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ASSESSMENT OF EFFECTIVENESS OF LEADERSHIP PRACTICES FOR SUSTAINABLE DEVELOPMENT IN SECONDARY SCHOOLS IN THE FEDERAL CAPITAL TERRITORY (FCT) ABUJA

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ABSTRACT
The importance of effective leadership practices for sustainable development in secondary school system especially those in the Federal Capital Territory (FCT) Abuja cannot be overemphasized. Observations from the current state and conditions of many secondary schools in the FCT showcases that there are a lot of inefficiency and problems surrounding school administration and management which raises a lot of doubts about the effectiveness of school leadership practices. This situation which is worrisome for the sustainable development of secondary schools and the achievement of educational goals and objectives has warranted the researchers to assess some of the effectiveness of leadership practices for sustainable development in secondary schools in the federal capital territory (FCT) Abuja. Five research questions guided this present study. The descriptive survey research design was employed in the study. Population for the study comprised all the 3,339 teachers in 62 public secondary schools from the 6 Area Councils in the FCT, Abuja. Sample size of



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this study constituted a total of 668 teachers selected from 31 public secondary schools, drawn from the 6 Area Councils in the FCT, Abuja at 20% using stratified random sampling technique. A 55-item questionnaire titled: "Effectiveness of Leadership Practices for Sustainable Development Questionnaire (ELPSDQ)", personally developed by the researchers served as the instrument for data collection. This research instrument was validated by three experts; two from the Department of Educational Management, and one Measurement and Evaluation expert from the Faculty of Education, University of Abuja, FCT. Reliability of the research instrument was determined through a pilot test, and the scores obtained after collation from the questionnaire were computed using Cronbach Alpha statistics which gave an overall internal consistency reliability value of 0.89, showing that the instrument was reliable. Data were analyzed using mean scores and standard deviation rated at 2.50. The findings of the study revealed ineffectiveness in leadership practices such as instructional leadership practices, school-community relations leadership practices, school plant facilities management leadership practices, human resources developmentleadership practices and financial management leadership practices. From these findings, recommendations were made. It was however recommended among others that secondary school principals should ensure that they constantly employ effective instructional leadership practices for sustainable development of the school. To achieve this course, the FCT Secondary Education Management Board should constantly organize leadership training for principals' effectiveness in their instructional leadership practices for sustainable development in the secondary schools.

Keywords: Assessment, Effectiveness,Leadership, Practices, Sustainable, Development, Secondary, Schools

Introduction

The Nigerian secondary schools including those in the FCT are post basic education schools that prepares students for higher education. They are citadel of learning that equip students with rightful competences, knowledge and skills which not only prepares students for important careers in the society but as well will enable them to function effectively in their different career throughout their lifetime. In the

same vein, the Federal Republic of Nigeria (FRN, 2013) views secondary schools as schools that offer post basic education and career development(PBECD)programmes which is received after successful completion of basic education. In Nigeria education system, the secondary schools comprise of two streams of both junior and senior secondary schools. Therefore, goals and objectives of every secondary school as enlisted by the Federal Republic of Nigeria (FRN, 2013: 17) in the National Policy on Education are to provide holders of the basic education certificate and junior Arabic and Islamic studies certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background. Secondary schools also offer diversified curriculum to cater for the differences in talents, dispositions, opportunities and future roles. They provide trained manpower in the applied sciences, technology and commerce at the sub-professional grades. They provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development. The secondary schools further inspire students with the desire for self-improvement and achievement of excellence. They foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and to raise morally upright and well-adjusted individuals who can think independently and rationally in order to respect the views and feelings of others and appreciate the dignity of labour. Additionally, secondary schools develop and promote Nigerian languages, art and culture in the context of the world's cultural heritage. All these aforementioned goals and objectives of secondary schools cannot be actualized without laying foundations for effective administration that see to the smooth running of all affairs or activities in the schools. However, in the secondary schools including those in the Federal Capital Territory – FCT, Abuja, the school administrator also called the principal is the leadership and chief of administration. All administrative functions, duties and responsibilities of the schools lies upon the principal who is the chief custodian of all academic, curricular coupled with non-academic or extra-curricular activities of the school. The principal according to Akpakwu (2012) and Chike-Okoli (2007), is the administrative head, the leader and chief

custodian in the school organization, one who controls both the human affairs and material resources in the school. As one who is at the peak position and herm of affairs, he or she runs the day-to-day activities of the secondary school. He makes sure that all the staff including teachers performs their specific tasks for accomplishment of goals in the school organization. He is primarily responsible for the smooth administration of all aspects of the school's operation. In this regards, managing education is also a function of the leadership of various school systems, including secondary schooling (Akpakwu, 2012).

The principal is at the top region or apex of leadership ladder in the school and he or she performs certain roles or functions. The principal for effective leadership and achievement of all educational goals must execute or carry out specific leadership practices can also be termed as responsibilities, roles or functions. Leadership can be defined as the process of persuading other people to jointly seek to achieve defined objectives enthusiastically. It is the act of influencing others to follow and also the act of uniting and stimulating followers towards the achievement of particular objectives in particular situations (Ejiogu & Ogonor, 2016).Leadership as described within the context of this study entails influencing subordinates or employees using various mediums, strategies or by way of leadership practices to act or carry out their task towards attainment of organizational goals.It involves two forms of functions of giving directives and exercising influence on others for achievement of school goals. Leadership practices as defined by Darroch (2006) entails a collection of strategies or steps a leader consciously chooses to reach intended outcomes.According to Collins and Clark(2003), leadership practices refer to a habitual or customary course of action or way of doing something. It involves the way and manner at which leaders employ coordinative effort among participants in order to achieve a distinctive outcome. In the present study leadership practices is viewed from the perspective of school leadership exercising influence on others while executing his or her roles, functions or responsibilities using various strategies for continuous school's improvement and development both for the present and future generation. The principal's leadership practices leading to sustainable development in the school according to Akpakwu (2012), varies

