing a vision and establishment what the future will be like as well as winning the supported vision of those who can make it happen. Ajibade (2005)

observes that schools that do not have effective leadership from their principals will get stranded in complacency. In such situations, problems will not be confronted and solved, and opportunities will be misused. Principalship is the key to a good school environment and in achieving teaching and learning quality. A good leader is important to teachers, and it affects their decision about where to work. More effective principals are able to attract better employees to their schools (Rice, 2010). The word principal also means ‘servant leadership’ (Sergiovanni, 2006). This paints a picture of someone who is responsible for ministering to the needs of schools they serve. Thus, a principal must deal with the professional and technical experts in education, parents and community members, superintendents and students. With such important responsibilities and roles, school principals must implement their own duties responsibly and carefully otherwise mistakes would cause dissatisfaction among teachers. Consequently, it could lead to low achievement for the school management.

Evan (2001) notes that school leaders who are implementing their roles and duties should be constantly reviewed and assessed for transparency in the school. This is because their leadership has an impact on teachers’ morale, job satisfaction and motivation. One of the methods in assessing a principal’s leadership is to examine the teachers’ perceptions of their principals because teachers work closely and directly with them. As pointed out by Luo and Najjar (2007), teachers’ perception of their principals’ leadership is a key variable that affects the productivity of a school as a social organization. Edgeron and Kritsonis (2006) argue that teachers’ success in the classroom is a direct consequence of their relationship with their principals. In the contemporary development of quality education, teachers’ participation must be increased in decision making that affects their own work and careers. It is therefore, the leadership style of principals that determines the management level of the school.

Today, maintaining discipline in Nigerian secondary schools hinge on the shoulders of principals who control the activities of students and teachers for a peaceful and more progressive school. School rules are broken with impunity and it has become the order of the day for students to take laws into their hands. Perhaps, as the major agents in the promotion of school effectiveness, principals are the pillars of the educational system, especially at the second tier of education. Today, the position of principals in secondary schools is far more sophisticated than in the previous decades. This complexity can best be seen in the different functions that principals are expected to perform daily and often simultaneously (Babayemi, 2006; Adeyemi, 2011).

The duty of ensuring that effective teaching and learning takes place lies with the principal who employs various supervisory strategies such as classroom visitation, classroom observation, mentorship, workshop and micro-teaching to ensure effective and efficient service delivery. According to Osakwe (2010), instructional supervision is the art of over-seeing the teaching and learning process in order to ensure that the school is administered, managed and led in an effective manner to achieve the educational objectives. In secondary schools, the principal plays a critical role in the programme of instructional improvement through effective and efficient supervision of teachers' classroom instructional display. Through classroom visitation, classroom observation, mentorship, workshops and micro-teaching supervisory techniques, the principal is faced with the responsibility of supervising teachers generally to improve their instructional effectiveness. Osakwe (2010) adds that principals supervise and monitor teachers' competences no matter how proficient, they are deemed to be so as to provide students with quality learning. As important as instructional supervision is to the development of quality education, it has been observed that school principals often devote more of their time attending

to visitors than supervising instruction (Weller, 2001). Consequently, interference of administrative functions seems to be an appendage to instructional supervisory functions of the school principals in achieving instructional objective of the school. It is, therefore, unfortunate that instructional supervisory functions recognized as the cardinal role of the school principal could be over-looked in the midst of a variety of roles.

Communication which is the process of conveying messages or information from one person to another is also a cardinal role used by school principals in managing educational institutions. According to Asemah (2010), communication is a very important tool used by management to exchange ideas, thoughts and opinions with employees. This can provide a basis for dismantling any element of distrust in employees. The author adds that the staff of any school want to know what the school management is doing about the various matters affecting their welfare and their work. Communication is therefore, the only way in which the school principal can eliminate suspicion and promote confidence in the staff. The principals' effectiveness to some extent is perceived to hinge on the manner in which decisions and policies of school management are communicated to teachers and students in the school organization. If the decisions and policies are communicated effectively through the appropriate channels, the principal may be perceived to be effective in the discharge of his/her duties, but if not, he/she may be perceived otherwise.

Similarly, provision of instructional materials is also one of the responsibilities of the school principal. Instructional materials may be seen as those objects and devices that have been systematically designed, produced and evaluated which the teacher uses to illustrate the point he/she wishes to emphasize in his/her lesson with the intention of facilitating learning (Nomigo, 2004). They include, chairs, chalk, chalkboard, table chart among others. The use of instructional

materials provides teachers with interesting and compelling platforms for conveying information since they motivate learners more. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his/her effective presentation of a given topic since students could see, feel, smell or touch the real object or something similar to what the teacher talks about.

For learning to take place, there is need for the teacher to sensitize students' senses of hearing, smelling, testing and touching. To do this, the teacher must use instructional materials provided to them by the school head (Ojunamiri, 2007). Provision of instructional materials in this context refers to the ability of the school principal to make available materials and devices such as chairs, chalk, chalkboard, tables and chart to be used in learning situations to supplement the written or spoken words in transmission of knowledge. The instructional materials could also be provided by teachers. Students could also be involved in provision of such materials. When such devices are adequate, teaching and learning goes on smoothly. On the contrary, without the provision of adequate instructional materials, it will be difficult to implement the school curriculum. Thus, it is the sole decision of the school principal to provide adequate materials for the development of the school.

According to Gemechu (2014), decision-making is the process of specifying the nature of a particular problem and selecting among available alternatives in order to solve the problem. This implies that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course of action will be selected. Talatu (2015) also posits that teachers' participation in school decision-making can increase creativity and information available for planning. When principals involve teachers and students in decision-making, it increases their understanding, acceptance, commitment and performance.

Cheng (2008) also observes that teachers' participation in decision-making is one of the key characteristics of an effective school principal. Williams (2003) notes that when principals determine policy and assign tasks to organizational members without consulting them, it creates unhappiness and a feeling of alienation among staff. Such staff feel isolated and suffer a loss of self-belonging as principals keep them under constant pressure, fear, stress and tension. This could consequently reduce their commitment and performance. By implication, it could affect school discipline.

Another very important element of the principals' leadership effectiveness is to enforce discipline among students and teachers. Oboegbulem (2007) defines discipline as the ability or readiness of students and teachers to respect authorities observe established laws of the school and take responsibilities for their actions. Discipline implies self-control, restraint and respect for oneself or others. Ruiz (2000) defines discipline as the system of norms with which an organization provides itself, and the obligation or otherwise of the school/group to cope with certain conventions. Discipline has to do with the conventions, rules, customs and values that are brought into play by social interactions within each educational community. Therefore, for the principal to be effective in his/her leadership role, he/she must demonstrate the ability to induce students and teachers to have self-control and respect for one another. Ruiz further adds that when the principal leads the school on the part of discipline, students' performance increases as a result of his/her ability to evaluate students' academic performance. Thus, there exist peace and harmony which results in the overall school development.

It is also the responsibility of the school principal to evaluate students' performance to ascertain whether the set goals of the school are achieved or not. Students' performance evaluation is usually used by principals for the purpose of admission, promotion, awarding of

certificates, guidance and counselling and awarding of prizes. Establishing how effective the principal is in the performance of these functions will guide him/her to make value judgement about students. It is, therefore, important to evaluate the extent to which teaching and learning has taken place (Abu, 2009); as the principal will have to report to parents of the students the level of their wards development in their academics work.

With the schools facing increased pressure to improve teaching and learning, the duties of the school principals expand further to include the responsibility of facilitating their school's interactions with parents and others in the school community (Gemuchu, 2014). This responsibility includes reporting to parents certain disciplinary issues, students' level of successes in academic work and when parents have concerns. Principals also interact with parents who serve on school advisory boards and parent/teacher organizations. Principals report that they spent a significant part of their time interacting with parents of students who have been identified as needing special services (Welleer, 2001).As a result, whatever the principal does in the school by directing, coordinating, controlling and motivating will determine his/her effectiveness in carrying out the activities of school management in secondary schools.

Akpakwu (2008) defines management as the process of coordinating all the resources of an organization through planning, organizing, directing and controlling in order to attain organisational objectives. According to Zuamo and Kwaghfan (2007), management is the creation and maintenance of an internal environment which people working together in groups can perform efficiently and effectively towards the attainment of group goals. It entails ensuring the attainment of organizational objectives in the most effective and efficient manner by making use of resources effectively and in a cost-effective manner.

Irrespective of the variation of opinions on the concept of management, Akpakwu (2008) defines school management as the ability of the educational administrator to judiciously manipulate all the human, material and financial resources at his/her disposal in order to achieve the goals and objectives of educational institutions. School management therefore, entails the manner in which the principal, with the management team (teachers, parents and students) execute the management functions in the school. These include; instructional supervision, communication, provision of instructional materials, decision-making, discipline, evaluation of students' performance and community relations skills.

Managing people is not an easy task. There are therefore, a number of contemporary issues or problems that school leaders face in the course of trying to effectively harness the human/material resources available in secondary schools towards the effective and efficient management of secondary schools. From the foregoing, it could be inferred that principals' leadership effectiveness plays a crucial role in the management of secondary schools; and the principals in the North Central Nigeria seems to be ineffective in the performance of their responsibilities. This has become worrisome as most schools hardly achieve their stated objectives due to perceived principals' ineffectiveness in discharging their administrative duties. It is against this background that the researcher is motivated to investigate principals' leadership effectiveness and the management of secondary schools in North Central Nigeria in the areas of instructional supervision, communication, provision of instructional materials, decision-making, discipline, evaluation of students' performance and community relation skills.

1.2 Statement of the Problem

It has been speculated by relevant stakeholders in education such as teachers, parents and ministries of education officials that most school principals in North Central Nigeria are not effective in their leadership functions. This is seemingly demonstrated in their inability to adopt leadership styles that would motivate and encourage their subordinates in carrying out their duties effectively. For instance, teachers are worried that school principals devote more of their time attending to visitors than supervising instructional activities in the school. It is also the observation of teachers that some principals do find it difficult communicating with their staff at the appropriate time and this may have affected their job performance.

There is also the speculation by some teachers that principals do not like involving their subordinates in decision making as they feel their subordinates have no adequate knowledge to contribute to the management and development of the school; as a result, these subordinates may feel estranged and alienated and withdraw their contribution which may affect the proper coordination and discipline of students in the school to attain the stated goals. Parents too, seems not to be comfortable with the leadership position of some secondary school principals in North Central Nigeria as they at times take disciplinary decisions against students without informing/ involving their parents. This seems to create ruffle between the school and host communities. Thus, affecting the contributions the host communities would have made to the development of the schools.

Despite the aforementioned speculations of teachers and other stakeholders on principals' leadership effectiveness in the management of public secondary schools in North Central Nigeria, the researcher observed that not much has been done on principals' leadership effectiveness in the management of public secondary schools in the area of study.

The problem of this study therefore is: What is the impact of principals' leadership effectiveness on the management of public secondary schools in North Central Nigeria?

1.3 Purpose of the Study

The purpose of this study was to investigate the impact of principals' leadership effectiveness on management of public secondary schools in North Central Nigeria. Specifically, the study sought to:

1. find out how principals' leadership effectiveness impact on instructional supervision in secondary schools in North Central Nigeria.
2. ascertain how principals' leadership effectiveness impact on communication in secondary schools.
3. determine how principals' leadership effectiveness impact on provision of instructional materials in secondary schools.
4. find out how principals' leadership effectiveness impact on involvement of teachers in decision-making in secondary schools.
5. examine whether principals' leadership effectiveness impact on discipline in secondary schools.
6. determine how principals' leadership effectiveness impact on evaluation of students performance in secondary schools.
7. ascertain how principals' leadership effectiveness impact on community relation skills in secondary schools.

1.4 Research Questions

The following research questions guided the study:

1. In what ways do principals' leadership effectiveness impact on instructional supervision in public secondary schools in North Central Nigeria?
2. What is the impact of principals' leadership effectiveness on communication in secondary schools?
3. What impact do principals' leadership effectiveness have on provision of instructional materials in secondary schools?
4. How do principals' leadership effectiveness impact on involvement of teachers in decision-making in secondary schools?
5. In what ways do principals' leadership effectiveness impact on discipline in secondary schools?
6. What is the impact of principals' leadership effectiveness on evaluation of students' performance in secondary schools?
7. How do principals' leadership effectiveness impact on community relation skills in secondary schools?

1.5 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. Principals' leadership effectiveness do not have significant impact on instructional supervision in secondary schools in North Central Nigeria.
2. Principals' leadership effectiveness do not have significant impact on communication in secondary schools.

3. Principals' leadership effectiveness do not have significant impact on provision of instructional materials in secondary schools.
4. Principals' leadership effectiveness do not have significant impact on involvement of teachers in decision-making in secondary schools.
5. Principals' leadership effectiveness do not have significant impact on discipline in secondary schools.
6. Principals' leadership effectiveness do not have significant impact on evaluation of students' performance in secondary schools.
7. Principals' leadership effectiveness do not have significant impact on community relation skills in secondary schools.

1.6 Significance of the Study

The findings of this study have both theoretical and practical significance of immense value to principals, teachers, students, Ministry of Education and further researchers. First and foremost, the results of the study may enrich the knowledge and understanding of school principals on the relevance of using appropriate leadership approaches to motivate and propel their employees towards job effectiveness. It could also provide information to principals on the need for involving their subordinates in the process of decision making to enhance their performance. The findings of the study would also expose principals to advantages and disadvantages that non-use of appropriate leadership styles would cause to the achievement of educational goals.

The findings of the study would also enable teachers to adopt measures that would sustain good relationship among them and their school principals as well as cooperate effectively for a better efficient administration of the school. Finally, the findings of this study could serve as a reference point to those directly and indirectly involved in the management of public secondary

schools in North Central Nigeria and the nation at large. It may also provide a springboard for future researchers who may want to carry out studies in the same area, thereby increasing literature in knowledge bank.

Theoretically, the findings of the study could be beneficial because the results would provide further insights in relation to existing theories such as path-goal theory and situational theory. This is because each of them provides an insight on leadership effectiveness of the leader. For instance, the study is hinged on the path-goal theory of leadership by House (1971) which postulates that for leaders to be effective, they must have the ability to clarify the path to successful achievement of goals for followers; they must also, be able to remove obstacles on the path to achievement of organizational goals for the followers. To clarify the path, the principal must know the processes involved and have the vision on how to achieve the goals of the school. To be able to remove obstacles for achievement of school goals from the path of the followers, the principal must have the necessary skills to know when there are obstacles, what to do and how to do it.

Contingency theory is of the view that there does not exist only one way of solving managerial problems. It believed that circumstances or situations in which an organization is operating can determine the choice of policies, principles or managerial approaches to be used to get solutions. Here, the principal, rather than subscribing to a leadership style can choose to use other approaches of solving institutional problems. In fact, given the demand of managing the people in this contemporary time, it has become necessary to do so.

1.7 Scope of the Study

This study focused on the impact of principals' leadership effectiveness on the management of public secondary schools in North Central Nigeria. The variables under consideration included principals' leadership effectiveness in the use of instructional supervision,

communication, provision of instructional materials, involvement of teachers in decision-making, discipline, evaluation of students' performance and community relationships. The main justification for choosing these variables were that literature review available in this regard is either foreign or in other geo-political zones of Nigeria with different variables and outcomes. The reason for choosing North Central Nigeria is because the Zone also experiences principals' leadership problems that could hinder the effective management of secondary schools in the areas of the aforementioned variables.

1.8 Operational Definition of Terms

For the purpose of clarity, the following terms have been defined as follows:

Impact: This refers to the effect of principals' use of instructional supervision, communication, provision of instructional materials, decision-making, discipline, evaluation of students' performance and community relationships on the management of public secondary schools in North Central Nigeria.

Principals' Leadership Effectiveness: this refers to the extent to which principals have succeeded in performing their administrative roles of instructional supervision, communication, provision of instructional materials, decision-making, discipline, evaluation of students' performance and community relationships.

Management of Public Secondary Schools: This refers to the organization, mobilization and maintenance of all the human and material resources for effective teaching and learning in government owned secondary schools through principals' use of instructional supervision, communication, provision of instructional materials, decision-making, discipline, evaluation of students' performance and community relationships.

Instructional Supervision: It refers to how principals' art of over-seeing the teaching and learning process in order to ensure that the school is administered, managed and lead in an effective manner to achieve the educational objectives.

Communication: This refers to how principals' process of conveying message to the teachers and students in secondary school.

Provision of Instructional Materials: This refers to principals' acquisition of materials and devices such as chairs, chalk, chalkboard, tables chart to enhance effective teaching and learning.

Decision-Making: This refers to principals' involvement of teachers in the identification of a particular problem and selecting among available alternatives in order to solve the school problem.

Discipline: This refers to the ability or readiness of the students and teachers to respect authorities; observe established laws of the school and take responsibilities for their actions due to the principals' leadership roles.

Evaluation of Students' Performance: This refers to how teachers perceive principals' role of assessing the extent of students' performance in both internal and external examinations.

Community Relationships: This refers to teachers' opinion of how principals' collaborate with parents and other members of the host community to attract development for the school.

North Central Nigeria: These are the states that form the area of the study. The states include Benue, Kogi, Kwara, Nasarawa, Niger, Plateau and Abuja, the Federal Capital Territory.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter critically reviewed related literature on the topic. The review was divided into sub-headings, namely: theoretical framework, conceptual framework, empirical studies and summary.

2.2 Theoretical Framework

This study is hinged on Robert House's (1971) path-goal theory of leadership and behaviourist contingency theory by Burns, Stalker, Lawrence and Lorsch (1960).

2.2.1 Robert House's (1971) Path-Goal Theory of Leadership

The path-goal theory, also known as the path-goal theory of leader effectiveness or the path-goal model, is a leadership theory developed by Robert House, an Ohio State University graduate, in 1971 and revised in 1996. The theory states that a leader's behavior is contingent on the satisfaction, motivation and performance of his or her subordinates. The revised version also argues that the leader engages in behaviors that complement subordinate's abilities and compensate for deficiencies. According to House (1971), the path-goal theory can be classified as a form of instrumental leadership.

The theory assumes that the manager's job is to guide workers to choose the best paths to reach their goals as well as the organizational goals. The theorist argues that leaders will have to engage in different types of leadership behaviors depending on the nature and the demands of a particular situation. It is the leader's job to assist followers in attaining goals and to provide the direction and support needed to ensure that their goals are compatible with the organization's goals.

The path-goal theory is a leadership participation method, where the leader does what he or she can to clear a path for group members to act. This is done by delineating clearly what is to be done, removing obstacles and rewarding those who perform well. The levels in intensity a leader may do these things will vary according to the circumstances. The follower may be more motivated or capable, or the work to be done could be easy or difficult. The leadership styles in this method can vary from being dictatorial to the leader being participatory. House (1971) states that these styles include supportive, directive, participative and achievement-orientative. A leader facilitates the group by appealing to a group member's self-esteem and making the task enjoyable or at least palatable.

A leader simply may direct the group to do the task with a contingency theory approach. At some points, a leader may engage in a participative leadership style, where he or she takes suggestions from the group on how to do work. This assumes that the members are knowledgeable. A leader may set standards and goals and urge the group to attain them. This style is used usually for tasks that are more complex. Whatever the case, the assumption is that the leader knows what is best in the way of accomplishing something.

The theory also assumes that the leader is rational and that there are ways that can work positively for a situation. House (1971) states that for leaders to be effective, they need to engage the behaviors that complement subordinates' environments and capabilities in a manner that compensates for deficiencies and is instrumental to subordinates satisfaction, individual and work unit's performance. The author admits that there have been no specific tests of any theory of how a leader's behavior affects followers.

The 1996 version of the theory expands to eight classes of leader behavior that he says will help leadership performance. In addition, the behavior can be substituted for each other

depending upon the circumstances. House adds that group members can be empowered through delegation of authority and work facilitation (developing task autonomy). There is an enhanced group decision process and interaction among members. House emphasizes that value-based leadership motivates workers to achieve their goals and is justified if it enhances their performance.

Path-goal theory assumes that leaders are flexible and that they can change their style, as situations require. The theory proposes two contingency variables. These are such as environment and follower characteristics that moderate the leader behavior-outcome relationship. Environment is outside the control of the follower-task structure, authority system, and work group. Environmental factors determine the type of leader behavior required if the follower outcomes are to be maximized. Follower characteristics are the locus of control, experience and perceived ability.

Personal characteristics of subordinates determine how the environment and leader are interpreted. Effective leaders clarify the path to help their followers achieve goals and make the journey easier by reducing pitfalls. Employee's performance and satisfaction are positively influenced when the leader compensates for the shortcomings in either the employee's or the work setting. According to House (1971), the theory is useful because it reminds leaders that their central purpose is to help subordinates to define and reach their goals in an efficient manner.

The theory is relevant to this study because it could guide principals to understand that to clarify the path, they must know the processes involved and have the vision on how to achieve the goals of the school. To be able to remove obstacles for achievement of the school's goals from the path of the followers, the principal must have the necessary skills to know when there are obstacles, what to do, and how to do it.

Critics are of the opinion that even with House's 1996 modifications, the path-goal theory is leader-centered, and if something happens to him or her, the organization may collapse. There cannot be too much dependence on the leader for an organization's survival. Further, as House admits, the whole concept of path-goal needs to be tested. The path-goal theory still is undemocratic and it remains to be seen whether the modifications would work in environments where group members are independently-oriented, intelligent and knowledgeable. This led to the review of a more democratic theory that embraces the opinion of the subordinates.

2.2.2 Contingency Theory by Burns, Stalker, Lawrence and Lorsch (1960)

Contingency theory was propounded by Tom Burns, G. M. Stalker, Paul Lawrence and Jay Lorsch in 1960. The theory is of the assumption that there is no one best way to organize a corporation, to lead a company or to make decisions. Instead, the optimal course of action is dependent upon the internal and external situation. A contingent leader effectively allows the situation to his/her actions. In other words, organizations are open systems that need effective leadership to satisfy and balance internal needs and to adapt to environmental circumstances since there is no one best way of organizing. The appropriate form depends on the kind of task and environment the leader is dealing with.

