

Principal Administrative Leadership and Educational Goal Achievement in Kwara State, Nigeria

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ABSTRACT

This study investigated principal administrative leadership and educational goal achievement in Kwara State, Nigeria. In more specific objectives, it explores the relationship between curriculum coordination, evaluation of instruction and educational goal achievement. Quantitative research designed was used for this study. Stratified random sampling technique was used for 175 principals and 361 teachers making a total of 536 participants were selected proportionally across the senatorial districts in public secondary schools in Kwara State. Data was collected using the Principal Administrative Leadership Questionnaire (PALQ). In terms of analysis, Pearson product-moment correlation coefficient and linear regression analysis were used to analyze the data collected. The findings show that curriculum coordination and evaluation of instruction were positively and significantly correlated with educational goal achievement. Thus, it was recommended that Principals should continue to provide effective coordination of curriculum so as to help in the selection of appropriate textbooks and learning materials to be used in the classroom and assign duties to teachers based on their specialization and expertise. Also, principals should continue to evaluate instruction in order to ensure and develop the quality of teaching and learning, improve teachers' classroom practice, as well as promotes positive learning climate toward educational goal achievement.

Keywords: curriculum coordination, evaluation of instruction, self-efficacy, goal achievement, Nigeria.

INTRODUCTION

The position of the principal is crucial in the management of the secondary school setting. The principal is saddled with the responsibility of efficient utilization and coordination of human and material resources towards the attainment of the organizational goals. The success of the school in implementing the educational program and goal achievement depends largely on the principal administrative behavior is a known fact that education contributes immensely in the development of the human capital needed for the nation's productive sector.

The key to effective leadership is the ability to get results from people. School leadership improves teaching and learning indirectly and most powerfully through effective curriculum coordination, evaluation of instruction and, their influence on staff motivation, working conditions and commitment. In essence, the principal also helps to achieve the goal of the educational system through planning, stimulating, coordinating, directing and evaluating the work of teaching and non-teaching staff. This implies that the principal as the administrative head of the secondary school provides leadership in all aspects of the school program.

Many studies have been steered on principal leadership and goal achievement. Wilson (2017) focused on the leadership style of principal and staff job performance in River State. Primary and secondary data was used in the study through questionnaire items and interview method. The findings revealed that various leadership styles such as motivation, supervision and coordination have positive effects on staff job performance. Robinson et al (2008) treatise has a focus on the leadership impact on the students' outcomes. Atif et al (2020) conducted principal leadership style and teacher job performance. Sample of 253 middle management personnel was chosen for the study. Pearson product moment correlation was used to analyze the collected data. The finding revealed that participative leadership is considered as significant predator of teachers' job performance. Suleman et al (2016) investigated principal administrative styles and students' academic performance in Taraba State. Sample of 430 teachers was selected for the study. Pearson product moment correlation coefficient and regression analysis were used to analyze the data collected. The finding shows that there is no significant relationship between principal administrative styles and students' academic performance in English. Obasi (2018) studies how administrative strategies of principal can enhance teacher commitment in Delta State. Using sample of 224 principals and 664 teachers. descriptive design such as mean and standard deviation was used to analyze the data collected. The result shows that principal failed to effectively employ all the needed administrative strategies to enhance teacher commitment. There are numerous areas of principal leadership and goal achievement that are yet to be discussed by these scholars. These areas include principal administrative leadership and educational goal achievement in Kwara State, Nigeria. In addition, to the researcher' knowledge, there have been no research in Nigeria so far that have looked at curriculum coordination and evaluation of instruction as critical indices to measure principal administrative leadership towards educational goal achievement. As such, this study attempts to fill the holes left by the previous scholars. The following objectives have been formulated to:

- a. Determine the relationship between curriculum coordination and educational goal achievement in Kwara State.
- b. Examine the relationship between evaluation of instruction and educational goal achievement in Kwara State.

- c. Find out the relationship among curriculum coordination, evaluation of instruction and educational goal achievement in Kwara State.

Research Hypotheses

The following hypotheses were formulated and tested:

1. There is no significant relationship between curriculum coordination and educational goal achievement.
2. There is no significant relationship between evaluation of instruction and educational goal achievement
3. There is no significant relationship between principal administrative leadership and educational goal achievement.

