International Journal of Humanities Social Science and Management (IJHSSM)
Volume 3, Issue 1, Jan.-Feb. 2023, pp: 467-474 www.ijhssm.org

# The Need and Importance of Developing School Leadership for Institutional Effectiveness in Nigeria

Bankole Sunday Adelowo
*Federal Government Girls College, Efon-Alaaye, Ekiti,*

Oludiya OlamideAbiodun
*HM, Oasis Academy, Berger-Ikeja, Lagos, Nigeria,*

&
Dr. Ogunbiyi Oluwadare Deji
*Department of Educational Foundations and General Studies,*
*Joseph SarwuanTarka University, Makurdi, Nigeria*

Date of Submission: 02-02-2023 Date of Acceptance: 14-02-2023

**Abstract**
This study the need and importance of developing school leadership for institutional effectiveness in Nigeria. It reviewed literatures on school leadership development, school leaders/managers, strategies for developing effective school leadership, waving the path for successful leadership development for school effectiveness, preparing the school leaders for the challenges of tomorrow. The study concluded that In all successful schools, the school leaders have high expectations for all students and have multiple responsibilities such as supporting curriculum and instruction, fostering a positive and caring culture, recruiting and retaining school staff, engaging parents and community resources, keeping up with the paperwork, e-mails, parent calls, evaluating teachers, attending school meetings, and community events among others. In the light of the literature discussed in the paper, it made some suggestions that educational leaders need the following for school effectiveness.

## I. Introduction

School leadership development plays an important role towards school effectiveness. The contemporary education systems place a high value on school leadership development for attaining improved learning outcomes and administrative effectiveness. Improving student learning outcomes and administrative effectiveness in Nigeria school is a critical phenomenon that is rapidly receiving a significant attention of educational administrators across the globe. It is supported through a wide range of initiatives, especially in terms of developing an effective school leadership (Alam, 2009). Many previous researches suggest that school leaders may come from nontraditional backgrounds (Oleszewski, Shoho& Barnett, 2012).). They need special training programs to manage schools effectively.

School leadership has indeed become one of priorities in education policy agendas internationally. It plays a pivotal role in improving school outcomes by influencing school climate and environment. School leadership is expected to provide motivation as well as building capacities of school teachers (Alam et al., 2009). That is why effective school leadership is considered essential to ensure the efficiency and competence of schooling. The leadership capacity needed to develop a supporting culture is both attention demanding and complex. According to Pashiardis and Sajkiewicz (2009), school principals need skills in group process facilitation, communication, conflict negotiation, inquiry and data management. Lin (2001) states that in Taiwan reinventing schools demands outstanding school leaders; such leaders require a commensurate level of support and professional development to make the required role shift and, in many cases, this has not been forthcoming.

In the context of Nigeria, it seems school leadership development has been receiving nothing or just little attention of educators, policy makers and government officials. A few institutions are imparting leadership training program to their principals. The trend of such training programs, however, is rapidly increasing in the schools which are managed by not-for-profit organizations. These

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 3, Issue 1, Jan.-Feb. 2023, pp: 467-474 www.ijhssm.org

programs are seemingly designed to equip the school principals with knowledge, skills and attitude which are essential for effective school management. A deeper analysis of the strengths as well as weaknesses of these programs and everything else that can be done to improve the school leadership programs are the need of the time. There is need for a clearer picture of what is and is not known about the specific features and program attributes that can influence leaders' beliefs and behaviors in ways that improve school leadership development.

## II. Literature Review

The investors of education have paramount concern with student performance and achievement.School leadership development has therefore become an increasingly important component of the learning environment in education, especially higher education (Terenzini, 1989). It is because investors and educators are keen to know what changes and differences schools are creating among the students. School leaders are at the forefront in terms of initiating and managing these changes. Smith (1999) recounts that behavior disposition of school leaders has long been recognized as being of strategic importance in school change. Murphy (2003) asserts that school leaders must be developed as educators with much more knowledge about the core technology of education in particular. School management remainsconcerned with school effectiveness. The effectiveness criterion refers to student outcomes; this might be learning gain in the cognitive domain, but it might also be any other outcome that schools are supposed to have for students (Creemers, 1996).