The theory hinges on the leadership ability to choose policies that will deal with a given situation and some particular circumstances that an organization may encounter. The theory holds that the needs of an organization are better satisfied when they are properly designed and the leadership style is appropriate both to the tasks undertaken and the nature of each of the work groups; leaders' situation must then be viewed separately. In other words, leaders need to develop skills that are most useful in identifying the important situational factors. Therefore, in a

rapidly changing environment, success requires organizational leaders to be flexible, dynamic and have the ability to renew themselves and capacity to be innovative.

The contingency theorists postulate that three contingencies are particularly important in influencing an organization's structure. These are: its size, the technology it uses and its operating environment. The significant aspect of contingency theory on secondary school management is that different parts of the same school are influenced in different ways by the contingencies bearing upon them. Then, it may be appropriate for the school administrators to subscribe to contingency theory as the school organization has varying issues that demand different leadership strategies depending on the nature of the situation at hand.

Contingency theory is related and relevant to this study because with the challenges being faced by the school leadership in the management of Nigerian educational institutions today, it has become necessary for school principals to adapt leadership styles that will enable them to render requisite support that will enhance the provision of instructional supervision, communication, provision of instructional materials, discipline, evaluation of students' performance and community relation skills. These actions or contributions could most likely contribute positively to better the quality of secondary education.

It can be concluded that there is no one best way or approach in management or doing things. Different situations call for different approaches to handle, manage and solve the arising issues concerned. Management of a school is an open system, in which challenges arise every now and then. This requires adaptable and situational solutions in order to overcome or solve the problem or issue concerned. Other situational or contingency factors are changes in government policy, law or change in environment or climate change.

2.3 Conceptual Framework

The concepts reviewed in this study include the concept of principals' leadership effectiveness, management of public secondary schools, impact of principals' leadership effectiveness on instructional supervision in secondary schools, impact of principals' leadership effectiveness on communication in secondary schools and impact of principals' leadership effectiveness on provision of instructional material in secondary schools. Others are: impact of principals' leadership effectiveness on involvement of teachers in decision-making in secondary schools, impact of principals' leadership effectiveness on discipline in secondary schools, impact of principals' leadership effectiveness on evaluation of students' performance in secondary schools and impact of principals' leadership effectiveness on community relation skills in secondary schools.

2.3.1 Principals' Leadership Effectiveness

Leadership effectiveness is the successful exercise of personal influence of one or more people with the aim of accomplishing organizational objectives through obtaining the followers' approval (Cooper, 2017). Leadership of any organization is about providing a vision and establishment of what the future will be like as well as winning for the supported vision of those who can make it happen. Marshall (2014) defines leadership as a product of an environment made up of people. This suggests that leaders are expected to lead, offer a sense of direction, motivate others towards the accomplishment of goals and be concerned with helping others. Hersey, Blanchard and Johnson (1996) in Newstrom and Davis (2002) define leadership as a process of influencing the activities of a group or individuals' efforts toward goal achievement. This is to say that leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives.

Leadership is a critical factor that helps an individual or a group to identify its goals. It motivates and assists in achieving the stated goals. Over time, researchers shifted their focus to treat the concept of effective schools, effective teachers and by extension effective principals. According to this view, principals in effective schools are assertive leaders who are willing to act independently in the interest of the school. They are committed to school improvements; emphasize instructional leadership and communicate their wishes to their staff; and stress academic standards (Shoemaker & Fraser, 1981 in Marshall, 2014). John (2007) opines that school principals can manipulate the culture, climate and effectiveness of an organisation. These manipulations affect the job satisfaction of people within the organisation to achieve their desire. The author maintains that by exercising certain leadership behaviours, principals can influence their schools' instructional environment. This entails a complex constellation involving the attitudes and behaviours of teachers, students, parents and the community at large toward education.

Griffith (2009) takes the concept of the overarching principal's influence and suggests that it can be encapsulated in six metaphors: master teacher, administrative agent, gamesman/politician, school manager, maintenance manager and missionary. As master teacher, instructional leader and principal teacher, he/she makes frequent visits to classrooms and provides detailed suggestions for improving the quality of the school programme. As administrative agent, he/she sets clear and high achievement goals, maintains an orderly school environment, encourages the teaching of the 'basics', monitors students' achievement progress, and is actively immersed in the day-to-day school activities. The principal also emphasizes curriculum and student achievement, provides a positive instructional environment, evaluates students' performance, develops instructional improvement plans, supports teachers and

facilitates communication. In addition, he/she maintains a strong task orientation where the focus is on development of curriculum and instruction rather than on management or human relations activities. The leader is a gamesman/politician, negotiating and satisfying the many and divergent needs and internal and external demands of a school. He/she is concerned with discerning the needs of the external environment (parent and community), providing a bridge between the external environment and the school and facilitating coordination among classroom teachers.

As a school manager, the principal creates conditions to achieve consensus on instructional programmes, goals and academic standards; maintains students' discipline; allocates school resources effectively; buffers classrooms from outside interferences; knows community power structures; and maintains appropriate relations with parents. As a maintenance manager, he/she is concerned with well-designed and operating school support functions such as programme planning and budgeting, business operations, and differentiating job tasks and positions. The school principal is also concerned primarily with resource allocation and students' discipline. As a missionary, he/she is concerned with meeting the social needs of students, school staff, and parents through positive school climate. He/she manages interpersonal relations, provides a supportive environment in which teachers may make mistakes, not feel at risk, develop open professional, collegial relations, and trust the principal and other teachers.

2.3.2 Management of Public Secondary Schools

Management has been viewed and described differently by different scholars. These scholars look at management from various points of view depending on the objectives to which an organization is set to achieve. The basic reason for the diversity in definition arises from the fact that most human endeavours apply themselves to management. According to Markson

(2001), management is the field of human behaviour in which managers plan, organise, staff, direct and control human and financial resources in an organised group effort in order to achieve desired individual and group objectives with optimum efficiency and effectiveness. Pinga (2014) describes management in all business areas and organisational areas to mean the acts of getting people together to accomplish desired goals and objectives efficiently and effectively.

According to Ibrahim (2003), management involves the sum total of all activities undertaken to achieve the goals and objectives of an individual or an organisation. It also includes the integration of efforts, design of organisational structure, acquisition or judicious use of resources, motivation of people, providing leadership, planning strategies, controlling, innovating and creating an environment in which individuals and group's goals can be achieved. Mayer (2001) states that management implies a social process involving a sequence of events and planning, organising, coordinating and controlling. All these events if well-coordinated and structured could not only result in judicious use of the limited resources available, but also ensure that the right objectives or desired outcomes are accomplished.

Therefore, management implies all activities put in place to achieve the goals and objectives of an individual or organisation. It is an integration of individuals' or group's efforts, the designing of organisational structure or framework and strategies towards achieving a corporate goal. Yalokwe (2002) defines management as the process of planning, organising, leading and controlling the efforts of organisational members and using all other organisational resources to achieve set goals. The author further states that management involves the achievement of goals set for the organisation. This means that managers of any organization, be it a commercial bank or a school tries to attain specific ends. These ends are unique to each organisation. The set goals of a school might be to equip students with balanced education that

will enable them to earn a living. The main goal of a commercial bank might be to provide quality financial services to the people at a profit. Whatever is the goal of the organisation concerned, management is the process by which the goals can be attained.

Bedeian (2005) states that management is a process by which we achieve desired results through efficient utilization of human and material resources. It is a vital aspect in the existence of an organisation because it is that organised set up which oversees, directs, supervises and controls the realisation of the goals of any organisation. Resser (1999) in Pinga (2014) also maintains that management comprises the utilisation of physical and human resources through corporate efforts. It is accomplished by performing the functions of planning, organising, staffing, directing and controlling. Management is primarily oriented to the use of capital to acquire specific goals. This draws attention to the control of resources to ensure the achievement of goals.

School management according to Cotton (2003) is the process of deciding what to do in the school and getting it done through effective use of available resources. Herr (2005) also posits that secondary school management is a practical activity involving the determination of aims, efficient allocation of resources , maintenance of discipline, making schedules and evaluation of effectiveness in the school system all involving action.

According to Dugguh (2004), school management is the process whereby the administrator of a school organizes people and other school resources in order to achieve the set aims and objectives of the school. In the same vein, Olaniyan (2000) states that school management is the process demanding the management of specific school functions. It is the control and making of decisions in a school. Ozumba (2007) adds that school management is the process of allowing the head teachers and other teachers to make the best use of majority of the people to do the head-teacher's will in order to achieve the objectives of the school. Udo and Akpa (2000) define

school management as an act of creating, maintaining, stimulating, unifying formally and informally organized human and material energies of the school to accomplish those aspects of human health, including quality of life and predetermined educational goals. In their context, school managers generate and use the resources of the school for implementing the curriculum.

Akpakwu (2008) defines school management as the ability of the educational manager or administrator to judiciously manipulate all the resources at his/her disposal such as human, material, finance and time towards achieving the goals and objectives of educational institutions. Secondary school management, therefore, entails the manner in which the principal, with the management team, execute the management functions in the school such as planning, policy making, organizing, leading, controlling, motivating and communicating the values of their immediate society to students. For effective management of any institution, it is not only the actions of the leaders that counts but also the perceptions of the subordinates concerning the leaders' attitudes.

2.3.3 Principals' Leadership Effectiveness on Instructional Supervision in Secondary

Schools

Every organization either corporate or otherwise including the school exists essentially to achieve certain stated objectives. Thus, in order to achieve the stated goals and objectives of an organization, there is every need to put in place certain mechanisms towards ensuring its success. In the school system, one of the mechanisms to be put in place towards achieving the goals of behavioural change in both the staff and learners is supervision. In general, supervision is the help and guide given to principals and teachers with the aim of improving the teaching and learning situations for the benefit of teachers and learners. According to Osakwe (2010), instructional supervision is the art of overseeing the teaching and learning process in order to

ensure that the school is managed in an effective manner to achieve the educational objectives. In secondary schools, the principal plays a critical role in the programme of instructional improvement through effective and efficient supervision of teachers' classroom instructional display. Through classroom visitation, classroom observation, mentorship, workshop and micro-teaching supervisory techniques, the principal is faced with the responsibility of supervising teachers generally to improve their instructional effectiveness.

The principal as a leader of a group of teachers in the school system has the function of interacting with teachers in order to improve the teaching-learning situation through instructional supervision. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily on the achievement of appropriate expectations of the educational system (Peretomode, 2004). The author further states that the role of principals is to facilitate the implementation of the various learning programmes aimed at improving the learning situation. Teachers whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this support to teachers. They have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students in the classroom. A good principal should devote himself or herself to supervise the teaching –learning processes in his school (Peretomode, 2004).

Audu (2009) adds that before, the role of external school supervisors were to visit schools once in a while and check teachers' mistakes in their discharge of duties and correct them. Teachers perceived it as a policing activity and often strained relationship between them and inspectors. As the number of schools increased, it became difficult for a few inspectors to visit

all schools. Internal supervision was then preferred and principals became key supervisors in their schools. They were to take a major role in instructional supervision in order to improve the quality of learning.

A study done by Musungu and Nasongo in 2008 found that in Kenya, the head-teachers' instructional role included checking lesson books, schemes of work, records of work covered, attendance, class attendance records and staff movement books. Waweru (2003) adds that in Nigeria, the roles played by the head-teacher include supervision of the approved curriculum, staff personnel, student personnel, supervision and promotion of school community relations and supervision of physical and material resource. According to Muchiri (2008), the head-teacher is responsible for all matters pertaining to the smooth running of the school. This implies that the principal also carries out instructional supervisory roles which include organization and monitoring of timetable, provision of instructional materials, motivation of staff, supervision and monitoring to ensure that teachers are performing their duties for effective learning to take place.

Charles, Chris and Kosgei (2012) suggests that principals need to effectively supervise teachers by ensuring that they are observed regularly; lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. Effective instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning standards in schools.

Wanzare (2012) posits that principals play the role of supervisor from time to time by checking the teachers' classroom work and assessing their overall performance based on students' academic achievement. Principals are also charged with the duty of promoting the

academic and professional status of teachers by availing them with current curriculum materials and in-service courses. They are expected to provide the right motivation and stimulation for staff and students to enhance academic achievement. They are also to use supervisor-teacher friendly methods moving away from the traditional method of control and authoritarianism (Wenzare, 2012). The traditional methods of inspection instil fear to teachers and lower their morale (Republic of Kenya, 1965). Principals therefore, ought to be sources of inspiration for teachers and their students.

Sharma, Yusoff, Kannan and Baba (2011) observe that a private cold war exists between teachers and supervisors whenever supervision is to take place. This negative relationship between supervisors and teachers describe the resentment teachers feel toward supervisors. This resentment continues to be a major barrier in achieving benefit from the practice of supervision. Teachers' perceptions of supervisors are negative and they believe that supervisors are not of any valuable assistance but rather are used as a means to control and exert power on them. The authors assert that to teachers, the transactions that take place between supervisors and teachers constitute a waste of time.

In many instances, the best evaluation that teachers give of their supervision is that it is not harmful. The second is that the character of relationships between teachers as a group and supervisors as a group can be described as a private cold war. Neither side trusts the other, nor is each side convinced of the correctness of the process. In other words, for many teachers, supervision is a meaningless exercise that has little value other than completion of the required evaluation form. Sharma, Yusoff, Kannan and Baba (2011) further stress that some teachers feel that supervisors only try to find fault in their classroom teachings and never tell them their strengths and this makes them feel insulted whenever their principals claims to find out

shortcomings before students and tell them to improve upon such shortcomings without involving themselves towards the improvement process.

According to Onuma (2016), principals generally seem to spend more of their official hours on administrative functions to the detriment of effective supervision process and programmes of the school. Little seems to have been done by Ministry of Education, stakeholders in education and school principals to arrest the situation. Public outcry, reports and comments in print and electronic media alleging fallen standards of education in public secondary education reveal in part that internal supervision is probably not effectively carried out by school principals in North Central Zone of Nigeria. Onuma's (2016) study revealed that failure of the school principal to effectively supervise classroom instructions as a result of some administrative problems would impact negatively on teaching and learning as well as curriculum implementation. If the curriculum content is not covered, students are liable to get involved in examination malpractices.

Onuma (2016) further stresses that principal's lack of supervisory techniques and inability to regularly supervise and maintain accurate record keeping indicates incompetency on the part of the principals. Active participation of sub-ordinates in supervisory activities does not only improve teaching and learning but also contributes to knowledge in the school system. Participation of vice principals in supervision of instruction establishes cordial relationship thereby creating good rapport between principals and vice principals (Onuma, 2016). Therefore, school principals, irrespective of school location should endeavour to carryout effective supervision of classroom instruction, monitor and support staff development through seminars and conferences. In turn this would improve teaching/learning and effective coverage of

curriculum. This will ultimately improve students' academic achievement and general standard of education as well as teachers' perception of principals' leadership effectiveness.

2.3.4 Principals' Leadership Effectiveness on Communication in Secondary Schools

Communication is the process in which a communicator attempts to convey an image to a communicatee. Communication system in any organisation like the school is very vital to the survival and smooth running of the organisation (Asemah, 2010). Through the use of language, mankind has been able to record past history and to transmit its culture from one generation to the other. This transmission exercise lies on communication process without which managerial, administrative and academic functions will not be possible in the school. Without effective communications, organisations will not be what it is, and functions will not be carried effectively towards goal achievement (Nakpodia, 2010). However, with the use of communication, man has helped himself or herself to build societies and other social groupings, which contribute to his survival and to more enjoyable patterns of living.

In all organisations, the transfer of information from one individual to another is necessary (Nakpodia, 2010). It is the means by which behaviour is modified, change is effected, information is made productive and goals are achieved. Without communication, the organisation cannot exist, for there is no possibility of others. Communication from the viewpoint of Koontz (1984) in Nakpodia (2010) is to effect a change and influence action towards the welfare of the enterprise. Therefore, the need for an effective channel of communication becomes imperative for the attainment of the organisational goals. This means that communication is the means by which people are linked together in an organisation.

The communication process follows a systematic procedure. It is a give and take method involving the sender and the receiver (Asemah, 2010; Nakpodia, 2006). Usually, the sender must

have an idea to put across which makes it a 3-way grid – the sender, the message and the receiver. For better communication in school, the principal must, first and foremost, conceive an idea and relate such idea to his staff and expect response.

In the school system, the principal does not work alone. He/she has to share information, transfer ideas and feelings through communication to enhance the collective co-operation of others within the school. The school principal must not only communicate downward management in thoughts and in decisions but also upward reactions and development in the ranks. In order to persuade, instruct, direct, request, inform and stimulate, the principal must engage in upward and downward communication. Hence, the importance of upward flow of communication in an educational organisation cannot be under estimated. It helps education administrators to get a feedback from the people that might be affected. These people represent an important source of ideas for improvement (Kokach, 2006).

The communication network is seen as being very significant to the life of the school. This is because it is a major avenue through which the school personnel gets an opportunity to identify and appreciate what the school is doing, the atmosphere in which it operates, what is expected from the school and the public. On the bases of these, principals design programmes that could make or mar the school system. Communication is thus important in an organization schools because it constitutes one of the chief means through which organizational members work together. It also helps to hold the organization together by making it possible for members to influence one another and to react to one another (Akomah, 2008). In secondary schools, it is with the help of communication that the principal is able to influence his subordinates.

According to Nakpodia (2010), communication has been a great concern to school administrators. This is because a break in communication brings about a great havoc in the

school system by way of administration. Most times, messages are not decoded properly such that the intended meaning is not interpreted correctly. Teachers do not put in their best into effective teaching as a result of lack of satisfaction emanating from communication gap between them and the principals in the schools and this breeds mix feelings concerning the leadership role of the school head.

Annie and Mpho (2014) observe that some school heads do not communicate with their teachers on issues that affect instruction or other aspects of school management. Even though the school heads are seen as the most important and influential personalities in any school; it is the way they communicate with their teachers that will assist teachers to know what is expected of them and cooperate with the management to enable it attained its pre-determined goals. The authors also stress that it is the school head that creates organisational conditions under which people are motivated to do their best.

Annie and Mpho (2014) found that good communicating leaders were characterised by frequent monitoring and feedback to their teachers. The implication is that school heads who do not have any laid down communication strategies make their instructional leadership not to be effective. The authors reported their interview with teachers that channels of communication seem not to be clearly defined and this makes certain teachers to perceive them as being autocratic leaders. In a few isolated incidents, it was alleged that school heads do not have any laid down communication strategies. In a study by Memisoglu and Uylas (2015), teachers' negative perception of principals' leadership roles emanated from the communication difficulties, which usually resulted in teachers developing a feeling of isolation as individuals or in small groups with common purpose or interest. The authors suggested that to control teachers' feelings for a better satisfaction and performance, the principals have to provide all the necessary needs

of their staff to motivate them and enhance their performance. Research by Harris, Day and Hadfield (2003) supports the basic principles of effective schooling. By implication, effective principals point to some other variables which must be considered in any analysis of principals' leadership. Their work showed that principals' who were effective, achieved success because they held and communicated their visions and values clearly to all the stakeholders in the school. This is to say that, even in North Central Nigeria, the effectiveness of the principal must stem from effective communication.

2.3.5 Principals' Leadership Effectiveness in Provision of Instructional Materials in Secondary Schools

Instructional materials may be defined as those objects and devices that have been systematically designed, produced and evaluated which the teacher uses to illustrate the point he/she wishes to emphasize in his/her teaching with the intention of facilitating learning (Nomigo, 2004). Ibeneme (2000) defines instructional materials as those teaching aids used for practical demonstration in the class situation by students and teachers. Ikerionwu (2000) defines instructional materials as objects or devices that assist teachers to present a lesson to learners in a logical manner. Fadeyi (2005) defines instructional materials as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities.

Agina-Obu (2005) submits that instructional materials such as chairs, chalk, chalkboard, tables chart, flip chart drawings appeal to the sense organs during teaching and learning. Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers

and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self- confidence and self- actualization.

Isola (2010) describes instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. Oluwagbohunmi and Abdu-Raheem (2014) observe that instructional materials are devices used by teachers to aid explanations and make learning of subject matter understandable to students during the teaching learning process.

Eniayewu (2005) posits that it is very important to use instructional aides for instructional delivery to make students acquire more knowledge and promote academic standard. In addition, Ajayi and Ayodele (2001) stress that availability of instructional materials is necessary to achieving effectiveness in educational delivery and supervision in the school system. Ogbondah (2008) laments on the gross inadequacy and underutilization of instructional materials that is necessary to compensate for the inadequacies of sense organs and to reinforce the capacity of dominant organs. The author suggests that teachers should endeavour to provide locally made materials in substitution for the standard ones to deliver their lessons.

Enaigbe (2009) notes that basic materials such as textbooks, essential equipment like computer, projectors, television and video are not readily available in many schools. In a study, Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) found that instructional materials help teachers to teach conveniently and the learners to learn easily without any problem. They further report that instructional materials have direct contact on all sense organs. Kochhar (2012) also reports that instructional materials are very significant teaching and learning tools. Kochhar suggest the need for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students' interests in the subject.

According to Abolade (2009), instructional materials are cheaper to produce and are useful in teaching a large number of students at a time. They also encourage learners to pay proper attention and enhance their interest. However, Akinleye (2010) confirms that effective teaching and learning require a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic. Esu, Erukoha and Umoren (2004) agree that instructional materials are indispensable to the effective teaching and learning activities. Ekpo (2004) also support that teaching aids are always useful in supporting the sense organs.

According to Abiodun-Oyebanji and Adu (2007), instructional materials are all things that are used to support, facilitate, influence or encourage acquisition of knowledge, competency and skills. Abdu-Raheem (2014) encourages teachers to improvise teaching aids because they enhance learners' full participation in the lesson, gives room for inquiry, problem-solving, discussion and clarification of issues and ideas among students and the teacher. Riveire (2006) notes that improvisation is a valuable teaching tool. Afolabi and Adeleke (2010) identified non-availability, inadequacy and non-utilization of learning materials as a result of teacher's poor knowledge as factors responsible for the use of lecture method. They recommended that students, teachers, parents, Parent Teacher Association, government and philanthropists should be involved in improvising instructional materials for teaching and learning in schools. Therefore, Ogbondah (2008) advocates teachers' resourcefulness and encourages them to search for necessary instructional materials through local means to supplement or replace the standard ones. Oso (2011) suggests that the best way for teachers to make use of their manipulative skills is to improvise so as to achieve their lesson objectives to a reasonable extent.