from executing administrative functions, staff personnel functions or tasks, students' functions, school-community relations functions, school plant functions, instructional roles, and school finance and business management functions. While executing these functions, the principal should implore, demonstrate and showcase some expression of effectiveness that will promote or foster sustainable development in the school. Such administrative areas in which the principal needs to exhibit effective leadership practices in the school can be found when he is performing his instructional leadership role, decision making, supervisory roles, when dealing with members of the staff, students and community, among others. McHenry (2009) and Akpakwu (2012) identified several dimensions of principals administrative practices where principals are expected to exhibit or demonstrate their effectiveness in leadership in order to encourage teacher commitment for sustainable development like; supervising teachers in the classroom, communicating effectively with the teachers, selecting and assigning duties to teachers, supporting and improving teachers' performances, evaluating teachers' performance, diagnosing teachers' areas of strengths and weaknesses, assisting to offer solution (s) to both teachers personal and instructional problems, stimulating and providing opportunities for professional, developing spirit de corps among teachers (that is, team building), coordinating teachers work and be a friend to all the staff but an enemy to none (Akpakwu, 2012; McHenry, 2009). All the above practices when effectively implored are components or pathways leading to sustainable development in the school.

Besides, leadership effectiveness as culled out from the definitions of Laila (2015) implies the level to which educational practices employed by the school leadership results in the attainment of educational targets. It further describes the extent to which the desired output is achieved. Effective leadership therefore can be viewed as one who produces the desired outcomes. Such an effective leader according to National College for School Leadership (2003) are transformational leaders who possess higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity. They also possess capabilities such as

building school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modelling best practices and important organizational values, demonstrating high performance expectations, creating a productive school culture and developing structures to foster participation in school decisions. As regards, highly effective school leadership is one that makepositive changes in the school and likewise has most positive significant influences on teaching and learning, student progress, wellbeing and success (Ministry of Education, New Zealand Government, 2016). Components of effective leadership leading to school's sustainable development as further observed by the Education Review Office, New Zealand Government (2016), Krasnoff (2015), Lee (2020), Ministry of Education, New Zealand Government (2016) however comprises of leadership that is visionary with shared vision, inspirational, hardworking and full of expertise, believes in the use of collaborative efforts, among others. Such leaders, set goals and targets to raise achievement to promote equity and excellence, and to actively involve parents and caregivers to raise achievement; support and promote students wellbeing; regularly plan and evaluate teaching practice to ensure that the school is meeting the learning needs of all students; align students learning needs, with the professional learning and development of teaching staff; use evidence evaluation and inquiry regularly to monitor student achievement and to improve teaching practice; and build strong relationships with other educational and community institutions to increase opportunities for student learning and student success (Ezugoh, 2012; Ministry of Education, New Zealand Government, 2016). According to Krasnoff (2015) and Wallace Foundation (2013), effectiveness in leadership practices is determined through the following leadership abilities in shaping a vision of academic success for all students based on high standards; creating a climate hospitable to education so that safety, a cooperative spirit, and other foundations of fruitful interaction prevail; cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision; improving instruction to enable teachers to teach at their best and students to learn to their utmost; and managing people, data and processes to foster school improvement.



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Effective leadership as observed by Lee (2020), however focus on respect rather than popularity, establish clear goals, listen to input from your staff, lead by example, provide regular, constructive feedback, delegate responsibilities, and make meetings *matte**r.*** The Education Review Office, New Zealand Government (2016) confirmed that effective leadership develops, implements and reviews school policies and routines to ensure that money, time, materials and staffing are allocated and organized in ways that support student participation and engagement. Attention is paid to establishing an orderly and supportive environment that is conducive to student learning and wellbeing. Effective leaders strategically align resourcing to support improvement goals and strategies. For example, to ensure that teachers have sufficient opportunity to develop the necessary new knowledge and skills, they may rearrange staff responsibilities, provide time allowances, and repurpose and restructure meetings.In the absence of such an environment, improvement is difficult. Effective leaders value parents and the wider community and actively involve them in the life and work of the school, encouraging reciprocal, learning-centred relationships; these extend to other educational institutions that serve the students. As a result, the school curriculum is enriched by community and cultural resources while reciprocal learning opportunities lead to increased participation, engagement and achievement (Education Review Office, New Zealand Government, 2016).A study conducted in 2008 revealed important difference between schools with high quality professional learning and development (PLD) and other schools, regardless of size or location, which was as a result of the quality of the principal's leadership and management of the school's professional learning and development programme. Effective leadership were found to achieve school goals through certain practices, they had a rationale for what they would achieve in their school; placed a clear focus on improving student outcomes; participated with their staff in PLD programmes; were willing to share leadership roles with other staff members; took a collaborative approach to PLD decision-making; modelled reflective practice; understood the place and value of educational research; and worked effectively with their board to resource PLD (Education Review Office, New Zealand Government,

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2016).With all the above dispositions, it is important that the secondary school principal exhibits good and effective leadership practices by maintaining high moral standards and best practices that is characterized by honesty, justice, reliability and fair play especially when dealing with staff. From all the foregoing discussions, there is no doubt that effective leadership practices are a sure way for achieving sustainable development in the secondary schools.

Sustainable development on the other hand as defined by Ahenkan and Osei-Kojo (2014) entails development path along which maximization of human well-being for today's generation does not lead to the decline in the well-being of the future generation. Sustainable development is concerned with the creation and sustenance of the conditions for current and future generations of human to live well on this planet. Sustainable development means a better quality of life now and for generations to come.These definitions suggest that sustainable development considers the needs of the future and current generations in tandem, and it is rooted in the pursuit of the well-being and welfare of the people (Ahenkan & Oseikojo, 2014). According to the United Nations World Commission on Environment and Development in 1987 as quoted by Edet and Beyin (2018:41), development is sustainable if "it meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainable development could probably be otherwise called "equitable and balanced" development (Suobbotina, 2004). Therefore, the objectives of sustainable development require the protection of the natural resources upon which future development depends. For many advocates of sustainable development, valuing nature and human life in an intrinsic way has also become an integral part of development (Baker, 2005).

