

EXAMINING THE RELATIONSHIP BETWEEN PRINCIPALS' INSTRUCTIONAL LEADERSHIP STRATEGY AND QUALITY OF TEACHING AND LEARNING IN KEBBI STATE SECONDARY SCHOOLS

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Abstract

The study examined the relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools. Three research objectives, three research questions and one hypothesis were raised to guide the conduct of the study. The study adopted descriptive survey research of correlational type and the study population consisted of 615 participants. The study used the following two (2) researcher-designed rating scale to collect data from the participants (Principals and Teachers) which includes; Principals Instructional Leadership Strategy Rating Scale (PILSRS) and Quality of Teaching and Learning Rating Scale (QTLRS) to collect data. The content validity of the Principals Instructional Leadership Strategy Rating Scale (PILSRS) and Quality of Teaching and Learning Rating Scale (QTLRS) were done by professionals and experts in the field of educational management, as well as, other experts in Usmanu Danfodiyo University. In order to determine the reliability of the research instrument in generating the needed data a trial testing of instrument was conducted in which the questionnaires were administered to the participants (Principals and Teachers) of secondary schools that were not part of the sampled participants. After an interval of four weeks, the questionnaires were re-administered to the same participants that is (Principals and Teachers) using inter-Rater methods of reliability. The study collated the scores of inter-Rater methods of reliability and Pearson Product Moment Correlational Coefficient (PPMC) Statistical formula was used for the analysis which yielded a reliability index of 0.81 for Principals Instructional Leadership Strategy Rating Scale (PILSRS) and reliability index of 0.71 for Quality of Teaching Rating Scale (QTRS) and this shows that the research instruments were found reliable for data collection. In order to analyze data collected through rating scales, the study used descriptive statistics such as frequency counts, percentages, mean(x), rating to answer research questions of the study. The study also used Pearson Product Moment Correlation Coefficient (PPMC) to test the hypothesis at 0.05 level of significance with the aid of Statistical Package for Social Science (SPSS) software 20.0 version. The study found that principal used instructional leadership strategy to instill discipline and orderliness prevent act of laziness and attitude to work among teachers. Based on research findings this study concluded that, it is pertinent for the school principals to continue make use of instructional leadership strategy to create enabling environment for peaceful and harmonious working environment that would ensure equitable distribution of work responsibilities among teachers to prevent act of laziness and attitude to work. The study recommended among others that there is need for the principal to continue to use instructional leadership strategy to instill discipline and orderliness that would prevent act of laziness and attitude to work among teachers and this would improve quality of teaching in schools.

Keywords: Educational Policy, Implication, Instructional Strategy, Learning, Quality of Teaching,

Introduction

The school principal is responsible for guiding teachers in developing and improving their teaching skills, job performance and efficiency in the classroom and ensuring the success of the learning process in schools (Adarabioyo, Adigun & Adejuwon, 2024). Aladejana and Olajide (2021) asserted that school principals' instructional leadership strategy is essentially relevant in driving educational reforms to reshape teachers' efficiency and effectiveness with the significant effect on quality teaching and learning. In Europe, Asia and America instructional leadership strategy is a model that places a strong emphasis on the leader's role in directly influencing and improving the quality of teaching and learning in a school. This approach moves beyond purely managerial tasks, requiring leaders to be actively involved in supporting teachers' professional growth and monitoring students' progress. The core principles of instructional leadership strategy revolve round around creating a strong focus on learning, developing clear teaching and learning objectives, holding high expectations for students, and supporting teachers in their instructional practices.

In Nigeria and other part of sub-Saharan Africa instructional leadership strategy is a concept that lies at the core of improving teachers' sense of competency, efficiency and effectiveness that will enhance school quality and students learning outcome (Fakeye, & Adebile, 2019). Fakeye and Adebile (2019) affirm that instructional leadership strategy stir up expected outcomes of teaching and learning that will facilitate attainment of the goals of secondary education. It is responsibility of the school principals to provide instructional leadership which entails ensuring high quality of teaching and learning in secondary schools.

