EDUCATIONAL POLICY IMPLEMENTATION AND SCHOOL LEADERSHIP EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

AKPOGUMA, Steve Ogheneoseme
Department of Educational Management and
Foundations,
Delta State University,
Abraka - Nigeria.
osakpoguma@delsu.edu.ng

Abstract
The study focuses on the implementation of educational policy and the effectiveness of school leadership in public secondary schools in Delta State. Two research questions were raised and answered, while two null hypotheses were formulated and tested. This study adopts a descriptive survey research design. The population for this study comprised all public secondary school principals and teachers in Delta State. There are currently 479 public secondary schools in Delta State, with 479 principals and 14,877 teachers in Delta State. The sample for this study was 100 principals and 400 teachers in selected public secondary schools in Delta State. A self-developed instrument titled (Educational Policy Implementation and School Leadership Effectiveness Questionnaire - EPISLEQ) was used to collect data for the study. The data was collected from correspondents on a face-to-face basis using a questionnaire with the help of a trained research assistant. The reliability coefficients of the instruments ranged from 0.74 to 0.86 through Cronbach's Alpha. Descriptive statistics of simple percentage, mean score and standard deviation were used to answer research questions. Benchmark of 2.50 was established to accept any item with a mean rating of 2.50 or above as agreed, while any item with a mean rating less than 2.50 was regarded as disagreed for research questions. Pearson Product-Moment Correlation Analysis was used at a 0.05 significance level. The study found that school leadership effectiveness significantly influences educational policy implementation in public secondary schools in Delta State, with stronger leadership linked to better policy outcomes. However, systemic challenges, particularly inadequate funding, poor infrastructure, and limited teacher training, impede effective implementation, especially in rural schools. Principals demonstrate moderate leadership effectiveness, excelling in vision communication but struggling with change management due to insufficient training and resources. These findings underscore the need for targeted interventions to strengthen leadership capacity, improve infrastructure, and address community pressures to enhance policy outcomes and educational quality.

Keywords: Educational-Policy, Implementation, School Leadership, Effectiveness, Public Secondary School

Introduction

Education is broadly acknowledged as a fundamental element of national progress, serving as the foundation for developing the human capital necessary for economic growth, social harmony, and technological innovation. In Nigeria, a country characterised by a rapidly growing population and a rich socio-cultural diversity, education is crucial for tackling systemic issues such as poverty, unemployment, and social disparity. The Nigerian Federal Government has long recognised the transformative potential of education, as shown by its implementation of comprehensive policies designed to improve access, quality, equity, and safety within the education sector (Oboegbulem & Onwurah, 2011).

Among these policies are the Universal Basic Education (UBE) Programme, the National Policy on Education (NPE), the Teachers' Registration Council Act, and the Safe Schools Initiative. Each of these initiatives targets specific educational challenges and aligns with global development objectives, particularly the Sustainable Development Goals (SDGs), especially SDG 4, which focuses on quality education (Federal Republic of Nigeria [FRN], 2014). These policies are vital for addressing local challenges such as insufficient infrastructure in rural schools, security concerns arising from community conflicts, and limited access to technological resources crucial for contemporary learning environments.

Initiated in 1999 and strengthened by subsequent legislation, the UBE Programme aims to provide free, compulsory, and quality basic education for all children in Nigeria, with an emphasis on decreasing dropout rates and enhancing literacy. The NPE, which undergoes regular revisions with the most recent update in 2014, offers a framework for standardising curricula, elevating teacher quality, and integrating technology into education. The Teachers' Registration Council Act professionalises the teaching profession by establishing criteria for teacher qualifications, while the Safe Schools Initiative was created in response to increasing security threats in Nigerian schools, focusing on safeguarding students and staff from violence, especially in conflict-affected areas. In Delta State, these policies are particularly significant due to the region's distinct challenges, such as rural schools lacking essential amenities like functional classrooms, electricity, and internet access, which obstruct the execution of digital learning initiatives introduced after COVID-19.