LITERATURE REVIEW

Principal Administrative Leadership

The principal was identified as a curriculum leader, instructional evaluator, assessment expert, community builder, disciplinarian, policy initiator, school program administrator and budget analyst who have ability to prepare the learners toward achieving stated educational goals and objectives (Wilson, 2017). Yahaya et al (2014) sees leadership as the process of getting thing done by sorting the cooperation and assistance of followers towards the attainment of organizational goals. Leadership is an act of influencing people to enthusiastically maximize their efforts towards the development of organization (Kruse, 2013). Also, Northouse (2013) sees administrative leadership as an act of directing, guiding and influencing the attitude of people to strive willingly and contribute their quota towards accomplishment and realization of organizational goals. This implies that leadership occurs when someone or group influences the competencies of others in order to achieve stated objectives. Principal administrative leadership in this study refers to an act of coordinating curriculum and evaluation of instruction.

A curriculum is a set of planned activities designed to accomplish a definite educational objective and guided by the school (Reid, 2012). Curriculum is seen as a system of instruction and learning with precise contents, dimensions, resources, and approaches to meet the stated educational goals and objectives under the guidance of the school (Olajide, 2016). Thus, curriculum coordination is an act of regulating, and suggesting innovative ideas that will bring about excellence in teaching and learning in order to realize educational goals (Abdullahi, 2020). It is also the process of planning, implementing and evaluating of content writing in the developed curriculum so as to attain quality teaching and learning towards goal achievement (Ajibola, 2008).

Evaluation of instruction can be seen as the process of bringing about improvement in the teaching and learning process through effective coordination of activities concerned with teaching and learning (Akomolafe, 2012). It implies the interaction between the principal and teachers to enhance quality education for the benefit of students, parents, stakeholders, and the environment. It is generally believed that, for the school to be functional, productive and improve, greater attention must be focused on the manner in which teachers perform their instructional duties. Principal evaluation of instruction is a significant factor in facilitating, promoting, improving the performance of teachers and academic progress of learners.

Educational Goal Achievement

Educational goal achievement is generally seen as excellence in all academic curricula and extra-curriculum activities as well as an academic discipline. Educational goal achievement is the extent to which the principal, teachers, students, and educational organization has achieved the predetermined educational goals (Peter et al, 2014). In addition, it describes the realization of effective cognitive, affective and psychomotor domains of students in an educational system. educational goal achievement in this study refers to the pedagogical quality and student self-efficacy.

Pedagogical quality involves making the content meaningful and accessible to each student and giving learners the confidence, they need through appropriate teaching methods (Lawal & Oladosu, 2016). Self-efficacy is the belief in one's ability to organize and execute the courses of action required to cope with environmental demands and goal achievement (Smith & Guarino, 2005). Self-efficacy saw as belief in one's ability to do something to achieve a goal or result. Students' self-efficacy is a positive predictor of educational goal achievement (User & Pajares, 2008). According to Bandura (1997) as cited in Lesley and Olivier (2004) argued that self-efficacy is influenced by three factors, namely: i) the behavior of an individual, ii) the environment and iii) personal factors. A positive feeling toward learning (personal factors) will inspire learners to study hard (behavior factor) which will prompt positive feedback from the school (environment) and brings about beliefs of self-efficacy.

THEORETICAL FRAMEWORK

This study focuses on Hersey and Blanchard (1982) situational leadership theory as cited in Okorie (2010). This theory posits that an effective leader is one who can diagnose the challenges of the situation and the level of maturity of the subordinates and use a leadership behavior that is appropriate. Hersey and Blanchard recognized that there are many factors in the environment that can contribute to the effective achievement of goals. They delineated four basic behavior of leadership as follows; i) telling (high task and low relationship), ii) selling (high task and high relationship), iii) participative (high relationship and low task), iv) delegating (low relationship and low task). Regarding the high task and low relationship leadership behavior a leader explains the goals and roles of subordinates and tells them what, how, where and when to do the job (curriculum coordination). As subordinates learn the work, the leader begins to use selling leadership behavior (high tasks and high relationships) In participative leadership behavior, the leader evaluates subordinate's performance as they become more experienced, skilled, and have more achievement. Furthermore, the subordinates display the highest level of maturity in terms of expanding experience and skills and have high achievement towards the realization of organizational goals (goal achievement).