Creemers and Reezigt (1997) with others advocated further linkage between school effectiveness and school improvement, for their mutual benefit. The pivotal role of the school leader as a factor in effective schools has been corroborated by findings of school effectiveness research in recent decades. For all phases of the school development process, school leadership is considered vital and is held responsible for keeping the school as a whole in mind, and for adequately coordinating the individual activities during the improvement processes.Yavuz and Robinson (2018)asserts that aspiring school leaders who are currently certified educators have a deep rooted desire to support learning for all students and a motivation to encourage change that creates positive attitudes.

Regardlessof what aspiring school leaders do not know about leadership, what they do know is associated with collaboration and building relationships which have important implications for how policy and basic schoolpractices will be carried out to promote student learning. Knowing that aspiring school leaders are willing to move forward with a collaborative mindset speaks to transformative leadership which creates a pathway for successful engagements with all stakeholders. When we think about aspiring school community leaders we should think about whether or not they have the capacity to lead. Knowing that aspiring school leaders are concerned with collaboration and student learning, which are cornerstones for a successful school, supports the notion that internship training programs are reaching student and moving them in the right direction as future school leaders.

**School Leaders/managers**

Leaders are often perceivedas the key actors mobilizing their institutions andmembers at the site-level to face up with those challenges and make educational services and provisionmore quality effective and accountable". How eachschool head performs these tasks will inevitably vary. Nonetheless,Khan, Ahmad and Ali (2010)suggest three primary modes ofleadership that promote student learning and institutional effectiveness:

1. Principal as an Effective Leader: Effective schoolleaders make concerted efforts towards developing andmaintaining a focus on academic improvement and studentlearning while safeguarding teachers from all sortsof interferences from within and without environment(Pont et al., 2008).
2. Organizational Capacity of a Principal: Successful principalsconsistently strive for availing the best humanresources, innovative ideas, creative programs, andcomprehensive curricula that could be catalytic towardsobjective-oriented teaching learning while focusing on anongoing strategic plan conducive to contemporary andfuture challenges. Principal in the role of an effectiveorganizer ensure promoting a participatory approach byactively engaging parents, teachers, students while mobilizingthe entire community for eventually turning theschool in to an effective center of learning anddevelopment (Pashiardis and Sajkiewicz (2009).
3. Principal as a Management Guru: Effective principalsmake sure that they collect as well as process, fine-tuneand update essential data pertaining to their respectivecommunities for creating an enabling environmenttowards

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 3, Issue 1, Jan.-Feb. 2023, pp: 467-474 www.ijhssm.org

student learning and academic improvement(Alam et al, 2010). They focus on building teachers'professional skills through customized trainings both on joband through other professional training outfits.Effective principals also excel in time management andenhancement of their schools' financial resources forproviding incentives to their teachers' ensuring theirsense of ownership, longevity, increased knowledge aswell as optimal contribution towards teaching learning.

**Strategies for Developing Effective School Leadership**

The central importance of educational leadership isone of the clearest messages of school effectiveness research. Louis and Miles (1990) also categorize the administrative and organizational activities as "management," while attaining educational goals, inspiring as well as motivating others is considered as "leadership (Pont et al., 2008)." They are of the view that all administrative tasks, such as planning, coordinating or distributing resources and managing them or tasks pertaining to the quality of leadership also fall under the banner of "educational leadership." Schleicher (2012)posited that school leadership function defines the school's educational goals, ensure that instructional practice is directed towards achieving these goals, observe and evaluate teachers, suggest modifications to improve teaching practices, shape their professional development, help solve problems that may arise within the classroom or among teachers and liaise with the community and parents. They are also in a position to provide incentives and motivate teachers to improve the quality of instruction.

As more countries require better achievement from their schools and grant greater autonomy to schools in designing curricula and managing resources, the role of the school leader has grown far beyond that of administrator. Developing school leaders requires clearly defining their responsibilities, providing access to appropriate professional development throughout their careers, and acknowledging their pivotal role in improving school and student performance. Promoting a conducive environment to creativity and innovation, encouraging initiatives, allowing perspectives, ensuring a collective vision and advancing congeniality and collegiality as well as garnering a cooperative school culture and sustaining it is also considered to be permanent facets of effective school leadership (Pont et al., 2008). Developing school leadership is deeper than occasional or need-based interventions. It actually shapes up through both formal and informal processes at all stages of leadership practices in a sequential as well contextual manner.

1. ***Ensuring Essential Leadership Training:*** Formal and structured initial orientation as well as essential leadership training is a must regardless of governance models of different countries. Governments can design customized training and orientation programs, collaborate with local level governance structures and develop incentives to ensure that school leaders must participate in such training programs. Investing time, energies, financial resources can be fully justified ifthe principals fit in the criterion of "right person for theright job."