Jekayinfa (2012) identifies the importance of improvisation of instructional materials as making learning concrete and real. It substitutes one thing for another, allows the students to participate in the production of materials, economical and more teacher-student resource oriented. Abdu-Raheem (2014) submits that improvisation of locally made teaching aids could assist to improve quality of graduates turned out from schools and standard of education generally. Abdu-Raheem and Oluwagbohunmi (2015) also corroborated the idea that resourceful and skilful teachers should improvise necessary instructional materials to promote academic standards in Nigerian schools. The ability of the school principal to make available materials and devices such as chairs, chalk, chalkboard, tables chart to be used in learning situations to supplement the written or spoken words in transmission of knowledge is needed in order to achieve the goals of a school.

2.3.6 Principals' Leadership Effectiveness in Involvement of Teachers' in Decision-Making in Secondary Schools

A decision is a conscious and deliberate resolution that binds the individual or group to take action in a specific way. Obikeze and Obi (2004) defines decision-making as the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem. Decision-making involves choice and entails cost; it is not an end in itself but a means of achieving organizational goals and objectives. Thus, for an effective and efficient decision-making process by any school principal, the reached decisions must be accepted by all and implemented or the school would fail. The authors' further states that by implementing the reached decisions set by the school authority, principals should delegate work or responsibilities to teachers varying in their strategies they will adopt by either been autocratic or democratic. This will determine the organizational climate of the school and performance of teachers as their

performance is mostly likely to follow the way they perceive the principal. To crown it all, if decisions are not taken, a crisis situation may arise because problem solving goes hand in hand with decision-making and both of them are important in all aspects of school management.

According to Dunn (1986) in John (2007), teachers' perception of leadership style and group cohesion influence job satisfaction. John (2007) discovered among other things, that delegation, which is in the domain of principals' leadership was significantly related to job satisfaction. Supersaud (2003) looking at the Trinidadian experience found that there was a correlation between the level of participative decision making exercised by principals and the level of commitment and morale among teachers. Simmonds (2004) reported from a study that there was a positive and significant relationship between teachers' perceived leadership behaviour of principals and teachers' performance. It was discovered that teachers' occupational perceptions significantly affect teachers' satisfaction. However, teachers' occupational perceptions are influenced by principals' transformational leadership and by participative decision making styles. Principals' transformational leadership affects teachers' satisfaction both directly and indirectly through teachers' occupation perceptions. Principals' transactional leadership affects teachers negatively and teachers' satisfaction increases as they perceive their principals' leadership style as more transformational and less transactional.

Aguodoh (2005) observes that when teachers are not involved in the process of decision-making by the school authority, some of them become unsubordinated and disobedient to the school authorities. They even instigate other teachers and students to do the same as they perceive the leadership style of the principal as that of one man show who does not care about the feelings and welfare of his/her staff. The author further stresses that as a result of their negative perceptions, some teachers resort to insincere attitude and lack a sense of devotion

while others refuse to participate in duties assigned to them. This is because they were not included in the process of decision making.

Teachers' participation in decision-making creates a conducive atmosphere where they interact and relate freely with the principal. This enables teachers to understand better. Aguodoh (2005) believes that when the school authority or management involves teachers in the process of decision-making, teachers particularly understand the principals' behaviour better and they are more eager to do the job since they are satisfied. In the same vein, Oluchukwu (1998) in Duze (2007) adds that teachers' adequate involvement in decision-making in schools is not only crucial to accepting, accommodating, and implementing the decision reached, but also contributes a great deal to the maintenance of internal discipline, positive attitude to school work as well as improving the quality of teachers' output.

According to Duze (2007), Nigerian secondary schools are large in number and population with corresponding increase in complexities and changes in human behaviours about many school concerns. For instance, the explosion in student population in recent years requires a corresponding change in the social roles of both students and teachers. One of the most glaring issues is students' militancy that affect their work. Thus, students and teachers in Nigeria are no longer quiescent, passive, or conservative about school administration. Rather, they are vocal, active and dynamic in matters that affect them and the entire educational system. Ogundele (2005) also observes that when teachers participate in decision-making process, they reveal the constraints that prevent them from implementing the policies of the administration. Teachers understand the problems and areas that students find difficult in undertaking which could either be teachers' behaviour or method of teaching. But with this deliberation with the management,

teachers understand the approach or method to be employed for the students to understand completely.

2.3.7 Principals' Leadership Effectiveness in Discipline in Secondary Schools

Discipline is the act of orderliness, obedience and maintenance of proper subordination among employees and a check or restraint on the liberty of individuals. It is the training that corrects, moulds and strengthens the individuals' behaviour (Chichi, 2001). According to Furlan (2000), discipline refers to all the measures that are taken to enhance the set of formal and informal rules governing an institution. The author stresses it further to mean the personal behaviour of individuals who wish to conform to social, legal and other norms in the society. It also implies showing due respect for the provisions and rules established by the institution.

Oboegbulem (2007) defines discipline as the ability or readiness of students to respect authorities, observe established laws of the school and take responsibilities for their actions. Thus, discipline implies self-control, restraint and respect for oneself or others. Ruiz (2000) defines discipline as the system of norms with which an organization provides itself, and the obligation or otherwise of the school/group to couple with certain conventions that, to be accepted must have been democratically drawn up and critically reviewed by all members of the community. His definition shows that discipline has to do with the conventions, rules, customs and values that are brought into play by social interactions within each educational community. Okwori and Ede (2012) aver that discipline is an act which involves integration and cooperation of all the human resources namely staff, students, administrators (proprietors/government) in the schools in an effort to achieve lay down educational objectives. Relatedly, Idoko (2005) posits that organizations have rules and regulations which its members, staff and students have to obey.

Gordon (2002) also defines discipline as a particular order that is put forth in accordance with previously defined rules, and the behaviours put forth by individuals in this direction. The

main objective of discipline is to ensure that individuals are in harmony both with themselves and the environment by introducing them certain habits and to maintain the moral development of individuals with the sense of responsibility (Yavuzer, 2003).

Nakpodia (2010) observes that in a school system, discipline is necessary for effective management if the goals of the school are to be accomplished. It is the element of managerial tasks that involves the measurement and correction of the performance of the subordinates by the principal to make sure that the objectives of the school are accomplished. Discipline in school organization includes any rational approach used by the principal to overcome the problems of the school environment. To bring about effective discipline of students and teachers, the school formulates a set of rules to guide the conduct of students.

Principal leadership is the key to determining how schools operate, specifically with discipline structure of the school. Successful principals make themselves visible within a school. They are present in the hallways, classrooms and lunchrooms. Principals who lead their school in this way expect teachers to handle the routine disciplinary problems and see their role as facilitating the problem-solving skills of teachers and students (Short, 2008).

Today, many different groups have expressed their opinions on the state of public education. Students and teachers were found to be the two groups with the least amount of input into addressing discipline problems in our school systems. However, according to Langdon (2007,P. 162),a 1997 “poll of teachers’ attitudes toward the public schools” gives us a brighter picture of discipline than does the general public. The opinions gathered through this poll shared the similarities and differences between public school teachers’ attitudes and attitudes of the public at large. Teachers expressed that they feel schools are doing a relatively good job with discipline. As many as 73% of teachers gave the school where they teach a rating of A or B.

Several issues have changed over the years including teacher's perceptions of lack of parental support. Teachers feel that parents do less than they say they will do to support teachers with discipline issues. All teachers, regardless of where they teach, rate their school principals higher than does the public.

2.3.8 Principals' Leadership Effectiveness in Evaluation of Students' Performance in

Secondary Schools

The issue of declining academic performance of students in Nigeria secondary schools has generated much interest among stakeholders in education in Benue State. The quality of education and performance of students depends on principals' effectiveness as well as that of teachers as reflected in the discharge of their duties. The academic performance of schools has become the most important criteria of school-principals' performance. Principals try to achieve this mainly by improving the performance of their teachers through better communication, motivation, building up their confidence and providing them resources (Frederickson, 2008; Eren, 2014; Grisson, 2014). In view of that, the principals can present themselves as effective leaders only when they are good at getting the best out of their teachers and building their capacities so as to prepare them for the tough challenges present in their academic performances (Andreas, 2012). To achieve this, the principals are required to prepare themselves with leadership practices such as instructional supervision, provision of instructional materials, communication, involvement of teachers in decision making, discipline, evaluation of student performance and community relation skills which improve teachers' Job performance (Orphanos & Orr, 2014). This is because teachers' perceptions of their principals' leadership behaviours not only have an impact on their performance at the school but also in their professional learning (Liang, Liu, Wu & Chao, 2015).

The Secondary school level is a crucial stage in the career choice of young adults all over the world. Therefore, leaders of the secondary schools, regardless of being in the public or private sectors, are under a constant pressure of accountability for providing good results not only in both developed but also developing countries like Nigeria. Keeping in view the significance of this level, it is necessary to investigate the different dimensions of the link between the teachers' perceptions of their school principals and their performance in diverse cultural learning and teaching contexts to improve the performance of teachers.

The literature on effective schools is consistent in its contention that the principal's focus and support on instructional matters is a prerequisite to effective school management especially in evaluation of students' academic performance (Brazer & Bauer, 2013; Hallinger & Heck, 2010; Louis, Dretzke & Wahlstrom, 2010; Robinson, 2010). However, the definitive goal of schools, especially in the light of the new demands and expectations placed upon principals, is for students to attain academic success. A considerable amount of research exploring the teachers' perception of principals' leadership practices on student achievement suggests that teachers' do perceive principals as being effective in the area of students' academic achievement (Louis, Dretzke & Wahlstrom, 2010; WatersMarzano, & McNulty 2003; Witziers, Bosker & Krüger, 2003). A substantial amount of research suggests that teachers' do perceive principals' practices to have an indirect yet significant effect on student achievement (Hallinger, 2011; Leithwood, Patten & Jantzi, 2010).

Principals have the potential to influence students' achievement indirectly through mediated factors that emphasize teaching and learning such as managing and supporting instructional programs, articulating clear curricular goals, motivating staff, building capacity, providing staff development, creating a positive school environment and evaluating students'

academic output(Louis, Dretzke & Wahlstrom 2010; Bottoms, O'Neill, Fry & Hill, 2003; Leithwood, Harris & Hopkins, 2008). It was also observed by the researcher that effective schools that make positive impact on student learning are headed by principals who make a positive impact on their staff, thus potentially increasing teachers' effectiveness and student achievement.

2.3.9 Principals' Leadership Effectiveness in Community Relation Skills in the Secondary Schools

School-community relation is the degree of understanding and goodwill existing between the school and the community. This relationship portrays the variations, needs, aspirations and values of the community which the school administrator should know for effective school management, and for achievement of goals of secondary education. Schools are social institutions that develop in the child certain skills, abilities and attitudes which improve the quality of life in the community. The community is referred to as a small localized, political, social unit whose members share common values, Hamlets, villages and towns are often considered as communities (Amadi, 2013). The school and the community are two institutions that are inseparable, since the community provides the students that the school trains. School-community relations serve to achieve the goals of education in a community (Joy, 2006).

Bakwar (2013) asserts that school community relationship is a two-way symbiotic arrangement through which the school and community cooperate with each other for realization of goals of the community and vice versa. Therefore, a school is a mini society that needs a good relation with the community for it to function effectively. On the other hand, the community also needs the school for its survival and progress. Madumere (2004) is of the view that school as a social system means that the school is part and parcel of the society. Asemah (2010) notes that in fulfilling this great role, the school authority could relate with the host community through report

cards, PTA, conference, bulletins and many other ways to inform the community of the developments in the school.

Marzano, Waters and McNulty (2005) found that effective principals establish strong lines of two way communication throughout the school community. It is important for the principal to ask questions, be truthful and encourage feedback from members of the school community (Bolman & Deal, 2002). Additional studies identified the major roles of effective school principals in decision making and building productive relationships with parents and the wider community (Leithwood & Riehl, 2005). The principal interacts with students, staff and parents on a regular basis. Research by McEwan (2003) found that successful principals are communicating one hundred percent of the time by listening, speaking, writing and reading. Often, the principal will use written communication to parents, students and staff. The importance of correct grammar and spelling is crucial (Holman, 2007).

It is known that the role of the school principal demands essential dispositions of skills and cognitive schemes. According to Leithwood and Steinbach (1995) in Louis, Dretzke and Wahlstrom (2010), common dispositions among principals include a great passion, zeal and enthusiasm for the education of children and for a child centred school. The enthusiasm and passion are shared with the school community and are buttressed by the ideology of care, values of social justice and the equitable education of all students without any sense of discrimination, favouritism or bias.

One of the leadership roles of successful leaders is to show awareness to the needs and aspirations of their colleagues, staff members, parents and students served by their schools. They are depicted as skilled communicators with highly cognitive flexibility to listen carefully to other ideas, which they apply to their problem solving. Bolman and Deal (2002) warn about

conflicting values that may emerge in the leadership process as being difficult to manage. On the other hand, Wong (2005) and Leithwood and Steinbach (2005) posit that the emotional sensitivity of leaders requires attention. A prominent strength of effective principals is the sense of ethics and includes treating people with respect, exhibiting honesty as a policy and demonstrating and modelling ethical behaviour on a daily basis (Whitaker, 2003). The effective principal does the right thing, keeping in mind that students' welfare is the bottom line (McEwan, 2003). As confirmed by Begley and Johansson (2003), the values and the morals of school principals strengthen their role as school leaders.

Work-related communication is another pivotal area in the role of the school principal. Bridges (1977) in Louis, Dretzke and Wahlstrom (2010) stated that around seventy percent of the manager's time involves face-to-face communication with others. For example, principals deal with continuous states of emotions. Irritated parents, excited students and rebellious staff are familiar scenes encountered by the principal. School principals must know how to firmly communicate their academic and administrative decisions to parents who may not be co-operating or who lack formal education. The face-to-face communication with others constitutes a crucial role that the principal must perform on a daily basis.

In their observation, Onsomu and Mujidi (2011) confirm that in majority of Africa countries, principals appear not to accommodate community involvement or entice parents to become more involved. Some of these provide fewer instructions for parents, little meeting times for parents, find less effective communication mechanisms and do less or no home visits. In support Naidoo and Anton (2013) state that in most cases the family-community are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-

driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes. Bunwaree (2012) says that helping teachers to become open to working with parents and fostering parent involvement beyond educational borders means more than just mandating curriculum additions to include a parent involvement component at the pre-service level. In their research, Onsomu and Mujidi (2011) emphasize that West and Central Africa still suffer from almost the same factors namely; first the schools leadership does not attempt to establish a partnership with the parents, believing that parents, were irrelevant to the schooling process, since they did not even know what is being taught.

Second, illiteracy level is very high to most parents and therefore, has low educational background and negative attitudes and anything to do with school is intimidating to them. Third, the long distances between home and schools, and the cost of travelling inhibit parents from checking on their children at school. Fourthly, most parents believed teachers could do it all alone, and do not see the need to get involved. This is true of public secondary schools in North Central Nigeria and there is an existing need to deliberately create partnerships between the schools and the community to ensure community involvement in the management of the schools. School-community partnership enables the school and the community to share the responsibility of running the schools and helping the child to achieve the aim of education without which neither the school nor the community can benefit (Tondeur, 2013).

Cheng and Townsend (2000) perceive teaching in the 21st century as more intricate than it has ever been because of the numerous challenges shaped by modern modes of technology, economic globalization and social-political life. In an era of such rapid changes, principals are expected to play many roles and put into practice numerous tasks and responsibilities related to teaching, curriculum changes, educational improvement, students' learning experiences,

professional growth and interactions with parents and with the community. Others expectations that are set on the school principals' shoulders are to guided.

2.4 Empirical Studies

The review of empirical studies was based on the seven variables of this study. They are: instructional supervision, communication, provision of instructional materials, involvement of teachers in decision-making, discipline, evaluation of students' academic performance and community relation skills on the management of secondary schools.

Samoei (2014) conducted a study on instructional supervisory role of principals and its influence on students' academic achievement in public schools in Nandi North District, Nandi County, Kenya. The purpose of the study was to examine the influence of instructional supervisory roles of the principals on students' academic achievement. Five research questions guided the study. The study adopted a mixed method of cross sectional survey and naturalistic phenomenology designs. The population consisted of 849 (39 principals, 120 teachers and 690 form four students) in 39 public secondary schools out of which 117 respondents were selected from nine public secondary schools using probability and non-probability sampling technique. Instructional Supervisory Role of Principals Questionnaire (ISRPQ), an interview guide as well as document analysis guide were used to collect data. Frequencies were used to summarise information obtained from the field. It was presented in distribution tables of frequency, percentages and pie charts. Qualitative data were categorized into themes guided by research questions and presented in form of narratives and direct quotes. The findings established that principals were viewed to have oriented new teaching staff, supervise curriculum timetabling and monitor students' academic progress. They were rated very highly as roles frequently performed. Principals were found to refrain from visiting classrooms for lesson observation and rarely

provided in-service training for teachers. The major challenges that faced principals included lack of finance, inadequate staffing, high turnover of teachers and inter-relationship challenges. The study recommended that principals should be setting enough time for instructional supervision in schools. The researchers further recommended that the Ministry of Education should organize seminars on clinical conferences and collegial methods of supervision, encourage classroom visitation and giving of feedback to the teachers. The previous study is relevant to the present study because the present study used one of its variables of the present study. However, the previous study is different from the current study because it was carried out in a location (Kenya) that is quite different from Nigeria. The previous study had no hypothesis while the present study has. Both have different research designs. Other differences include population of the study, sampling size, sampling strategies and method of data analysis. This calls for the present study aimed at filling the missing gaps.

Tshabalala (2013) conducted a study on teachers' perceptions towards classroom instructional supervision of principals in Zimbabwe. The purpose of the study was to examine the views of teachers on instructional supervision of principals in their schools. Two research questions guided the study. The study adopted a case study method. A total of 492 primary and secondary school teachers from 26 primary and secondary schools formed the population of the study. Out of which 48 teachers in five schools were selected for the study using purposive sampling technique. Teachers' Perception of Classroom Instructional Supervision Questionnaire (TPCISQ) was used for data collection. The data collected were analysed using simple percentages to answer the research questions. The findings revealed that school teachers perceived classroom instructional supervision in a positive way. The preference for the frequency of supervision of instruction, type of supervisors and purposes of supervision all

point to the fact that teachers perceived supervision in a positive way. The findings, however, revealed that in spite of their positive attitudes towards supervision, the teachers felt that the way it was carried out in their schools left a lot to be desired. The study recommended that there should be well planned programmes of instructional supervision which would promote the quality of teaching in the schools. It also recommended that the Ministry of Education and other stakeholders should increase the number of workshops for instructional supervisors as these workshops could help supervisors keep abreast with current supervisory trends. The two studies are similar as they share the same variables and are guided by research questions. The two studies differed significantly as they both used different research designs in different locations. While the present study will be guided by seven research hypotheses, the previous study had none. The present study used multiple stage sampling technique with two instruments for data collection; the former study used purposive sampling technique with only questionnaire as the instrument for data collection. The two studies also used different statistical tools. This calls for the present study aimed at filling the missing gaps.

Iroegbu and Etudor-Eyo (2016) conducted a study on principals' instructional supervision and teachers' effectiveness in secondary schools in Uyo Local Government Area of AkwaIbom State. The purpose of the study was to examine how principals' instructional supervision brings about differences in teachers' effectiveness in public secondary schools. Four research questions and four research hypotheses guided the study. The study adopted ex-post facto design with the population of 1,105 teachers and principals in 97 secondary schools. A total of 201 teachers and 14 principals were selected in 14 secondary schools using proportionate stratified random sampling technique. Principals' Instructional Supervision Interview (PISI) and Teachers' Teaching Effectiveness Questionnaire (TTEQ) were used for

data collection. The instruments were subjected to face validity by two experts in the faculty of Education, University of Uyo. The reliability coefficient of 0.83 and 0.79 were obtained for PISI and TTEQ respectively. Mean and standard deviation were used to answer the research questions and independent t-test was used to test the hypotheses at 0.05 alpha level of significance. The findings revealed that there is a significant difference in teachers' effectiveness based on principals' classroom observation, analysis/strategy, post-observation-conference and post-conference analysis. The findings further revealed that when teachers are supervised, they perform their duties more perfectly and this boosts the output of the school. The study recommended that government should, through the ministry of Education, organize regular inspection of schools to monitor the attitude of principals to instructional supervision of teachers and the supervisory strategies used by the principals that could enhance better teaching effectiveness among teachers. It further recommended that principals should be adequately trained and enlightened with more robust supervision strategies through seminars and conferences which may include classroom observation, analysis/strategy, post-observation conference and post conference analysis. This would impact positively on the teachers' effectiveness. The two studies are similar since they are using the same variables and are guided by research questions and hypotheses. The present study used the sampling strategies of the previous study as well as the same statistical tool to answer the research questions. The two studies however, differed significantly as the former study used ex-post facto design with a different population, sample size and different statistical tool to test the hypotheses. The previous study was carried out in Akwa- Ibim, while the present study was to be carried out in the North Central Zone of Nigeria. Issues raised in the previous study centred on teachers' effectiveness, while the current study focuses more on the principals' leadership effectiveness

and the management of secondary schools. This calls for the present study to fill the gap.

