



## Principle-centered leadership and effective teaching in public senior secondary schools in Rivers State

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### Abstract

This study investigated principle-centered leadership and effective teaching in public senior secondary schools in Rivers State. Two research questions were stated and two hypotheses were formulated to guide this study. Correlational research design was adopted. The study population was six thousand eight hundred and forty-two (6,893) teachers in the 286 Secondary Schools in the 23 Local Government Areas of Rivers State. Stratified and simple random sampling techniques were used to select four hundred and twenty (420) respondents for the study. A self-designed questionnaire titled Principle-centered Leadership and Effective Teaching in Public Senior Secondary Schools Questionnaire (PLETPSSQ) in two separate forms were used for data collection after it had been validated by the researcher's supervisor and other test experts in measurement and evaluation department. The reliability coefficient of 0.86 was established through test-retest method. Mean and standard deviation statistics were used to answer the research questions while Pearson Product Moment Correlation Coefficient ( $r$ ) analysis was used to test the hypotheses at 0.05 significant level. The study revealed among others, that principle-centered leadership on staff personnel management and consultative decision-making enhance effective teaching in public senior secondary schools. The test of hypotheses revealed that all the variables showed a significance relationship in this study. The conclusion of the study is that principle-centered leadership enhances effective teaching in public senior secondary schools by helping to address the issues surrounding workers for more gainful indulgence in teaching. The study therefore, among others recommended that principals of public secondary schools in Rivers State should adopt principle-centered leadership characteristics to promote effective teaching.

**Keywords:** principled-centered, staff personnel, consultative, decision, principal, leadership

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### Introduction

Effective school leadership begins with a strong commitment to seeking the perspectives and aspirations of students, parents and teachers as part of the development of the schools' vision, values, goals and other targets. The principals in planning, provides a platform for widespread commitment across a school and community for educational purposes. The principal as an effective leaders expect every teacher to take responsibility with their teaching because it is central to the progress and academic achievement of students.

Leadership is the exercise of influence, whether it is based on positional authority, personal characteristics or quality of ideas. Only formally appointed leaders have positional authority while any teacher can potentially exercise the other two sources of influence. Every member of a school's teaching team needs to exercise context and task-specific leadership if the work of a team is to contribute to the collective goal of achieving equity excellence of students bearing outcome.

This is why leadership is considered across those with formal position and the entire staff team. Principals require staff development to address specific roles and responsibilities in their jobs. They are at the forefront of school leadership and as such strategic in school effectiveness. They must be developed as educators with sound knowledge about the core technology of education. Basically, principals of public secondary schools are employed and posted to schools by state Ministry of Education which makes them staff of Ministry of Education. Senior Secondary Schools Management Board oversees the activities of principals in their roles as administrators of public secondary schools in Rivers State. Staff development refers to as the process of providing opportunities for employees to improve their knowledge, skills, performance in line with the goals and values of the school, the interests and needs of the employees. There is need for principals to continuously improve their performance by acquiring skills through staff development (Norton, 2008) <sup>[17]</sup>. The principals' development is indispensable if the goals of education are to be realized.

Participation in teachers' improvement programs ensures that principals perform well in their leadership roles to teachers and students. In support of this, section 9 sub-section 133 of the National Policy on Education (FRN, 2014) states that the leadership building for education managers is the strengthening of the leaders' skills for effective resource mobilization and management (human, material, financial and time) as well as adequate work practices. There shall therefore, be mandatory continuous training before and during the period of service for all planners, managers and administrators in the educational system.

Principle-centered Leadership is a leadership based upon the premise of servant leadership through which can empower others by aiding them to realize their potentials. In education this is important because if one focuses on confidence in leadership abilities, one can empower others to realize their potential so that the organization as a whole will rise. Covey describes the leadership style as if one focuses on principles, one empowers everyone who understands those principles to act without constant monitoring, evaluating, correcting, or controlling (Almedora *et al.*, 2016) <sup>[6]</sup>. Based on this premise, he described the principle-centered leadership characteristics as follows:

- Continually Learning-Leaders are always curious, trying to develop new skills and learn from their experiences. A lot of people get stagnant because they refuse to continue to learn and grow. True success is not measured horizontally but by the depth of our connections to God, others and self.
- Service Orientation-Life is a mission, not a career. Develop a sense of contribution and service. Most leaders are self-serving and they see others as subject. A principle-centered leader understands the Rotary International motto-True leadership is always slanted towards service to others.
- Positive Energy-Their optimism becomes self-fulfilling and cheerful. A true leader is positive, simply put a true leader radiates hope. The hope comes from inside as learning continues, balance is maintained, and faith is renewed.
- Believe in others-Creating a climate for growth, seeing the potential in others and helping to achieve it. Leaders belief in others bring hope and allow us to journey with compassion realizing that we are never alone.