Education is the basic objective of sustainable development and an important end in itself. Education remains the surest way to sustainable development in any society. By so doing, the educational system creates a "vanguard group" of effective and efficient leaders in each sector of society who will take primary and leading roles in promoting the values for sustainable development (Bedawy 2014).Sustainable development in school requires support in all levels of a learning organization and capacity

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building within the school's staff. Thus leadership capacity in schools requires "broad-based, skillful participation in the work of leadership". However, a strong connection exists between effective leadership practices and achieving sustainable development in school. This means that school leaders while performing their roles and responsibilities should employ practices that will benefit or profit the present generation of students' without compromising those of the future generations. In order to create professional learning communities that lead to sustainable development in schools, effective leadership need to: share a student learning focus with a group of teachers, delegate responsibility and cultivate involvement, distribute leadership, build nurturing and trusting relationships, and clarify reporting expectations (Education Review Office, New Zealand Government, 2016). Several studies have been conducted in different areas of leadership and each of these studies have their mix and findings which has warranted the present study. Studies like those of Hallinger(2003; 2010;2011), Heck and Hallinger (2009) and Murphy (2002) have discovered that principals in their role as transformational and effective leaders provide support to teachers, include them in the decision making process, and motivate themto be innovative in their pedagogies.As such, principals are encouraged to improve their performance in administration, management,teaching and learning.Hallinger (2007) found out in a study that principals' instructional leadership is a combination of teachers' professional development, supervision, and curriculum development. If principals engage in effective leadership practices that are consistent with the broad definition of instructional leadership they will grow in professional involvement, commitment, and innovation which are necessary leadership competencies for assisting teachers in students' learning/academic progress for building sustainable development. In a study cited by Kurth (2016) which investigated how transformational leadership and the principal's leadership practices immensely influenced the culture of a suburban school district. The suburban Midwestern school district included two high school sites in one county. Through an analysis of more than 100 teachers it was found out that the most effective and respected principals were discovered to be instructional change

agents, talent managers, and culture builders.

Zenger and Folkman (2014) study confirmed successful leaders as utilizing "strategic vision," the ability to visualize change and lead others forward efficiently and in a decisive direction. Desirable effective leaders, according to recent research, are also organized and compassionate, displaying an overall sense of conscientiousness (Owens, 2015). Moving forward into the future of leadership practices for sustainable development of the school, most current research supports the idea that truly effective leadership is entirely transformational,and the best leaders will turn organizations upside down tocreate positive change in the present and future (Kurth, 2016).It is therefore upon this background that the present study sought to assess the effectiveness of leadership practices for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja.

Statement of the Problem

The importance of effective leadership practices for sustainable development in secondary school system especially those in the Federal Capital Territory (FCT) Abuja cannot be overemphasized. Scholars and researchers from various literatures have confirmed that the issues and challenges facing today's education system including secondary schools in the FCT seems to be associated mostly with the issue of bad and ineffective leadership. Principal are not getting any easier; in fact, they are becoming more complex and more convoluted. The principal is how ever expected to employ effective leadership practices in order to face the challenges of the school for sustainable development. By employing effective leadership practices the principal should be prepared to make definitive, thoughtful decisions, devote sizeable amounts of time to thejob, and to endure hefty criticism when things go amiss and faultfinders complain. The principal serves as the lightning rod for all accounts of the school's movement. Because of the surmountable pressures, principals can achieve high measures of success withfollowers if they understandthe importance ofeffective leadership practices coupled with its connections to promoting sustainable development of the school. Observations from the current poor state, dispositions and ugly conditions of many secondary schools in the FCT

showcases that there are a lot of inefficiency, challenges and problems surrounding school administration and management which raises a lot of doubts about the effectiveness of school leadership practices. This situation which is worrisome and created a gap making it difficult for the achievement of educational goals, objectives and sustainable development in secondary schools in the country including those in the FCT has warranted the researchers to assess some of the effectiveness of leadership practices for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja, which is equally the problem of this present study.

Purpose of the Study

The purpose of this study was to assess the effectiveness of leadership practices for sustainable development in secondary schools in the federal capital territory (FCT) Abuja. Specifically, the study aimed at determining the effectiveness of such leadership practices as the:

1. Instructional leadership practices for sustainable development in secondary schools in the federal capital territory (FCT) Abuja.
2. School-community relations leadership practices for sustainable development in secondary schools in the federal capital territory (FCT) Abuja.
3. School plant facilities management leadership practices for sustainable development in secondary schools in the federal capital territory (FCT) Abuja.
4. Human resources development leadership practices provided for sustainable development in secondary schools in the federal capital territory (FCT) Abuja.
5. Financial leadership practices for sustainable development in secondary schools in the federal capital territory (FCT) Abuja.

Research Questions

The following research questions guided the study:

1. What is the effectiveness of instructional leadership practices provided for sustainable development in secondary schools in the federal capital territory (FCT) Abuja?
2. What is the effectiveness of school-community relations leadership practices provided for sustainable development in secondary schools in

the federal capital territory (FCT) Abuja?

3. What is the effectiveness of school plant facilities management leadership practices provided for sustainable development in secondary schools in the federal capital territory (FCT) Abuja?
4. What is the effectiveness of human resources development leadership practices provided for sustainable development in secondary schools in the federal capital territory (FCT) Abuja?
5. What is the effectiveness of financial management leadership practices provided for sustainable development in secondary schools in the federal capital territory (FCT) Abuja?