This theory can be applied in an educational setting such that, the principal must coordinate the curriculum in relation to the level of maturity of the learners supervising the teachers, encourage staff members, and show more trust and confidence in them towards achieving stated educational objectives (telling and selling). Also, a principal can evaluate a teacher's instruction by continuing to maximize high level of consideration and emotional support to reinforce the staff (participative and delegating) towards goal achievement.

METHODOLOGY

Research Design

A quantitative research design was used in this study. The design was considered appropriate because it assists the researcher to examine the correlation that exists between principal administrative leadership and goal achievement. It also helps by permitting the researcher to get the opinion of the sample population, using suitable data analysis to analyze the gathered data and reach a convincing conclusion about the population from the findings of the study (Dillman, Jolene & Leah, 2014).

Population and Sampling Techniques

This study focused on a public secondary schools in Kwara State, Nigeria. There are 310 public secondary schools and 6,894 teachers in Kwara State. The target population of this study consisted of 310 principals and 6,894 teachers in Kwara State as at the time of study. Sample of 175 principals and 361 teachers making a total of 536 participants were selected proportionally across the senatorial districts with the use of Research Advisor (2006) table of determining sample size of a known population. This involves getting the population of principals and teachers in each selected public secondary school in Kwara State. Stratified random sampling technique was used to select principals and teachers from the sample schools so as to guarantee that all categories of principals and teachers were given equivalent chance of being chosen.

Instrumentation

A self-constructed questionnaire titled “Principal Administrative Leadership Questionnaire (PALQ) and adapted questionnaire were used as the instrument for this study. A total of 17 items were used to measure principal administrative leadership with two sub-variables: curriculum coordination (6 items), and evaluation of instruction (11 items). The items of questionnaire regarding educational goal achievement was concluded from Christian, Dijana and Eyvind (2014) on Pedagogical quality with (5 items). Smith and Guarino (2005) on self-efficacy with (5 items). Participants replied to four Likert scale point as follow: 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D) and 1 = Strongly Disagree (SD). The norm mean is given accordingly: $4 + 3 + 2 + 1 / 4 = 2.50$. the norm mean depicts that any item that is above or equal to the norm mean value of 2.50 is interpreted as agreed while the value below the norm mean value is disagreed by the participants (Allen & Christopher, 2007) conclude that 4-point Likert scale answer format was faster and easier to fill than 5 to 7-point scales answer format.

Validity and Reliability

Two experts in measurement and evaluation and two experts in educational management to look into the accuracy and appropriateness of the instrument so as to validate the instrument. Based on their observations and recommendations, appropriate corrections and modification were made. Furthermore, 30 corrected copies were further administered to principals and teachers who are part of the sample to spot their clarity of the items of wording, scales and instructions of the questions in order to detect if there may be any challenges in filled the questionnaire. Therefore, some recommendations made were corrected properly before sending the final copies. The reliability of the instrument was done with the use of Cronbach’s alpha as shown in Table 1.

Table 1

Reliability Test for PALQ and EGAQ

Variables	Sub-variables	N	Cronbach's alpha	Decision
Principal leadership administration	Curriculum coordination	6	0.80	All items are acceptable and consistent
	Evaluation of instruction	11	0.84	All items are acceptable and consistent
Educational goal achievement	Pedagogical quality	5	0.82	All items are acceptable and consistent
	Self-efficacy	5	0.80	All items are acceptable and consistent

Table 1 shows the result of the reliability test for PALQ, these are curriculum coordination and evaluation of instruction. The Cronbach's alpha value for curriculum coordination is 0.80 covering up to 6 items and 0.84 for evaluation of instruction with 11 items. Also, on educational goal achievement variables, the Cronbach's alpha value for sub-variables are 0.82 for pedagogical quality and 0.80 for self-efficacy. Values above 0.70 are considered acceptable and consistent (Ary, Jacobs & Sorensen, 2010).