- Lead Balanced Lives-They read, watch, observe, learn and stay current with social events. True balance is not simply achieving work-life, balance which connote an almost impossible fifty-fifty dichotomy. But, it is more like focusing on the main theme (relationship with God, self and others) and integrating your rhythms (work, play, rest, etc.) around that theme.

This principle-centered leadership promotes; shared vision, creativity, interdependency, continued learning, emotional stability, servant leadership, self-supervision. The principled-centered leadership of principals on collaboration, in-service training, staff personnel management, supervision and consultative decision-making style will enhance effective teaching and learning. The principals as a Leadership in carrying out his task while centering his leadership principle on either collaboration, in-service training or any other as the case may be is not just finishing his own goals, it is also developing others so they can lead, as once said, the greatest legacy a leader can leave is a group of talented, self-confident, and cooperative people, who are ready to lead as supported by Moore in Almedora *et al.* (2016) <sup>[6]</sup>, having advocated that a leader should "begin with the end in mind." He further stated that two important elements of effective school leadership are establishing a school vision and fostering positive interpersonal relationships. He also acknowledges that developing a school vision takes time and the principal should have the ability to determine the status of the school, identify important aspects of improvement and have a contingency plan to solve problems. In addition to this, they need to be knowledgeable about theory and especially those focusing on organizational behaviour and leadership. They need to possess 6 technical skills needed for managerial responsibilities and the ability to reflect upon their practices in which they skillfully integrate knowledge and skills with experience (Almedora *et al.*, 2016) <sup>[6]</sup>.

Organizations and individuals will have to guide their skills, managerial style, systems and structures in alignment with the interdependent nature of military alliances, non-governmental organizations.

### Statement of the Problem

In the education sector, there have been chronic leadership challenges that has contributed to poor teaching in public or state owned secondary schools in Rivers State. This long chronic leadership challenges require much more than quick fix solutions. Solving these problem require time, direction, commitment from all individuals in the education sector. In Nigeria today, there is an expanding public dread and grumblings on the fall of effective teaching which is orchestrated in the poor performances of students and this is not healthy for the country at all. The falling standard of education throughout the years may not be detached from the impact of principled-centered leadership which has affected effective teaching in various secondary schools. Secondary education in Nigeria where young people are to be set up for helpful living and advanced education has not had the option to understand their destinations. The analysis of principle-centered leadership identifies some leadership problems in many schools; such as lack of staff personnel development, poor supervision, lack of in-service training, lack of collaboration and consultative decision-making which are some characteristics of principle-centered leadership lacking in secondary schools. There is also the absence no directives

and the practice of the principles are not in action, leading to ineffectiveness in the school and principals allowing teachers to be loosed and unserious in their duties and the students suffer the consequences. Therefore, the present study intended to investigate the principle-centered leadership and effective teaching in public senior secondary schools in Rivers State.

### **Aim and Objectives of the Study**

The aim of this study is to investigate principle-centered leadership and effective teaching in public senior secondary schools in Rivers State. Specifically, the objectives of the study are to determine:

1. How principle-centered leadership of staff personnel management enhance effective teaching in public senior secondary schools in Rivers State.
2. How principle-centered leadership on consultative decision-making enhance effective teaching in public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study:

1. To what extent does principle-centered leadership on staff personnel management enhance effective teaching in public senior secondary schools in Rivers State?
2. To what extent does principle-centered leadership on consultative decision-making enhance effective teaching in public senior secondary schools in Rivers State?

### **Research Hypotheses**

The following null hypotheses guided the study and were tested at 0.05 level of significance.