Methods

The descriptive survey research design was employed in the study. In adopting this design, the researchers carried out a field investigation by getting the opinions from a sample of teachers from their existing large population in order to find out from the teachers who were respondents about the effectiveness of leadership practices provided by principals in their schools. Information gathered were thereafter computed and analyzed using a statistical tool to draw generalization and conclusion based on the findings of the study. Population for the study comprised all the 3,339 teachers in 62 public secondary schools from the 6 Area Councils in the FCT, Abuja. Justification for choosing only teachers as the population of the study was because they were better judges who were in position to reveal the true position of things in the schools concerning the effectiveness of leadership practices in the secondary schools. The information concerning the number of schools and teachers in the different Area Councils were gotten from the FCT Secondary Education Board, January, 2020. Sample size of this study constituted a total of 668 teachers selected from 31 public secondary schools, drawn from the 6 Area Councils in the FCT, Abuja at 20% using stratified random sampling technique. The essence of selecting a sample of teachers and schools was to enable the researchers to have a controllable size and number of teachers who were having a large population and geographically spread at strategic and different locations, that is, LGAs in the FCT .Because to the difficulty in gathering information from all the

teachers, it then became necessary to drawn samples for the study.

A 55-item questionnaire titled: "Effectiveness of Leadership Practices for Sustainable Development Questionnaire (ELPSDQ)", personally developed by the researchers served as the instrument for data collection. The design and construction of the instrument was based on the numerous literatures reviewed, purpose of the study and research questions. The questionnaire was organized in 5 clusters and structured on a 4-point scale of Very Effective (VE) – 4 points, Effective (E) – 3 points, Fairly Effective (FE) – 2 points and Ineffective (IE) – 1 point. This research instrument was validated by three experts; two from the Department of Educational Management, and one Measurement and Evaluation expert from the Faculty of Education, University of Abuja, FCT. Reliability of the research instrument was determined through a pilot test conducted in Nasarawa State using a sample of 25 teachers from 5 public secondary schools;whose scores obtained after collation from the questionnaire were then computed using Cronbach Alpha statistics which gave an overall internal consistency reliability value of 0.89, showing that the instrument was reliable. Distribution of all the copies of the questionnaire was done through a personal, hand delivery and direct contact with the respondents employing the services of 6 research assistants trained on how to communicate with the teachers in order to retrieve the necessary information from them. An on the spot method was also used to collect data as a way of retrieving all the 668 questionnaire at a 100% rate of return from the respondents. However, it took the researchers and the research assistants a period of two weeks to gather the information from the respondents.Data were analyzed using mean scores rated at 2.50 and standard deviation. The decision rule for determining the effectiveness of leadership practices was that any mean score which rated 2.50 and above was considered as effective, while mean score that rated 2.49 and below was termed ineffective.

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Results

Table 1:Mean Score Ratings and SD of Teachers on the Effectiveness of Instructional Leadership Practices provided for Sustainable Development in Secondary Schools in the Federal Capital Territory (FCT) Abuja
N = 668 Teachers

S/N	Please showcase your opinion concerning the effectiveness of the principal in his or her instructional leadership practices in:	VE	E	FE	IN	Mean	SD	Decision
1.	Defining the school mission for teachers in order to aid achievement of objectives or goals for sustainable development in the school	111	156	214	187	2.29	1.05	**Ineffective**
2.	Managing instructional programmes for promoting sustainable development in the school	143	220	152	153	2.53	1.07	**Effective**
3.	Promoting healthy and hospitable school climate for teacher commitment which will lead to sustainable development in the school	129	177	234	128	2.46	1.01	**Ineffective**
4.	Helping to determine curriculum content and organization for sustainable development in the school	166	299	116	87	2.81	0.95	**Effective**
5.	Providing or supporting teachers instructions with adequate material resources and equipment for sustainable development of instructional programmes in the school	101	126	188	253	2.11	1.08	**Ineffective**
6.	Constantly supervising and	122	106	200	240	2.16	1.11	**Ineffective**

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	monitoring teachers instructions using constructive instructional supervisory techniques for sustainable development in the school							
7.	Engaging teachers in regular staff meetings to discover/tackle certain areas difficulties for sustainable development in the school	179	281	138	70	2.85	0.93	**Effective**
8.	Consistently monitoring each students' academic progress and challenges through thorough supervision for sustainable development in the school	119	141	213	195	2.28	1.07	**Ineffective**
9.	Constantly engaging teachers in active decision making concerning instructional programmes for sustainable development in the school	104	151	224	189	2.25	1.03	**Ineffective**
10.	Establishing and ensuring an orderly and supportive environment conducive for student learning and wellbeing	113	105	247	203	2.19	1.05	**Ineffective**
11.	Collaboratively developing and enacting the school's vision, values goals and priorities for equity and excellence which leads to sustainable development in the school	124	179	239	126	2.45	1.00	**Ineffective**
12.	Ensuring effective planning, coordination and evaluation of the school's curriculum and teaching	137	148	208	175	2.37	1.08	**Ineffective**
13.	Building capability and	103	144	186	235	2.17	1.07	**Ineffective**

	collective capacity in evaluation and inquiry for sustained improvement and innovation							
14.	Cultivating leadership in staff members through appropriate delegation of responsibilities likewise checkmating them thoroughly for abuse of power which will guarantee sustainable development in the school	120	132	193	223	2.22	1.10	**Ineffective**
15.	Managing personnel data and administrative processes through the use of modern technologies like ICT for sustainable development in the school	110	167	210	181	2.31	1.04	**Ineffective**
16.	Promoting quality instructions by defining methods of instructions in the school and scheduling school programmes	133	153	198	184	2.35	1.08	**Ineffective**
17.	Promoting and participating in providing a coherent approach to professional learning and practice in order to boost sustainable development in the school	115	130	201	222	2.21	1.08	**Ineffective**
	Grand Mean Score & SD		**=**			**2.35**	**1.07**	**Ineffective**

Analysis of data collated from Table 1 revealed that only items 2, 4 and 7 were rated above 2.50 of the accepted mean score by the teachers showing their agreement with these statements. All the other items from 1, 3, 5, 6 and 8 to 17 were rated below 2.50 of the accepted mean score by the teachers showing their disagreement with these statements. The overall mean score of 2.35 with standard deviation (SD) of 1.07 indicated that there were close responses in the mean scores of the teachers which did not vary to show differences or variability in the scores.By this analysis, teachers

reacted negatively to majority of the statements showing ineffectiveness of the school principals in their instructional leadership practices provided for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja.