***2. Sharing Experiences and Challenges:*** Frequentperiodical conventions of principals and vice principals can prove to be invaluable through sharing individual experiences and challenges as well as innovative solutions to different challenges (Pont et al., 2008). Such exchanges can greatly benefit school leadership in terms of addressing and reshaping ongoing school leadership practices. Principals' conventions can provide vital networks for principals to share their problems, concerns, challenges and their effective solutions. These conventions can be instrumental in providing a combination of theoretical and practical knowledge and insight to combat all sorts of challenges that each individual school faces from time to time.

***3. On-job Training:*** On-job and or in-service programs are to be designed considering the actual need and context based on prior learning opportunities for school leadership. Where there are no other initial requirements, basic in-service programmesshould encourage development of leadership skills (Alam, 2009).

Studies on school development and improvement also emphasize the importance of school leaders, especially from the perspective of the continuous improvement process targeted at an individual school (Altrichter et al., 1998). Principal leadership was related to certain attributes of effective schools, namely, increased studentachievement (Sagor, 1992); declining dropout rates; highstudent and faculty morale; and improved school climate (Kendrick, 1988). Khan, Ahmad & Ali (2010)found that school leadership development could be built and polished skills and abilities of about 86% school principals while remaining 14% will be capable enough to manage their schools and achieve satisfactory student results without receiving any professional school management training. The authors further states that

school leadership trainingsdo have a strong positive relationship with student learning outcomes. It must therefore be emphasized that school management factors that come in to play via school leadership trainings enable school heads to manage their schools effectively. These factors include management of school environment, human and financial resources, quality of education, infrastructure, discipline and performance. The mosaic of all these factors collectively makes a principal turn into a story of success.

It seems that school leadershipdevelopment or trainings can lead to enhanced teacher motivation, satisfaction and school effectiveness. This could be the reason Pashiardis and Sajkiewicz (2009) supports that school leadership trainings enhance transformational leadership, job satisfaction teacher, perception of principal effectiveness, and the willingness of teachers to give extra effort.In their efforts to improve education quality and effectiveness, policymakers, inspired by a range of research, have emphasized the dynamics of teaching and learning, as well as the role of instructional materials. Better and more efficient learning outcomes can be achieved by optimizing the levels of inputs in the educational process. The 2006 Global Monitoring Report noted, among the main educational inputs, learning time, the core subject (literacy), pedagogy (structured teaching), the language of instruction, learning materials, facilities and leadership. While most of these factors are well-known determinants of learning quality, the leadership role of school principals requires further attention (Bush, 2013), especially in the developed world.

School head directly affect the academic capacity of schools and influence the growth of students indirectly. The development of school leaders should continue and be sustainable after they have been appointed to their schools. This according to Peretomode (2019:43) will help school leaders:

- To acquire current knowledge, skills, values, and attitude beyond schooling
- To understand the latest technological developments and to be comfortable with technology changes.
- To implement and manage new changes in education.
- To have necessary knowledge, competencies, and dispositions to function and perform in the context of educational reform.
- Principals' continuous improvement and learning is important for student and teacher learning, policy implementation, and cultivating healthy and supportive school communities.

While designing school development programs, patterns of provision,the delivery modes, career stage of school leaders, school improvement practices,human resources, strategic planning, and financial management are considered.They can be provided to the school heads bya variety of sources such as education authorities, universities, governmental agencies,professional associations, and other organizations. In support of this,Bush and Oduro (2006) emphasizethat training activities about human capital, school culture, executive leadership,strategic operations, building relationships with peers, and also supervisorsupport have high influence for continued success of the leaders. There are outstandingexamples of professional development programs for school leaders in differentcountries. School heads and teachers can developtheir leadership potentials and lead innovation in their schools with effective supportssuch as giving opportunities for open discussion about values, strategies, andleadership; enabling them to identify their professional development priorities; toaccess relevant literature; and guiding on leadership strategies.

**Waving the Path for Successful Leadership Development for School Effectiveness**

In the current era of globalization, schoolleadership issues have become increasingly debated and exploredin an international and comparative context. This is mainly due toresearch evidence produced so far that the principal's role is indeed crucial for improving students' academic achievement (e.g.,Marzano, Waters and McNulty, 2005). If school leadership isimportant, then we should also be concerned with how leaderslearn to do their jobs in ways that contribute to student learning(Crow, Lumby and Pashiardis, 2008).In light of this, a global focus on leadership development hasbegun to evolve, and many countries have come to realize theimportance of investing in school leadership support systems.Since school leaders are key to facilitating and overseeing thatquality teaching and learning takes place in schools, thetraining and professional development of school leaders through acontextually relevant school principalship qualification should bean approach adopted more widely among member states.