Ho1: There is no significant difference between the mean ratings of male and female teachers on how principle-centered leadership on staff personnel management enhance effective teaching in public senior secondary schools in Rivers State.

Ho2: There is no significant difference between the mean ratings of male and female teachers on how principle-centered leadership on consultative decision-making enhance effective teaching in public senior secondary schools in Rivers State.

### **Conceptual Review**

#### **Principle-centered Leadership**

Principle-centered leaders are men and women of character who work on the basis of natural principles and build those principles into the center of their lives, into the center of their relationships with others, into the center of their agreements and contracts, into their management processes, and into their mission statements. Responding to classic dilemmas of modern living, principle-centered leadership presents a new way of thinking that will help principals to: achieve and maintain a wise and renewing balance between the work and teachers, personal and professional ambitions, in the middle of constant crises and pressures (Almedoraet al., 2016) <sup>[6]</sup>.

#### **Principled-centered Leadership on Staff Personnel Management and Effective Teaching**

The significance of education to man's overall growth and development cannot be over-stressed. Agbowuro, et al., (2017) <sup>[1]</sup> states that education is the basic human right that should be feasibly accorded to all human beings since it is the

key index to economic and social development of a Nation. The author explains that no nation can develop beyond its educational standard. They also said that education is first and foremost a basic need which any ambitious country must embrace in a bid to reach optimum development. It should be pointed out that it is only when the educational system is functional and qualitative that the above-stated gains of education can be realized. Nigeria as a developing country is trying to ensure that its own system is up to standard with marginal success due to overwhelming challenges from various angels at all levels of education especially secondary education. This important level of education which is the bridge between primary and tertiary levels has certain specific and general objectives according to the National Policy on Education, (2013). Generally, the major aims of secondary education are preparation for higher education and preparation for useful living in the society. Specifically, the document states that secondary school shall: provide all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background, offer diversified curriculum to cater for differences in talents, opportunities and future roles, provide trained manpower in the applied science, technology and commerce at sub professional grades, develop and promote Nigerian languages, art and culture in the context of world's cultural heritage, inspire students with desire for self-improvement and achievement of excellence, foster national unity with an emphasis on the common ties that unite us in diversity, raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens and provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (NPE, 2013).

The extent staff personnel management is effective will go a long way in helping to achieve the goals of secondary education. Staff personnel management is a continuous process for identifying, evaluating and developing the work performance of the teachers so that the goals and objectives of the school are more effectively achieved, while at the same time benefitting teachers in terms of professional development and career guidance (Iloabuchi et al., 2016) <sup>[12]</sup>. These authors explain that Staff Personnel Management comprises the effective use of human resources in educational institutions through proper management of people-related activities. According to them, staff personnel management helps to increase the effectiveness of secondary schools whereby the teacher facilitates personal and professional attributes for individuals and groups, enabling them to achieve their potentials and contribute to the provision of excellence in teaching and research development.

Aja-Okorie (2016) <sup>[5]</sup> also asserts that staff personnel are responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefit planning and productivity. It seeks to develop and recommend policies and procedures which will contribute to the achievement of the goals in the educational system. Summarizing staff personnel management, the author stated that its functions are to select, train, develop, assimilate and remunerate teachers. Aguba (2009) posits that personnel management involves the selection, placement, and retention of people working for an organization. He

explains that it includes the study of various inter-related forces and factors that determine the work output of people in an organization and how to harness these to ensure personnel co-operation and stable productivity. According to the author, it involves the creation and maintenance of conducive atmosphere in which staff are willing to contribute their best towards the aims of the organization. An effective personnel management will go a long way in ensuring that educational policies are implemented to the latter. This translates into helping policy makers gauge their successes and failures so as to re-strategize subsequently. The job of policy makers will be quite daunting in the absence of an effective staff personnel services or management. Certain strategies help to make staff personnel management quite effective. Nakpodia (2010) <sup>[15]</sup> reports that a number of factors tend to influence staff personnel management for effective job performance in schools namely training and manpower development, employment policy and conditions, supervisory problems, environmental management, external environmental factors and recruitment policies/practices. According to Nakpodia, (2010) <sup>[15]</sup> weak management systems and decision-making, tight fiscal management policies and insufficient management of workforce skills constitute serious challenges to the strategic ways of managing staff.