Table 2:Mean Score Ratings and SD of Teachers on the Effectiveness of School-Community Relations Leadership Practices provided for Sustainable Development in Secondary Schools in the Federal Capital Territory (FCT) Abuja

N = 668 Teachers

S/N	Please showcase your opinion concerning the effectiveness of the principal in his or her school-community relations leadership practices in:	VE	E	FE	IN	Mean	SD	Decision
18.	Administering procedures for parents and community active participation in school programmes for sustainable development in the school	114	107	220	227	2.16	1.08	**Ineffective**
19.	Conferring with parents from time to time about the new changes and policies of the school	138	125	189	216	2.28	1.12	**Ineffective**
20.	Constantly organizing PTA meeting in order to create opportunities for community stakeholders' inputs in decision making for sustainable development in the school	102	111	215	240	2.11	1.06	**Ineffective**
21.	Handling parents' complaints properly for sustainable development in the school	129	144	251	144	2.39	1.03	**Ineffective**
22.	Constantly cooperates with	107	112	299	150	2.26	0.98	**Ineffective**

	community members by allowing them to use the school premises as when needed by the community							
23.	Supporting the community development programmes such as sanitations, festivals and other ceremonies which will promote synergy of both parties that will lead to sustainable development in the school	116	134	183	235	2.20	1.10	**Ineffective**
24.	Encouraging community involvement in school through adequate accountability	126	141	177	224	2.25	1.11	**Ineffective**
25.	Constantly involving the community in school occasions for sustainable development in the school	137	120	263	148	2.37	1.04	**Ineffective**
26.	Creating opportunities for community to be fully involved in general school administration for sustainable development in the school	101	132	238	197	2.21	1.03	**Ineffective**
27.	Involving the PTA and old students' associations in disciplinary measures for sustainable development in the school	128	139	256	145	2.37	1.03	**Ineffective**
28.	Involving the PTA and other community groups in the financial matters for sustainable development in the school	119	169	261	119	2.43	0.98	**Ineffective**
	Grand Mean Score & SD		**=**			**1.90**	**0.75**	**Ineffective**

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Analysis of data collated from Table 2 revealed that none of the items were rated above 2.50 of the accepted mean score by the teachers. All the items from 18 to 28 were rated below 2.50 of the accepted mean score by the teachers showing their disagreement with these statements. The overall mean score of 1.90 with standard deviation (SD) of 0.75 indicated that there were close responses in the mean scores of the teachers which did not vary to show differences or variability in the scores. By this analysis, teachers reacted negatively to majority of the statements showing ineffectiveness of the school principals in the school-community relations leadership practices in which they provided for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja.

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Table 3: Mean Score Ratings and SD of Teachers on the Effectiveness of School Plant Facilities Management Leadership Practices provided for Sustainable Development in Secondary Schools in the Federal Capital Territory (FCT) Abuja

N = 668

S/N	Please showcase your opinion concerning the effectiveness of the principal in his or her school plant facilities management leadership practices in:	VE	E	FE	IN	Mean	SD	Decision
29.	Determining the school physical plant needs for sustainable development in the school	111	138	251	168	2.29	1.02	**Ineffective**
30.	Developing comprehensive plan for orderly growth and improvement of school plant facilities for sustainable development in the school	104	112	278	174	2.22	1.00	**Ineffective**
31.	Utilizing efficient strategies or operations such as the emergency, predictive, preventive and routine checks for maintenance of school plant facilities for sustainable development in the school	118	144	283	123	2.38	0.98	**Ineffective**
32.	Supervising the custodial staff of the school plant facilities for sustainable development in the school	129	150	183	206	2.30	1.10	**Ineffective**
33.	Selecting appropriate school plant facilities that will promote teaching and learning	109	141	237	181	2.27	1.03	**Ineffective**

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	for sustainable development in the school							
34.	Active in sourcing for school plant facilities externally especially when they are not available for sustainable development in the school	117	133	199	219	2.22	1.09	**Ineffective**
	Grand Mean Score & SD		**=**			**2.28**	**1.04**	**Ineffective**

Analysis of data collated from Table 3 revealed that none of the items were rated above 2.50 of the accepted mean score by the teachers. All the items from 29 to 34 were rated below 2.50 of the accepted mean score by the teachers showing their disagreement with these statements. The overall mean score of 2.28 with standard deviation (SD) of 1.04 indicated that there were close responses in the mean scores of the teachers which did not vary to show differences or variability in the scores. This analysis indicated that teachers reacted negatively to majority of the statements showing ineffectiveness of the school principals in the school plant facilities management leadership practices in which they provided for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja.

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Table 4:Mean Score Ratings and SD of Teachers on the Effectiveness of Human Resources Development Leadership Practices provided for Sustainable Development in Secondary Schools in the Federal Capital Territory (FCT) Abuja

N = 668 Teachers

S/N	Please showcase your opinion concerning the effectiveness of the principal in his or her human resources development leadership practices in:	VE	E	FE	IN	Mean	SD	Decision
35.	Building relational trust, effective participation and collaboration at every level of the school community for sustainable development in the school	104	144	215	205	2.22	1.05	**Ineffective**
36.	Constantly empowering and supporting teachers with adequate motivation for sustainable development in the school	113	137	240	178	2.28	1.04	**Ineffective**
37.	Encouraging staff active participation in varieties in-service training programmes for sustainable development of instructional programmes in the school	109	129	224	206	2.21	1.05	**Ineffective**
38.	Building team spirit among teachers through effective collaboration for	117	154	233	164	2.34	1.03	**Ineffective**