Data Collection Procedure

The participants were contacted in their respective offices to discuss the reason for the study before the administering of the questionnaire. The researcher with the support of two research assistants personally administered the questionnaire to the principals and teachers of the sample public secondary schools. Appropriate distribution of questionnaires was also aided with the cooperation of colleagues and friends in the sample schools. The questionnaires were administered to over 600 participants consisting of the selected principals and teachers in public secondary schools. After 2 weeks, all the filled questionnaires were recovered from the participants. However, a total of 542 questionnaires were returned and filled properly. therefore, the returned number meets the suggestion of Research Advisor (2006) with a number of 536 participants sample in this study. In the guideline provided by (Hesse-Biber & Leavy, 2011; Johnson & Christensen, 2008), this study emphasized on ethical issues in guaranteeing secrecy and privacy of participants responses.

Data Analysis

The data gathered for the study were analyzed using descriptive statistics like mean and standard deviation to address the research objectives of the study. Inferential statistics such as Pearson product moment correlation and linear multiple regression statistical analysis was used to test the hypotheses at (0.5) significance level to determine the acceptable or rejection of the hypotheses.

FINDINGS

This part discusses the result of the findings based on research objectives.

Curriculum Coordination

Objective 1: Determine the relationship between curriculum coordination and educational goal achievement in Kwara State.

Table 2 reveals the analysis of the participant’s responses for the construct of curriculum coordination and educational goal achievement in Kwara State.

Table 2
Curriculum Coordination as Responded by Participants

S/N	Curriculum Coordination	Participants Responses		Decision
		Mean	SD	
1	Principal participation in coordination curriculum helps in the selection of appropriate textbooks and learning materials to be used in the classroom.	2.88	1.002	Agreed
2	Helps to assign duties to teachers based on their specialization and expertise.	2.96	0.910	Agreed
3	Gives room for on-the-job training programs to promote teachers’ professional growth.	2.78	1.032	Agreed
4	Improves learning opportunities for students and educators.	2.91	0.959	Agreed
5	Helps educational managers to suggest innovative ideas that will enhance effective teaching and learning.	2.93	0.964	Agreed
6	Curriculum coordination helps to bring about appropriate teaching and learning.	2.80	1.029	Agreed
	Overall Mean	2.88	0.982	

(Mean > 2.50 Agree, Mean<2.50 Disagree)

Table 2 revealed the overall perception of participants on curriculum coordination is interpreted as “Agreed” (M = 2.88, SD = 0.982). This reveals that participants agreed that curriculum coordination enhances educational goal achievement in Kwara State, Nigeria. In addition, all responses obtained mean values higher than the norm mean value of 2.50. This shows that participants agreed that curriculum coordination i) helps in the selection of appropriate textbooks and learning materials to be used in the classroom (M = 2.88, SD = 1.002), ii) helps to assign duties to teachers based on their specialization and expertise (M = 2.96, SD = 0.910), iii) gives room for on-the-job training programs to promote teachers’ professional growth (M = 2.78, SD = 1.032), iv) improves learning opportunities for students and educators (M = 2.91, SD = 0.959), v) helps educational managers to suggest innovating ideas that will enhance effective teaching and learning (M = 2.93, SD = 0.964), vi) helps to bring about appropriate teaching and learning (M = 2.80, SD = 1.029).

Evaluation of Instruction

Objective 1: Examine the relationship between evaluation of instruction and educational goal achievement in Kwara State.

Table 3 presents the mean and standard deviation responses of principals and teachers on the evaluation of instruction in public senior secondary schools in Kwara State, Nigeria.

Table 3

Mean and Standard Deviation of Items on Evaluation of Instruction

S/N	Evaluation of Instruction	Participants Responses		Decision
		Mean	SD	
7	Ensures and develops the quality of teaching and learning.	2.88	0.992	Agreed
8	Improves teachers' classroom practice.	2.96	0.967	Agreed
9	Reduces teacher frustration in teaching.	2.94	0.974	Agreed
10	Helps transmits a sense of mission.	2.97	0.977	Agreed
11	Develops deep understanding on the part of teachers and students.	2.99	0.922	Agreed
12	Builds collaborative processes between teachers and school managers.	2.85	1.018	Agreed
13	Promotes teachers' commitment to the daily teaching task.	2.90	0.985	Agreed
14	Improves teaching methodologies of teachers.	3.02	0.926	Agreed
15	Motivates and lead teacher into professional maturity.	2.91	0.968	Agreed
16	Enhances effective classroom management.	2.90	0.964	Agreed
17	Promotes a positive learning climate.	2.92	0.956	Agreed
	Overall Mean	2.93	0.968	