The principals as managers need elevated level of managerial abilities to help and plan staff advancement programs that will improve efficiency. This will help the staff all through their profession to work emphatically in connection to the authoritative objectives. This is on the grounds that regardless of how well a chief's goals might be, he can't make any progress in hierarchical administration without the capacity to get full help and enterprise of all around qualified, committed and able work force. Principals must see individuals from staff as associates and accomplices in the quest for shared objectives.

### **Principled-centered leadership on Consultative Decision Making and Effective Teaching**

Heaven and Bourne (2006) defined decision making as the selection of a course of action from among alternatives. It is a central job of constantly choosing what is to be done, who to do it, when and where to do it and at times how it will be done. Hoy and Miskel (1982) cited in Nwankwoala (2016) opined that decisions are not only arrived at but implemented and that any decision not converted to action is only good intention. This means that a decision has to alter the present course of action by directing, adjusting or allowing the present course of action to continue.

Consultative decision making is a style of decision where by the administrator ask for the teams' information, ideas, opinions and contributions either individually or collectively while he takes the final decision as an administrator. Kayode (2014) <sup>[13]</sup>, said consultative decision making occurs when the decision maker (administrator or school head) seeks the advice or opinions from his staff and makes decision himself. He further stated that it provides the framework for drawing on the expertise of individuals who are interested in and knowledgeable about matters that affect the successful performance of students.

Consultative administrators ask key people for their idea, opinion and thought thereby allowing them space to process the challenges and render solution for what they see to be best possible solution (Ainomugisha, 2019). Consultative

decision making promotes a deeper bond between leaders and the people who work with and under them by imparting importance to the opinions and input of every member of the team, allows leaders to be comfortable with their own incomplete knowledge of a situation and pushes them to build trust with their subordinates.

Amos, Folasayo and Oluwatoyin (2015) <sup>[7]</sup> are of the opinion that consultative school heads can be effective if they treat others like they want to be treated, learn and respect peoples' values, are responsive to their team, manage by walking around and delegate more often. It is worthy of note that after the subordinates' opinions are been sought, the school administrator owns the mandate and power of taking the final decision.

Such school administrators reward employees for commitment thereby not emphasizing on their mistakes but work on problems in order to arrive at appropriate solution and that when members of the institution are motivated and involved in decision making it boosts their moral thus increased proficiency.

### **Principals' Failure or Success as Leaders**

The concept of principals embracing their roles as a leader is of paramount importance in a new era of school management if they wish to improve the performance levels of the students in their charge. Although public schools operate under the mandate of the Education Act and the principal is held accountable for the total success or failure of the school he or she manages, the success or failure of any school is intertwined with the type of leadership which governs the school. The failure of a school is never levied against teachers and this has always been in the case in school administration. This is equally true when there is success in an educational institution, suggesting that the principal has an overarching role of the institution. Hence, if a secondary school is excelling academically, it may be inferred that the principal has embraced aspects of transformational leadership and is in control of the management of that secondary school (Lunenburg & Ornstein, 2008).

**Instructional Leadership:** In the broad categorization of leadership, Lunenburg and Ornstein included instructional leadership which indicated that management, particularly of an educational institution must be an instructionally based involving different behavioural practices as an attribute. It can also be deduced from Lunenburg and Ornstein that leadership is not singularly about managerial leadership or moral leadership as leadership extends to instructional management. These categories of leadership analyze the significant practices in students' outcome through focusing on the teacher and the quality of instruction offered.

**Moral leadership:** Moral Leadership focuses on value judgements or the ethical boundaries of leadership. Resick et al., (2013) <sup>[19]</sup> viewed moral leadership as synonymous with ethical leadership which they believe constitute certain characteristics such as unity, awareness, motivation and encouragement, transfer of authority and administering moral accountability.

**Participative Leadership:** Gives members equity in the decision making process. In addition, Reisck et al. (2013) further viewed leadership as one of the most stressed leadership approaches like visionary leadership, strategic

leadership and instructional leadership. They asserted that it is the process of forming and developing values and principles which lead followers to act according to moral principles. It is also their belief that school leaders who cannot perform morally focused leadership behaviours may lead a school into a process of moral pollution.