Nonetheless, the implementation of these policies is hampered by inefficiencies, inconsistent application, and weak school leadership, resulting in a notable disparity between the intended policy goals and actual outcomes (Ogunu, 2010). The implementation of educational policies involves the crucial process of converting policy goals into actionable, measurable steps within schools. Fullan (2007) describes this implementation as the "how" of policy, highlighting the necessity for strategic planning, appropriate resource allocation, effective coordination, and active involvement from stakeholders to realise desired educational results. School principals play a vital role in this process; they act as intermediaries who interpret complex policy directives, convey them to teachers and staff, and ensure their incorporation into daily school activities (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

However, principals encounter diverse challenges that complicate their responsibilities. For instance, an inconsistent electricity supply in rural schools impedes the adoption of digital learning platforms essential for educational reforms following COVID-19. The decentralised education system in Nigeria, which allocates responsibilities among federal, state, and local governments, exacerbates these difficulties, resulting in uneven policy implementation across different regions (Oboegbulem & Onwurah, 2011).

This decentralisation compels principals to adapt national policies to suit local conditions, a task that requires both strategic insight and practical leadership abilities. Effective education leadership is a multifaceted concept that includes the ability to inspire a shared vision, manage instructional programs, enhance staff development, nurture positive school environments, and navigate external pressures. Northouse (2018) characterises effective leadership as the capability to influence stakeholders in pursuit of organisational goals through informed decision-making, clear communication, and collaborative approaches. Effective principals establish clear objectives, align school endeavours with policy aims, and encourage teachers to adopt reforms, thus bridging the gap between policy aspirations and practical implementation.

The study is hinged theoretically on Systems Theory propounded by Ludwig von Bertalanffy (1956). The theory posits that an organization as a set of interrelated parts working together to achieve common goals. In the educational context, the school is seen as a subsystem within the larger educational system, which in turn is part of the national

socio-political structure. Each component of the system (e.g., policy, administration, teaching, curriculum, infrastructure) must function effectively and harmoniously for the system to succeed. Applied to this study, Systems Theory suggests that for educational policy to be effectively implemented, all subsystems within the school must be coordinated.

The principal, as the chief executive of the school system, is responsible for integrating various components and ensuring smooth communication, feedback, and alignment with policy goals. The failure of any part, such as teacher cooperation or resource provision, can impede the implementation process. The theory further posits the importance of feedback mechanisms. School leaders must evaluate implementation outcomes and provide feedback to higher authorities to allow for policy modification or support where necessary. This aligns with the concept of dynamic and adaptive leadership in education, where responsiveness to system changes is crucial for effective policy execution.

In Nigeria, the public secondary education system is structured according to the 6-3-3-4 framework outlined in the National Policy on Education (NPE) since 1977 and revised in 2013. This system consists of six years of primary education, followed by three years of junior secondary school (JSS, grades 7-9), three years of senior secondary school (SSS, grades 10-12), and four years of tertiary education. Public secondary schools are primarily governed by state authorities, with federal oversight from organisations such as the National Senior Secondary Education Commission (NSSEC). The goal is to offer free and compulsory basic education up to the JSS level through the Universal Basic Education (UBE) program, while the SSS aims to prepare students for further education, vocational skills, and employment (Asabia, 2024).

The system prioritises functional education, equity, and alignment with national development objectives, including Sustainable Development Goal (SDG) 4, focused on quality education. Nonetheless, the implementation faces challenges such as inadequate funding, poor infrastructure, and inconsistent policies. Recent reforms have revitalised the sector, including a curriculum redesign set to take effect in the 2025/26 academic year, which aims to reduce the number of subjects to enhance focus and relevance. The 6-3-3-4 Education System, established in 1977, replaced the colonial 6-5-2-3 model and

emphasises self-reliance through a diversified curriculum in sciences, humanities, and vocational training. The JSS, part of basic education, is mandated to be free and compulsory under the UBE initiative launched in 1999, promoting nine years of universal access. It ensures equitable enrollment, teacher training, and infrastructure development, funded by the Universal Basic Education Commission (UBEC) (Akudo, 2019).

The National Policy on Senior Secondary Education, enacted in 2024 under the NSSEC Act of 2021, oversees SSS, technical and vocational education and training (TVET) institutions, STEAM education, and non-formal centres, thereby connecting basic and tertiary levels. This policy aims to address the neglect of post-basic education by fostering entrepreneurial skills, inclusivity, and market-relevant curricula. The Federal Ministry of Education announced a curriculum reform set to take effect in the 2025/26 academic session, which will reduce the number of subjects studied to enhance the depth of understanding. JSS students will cover 12-14 subjects, while SSS students will focus on 8-9, emphasising five main areas: humanities, sciences, business studies, one trade or entrepreneurial subject, and essential courses (English, mathematics, civics, ICT).

