
PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES AS PREDICTORS OF TEACHERS' JOB EFFECTIVENESS IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study determined the principals' instructional leadership practices as predictors of teachers' job effectiveness in secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 5,286 teachers (1,872 males and 3,124 females) in public secondary schools in Anambra State. The sample for this study consisted of 529 teachers (187 males and 342 females) drawn using proportionate stratified sampling technique. A researcher-developed questionnaires titled "Principals' Instructional Leadership Practices Questionnaire (PILPQ)" and "Teachers' Job Effectiveness Scale (TJES)" were used for data collection. The instrument was validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. Cronbach alpha was used for a test of internal consistency of the instruments which yielded overall coefficients of 0.83 and 0.81 for PILPQ and TJES respectively. The researcher, together with five research assistants, collected data for the study using the direct approach method and 98% return was recorded. Simple regression was used for data analysis. The findings of the study revealed among others that principals' instructional leadership practices is a strong predictor of male teachers' job effectiveness in secondary schools in Anambra State. It was also found that principals' instructional leadership practices is a strong predictor of female teachers' job effectiveness in secondary schools in Anambra State. Also, principals' instructional leadership practices is strong predictor of teachers' job effectiveness in secondary schools in Anambra State. Based on the findings, it was recommended among others that the officials of Anambra State Post Primary Schools Services Commission should embark on routine supervision of instructional leadership practices of principals to render professional guidance to bring about improvement on the practices and job effectiveness of teachers.

Keywords: Principals, Instructional Leadership, Practices, Teachers, Job Effectiveness, Secondary Schools

Introduction

Education is an indispensable instrument for nurturing creativity, boosting the self-confidence and enhancing the problem-solving capabilities of individuals to enable them reach their full potentials. It also provides opportunities for individuals to knowledge, acquire vital skills develop sound reasoning abilities, cultivates social cohesion and understand societal norms to enable them become useful and responsible members of the society. Okorji and Nzewi (2023) opined that education is an instrument for imparting knowledge and skills to individuals to enable them to become self-reliant, improve their well-being and contribute to the development of society.

Secondary education in Nigeria which serves as the bridge between basic and tertiary education exposes learners to knowledge and skills to enable them further studies in higher learning institution and also make meaningful contributions towards the development of the society. Unachukwu and Nwanga (2021) opined that secondary education, which serves as an intermediate between primary and tertiary levels of education, is designed to ensure the preparedness of individuals for further studies, self-reliance, active participation in societal affairs and meaningful contribution to the development of the society. Also, Ugwu and Onyali (2023) pointed out that secondary education equally provides opportunities for a child to acquire additional knowledge, skills and traits beyond the primary level. The administrative head of any secondary school is the principal.

Principal is the leader who is responsible for influencing their work attitude and conduct of members of staff for attainment of predetermined goals and objectives. Opatunde and Oredein (2023) defined principal as the head who is responsible for ensuring smooth operations of the daily activities to obtain high productivity from members of staff for attainment of set goals. The principal is the administrator who plans, organizes and ensures smooth running of the daily activities of a secondary schools. Wey-Amaewhule, Osuji and Boma-Iyaye (2023) noted that principal is the chief executive officer who oversees the day-to-day functioning of affairs and activities of a secondary school. It is the duty of the principal is to ensure that teachers effectively carry out their teaching activities through instructional leadership practices.

Instructional leadership practices are strategies for providing guidance, direction and support for academic activities to improve learning outcomes in the classroom. Ikediugwu and Agu (2022) defined instructional leadership practices as administrative activities and roles that are geared towards providing support for teachers and students to ensure quality instructional delivery for school effectiveness. Continuing, Ikediugwu and Agu stressed that instructional leadership practices of principals are directly linked to creating the conditions for optimal teaching and learning. The notion of instructional leadership practices is to improve learning contents, activities and pedagogy approaches to improving lesson delivered to students in the classroom. Ofojebe and Ugwo (2020) defined instructional leadership practices as the act of planning teaching and learning programmes and inspiring, motivating, and exerting influence over staff and students to attain set objectives. Instructional leadership practices are strategies for observing, influencing, and supporting teaching and learning activities to promote the success of learners in the classroom.