The application of instructional leadership strategy will enhance roadmap for quality of teaching and learning towards attainment of the goals of secondary education (Akhibi & Omenyi, 2024). Akhibi and Omenyi (2024) stated instructional leadership strategy is very essential for coordinating resources of secondary schools through planning, organizing, directing and controlling of the human and material resources to attain pre-determine goals. Effective application of instructional leadership strategy will enhance teacher' attitude to work to high extent, ensure regular attendance to work, punctuality, commitment, dedication and improvement on job performance. Quality of teaching and learning is directly associated with the improvement of the learning process through professional development of teachers in secondary schools. The success of teaching and learning process relies on the instructional leadership strategy which is geared towards improving the quality of teachers and students learning outcome (Stronge, 2018). The quality of teaching and learning in secondary schools is collective responsibility of principals, teachers, parents and society at large Fakeye and Adebile (2019).

Teachers are the main determinants in the provision of quality of teaching and learning in secondary schools and they must possess requisite skills, knowledge, and experience in enhancing quality of teaching and learning that would promote academic excellence in secondary schools (Akhibi & Omenyi, 2024). Effective application of instructional leadership strategy by the educational managers will go a long way to develop teachers' sense of competency by making decision that will improve quality of teaching and students 'learning outcomes in schools (Blasé & Blasé, 2020). The school managers' ability and power in

conjunction with the teachers to plan, implementation, monitor and evaluation of teachers' job performance periodically to enhance quality of teaching and learning in schools. The attainment of goals of secondary education is heavily depends on quality of teaching and learning. This implies that principals' instructional leadership strategy is essential to improve teachers' efficiency and job performance (Bolanle, 2023). It is imperative to have effective quality teaching and learning in secondary schools through principals' instructional leadership strategy. It is in view of the above background that this study deemed it necessary to investigate the relationship principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools.

Quality of teaching and learning in secondary schools is often compromised due to lack of constant upgradation in knowledge and skills. Despite global breakthrough in the sector, Nigeria's education continues to lag, marked by poor education quality, high levels of learning poverty, inadequate instructional materials and underqualified teachers and inadequate learning infrastructural. UNESCO in 2015 deposited that inability of government in many African countries to implement 26% rate of total annual budget to education has made it difficult to provide necessary educational facilities to create good atmosphere that would have enhance quality of teaching and learning in schools.

National Educational Research and Development Council in 2016 stated that inadequate provision of fund by the government in Nigeria is a serious challenge that make it impossible to provide quality and standard secondary education to the Nigerian populace. High levels of insecurity that have compounded these challenges facing the Nigeria education system leading to a further decline in enrolment and attendance rates. In spite the role of principals in education system, issues of inadequacy and low quality of teachers in secondary schools. The principals' ability to create enabling environment to enhance quality of teaching and learning in school is being frustrated due to inadequate provision of funds to develop teachers' professionally to facilitate quality teaching and learning in schools. In the light of these, the study broad objective of the study was to investigate relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools. The specific objectives are to find out:

1. The extent of principals' instructional leadership strategy in Kebbi state secondary schools.
2. The level of quality of teaching and learning in Kebbi state secondary schools.
3. The relationship between principals' instructional leadership strategy and quality of teaching in Kebbi state secondary schools and the study was guided by the following research questions
 1. What is the extent of principals' instructional leadership strategy in Kebbi state secondary schools?
 2. What is the level of quality of teaching and learning in Kebbi state secondary schools?
 3. What is the relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools?

Research Hypothesis

Based on research questions and objectives, the study formulated and tested the following hypotheses at 0.05 level of significance

H₀₁: There is no significant relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools

Review of Related Empirical Studies

The study reviewed the literature of Akhibi and Omenyi (2024) who investigated application of principals' instructional leadership strategy adopted by school principals for quality teaching and learning in secondary schools in Enugu state Nigeria. The study employed descriptive survey research design and the study population consisted of 25579 participants. The study selected 381 out of 25579 using Research Advisor (2012) table for determining sample size. The study employed multi-stage sampling techniques and questionnaire titled Principals' Instructional Leadership Strategy Questionnaire (PILSQ) to collect data. The content validity of the research instrument was done by experts in educational management and other experts in educational measurement and evaluation. The study obtained 0.76 reliability index using split-half method of reliability. The study used descriptive statistics to answer the research questions, while hypotheses were tested using independent T-test at 0.05 level of significance. The results of the analysis indicated that there was relationship between principals' instructional leadership strategy and quality of teaching and learning. This implies that principals' instructional leadership strategy enhances quality of teaching and learning in secondary schools. The study recommended that there is need for government to provide adequate funds for school principals for capacity building and this would help them inculcate in teachers the needed skills, capacities and competencies that will help them achieve instructional effectiveness. The study above and current study shares similarities as both focused on principals' instructional strategy, but differs in scope.