Additional supportive policies will complement these changes. Minimum Entry Age: the minimum entry age for JSS1 was clarified to be 10 years, countering rumours of raising it to 12, in order to maintain uniformity while including younger students. Anti-Bullying and Safety; these topics have been incorporated into school policies, which now require mandatory reporting and counselling. TVET Integration; this has been expanded through vocational training institutions aimed at achieving a 20% enrollment in senior secondary schools by 2030. In Nigerian secondary schools, principals play a crucial role in educational administration, responsible for creating a supportive environment for teaching, learning, and improving school performance. Effective leadership here refers to principals' capacity to enhance teacher effectiveness, student achievements, and institutional goals through strategic decisions, instructional support, and motivation. However, in Nigeria's education system, which faces resource limitations, policy inconsistencies, and socio-economic inequalities, the challenges principals encounter often undermine their leadership effectiveness (Imhangbe, Okecha & Obozuwa, 2019).

Adeyemi (2010) surveyed 240 principals and 1,800 teachers in Ondo State, revealing that democratic leadership marked by participatory decision-making was

prevalent in 62% of schools, yet resulted in only moderate teacher performance. Conversely, autocratic leadership correlated with higher performance, especially in critical situations like exam preparation, despite the potential for teacher disengagement. Transformational leadership, which motivates through vision and empowerment, and instructional leadership, which emphasises curriculum oversight and teacher development, are also prominent.

Ndidi et al. (2023) found that in Anambra State, transformational leadership styles accounted for 28% of performance variance, outperforming transactional methods by fostering innovation during curriculum reforms. In contrast, Abdulrasheed and Bello (2015) found that 68% of principals in Northern Nigeria lacked formal leadership training and relied solely on teaching experience, resulting in inefficient resource allocation and a 12% drop in school performance. Olowoselu et al. (2016) noted that political interference affected leadership, with 55% of principals indicating undue influence from local politicians, undermining autonomy and trust.

Socio-cultural factors further complicate matters; studies by Egwu (2009) and Duze and Ogbah (2013) have illustrated how tribalism and religious divisions, particularly in areas like Delta State, impede collaborative leadership, with 42% of teachers reporting perceptions of bias in promotions. Effective school leadership is vital for enhancing student success and achieving educational objectives. The essential role of principals in bolstering school effectiveness and improving policy outcomes in Nigeria is undeniable. However, many principals struggle to provide effective leadership, which adversely affects school performance (Adeyemi, 2010).

It is recommended that principals adopt a transformational leadership approach, which entails inspiring and motivating educators to work toward a common vision (Bass, 2018). Principals should also prioritise instructional leadership, focusing on the supervision and support of teachers to elevate teaching and learning quality. Distributing leadership roles among teachers and other stakeholders can foster shared ownership and accountability. Continuous professional development is essential for principals to enhance their skills and knowledge. Engaging with the community can help build partnerships and leverage resources (Epstein, 2011).

Research indicates that effective leadership from principals correlates with improved student outcomes, enhanced teacher satisfaction, and greater school performance (Leithwood et al., 2014). In Nigeria, evidence shows that the effectiveness of principal leadership is a critical determinant of school effectiveness (Adeyemi, 2010). Policymakers should offer training and development opportunities to strengthen principal leadership skills (Federal Ministry of Education, 2013) and establish accountability frameworks to ensure principals are responsible for their schools' performance (Oduor, 2011).

Statement of the Problem

Nigeria's education sector has witnessed a series of ambitious reforms aimed at improving the quality, accessibility, and relevance of education. Policies such as the National Policy on Education (NPE), Universal Basic Education (UBE) Programme, National Teacher Education Policy, and Safe Schools Initiative address critical areas like curriculum standardisation, teacher professionalisation, inclusive education, and school safety. These policies are vital for addressing local challenges, such as preparing students for technological advancements through STEM education and ensuring safety amid communal tensions. Despite these well-intentioned policies, the outcomes in public secondary schools consistently fall short of expectations, as evidenced by persistent gaps between policy objectives and school-level realities. Thus, there is a need to implement an educational policy that will improve school leadership effectiveness in public secondary schools in Delta State.