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	sustainable development in the school							
39.	Providing educational scholarships for teachers which is significant to improving their competences in the teaching profession for sustainable development in the school	147	131	219	171	2.38	1.09	**Ineffective**
40.	Using sufficient means or procedures in scheduling teachers assignment for sustainable development in the school	110	124	168	266	2.12	1.11	**Ineffective**
41.	Diagnosing the strengthens and weaknesses of teachers likewise assisting in proffering solutions to their weaknesses for attainment of sustainable development in the school	122	140	237	169	2.32	1.04	**Ineffective**
42.	Helping to improve teachers' quality using effective feedback mechanisms for sustainable development in the school	109	159	248	152	2.34	1.00	**Ineffective**
43.	Assisting in recruiting quality teachers for the school for sustainable development in the school	124	162	253	129	2.42	1.00	**Ineffective**
44.	Providing and allowing	133	127	260	148	2.37	1.04	

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	teachers explore opportunities for staff continual professional growth and development for sustainable development in the school							**Ineffective**
45.	Helping in regular or prompt promotion of staff which encourages their personal improvement for sustainable development in the school	157	246	138	127	2.65	1.04	**Effective**
46.	Modelling good traits, qualities or behaviour which will encourage staff high commitment to their duty for sustainable development in the school	144	236	148	140	2.57	1.05	**Effective**
47.	Always available to handle staff interpersonal matters for sustainable development in the school	111	121	244	192	2.23	1.04	**Ineffective**
48.	Constantly promoting and evaluating teachers' performances in school which is necessary for school's development	200	205	162	101	2.75	1.04	**Effective**
	Grand Mean Score & SD			**=**		**2.37**	**1.06**	**Ineffective**

Analysis of data collated from Table 4 revealed that only items 45, 46 and 48 were rated above 2.50 of the accepted mean score by the teachers showing their agreement with these statements. All the other items from 35 to 44 and 47 were rated below 2.50 of the accepted mean score by the teachers showing their disagreement with these

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statements. The overall mean score of 2.37 with standard deviation (SD) of 1.06 indicated that there were close responses in the mean scores of the teachers which did not vary to show differences or variability in the scores. By this analysis, teachers reacted negatively to majority of the statements showing ineffectiveness of the school principals in their human resources development leadership practices provided for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja.

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Table 5:Mean Score Ratings and SD of Teachers on the effectiveness of financial management leadership practices provided for Sustainable Development in Secondary Schools in the Federal Capital Territory (FCT) Abuja
N = 668 Teachers

S/N	Please showcase your opinion concerning the effectiveness of the principal in his or her financial management leadership practices in:	VE	E	FE	IN	Mean	SD	Decision
49.	Active in constantly keeping accurate financial records, documentation and statements for sustainable development in the school	125	118	206	219	2.22	1.10	**Ineffective**
50.	Provides good system of internal accounting for sustainable development in the school	139	146	189	194	2.34	1.11	**Ineffective**
51.	Ensuring that the school bursary runs smoothly for sustainable development in the school	187	228	114	139	2.69	1.09	**Effective**
52.	Proficient in using modern educational technology for proper accounting system and streamlining office duties for sustainable development in the school	143	140	255	130	2.44	1.03	**Ineffective**
53.	Consistent in adequate preparation of schools	169	248	111	140	2.67	1.07	

	budgets in every fiscal year for sustainable development in the school							**Effective**
54.	Competent in managing school's income and expenditure budgeted for the fiscal year for sustainable development in the school	112	131	233	192	2.24	1.05	**Ineffective**
55.	Accountable at all times to give feedback to all stakeholders in the school like parents and teachers concerning activities that surrounds managing the school finances	127	156	207	178	2.35	1.07	**Ineffective**
	Grand Mean Score & SD			**=**		**2.42**	**1.09**	**Ineffective**

Analysis of data collated from Table 5 revealed that only items 51 and 53 were rated above 2.50 of the accepted mean score by the teachers showing their agreement with these statements. All the other items from 49 to 50, 52 and 54 to 55 were rated below 2.50 of the accepted mean score by the teachers showing their disagreement with these statements. The overall mean score of 2.42 with standard deviation (SD) of 1.09 indicated that there were close responses in the mean scores of the teachers which did not vary to show differences or variability in the scores. This analysis indicated that teachers reacted negatively to majority of the statements showing ineffectiveness of the school principals in their financial management leadership practices provided for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja.

Discussions

The findings of this study generally revealed ineffectiveness of secondary school principals in the leadership practices which they provided for

sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja. The findings further revealed that the principals were showcased a lot of ineffectiveness in their instructional leadership practices, school-community relations leadership practices, school plant facilities management leadership practices, human resources development leadership practices and financial management leadership practices, which geared the schools towards attaining sustainable development in the Federal Capital Territory (FCT) Abuja. The finding of the result from research question one indicating principals' ineffectiveness in their instructional leadership practices provided for sustainable development in secondary revealed that the principals showcased their ineffectiveness or rather were ineffective in defining the school mission for teachers in order to aid achievement of objectives or goals for sustainable development in the school, promoting healthy and hospitable school climate for teacher commitment which will lead to sustainable development in the school, providing or supporting teachers instructions with adequate material resources and equipment for sustainable development of instructional programmes in the school, constantly supervising and monitoring teachers instructions using constructive instructional supervisory techniques for sustainable development in the school, consistently monitoring each students' academic progress and challenges through thorough supervision for sustainable development in the school, constantly engaging teachers in active decision making concerning instructional programmes for sustainable development in the school, establishing and ensuring an orderly and supportive environment conducive for student learning and wellbeing, collaboratively developing and enacting the school's vision, values goals and priorities for equity and excellence which leads to sustainable development in the school, ensuring effective planning, coordination and evaluation of the school's curriculum and teaching, building capability and collective capacity in evaluation and inquiry for sustained improvement and innovation, cultivating leadership in staff members through appropriate delegation of responsibilities likewise checkmating them thoroughly for abuse of power which will guarantee sustainable development in the school, managing personnel data and administrative

