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## AUTHENTIC LEADERSHIP PRACTICES ADOPTED BY PRINCIPALS FOR EFFECTIVE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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### Abstract

*The study investigated authentic leadership practices adopted by principals for effective administration of public secondary school in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 5,549 respondents of which 263 are principals and 5,286 are teachers in public secondary school in Anambra State. The sample for the study is 832 respondents of which 40 are principals and 792 are teachers drawn using proportionate stratified sampling technique. A researcher-developed instrument titled ‘‘Principals’ Authentic Leadership Practices Questionnaire (PALPQ)’’ was used for data collection. The instrument was validated by three experts of which two were from the Department of Educational Management and Policy, and one in Measurement and Evaluation Unit in the Department of Educational Foundations, all from Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach alpha method was used for a test of internal consistency of the instrument which yielded reliability coefficients of 0.79 and 0.81 for Clusters I and II respectively with an overall coefficient of 0.80. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses. The findings of the study revealed among others that principals adopt internalized moral practices for effective administration of public secondary schools in Anambra State. Further result showed that principals do not adopt relational transparency practices for effective administration of public secondary schools in Anambra State. It was also found that there is no significant difference in the mean ratings of principals and teachers on the internalized moral practices adopted by principals for effective administration of public secondary school in Anambra State. Based on the findings, it was recommended among others, that Post Primary Schools Service Commission should pay regular visits to schools to oversee relational transparency practices and make recommendations that will bring about improvement on school administration.*

**Keywords:** Authentic Leadership, Principals, Effective Administration, Internalized Moral, Relational Transparency

## Introduction

The desire of every nation to produce skilled manpower that will accelerate economic growth and development is attained through education. It also remains the crucial instrument for furnishing individuals with skills for self-reliance, inculcating right values and morals in them for harmonious co-existence with other members of the society. Ughamadu and Ezinine (2020) opined that education is an instrument for transmitting the societal norms and values as well as equipping learners with skills and knowledge required for overcoming series of developmental challenges such as illiteracy, poverty, unemployment and ignorance. Students receive education through teaching and learning process in education institutions which include secondary school.

Secondary school is a post-primary learning institution that grooms students with crucial skills and impart them with knowledge for self-reliance, useful living and furtherance of formal education in higher institution. Okoye, Asogwa and Ugbala (2023) noted that secondary education is the form of education that is acquired after primary education which focuses on the overall development of learners and prepares them for higher institutions. In the same vein, Ofojebe and Ikegbunam (2020) pointed out that secondary education prepares the youth for higher education and offers entrepreneurship training for recipients in preparation for the world of works. The person at the helm of affair in secondary school is the principal.

The principal is the administrative head and chief executive officer who oversees and ensures smooth functioning of a secondary school. Udeani (2023) posited that principal is the administrative head who provides directions that take secondary school to the deserved level in terms of ensuring of a standardized curriculum, monitoring of teachers' performance and students' achievements and encouraging parents' involvement in the educational affairs of their children. The principal is in charge of management of day-to-day activities of a secondary school. According to Okeke-James, Igbokwe and Oguejiofor (2022), principal is the head in secondary school who control the activities of members of staff towards achieving the national educational goals. The innovation in educational practices and the growing complexities in handling numerous administrative tasks put more pressure on the principals. Feng (2016) opined that school principals are currently facing increasing pressures and challenges in the daily administration which call for a new type of genuine and values-based leadership, known as authentic leadership to response to the dynamic social situations.

Authentic leadership is the act of leading by one's convictions of standard ways of conduct and influencing the activities of others to achieve set goals. Authentic leadership is described by being principled and honest in dealing with subordinates in an organization. Tijani and Okunbanjo (2020) defined authentic leadership as the approach of leading by controlling of one's own conduct in accordance with his or her own beliefs, while maintaining clear and open relations with the followers or subordinates. Authentic leaders often say exactly what they mean, act based on ethical standard, seek opinions of followers in making decision and maintain open interpersonal relationship with others. Medina (2021) opined that the authentic leader is confident, hopeful, optimistic, resilient, moral/ethical, future-oriented, and gives priority to developing followers to become productive. In the context of this study, authentic leadership is the act of leading other in accordance with one's belief, internal drive to maintain good conduct and demonstrate genuine relationship with others.