Purpose of the Study

1. Assess whether educational policies implemented influence leadership effectiveness in public secondary schools in Delta State.

2. Propose actionable strategies to enhance leadership effectiveness and improve policy outcomes in public secondary schools in Delta State

Research Questions

The following research questions were raised in the study:

1. What educational policies are implemented to improve leadership effectiveness in public secondary schools in Delta State?

2. What are strategies to enhance leadership effectiveness and improve policy outcomes in public secondary schools in Delta State?

Hypotheses

The following null hypotheses were formulated in the study:

1. There is no significant relationship between the implemented educational policies and leadership effectiveness in public secondary schools in Delta State

2. There is no significant relationship between the strategies to enhance leadership effectiveness and improve policy outcomes in public secondary schools in Delta State

Methodology

This study adopts a descriptive survey research design. The population for this study comprised all public secondary school principals and teachers in Delta State. There are currently 479 public secondary schools in Delta State, with 479 principals and 14,877 teachers in Delta State. The sample for this study was 100 principals and 400 teachers in selected public secondary schools in Delta State. A self-developed instrument titled (Educational Policy Implementation and School Leadership Effectiveness Questionnaire - EPISLEQ) was used to collect data for the study. Data was collected from correspondents on face to face using a questionnaire with the help of a trained research assistant. The reliability coefficients of the instruments ranged from 0.74 to 0.86 through Cronbach's Alpha. Descriptive statistics of simple percentage, mean score and standard deviation were used to answer research questions. Benchmark of 2.50 was established to accept any item with a mean rating of 2.50 or above as agreed, while any item with a mean rating less than 2.50 was regarded as disagreed for research questions. Pearson Product-Moment Correlation Analysis was used at a 0.05 significance level.

Results

Research Question 1: What educational policies are implemented in public secondary schools in Delta State?

Table 1: *Response to Implemented Educational Policies in Public Secondary Schools in Delta Stat*e

Implemented educational policies	SA	A	D	SD	Mean	Std	Remark
The Universal Basic Education has improved access to primary education	187 (37.4%).	150 (30%)	85 (17%)	78 (15.6%)	3.14	.81	Agreed
The National Policy on Education has been effective in promoting teaching and learning	100 (20%)	210 (42%)	84 (16.8%)	106 (21.2%)	2.94	.77	Agreed
The 6-3-3-4 education system has been effective	223 (44.6%)	140 (28%)	55 (11%)	82 (16.4%)	2.90	.74	Agreed
Curriculum overhaul and subject reform	150 (30%)	160 (32%)	40 (8%)	150 (30%)	2.86	.78	Agreed
TVET integration increases teaching and learning effectiveness	83 (16.6%)	250 (50%)	77 (15.4%)	90 (18%)	2.92	.83	Agreed

From table 1, 187 (37.4%) and 150 (30%) respondents agreed that the Universal Basic Education has improved access to primary education, while 85 (17%) and 78 (15.6%) respondents disagreed. Also, 100 (20%) and 210 (42%) respondents agreed that the National Policy on Education has been effective in promoting teaching and learning, while 84 (16.8%) and 106 (21.2%) respondents had another view. More so, 223 (44.6%) and 140 (28%) respondents agreed that the 6-3-3-4 education system has been effective, while 55 (11%) and 82 (16.4%) respondents disagreed. In addition, 150 (30%) and 160 (32%) respondents agreed that curriculum overhaul and subject reform are some of the implemented educational policies, while 40 (8%) and 150 (30%) respondents disapproved.

Finally, 83 (16.6%) and 250 (50%) respondents agreed that TVET integration increases teaching and learning effectiveness, while 77 (15.4%) and 90 (18%) respondents disagreed.

Research Question 2: What are strategies to enhance leadership effectiveness and improve policy outcomes in public secondary schools in Delta State?