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processes through the use of modern technologies like ICT for sustainable development in the school, promoting quality instructions by defining methods of instructions in the school and scheduling school programmes, and promoting and participating in providing a coherent approach to professional learning and practice in order to boost sustainable development in the school. This finding deviates from the findings of Ministry of Education, New Zealand Government (2016) which discovered that effective leadership is one which is visionary with shared vision, inspirational, hardworking and full of expertise, and to top it all; such leaders, set goals and targets to raise achievement to promote equity and excellence, support and promote students 'academic wellbeing, regularly plan and evaluate teaching practice to ensure that the school is meeting the learning needs of all students, they align students learning needs with the professional learning and development of teaching staff, and they use evidence evaluation and inquiry regularly to monitor students learning achievements and to improve teaching practice.

Krasnoff (2015) and Wallace Foundation (2013) in their studies found out that effectiveness in leadership practices is determined through the following leadership abilities in shaping a vision of academic success for all students based on high standards, creating a climate hospitable to education so that safety, a cooperative spirit, and other foundations of fruitful interaction prevail, cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision; improving instruction to enable teachers to teach at their best and students to learn to their utmost, and managing people, data and processes to foster school improvement. Kurth (2016) in a study confirmed that principal's effective instructional leadership practices immensely influenced the culture of a suburban school district. Through an analysis of more than 100 teachers it was found out that the most effective and respected principals were discovered to be instructional change agents, talent managers, and culture builders. Supporting all these findings, in a previous study Hallinger(2007) found out that principals' instructional leadership is a combination of teachers' professional development, supervision, and curriculum development. If principals engage in effective leadership

practices that are consistent with the broad definition of instructional leadership they will grow in professional involvement, commitment, and innovation which are necessary leadership competencies for assisting teachers in students' learning/academic progress for building sustainable development .However, for the actualization of sustainable development in the secondary schools in the FCT, principals must deploy effective instructional leadership practices which will gear the school towards this mission. By constantly practicing effective instructional leadership roles, the school environment is made more conducive, comfortable and hospitable for both present and future generations.

The finding of the result from research question two indicated that the principals were in effective in school-community relations leadership practices in which they provided for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja. This includes that the principals showcased ineffectiveness in administering procedures for parents and community active participation in school programmes for sustainable development in the school, conferring with parents from time to time about the new changes and policies of the school, constantly organizing PTA meeting in order to create opportunities for community stakeholders' inputs in decision making for sustainable development in the school, handling parents complaints properly for sustainable development in the school, constantly cooperates with community members by allowing them to use the school premises as when needed by the community, supporting the community development programmes such as sanitations, festivals and other ceremonies which will promote synergy of both parties that will lead to sustainable development in the school ,encouraging community involvement in school through adequate accountability, constantly involving the community in school occasions for sustainable development in the school, creating opportunities for community to be fully involved in general school administration for sustainable development in the school, involving the PTA and old students' associations in disciplinary measures for sustainable development in the school, and involving the PTA and other community groups in the financial matters for sustainable development in the school.

This finding does not corroborate with the findings of Ministry of Education, New Zealand Government (2016) which confirmed that effective leaders believe in the use of collaborative efforts; such leaders actively involve parents and caregivers to raise achievement, and they likewise build strong relationships with other educational and community institutions to increase opportunities for student learning and student success. Effective leaders value parents and the wider community and actively involve them in the life and work of the school, encouraging reciprocal, learning-centered relationships; these extend to other educational institutions that serve the students. As a result, the school curriculum is enriched by community and cultural resources while reciprocal learning opportunities lead to increased participation, engagement and achievement, just as confirmed by the Education Review Office, New Zealand Government (2016).Therefore, for sustainable development of the secondary schools in the FCT, principals' collaborations and synergy with important community stakeholders is highly needed. The school-community could be highly supportive for continual growth, development and sustainability of the school as discovered in Ezugoh (2012) study.

The finding of the result from research question three also indicated that the principals were ineffective in the school plant facilities management leadership practices in which they provided for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja. The principals showcased their ineffectiveness in: determining the school physical plant needs for sustainable development in the school, developing comprehensive plan for orderly growth and improvement of school plant facilities for sustainable development in the school, utilizing efficient strategies or operations such as the emergency, predictive, preventive and routine checks for maintenance of school plant facilities for sustainable development in the school, supervising the custodial staff of the school plant facilities for sustainable development in the school ,selecting appropriate school plant facilities that will promote teaching and learning for sustainable development in the school, and active in sourcing for school plant facilities externally especially when they are not available for sustainable development in the school. This finding does not

corroborate with the findings of the Education Review Office, New Zealand Government (2016) which confirmed that effective leadership develops, implements and reviews school policies and routines to ensure that money, time, materials and staffing are allocated and organized in ways that support students' participation and engagements. Attention is paid to establishing an orderly, supportive and well-resourced environment with modern and technological facilities that is conducive to student learning and staff wellbeing. Additionally, the principal must continuously source for resources and likewise engage in the management of school plant facilities for sustainable development of the school. Of course, this is usually actualized through the support of other stakeholders who are actively involved in the school administration and management.

The finding of the result from research question four revealed the ineffectiveness of principals in their human resources development leadership practices provided for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja. The principals were ineffective in: building relational trust, effective participation and collaboration at every level of the school community for sustainable development in the school, constantly empowering and supporting teachers with adequate motivation for sustainable development in the school, encouraging staff active participation in varieties in-service training programmes for sustainable development of instructional programmes in the school, building team spirit among teachers through effective collaboration for sustainable development in the school, providing educational scholarships for teachers which is significant to improving their competences in the teaching profession for sustainable development in the school, using sufficient means or procedures in scheduling teachers assignment for sustainable development in the school, diagnosing the strengthens and weaknesses of teachers likewise assisting in proffering solutions to their weaknesses for attainment of sustainable development in the school, helping to improve teachers' quality using effective feedback mechanisms for sustainable development in the school, assisting in recruiting quality teachers for the school for sustainable development in the school, providing and allowing teachers explore

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opportunities for staff continual professional growth and development for sustainable development in the school, and always available to handle staff interpersonal matters for sustainable development in the school.