Authentic leadership practices are behavioural patterns that are based on self-confidence, honesty, fairness, transparency and sincerity in dealing with subordinates for

attainment of predetermined goals. Thilagam, Zuraidah and Norazlinaros (2022) defined authentic leadership practices as the approaches of building the trust of followers, influencing and convincing them to work hard towards the development of the organization. Authentic leadership practices are behavioural patterns of leading by being open-minded, seeking inputs of subordinates, maintaining cordial relationship with them and acting in accordance with ethical standard. Oshia, Chukwudi and Obionu (2022) defined authentic leadership practices as the behavioural patterns that promote ethical conduct and transparency in communication, decision-making and interactions with followers. The authors added that authentic leadership practices entail being sincere, confident and aware of one's limitations in influencing the activities of others to attain set goals. Operationally, authentic leadership practices are approaches of leading by being truthful; transparent and consistently exhibiting ethical values in their actions to attain predetermined goals of the school.

Many scholars have highlighted the components of authentic leadership practices to include: self-awareness, relational transparency, balanced processing and internalized moral perspective (Tetra, Zainal and Agus, 2022; Masduki, Hartuti, Yuni and Khaerul, 2021; Levesque-Cote, Fernet, Morin and Austin, 2020; Bahzar, 2019). Authentic leadership practices as stated by these authors were adopted in this study. The authentic practices of internalized moral perspective and relational transparency were of great interest to the researcher given their relevance in bringing about effective school administration.

Internalized moral practice involves behaving in accordance to ethical standard, norms and values of an organization. In the opinions of Alomar, Mydin and Alaklabi (2022), internalized moral practice dimension of authentic leadership is concerned with the leader's orientation towards achieving high ethical standards in managing of the school affairs. The principals who are regular and punctual in school, behave in accordance to school rules and diligently perform their managerial roles have applied internalized moral practices. The principals who practice internalized moral element of authentic leadership are perceived by teachers to be the embodiment of self-discipline, high ethical standards and good conducts in schools. To elucidate this, Agus, Masduki, Hartuti, Yuni and Khaerul (2021) opined that staff who perceive their leaders as having an internalized moral perspective reciprocate by being respectful and carry out the orders and directives of the leaders. The principals who apply internalized moral practices display desirable behaviour that enables them to gain the respect and the confidence of members of staff in secondary schools. In another view, Obiekwe and Ezeugbor (2019) observed that principals exhibit various forms of unethical behaviours and practices such as illegal collection of levies from students, failure to appreciate the personal worth of the teachers and poor attitude to work in public secondary schools in Anambra State. However, internalized moral practice encourages members of staff to respect and listen to each other which build mutual trust and improve relational transparency in the school.

Relational transparency practice is concerned with being open-minded in interacting with others. According to Agus, Masduki, Hartuti, Yuni and Khaerul (2021), relational transparency practice is the disclosure of various information and openly expressing real thoughts and feelings, thereby inducing trust from others through such openness. Relational transparency practices are exhibited by principals saying exactly what they mean, display emotions exactly in line with their feelings and encourage everyone to speak their mind. Jang (2021) opined that leaders who adopt relational transparency practice honestly share all kinds of information including their genuine thoughts and emotions. The principals apply relational transparency practices through dissemination of timely information, engagement in interaction with subordinates, listening attentively to them and showing real interest in their problems. Medina (2021) pointed out that relational transparency practice is the degree to

which the leader reinforces a level of openness with others that provides them with an opportunity to share their challenges. Notwithstanding, Ogba, Oshia and Nwafor (2021) noted that some principals are arrogant and deliberately disengage themselves from associating with teachers in public secondary schools in Anambra State. Ofojebe and Kene-Chiedu (2021) observed that the misunderstanding and frictions between teachers and school administrators in secondary schools in Anambra State is due to the inability of principals to carry teachers along through open communication. Principals can carry teachers along in managing school affairs to facilitate effective school administration.