Onuma (2016) conducted a study on principals' performance of supervision of instruction in secondary schools in Ebonyi Central Education Zone of Ebonyi State, Nigeria. The purpose of the study was to establish principals' performance of supervision of instruction in secondary schools in Nigeria. Two research questions and four null hypotheses guided the study. The study adopted descriptive survey design. The population consisted of 1640 teachers in 142 public secondary schools. The sample was made up of 605 teachers from 22 public secondary schools using stratified proportionate random sampling technique. Questionnaire titled Principals' Performance of Supervision of Instruction in Secondary Schools (PPSSS) was used for data collection. The data collected were analysed using mean and standard deviation to answer the research questions and t-test to test the null hypotheses at 0.05 level of significance. The findings revealed that that failure of the school principal to effectively supervise classroom instruction as a result of some administrative problems would impact negatively on teaching and learning as well as curriculum implementation. If the curriculum content is not covered, students are liable to get involved in examination malpractices. It also revealed that principal's lacked supervisory techniques and inability to regularly supervise and maintain accurate record keeping. The study recommended that school principals as instructional leaders should emphasize internal supervision of instruction in the school. It further recommended that school principals should strive to combine administrative functions with classroom instructional duties in order to foster effective teaching and learning process using appropriate strategies of supervision by delegating some duties to their subordinates. The two studies are similar because the present study used one of the variables of the previous study. Both studies were guided by research questions and hypotheses as well as the same design. The current study also used the same

sampling techniques of the previous study. The two studies differ significantly as they were carried out in different locations, with different populations, sample size. The previous study differed significantly as it used only questionnaire for data collection while the current study intends to use questionnaire and interview schedule. They also differed in the use of statistical tools for data analysis. The current study is also investigating the variable of management while the reviewed study did not. It will be interesting therefore to put together the findings of the two studies.

Sule, Ameh and Egbai (2015) conducted a study on the relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State. The purpose of the study was to establish the relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools. Two null hypotheses guided the study. The study adopted ex post facto survey design with the population of six principals and 433 teachers in six public secondary schools out of which 195 teachers were selected in all the six public secondary schools using simple random sampling technique. Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers' Role Effectiveness Questionnaire (TREQ) were used for collection of data. The reliability of the instruments was ascertained by using split half reliability method. The data collected from both questionnaires were divided into two halves using odd and even numbers. Pearson's Product Moment Correlation analysis was applied to determine the correlation coefficient. The coefficient was found to be 0.78 and 0.69 using the Spearman Brown Prophecy formula. Pearson product moment correlational statistics was used to test the hypotheses at 0.05 level of significance. The findings revealed that there was a significant positive relationship between instructional supervisory practice of checking

of teachers' lesson notes and teachers' role effectiveness. It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum for a better and effective school management. The study recommended that government through the Ministry of Education should organize training programmes for principals as well as teachers on the need for effective instructional supervision in order to enhance teachers' role effectiveness. It was further recommended that teachers' lesson notes should be checked regularly and areas that need to be corrected should be pointed out as this would help to improve their role effectiveness in secondary schools. The two studies are similar because the former study used one of the variables of the present study and both studies are guided by research hypotheses. However, the two studies differed significantly as they used different research designs, population, sample size and sampling technique. The previous study was guided by only hypotheses and used Pearson product moment correlational statistics while the current study will be guided by both research questions and hypotheses and intends to use mean and standard deviation to answer the research questions and chi-square to test the hypotheses. The two studies also have different locations. It will be interesting therefore to put together the findings of the two studies.

Dangara (2015) conducted a study on the impact of instructional supervision on academic performance of secondary school students in Nasarawa North Senatorial District of Nasarawa state, Nigeria. The purpose of the study was to establish the relationship between instructional supervision and students' academic performance in secondary schools in Nasarawa North Senatorial District. Five research questions and five hypotheses guided the study. The study adopted descriptive survey research design. The population was made up of 528 senior

secondary school teachers from 58 secondary schools. A sample of 92 teachers was selected from 37 secondary schools using simple random sampling technique. Questionnaire titled Instructional Supervision on Students Academic Performance Questionnaire used for data collection. The reliability of the instrument was ascertained using a test-retest method. The reliability co-efficient of 0.97 and 0.93 were obtained respectively. Pearson product moment correlational statistics and t-test were used to test the research questions and hypotheses at 0.05 level of significance. The findings showed that regular instructional supervision has significant bearing on students' academic performance in secondary schools. It further indicated that there was a significant impact of class visitation by principals on students' academic performance in secondary schools. It was also revealed that despite the significant role instructional supervision plays in academic performance of students in Nasarawa State, the schools were not regularly supervised and monitored to ensure quality control in teaching-learning process. This has affected students' academic performance in SSCE because the input in quality would always have the implication on the output of the students. The study recommended that a remedial mechanism should be developed and built into the school by the government, teachers, educational planners, policy makers, curriculum planners and parents. If quality education is to be achieved, a functional supervision mechanism involving parents should be built into the school system to ensure quality control and assurance from the system. The inspectorate unit of the Ministry of Education should be properly staffed with qualified instructional supervision professionals that are radical enough to articulate changes within the current supervision dynamics. The two studies are similar because the present study is using one of the variables of the former study and both studies are being guided by research questions and hypotheses. They also use the same design and the previous study was carried out in one of the states of the present

study. However, the two studies differ significantly as the present study is being carried out in broader location with larger population and sample size. The previous study used only simple random sampling technique, but the present study used multiple sampling procedure with an additional tool for data collection as well as different statistical tools for data analysis. The present study was also interested in investigating the variable of school management, but the concern of the previous study was on job performance. This therefore, justifies the need for this study.

Nakpodia (2010) conducted a study on the influence of communication on administration of secondary schools in Delta State, Nigeria. The purpose of the study was to assess influence of communication on the administration of secondary schools. Three research hypotheses guided the study. The study adopted ex-post facto design. A total of 9, 608 teachers and principals from 320 public secondary schools constituted the population. The sample consisted of 30 principals and 650 teachers using simple random sampling technique. A self-structured questionnaire titled Communication Satisfaction Survey Questionnaire was used for data collection. The instrument was subjected to face validity by two experts in the Faculty of Education, Delta state University, Abraka. The data collected were analysed using z-test to test the hypotheses at 0.05 level of significance. The findings revealed that the principals and teachers differ significantly on the area to which communication influences administration of secondary schools in terms of school location. This implies that the location of a school determines how communication influences the administration. The findings of the study further showed that principals and teachers differ significantly in the areas to which communication influences administration of secondary schools in terms of gender. That gender of the principal makes him/her to communicate effectively with teachers and students to achieve the goals of education. The study recommended

that principals should ensure that communication is effectively carried out to enhance discipline, maintain law and order. It further recommended that both principals and teachers should have experience irrespective of their gender so that the goal of education can be achieved. The two studies are similar because the present study is using one of the variables of the previous study (communication). The two studies were all guided by research questions. However, previous study differed significantly to the present study because it was carried out in far Delta state of South-South Nigeria while the current study is taking place in North Central Nigeria. The reviewed study had no research questions and used z-test to test the hypotheses, while the present study has both research questions and hypotheses and will use chi-square test of goodness-of-fit to test the hypotheses. It was interesting therefore, to compare and contrast the results of the two studies.

Yaibu (2012) conducted a study on the impact of head-teachers provision of instructional materials on teachers' job performance in primary schools in Sikaunzwe Community, Kazungula District of Zambia. The purpose of the study was to assess the impact of head-teachers provision of instructional materials on teachers' job performance in primary schools. Five research questions and five hypotheses guided the study. The study adopted survey research design. A total of 1356 primary school teachers and 16 head-teachers from 16 primary schools constituted the population. The sample of consisted 50 primary school teachers and three head-teachers in three primary schools using proportionate stratified random sampling technique. Questionnaire titled Head-teachers Provision of Instructional Materials Questionnaire was used for data collection. The data collected were analysed using frequency and simple percentage to answer the research questions and chi-square test of goodness-of-fit to test the hypotheses at 0.05 level of significance. The findings from the study showed that adequate provision of instructional

materials significantly influences teachers' job performance. The result of the study further revealed that teachers were more committed to their job and performed better when instructional materials were provided for them by the head-teachers. The study recommended that school heads should always ensure that instructional materials are available for their staff so as to enhance their job performance. It further recommended that government and relevant stakeholders should assist the school in the provision of essential instructional materials to enhance quality of education in the country. The two studies are similar because they used the same variables and were guided by research questions and hypotheses as well as the same design. The two studies differed because, the present study was carried out in far Zambia with different population, sample size and statistical tools. The current study is taking place in the North Central Nigeria. This is the gap which the current study shall fill.

Amai (2013) conducted a study on the influence of principals' leadership style on the management of secondary schools in Ndoni Local Government Areas of River State. The purpose of the study was to assess the influence of principals' leadership style on teachers' job performance in secondary schools. Three research questions guided the study. The study adopted the ex-post facto design. The population was made up of 1,763 teachers in 52 secondary schools. A total of 190 teachers in 12 schools were sampled using simple random sampling technique. Interview and personal observation were used for data collection. Simple percentage and mean scores were used to answer the research questions. The findings from the study revealed that principals' involvement of subordinates in decision-making enhances teachers' job performance in secondary schools as they feel more connected and concerned about the activities of the school. It further enhances teachers' performance as teachers consider themselves as part of the management of the institutions. The study recommended that principals should always involve

their subordinates in the decision-making process of the school to make them more committed in running the school. The two studies are similar because they are sharing the same variables and are guided by research questions. However, the former study differed because it was carried out in a different location with no hypotheses, different design, population, sample size. They also have different instruments for data collection and statistical tools. It will therefore, be interesting to compare and contrast the findings of the two studies.

Tata and Sadiq (2014) conducted a study on the relevance of school community relationship on the development of primary education in Azare Metropolis of Bauchi State. The purpose of the study was to investigate the relevance of school community relationship on the development of primary education. Two research questions guided the study. The study adopted ex-post facto design. A total of 2,752 head-teachers, assistant head-teachers, teachers and School Board Management Committee in 48 primary schools was the population. The sample consisted of 388 respondents from 15 primary schools which was taken using proportionate stratified random sampling technique. A self-structured questionnaire titled School-Community Relation Questionnaire was used for data collection. The data collected were analysed using frequency and simple percentage. It was found out that school community relationship is very relevant in the development of primary education in Azare metropolis due to the fact that community provides lands for building schools, funds, facilities, supervise what is going on in school, build additional classrooms and help in the maintenance of indiscipline. It was also found out that the school on the other hand, has resources which it uses to improve school community relationship and ultimately develops education which, include classrooms, play grounds, halls, surroundings, information dissemination to community and making itself available for consultations. The study recommended that good school community relationship should be maintained and strengthened

headmasters should try as much as possible to have more knowledge of the community by interacting with its members, LEA and SUBEB should encourage the primary schools to develop good school community relationship because of its positive contribution to education, workshops should be organized for members of the community and teachers on the importance of school community relationship, schools should take good care of their resources so that they can be used to strengthen school community relationship and schools should continue to enlighten community on the importance of school community relationship. The two studies are similar because, the previous study used one of the variables of the present study. The two studies were guided by research questions. The two studies however, differed significantly since the reviewed study was carried out in Bauchi State of North Eastern Nigeria while the current study was conducted in North Central Zone of Nigeria. The former study had no research hypotheses and used frequency and simple percentage to answer the research questions, while the present study had both research questions and hypotheses and used mean and standard deviation to answer the research questions. The two studies also differed in terms of population and sample size. It was interesting therefore, to compare and contrast the results of the two studies.

Nwaogu (2001) carried out a study on impact of duties scheduling on the control of students' indiscipline in secondary schools in Nsukka Local Government Area of Enugu State. The aim of the study was to determine the role played by duties scheduling on students' indiscipline in secondary schools. Three research questions and three hypotheses guided the study. The study adopted the descriptive survey design. The population of the study was 1,002 teachers in 47 secondary schools. A sample of 250 teachers from 10 schools was selected using simple random sampling technique. The instrument used to collect data was questionnaire. The data were analysed using mean and standard deviations to answer the research questions while

chi-square was used to test the hypotheses at 0.05 level of significance. The findings indicated through regular scheduling of duties to students that they are regularly involved in one activity or the other; hence the rate of indiscipline is reduced among them. It was also indicated that when the principal adapts such disciplinary approaches, the school comes under proper control. The study recommended that the school timetable should be made in such a way that duties are scheduled effectively in schools and that parents teachers and students should be involved in duties scheduling. The two studies are similar since the previous study used one of the variables of the current study. Both studies were guided by research questions and the same research design and statistical tools. However, the two studies differed on location, population and sample size. Hence, there was need to carry out the current study in North Central Nigeria to compare the findings.

Yarosan (2004) conducted a study on the role of sports in combating students' indiscipline in secondary schools in Zaria Local Government Area of Kaduna State. The purpose of the study was to find out the role played by sports in combating students' misbehaviour. Three research questions and three hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of the study was 1,720 students. The sample of the study was 400 students using simple random sample technique. The instrument used for collecting data was questionnaire. Simple percentages were used to answer the research questions Chi-square was used to test the hypotheses at 0.05 level of significance. The study revealed that when students are engaged in sporting activities, the rate of misbehaviour among them is reduced. Hence, the rate of indiscipline among them is controlled. It was recommended that school management should make sporting activities compulsory for all students and facilities should be adequately provided for all teachers and students to participate in sporting activities. The two studies are

similar since they were guided by research questions and hypotheses. The reviewed study however differed significantly from the present study because it used different variables in a different location, population and sample size.

Memisoglu and Uylas (2015) conducted a study on perception of teachers about management skills of school principals in primary and secondary schools in Turkey. The purpose of the study was to reveal the perception of teachers who have been working in primary and secondary schools for school principals' methods and skills. Two research questions and hypotheses guided the study. The study adopted ex-post facto survey research design. Population of the study consisted of 795 primary school teachers with 740 branch teachers who have been working in 398 primary and branch secondary schools in the area. A sample of 400 teachers in 254 primary and branch secondary schools was selected using simple random sampling technique. Management Skills Scale was used for data collection. The instrument was subjected to a reliability test which yielded the reliability coefficient of 0.94. Mean, frequency, percentage and standard deviation were used to answer the research questions while t-test and ANOVA were used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that teachers perceived principals as being efficient in the assessment of students' performance in the primary and secondary schools. The findings further indicated that principals' involvement in students' assessment significantly influences teachers' and students' academic performance. The study recommended that the Ministry of Education should make it mandatory for all school heads to be involved in students' evaluation in order to enhance students' academic performance as well as teachers' inputs. It further recommended that teachers' should endeavour to assist school heads in students' evaluation. The two studies are similar since the previous used one of the variables of the present study. The two studies are also similar as they were guided by

research questions and hypotheses. However, the previous study is different from the present study because the study was carried out in both primary and secondary schools in faraway Turkey. The study under review also used mean, frequency, percentage and standard deviation to answer the research questions while t-test and ANOVA were used to test the hypotheses. On the other hand, the current study was conducted only in secondary schools in North Central Zone of Nigeria .Only mean and standard deviation will be used in answering the research questions, while chi-square test was used in testing the hypotheses at 0.05 level of significance in the present study. It was therefore, interesting to compare and contrast the findings of the two studies.

Muthoni and Konji (2015) carried out a study on impact of community involvement on public secondary schools management in Machakos County, Kenya. The purpose of the study was to investigate the impact school- community relationship on the management of secondary schools. Two research questions and two research hypotheses guided the study. The descriptive survey design was adopted for the study. The population constituted of 4,762 teachers in 383 schools out of this 1,200 teachers from 100 schools were sampled, using stratified sampling technique. Questionnaire and group discussion were used for data collection. The data were analysed using frequency count, mean scores and chi-square test of goodness-of-fit at 0.05 level of significance. The results of the study revealed that good school community relationship makes the community to provide essential facilities for the school, such as classrooms, library, laboratories, and toilets among others. The result further indicated that parents find it difficult interacting with their children due to some schools' unfriendly policies that prohibits community members from entering the school premises within the stipulated time. The study recommended that there is a need to orient and educate all the stakeholders on their responsibility of participating in decision making process in schools as well as ensure transparency and

accountability of the funds they help to raise. The study further recommended the school administrators to take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of students. The two studies are similar since the previous study used the two variables of the present study. Both studies are guided by research questions and hypotheses with the same design. However, the former study was carried out in far Kenya that is different from North Central Nigeria with different population, sample size with different instruments and method of data analysis. The current study therefore, filled the gap of the absence of such a very important study in the North Central Nigeria.

2.5 Summary

This chapter reviewed the theoretical and conceptual framework as well as empirical studies related to principals' leadership effectiveness on the management of secondary schools. Theoretically, the path-goal theory and contingency theory were reviewed as they relate to the study variables. The theories indicate that for leaders to be effective, they should have the ability to clarify the path to successful achievement of goals for followers. They should also be able to remove obstacles on the path to achievement of organizational goals for the followers. To clarify the path, the principals must know the processes involved and have the vision on how to achieve the goals of the school. Complementing the path-goal theory, the contingency theory holds that there does not exist only one way of solving managerial problems. It believes that circumstances or situations in which an organization is operating can determine the choice of policies, principles or managerial approaches to be used to get solutions.

Under the conceptual framework, the authors were unanimous on the concept of principals' leadership effectiveness and management of secondary schools with just differences in terminologies. The conceptual review highlighted the views of several authors on the variables of the study. It centred on principals' leadership effectiveness in the areas of instructional supervision, communication, provision of instructional materials, involvement of teachers in decision-making, discipline, evaluation of students' academic performance and community relation skills on the management of secondary schools.

The review has shown that there is no consensus among the scholars on principals' leadership effectiveness influence on the management of secondary schools. Having observed the inconsistency in the studies reviewed on principals' leadership effectiveness in the management of secondary schools and since not much has been done on the topic in North Central Nigeria, there was therefore, this felt need by the researcher to carry out this study to fill the gaps

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

This chapter presents the procedure adopted for this study under the following subheadings; research design, area of study, population, sample and sampling, instrumentation, validation of instruments, reliability, method of data collection and method of data analysis.

3.2 Research Design

The study employed a descriptive survey design. It is a design by which a group of people or items are studied in their natural settings by collecting, analysing and interpreting data from a sample considered to be a representative of the entire population. The descriptive design is one of the methods used in education to verify knowledge that would help education to make valid decisions and policies (Akpakwu, 2013). The justification for the use of the descriptive survey design is due to the nature of the study and processes involved in the collection of data. Thus, only a representative sample was chosen from the population and would be studied. It is considered the most appropriate for this study because it seeks to find out the impact of principals' leadership effectiveness on the management of secondary schools.

3.3 Area of Study

The area of study was North Central Nigeria. It is one of the six geo-political zones in the country which is also known as the Middle Belt. It comprises six states, namely Benue, Kogi, Kwara, Nasarawa, Niger, Plateau and the Federal Capital Territory, Abuja. The zone is bordered in the north by the North West and North East geo-political zones, in the south by South West Zone, South-South and South-East zones. It is largely populated by minority ethnic groups like Tiv, Idoma, Igede, Igbira, Alago, Egon, Panda, Gbagir, Berom, Angas and Tarok. Others are: Mangu, Ified, Fulani, Yuruba, Muye and Nupe that stretches across the country's longitude

of 5⁰E and 10⁰ E as well as latitude of 7⁰30'N and 10⁰N respectively (www.mapsofworld.com/lat_long/nigeria-lat-long.html). Most of the inhabitants are subsistent farmers from rural settings and traders while a good number of them are civil servants.

Secondary schools in the region are located in both rural and urban settings and are largely grant aided by the government. A good number of these schools are owned by private individuals, while 1,949 schools are owned by the government with 34, 473 teachers (Federal Ministry of Education, 2016). All the states in the study area have Ministry of Education that regulates the activities of both the government and private owned secondary schools. The area of study also has thirteen public universities and fourteen public colleges of education and other categories of tertiary institutions.

The choice of this zone for the study was because just like the other geo-political zones in the country, North Central Zone also has teachers that may have mixed feelings on the principals' leadership roles in the areas of instructional supervision, communication, provision of instructional materials, involvement of teachers in decision-making, discipline, evaluation of students' academic performance and community relation skills. Also, no study of this nature known to the researcher has ever been carried out in the area using the aforementioned variables. The researcher therefore, found it imperative to investigate the impact of principals' leadership effectiveness on the management of public secondary schools in North Central Nigeria.

3.4 Population

The population of the respondents consisted of all the 34, 473 teachers from 1,949 public secondary schools in the area (Federal Ministry of Education, 2016) (See Appendix D. p.121). The choice of this category of respondents was because they work closely with the principals. Another justification for the use of the number of teachers is that they provided first-hand

information as regards this study, and so do not need second-hand information to attest to their perception as regards principals' leadership in secondary schools.

3.5 Sample and Sampling

The sample for the study comprised 1,737 or 5% of the 34,473 teachers drawn from 100 or 5% out of the 1,949 public secondary schools. This sample was considered adequate in line with Achor and Ejigbo's (2006) assertion that for a larger population, a sample of 10% of the population is adequate. The authors further stress that the percentage could be higher or less depending on the population of the study. Emaikwu (2015) also adds that for a population of 1000 and above, a sample of 5% is adequate for the study. Therefore 5% of 34,473 teachers and 5% of 1,949 public secondary schools constituted the sample (See Appendices E & F, p. 122).

Multi-stage sampling was adopted for this study. This sampling is applied when different sampling techniques are used at several stages of sampling. In this study, proportionate stratified random sampling technique of incidental picking was used to select schools for this study. Simple random sampling technique of incidental picking of teachers from the sampled public secondary schools in each state was done.

The first stage which used proportionate stratified random sampling of schools was on the basis of different states with varying number of schools using simple fraction of 0.5 representing 5% of schools from each of the six states and FCT Abuja (See Appendix E, p. 122). They were selected to ensure that the six states and FCT Abuja are represented proportionately. Three per cent of the schools from each of the six states and Federal Capital Territory was selected to ensure that all the states are evenly represented (15 schools from Benue, 15 from Kogi, 12 schools from Kwara, 21 schools from Nasarawa, 13 schools from Niger and 16 schools from Plateau state as well as 8 schools from FCT Abuja) (See Appendix F, p. 123). This technique was appropriate in this study because the population of schools consisted of six states that was

represented proportionately in the sample. There were: Benue, Kogi, Nasarawa, Niger, Kwara, Plateau and Federal Capital Territory (See Appendix E, p. 122). This certified Cooper and Schneider (2006) criteria for usage of stratified random method for increased sample's efficiency; statistical and adequacy of data analysing the various sub-populations or strata and the usage of different research methods and procedures for different strata. In addition, the proportionate stratified sampling was used in this study to ensure that the states with their different numbers of schools and teachers were well represented.