**Contingency leadership:** However, provides the true test for the leader, as his ability to respond to organizational problems and address them effectively is totally analyzed.

**Transformational Leadership:** Deals with a leader's achievement of large scale changes, therefore, allowing others to learn how to embrace change in a successful manner. These leaders create a sense of vision and purpose through inspiration and execute changes, once they have the commitment of all its members.

**Managerial Leadership:** Focuses on the functions, tasks and behavioural patterns of the leader on examination of leadership theories, one realized that none of these theories can be tailored to suit any single organization. In the case of a school, the principal has to continually analyze his or her leadership style, for the most part and employ a multiplicity of organizational styles so that the school may experience academic success. A school is a unit of administrators, teachers and students that must be coalesce with a single focus of educating the students. For many school educating is adjudged based on academic performance, particularly external examinations for those at the primary to tertiary level in the Western hemisphere. While a school may require a principal to employ different combinations of the leadership theories to help him or her succeed in improving the teachers, students and achieve the goal of education in the state.

In addition, Cotton (2013) <sup>[10]</sup> cited the idea that effective leadership involved principals who were intensely involved in curricular and instructional issues that directly impacts on students' achievement. With the improvement at the top of a principal's priority list, there is the autonomy to ensure that the main concerns are addressed in the educational setting. He further opined that this leadership included various elements which were extremely important if principals hoped to accomplish academic success. The principal should be able to prioritize according to the needs of the institution. Prioritization may be deemed as a simplistic notion, but it is indeed a mammoth task for principals to know what tasks to prioritize, as the scope of their job appears to be unlimited or infinite. This simple, but profound terminology "prioritization" suggests that teaching and learning must be the consistent focus of the school administrator as he or she performs the myriads of roles embedded in principal duties. One recognizes that all principals have to demonstrate the ability to strike the balance between management, vision and other duties, in an effort to make classroom instruction and practice their main focus. He reported that there are certain recurrent behaviours which are inextricably linked to principals who display strong leadership that is needed if a school is expected to experience academic success. These are as follows:

- Demonstrating a commitment to the establishment of academic goals
- Creating a climate of high expectation
- Establishing order and discipline
- Consulting effectively with others

- Effective use of time
- Marshalling resources
- Evaluating results.

All these characteristics are interwoven in the roles that leaders have to perform if he or she wishes to boost students' academic success. Taken collectively, these characteristics suggest that the principal exhibits strong leadership, one that is dynamic, exhibits high energy and assertiveness and displays openness to innovative concepts. It may be extrapolated that a leader who is unable to coalesce all the elements outlined would be an ineffective leader. Heaven and Bourne (2016) described effective leadership as one that is more of mutating followers to achieve goals, which would be a combination of all the elements, forwarded. Hence, good performance in a secondary school must not only consider academic rigors, but needs to also focus on other domains of education such as the affective and psychomotor domains. With the context of the study, one can conclude that if principals are not effective in their leadership, then followers, in the case of teaching staff may not perform at their optimal levels (Togneri & Anderson, 2003 in Heaven & Bourne, 2016).

### Methodology

The research design for this study was a correlational design. The correlational design was suitable for this study because it compares the relationship between the principle-centered leadership variables and effective teaching in public senior secondary schools in Rivers State. This aided the identification of the opinion, attitude and perception of the sampled population.

The population for this study comprised of all the teachers in the 286 public senior secondary schools in Rivers State totaling, 6,893 teachers. (Source, Rivers State Senior Secondary Schools Board, (2021).

A sample of four hundred and twenty (420) teachers was drawn from the population under study. To achieve this, stratified random sampling was used to select three local government areas out of the 23 local government areas in of Rivers State. Simple random sampling technique was further used to select 5 schools each from the 3 selected local government areas from where the sample size was drawn. The 3 selected local government areas constituted 13% of the total population.

The instrument for data collection for this study was a self-designed questionnaire titled Principle-centered Leadership and Effective Teaching in Public Senior Secondary Schools in Rivers State Questionnaire (PLETPSSQ) and Effective Teaching Questionnaire (ETQ). The instrument was divided into three (3) sections. The instrument was structured with a 4-point likert scale of Strongly Agree (SA-4 points), Agree (A-3 points), Disagree (D-2 points) and Strongly Disagree (SD-1point).