Several scholars have identified instructional leadership practices as follows: setting up a school objective, communication of objectives, monitoring and evaluation of instructions, managing curriculum, instructional supervision, instructional time management, staff professional development, providing incentives for students and teachers (Iqbal, Nasrullah and Amin, 2021; Amakyi, 2021). Operationally, instructional leadership practices are concerned with planning learning contents, overseeing academic activities of teachers and

providing the required support to them for attainment of sustainable optimal learning outcomes. The study is interested in investigating instructional leadership practices as entity.

Instructional time management is the process of planning, scheduling and controlling the available period for teaching to meet predetermined objectives. Uwazuruike and Anyaogu (2020) opined that instructional time management involves identifying task to be performed, planning and scheduling of organizational activities, prioritizing such activities, allocating time to the tasks according to their felt degree of importance in enhancing productivity and minimizing interruptions. Instructional supervision is the act of overseeing, evaluating, coordinating and rendering professional guidance to improve the teaching and learning process. The school principals, as instructional supervisors, are expected oversee the teaching activities of teachers, identify their professional needs and render support to improve their lesson presentation in the classroom. Incentive is any factor that motivates members of staff to make great efforts to effectively discharge their duties. Amadi and Williams (2022) identified incentive practice to include: bonuses, overtime payment, allowances for extra hours, extra load, extra-large classes, weekend classes, extra output; a pay plan that rewards the accomplishment of specific results, honorarium, cash, gifts, and work place perks such as free lunch, festival/sporting event, holiday and conferences, extra vacation, coupons and gift cards. Incentive practice keeps teachers highly motivated to perform their duties to improve their job effectiveness.

Gender is the cultural differences, social roles and societal expectations that distinguish males and females. Udeme and Chibuzor (2023) defined gender as the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between masculine and feminine (males and females). The societal expectations of gender tend to influence the manner in which male and female principals constitute committee and assign instructional roles in the schools. Eccles cited in Dicke, Safavian and Eccles (2019) noted that the general beliefs about responsibilities and behaviours deemed appropriate for males and females influence their work attitudes. Thus, gender may influence roles and behaviours of principals toward instructional leadership in secondary schools. Researches undertaken on the basis of gender-related differences in principals' application of instructional leadership practices yielded inconsistent results. For instance Shelton (2022) reported female principals more often apply instructional leadership practices than male principals in secondary schools. On the contrary, Haim, Glanz and Zehavit (2018) noted that male principals perform their instructional leadership roles than their female counterparts in secondary schools. The possible explanation for these controversial findings might be probably because the studies were carried out with different organizations and society with different gender roles and expectations. The need arises for further studies to take gender into consideration to investigate principals' instructional leadership practices as predictor of teachers' job effectiveness.

Teachers' job effectiveness is the devotion and commitment of teaching staff in discharging their duties to achieve desirable results within a given time. Chimezie-Mathew and Ezeala (2022) defined teachers' effectiveness as the accomplishment of school's goal and objectives through the commitment and dedication of teaching staff toward their duties. Teachers' job effectiveness is the exhibition of desirable behavior geared toward the accomplishment of set objectives. Teachers' job effectiveness is the act of meeting the expected standard in executing academic tasks in the school. According to Oparaji, Ezemba and Okafor (2023), teachers' effectiveness is producing quality result within the specified period with little or no error. Teachers' job effectiveness is the ability to be successful in attaining desirable results in a given tasks. Teachers' job effectiveness is the act of maximizing the available resources to successfully discharge one's duties. Contextually,

teachers' effectiveness is the degree to which members of teaching staff are successful in performing their duties to achieve set educational goals.

The teachers' effectiveness could be assessed through their teaching activities. Owan et al (2023) noted that teachers' job effectiveness is evaluated through lesson note preparation, classroom management, use of instructional materials and execution of other official duties. In the context of this study, teachers' job effectiveness could be assessed through the success they recorded in the following duties, lesson preparation and presentation, display of in-depth knowledge of subject matter, maintaining of a tidy and orderly classroom, periodic evaluation of students' learning progress, attending parent-teacher meetings, administering and grading of test, assignments and examinations. On the other hand, the indicators of teachers' job ineffectiveness as highlighted by Arop, Owan and Ekpong (2018) are absenteeism, poor lesson note preparation, lateness, indecent dressing, being reluctant or lazy in carrying out assigned duties. Also, Okogbaa and Igbogi (2019) noted that teachers' ineffectiveness is indicated by little efforts in discharging their duties, poor classroom management, lack of zeal and failure to meet set objectives of learning.