Effective school administration is working in desirable ways of getting job well done to attain predetermined goals of education. Uzogor and Nwankwo (2020) defined effective school administration as the ability of the principals to bring about optimum achievement of the school pre-determined objectives through judicious use of the available resources. The authors added that effective school administration is attainable in schools where principals perform their administrative tasks efficiently. The notion of effective school administration is the successful coordination of staff and utilization of other resources to ensure that the school is functioning well to produce results that were intended. Nwandu and Ihearindueme (2022) defined effective secondary school administration as the process through which human and other resources are mobilized and properly managed for the attainment of collective goals and purposes. It is a systematic and well-coordinated action of exerting intended or expected influence on staff to work hard to achieve a purpose. In the context of this study, effective school administration is the attainment of success in the operations of daily affairs and influencing the efforts of others to get things done in a way to produce intended results.

There are many indicators highlighted by several scholars for measuring effective school administration. Nwafor and Egboka (2020) highlighted indicators of effective school administration as follow: principals' timely discharge of his/her duties, monitoring and motivating of teachers, well maintained school facilities, good school-community relations, well disciplined staff and students, outstanding performance of students and judicious management of school funds in order to attain the school goals and objectives. Effective school administration is assessed through utilization of personnel, judicious use of material resources, timely dissemination of information, prudent use of funds, cordial interpersonal relationship, desirable work attitude and improvement of learning outcomes. Uzogor and Nwankwo (2020) posited that effective school administration is evident in rational decision making, accurate record keeping, quality instructional delivery, motivation of students and staff, high students academic performance, punctuality and regular school attendance among students, well-disciplined staff and students among others.

There are many unsatisfactory state of affairs which may indicate ineffective administration of secondary schools in Anambra State. Ofojebe and Ikegbunam (2020) observed ineffective administrative of secondary schools in Anambra State which is connected with teachers' inefficiency and poor job commitment, inconsistency of school supervision, examination malpractice, indiscipline among teachers and students, school administrators poor accountability, inadequate community involvement in schools, among many others. In the same vein, Nwafor and Egboka (2020) observed that some secondary schools in Anambra State are bedeviled with incidences of indiscipline among staff and students, poor decision making, examination malpractice, improper planning, poor implementation and shortage of relevant facilities which may indicate ineffective school administration.

Some secondary schools in Anambra State appear to be bedeviled with unpleasant incidences probably due to undesirable leadership behaviour of principals. Oshia, Chukwudi and Obionu (2022), indicated series of principals' unhealthy or unethical behaviours such as being biased, refusing teachers to air their views on school affairs, favouritism and untimely dissemination of communication contradict the notion of authentic leadership practices in public secondary schools in Anambra State. Furthermore, the authors noted that the hostile, dishonest and unfriendly attitudes of some secondary school principals toward their teachers could demotivate them from performing additional roles that contribute to the attainment of educational objectives in Anambra State. Similar observation made by Obiekwe, Unachukwu, Ikedimma and Mbonu (2021) revealed an increasing wave of unethical practices such as arrogating of powers, harshness and rigid nature of principals in public secondary schools in Anambra State. It is therefore, based on this background that the study intends to find out authentic leadership practices adopted by principals for effective administration of public secondary school in Anambra State.

### **Statement of the Problem**

The principals exhibiting undesirable behaviours which are considered inimical to effective administration cast doubts on their authentic leadership practices in public secondary schools in Anambra State. Such undesirable behaviours appear to include the display of hostile behaviour toward their subordinates, rebuking them in front of the students for little mistakes and rarely making out time to interact with them. In addition, some undesirable attitude of some principals tends to make them to deliberately disengage from interacting with teachers and thereby build non-cordial relationship in secondary schools in the state.

It could seem that the teachers were denied the opportunities to access vital information and air their views during decisions making process which may further indicate doubt in the authentic leadership practices of principals in public secondary schools in Anambra State. Hence, some teachers seem to resort to gossiping their principals, showing poor work attitude, performing below their job expectation and possibly even develop the tendency of engaging in conflict that hinder effective school administration in public secondary schools in Anambra State. The students are probably not left out of the burden of the shortfalls in the principals' authentic leadership behaviour as they may not be probably taught by teachers and thus resort to examination malpractices to pass. It is based on the above problem that this study investigated authentic leadership practices adopted by principals for effective administration of public secondary school in Anambra State.