The instrument for the study was validated by the researcher's supervisor and two experts in test development in the department of Measurement and Evaluation of Ignatius Ajuru University of Education. They made corrections and suggestions where necessary which were effected before drafting the final questionnaire.

The reliability of the instrument was determined via test-retest technique for a measure of its internal stability, twelve (12) copies of the instrument were administered to respondents who were not part of the study sample but part

of the population. After two weeks' interval, another set of the same instrument was re-administered to the same respondents of the study. The first and second scores of the respondents were collated and correlated with Pearson product moment correlation coefficient to arrive at a reliability index value of 0.86.

The instrument for this study was directly administered and properly explained to the respondents with the help of a research assistant. Some of the instruments were retrieved on the spot after allowing them some time to indicate their responses, while some were retrieved after a period. However, the inaccessibility and unavailability of some of the respondents affected the retrieval of the questionnaires, thus 380 questionnaires were returned which gave rise to 90.5%

retrieval rate.

All data collected from the field were collated and analyzed using mean, standard deviation to answer the research questions, while Pearson Product Moment Correlation Coefficient (r) was used to test the null hypotheses at 0.05 level of significance. The Statistical Package for Social Science (SPSS), version 22 was used for the analysis.

**Results and Discussion**

**Answer to Research Questions**

**Research Question One:** How does principle-centered leadership of staff personnel management enhance effective teaching in public senior secondary schools in Rivers State?.

**Table 1:** Mean and Standard Deviation on how principle-centered leadership of staff personnel management enhance effective teaching in public senior secondary schools in Rivers State

S/N		SA	A	D	SD	Mean	STD	Remark
1	It encourages the teachers to put in their best for effective teaching.	114	248	18	0	3.25	0.53	Agree
2	The administrators allow teachers set their own goal.	0	117	171	92	2.06	0.74	Disagree
3	It helps to address the issues surrounding workers for more gainful indulgence in the act of teaching and learning.	160	218	2	0	3.42	0.50	Agree
4	Through this, evaluation of teachers is made possible to get acquainted with their needs.	97	210	59	14	3.03	0.75	Agree
5	It prepare the teacher for high productivity in the teaching profession.	204	163	8	5	3.49	0.61	Agree
6	The teachers become more cordial to the school leadership for high performance.	236	140	4	0	3.61	0.51	Agree
<b>Grand mean</b>						<b>3.14</b>	<b>0.61</b>	<b>Agree</b>

Source: Survey Data 2019

Scale: 1.00-2.49 Disagree,  
2.50-4.00 Agree

STD: Standard Deviation

Data on Table 1 shows the mean ratings and standard deviation on how principle-centered leadership of staff personnel management enhance effective teaching in public senior secondary schools in Rivers State. The data shows that principle-centered leadership of staff personnel management enhance effective teaching in public senior secondary schools in Rivers State by; encouraging the teachers to put in their best for effective teaching, helping to address the issues surrounding workers for more gainful indulgence in the act of teaching and learning, through principle-centered leadership of staff personnel management, evaluation of teachers is made possible to get acquainted with their needs, preparing the teacher for high productivity in the teaching profession and the teachers becoming more cordial to the school leadership for high performance as seen on items 1, 3,

4, 5 and 6 with the mean ratings of 3.25, 3.42, 3.03, 3.49 and 3.61 respectively. But the most of respondents disagreed on item 2 having recorded the mean rating value of 2.06 which implies that, principle-centered leadership of staff personnel management administration does not allow teachers set their own goals. Altogether, the grand mean value of 3.14 indicates that, principle-centered leadership of staff personnel management enhance effective teaching in public senior secondary schools in Rivers State as agreed by majority of the respondents.

**Research Question Two:** How does principle-centered leadership of consultative decision-making enhance effective teaching in public senior secondary schools in Rivers State?