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 3, Issue 1, Jan.-Feb. 2023, pp: 467-474 www.ijhssm.org

The development needs of school leaders may bedetermined by a number of dimensions related to the respectivefeatures of training schemes. These dimensions concern thepatterns of provision, the design characteristics of the programmes,the delivery modes, and the leadership areas in need ofimprovement. Therefore, it is essential to review the literature onevery one of these aspects in order to gain a holistic picture ofwhat kind of training or professional development principals really need.

**Preparing the school leaders for thechallenges of tomorrow**

It is not surprising that leadership preparation and development hasalso become a major area of concern. Many countries havefocused on providing appropriate training and professionaldevelopment opportunities to aspiring and practising schoolleaders. Increasingly, international studies reveal a number ofpatterns or tendencies in providing school leadership developmentaround the world. On the whole, it seems that those in charge ofpreparing professional development programmes are aware thatschools are not static organisations that need to be administeredbut learning organisations that require continuous development.Despite these contemporary trends, there are also countries (mostlydeveloping ones) which, although moving in the right direction, arestill lagging behind in providing adequate leadership development.In Nigeria for example there is noformal leadership training policy, while Bush and Oduro (2006)comment that leadership preparation and training is low on theagenda of most African countries in general.In addition, it is important to point out that principals in manycountries are appointed on the basis of irrelevant or insufficientcriteria, most time influenced by politicts; also for example, on the basis of their teaching record ratherthan their leadership skills, on the basis of long service andexperience without any higher academic and professional qualifications (Oduro andMacbeath, 2003), and even on the basis of acquaintances (Lahui-Ako, 2001).

As a result, it is imperative to enquire continuously about theprofessional development needs of school leaders, such as principals in order to determinethe form and content of a curriculum for leadership development.Programmes should take into account research evidence on schoolleaders' needs, and reflect the working context and thecharacteristics of each individual leader. In this way, principals canbe prepared with relevant leadership knowledge, skills andattitudes in order to face the challenges of the role they have toperform (Lahui-Ako, 2001).Based on the existing body of literature on the professionaldevelopment needs of school principals, a number of relevantsuggestions arise. For example, leadership development should beprovided before appointment to the post (Pashiardis and Heystek, 2007).

The provision of adequatepreparation prior to appointment may relieve the principals fromthe shock of transition and facilitate their socialization in the schoolenvironment under their new role. Leadership professional developmentshould also continue after appointment in order to supportschool leaders in facing the diverse challenges they may encounter atschool. To this effect, there is a need to establish training provisionin relation to the different stages of leadership and after leadershave been evaluated in a formative way. Some specific trainingneeds have been uncovered (Pashiardis and Brauckmann, 2008);for example, the professional development needs of new andexperienced principals are not identical. With regard to the contentof leadership development, the most desired element brought upin most pieces of research concerns the practice of instructionalleadership.

It must be emphasized that both experienced and inexperienced principals seem to need more training on instructionaland strategic leadership skills, technical issues such as financial management. As a result, differences related to the principals'career stage must also be accounted for in any training schemes.Other important aspects that need to be included concern schoolimprovement practices, strategic planning, and human resourcesand financial management.To cater for these diverse needs it is important to decentralize theprovision of these programmes. According to a number ofresearchers (Bush and Glover, 2004; Pashiardis and Brauckmann,2008), leadership development should take into account the localcontexts within which leaders operate. Professional developmentcan then be provided by a wide array of sources, such asuniversities, professional associations, governmental agencies andother organisations. Partnerships between various organisationsmay also enhance the training impact on school leaders.