The overall perception of the participants on evaluation of instruction as shown in table 3 is interpreted as “Agreed” (M = 2.93, SD = 0.968). This reveals that participants agreed that evaluation of instruction bring about educational goal achievement in Kwara State, Nigeria. Also, all the responses obtained mean values higher than the norm mean value of 2.50. This shows that participants agreed that evaluation of instruction i) ensures and develops quality of teaching and learning (M = 2.88, SD = 0.992), ii) improves teachers' classroom practice (M = 2.96, SD = 0.967), iii) reduces teacher frustration in teaching (M = 2.94, SD = 0.974), iv) helps transmits a sense of mission (M = 2.97, SD = 0.977), v) develops deep understanding on the part of teachers and students (M = 2.99, SD = 0.922), vi) builds collaborative processes between teachers and school managers (M = 2.85, SD = 1.018), vii) promotes teachers' commitment on daily

teaching task (M = 2.90, SD =0.985), viii) improves teaching methodologies of teacher (M = 3.02, SD =0.926), ix) motivates and lead teacher into professional maturity (M = 2.91, SD = 0.968), x) enhances effective classroom management (M = 2.90, SD = 0.964), xi) promotes positive learning climate (M = 2.92, SD = 0.956).

Hypotheses Testing

Pearson product moment correlation coefficient statistic was used in this study to test the set hypotheses as follow:

H₀: there is no significant relationship between curriculum coordination and educational goal achievement.

Table 4

Correlational Analysis for Curriculum Coordination and Educational Goal Achievement

		Curriculum coordination	Educational Goal Achievement
Curriculum Coordination	Pearson Correlation	1	.910**
	Sig. (2-Tailed)		.000
	N	536	536
Educational Achievement	Pearson Correlation	.910**	1
	Sig. (2-tailed)	.000	
	N	536	536

Table 4 reveals that curriculum coordination has a significant and positive relationship with educational goal achievement with calculated r-value = .910; p < .000. This shows that there is a significant relationship between curriculum coordination and educational goal achievement in Kwara State, Nigeria. Therefore, the hypothesis which state that there is no significant relationship between curriculum coordination and educational goal achievement is rejected (Yin, 2011).

H₀: there is no significant relationship between evaluation of instruction and educational goal achievement.

Table 5

Correlational Analysis for Evaluation of Instruction and Educational Goal Achievement

		Evaluation of Instruction	Educational Achievement	Goal
Evaluation of Instruction	Pearson Correlation	1	.920	
	Sig. (2-Tailed)		.000	
	N	536	536	
Educational Achievement	Pearson Correlation	.920	1	
	Sig. (2-tailed)	.000		
	N	536	536	

Table 5 shows that evaluation of instruction has a significant and positive relationship with educational goal achievement with calculated r-value = .920; $p < .000$. This reveals that there is a significant relationship between evaluation of instruction and educational goal achievement in Kwara State, Nigeria. Thus, the hypothesis which state that there is no significant relationship between evaluation of instruction and educational goal achievement is rejected (Padilla-Diaz, 2015).

Linear Regression Analysis

Objective 3: To find out the relationship among curriculum coordination, evaluation of instruction and educational goal achievement in Kwara State, Nigeria.

This presents the linear regression finding that measured the relationship between principal administrative leadership and educational goal achievement.

Table 6

Linear Regression of Principal Administrative leadership and Educational Goal Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.116	0.704	0.602	0.542

a. Predictors: (constant), Curriculum coordination and Evaluation of instruction

table 6 reveals that principal administrative leadership has significant effect on educational goal achievement with .704 of R square value from the table. Thus, the result revealed that principal administrative leadership may perhaps have positive impact on educational goal achievement.