**Table 2:** Mean and Standard Deviation on how principle-centered leadership of consultative decision-making enhances effective teaching in public senior secondary schools in Rivers State

S/N		SA	A	D	SD	Mean	STD	Remark
7	It culminates into sharing of opinions for effective performance.	186	188	6	0	3.47	0.53	Agree
8	The administrators consider the needs of the teachers while apportioning task to them.	177	195	8	0	3.45	0.54	Agree
9	The teachers become part of the decision making for effective performance.	21	97	145	117	2.06	0.88	Disagree
10	It helps to develop and instill the sense of belonging in the teachers for effective teaching.	227	153	0	0	3.59	0.49	Agree
11	It creates ideas for solving problems that may arise in the school system.	216	164	0	0	3.57	0.49	Agree
12	It helps teachers conduct themselves courteously.	188	186	6	0	3.48	0.53	Agree
<b>Grand mean</b>						<b>3.27</b>	<b>0.57</b>	<b>Agree</b>

Source: Survey Data 2019

Scale: 1.00-2.49 Disagree,  
2.50-4.00 Agree

STD: Standard Deviation

Table 2 shows the mean ratings and standard deviation on how principle-centered leadership of consultative decision-making enhance effective teaching in public senior secondary

schools in Rivers State. The table reveals that principle-centered leadership of consultative decision-making enhance effective teaching in public senior secondary schools in

Rivers State by; culminating into sharing of opinions for effective performance, administrators considering the needs of the teachers while apportioning task to them, helping to develop and instill the sense of belonging in to the teachers for effective teaching, creating ideas for solving problems that may arise in the school system and helping teachers conduct themselves courteously as seen in items 7, 8, 10, 11 and 12 with their mean rating values of 3.47, 3.45, 3.59, 3.57 and 3.48 respectively. But the respondents did not agree with item 9 with the mean rating value of 2.06 which implied that the teachers are not part of decision-making for effective performance. From the grand mean value of 3.27, it therefore means that respondents agreed that principle-centered leadership of consultative decision-making enhance effective teaching in public senior secondary schools in Rivers State.

### Test of Hypotheses

**Null Hypothesis One:** There is no significant relationship between principle-centered leadership of staff personnel management and effective teaching in public senior secondary schools in Rivers State.

**Table 3:** Summary of correlation analysis on the relationship between principle-centered leadership of staff personnel management and effective teaching in public senior secondary schools in Rivers State

Variables	N	r	r <sup>2</sup>	Remarks
Staff Personnel Management	380	0.33	0.11	Low Positive Relationship
Effective Teaching				

Level of significance = 0.05

The result in Table 3 show that the correlation coefficient obtained was 0.33. This means that there is low positive relationship between principle-centered leadership of staff personnel management and effective teaching in public senior secondary schools in Rivers State. The coefficient of determination ( $r^2$ ) associated with the correlation coefficient of 0.33 was 0.11. This coefficient of determination ( $r^2$ ) indicates that, 11% principle-centered leadership on staff personnel management accounted for effective teaching in public senior secondary schools in Rivers State. This is an indication that other factors affect effective teaching in public senior secondary schools in Rivers State by 89%.

**Null Hypothesis Two:** There is no significant relationship between principle-centered leadership of consultative decision-making and effective teaching in public senior secondary schools in Rivers State.

**Table 4:** Summary of correlation analysis on the relationship between principle-centered leadership of consultative decision-making and effective teaching in public senior secondary schools in Rivers State

Variables	N	R	r <sup>2</sup>	Remarks
Consultative Decision-Making	380	0.50	0.25	Moderate Positive Relationship
Effective Teaching				

The result in Table 4 show that the correlation coefficient obtained was 0.50. This means that there is moderate positive relationship between principle-centered leadership of consultative decision-making and effective teaching in public senior secondary schools in Rivers State. The coefficient of

determination ( $r^2$ ) associated with the correlation coefficient of 0.50 was 0.25. This coefficient of determination ( $r^2$ ) indicates that, 25% principle-centered leadership of consultative decision-making accounted for effective teaching in public senior secondary school in Rivers State. This is an indication that other factors affect effective teaching of public senior secondary school in Rivers State by 75%.