The second stage was done using incidental simple random sampling technique to pick teachers from schools in the six states and FCT Abuja. This was done to enable all the teachers in the selected schools to have equal opportunity of being used for the study. The researcher also used the interview schedule for the study. One hundred (100) teachers were interviewed in 100 schools, that is, one teacher per school. Their responses were coded and recorded for analysis. On the whole, the interview was conducted using seven questions – one on each variable of the study (See, Appendix C. p. 120).

3.6 Instrumentation

Principals' Leadership Effectiveness Questionnaire (PLEQ) and an interview schedule were used to collect data for the study. The two instruments were developed by the researcher. The PLEQ was divided into Sections A and B. Section A contained information on personal data of the respondents, while Section B was divided into seven clusters, namely Clusters A, B, C, D, E, F and G. Each cluster had five items on principals' leadership effectiveness on management of secondary schools.

Cluster A contained items 1-5, that bordered on principals' use of instructional supervision on management of secondary schools. Cluster B contained items 6-10 on principals' use of

communication on management of secondary schools. Cluster C consisted of items 11-15 on principals' provision of instructional materials on the management of secondary schools. Cluster D had items 16-20 on principals' involvement of teachers in decision-making on the management of secondary schools. Cluster E had items 21-25 on principals' use of discipline on the management of secondary schools. Cluster F had items 26-30 on principals' evaluation of students' performance on the management of secondary schools. Cluster G contained items 31-35 on principals' community relation skills on the management of secondary schools.

On the whole, the instrument was a 35-item questionnaire structured on the modified four-point rating scale with response mode of Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2 and Strongly Disagree (SD)-1. This scale was chosen because the flexibility of the scale rendered it appropriate for measuring the items of the variable of the study (See Appendix A, p. 99)

The interview schedule was used to collect views from the respondents on principals' leadership effectiveness on the management of secondary schools. The researcher prepared the semi-structured interview which contained seven questions. Each of them was the various elements of principals' leadership effectiveness. These are: principals' use of instructional supervision, principals' use of communication, principals' provision of instructional materials, principals' involvement of teachers in decision-making, principals' use of discipline, principals' evaluation of students' performance and principals' community relation skills on the management of secondary schools. Teachers from the public secondary schools participated in the oral interview to validate opinions of respondents as stated in the structured questionnaire.

3.6.1 Validation of Instruments

To ensure the validity of the instruments, the researcher presented the instruments for face and content validation to one expert in Measurement and Evaluation and two experts from

Educational Management and one from guidance and counselling, all from Benue State University, Makurdi. The experts examined each of the items on the instruments and made comments on their suitability or ambiguity, with a view to correcting any mistake. For instance, unclear questions, wrongly conceived ideas, missing information and other observed errors were corrected by these experts. Their comments, suggestions and corrections were effected on the instruments for supervisor's approval (See Appendix B, p. 119).

3.6.2 Reliability

In order to determine the reliability of the instrument for the study, the researcher administered the questionnaire to 30 respondents in four public secondary schools in Benue State. These schools were part of the population but not part of the sample for the study. The essence of this was to identify problems that might arise during the actual data collection process and to establish the reliability of the instrument.

Cronbach Alpha was used to determine the reliability and internal consistency of the instrument. The result of the study by clusters yielded the following; Cluster A = 0.97, Cluster B = 0.98, Cluster C = 0.98, Cluster D = 0.97, Cluster E = 0.98, Cluster F = 0.99, and cluster G = 0.96 for the seven clusters respectively. On the whole the result of the trial test yielded an alpha co-efficient of 0.97 (see Appendix G p120). This was considered enough to determine that the instrument was reliable for the study (Banka, 2016). This is justified in accordance with the recommendations of Cronbach (1971) in Banka (2016) that a questionnaire should be considered reliable if the coefficient yielded were above 0.5 (See Appendix G, p. 124).

3.7 Method of Data Collection

In view of the large geographical location of the respondents of the study, the researcher engaged and properly briefed seven research assistants that assisted in the administration and

collection of the questionnaire in the sampled schools. The use of the research assistants was based on their level of education and state of origin. The research assistants were properly briefed to understand some technical terms used in the questionnaire so as to properly assist the researcher in the distribution and collection of the questionnaire. Each of the seven research assistants was evenly attached to sampled public secondary schools. A total of 1,737 copies of the instrument were administered to the respondents and were retrieved immediately. This was to avoid loss of the questionnaire.

The researcher also conducted interviews with teachers on principals' use of instructional supervision, principals' use of communication, principals' provision of instructional materials, principals' involvement of teachers in decision-making, principals' use of discipline, principals' evaluation of students' performance and principals' community relation skills on the management of public secondary schools. This was to probe their responses in the PLEQ.

3.8 Method of Data Analysis

Mean and standard deviation were used to answer the research questions. The decision was based on the real limit of numbers. Hence a mean response score of 3.50-4.00 was considered Strongly Agree (SA), 2.50-3.49; Agree (A), 1.50-2.49; Disagree (D), while 0.50-1.49 was considered as Strongly Disagree (SD). A cut-off point of 2.50 was used for decision making arising from the analysis. Mean scores from 2.50 and above were considered to have positive response and the item taken as having accepted, while mean scores below 2.50 were considered to have negative response and the item not accepted. The basis for arriving at 2.50 was by adding the rating scale 4+3+2+1 and dividing by 4= $\frac{10}{4} = 2.50$. The seven null hypotheses for the study were tested using chi-square test of goodness-of-fit at 0.05 level of significance. Chi-square test

of goodness-of-fit was used to test whether or not the observed frequency differs from the theoretical frequency distribution at 0.05 level of significance.

The qualitative data from interviews were analysed using content analysis and logical analysis techniques. Qualitative data from the interviews were analysed in line with Marshal and Rossman (2006). This qualitative research process is known as the grounded approach, introduced by Glasser and Strauss (2007) where data in the form of interviews were qualitatively and quantitatively analysed. Qualitative data in the form of comments and descriptions were used to provide the basic research evidence, while quantitative data in the form of frequency and percentages were used to support the qualitative data.

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter deals with analysis, interpretation, and discussion of findings. The data are presented according to the research questions and the hypotheses that guided the study.

4.2 Interpretation and Analysis

This section presents analysis and interpretation, of the data gathered for the study. The data were analysed and interpreted based on the questions raised and the hypotheses formulated for the study.

4.2.1 Analysis of Demography of Respondents

Table 1: State of Respondents

State of Respondents	Frequency	Percent. (%)
Benue	261	15.0
Kogi	261	15.0
Nasarawa	208	12.0
Niger	365	21.0
Kwara	226	13.0
Plateau	278	16.0
FCT	138	7.9
Total	1737	100.0

Table 1 reveals that 15.0% are respondents from Benue, 15.0% are from Kogi, 12.0% represents Nasarawa, 21.0% are from Niger, 13.0% are from Kwara, 16.0% are also from Plateau and 7.9% are from Federal Capital Territory (FCT) Abuja. This result implies that most of the respondents are from Niger State. The essence of demography of respondents to the study is to show how each state within North Central Zone of Nigeria represents in giving out facts on the teachers' perception of principals' leadership effectiveness in the management secondary schools. The result is presumed that information obtained from various states show clearly from

questionnaire how each state perceived the role played by principals' leadership effectiveness in North Central zone of Nigeria.

4.2.2 Answers to Research Questions

Here, research questions raised in chapter one are answers. The decision of mean score is as follows; 3.50-4.00 is considered Strongly Agree (SA), 2.50-3.49 Agree (A), 1.50-2.49 Disagree (D) and 0.50-1.49 was Strongly Disagree (SD)

Question One: In what ways do principals' leadership effectiveness impact on instructional supervision in public secondary schools in North Central Nigeria

Table 2: Mean and Standard Deviation Scores of the Impact of Principals' Leadership Effectiveness on Instructional Supervision in Public Secondary Schools

S/no	Items Description	N	SA	A	D	SD	M	SD	Dec.
1	Principals' classroom visitation enhances teachers' classroom control in my school.	1737	443	904	192	198	2.92	.90	Accepted
2	Principals' classroom observation enhances discipline in my school	1737	1110	507	72	48	3.54	.71	Strongly Accepted
3	In my school, principals' mentorship enhances teachers' job performance	1737	796	470	310	161	3.09	1.00	Accepted
4	In my school, organization of workshop by the principal influences teachers' use of instructional materials	1737	490	739	271	237	2.85	.98	Accepted
5	In my school, organization of conference by the principal enhances teachers' use of effective teaching methods	1737	474	955	161	147	3.01	.84	Accepted
Cluster Mean							3.08		Accepted

Source: *Researcher's Field Survey Results (2019)*

Decision: Mean scores between 1.00-1.49 = Strongly Disagree (SD), 1.50-2.49 = Disagree (D), 2.50-3.49 = Agree (A) and 3.50-4.00 = Strongly Agree (SA)

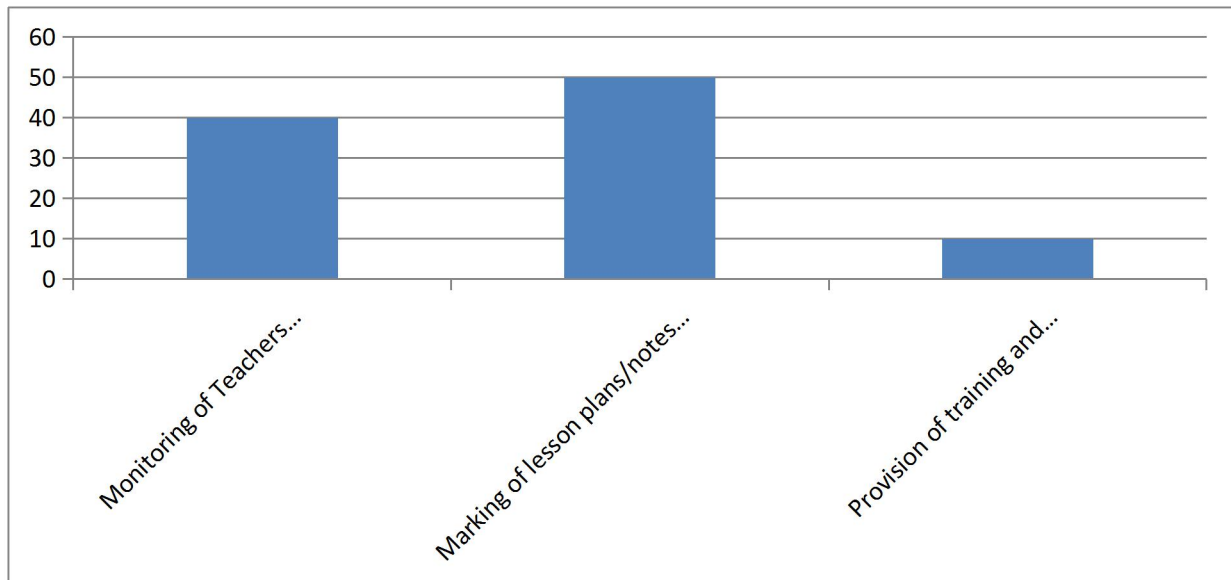
Table 2 shows that the mean ratings of items 1-5 are 2.92, 3.54, 3.09, 2.85 and 3.01 with the corresponding standard deviations of 0.90, 0.71, 1.00, 0.98 and 0.84 respectively. From Table 2, the respondents accepted that principals' classroom visitation enhance teachers' classroom control in their schools. Teachers were also of the opinion that principals' classroom observation

enhances discipline in their schools. The respondents further agreed that in their schools, principals' mentorship enhances teachers' job performance. In addition, the respondents also opined that in their schools, organization of workshop by the principals influences teachers' use of instructional materials. Moreover, the respondents were also agreed that that organization of conference by school principals enhance teachers' use of effective teaching methods in their schools. The cluster mean of 3.08 was above the cut-off point of 2.50. This means principals' leadership effectiveness do impact on instructional supervision in secondary schools in North Central Nigeria.

Table 3: How Principals' Use Instructional Supervision to Enhance Effective Management of Secondary Schools

S/NO	Interview Description	Freq.	Percent.(%)
1	Monitoring of Teachers enhance effective management of secondary schools	40	40.
2	Marking of lesson plans/notes enhance effective management of secondary schools.	50	50.0
3	Provision of training and retraining of teachers enhance effective management of secondary schools.	10	10.0
	Total	100	100.0

Source: *Researcher's Field Survey Results (2018)*



Source: *Researcher's Field Survey Results (2018)*

Figure 1: Bar Chart showing how principals' use of instructional supervision to enhance effective management in secondary schools.

Table 3 and figure 1 revealed that 40(40.0%) respondents reported that monitoring of teachers to enhance effective management of secondary schools, 50(50.0%) respondents were of the opinion that marking of lesson plans and notes enhance effective management of secondary schools and 10(10.0%) respondents view provision for training and retraining of teachers to enhance effective management of secondary schools.

Question Two: What is the impact of principals' leadership effectiveness on communication in public secondary schools?

Table 4: Mean and Standard Deviation of the Impact of Principals' Leadership Effectiveness on Communication in Secondary Schools

S/no	Items Description	N	SA	A	D	SD	M	SD	Dec.
6	In my school, principal's communication with teachers on time brings more confidence.	1737	785	620	201	131	3.19	.91	Accepted
7	Effective communication in my school, influences teachers quick submission of results.	1737	636	726	234	141	3.07	.91	Accepted
8	In my school, free flow of communication between the principal and teachers improves principal/teacher relationship.	1737	752	615	244	167	3.15	.92	Accepted
9	In my school, free flow of communication between the principal and subordinate reduces examination malpractice.	1737	523	775	272	167	2.95	.92	Accepted
10	In my school, proper communication influences students to report erring students to the school management.	1737	325	1074	185	153	2.90	.80	Accepted
Cluster Mean							3.05		Accepted

Source: *Researcher's Field Survey Results (2018)*

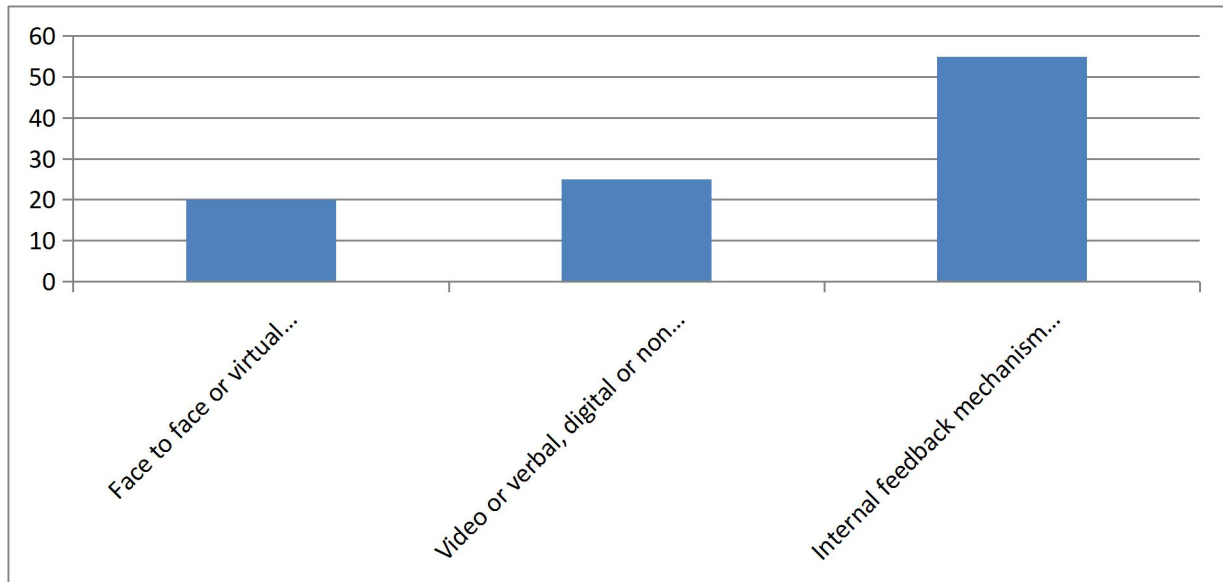
Table 4 shows that the mean ratings of items 6-10 are 3.19, 3.07, 3.15, 2.95 and 2.90 with the corresponding standard deviations of 0.91, 0.91, 0.92, 0.92 and 0.80 respectively. Item by item analysis showed that respondents were of the opinion that in their schools, principals' communication to teachers on time brings more confidence. Respondents also unanimously agreed that effective communication in their schools influence teachers quick submission of results. The respondents further affirmed that free flow of communication between the principals and teachers improves principal/teacher relationship in their schools. In addition to that, the respondents opined that in their schools, free flow of communication between principals and

subordinates reduces examination malpractice. Moreover, their responses showed that proper communication influences students to report erring students to school management. The cluster mean of 3.05 was above the cut-off point of 2.50. This means that principals leadership effectiveness have impact on communication in public secondary schools.

Table 5: School Principal use of Communication as an Effective Means for School Management

S/no	Interview Description	Freq.	Percent.(%)
1	Face to face or virtual communication technique can be used to achieve effective school management	20	20.0
2	Video or verbal, digital or non-digital communication can be used to achieve effective school management.	25	25.0
3	Internal feedback mechanism can be used to achieve effective school management	55	55.0
Total		100	100.0

Source: *Researcher’s Field Survey Results (2018)*



Source: *Researcher’s Field Survey Results (2018)*

Figure 2: Bar Chart showing school principal use communication as an effective means for school management.

Table 5 and figure 2 showed that 20(20.0%) interviewers opined that face to face or virtual communication technique can be use to achieve effective school management, 25(25.0%) reported that video or verbal, digital or non-digital communication can be use to achieve effective school management while 55(55.0%) stated that internal feedback mechanism can be use to achieve effective school management.

Question Three: What impact do principals’ leadership effectiveness have on provision of instructional materials in public secondary schools?

Table 6: Mean and Standard Deviation Scores of the Impact of Principals’ Leadership Effectiveness on Provision of Instructional Materials in Secondary Schools

S/no	Item Description	N	SA	A	D	SD	M	SD	Dec.
11	In my school adequate provision of textbooks by the principal enhances effecting teaching and learning.	1737	790	656	189	102	3.23	.86	Accepted
12	In my school, principals’ adequate provision of chalk influences teachers job performance	1737	563	825	230	119	3.05	.85	Accepted
13	Provision of computers by the principal influences proper records keeping in my school.	1737	758	657	222	100	3.19	.87	Accepted
14	Provision of projector by principals influences effective delivery of lessons in my school.	1737	402	882	265	188	2.86	.89	Accepted
15	Principal’s provision of television in my school enhances students’ comprehension.	1737	485	1001	125	126	3.06	.80	Accepted
Cluster Mean							3.08		Accepted

Source: *Researcher’s Field Survey Results (2018)*

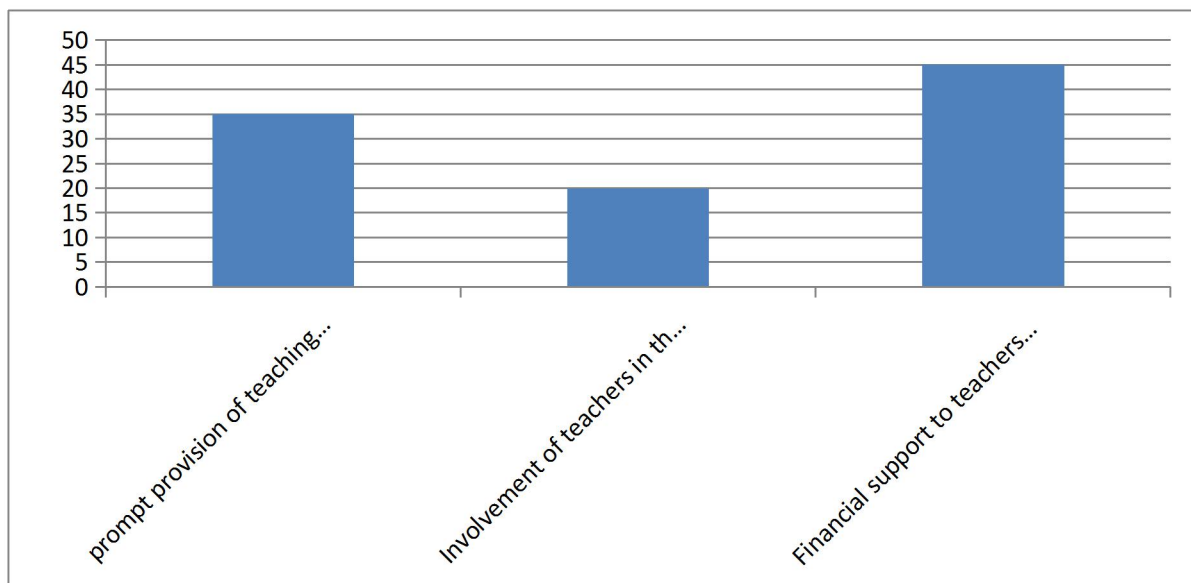
Table 6, revealed that the mean ratings of items 11-15 are 3.23, 3.05, 3.19, 2.86 and 3.06 with the corresponding standard deviation scores of 0.86, 0.85, 0.89, 0.89, 0.80 respectively. From the results, the respondents were of the opinion that in their schools, adequate provision of textbooks by the principals enhances effective teaching and learning. They also agreed that

principals' adequate provision of chalk influences teachers job performance in their schools. The respondents also said that provision of computers by the principals influence proper records keeping in their schools. They further agreed that provision of projector by principals influence effective delivery of lessons in their schools. Moreover, the respondents agreed that principals' provision of televisions in their schools enhances students' comprehension. The cluster mean of 3.08 was above the cut-off point of 2.50. This implied that principals leadership effectiveness have impact on the provision of instructional materials in secondary schools.