Adarabioyo (2024) investigated quality of teaching and learning in Ekiti state secondary schools. The study employed descriptive survey research design and population of the study consisted of 2316 participants. The study used Research Advisor (2012) to select 318 out of 2316 participants using convenience, proportionate and simple random sampling techniques. Questionnaire titled Quality of Teaching and Learning Rating Scale (QTLRS) to collect data using five-point rating scale such as strongly agree (SA), agree (A), undecided (UD), disagree (A) and strongly disagree (SD) coded 5,4,3,2,1. The questionnaire was content validity of the research instrument was done by professionals and experts in educational management and policy and other experts in science education. 0.81 reliability index was obtained using test retest method of reliability and descriptive statistics was used to answer research questions, while hypotheses were tested using ordinal logistic regression analysis. The results of the analysis indicated that the level of quality of teaching and learning in Ekiti state secondary schools was found to be very satisfactory. The study recommended that teachers should be encouraged to attend staff training and development and other professional development to acquire more skills, knowledge and experience that will enhance quality of teaching and learning. The study above and the current study shares similarities, because the studies demonstrate the need to improve quality of teaching and learning through continuous staff training and development.

Theoretical Framework

This study is hinged on the contingency theory which was propounded by Fiedler in 1978 and adapted in Manga and Ogundele (2019). The theory emphasis that there is no single best way to lead instead effective leadership is contingent upon a variety of factors including the environment, the people involved and the specific challenges faced at any given time. In education, this theory suggests that a leader's style should adapt based on the needs of the institutions, the cultural context; and the challenges of the moment. For instance, a school

principal may need to adopt a more authoritative approach in times of crisis (rampage or riot) but may adopt a more democratic and preparatory style during times of growth or change (such as implementing new teaching methods or techniques). The flexibility to adapt to changing circumstance is a key element of successful leadership in education. This theory is related to this study because it enables the principal to effectively apply the principles of instructional leadership strategy for proper coordination of school activities and to create conducive environment that will enhance quality of teaching and learning in school.

Materials and Method

The study adopted descriptive survey research of correlational type to probe the opinions of the participants regarding relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools

Population of the Study

This section presented table indicating population of the study

Table 1: Population of the Study

S/N	Local government	No of principals	No. of Teachers	Grand total
1.	Aliero	08	52	60
2.	Birnin-Kebbi	27	313	340
3.	Bunza	04	30	34
4.	Gwandu	08	42	50
5.	Kalgo	07	33	40
6.	Koko-Base	05	21	26
7.	Maiyama	12	53	65
	Total	71	542	615

Source: Kebbi Central Senatorial District of Kebbi State. 2025

Table 1 indicated (7) local government areas in Kebbi central senatorial district, Kebbi state Nigeria with a total population of 615 participants which comprises 71 principals, 542 teachers in the table. Aliero local government area has a total number of 60 participants which comprises of 8 principals and 52 teachers. Birnin-Kebbi local government area has a total number of 340 participants comprising 27 principals and 313 teachers, Bunza local government area has a total number of 34 participants with 4 principals, and 30 teachers. Gwandu local government area has 50 participants which comprises 8 principals and 48 teachers. Kalgo local government area has total number of 40 participants which comprises of 7 principals and 33 teachers. Koko-Base local government area has total number of 26 participants which comprises of 5 principals and 21 teachers. Maiyama local government area has total number of 65 participants which comprises of 12 principals and 53teachers.