Table 7

Linear Regression Coefficient for Principal Administrative leadership and Educational Goal Achievement

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.020	0.213		7.423	0.000
Curriculum Coordination	0.413	0.244	0.404	1.439	0.902
Evaluation of Instruction	0.158	0.188	0.136	0.706	0.920

a. Dependent Variable: educational Goal Achievement

According to Table 7, the standard regression weight of the beta coefficients value for principal administrative leadership was 1.020 which shows that improve in principal administrative leadership enhances educational goal achievement. Also, revealed that principal administrative leadership and educational goal achievement were unquestionably connected. T-test of 7.423 was sufficiently high with a corresponding p-value of 0.000. Thus, in comparison, curriculum coordination has the highest impact (Beta=0.404) and evaluation of instruction (Beta= 1.36). In summary, there is the significant and perfect relationship among principal administrative leadership in terms of curriculum coordination, evaluation of instruction and educational goal achievement.

DISCUSSION AND IMPLICATION

The findings in table 2 reveal that curriculum coordination enhances educational goal achievement in Kwara State, Nigeria. In such that, it helps in the selection of appropriate textbooks and learning materials to be used in the classroom, helps to assign duties to teachers based on their specialization and expertise, gives room for on-the-job training programs to promote teachers' professional growth, improves learning opportunities for students and educators, helps educational managers to suggest innovating ideas that will enhance effective teaching and learning as well as helps to bring about appropriate teaching and learning. Results from hypothesis one revealed that there is a significant and positive relationship between curriculum coordination and educational goal achievement in Kwara State, Nigeria. The finding agrees with Gaziel (2007) that principals influence effective curriculum coordination to enhance learning. The finding concurs with Maicibi (2003) that without appropriate administrative leadership, effective teacher and student performance cannot be achieved.

The findings in Table 3 show that evaluation of instruction brings about educational goal achievement in Kwara State, Nigeria. Such that evaluation of instruction ensures and develops the quality of teaching and learning, improves teachers' classroom practice, reduces teacher frustration in teaching, helps transmits a sense of mission, develops deep understanding on the part of teachers and students, and builds collaborative processes between teachers and school managers, promotes teachers' commitment on daily teaching task, improves teaching methodologies of teacher, motivates and lead teacher into professional maturity, enhances effective classroom management as well as promotes positive learning climate. Results from hypothesis two reveal that there is a significant and positive relationship between the evaluation of instruction and educational goal achievement in Kwara State, Nigeria. This finding is germane to Akomolafe (2012) that evaluation of instruction is a prerequisite to academic goal achievement. This finding also agreed with

Pandey (2017) that principal evaluation of instruction improved the performance of all students in the classroom

The finding of regression analysis showed that there is a positive relationship between principal administrative leadership and educational goal achievement in Kwara State, Nigeria. This finding agrees with Kpolovie (2012) that academic goal achievement may depend on environmental factors and educational policy. Similarly, this finding conforms to Ololube and Kpolovie (2012) that principal leadership play a significant role in determining academic achievement. analytical and critical skills have a significant effect on learners' achievement. This finding concurs with Locke and Lathan (2007) that educational goals bring about increase persistence, improve efforts, and enhanced success in achieving desired outcomes.

The findings of this study will help the government and principals to adequately display effective leadership behavior that will bring about appropriate curriculum coordination and evaluation of instruction. Also, this finding will be of benefit to teachers in selecting appropriate textbooks and learning so as to enhance educational goal achievement. Furthermore, this finding would serve as a reference point for future researchers in the field of education.

RECOMMENDATIONS

Principals continue to provide effective coordination of curriculum so as to help in the selection of appropriate textbooks and learning materials to be used in the classroom, assign duties to teachers based on their specialization and expertise, and give room for on-the-job training programs to promote teachers' professional growth, improves learning opportunities for students and educators, helps educational managers to suggest innovating ideas that will enhance effective teaching and learning as well as helps to bring about appropriate teaching and learning. Also, principals should continue to evaluate instruction in order to ensure and develops the quality of teaching and learning, improve teachers' classroom practice, reduce teacher frustration in teaching, helps transmits a sense of mission, develop a deep understanding on the part of teachers and students, builds collaborative processes between teachers and school managers, promotes teachers' commitment on daily teaching task, improves teaching methodologies of teacher, motivates and lead teacher into professional maturity, enhances effective classroom management as well as promotes positive learning climate

CONCLUSION

Principal administrative leadership is an important measure for effective educational goal achievement. Based on the findings of this study, the researcher concluded that there was a significant and positive relationship between the two variables of principal administrative leadership (curriculum coordination & evaluation of instruction) and educational goal achievement as they were found to be related to one another.

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