However,it is also necessary to have a central agency in charge ofmonitoring the quality of professional training and development programmes.As a result, central quality assurance in conjunction withdecentralized provision of professional development is more likelyto meet the needs of school principals.The design of the programmes should also be taken into account.Structural features such as a clear purpose,

curriculum coherence,instructional variety and differentiation should form part of anytraining programme (Peterson, 2002). Attractive fundingarrangements should also be incorporated in order to encouragethe participation of school principals. This structural design couldthen be accompanied by the development of a culture ofopenness, collegiality and trust among the participants. This can beeffectively achieved by introducing and embedding clear symbols,norms and ceremonies.Nevertheless, Hale and Moorman (2003) maintain that theadoption of policy measures is not sufficient and that theimplementation of any programme must be accompanied bysupportive elements such as formal programme review, technicalassistance and monitoring. The providers of both formal and nonformalprogrammes in South Africa (Bush and Heystek, 2006)made a number of suggestions related to such supportive actions.

i. Co-ordinating training more effectively.
ii. Providing post-training support to participants.
iii. Evaluating the quality of training programmes.
iv. Providing careful attention to knowledge transfer to the school.

## V. Conclusion

In general, there is a need to combine a number of methods in the delivery of professional development programmes. Traditional, course-based programmes tend to be too theoretical and therefore they should be complemented by clinical training practices, such as problem-based learning, mentoring and coaching, and peer networking. These learning experiences are deemed to provide a more authentic approach to the real world challenges encountered by school principals. In short, capacity building for school leaders could be based on the Needs Assessment Study commissioned by the Commonwealth Secretariat. Moreover, following on from what was presented in its research brief, the Commonwealth could create a Pan-Commonwealth qualification for school leaders, using both traditional methods as well as open and distance methods and through the synergy of the Commonwealth of Learning (COL). In this way, we can greatly affect the quality of schooling around the Commonwealth, as research shows that 'Quality' starts at the top, or with the school principal, who is 'the Alpha and the Omega' of the school (Pashiardis, 1998). To conclude, the Commonwealth cannot afford to be inactive in this important endeavour of training school leaders, because, as one teacher unionist from Barbados put it, 'one ineffective leader can destroy generations of potential good leaders'.

School leaders have clearly stated responsibilities set by Ministry of Education,government in different countries. Responsibilities of the school leaders may showsimilarities but also may show differences according to size, type, region of the school,school year and country. In all successful schools, the school leaders have high expectationsfor all students and have multiple responsibilities such as supporting curriculumand instruction, fostering a positive and caring culture, recruiting and retainingschool staff, engaging parents and community resources, keeping up with thepaperwork, e-mails, parent calls, evaluating teachers, attending school meetings, andcommunity events among others.

## VI. Suggestions

New and experienced school leaders have differentneeds to fulfill their responsibilities because they have different levels of management,communication, technological skills, and understanding of curriculum. Also,schools have different specific needs due to their demographical structure, academic achievement level of students, experience of teachers, and parental involvement. Inthe light of the literature, for school effectiveness, it can be suggested that all educational leaders need the following:

• Clear recruitment criteria not only based on the teaching experience
• Clear stated roles and responsibilities
• Determination of training needs of new and experienced school leaders everyyear regularly.
• Effective and fast determination of training needs of educational leaders by:

- interviews with school leaders
- conducting surveys
- using observations
- administration of school leader evaluation surveys to school communityincluding students, teachers, and parents as part of the school-self evaluation
- reports of external inspectors of the schools.

## References

[1]. Alam, G. M. (2009). Can governance and regulatory control ensure private higher education as business or public goods in Bangladesh? Afr. J. Bus. Manag, 3(12): 890-906.
[2]. Alam, G. M., Hoque K. E., Rout, G. K, Priyadarshani, N. (2010). Who gains from

EFA –State Business of Education or Private Higher Education Business in Developing Nation: A study to understand the policy impact in Bangladesh? Afr. J. Bus. Manag, 4(5): 770 – 789.

[3]. Altrichter H., Schley W, &Schratz M. (1998). Manual for school development. Innsbruck: StudienVerlag.

[4]. Bush, T. & Glover, D. (2013). School Leadership in West Africa: Findings from a Systematic Literature Review. UNESCO Working Paper.

[5]. Bush, T., & Glover, D. (2004). Leadership Development: Evidence and Beliefs. Nottingham: NCSL.

[6]. Bush, T.&Heystek, J. (2006). School leadership and management in South Africa: principals' perceptions. International Studies in Educational Administration, 34(3), 63-76.

[7]. Bush, T.&Oduro, G.K.T. (2006). New principals in Africa: preparation, induction and practice. Journal of Educational Administration, 44(4), 359-75.

[8]. Creemers, B. P. M. (1996). The goals of school effectiveness and school improvement. In D. Reynolds, R Bollen, B Creemers, D Hopkins, L. Stoll, N Lagerweij (Eds.). Making good schools. London/New York: Routledge, 21-35.