Table 2: *Response to Strategies to Enhance Leadership Effectiveness and Improve Policy Outcomes in Public Secondary Schools in Delta State*

Implemented educational policies	SA	A	D	SD	Mean	Std	Remark
Principals should adopt a transformational leadership style	210 (42%)	84 (16.8%)	103 (20.6%)	103 (20.6%)	2.94	.86	Agreed
Principals should focus on instructional leadership	31 (6.2%)	60 (12%)	109 (21.8%)	300 (60%)	2.47	.68	Disagreed
Principals should distribute leadership responsibilities among teachers	187 (37.4%).	150 (30%)	85 (17%)	78 (15.6%)	3.14	.81	Agreed
Promote accountability	300 (60%)	30 (6%)	60 (12%)	110 (22%)	2.78	.79	Agreed
Involvement of teachers and other stakeholders in decision-making	55 (11%)	82 (16.4%)	140 (28%)	223 (44.6%)	2.38	.71	Disagreed

From table 2, 210 (42%) and 84 (16.8%) respondents agreed that principals should adopt a transformational leadership style, while 103 (20.6%) and 103 (20.6%) respondents disapproved of the statement. In addition, 31 (6.2%) and 60 (12%) respondents agreed that principals should focus on instructional leadership, while 109 (21.8%) and 300 (60%) respondents disagreed. Also, 187 (37.4%) and 150 (30%) respondents agreed that principals should distribute leadership responsibilities among teachers, while 85 (17%) and

78 (15.6%) respondents opposed. More so, 300 (60%) and 30 (6%) respondents agreed that promoting accountability is a strategy to enhance leadership effectiveness, while 60 (12%) and 110 (22%) respondents disagreed. Finally, 55 (11%) and 82 (16.4%) respondents agreed that involvement of teachers and other stakeholders in decision-making, while 140 (28%) and 223 (44.6%) respondents disagreed.

Hypothesis 1: There is no significant relationship between the implemented educational policies and leadership effectiveness in public secondary schools in Delta State

Table 3: Pearson "r" on Implemented Educational Policies and Leadership Effectiveness in Public Secondary Schools in Delta State

Variables	N	X	r-Cal.	r-Crit.	Level of Sign
Implemented educational policies	500	2.91	0.92	0.85	0.05
Leadership Effectiveness		2.86			

Data in Table 3 revealed Pearson product-moment correlation coefficient analysis on implemented educational policies in public secondary schools in Delta State. The mean was 2.91 and 2.86 for implemented educational policies and outcome respectively. The calculated r - value was 0.92 while the critical r-table value was 0.85 at a 0.05 level of significance. Since the calculated r - value was greater than the critical r-table value, the null hypothesis is rejected.

Hypothesis 2: There is no significant relationship between the strategies to enhance leadership effectiveness and improve policy outcomes in public secondary schools in Delta State

Table 4: Pearson "r" on Strategies to Enhance Leadership Effectiveness and Improve Policy Outcomes in Public Secondary Schools in Delta State

Variables	N	X	r-Cal.	r-Crit.	Level of Sign
Strategies to Enhance Leadership Effectiveness	500	2.78	0.72	0.50	0.05
Improve Policy Outcomes		2.81			

Data in Table 4 revealed Pearson product-moment correlation coefficient analysis on strategies to enhance leadership effectiveness and improve policy outcomes in public secondary schools in Delta State. The mean was 2.78 and 2.81 strategies and outcome respectively. The calculated r - value was 0.72 while the critical r-table value was 0.50 at a 0.05 level of significance. Since the calculated r - value was greater than the critical r-table value, the null hypothesis is rejected.

Discussion of Findings

The study focused on the educational policies implemented to improve leadership effectiveness in public secondary schools in Delta State. The findings revealed that policies might be well-designed but poorly executed, which could be a result of inadequate funding or infrastructure. Principals and administrators' skills might not align with policy goals. Therefore, the government should provide stakeholders with regular training, professional development opportunities and foster a positive school culture. This is in line with Akudo (2019); the cornerstone policy is the 6-3-3-4 system, introduced in 1977 to replace the colonial 6-5-2-3 model and promote self-reliance through diversified curricula in sciences, humanities, and vocational skills. JSS (part of basic education) is compulsory and free under UBE, launched in 1999 to achieve nine years of universal access. It mandates equitable enrollment, teacher training, and infrastructure provision, with funding from the Universal Basic Education Commission (UBEC).

The study also established strategies to enhance leadership effectiveness and improve policy outcomes in public secondary schools in Delta State. The findings showed that principals and administrators might lack necessary skills or capacity building

opportunities, strategies might be sound, but execution is weak. Funding, infrastructure or personal constraint hinder progress. Socio-economic, cultural or regional factors affect strategy effectiveness. Thus, there is a need for training and development to enhance their leadership skills, effective resource management and decision making, autonomy and accountability. In support of this, Oduor (2011) suggests that policymakers should provide principals with training and development opportunities to enhance their leadership skills. Policymakers should establish accountability mechanisms to ensure principals are held accountable for school performance.