This finding does not agree and deviates with the studies of Heck and Hallinger (2009) and Murphy (2002) which found out that principals in their role as transformational and effective leaders provide support to teachers by including them actively in the decision-making process, and motivate them to be innovative in their pedagogies. In a most recent study Owens (2015) confirmed that desirable effective leaders are also organized and compassionate, displaying an overall sense of conscientiousness. Moving forward into the future of leadership practices for sustainable development of the school, effective leadership is entirely transformational, and the best leaders will turn organization ns upside down to create positive change in the present and future (Kurth, 2016). Zenger and Folkman (2014) in a previous study confirmed successful and effective leaders as utilizing "strategic vision," the ability to visualize change and lead others forward efficiently and in a decisive direction. Lee (2020) found out that effective leadership as observed in a study, focused on respect rather than their popularity; they established clear goals, listen to input from your staff, led by example, provided regular and constructive feedbacks, delegated responsibilities, and made staff meetings matter**.** Effective leaders strategically align resourcing to support improvement goals and strategies. For example, to ensure that teachers have sufficient opportunity to develop the necessary new knowledge and skills, they may rearrange staff responsibilities, provide time allowances, and repurpose and restructure meetings. In the absence of such an environment, improvement is difficult (Education Review Office, New Zealand Government, 2016).A study conducted in 2008 revealed important difference between schools with high quality professional learning and development (PLD) and other schools, regardless of size or location, which was as a result of the quality of the principal's leadership and management of the school's professional learning and development programme.

Effective leadership were found to achieve school goals through certain

practices, they had a rationale for what they would achieve in their school; placed a clear focus on improving student outcomes; participated with their staff in PLD programmes; were willing to share leadership roles with other staff members; took a collaborative approach to PLD decision-making; modelled reflective practice; understood the place and value of educational research; and worked effectively with their board to resource PLD (Education Review Office, New Zealand Government, 2016**).**For sustainable development of the school, the principal must employ effective human resources development leadership practices; this is so because human resources like the teachers for example, are important machineries in the school that see to the implementation of the curriculum and education policies at the classroom level for the achievement of educational goals and objectives. Therefore, their cooperative commitments, dedication, efforts, contribution and input would lead to sustainable development for both the present and future generations of the school. As such, no education system can rise above the quality of its teachers (Federal Republic of Nigeria, FRN, 2013). This warrant and demands that the human resources must be effectively managed, maintained and treated well through adequate and constant motivation and empowerment by the school principals for their effectiveness.

The finding of the result from research question five revealed the ineffectiveness of principals' inin their financial management leadership practices provided for sustainable development in secondary schools in the Federal Capital Territory (FCT) Abuja. The principals were ineffective in: active in constantly keeping accurate financial records, documentation and statements for sustainable development in the school, provides good system of internal accounting for sustainable development in the school, proficient in using modern educational technology for proper accounting system and streamlining office duties for sustainable development in the school, competent in managing school's income and expenditure budgeted for the fiscal year for sustainable development in the school, and accountable at all times to give feedback to all stakeholders in the school like parents and teachers concerning activities that surrounds managing the school finances. This finding is not in consonance and deviated with Akpakwu (2012) which

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confirmed that the effectiveness of school leadership also lies in their ability to control school finances effectively. As part of the principals' leadership practices, they should be effective in financial management and control of school finances. Certain financial strategies or practices which are however important should be utilized when managing school finances for sustainable development of the school. Essentially, in all the findings of the present study, for sustainable development of the school which will benefit the present and future generations, leadership effectiveness is highly important.

Conclusion

For sustainable development and sustainability of secondary schools in the FCT, there is need for leadership effectiveness. The leadership of the secondary school, that is, the principal should be effective in deploying effective leadership practices and in discharging their responsibilities in order to accomplish school goals and effectively achieve educational goals and objectives. When this is not found, then, this could mar sustainable development of the school both in the present and future. However, the present study submits that the secondary school principals in the Federal Capital Territory (FCT) Abuja showcased a lot of ineffectiveness in their leadership practices which they provided that are supposed to lead to sustainable development in their schools. They showcased a lot of ineffectiveness in their instructional leadership practices, school-community relations leadership practices, school plant facilities management leadership practices, human resources development leadership practices and financial management leadership practices. This situation calls for absolute redress if sustainable development should be attained in the especially in secondary schools. Upon this benchmark, recommendations have been made.

Recommendations

From the findings of the study, the following recommendations have been proffered:

1. Secondary school principals should ensure that they constantly employ effective instructional leadership practices for sustainable development of the school. To achieve this course, the FCT Secondary Education Management Board should constantly

organize leadership training for principals' effectiveness in their instructional leadership practices for sustainable development in the secondary schools.

2. The principals should actively involve the school-community stakeholders in the general administration and management of their schools for continual growth and sustainable development of the school. By so doing the community stakeholders will make positive contributions that will lead to sustainable development for both the present and future generations of the school.

3. The principals should employ effective school plant facilities management leadership practices for sustainable development in their schools through active and adequate sourcing and sorting, selection, utilization and maintenance.

4. The principals should deploy effective human resources development leadership practices through promotion of appropriate staff collaborations, motivation, team building, empowerment and adequate staff in-service training and development for sustainable development in the secondary schools.

5. The FCT Secondary Education Management Board should encourage principals to employ effective financial management practices in managing school funds, for instance, through appropriate financial planning, documentation, recording, reporting, among others. However, principals should be made or held accountable for all school finances through constant internal and external auditing for sustainable development of the school.

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