Table 7: Principal Provision of Instructional Materials to Influence School Management

S/no	Interview Description	Freq.	Percent.(%)
1	Prompt provision of teaching aids to teachers will influences effective school management	35	35.0
2	Involvement of teachers in the improvisation of instructional materials influence school management	20	20.0
3	Financial support to teachers to acquire instructional materials influences school management	45	45.0
Total		100	100.0

Source: *Researcher's Field Survey Results (2018)*



Source: *Researcher's Field Survey Results (2018)*

Figure 3: Bar Chart showing principal provision of instructional materials to influence school management.

Table 7 and figure 3 revealed 35(35.0%) reported that prompt provision of teaching aids to teachers influences effective school management, 20(20.0%) said that involvement of teachers in the improvisation of instructional materials influence school management and 45(45.0%) were of the opinion that financial support to teachers to acquire instructional materials influences school management.

Question Four: How do principals’ leadership effectiveness impact on involvement of teachers in decision-making in secondary schools

Table 8: Mean and Standard Deviation Scores of the Impact of Principals’ Leadership Effectiveness on Involvement of Teachers in Decision-Making in Secondary Schools

S/no	Item Description	N	SA	A	D	SD	M	SD	Dec.
16	Principal’s involvement of teachers in disciplinary committee in my school influences the implementation of school discipline.	1737	744	637	211	145	3.14	.93	Accepted
17	Principal’s involvement of teachers in school meetings influences teachers’ effective planning in my school.	1737	745	668	168	156	3.15	.93	Accepted
18	Principal’s involvement of teachers in school board meeting influences the implementation of the decision reached in my school.	1737	805	602	200	130	3.20	.92	Accepted
19	Principal’s involvement of teachers in school budget influences the provision of instructional materials in my school.	1737	733	526	284	194	3.04	1.02	Accepted
20	Principal’s involvement of teachers in regular meetings influences effective communication on critical issues concerning the school.	1737	412	822	266	237	2.81	.95	Accepted
Cluster Mean							3.07		Accepted

Source: Researcher’s Field Survey Results (2018)

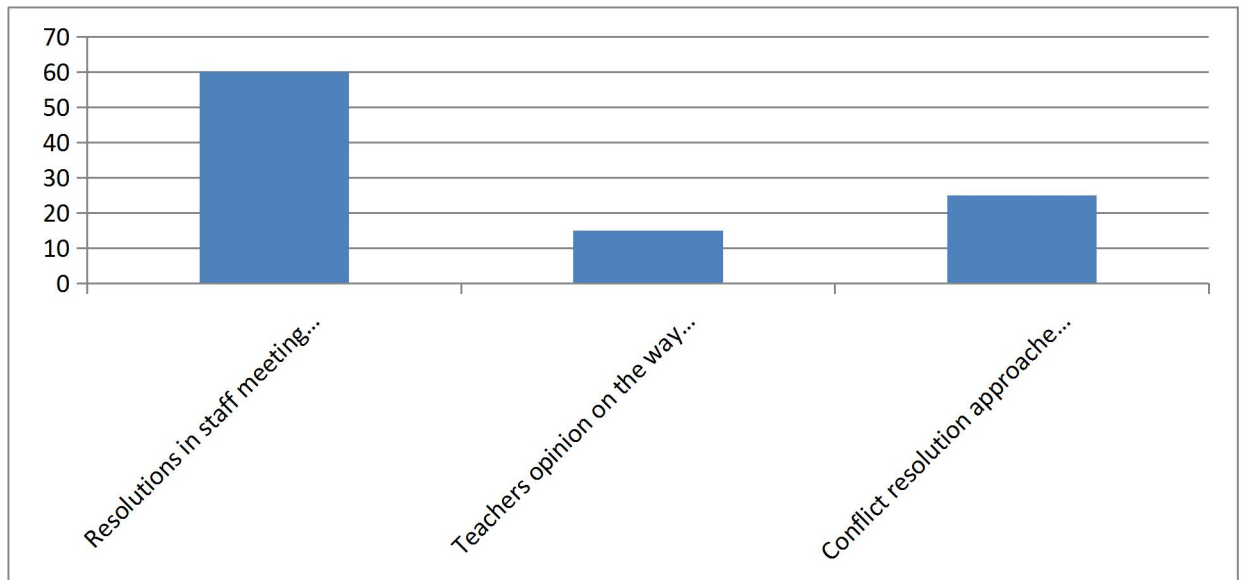
Table 8 revealed that items 16-20 have mean ratings of 3.14, 3.15, 3.20, 3.04 and 2.81 with the corresponding standard deviations of 0.93, 0.93, 0.92, 1.02 and 0.95 respectively. Item by

item analysis revealed that the respondents were of the opinion that principals' involvement of teachers in disciplinary committee in their schools influence the implementation of school discipline. The opinion of the respondents further showed that principals' involvement of teachers in meetings influences teachers' effective planning in their schools and that principals' involvement of teachers in school board meetings influence the implementation of decision reached in their schools. The respondents also agreed that principals' involvement of teachers in school budget influences the provision of instructional materials in their schools. Moreover, the respondents showed that principals' involvement of teachers in regular meetings influences effective communication on critical issues concerning the school. The cluster mean of 3.07 was above the cut-off point of 2.50. This therefore, means that principals' leadership effectiveness have impact on teachers' involvement in decision making in secondary schools.

Table 9: School Principals Involvement of Teacher's in Decision Making and the School Management

S/no	Interview Description	Freq.	Percent.(%)
1	Resolutions in staff meeting influence school management	60	60.0
2	Teachers opinion on the way forward can influence school management	15	15.0
3	Conflict resolution approaches between the principal and teachers can influence school management	25	25.0
Total		100	100.0

Source: *Researcher's Field Survey Results (2018)*



Source: *Researcher's Field Survey Results (2018)*

Figure 4: Bar Chart showing school principals' involvement of teacher's in decision making and the school management.

Table 9 and figure 4 showed that 60(60.0%) of respondents were of the view that resolutions in staff meeting influence school management, 15(15.0%) reported that teachers opinion on the way-forward influences school management and 25(25.0%) said that conflict resolution approaches between the principal and teachers influences school management.

Question Five: In what ways do principals' leadership effectiveness impact on discipline in secondary schools?

Table 10: Mean and Standard Deviation Scores of the Impact of Principals' Leadership Effectiveness on Discipline in Secondary Schools

S/no	Item Description	N	SA	A	D	SD	M	SD	Dec.
21	In my school, principal's use of discipline enhances school control.	1737	624	786	186	142	3.09	.89	Accepted
22	In my school, principal's use of discipline influences teachers' classroom attendance.	1737	1056	441	168	72	3.43	.83	Accepted
23	In my school, principal's use of discipline enhances timely submission of examination results by teachers.	1737	148	1030	367	192	2.65	.79	Accepted
24	Principal's use of discipline in my school influences teachers' punctuality to school.	1737	971	502	216	48	3.38	.81	Accepted
25	In my school, principal's use of discipline influences the implementation of reached decisions in the school.	1737	281	997	315	144	2.81	.80	Accepted
Cluster Mean							3.07	.82	Accepted

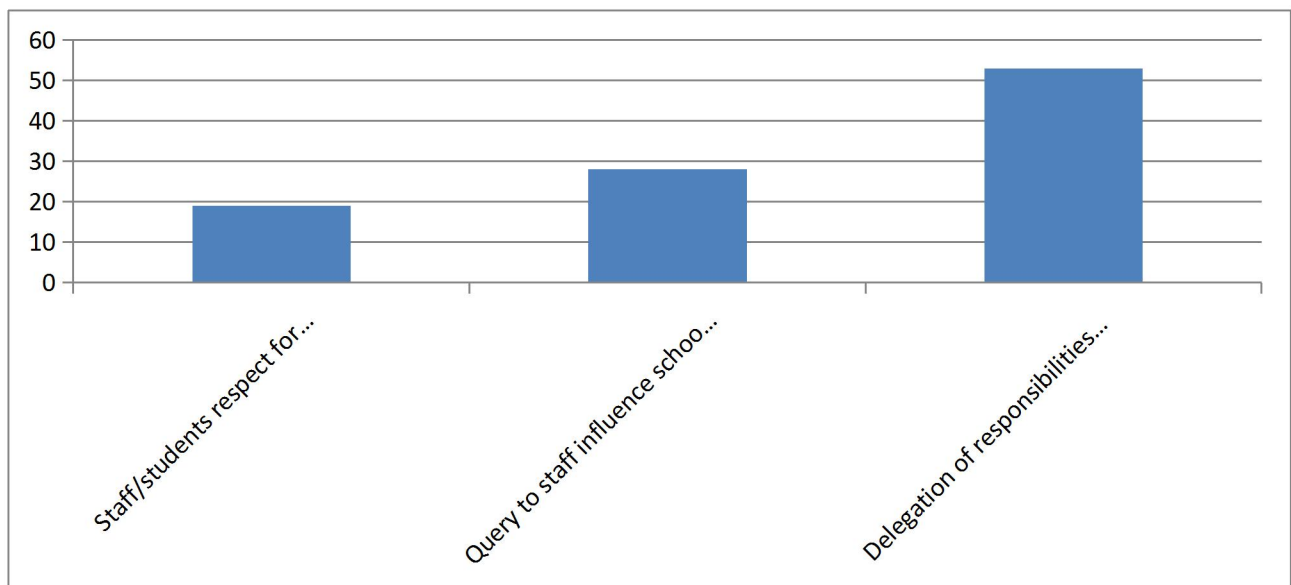
Source: *Researcher's Field Survey Results (2018)*

Table 10 revealed that items 20-25 have mean ratings of 3.09, 3.43, 2.65, 3.38 and 2.81 with the corresponding standard deviations of 0.89, 0.83, 0.79, 0.81 and 0.80 respectively. Item by item analysis showed that a greater proportion of the respondents agreed that principals' use of discipline enhances school control. The respondents further agreed that in their schools, principals' use of discipline influences teachers' classroom attendance. The respondents' opinion showed that principals' use of discipline enhances timely submission of examination results by teachers and that principals' use of discipline in their schools influences teachers' punctuality to school. Moreover, the respondents were of the opinion that principals' use of discipline influences the implementation of the reached decision of the school. The cluster mean of 3.07 was above the cut-off point of 2.50. This means that principals' leadership effectiveness have impact discipline in secondary schools.

Table 11: Influence of School Principals Discipline for Effective School Management

S/no	Interview Description	Freq.	Percent.(%)
1	Staff/students' respect for school rules and regulations influences school management.	19	19.0
2	Query to staff influences school management.	28	28.0
3	Delegation of responsibilities to other staff influences school management.	53	53.0
Total		100	100.0

Source: *Researcher's Field Survey Results (2018)*



Source: *Researcher's Field Survey Results (2018)*

Figure 5: Bar Chart showing influence of school principals' discipline for effective school management.

Table 11 and figure 5 shows that 19(19.0%) staff/students have respect for school rules and regulations influence school management, 28(28.0%) said query to staff influenced school management and 53(53.0%) reported that delegation of responsibilities to other staff influence school management.

Question Six: What is the impact of principals' leadership effectiveness on evaluation of students' performance in secondary schools?

Table 12: Mean and Standard Deviation Scores of the Impact of Principals' Leadership Effectiveness on Evaluation of Students' Performance in Public Secondary Schools

S/no	Item Description	N	SA	A	D	SD	Mean	Std. D	Dec.
26	In my school, principal's assessment of students' performance influences students' reading habit.	1737	336	1185	96	120	3.00	.73	Accepted
27	Principal's evaluation of students' performance enhances school report to parents.	1737	452	891	202	192	2.92	.90	Accepted
28	In my school principal's monitoring of students' performance influences teachers' job performance.	1737	1103	514	72	48	3.54	.71	Accepted
29	In my school, principal's evaluation of students' performance makes students to seat up.	1737	803	448	318	168	3.09	1.01	Accepted
30	In my school, principal's evaluation of students' performance creates competitiveness among students to do well.	1737	504	645	315	273	2.79	1.03	Accepted
Cluster Mean							3.07		Accepted

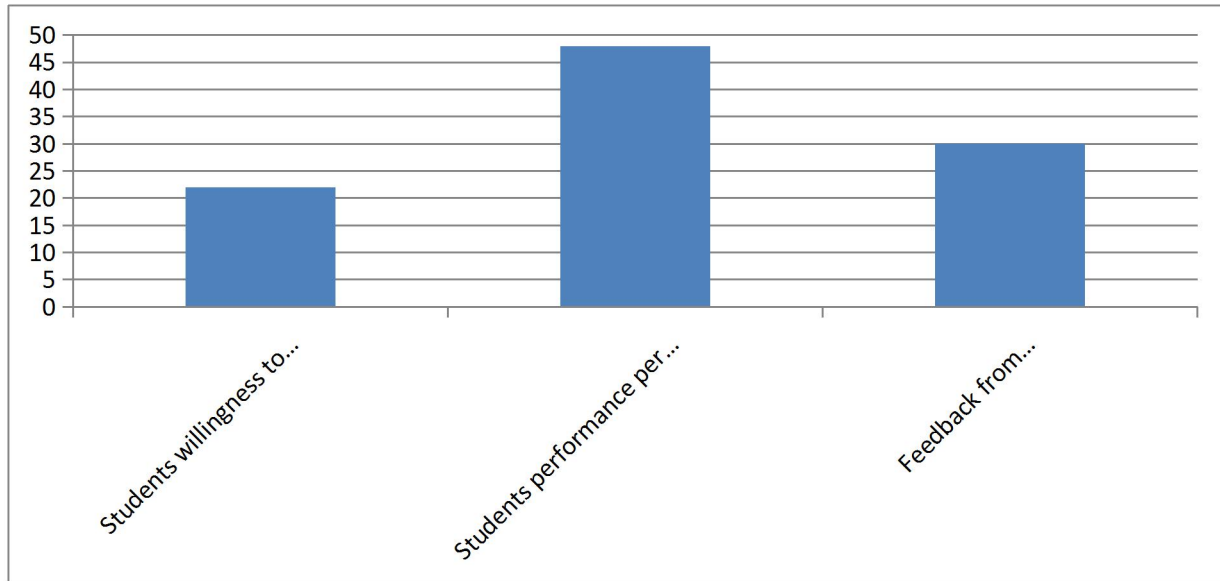
Source: *Researcher's Field Survey Results (2018)*

Table 12 revealed that items 26-30 have mean ratings of 3.00, 2.92, 3.09 and 2.79 with the corresponding standard deviations of 0.73, 0.90, 0.79, 0.71 and 1.03 respectively. Item by item analysis revealed that respondents view school principals' assessment of students' performance to influence students' reading habit. The respondents further agreed that principals' evaluation of students' performance enhances school report to parents. They also agreed unanimously that principals' monitoring of students' performance influences teachers' job performance. The respondents agreed that principals' evaluation of students' performance makes students to seat up. Moreover, the respondents agreed that in their schools, school principals' evaluate students' performance creates competitiveness among students to do well. The cluster mean of 3.07 was above the cut-off point of 2.50. The implication is that principals' leadership effectiveness have impact on evaluation of students' performance in public secondary schools.

Table 13: School Principals' Evaluation of Performance of Students in Secondary Schools

S/no	Interview Description	Freq.	Percent.(%)
1	Students willingness to participate in the school programme	22	22.0
2	Students performance per subject	48	48.0
3	Feedback from teachers/parents about students' performance	30	30.0
Total		100	100.0

Source: *Researcher's Field Survey Results (2018)*



Source: *Researcher's Field Survey Results (2018)*

Figure 6: Bar Chart showing school principals evaluation of the performance of students in school.

Table 13 and figure 6 shows that 22 (22.0%) respondents view that principal evaluate the performance when students are willing to participate in school programmes, 48 (48.0%) reveals principal evaluates students base on students' performance per subject while 30 (30.0%) reported feedback from teachers/parents about students' performance.

Question Seven: How do principals' leadership effectiveness impact on community relation skills in secondary schools?

Table 14: Mean Ratings and Standard Deviation Scores of the Impact of Principals' Leadership Effectiveness on Community Relation Skills in Public Secondary Schools

S/no	Items	N	SA	A	D	SD	M	SD	Dec.
31	In my school, principal's effective use of Parent Teacher Association influences the provision of classrooms.	1737	439	911	195	192	2.92	.90	Accepted
32	Principal's organization of endowments influences community provision of instructional materials	1737	1107	505	75	50	3.54	.71	Accepted
33	Principal's effective communication with the parents enhances school discipline.	1737	795	456	312	174	3.08	1.02	Accepted
34	Principal's effective relationship with the community influences community employment of staff from the community in my school.	1737	495	701	289	252	2.83	1.00	Accepted
35	In my school, principal's effective community relationship influences the provision of land for the school.	1737	463	939	167	168	2.98	.87	Accepted
Cluster Mean							3.69		Accepted

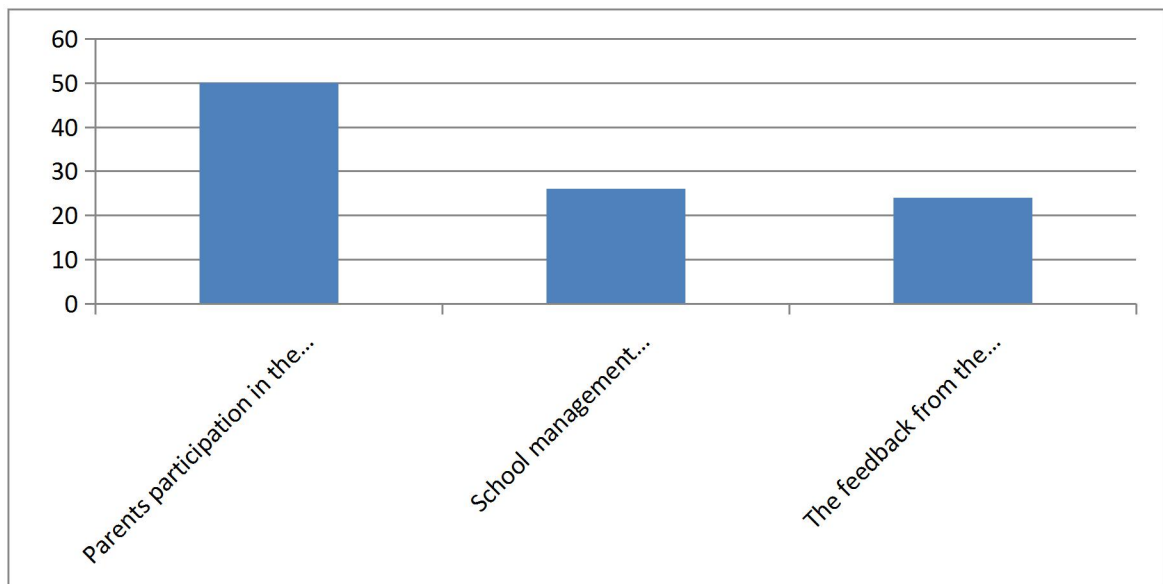
Source: *Researcher's Field Survey Results (2018)*

Table 14 reveals that items 31-35 have the mean rating of 2.92, 3.54, 3.08, 2.83 and 2.98 with the corresponding standard deviations of 0.90, 0.71, 1.02, 1.00 and 0.89 respectively. The result indicated that in schools, principals' effective use of Parent Teacher Association influences the provision of classrooms, principals' organization of endowments influenced community provision of instructional materials, principals' effective communication with the parents enhanced school discipline, principals' effective relationship with the community influenced community employment of staff, principals' effective community relationship influenced the provision of land for the school. The cluster mean of 3.69 was above the cut-off point of 2.50. The implication is that principals' leadership effectiveness have impact on community relation skills in public secondary schools.

Table 15: Impact of School Principals’ Community Relation Skills on Secondary School Management

S/no	Interview Description	Freq.	Percent.(%)
1	Parents participation in the school programmes can influence school management	50	50.0
2	School management participation in community activities can influence school management	26	26.0
3	The feedback from the stakeholders can influence school management	24	24.0
Total		100	100.0

Source: *Researcher’s Field Survey Results (2018)*



Source: *Researcher’s Field Survey Results (2018)*

Figure 7: Bar Chart showing influence of school principals’ community relation skills on secondary school management.

Table 15 result show that 50(50.0%) respondents reported that parents’ participation in school programmes can influence school management, 26 (26.0%) respondents said that school management participation in community activities influences school management and 24 (24.0%) observed that feedback from the stakeholders influences school management.

4.2.2 Test of Hypotheses

The chi-square test of goodness-of-fit was used to test the seven hypotheses at 0.05 level of significance. In a situation whereby the χ^2 -calculated was equal to or greater than the χ^2 -critical at the significance level of 0.05 and the degree of freedom, the null hypothesis of no significant impact was not accepted. On the other hand, if the χ^2 -calculated was less than the χ^2 -critical at the same alpha level and degree of freedom, the null hypothesis was accepted.

Hypothesis One: Principals’ leadership effectiveness do not have significant impact on instructional supervision in public secondary schools in North Central Nigeria.

Table 16: Chi-Square Test of the Impact of Principals’ Leadership Effectiveness on Instructional Supervision in Public Secondary Schools

Responses	SA	A	D	SD	Total	df	X^2 cal.	x^2 crit.	P-val.	Remark
Observed	443	904	192	198						
					1737	3	771.999 ^a	7.815	.000	Sign.
Expected	434.3	434.3	434.3	434.3						

Source: *Field Survey, 2018.*

Table 16 shows that χ^2 -cal.=771.999^a> 7.815; $P<.05$ with 3 degree of freedom. Thus, the null hypothesis which stated that principals’ leadership effectiveness do not have significant impact on instructional supervision in public secondary schools in North Central Nigeria was rejected. This result clearly shows that principals’ leadership effectiveness have significant impact on instructional supervision in public secondary schools in North Central Nigeria.

Hypothesis Two: Principals' leadership effectiveness do not have significant impact on communication in public secondary schools.