### **Purpose of the Study**

The purpose of the study is to investigate authentic leadership practices adopted by principals for effective administration of public secondary school in Anambra State. Specifically, the study sought to find out:

1. Internalized moral practices adopted by principals for effective administration of public secondary schools in Anambra State.
2. Relational transparency practices adopted by principals for effective administration of public secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study

1. What are the internalized moral practices adopted by principals for effective administration of public secondary schools in Anambra State?



2. What are the relational transparency practices adopted by principals for effective administration of public secondary schools in Anambra State?

### **Research Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of principals and teachers on the internalized moral practices adopted by principals for effective administration of public secondary school in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers on the relational transparency practices adopted by principals for effective administration of public secondary school in Anambra State.

### **Method**

Descriptive survey research design was adopted for the study. The study was conducted in Anambra State located in the southeastern region of Nigeria. The choice of Anambra State as the area of the study is due to some leadership problems in secondary schools in the State. Also, education is the major industries in the area and the findings are bound to help in improving school administration. The population of the study comprised 5,549 respondents made up of 263 principals and 5,286 teachers in the 263 public secondary schools in Anambra State. The sample for this study comprised 832 respondents made up of 40 principals and 792 teachers drawn using proportionate stratified random sampling technique.

A-researcher developed instrument titled ‘‘Principals’ Authentic Leadership Practices Questionnaire (PALPQ)’’ was used for data collection. PALPQ has four clusters namely: I and II. These clusters were based on the two areas of authentic leadership practices covered in the study. Cluster 1 had 12 items on internalized moral practices and cluster II contained nine items on relational transparency practices. The instrument therefore contains a total of 21 items all of which are structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The face validation of the instrument was determined by three experts who are lecturers, two from the Department of Educational Management and Policy and one in Measurement and Evaluation from the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The suggestions and inputs of the experts were reflected on the final draft of the instrument. The reliability of the instrument was determined using single administration method. The data used for computing the reliability indices were obtained from 30 copies of the instrument administered to 10 principals and 20 teachers in public secondary schools in Enugu State. The data obtained were subjected to test for internal consistency using Cronbach Alpha method. The reliability indices for the clusters I and II of PALPQ were 0.79 and 0.81 respectively. The overall coefficient of PALPQ was 0.80.

The instrument was administered by the researcher with the help of five research assistants who are secondary school teachers in Anambra State. Direct approach was employed for distribution and collection of the questionnaire to ensure high return rate. A total of 832 copies of the questionnaire were distributed, 40 copies to principals and 792 copies to teachers. Out of these, a total of 816 copies of questionnaire of which 40 copies were from principals and 776 copies were from teachers were properly filled and successfully retrieved, indicating 98% percent return. Mean and standard deviation were used to answer the research questions and t-test to test the hypotheses. In taking decisions on the research questions, mean rating of 2.50 or above was taken as agreement, while any mean rating of

below 2.50 indicate disagreement. The decision criteria for the null hypotheses is that if p-value is equal to or greater than significant value of 0.05, the null hypothesis was accepted, but if p-value is less than significant value of 0.05, the null hypothesis was rejected.

## Results

Research Question 1: What are the internalized moral practices adopted by principals for effective administration of public secondary schools in Anambra State?

**Table 1:** Mean Ratings and Standard Deviation Scores on Internalized Moral Practices Adopted by Principals for Effective School Administration