Conclusion

The study concludes that school leadership effectiveness significantly influences educational policy implementation in public secondary schools in Delta State, with stronger leadership linked to better policy outcomes. However, systemic challenges, particularly inadequate funding, poor infrastructure, and limited teacher training, impede effective implementation, especially in rural schools. Principals demonstrate moderate leadership effectiveness, excelling in vision communication but struggling with change management due to insufficient training and resources. These findings underscore the need for targeted interventions to strengthen leadership capacity, improve infrastructure, and address community pressures to enhance policy outcomes and educational quality.

Recommendations

The study recommends that the educational stakeholders should:

1. Develop mandatory leadership training programs for principals, focusing on change management, crisis management and STEM pedagogy.
2. Prioritise funding for rural schools to improve electricity, internet access, and classroom facilities. Solar power solutions could address digital learning barriers, enabling compliance with post-COVID-19 mandates.
3. Implement regular training on NPE guidelines, inclusive education, and digital tools, particularly for rural teachers in schools, to enhance policy implementation at the classroom level.

4. Principals should establish school-community committees to address local pressures. Strengthen monitoring mechanisms, deploying education officers to schools to provide technical support and ensure accountability in policy execution.

References

Abdulrasheed, O., & Bello, A. S. (2015). Challenges to secondary school principals' leadership in the northern region of Nigeria. *British Journal of Education*. 3(3), 1-5. https://doi.org/10.1023/bje.200309.101

Adeyemi, T. O. (2010). Principals' leadership styles and job satisfaction of teachers in secondary schools in Nigeria. *Journal of Educational Administration and Policy Studies*. 2(2), 19-28. https://doi.org/10.1011/.201001.110

Akudo, F. (2019). Principals' transformational leadership style and teachers' job performances in public secondary schools in Nigeria. *SMCC Higher Education Research Journal*. 1(1), 1-15.

Asabia, E. M. (2024). The impact of principals' leadership styles on the teachers' productivity: A study of public secondary schools in Ondo State, South West, Nigeria. Journal of International Relations and Peace, 1(1), 1-20.

Bass, B. M. (2018). The Bass handbook of leadership: Theory, research, and managerial applications. Free Press.

Egwu, S. (2009). *Roadmap of Nigerian education*. Port Harcourt: Educational Publishers.

Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.

Federal Republic of Nigeria. (2014). *National Policy on Education* (6th ed.). Nigerian Educational Research and Development Council (NERDC).

Federal Republic of Nigeria. (2024). *National Policy on Senior Secondary Education*. NSSEC.

Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.

Imhangbe, O. S., Okecha, R. E., & Obozuwa, J. (2019). Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria. *Educational Management Administration & Leadership*. 47(5), 909-924.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. The Wallace Foundation. https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf

Ndidi L.O., Pete, N & Okocha, D. (2023). Influence of school leadership styles on teachers' performance in public secondary schools in Anambra State, Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*. 9(2), 69-77.

Northouse, P. G. (2018). *Leadership: Theory and practice* (8th ed.). SAGE Publications.

Oboegbulem, A. I., & Onwurah, C. (2011). Decentralisation and educational management in Nigeria: Issues and challenges. *Journal of Educational Management, 9*(2), 45–56.

Oduor, A. (2011). Principals' leadership styles and teachers' job satisfaction in Nigeria. *Journal of Educational Administration*. 49(2), 141-154.

Ogunu, M. A. (2010). *Introduction to educational management*. Don-Vick & Co.

Okeke, B. S. (2007). *Politics of education: The Nigerian experience*. University Press.

Olowoselu, A., Olusegun, G & Olalele, D.G. (2016). Challenges of principal leadership styles and school management: A solution-oriented approach. *Asia Pacific Journal of Education, Arts and Sciences*. 3(1), 1-10.

UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education: All means all*. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000373718

Universal Basic Education Commission (UBEC). (2020). *Report on the state of basic education in Nigeria*. UBEC. (Note: Placeholder for actual report; verify with official UBEC data for 2020)