Principals appear to inadequately apply instructional leadership practices in secondary schools in Anambra State. To buttress this, Ofojebe and Ugwo (2020) observed that some secondary school principals in Anambra State overlook the responsibility of instructional leadership practices because they are far too busy attending to day-to-day administrative issues such as financial management, school-community relationship and record management. This situation may account for declining job effectiveness of some teachers as shown by lateness to school, absenting themselves from school without fair reason, teaching without lesson plan, engaging in unprofessional conducts and other unethical conducts in secondary schools in Anambra State. Similarly, Uwakwe (2017) observed that instructional leadership practices of principals are grossly insufficient to cope with the myriads of teaching problems which could account for incidences of role conflict among teachers, duplication of functions, lateness and absenteeism and general lack of direction in task performance in secondary school in South East Nigeria. Some teachers seem to leave school during the working time, arrive late for their lesson delivery and leave immediately after teaching the students due to the deficit in the instructional leadership practices of principals. It is this background that prompts the researcher to examine principals' instructional leadership practices as correlate of teachers' job effectiveness in secondary schools in Anambra State.

Statement of the Problem

The teachers' job effectiveness in public secondary schools in Anambra State seem to be in serious doubt as shown by their failure to successfully accomplish instructional tasks assigned to them. This could also explain the cases of poor coverage of scheme of work, lateness, job disengagement, absenteeism, confrontational behaviours, unwillingness to participate in every school activity, examination malpractices, leave immediately after teaching the students, missing of deadline in preparing and publishing of students' results among others. The principals could possibly be responsible for job ineffectiveness of teachers as they fail to effectively apply instructional leadership practices to monitor, motivate and improve their teachers' work attitude and instructional tasks performance.

The instructional leadership practices of principals are in serious doubt probably due to insufficient planning of school time-table, irregular monitoring of teaching activities of teachers and non-appreciation of teachers for outstanding job done in the school. These have invariably demoralized teachers, decreased their productivity level and induce poor work

attitude thereby hampering their job effectiveness and smooth administration of secondary schools. One is worried about this unsatisfactory situation which has jeopardized the quality of secondary school education in Anambra State. Premised on this problem, the study therefore intends to investigate principals' instructional leadership practices as correlate of teachers' job effectiveness in secondary schools in Anambra State.

Purpose of the Study

The purpose of the study is to determine the principals' instructional leadership practices as predictors of teachers' job effectiveness in secondary schools in Anambra State. Specifically, the study sought to find out:

1. Principals' instructional leadership practice as a predictor of teachers' job effectiveness in secondary schools in Anambra State.
2. Principals' instructional leadership practice as a predictor of male teachers' job effectiveness in secondary schools in Anambra State.
3. Principals' instructional leadership practice as a predictor of female teachers' job effectiveness in secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. How does principals' instructional leadership practice predicts teachers' job effectiveness in secondary schools in Anambra State?
2. How does principals' instructional leadership practice predicts male teachers' job effectiveness in secondary schools in Anambra State?
3. How does principals' instructional leadership practice predicts female teachers' job effectiveness in secondary schools in Anambra State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Principals' instructional leadership practice is not a significant predictor of teachers' job effectiveness in secondary schools in Anambra State.
2. Principals' instructional leadership practice is not a significant predictor of male teachers' job effectiveness in secondary schools in Anambra State.
3. Principals' instructional leadership practice is not a significant predictor of female teachers' job effectiveness in secondary schools in Anambra State.

Methods

Correlational research design was adopted for this study. Correlational design is appropriate for this study because the researcher collected data from the given sample of teachers to investigate principals' instructional leadership practices as correlates of teachers' job effectiveness in secondary schools in Anambra State. The study was conducted in Anambra State which is one of the five states in South-Eastern Nigeria. The population of the study comprised 5,286 teachers (1,872 males and 3,124 females) in the 263 public secondary schools in Anambra State. The sample size for this study consisted of 529 teachers (187 males and 342 females) representing 10 percent of the population was drawn using drawn using proportionate stratified sampling technique. In drawing the sample, 10% of the teachers and schools from each zone were drawn. This yielded a total sample size of 64 teachers (23 males and 41 females) from 5 schools in Aguata Zone, 134 teachers (56 males and 78 females) from 6 schools in Awka Zone, 75 (26 males and 49 females) teachers from 5 schools in Nnewi Zone, 76 (29 males and 47 females) teachers from 4 schools in Ogidi Zone,

123 (33 males and 90 females) teachers from 3 schools in Onitsha Zone and 57 (20 males and 37 females) teachers from 3 schools in Otuocha Zone respectively.