S/N	ITEMS	Principals (n = 40)			Teachers (n =776)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
1	Enforcing of school rules to guide the conduct of staff	2.87	1.02	Agree	2.76	1.10	Agree
2	Exhibiting of honesty in handling school affairs	2.58	1.08	Agree	2.48	1.12	Disagree
3	Setting of high standard for conduct	2.76	0.95	Agree	2.57	1.01	Agree
4	Displaying consistency in the pursuit of clear ethical standard	2.45	1.00	Disagree	2.43	1.09	Disagree
5	Refusing to compromise standard, even in the face of uncertainty	2.40	1.06	Disagree	2.44	0.97	Disagree
6	Demonstrating of trustworthiness in all dealings in the school	2.75	1.11	Agree	2.61	1.11	Agree
7	Showing equal respect to members of staff	2.55	1.07	Agree	2.47	1.02	Disagree
8	Overseeing that method of performing tasks adhere to ethical standard	2.67	0.92	Agree	2.70	1.12	Agree
9	Treating of all teachers with courtesy	2.74	0.98	Agree	2.65	1.04	Agree
10	Leading by examples through showing ethical behaviour in discharging duties	2.61	1.03	Agree	2.72	1.07	Agree
11	Showing commitment to upholding ethical principle in any situation	2.79	0.97	Agree	2.85	1.08	Agree
12	Demonstrating of genuine care for the professional needs of subordinates	2.54	1.05	Agree	2.52	1.07	Agree
<b>Cluster Mean and Standard Deviation</b>		<b>2.64</b>	<b>1.02</b>	<b>Agree</b>	<b>2.60</b>	<b>1.07</b>	<b>Agree</b>

Data analysis as shown in table 1 reveals that the mean scores of principals and teachers for items 1, 3, 6, and 8-12 which are above 2.50 indicated agreement with the items as internalized moral practices adopted by principals for effective school administration. The mean scores of principals for items 2 and 7 are above the cut off mean score of 2.50 indicated agreement with the items, while the mean ratings of teachers are below 2.50 indicated disagreement with the items. On the other hand, the mean ratings of principals and teachers for items 4 and 5 are below the cut off mean score of 2.50 indicating their disagreement with the items.

The cluster standard scores which stood at 1.02 and 1.07 for principals and teachers respectively indicated similarity in their responses amongst each cluster. The clusters mean of 2.64 and 2.60 obtained by principals and teachers respectively are above the cut off mean

score of 2.50 indicated their agreement. Thus, principals adopt internalized moral practices for effective administration of public secondary schools in Anambra State.

$H_{01}$ : There is no significant difference in the mean ratings of principals and teachers on the internalized moral practices adopted by principals for effective administration of public secondary school in Anambra State.

**Table 2: The t-test Summary of Mean Ratings of Principals and Teachers on Internalized Moral Practices adopted by Principals for Effective School Administration**

Respondents	N	$\bar{X}$	SD	p-value	Df	Alpha	Remark
Principals	40	2.64	1.02	0.10	814	0.05	Not Significant
Teachers	776	2.60	1.07				

Data presented in table 2 reveals that the p-value of 0.10 is greater than 0.05 alpha level. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on the internalized moral practices adopted by principals for effective administration of public secondary school in Anambra State.

Research Question 2: What are the relational transparency practices adopted by principals for effective administration of public secondary schools in Anambra State?

**Table 3: Mean Ratings and Standard Deviation Scores on Relational Transparency Practices Adopted by Principals for Effective School Administration**

S/N	ITEMS	Principals (n = 40)			Teachers (n =776)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
13	Making critical information readily available to members of staff	2.54	1.00	Agree	2.52	1.05	Agree
14	Sharing of feelings with teachers	2.38	1.02	Disagree	2.35	1.09	Disagree
15	Exhibiting truthfulness in managing the school scarce resources	2.51	1.02	Agree	2.45	1.02	Disagree
16	Running of 'open door policy' that allows members of staff to ask important questions on school affairs	2.40	1.11	Disagree	2.41	1.06	Disagree
17	Consider feedback from staff in running of school affairs	2.54	1.02	Agree	2.59	1.11	Agree
18	Holding an annual dialogue session to give subordinates chance to ask questions on school affairs	2.42	1.10	Disagree	2.44	1.06	Disagree
19	Willing to explain reasons for managerial actions in school	2.55	0.97	Agree	2.51	1.01	Agree
20	Presentation of facts, when called upon to account for school affairs	2.47	1.10	Disagree	2.43	1.13	Disagree
21	Encouraging members of staff to ask questions on school affairs without fear of intimidation	2.45	1.13	Disagree	2.40	1.08	Disagree
<b>Cluster Mean and Standard Deviation</b>		<b>2.47</b>	<b>1.05</b>	<b>Disagree</b>	<b>2.46</b>	<b>1.07</b>	<b>Disagree</b>

Table 3 indicates that the mean ratings of principals and teachers for items 13, 17 and 19 are above the cut off mean of 2.50 indicating agreement with the items as relational transparency



practices adopted by principals for effective school administration. On the other hand, the mean ratings of principals and teachers for items 14, 16, 18, 20 and 21 are below the cut off mean score of 2.50 indicating their disagreement with the items as relational transparency practices adopted by principals for effective administration. The mean score of principals for item 15 is above the cut off mean score of 2.50 indicated agreement with the item, while that of teachers is below 2.50 indicated disagreement with the items.