[9]. Creemers, B. P. M. &Reezigt, G. J. (1997). School effectiveness and school improvement: Sustaining links. School Effectiveness and School Improvement, 8(4): 396–429.

[10]. Crow, G, Lumby, J., &Pashiardis, P. (2008). Introduction: Why an international handbook on the preparation and development of school leaders? In J. Lumby, G. Crow, and P. Pashiardis, eds. International Handbook on the Preparation and Development of School Leaders, UK and New York: Routledge, 1-17.

[11]. Hale, E.L., & Moorman, H.N. (2003). Preparing School Principals: A National Perspective on Policy and Program Innovations. Available at http://www.iel.org (Accessed on 25 February 2009).

[12]. Kendrick, J. A. (1988). The emergence of transformational leadership practice in a school improvement effort: A reflective study. Unpublished Doctoral dissertation, University of Illinois at Urbana-Champaign, Champaign, IL.

[13]. Lahui-Ako, B. (2001). The instructional leadership behaviour of Papua New Guinea high school principals. A provincial case study. *Journal of Educational Administration*, 39(3), 233-265.

[14]. Leithwood, K., Anderson, S. E. &Mascall, B. (2009). School leaders' influences on student learning: The four paths. In: Bush T, Bell L, Middlewood D, editors. The Principles of Educational Leadership and Management. London: Sage Publishers, 13-30.

[15]. Lin, M. D. (2001). Professional development for principals in Taiwan: The status quo and future needs trends. In P, Hallinger (Ed.), reshaping the landscape of school leadership development: A global perspective, Lisse. The Netherlands: Swets and Zeitlinger. 191-204.

[16]. Louis, K. S. & Miles, M. B. (1990). Improving the urban high school: What works and why. New York: Teachers' College Press. 6(3): 265-274.

[17]. Marzano, R. J. Waters, T., & McNulty, B.A. (2005). School Leadership that Works. From Research to Results. USA: ASCD and MCREL.

[18]. Murphy, J. (2003). Reculturing the Profession of educational leadership: New blueprints. Commission Papers. National Commission for the Advancement of Educational Leadership Preparation.

[19]. Oduro, G. K. T., &Macbeath, J. (2003). Traditions and tensions in leadership: the Ghanaian experience. *Cambridge Journal of Education*, 33(3), 441-55.

[20]. Oleszewski, A. Shoho, A. & Barnett, B. (2012). The development of assistant principals: A literature review. *Journal of Educational Administration*, 50(3):264-286. DOI: 10.1108/09578231211223301.

[21]. Pashiardis, P. &Brauckmann, S. (2008). Evaluation of school principals. In G. Crow, J. Lumby, and P. Pashiardis, eds. International Handbook on the Preparation and Development of School Leaders. New York: Routledge, 263-79.

[22]. Pashiardis, P. &Heystek, J. (2007). School improvement - it is achievable: a case study from a South African school. In S. Szymanski and K. Mutua, eds. Research on Education in Africa, the Caribbean, and the Middle East. Charlotte, NC: Information Age Publishing, Inc, 41-60.

[23]. Pashiardis, P. &Sajkiewicz, S. B. (2009). Professional development needs of school principals. Available at at:

https://www.researchgate.net/publication/272497413.

[24]. Peterson, K. (2002). The professional development of principals: innovations and opportunities. *Educational Administration Quarterly*, 38(2), 213-32.

[25]. Pont, B., Nusche, D. & Moorman, H. (2008). Improving School Leadership, Volume 1: Policy and Practice. Paris, OECD.

[26]. Pretomode, V. F. (2019). Professional development needs of public and private secondary school principals in Delta state, Nigeria. *International Journal of Educational Administration*. 11(1):7-21.

[27]. Sagor, R. D. (1992). Three principals who make a difference. Educ. Leaders., 49(5): 13-18.

[28]. Schleicher, A. (2012). Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World, OECD Publishing. http://dx.doi.org/10.1787/9789264xxxxxx-en.

[29]. Schleicher, A. (2012). Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World. OECD.

[30]. Smith, W. F. (1999). Leadership for school transformation. Phi Delta Kappan, 80(8): 602-605.

[31]. Yavuz, O. & Robinson, Q. L. (2018). Exploring Aspiring School Leaders' Perception of Preparedness on Four Leadership Domains. *Education Reform Journal*, 3(2), 59-77.