Two sets of instruments titled “Principals’ Instructional Leadership Practices Questionnaire (PILPQ)” and “Teachers’ Job Effectiveness Scale (TJES)” were used for data collection. The researcher developed the instruments from literature review and consultation of experts in the field of education. PILPQ has two sections namely, A and B. Section “A” deals with the demographic variable of the respondents such as gender. Section B contains 31 items. TJES has two sections namely, A and B. Section “A” deals with the demographic variable of the respondents such as gender. Section B contains 22 items which measure teachers’ job effectiveness. The two sets of instruments were structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

The face validation of the instruments were determined by three experts, two in the Department of Educational Management and Policy, and one in Department of Educational Foundations (Measurement and Evaluation Unit) all from Faculty of Education, Nnamdi Azikiwe University, Awka. The experts made several corrections that include reframing of all items in PILPQ to indicate that principals ensure that the activities are done in their schools. Their suggestions were used to produce the final version of the instruments used for data collection. Cronbach alpha was used to determine internal consistency of the research instruments. The instruments were administered to 40 public secondary school teachers in Enugu state which is outside the area of study but contiguous to the area. The scores obtained from the 40 teachers were utilized to establish the internal consistency reliability of the instrument using Cronbach Alpha method. These yielded co-efficient values of 0.83 for PILQ and 0.81 for TJES.

The researcher, with the help of five research assistants who are secondary school teachers in Anambra State, used direct approach for data collection. The research assistants were briefed by the researcher on the purpose of the study as well as method for administering and retrieving the questionnaire. A total of 529 copies of instruments were distributed to (187 males and 342 females) and 518 (181 males and 337 females) copies of questionnaires were properly filled and successfully retrieved, indicating 98 percent return rate. The copies of the instruments distributed, properly filled and successfully were used for data analysis. Simple regression was used to answer the research questions and to test hypotheses. For decision on the research questions, the coefficient r and the size of the relationship correlation was interpreted using the correlation coefficient by Alsagr (2021), as follows

Coefficient	Correlation
.00- .19	Weak correlation
.20- .39	Fair correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
-.90- .1.00	Very strong correlation

In taking decisions on the null hypotheses, if p -value is equal to or less (\leq) than significant value of .05, the null hypothesis was rejected, but if p -value is greater than ($>$), the significant value of .05 the null hypotheses was accepted.

Result

Research Question 1: How does principals’ instructional leadership practice predicts teachers’ job effectiveness in secondary schools in Anambra State?

Table 1: The Summary of Simple Regression Analysis on Principals’ Instructional Leadership Practice as Predictor of Teachers’ Job Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.772	.597	.596	.27718	Strong

Table 1 revealed that the correlation coefficient of simple regression analysis between principals’ instructional leadership practice and teachers’ job effectiveness is .772 with a coefficient of determination of .597. This shows that 59.7 % variation in teachers’ job effectiveness can be attributed to principals’ instructional leadership practice. The regression Coefficient r of .722 indicated that principals’ instructional leadership practice is a strong predictor of teachers’ job effectiveness in secondary schools in Anambra State

Research Question 2: How does principals’ instructional leadership practice predicts male teachers’ job effectiveness in secondary schools in Anambra State?

Table 2: The Summary of Simple Regression Analysis on Principals’ Instructional Leadership Practice as Predictor of Male Teachers’ Job Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.720	.519	.516	.55896	Strong

Table 2 revealed that the correlation coefficient of simple regression analysis between principals’ instructional leadership practice and male teachers’ job effectiveness is .720 with a coefficient of determination of .519. This shows that 51.9 % variation in male teachers’ job effectiveness can be attributed to principals’ instructional leadership practice. The regression Coefficient r of .720 indicated that principals’ instructional leadership practice is a strong predictor of male teachers’ job effectiveness in secondary schools in Anambra State

Research Question 3: How does principals’ instructional leadership practice predicts female teachers’ job effectiveness in secondary schools in Anambra State?