### Discussion of Findings

#### The Ways Principle-Centered Leadership of Staff Personnel Management Enhance Effective Teaching in Public Senior Secondary Schools in Rivers State

From the finding of this study we see that staff personnel management encourages the teachers to put in their best for effective teaching, helps to address the issues surrounding workers for more gainful indulgence in the act of teaching and learning and evaluation of teachers is made possible to get acquainted with their needs. This is in agreement with Iloabuchi, et al., (2016) <sup>[12]</sup>, when they present that the extent staff personnel management is effective will go a long way in helping to achieve the goals of secondary education. Staff personnel management is a continuous process for identifying, evaluating and developing the work performance of the teachers so that the goals and objectives of the school are more effectively achieved, while at the same time benefitting teachers in terms of professional development and career guidance. These authors explain that Staff Personnel Management comprises the effective use of human resources in educational institutions through proper management of people-related activities. According to them, staff personnel management helps to increase the effectiveness of secondary schools whereby the teacher facilitates personal and professional attributes for individuals and groups, enabling them to achieve their potentials and contribute to the provision of excellence in teaching and research development. The finding of the study also indicates that staff personnel management prepares the teacher for high productivity in the teaching profession and teachers become more cordial to the school leadership for high performance. This finding in agreement Aja-Okorie (2016) <sup>[5]</sup>, having asserted that staff personnel are responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefit planning and productivity. It seeks to develop and recommend policies and procedures which will contribute to the achievement of the goals in the educational system. Aguba (2009) posits that personnel management involves the selection, placement, and retention of people working for an organization. He explains that it includes the study of various inter-related forces and factors that determine the work output of people in an organization and how to harness these to ensure personnel co-operation and stable productivity.

#### The ways principle-centered leadership of consultative decision-making enhance effective teaching in public senior secondary schools in Rivers State

The study found that consultative decision making culminates into sharing of opinions for effective performance and helps to develop and instill a sense of belonging in the teachers. In line with this study's findings, Ainomugisha, (2019) agreed that consultative decision making promotes a deeper bond between leaders and the people who work with and under them by imparting importance to the opinions and

input of every member of the team, and allows leaders to be comfortable with their own incomplete knowledge of a situation and pushes them to build trust with their subordinates. This agrees with Kayode (2014) <sup>[13]</sup>, who also said consultative decision making occurs when the decision maker (administrator or school head) seeks the advice or opinions from his staff and makes decision himself. He further stated that it provides the framework for drawing on the expertise of individuals who are interested in and knowledgeable about matters that affect the successful performance of students.

The study also reveals that consultative decision making creates ideas for solving problems that may arise in the school system and helps teachers conduct themselves courteously. In line with what Heintz and Koontz (2005), who defined decision making as the selection of a course of action from among alternatives. It is a central job of constantly choosing what is to be done, who to do it, when and where to do it and at times how it will be done. Hoy and Miskel (1982) cited in Nwankwoala (2016) who also opined that decisions are not only arrived at but implemented and that any decision not converted to action is only good intention. This means that a decision has to alter the present course of action by directing, adjusting or allowing the present course of action to continue.

### Conclusion

The study has revealed that principle-centered leadership enhances effective teaching in public senior secondary schools as well as helping to address the issues surrounding workers for more gainful indulgence in the act of teaching, learning and evaluation of teachers is also made possible to get acquainted with their needs. In addition, it also checkmates and guides the teacher for effective performance and monitor if the teachers are following the curriculum as instructed for optimum performance of the teachers in the teaching profession.

Principle-centered leadership of consultative decision making culminates into sharing of opinions for effective performance and helps to develop and instill a sense of belonging in the teachers in as it promotes a deeper bond between leaders and the people who work with and under them by imparting importance to the opinions and input of every teacher. Still in this, principle-centered leadership of consultation makes it possible for teachers to be consulted in decision-making which leads to effective teaching and information.

### Recommendations

Based on the findings of this study and conclusion, the researcher made the following recommendations:

1. The principal is advised to become cordial and peaceful while addressing the staff under him in order to will the trust and cooperation as well.
2. In order, to get acquainted with the needs of the staff and promote cordiality and effective performance, the principal should adopt principled-centered of staff personnel management.
3. Principle-centered leadership of consultative decision-making should be given a place in secondary administration to promote sharing of opinions and instill deeper sense of belonging for effective performance and helps to develop and in the teachers.
4. The principal should always incorporate the teachers into the decision making process for their maximum

cooperation and effective performance.

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