Sample and Sampling Techniques

Table 2: Sample for the Study

S/N	Local Government	Number of schools	Sample	Number of teachers	Sample
1.	Birnin-Kebbi	27	24	313	125
2.	Gwandu	08	7	42	17
3.	Bunza	04	3	30	12
4.	Maiyama	12	11	53	21
5.	Aliero	08	7	52	20
6.	Koko-Base	05	4	21	9
7.	Kalgo	07	6	33	13
	Total	71	62	542	217

Source: Field Survey, 2025

Table 2 indicated sample for the Study as well as sampling techniques used in the Study. The Study selected a sample of 62 out of 71 principals and 217 out of 542 teachers using Research Advisors (2012) Table for determining sample size. The study used proportionate sampling technique to determine sample size of principals and teachers required in each local government area. The study also used simple random sampling technique to select seven out of eighteen local government in Kebbi state. The study used convenience and simple sampling technique to select 71 secondary schools. The study used the techniques to every participant has equal chance of being selected without element of biasness. Proportionate sample technique was used to determine sample size required in each university.

The study used the following two (2) researcher-designed rating scale to collect data from the participants (Principals and Teachers) which includes; Principals Instructional Leadership Strategy Rating Scale (PILSRS) and Quality of Teaching and Learning Rating Scale (QTLRS) to collect data. The questionnaire was structured on five-point Rating Scale (5) such as 5.0=Very High Extent (VHE), 4.0=High Extent (HE), 3.0=Moderate Extent (ME), 2.0=Low Extent (LE) and 1.0=Very Low Extent (VLE) respectively to measure the responses of the participants. The content validity of the Principals Instructional Leadership Strategy Rating Scale (PILSRS) and Quality of Teaching and Learning Rating Scale (QTLRS) were done by professionals and experts in the field of educational management, as well as, other experts in Usmanu Danfodiyo University. In order to determine the reliability of the research instrument in generating the needed data a trial testing of instrument was conducted in which the questionnaires were administered to the participants (Principals and Teachers) of secondary schools that were not part of the sampled participants. After an interval of four weeks, the questionnaires were re-administered to the same participants that is (Principals and Teachers) using inter-Rater methods of reliability. The study collated the scores of inter-Rater methods of reliability and Pearson Product Moment Correlational Coefficient (PPMC) Statistical formula was used for the analysis which yielded a reliability index of 0.81 for Principals Instructional Leadership Strategy Rating Scale (PILSRS) and reliability index of 0.71 for Quality of Teaching Rating Scale (QTRS) and this shows that the research instruments were found reliable for data collection. In order to analyze data collected through rating scales, the study used descriptive statistics such as frequency counts, percentages, mean($\bar{x}$), rating to answer research questions of the study. The study also used Pearson Product Moment Correlation Coefficient (PPMC) to test the hypothesis at 0.05 level of significance with the aid of Statistical Package for Social Science (SPSS) software 20.0 version.

Results and Discussion

The section presented answer to research question using descriptive statistics such as tables and frequency, percentages, mean ($\bar{x}$) and rating,

Research Question One

RQ1: What is the extent of principals' instructional leadership strategy in Kebbi state secondary schools? The Research Question two relates to item 1-6 Principals Instructional Leadership Strategy Rating Scale (PILSRS) and presented in Table 3.

Table 3: Principals' Instructional Leadership strategy in Kebbi State Secondary Schools

S/N	Items Statement	F	%	Rating	Extent	Decision
1.	Principal used instructional leadership strategy to instill discipline and orderliness among teachers	189	50%	3.0	ME	Satisfactory
2.	Principal used instructional leadership strategy to prevent act of laziness and attitude to work	234	62%	4.0	HE	Satisfactory
3.	Principal used instructional leadership strategy to ensure equitable distribution of work responsibilities among teachers	208	55%	3.0	ME	Satisfactory
4.	Principal used instructional leadership strategy to create enabling environment for peaceful and harmonious working environment	215	57%	3.0	ME	Satisfactory
5.	Principal used instructional leadership strategy to inculcate sense of competency and dedication among teachers.	231	61%	4.0	HE	Satisfactory
6.	Principal used instructional strategy effective implementation of policy and decisions in schools.	219	58%	3.0	ME	Satisfactory
Grand Mean ($\bar{x}$)		216	57%	3.0	ME	Satisfactory

Source: Field Survey 2025

N=378, Cut-off=3.0

Key:

5.0=VHE=Very High Extent

4.0=VE= High Extent

3.0=ME.=Moderate Extent

2.0=LE=Low Extent

1.0=LLE=Low Level Extent

Table 3 indicated grand percentage of 57% with a grand mean of 3.0 and this implies the extent of extent of principals' instructional leadership strategy in Kebbi state secondary schools was rated moderate extent satisfactory. This was reflected in items 1,3,4 and 6 which were all rated moderate extent satisfactory with rating scores of 3.0 this implies that Principal used instructional strategy to instill discipline and orderliness among teachers. They also apply instructional leadership strategy ensure equitable distribution of work responsibilities among teachers Furthermore, the results also indicated that there was high extent satisfactory in items 2 and 5 which indicated that Principal used instructional strategy to prevent act of laziness and attitude to work

Research Question Two

RQ2: What is the level of quality of teaching and learning in Kebbi state secondary schools?

The Research Question two related to item 1-8 in the Quality of Teaching and Learning Rating Scale (QTLRS) and presented in Table 4

Table 4: Level of Quality of Teaching and Learning in Kebbi State Secondary Schools

S/N	Items Statement	F	%	Rating	Level	Decision
1.	Principal used instructional leadership strategy to improve quality of teaching and learning in school	249	66%	4.0	HL	Satisfactory
2.	Principal used instructional leadership strategy enhance teachers' efficiency and skills in teaching	215	57%	3.0	ML	Satisfactory
3.	Principal used instructional leadership strategy to ensure quality of lesson delivery	257	68%	4.0	HL	Satisfactory
4.	Principal used instructional leadership strategy to evaluate quality of teachers' job performance	208	55%	3.0	ML	Satisfactory
5.	Principal used instructional leadership strategy to change teachers attitude to work	211	56%	3.0	ML	Satisfactory
6.	Principal used instructional leadership strategy create enabling environment for quality teaching and learning	231	61%	4.0	HL	Satisfactory
7.	Principal used instructional leadership strategy create harmonious working relationship that would improve quality of teaching and learning	234	62%	4.0	HL	Satisfactory
8.	Principal used instructional leadership strategy to ensure constantly review teachers' performance to improve quality of teaching.	242	64%	4.0	HL	Satisfactory
Grand Mean ($\bar{x}$)		231	61%	4.0	HL	Satisfactory

Source: Field Survey 2025

N=378, Cut-off=3.0

Key:

5.0=VHL=Very High Level

4.0=VL= High Level

3.0=ML=Moderate Level

2.0=LL=Low Level

1.0=VLL=Very Low Level

Table 4 indicated grand percentage of 61% with a grand mean of 4.0 and this implies that the level of quality of teaching and learning in Kebbi state secondary schools with the was rated highly satisfactory. This was reflected in items 1,3,6,7 and 8 which were all rated high level satisfactory with rating scores of 4.0 which implies that principal used instructional leadership strategy to ensure quality of lesson delivery in the classroom to improve quality of teaching and learning in school. Furthermore, the results also indicated that items 2, 4 and 5 with rating scores of 3.0 were moderately level satisfactory and this implies that Principal used instructional leadership strategy to change teachers attitude to work through constant evaluation of their job performance to enhance their efficiency and skills in teaching.

Hypothesis Testing

H₀₁: There is no significant relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools

The hypothesis was tested by subjecting the scores of principals' instructional leadership strategy and quality of teaching and learning to Pearson correlation analysis as shown in Table 5

Table 5: Relationship between Principals' Instructional Leadership Strategy and Quality of Teaching and Learning in Kebbi State Secondary Schools

Variables	N	Mean	Std	Df	R	Sig	Decision
Instructional Leadership Strategy	378	19.61	3.22				H₀
Quality of Teaching and Learning	378	19.56	1.50	754	0.526	0.000	Rejected

Source: Field Survey 2025

Table 5 indicated the results of descriptive statistics and correlation analysis for testing the relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools. Instructional leadership strategy has mean of 19.61 and standard deviation of 3.22 while quality of teaching and learning has mean of 19.56 and standard deviation of 1.50. The result of the correlation analysis revealed the coefficient (r) of 0.526 with p-value=0.000<0.05. This result shows that there is strong, positive and significant correlation between principals' instructional leadership strategy and quality of teaching and learning. Therefore, the null hypothesis H₀ is rejected at 5% level of significance. This result revealed that there is significant relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools. This means that principal used instructional strategy to create enabling environment for peaceful and harmonious working environment that would facilitate quality of teaching and learning in Kebbi state secondary schools.