Table 3: The Summary of Simple Regression Analysis on Principals’ Instructional Leadership Practice as Predictor of Female Teachers’ Job Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.703	.494	.492	.37273	Strong

Table 3 revealed that the correlation coefficient of simple regression analysis between principals’ instructional leadership practice and female teachers’ job effectiveness is .703 with a coefficient of determination of .492. This shows that 49.2 % variation in female teachers’ job effectiveness can be attributed to principals’ instructional leadership practice. The regression Coefficient r of .703 indicated that principals’ instructional leadership practice

is a strong predictor of female teachers' job effectiveness in secondary schools in Anambra State.

Hypothesis One: Principals' utilization of instructional leadership practices is not a significant predictor of teachers' job effectiveness in secondary schools in Anambra State.

Table 4: Simple Regression on Principals' Utilization of Instructional Leadership Practices as a Significant Predictor of Teachers' Job Effectiveness

Predictor	R	R ²	F	P-value	Remark
Instructional Leadership Practices	.722	.597	763.498	.000	*S

*Significant

Table 4 indicates the simple regression coefficient (R) is .722, while the R² is .597 showing that 59.7% variance in teachers' job effectiveness could be attributed to principals' utilization of instructional leadership practices. The $F(1/518) = 763.498$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, principals' utilization of instructional leadership practices is a significant predictor of teachers' job effectiveness in secondary schools in Anambra State.

Hypothesis Two: Principals' utilization of instructional leadership practices is not a significant predictor of male teachers' job effectiveness in secondary schools in Anambra State.

Table 5: Simple Regression on Principals' Utilization of Instructional Leadership Practices as a Significant Predictor of Male Teachers' Job Effectiveness

Predictor	R	R ²	F	P-value	Remark
Instructional Leadership Practices	.720	.519	193.086	.000	*S

*Significant

As shown in Table 5, the simple regression coefficient (R) is 0.720, while the R² is .519 showing that principals' utilization of instructional leadership practices makes 51.9% contribution to the variance in male teachers' job effectiveness. The $F(1/181) = 193.086$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, Principals' utilization of instructional leadership practices is not a significant predictor of male teachers' job effectiveness in secondary schools in Anambra State.

Hypothesis Three: Principals' utilization of instructional leadership practices is not a significant predictor of female teachers' job effectiveness in secondary schools in Anambra State.

Table 6: Simple Regression on Correlation between Principals' Utilization of Instructional Leadership Practices and Female Teachers' Job Effectiveness

Predictor		R	R ²	F	P-value	Remark
Instructional Practices	Leadership	.703	.494	326.701	.000	*S

*Significant

As shown in Table 6, the simple regression coefficient (R) is 0.703, while the R² is 0.494 showing that principals' utilization of instructional leadership practices makes 49.4% contribution to the variance in female teachers' job effectiveness. The $F(1/337) = 326.701$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, principals' utilization of instructional leadership practices is not a significant predictor of female teachers' job effectiveness in secondary schools in Anambra State.

Discussion of Findings

The result of the study revealed that principals' instructional leadership practices is a strong predictor of teachers' job effectiveness in secondary schools in Anambra State. This agreed with the finding of Okoroma and Abiante, (2022) which showed that principals' instructional leadership has strong positive relationship with teachers' job effectiveness in public secondary schools in Rivers State, Nigeria. This also supported the finding of Adeseko and Omotayo (2023) which indicated that a strong relationship exists between principals' instructional responsibilities and job effectiveness in secondary schools. The agreement in the findings of the studies could be attributed to time span and secondary schools where there are similar instructional leadership practices of principals. The possible explanation for the finding is that instructional leadership practices provides professional development opportunities, guidance and supports needed by teachers to improve their job effectiveness. This finding could also be explained by the fact that who apply instructional leadership practices advocates for quality teaching and desirable learning outcome by setting clear goals for instruction, monitoring and rendering support to teachers for improvement on their job effectiveness in secondary schools in Anambra State. The recognition and reward of success which teachers receive from principals who apply instructional leadership practices might also contribute to strong predictor of job effectiveness in public secondary schools in Anambra State. The continuous improvement feedback, coaching, motivation and positive school culture created by principals through their instructional leadership practices could account for the job effectiveness of teachers. The principals through their instructional leadership practices give directions and provide resources required by teachers to improve their job effectiveness.