Table 17: Chi-Square Test of the Impact of Principals' Leadership Effectiveness on Communication in Secondary Schools.

Responses	SA	A	D	SD	Total	df	X ² cal.	x ² crit.	P-val.	Remark
Observed	785	620	201	131						
					1737	3	699.815 ^a	7.815	.000	Sign.
Expected	434.3	434.3	434.3	434.3						

Source: *Field Survey, 2018*

Table 17 reveals that χ^2 -cal.=699.815^a> 7.815; $P<.05$ with 3 degree of freedom. Thus, the null hypothesis which stated that principals' leadership effectiveness do not have significant impact on communication in public secondary schools was rejected. This result implies that principals' leadership effectiveness have significant impact on communication in public secondary schools.

Hypothesis Three: Principals' leadership effectiveness do not have significant impact on provision of instructional materials in public secondary schools.

Table 18: Chi-Square Test of the Impact of Principals' Leadership Effectiveness on Provision of Instructional Materials in Public Secondary Schools.

Responses	SA	A	D	SD	Total	df	X ² cal.	x ² crit.	P-val.	Remark
Observed	790	656	189	102						
					1737	3	797.395 ^a	7.815	.000	Sign.
Expected	434.3	434.3	434.3	434.3						

Source: *Field Survey, 2018*

Table 18 shows that the χ^2 -cal.=797.395^a> 7.815; $P<.05$ with 3 degree of freedom. Thus, the null hypothesis which stated that principals' leadership effectiveness do not have significant impact on provision of instructional materials in public secondary schools was rejected. This means that principals' leadership effectiveness have significant impact on provision of instructional materials in public secondary schools.

Hypothesis Four: Principals' leadership effectiveness do not have significant impact on the involvement of teachers in decision-making in secondary schools.

Table 19: Chi-Square Test of the Impact of Principals' Leadership Effectiveness on the Involvement of Teachers in Decision-Making in Public Secondary Schools.

Responses	SA	A	D	SD	Total	df	X ² cal.	x ² crit.	P-val.	Remark
Observed	744	637	211	145						
					1737	3	623.048 ^a	7.815	.000	Sign.
Expected	434.3	434.3	434.3	434.3						

Source: *Field Survey, 2018*

Table 19 indicates that χ^2 -cal.=623.048^a> 7.815; $P<.05$ with 3 degree of freedom. Thus, the null hypothesis which stated that principals' leadership effectiveness do not have significant impact on the involvement of teachers in decision-making in public secondary schools was rejected. The implication is that principals' leadership effectiveness had significant impact on the involvement of teachers in decision-making in public secondary schools.

Hypothesis Five: Principals' leadership effectiveness do not have significant impact on discipline in public secondary schools.

Table 20: Chi-Square Analysis of the Impact of Principals' Leadership Effectiveness on Discipline in Public Secondary Schools.

Responses	SA	A	D	SD	Total	df	X ² cal.	x ² crit.	P-val.	Remark
Observed	624	786	182	142						
					1737	3	707.5859 ^a	7.815	.000	Sign.
Expected	434.3	434.3	434.3	434.3						

Source: *Field Survey, 2018*

Table 20 shows that χ^2 -cal.=707.5859^a> 7.815; $P<.05$ with 3 degree of freedom. Thus, the null hypothesis which stated that principals' leadership effectiveness do not have significant impact on discipline in public secondary school was rejected. This result clearly shows that principals' leadership effectiveness had significant impact on discipline in public secondary schools.

Hypothesis Six: Principals’ leadership effectiveness do not have significant impact on evaluation of students’ performance in secondary schools.

Table 21: Chi-Square Test of the Impact of Principals’ Leadership Effectiveness on Evaluation of Students’ Performance in Public Secondary Schools.

Responses	SA	A	D	SD	Total	df	X ² cal.	x ² crit.	P-val.	Remark
Observed	336	1185	96	120						
					1737	3	1811.041 ^a	7.815	.000	Sign.
Expected	434.3	434.3	434.3	434.3						

Source: *Field Survey, 2018*

Table 21 reveals that χ^2 -cal.=1811.041^a> 7.815; $P<.05$ with 3 degree of freedom. Thus, the null hypothesis which stated that principals’ leadership effectiveness do not have significant impact on evaluation of students’ performance in public secondary schools was rejected. This result implies that principals’ leadership effectiveness had significant impact on evaluation of students’ performance in public secondary schools.

Hypothesis Seven: Principals’ leadership effectiveness do not have significantly impact on community relation skills in public secondary schools.

Table 22: Chi-Square of the Impact of Principals’ Leadership Effectiveness in Community Relation Skills in Public Secondary Schools.

Responses	SA	A	D	SD	Total	df	X ² cal.	x ² crit.	P-val.	Remark
Observed	439	911	195	192						
					1737	3	790.417 ^a	7.815	.000	Sign.
Expected	434.3	434.3	434.3	434.3						

Source: *Field Survey, 2018*

Table 22 indicates that χ^2 -cal.= 790.417^a> 7.815; $P<.05$ with 3 degree of freedom. Thus, the null hypothesis which stated that principals’ leadership effectiveness do not have significant impact on community relation skills in public secondary schools was rejected. The implication is that principals’ leadership effectiveness had significant impact on community relation skills in public secondary schools.

4.3 Discussion of Findings

This research work examined principals' leadership effectiveness on the management of public secondary schools in North Central Nigeria and made the following findings as it is discussed:

The first finding revealed that principals' leadership effectiveness do significantly impact on instructional supervision in public secondary schools in North Central Nigeria. This finding agrees with Tshabalala (2013) who reported that school teachers perceived principals' classroom instructional supervision in a positive way. The preference for the frequency of supervision of instruction, type of supervisors and purposes of supervision all point to the fact that teachers perceived supervision in a positive way. Similarly, Iroegbu and Etudor-Eyo (2016) also found significant difference in teachers' performance based on principals' effectiveness in classroom observation, analysis/strategy, post-observation-conference and post-conference analysis. The findings further revealed that when teachers are supervised, they perform their duties more efficiently and this boosts the output of the school. The researcher discovered during the fieldwork that the major role of the principal was to facilitate the implementation of the various learning programmes aimed at improving the learning situation. In this regard, principals as school heads were seen providing teachers with the needed support in implementing the instructional programmes. This made teachers of these schools to perceive principals' leadership effectiveness to significantly impact on instructional supervision in secondary schools.

Secondly, the results revealed that principals' leadership effectiveness do significantly impact on communication in secondary schools. This finding is consistent with previous research by Nakpodia (2010) who found that the principals' effective use of communication influences

teachers' job performance in secondary schools. This implies that when principals communicate their subordinate on time, it helps them to do their job better and more efficiently. The researcher's current observation during the fieldwork revealed that school principals' who had laid down communication strategies makes their instructional leadership to be very effective and efficient. Thus, teachers' positive perception of principals' leadership roles emanated from the effective communication channels which resulted to teachers better satisfaction and performance.

The third finding also revealed that principals' leadership effectiveness have significant impact on the provision of instructional materials in public secondary schools. This finding corroborated Yaibu (2012) who found that adequate provision of instructional materials by school principals significantly influence teachers' job performance. The result of the study further revealed that teachers were more committed to their job and performed better when instructional materials were provided for them by the head-teachers. The researcher's current observation affirmed that instructional materials provided by the school principal promote teachers' efficiency and improves students' performance. Teachers of public secondary schools felt positive about their head-teacher as they were able to provide devices that assisted them to present lessons to learners with ease and in a logical manner.

The fourth finding revealed that principals' leadership effectiveness do significantly impact on involvement of teachers in decision-making in secondary schools. This finding is also in consonance with Amai (2013) who discovered that principals' involvement of subordinates in decision making enhances teachers' job performance in schools. As a result, teachers felt more connected and concerned about the activities of the school. It further enhances teachers' performance as they consider themselves as part of the management of the institution in question.

The researcher discovered during the field work that most principals were found of holding regular meetings with their subordinates before taking major decisions in the school. This made their subordinates to feel concerned and connected to the institution as they were considered as essential elements of the school. This therefore, made teachers to have a positive opinion about school principals in the area of involvement of teachers in decision-making in secondary schools.

The fifth finding revealed that principals' leadership effectiveness do significantly impact on discipline in secondary schools. This finding is in consonance with Nwaogu (2001) who discovered that through regular scheduling of duties to students they were regularly involved in one activity or the other; hence the rate of indiscipline was reduced among them. It was also indicated that when the principal adapts such disciplinary approaches, the school comes under proper control. The finding is also in line with the researcher's current observation during his field work, who noticed that the school principals were highly involved in supervision and punishment of students who were caught violating the rules and regulations of the school to serve as a deterrent to those who may want to indulge in such acts. These acts made most teachers to rate the school principals high in the area of disciplining students in their schools.

The sixth, finding revealed that principals' leadership effectiveness had significantly impact on evaluation of students' performance in secondary schools. The result agrees with Memisoglu and Uylas (2015) who discovered that teachers perceived principals as being efficient in the assessment of students' academic performance in primary and secondary schools. The findings further indicated that principals' involvement in students' assessment significantly influences teachers' and students' academic performance. The researcher noticed during his field work that most of the report cards sent to parents were signed by the principals. This therefore, made the principals to assess all the students through their report cards as they carried the total

performance of each student. It was also observed that most principals use to go round the school during continuous assessment or terminal examination periods to assess students' performance.

Lastly, the seventh finding revealed that principals' leadership effectiveness do significantly impact on community relation skills in secondary schools. This finding supports Muthoni and Konji (2015) who found that good school community relationship makes the community to provide essential facilities for the school; such as classrooms, library, laboratories, and toilets among others. In addition, Tata and Sadiq (2014) also found out that school community relationship is very relevant in the development of education in Azare metropolis due to the fact that most communities provide lands for building of schools, funds, facilities and supervise what was going on in the school. They also build additional classrooms and help in the maintenance of indiscipline. It was also found out that the schools on the other hand, had resources which were used by the community whenever the community was in need of such resources. This therefore, helped in cementing the relationship that existed between the school and the community. During the research work, the researcher discovered that, schools that had more community development projects were schools that their principals used proper channels of communication to inform the community of their challenges. As a result of the principals' leadership abilities, the communities were willing to assist the schools to overcome their various challenges. This made the teachers to have full confidence in the leadership abilities of their principals in relating with the host community for the benefit of the school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with summary, conclusion, recommendations, limitations, suggestions for further study and contribution to knowledge.

5.2 Summary

This study determined how principals' leadership effectiveness influence management of public secondary schools in North Central Nigeria. To achieve the purpose of the study, seven research questions and seven hypotheses were formulated. The study adopted Path-Goal theory by Robert House's (1971) and contingency theory by Burns, Stalker, Lawrence and Lorsch (1960). The theories suggested that for principals to enhance their responsibilities they must be able to have the necessary knowledge and skills that would help achieve their organizational goals and objectives with difficulties. Also concepts of principals' leadership effectiveness, management of secondary schools in the areas of instructional supervision, communication, provision of instructional materials, involvement of teachers in decision-making, discipline, evaluation of students' academic performance and community relation skills were discussed. From the empirical review it was found that studies within the area of study were based on principals' leadership styles and none of the reviews were able to establish teachers' perception of principals' leadership style. This justified the reason for this study to fill the gap.

Descriptive survey research design was adopted for the study. The population consisted of 34, 473 teachers from 1, 949 public secondary schools in six states including the Federal Capital Territory (FCT) in North Central Nigeria. A sample of 1,737 teachers from 100 public secondary schools was used for the study. The instruments that were used for data

collection were Principals' Leadership Effectiveness Questionnaire (PLEQ) and interview schedule titled Interview on Principals' Leadership (IPL) were used for collection of data. Mean and standard deviation were used for answering the research questions. The hypotheses were tested at 0.05 level of significance. The findings of the study revealed that;

1. Principals' leadership effectiveness had significant impact on instructional supervision in public secondary schools in North Central Nigeria.
2. Principals' leadership effectiveness had significant impact on communication in public secondary schools.
3. Principals' leadership effectiveness had significant impact on provision of instructional materials in public secondary schools.
4. Principals' leadership effectiveness had significant impact on involvement of teachers in decision-making in public secondary schools.
5. Principals' leadership effectiveness had significant impact on discipline in public secondary schools.
6. Principals' leadership effectiveness had significant impact on evaluation of students' performance in public secondary schools.
7. Principals' leadership effectiveness had significant impact on community relation skills in public secondary schools.

5.3 Conclusion

This study has examined the impact of principals' leadership effectiveness on the management of public secondary schools in North Central Nigeria. It was concluded that principals' leadership effectiveness had significantly impact on the management of public secondary schools in North Central Nigeria in the areas of instructional supervision,

communication, provision of instructional materials, community relation skills, discipline and community relation.

5.4 Recommendations

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

1. Principals should be adequately trained and enlightened with more robust supervision strategies through seminars and conferences which may include classroom observation, analysis/strategy, post-observation conference and post conference analysis.
2. Principals should ensure that communication is effectively carried out to enhance discipline and maintain law and order.
3. School heads should always ensure that instructional materials are available for their staff so as to enhance their job performance.
4. Good school community relationship should be maintained and strengthened; the school-head should also try as much as possible to have more knowledge of the community by interacting with its members.
5. School timetable should be made in such a way that duties are scheduled effectively in schools and that parents, teachers and students should be involved in duties scheduling.
6. Ministry of Education should make it mandatory for all school heads to be involved in students' evaluation in order to enhance students' academic performance as well as teachers' inputs.
7. School administrators should take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students.

5.5 Limitations

The following were some of the constraints of the study:

1. This study relied upon principal's leadership effectiveness. The teachers might be limited by their understanding of scope of the principals' duties. How the sampled teachers gained their teaching certifications was not reported. Their path toward certification might have influenced their perceptions of their school leaders. Further, it is a limitation that the perceived leadership effectiveness of the school leader was an accurate perception of all the teachers within the school. The researcher investigated the leadership effectiveness of principals only in North Central Nigeria out of six geo-political zones in Nigeria which is also another factor to be considered that hinder effectiveness of this research work.
2. The study has limits on generalization due to the use of only public secondary schools from North Central Nigeria. Missionary secondary schools and private schools were not included in the research.
3. An additional limitation was added following the data collection and analysis. The timing of the survey may have made the teachers to be biased responses. The teachers were asked to complete the structured questionnaire for certain period or hours which time was not enough for respondents to think and tick effectively the best opinion knowing to them.

5.6 Suggestions for Further Studies

The following suggestions were made for further studies;

1. A further study on students' perception of the impact of principals' leadership effectiveness on teachers' job performance in secondary school in North Central Nigeria or elsewhere.
2. Communities' perception of the impact of principals' leadership effectiveness on the management of secondary schools in North Central Nigeria should be investigated.
3. This study could be replicated in other zones of Nigeria to enhance generalization.

5.7 Contributions to Knowledge

The study contributed a lot to human endeavour through the following:

1. From the background to the study, the researcher was able to identify scholars whose views on teachers' perception of principals' leadership effectiveness in school management help the school to achieve its organizational goals and objectives.
2. The study further revealed that teachers do perceive principals' leadership effectiveness to significantly impact on evaluation of students' performance in secondary schools. This study added flesh to the existing body of knowledge since no study had been conducted on teachers' perception of principals' leadership effectiveness on evaluation of students' performance in secondary schools in the area of study before. Thus, this study will be first of its kind in the area of study.

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APPENDIX A
Letter of Introduction

Department of Educational Foundations,
Faculty of Education,
Benue State University,
Makurdi.

10th February, 2017.

Dear Respondent,

Letter of Introduction

I am a postgraduate student of the above mentioned institution, currently undertaking a study on “Principals’ Leadership Effectiveness and Management of Public Secondary Schools in the North Central Nigeria”.

Below are various statements that relates to principals’ leadership effectiveness and the management of public secondary schools. Kindly tick how they best express your opinion on the subject matter in your school by indicating the impact on a modified four-point scale (Where SA= Strongly Agree, A= Agree, D= Disagree and SD= Strongly Disagree). Be assured that the information provided will be used only for the PhD research and not for any other purposes and will be accorded maximum confidentiality.

Thank you for your anticipated cooperation.

Yours sincerely,

Aondona Stephen Ivase

BSU/EDF/PhD/14/4085

APPENDIX B

Principals' Leadership Effectiveness Questionnaire

Section A: Personal Data of Respondent

Name of the School:

Section B: Questionnaire

Instructions: Please indicate by ticking (✓) in the appropriate columns your candid and concise opinion on the items provided using any of the following options.

Key

- | | | | |
|---------------------|---|----|---|
| - Strongly Agree | - | SA | 4 |
| - Agree | - | A | 3 |
| - Disagree | - | D | 2 |
| - Strongly Disagree | - | SD | 1 |

Item No	Item Description	SA	A	D	SD
Cluster A					
Impact of principals' leadership effectiveness on instructional supervision in public secondary schools					
1	Principals' classroom visitation enhances teachers' classroom control in my school.				
2	Principals' classroom observation enhances discipline in my school				
3	In my school, principals' mentorship enhances teachers' job performance				
4	In my school, organization of workshop by the principal influences teachers' use of instructional materials				
5	In my school, organization of conference by the principal enhances teachers' use of effective teaching methods				

	Cluster B				
	Principals' leadership effectiveness and communication in public secondary schools				
6	In my school, principal's communication to teachers on time brings more confidence.				
7	Effective communication in my school, influences teachers quick submission of results.				
8	In my school, free flow of communication between the principal and teachers improves principal/teacher relationship.				
9	In my school, free flow of communication between the principal and subordinate reduces examination malpractice.				
10	In my school, proper communication influences students to report erring students to the school management.				
	Cluster C				
	Principals leadership effectiveness in provision of instructional materials in public secondary schools				
11	In my school adequate provision of textbooks by the principal enhances effecting teaching and learning.				
12	In my school principals adequate provision of chalk influences teachers job performance				
13	Provision of computers by the principal influences proper records keeping in my school.				
14	Provision of projector by the principal influences effective delivery of lessons in my school.				
15	Principal's provision of television in my school enhances students' comprehension.				
in	Cluster D				
	Principals' leadership effectiveness in involvement of teachers in decision-making in public secondary schools				
16	Principal's involvement of teachers in disciplinary committee				

	in my school influences the implementation of school discipline.				
17	Principal's involvement of teachers in school meetings influences teachers' effective planning in my school.				
18	Principal's involvement of teachers in school board meeting influences the implementation of the decision reached in my school.				
19	Principal's involvement of teachers in school budget influences the provision of instructional materials in my school.				
20	Principal's involvement of teachers in regular meetings influences effective communication on critical issues concerning the school.				
	Cluster E				
	Principals' leadership effectiveness in discipline in public secondary schools				
21	In my school, principal's use of discipline enhances school control.				
22	In my school, principal's use of discipline influences teachers' classroom attendance.				
23	In my school, principal's use of discipline enhances timely submission of examination results by teachers.				
24	Principal's use of discipline in my school influences teachers' punctuality to school.				
25	In my school, principal's use of discipline influences the implementation of the reached decision of the school.				
	Cluster F				
	Principals' leadership effectiveness in evaluation of students' performance in secondary schools				
26	In my school, principal's assessment of students' performance influences students' reading habit.				
27	Principal's evaluation of students' performance enhances				

	school report to parents.				
28	In my school principal's monitoring of students' performance influences teachers' job performance.				
29	In my school, principal's evaluation of students' performance makes students to seat up.				
30	In my school, principal's evaluation of students' performance creates competitiveness among students to do well.				
	Cluster G				
	Principals' leadership effectiveness in community relation skills in secondary schools				
31	In my school, principal's effective use of Parents Teacher Association influences the provision of classrooms.				
32	Principal's organization of endowments influences community provision of instructional materials				
33	Principal's effective communication with the parents enhances school discipline.				
34	Principal's effective relationship with the community influences community employment of staff from the community in my school.				
35	In my school, principal's effective community relationship influences the provision of land for the school.				

APPENDIX C

INTERVIEW ON PRINCIPALS' LEADERSHIP EFFECTIVENES (IPLE)

1. State the ways in which your principal uses instructional supervision to enhance effective management of secondary schools?
2. How does your school principal use communication to achieve effective school management?
3. In what ways does your school principal provide instructional materials to influence school management?
4. How does your principals' involvement of teachers' in decision-making influence the management of secondary schools?
5. State the various ways your school principal uses discipline to influence school management?
6. Enumerate the various ways the school principal evaluates the performance of his students in your school?
7. In what ways do the school principals' community relation skills influence the management of secondary schools in your area?

APPENDIX D

DISTRIBUTION OF THE POPULATION OF THE STUDY

S/N	States	Number of Secondary Schools	Number of Teachers
1	Benue	297	5110
2	Kogi	290	4,890
3	Kwara	237	7,126
4	Nasarawa	412	3,225
5	Niger	248	3,857
6	Plateau	305	4,280
7	FCT	160	5,985
	TOTAL	1, 949	34, 473

Source:(Federal Ministry of Education, 2016)

APPENDIX E

DISTRIBUTION OF SAMPLED SCHOOLS

S/N	States	No. of Schools	Stratified Random Sampling	No. of Sampled Schools
1	Benue	297	297(100/1949)	15(5%)
2	Kogi	290	290(100/1949)	15(5%)
3	Kwara	237	237(100/1949)	12(5%)
4	Nasarawa	412	412(100/1949)	21(5%)
5	Niger	248	248(100/1949)	13(5%)
6	Plateau	305	305(100/1949)	16(5%)
7	FCT	160	160(100/1949)	8(5%)
		1, 949		100 (5%)

Source: (Federal Ministry of Education, 2016)

APPENDIX F

DISTRIBUTION OF SAMPLED TEACHERS

S/N	States	No. of Sampled Schools	Stratified Random Sampling	No. of Sampled Teachers
1	Benue	15	15(1737/100)	261
2	Kogi	15	15(1737/100)	261
3	Kwara	12	12(1737/100)	208
4	Nasarawa	21	21(1737/100)	365
5	Niger	13	13(1737/100)	226
6	Plateau	16	16(1737/100)	278
7	FCT	8	8(1737/100)	139
		100		1,737

Source: (Federal Ministry of Education, 2016)

APPENDIX G

RELIABILITY OF PRINCIPALS' LEADERSHIP EFFECTIVENESS QUESTIONNAIRE

Scale: CRONBACH ALPHA RELIABILITY COEFFICIENT

GET FILE='C:\Users\lvase\Documents\lvase.sav'.