Summary of the Major findings

Based on the results of the analysis, the following are the summary of the major findings

1. Principals' instructional strategy was found moderate extent satisfactory in Kebbi state secondary schools. This implies that principal used instructional leadership strategy to instill discipline and orderliness prevent act of laziness and attitude to work among teachers.
2. The level of quality of teaching and learning was found to be highly satisfactory in Kebbi state secondary schools. This implies that principal used instructional leadership strategy to improve quality of teaching and learning through constant review of teachers' job performance to improve their efficiency in school.
3. This result revealed that there is significant relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools. This means that principals use instructional leadership strategy to create enabling environment for harmonious working relationship to enhance teachers' efficiency and skills in teaching

Discussion of Findings

This section further explain and buttress summary of the major findings with scholarly works for better understanding.

First finding indicated that principals' instructional strategy was found moderate extent satisfactory in Kebbi state secondary schools. This implies that principal used instructional leadership strategy to instill discipline and orderliness prevent act of laziness and attitude to work among teachers. This finding was corroborated with Bolanle (2023) who found that principal used instructional leadership strategy to inculcate sense of competency, teaching efficiency and dedication among teachers. The finding also convivially agreed with Akhibi and Omenyi (2024) who found that principal used instructional leadership strategy to create

enabling environment for peaceful and harmonious working environment

Second finding indicated that level of quality of teaching and learning was found to be highly satisfactory in Kebbi state secondary schools. This implies that principal used instructional leadership strategy to improve quality of teaching and learning through constant review of teachers' job performance to improve their efficiency in school. This finding was in tandem with Adeyemi (2018) who found that principal used instructional leadership strategy to improve quality of teaching and learning in school. The finding agreed with Stronge (2018) who found that Principal used instructional leadership strategy create harmonious working relationship that would improve quality of teaching and learning.

Third finding indicated that there is significant relationship between principals' instructional leadership strategy and quality of teaching and learning in Kebbi state secondary schools. This means that principals use instructional leadership strategy to create enabling environment for harmonious working relationship to enhance teachers' efficiency and skills in teaching. This finding was tantamount with Aladejana and Olajide (2021) who found positive and correlational relationship between principals' instructional leadership strategy and quality of teaching and learning. The finding was also in consonance with Bastasa and Guhao (2024) who found that principal used instructional leadership strategy to evaluate quality of teachers' job performance.

Conclusion and Recommendations

Conclusion

Based on research findings this study concluded that, it is pertinent for the school principals to continue make use of instructional leadership strategy to create enabling environment for peaceful and harmonious working environment that would ensure equitable distribution of work responsibilities among teachers to prevent act of laziness and attitude to work. The study also concluded that used instructional leadership strategy by the principals would enhance teachers' efficiency and skills in teaching that would guarantee quality of lesson delivery in the classroom.

Recommendations

Based on findings and conclusions of this study, the following have been recommended;

1. There is need for the principal to continue to use instructional leadership strategy to instill discipline and orderliness that would prevent act of laziness and attitude to work among teachers and this would improve quality of teaching in schools.
2. There is need for the principal to constantly make use of instructional leadership strategy in day to day running of the school activities to improve quality of teaching and learning through constant review of teachers' job performance and efficiency in school.
3. Principal should make use of instructional leadership strategy to create enabling environment for harmonious working relationship to enhance teachers' efficiency and skills in teaching.

Implications for the Educational Policy

Instructional leadership strategy should be institutionalized by the educational managers around the world particularly in Nigeria, because it instills discipline among teachers, ensure

proper coordination school activities, prevent laziness and improve quality of teaching and learning through constant review of teachers' job performance and efficiency and this will guarantee proper and effective coordination of daily school activities. The study suggested that there is need for further research to be conducted on relationship between principals' administrative skills and administrative effectiveness in secondary schools.

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