Further results showed that principals' instructional leadership practices is a strong predictor of teachers' job effectiveness in secondary schools in Anambra State. This is in consonance with the finding of Okoroma and Abiante, (2022) which showed that principals' instructional leadership has strong positive relationship with teachers' job effectiveness in public secondary schools in Rivers State, Nigeria. This also affirmed the finding of Adeseko and Omotayo (2023) which indicated that a significant relationship exists between principals' instructional responsibilities and job effectiveness in secondary schools. The time span and secondary schools which practice similar instructional leadership could explain the findings of the study.

The result of the study revealed that principals' instructional leadership practices is a strong predictor of male teachers' job effectiveness in secondary schools in Anambra State. This is in consonance with the finding of Nazir and Hamid (2021) which revealed that instructional leadership practices of primary school head-teachers has strong relationship with teachers' job effectiveness. The agreement in findings could be attributed to the fact that the studies were conducted in educational institutions and utilized teachers as the participants. This finding is probably explained by the fact that principals' utilization of instructional leadership practices creates a shared focus of improving teaching and learning outcome through interaction with male teachers to meet their professional needs. The principals probably apply instructional leadership practices to monitor the activities of male teachers and provide professional supports to improve their job effectiveness in secondary schools in Anambra State.

Further results showed that principals' instructional leadership practices is a significant predictor of male teachers' job effectiveness in secondary schools in Anambra State. This is in line with the finding of Nazir and Hamid (2021) which revealed that instructional leadership practices of primary school head-teachers has significant relationship with teachers' job effectiveness. The possible explanation for the agreement in the findings is due to the fact that the studies were conducted in educational institution where instructional leadership practices of principals are geared toward assisting teachers to improve their job effectiveness for better learning outcomes.

The finding of the study revealed that principals' utilization of instructional leadership practices is a strong predictor of female teachers' job effectiveness in secondary schools in Anambra State. This disagreed with the finding of Andre (2021) which revealed that a moderate relationship exists between effective instructional leadership practices and job effectiveness in schools. The possible reason for the disagreement in findings is difference in geographical location and time span of the studies. This finding is probably explained the fact that principals utilize instructional leadership practices to empower female teachers to diligently carry out their duties to strongly improve their job effectiveness in secondary schools in Anambra State. Female teachers who feel empowered and motivated by instructional leadership practices of principals could be reciprocate by working hard to improve their job effectiveness in public secondary schools in Anambra State. The principals utilize instructional leadership practices to give work clarity, provide necessary supports and resources needed by female teachers to strongly improve their job effectiveness in secondary schools in Anambra State.

Further results showed that principals' utilization of instructional leadership practices is a significant predictor of female teachers' job effectiveness in secondary schools in Anambra State. This refuted the finding of Andre (2021) which revealed that no significant relationship exists between effective instructional leadership practices and job effectiveness in schools. The disagreement in the findings is probably due to the difference in geographical locations which school administrators exhibit different attitude towards instructional leadership. The principals utilize instructional leadership practices plan activities for female teachers and communicate the expectations to enable them understand how to carry their duties in a way to improve their job effectiveness in secondary schools in Anambra State.

Conclusion

Based on the findings, it was concluded that principals' instructional leadership practices are positive and significant predictors of teachers' job effectiveness in secondary

schools in Anambra State. The principals' instructional leadership practices encourage teachers' participation in running school affairs and professional growth of which motivate them to work hard for improving their job effectiveness in secondary schools in Anambra State. The principals' instructional leadership practices provide opportunity to render professional supports to them and encourage their inputs on school affairs which boost their morale in carrying out their duties to improve their job effectiveness.

Recommendations

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

1. The officials of Anambra State Post Primary Schools Services Commission should embark on routine supervision of instructional leadership practices of principals to render professional guidance to bring about improvement on the practices and job effectiveness of teachers.
2. School principals should ensure every teacher is provided with instructional leadership irrespective of their gender to enable them receive professional supports that will improve their job effectiveness.
3. Ministry of Education should conduct annual professional development programme on instructional leadership practices of principals to enable them upgrade their skills and knowledge of providing supports to teachers to increase their job effectiveness.

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