RELIABILITY/VARIABLES=Items 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.974	35

Item Statistics

	Mean	Std. Deviation	N
Item 1	2.73	.907	30
Item 2	3.03	1.129	30
Item 3	2.87	.937	30
Item 4	2.50	1.196	30
Item 5	2.80	1.064	30
Item 6	2.43	1.006	30
Item 7	2.73	1.112	30
Item 8	2.70	.988	30
Item 9	2.90	1.029	30
Item 10	2.80	.997	30
Item 11	2.80	1.126	30
Item 12	2.87	1.074	30
Item 13	2.87	.973	30
Item 14	2.57	1.104	30
Item 15	2.57	1.165	30

Item 16	2.60	1.037	30
Item 17	2.50	.938	30
Item 18	2.67	1.348	30
Item 19	2.77	.935	30
Item 20	2.70	1.208	30
Item 21	2.53	.900	30
Item 22	2.77	1.040	30
Item 23	3.03	.999	30
Item 24	2.90	1.155	30
Item 25	2.93	.944	30
Item 26	2.90	1.062	30
Item 27	3.00	1.017	30
Item 28	2.87	1.008	30
Item 29	2.83	1.206	30
Item 30	2.97	.999	30
Item 31	2.97	.928	30
Item 32	2.53	1.279	30
Item 33	2.90	.995	30
Item 34	2.80	.805	30
item 35	2.47	.973	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	94.07	1145.030	.915	.996
Item 2	93.77	1129.426	.940	.996
Item 3	93.93	1142.616	.924	.996
Item 4	94.30	1123.666	.959	.996
Item 5	94.00	1131.793	.966	.996
Item 6	94.37	1138.171	.926	.996
Item 7	94.07	1129.651	.952	.996
Item 8	94.10	1138.024	.946	.996
Item 9	93.90	1133.610	.972	.996

Item 10	94.00	1141.172	.889	.996
Item 11	94.00	1128.690	.952	.996
Item 12	93.93	1130.892	.969	.996
Item 13	93.93	1137.926	.962	.996
Item 14	94.23	1130.599	.945	.996
Item 15	94.23	1126.530	.948	.996
Item 16	94.20	1134.579	.950	.996
Item 17	94.30	1142.355	.928	.996
Item 18	94.13	1117.568	.917	.996
Item 19	94.03	1142.447	.929	.996
Item 20	94.10	1124.507	.939	.996
Item 21	94.27	1145.926	.908	.996
Item 22	94.03	1134.378	.950	.996
Item 23	93.77	1136.461	.958	.996
Item 24	93.90	1126.300	.959	.996
Item 25	93.87	1140.051	.958	.996
Item 26	93.90	1131.610	.970	.996
Item 27	93.80	1134.717	.967	.996
Item 28	93.93	1135.375	.966	.996
Item 29	93.97	1124.861	.936	.996
Item 30	93.83	1135.661	.970	.996
Item 31	93.83	1142.626	.933	.996
Item 32	94.27	1118.892	.952	.996
Item 33	93.90	1137.128	.953	.996
Item 34	94.00	1152.345	.897	.996
item 35	94.33	1140.023	.929	.996

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
96.80	1202.028	34.670	35

Scale: CRONBACH ALPHA RELIABILITY COEFFICIENT OF PRINCIPALS' EFFECTIVE USE OF INSTRUCTIONAL SUPERVISION IN SECONDARY SCHOOLS

RELIABILITY /VARIABLES=q1 q2 q3 q4 q5

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.970	5

Item Statistics

	Mean	Std. Deviation	N
Item 1	2.73	.907	30
Item 2	3.03	1.129	30
Item 3	2.87	.937	30
Item 4	2.50	1.196	30
Item 5	2.80	1.064	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	11.20	17.269	.884	.969
Item 2	10.90	15.266	.931	.961
Item 3	11.07	16.961	.896	.967
Item 4	11.43	14.737	.935	.962
Item 5	11.13	15.568	.960	.956

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.93	24.754	4.975	5

Scale: CRONBACH ALPHA RELIABILITY COEFFICIENT OF PRINCIPALS' EFFECTIVE USE OF COMMUNICATION IN SECONDARY SCHOOLS

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.975	5

Item Statistics

	Mean	Std. Deviation	N
Item 6	2.43	1.006	30
Item 7	2.73	1.112	30
Item 8	2.70	.988	30
Item 9	2.90	1.029	30
Item 10	2.80	.997	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 6	11.13	15.568	.932	.968
Item 7	10.83	14.557	.964	.963
Item 8	10.87	15.775	.921	.970
Item 9	10.67	15.471	.920	.970
Item 10	10.77	15.840	.901	.973

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.57	23.978	4.897	5

Scale: CRONBACH ALPHA RELIABILITY COEFFICIENT OF PRINCIPALS' EFFECTIVE PROVISION OF INSTRUCTIONAL MATERIALS IN SECONDARY SCHOOLS

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.981	5

Item Statistics

	Mean	Std. Deviation	N
Item 11	2.80	1.126	30
Item 12	2.87	1.074	30
Item 13	2.87	.973	30
Item 14	2.57	1.104	30
Item 15	2.57	1.165	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 11	10.87	17.568	.936	.978
Item 12	10.80	17.959	.941	.977
Item 13	10.80	18.855	.932	.980
Item 14	11.10	17.541	.964	.974
Item 15	11.10	17.059	.962	.975

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.67	27.678	5.261	5

Scale: CRONBACH ALPHA RELIABILITY COEFFICIENT EFFECTIVE INVOLVEMENT OF TEACHERS IN DECISION-MAKING IN SECONDARY SCHOOLS
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.966	5

Item Statistics

	Mean	Std. Deviation	N
Item 16	2.60	1.037	30
Item 17	2.50	.938	30
Item 18	2.67	1.348	30
Item 19	2.77	.935	30
Item 20	2.70	1.208	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 16	10.63	17.620	.939	.953
Item 17	10.73	18.547	.922	.958
Item 18	10.57	15.564	.893	.966
Item 19	10.47	18.602	.917	.958
Item 20	10.53	16.395	.922	.956

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.23	26.875	5.184	5

Scale: CRONBACH ALPHA RELIABILITY COEFFICIENT OF PRINCIPALS' EFFECTIVE USE OF DISCIPLINE IN SECONDARY SCHOOLS
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.975	5

Item Statistics

	Mean	Std. Deviation	N
Item 21	2.53	.900	30
Item 22	2.77	1.040	30
Item 23	3.03	.999	30
Item 24	2.90	1.155	30
Item 25	2.93	.944	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 21	11.63	16.033	.889	.975
Item 22	11.40	14.662	.942	.966
Item 23	11.13	14.878	.956	.964
Item 24	11.27	13.926	.926	.971
Item 25	11.23	15.357	.945	.967

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.17	23.247	4.822	5

Scale: CRONBACH ALPHA RELIABILITY COEFFICIENT OF PRINCIPALS' EFFECTIVE USE OF DISCIPLINE IN SECONDARY SCHOOLS
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.987	5

Item Statistics

	Mean	Std. Deviation	N
Item 26	2.90	1.062	30
Item 27	3.00	1.017	30
Item 28	2.87	1.008	30
Item 29	2.83	1.206	30
Item 30	2.97	.999	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 26	11.67	17.126	.973	.983
Item 27	11.57	17.495	.973	.983
Item 28	11.70	17.666	.959	.985
Item 29	11.73	16.202	.943	.990
Item 30	11.60	17.559	.985	.982

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.57	26.806	5.177	5

Scale: CRONBACH ALPHA RELIABILITY COEFFICIENT OF PRINCIPALS' EFFECTIVE EVALUATION OF STUDENTS' PERFORMANCE IN SECONDARY SCHOOLS

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded ^a	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.963	5

Item Statistics

	Mean	Std. Deviation	N
Item 31	2.97	.928	30
Item 32	2.53	1.279	30
Item 33	2.90	.995	30
Item 34	2.80	.805	30
item 35	2.47	.973	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 31	10.70	14.700	.928	.950
Item 32	11.13	12.533	.882	.967
Item 33	10.77	14.116	.944	.947
Item 34	10.87	15.775	.897	.959
item 35	11.20	14.441	.916	.952

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.67	22.161	4.708	5

Appendix H

Descriptives

[DataSet1] C:\Users\ACER\Documents\IVASE SPSS.sav

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Item 1	1737	2.92	.903	.815
Item 2	1737	3.54	.705	.497
Item 3	1737	3.09	1.000	.999
Item 4	1737	2.85	.981	.963
Item 5	1737	3.01	.839	.704
Valid N (listwise)	1737			

DESCRIPTIVES VARIABLES=VAR00007 VAR00008 VAR00009 VAR00010 VAR00011

/STATISTICS=MEAN STDDEV VARIANCE.

Descriptives

[DataSet1] C:\Users\ACER\Documents\IVASE SPSS.sav

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Item 6	1737	3.19	.914	.835
Item 7	1737	3.07	.906	.821
Item 8	1737	3.15	.918	.842
Item 9	1737	2.95	.917	.840
Item 10	1737	2.90	.798	.637
Valid N (listwise)	1737			

DESCRIPTIVES VARIABLES=VAR00012 VAR00013 VAR00014 VAR00015 VAR00016

/STATISTICS=MEAN STDDEV VARIANCE.

Descriptives

[DataSet1] C:\Users\ACER\Documents\IVASE SPSS.sav

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Item 11	1737	3.23	.864	.747
Item 12	1737	3.05	.853	.728
Item 13	1737	3.19	.870	.757
Item 14	1737	2.86	.894	.798
Item 15	1737	3.06	.799	.638
Valid N (listwise)	1737			

DESCRIPTIVES VARIABLES=VAR00017 VAR00018 VAR00019 VAR00020 VAR00021

/STATISTICS=MEAN STDDEV VARIANCE.

Descriptives

[DataSet1] C:\Users\ACER\Documents\IVASE SPSS.sav

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Item 16	1737	3.14	.930	.865
Item 17	1737	3.15	.928	.862
Item 18	1737	3.20	.916	.839
Item 19	1737	3.04	1.016	1.032
Item 20	1737	2.81	.949	.901
Valid N (listwise)	1737			

DESCRIPTIVES VARIABLES=VAR00022 VAR00023 VAR00024 VAR00025 VAR00026

/STATISTICS=MEAN STDDEV VARIANCE.

Descriptives

[DataSet1] C:\Users\ACER\Documents\IVASE SPSS.sav

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Item 21	1737	3.09	.886	.785
Item 22	1737	3.43	.829	.687
Item 23	1737	2.65	.786	.618
Item 24	1737	3.38	.806	.650
Item 25	1737	2.81	.800	.641
Valid N (listwise)	1737			

DESCRIPTIVES VARIABLES=VAR00027 VAR00028 VAR00029 VAR00030 VAR00031

/STATISTICS=MEAN STDDEV VARIANCE.

Descriptives

[DataSet1] C:\Users\ACER\Documents\IVASE SPSS.sav

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Item 26	1737	3.00	.725	.525
Item 27	1737	2.92	.902	.813
Item 28	1737	3.54	.705	.498
Item 29	1737	3.09	1.013	1.025
Item 30	1737	2.79	1.029	1.059
Valid N (listwise)	1737			

DESCRIPTIVES VARIABLES=VAR00032 VAR00033 VAR00034 VAR00035 VAR00036

/STATISTICS=MEAN STDDEV VARIANCE.

Descriptives

[DataSet1] C:\Users\ACER\Documents\IVASE SPSS.sav

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Item 31	1737	2.92	.895	.801
Item 32	1737	3.54	.713	.508
Item 33	1737	3.08	1.016	1.033
Item 34	1737	2.83	1.001	1.003
Item 35	1737	2.98	.866	.749
Valid N (listwise)	1737			

NPAR TESTS

/CHISQUARE=VAR00002 VAR00007 VAR00012 VAR00017 VAR00022 VAR00027 VAR00032

/EXPECTED=EQUAL

/MISSING ANALYSIS.

NPar Tests

[DataSet1] C:\Users\ACER\Documents\IVASE SPSS.sav

Chi-Square Test

Frequencies

instructional supervision

	Observed N	Expected N	Residual
SD	198	434.3	-236.3
D	192	434.3	-242.3
A	904	434.3	469.8
SA	443	434.3	8.8
Total	1737		

communication

	Observed N	Expected N	Residual
SD	131	434.3	-303.3
D	201	434.3	-233.3
A	620	434.3	185.8
SA	785	434.3	350.8
Total	1737		

provision of instructional materials

	Observed N	Expected N	Residual
SD	102	434.3	-332.3
D	189	434.3	-245.3
A	656	434.3	221.8
SA	790	434.3	355.8
Total	1737		

involvement of teachers in decision-making

	Observed N	Expected N	Residual
SD	145	434.3	-289.3
D	211	434.3	-223.3
A	637	434.3	202.8
SA	744	434.3	309.8
Total	1737		

discipline

	Observed N	Expected N	Residual
SD	142	434.3	-292.3
D	185	434.3	-249.3
A	786	434.3	351.8
SA	624	434.3	189.8
Total	1737		

evaluation of students' performance

	Observed N	Expected N	Residual
SD	120	434.3	-314.3
D	96	434.3	-338.3
A	1185	434.3	750.8
SA	336	434.3	-98.3
Total	1737		

community relation skills

	Observed N	Expected N	Residual
SD	192	434.3	-242.3
D	195	434.3	-239.3
A	911	434.3	476.8
SA	439	434.3	4.8
Total	1737		

Test Statistics

	instructional supervision	communication	provision of instructional materials	involvement of teachers in decision-making	discipline
Chi-Square	771.999 ^a	699.815 ^a	797.395 ^a	623.048 ^a	707.585 ^a
df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

Test Statistics

	evaluation of students' performance	community relation skills
Chi-Square	1811.041 ^a	790.417 ^a
df	3	3
Asymp. Sig.	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 434.3.

FREQUENCIES VARIABLES=VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007
 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016
 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 VAR00025
 VAR00026 VAR00027

VAR00028 VAR00029 VAR00030 VAR00031 VAR00032 VAR00033 VAR00034 VAR00035 VAR00036

/ORDER=ANALYSIS.

Frequencies

Frequency Table

Item 1

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	198	11.4	11.4	11.4
D	192	11.1	11.1	22.5
Valid A	904	52.0	52.0	74.5
SA	443	25.5	25.5	100.0
Total	1737	100.0	100.0	

Item 2

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	48	2.8	2.8	2.8
D	72	4.1	4.1	6.9
Valid A	507	29.2	29.2	36.1
SA	1110	63.9	63.9	100.0
Total	1737	100.0	100.0	

Item 3

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	161	9.3	9.3	9.3
D	310	17.8	17.8	27.1
Valid A	470	27.1	27.1	54.2
SA	796	45.8	45.8	100.0
Total	1737	100.0	100.0	

Item 4

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	237	13.6	13.6	13.6
D	271	15.6	15.6	29.2
Valid A	739	42.5	42.5	71.8
SA	490	28.2	28.2	100.0
Total	1737	100.0	100.0	

Item 5

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	147	8.5	8.5	8.5
D	161	9.3	9.3	17.7
Valid A	955	55.0	55.0	72.7
SA	474	27.3	27.3	100.0
Total	1737	100.0	100.0	

Item 6

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	131	7.5	7.5	7.5
D	201	11.6	11.6	19.1
Valid A	620	35.7	35.7	54.8
SA	785	45.2	45.2	100.0
Total	1737	100.0	100.0	

Item 7

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	141	8.1	8.1	8.1
D	234	13.5	13.5	21.6
Valid A	726	41.8	41.8	63.4
SA	636	36.6	36.6	100.0
Total	1737	100.0	100.0	

Item 8

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	126	7.3	7.3	7.3
D	244	14.0	14.0	21.3
Valid A	615	35.4	35.4	56.7
SA	752	43.3	43.3	100.0
Total	1737	100.0	100.0	

Item 9

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	167	9.6	9.6	9.6
D	272	15.7	15.7	25.3
Valid A	775	44.6	44.6	69.9
SA	523	30.1	30.1	100.0
Total	1737	100.0	100.0	

Item 10

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	153	8.8	8.8	8.8
D	185	10.7	10.7	19.5
Valid A	1074	61.8	61.8	81.3
SA	325	18.7	18.7	100.0
Total	1737	100.0	100.0	

Item 11

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	102	5.9	5.9	5.9
D	189	10.9	10.9	16.8
Valid A	656	37.8	37.8	54.5
SA	790	45.5	45.5	100.0
Total	1737	100.0	100.0	

Item 12

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	119	6.9	6.9	6.9
D	230	13.2	13.2	20.1
Valid A	825	47.5	47.5	67.6
SA	563	32.4	32.4	100.0
Total	1737	100.0	100.0	

Item 13

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	100	5.8	5.8	5.8
D	222	12.8	12.8	18.5
Valid A	657	37.8	37.8	56.4
SA	758	43.6	43.6	100.0
Total	1737	100.0	100.0	

Item 14

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	188	10.8	10.8	10.8
D	265	15.3	15.3	26.1
Valid A	882	50.8	50.8	76.9
SA	402	23.1	23.1	100.0
Total	1737	100.0	100.0	

Item 15

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	126	7.3	7.3	7.3
D	125	7.2	7.2	14.5
Valid A	1001	57.6	57.6	72.1
SA	485	27.9	27.9	100.0
Total	1737	100.0	100.0	

Item 16

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	145	8.3	8.3	8.3
D	211	12.1	12.1	20.5
Valid A	637	36.7	36.7	57.2
SA	744	42.8	42.8	100.0
Total	1737	100.0	100.0	

Item 17

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	156	9.0	9.0	9.0
D	168	9.7	9.7	18.7
Valid A	668	38.5	38.5	57.1
SA	745	42.9	42.9	100.0
Total	1737	100.0	100.0	

Item 18

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	130	7.5	7.5	7.5
D	200	11.5	11.5	19.0
Valid A	602	34.7	34.7	53.7
SA	805	46.3	46.3	100.0
Total	1737	100.0	100.0	

Item 19

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	194	11.2	11.2	11.2
D	284	16.4	16.4	27.5
Valid A	526	30.3	30.3	57.8
SA	733	42.2	42.2	100.0
Total	1737	100.0	100.0	

Item 20

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	237	13.6	13.6	13.6
D	266	15.3	15.3	29.0
Valid A	822	47.3	47.3	76.3
SA	412	23.7	23.7	100.0
Total	1737	100.0	100.0	

tem 21

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	142	8.2	8.2	8.2
D	185	10.7	10.7	18.8
Valid A	786	45.3	45.3	64.1
SA	624	35.9	35.9	100.0
Total	1737	100.0	100.0	

Item 22

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	72	4.1	4.1	4.1
D	168	9.7	9.7	13.8
Valid A	441	25.4	25.4	39.2
SA	1056	60.8	60.8	100.0
Total	1737	100.0	100.0	

Item 23

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	192	11.1	11.1	11.1
D	367	21.1	21.1	32.2
Valid A	1030	59.3	59.3	91.5
SA	148	8.5	8.5	100.0
Total	1737	100.0	100.0	

Item 24

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	48	2.8	2.8	2.8
D	216	12.4	12.4	15.2
Valid A	502	28.9	28.9	44.1
SA	971	55.9	55.9	100.0
Total	1737	100.0	100.0	

Item 25

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	144	8.3	8.3	8.3
D	315	18.1	18.1	26.4
Valid A	997	57.4	57.4	83.8
SA	281	16.2	16.2	100.0
Total	1737	100.0	100.0	

Item 26

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	120	6.9	6.9	6.9
D	96	5.5	5.5	12.4
Valid A	1185	68.2	68.2	80.7
SA	336	19.3	19.3	100.0
Total	1737	100.0	100.0	

Item 27

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	192	11.1	11.1	11.1
D	202	11.6	11.6	22.7
Valid A	891	51.3	51.3	74.0
SA	452	26.0	26.0	100.0
Total	1737	100.0	100.0	

Item 28

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	48	2.8	2.8	2.8
D	72	4.1	4.1	6.9
Valid A	514	29.6	29.6	36.5
SA	1103	63.5	63.5	100.0
Total	1737	100.0	100.0	

Item 29

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	168	9.7	9.7	9.7
D	318	18.3	18.3	28.0
Valid A	448	25.8	25.8	53.8
SA	803	46.2	46.2	100.0
Total	1737	100.0	100.0	

Item 30

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	273	15.7	15.7	15.7
D	315	18.1	18.1	33.9
Valid A	645	37.1	37.1	71.0
SA	504	29.0	29.0	100.0
Total	1737	100.0	100.0	

Item 31

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	192	11.1	11.1	11.1
D	195	11.2	11.2	22.3
Valid A	911	52.4	52.4	74.7
SA	439	25.3	25.3	100.0
Total	1737	100.0	100.0	

Item 32

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	50	2.9	2.9	2.9
D	75	4.3	4.3	7.2
Valid A	505	29.1	29.1	36.3
SA	1107	63.7	63.7	100.0
Total	1737	100.0	100.0	

Item 33

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	174	10.0	10.0	10.0
D	312	18.0	18.0	28.0
Valid A	456	26.3	26.3	54.2
SA	795	45.8	45.8	100.0
Total	1737	100.0	100.0	

Item 34

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	252	14.5	14.5	14.5
D	289	16.6	16.6	31.1
Valid A	701	40.4	40.4	71.5
SA	495	28.5	28.5	100.0
Total	1737	100.0	100.0	

Item 35

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	168	9.7	9.7	9.7
D	167	9.6	9.6	19.3
Valid A	939	54.1	54.1	73.3
SA	463	26.7	26.7	100.0
Total	1737	100.0	100.0	

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