The cluster standard deviation scores of 1.05 for principals and 1.07 for teachers shows that there is homogeneity amongst their mean ratings. The cluster means of 2.47 for principals and 2.46 for teachers which are above 2.50 indicated principals do not adopt relational transparency practices for effective administration of public secondary schools in Anambra State.

Ho<sub>2</sub>: There is no significant difference in the mean ratings of principals and teachers on the relational transparency practices adopted by principals for effective administration of public secondary school in Anambra State.

Table 4: The t-test Summary of Mean Ratings of Principals and Teachers on Relational Transparency Practices adopted by Principals for Effective School Administration

Respondents	N	X	SD	p-value	Df	Alpha	Remark
Principals	40	2.47	1.05	0.08	814	0.05	Not Significant
Teachers	776	2.46	1.07				

Table 4 reveals that the p-value of 0.08 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on the relational transparency practices adopted by principals for effective administration of public secondary school in Anambra State.

### Discussion of the Finding

The finding of the study indicated principals adopt internalized moral practices for effective administration of public secondary schools in Anambra State. This agreed with the finding of Al-Dhuwaih and Almohaisin, (2021) which showed that principals frequently practice internalized moral dimension of authentic leadership in public secondary schools. This is also in line with the finding of Gurusamy, Abdullah and Abdrahman (2023) which revealed that internal moral perspective practices are adopted by principals to high extent in secondary schools. The agreement with the findings could be attributed to the fact that the studies were conducted at the same level of education within similar time span. This disagreed with the finding of Al-Jaradat, Khasawneh and Abu-Alruz, (2020) which showed that internalized moral perspective are not well-practiced in university. The disagreement in the findings could be explained by the fact the studies were conducted at different levels of education and using different participants with diverse qualifications and ideologies. This finding probably explains that principals set high standards of conducts in public secondary schools in Anambra State. Internalized moral practices revealed that principals are well-disciplined and committed to ensuring smooth functioning's of the affairs of secondary schools in the state. Internalized moral practices adopted by principals have showed that they demonstrate internal drive to ensure moral standard are maintained in secondary schools.

It was also found that there is no significant difference in the mean ratings of principals and teachers on the internalized moral practices adopted by principals for effective

administration of public secondary school in Anambra State. This agreed with the finding of Saleh and Shaker (2020) which revealed that principals and teachers differ significantly on internalized moral practice in private secondary schools. The agreement in findings could be connected to the fact that the studies were conducted in secondary schools. The mean ratings of principals and teachers did not differ significantly probably due to fact that principals internalized moral practices by using their moral values to regulate the actions and work attitude of members of staff.

The result of the study indicated principals do not adopt relational transparency practices for effective administration of public secondary schools in Anambra State. This is in consonance with the finding of Saleh and Shaker (2020) which indicated the absence of relational transparency in the leadership practice of principals in secondary schools. This agreement could be attributed to similarity in the level of education in which the studies were conducted. This disagreed with the finding of Pavlovic (2015) which revealed that transparency relational practices are adopted by principals in secondary schools. This also disagreed with the finding of Bento and Ribeiro (2013) which showed that school administrators to high level apply relational transparency practices in school organization. The high difference in time span of the studies which could bring about changes in how things are get done could account for the disagreement in the findings. This finding probably shows that principals have not really developed deeper emotional connection or affective bonds among subordinates to enhance their cooperation towards effective school administration. The finings also explain that the relationship existing between principals and teachers is not built based on trust and honesty.

Further result indicates that there is no significant difference in the mean ratings of principals and teachers on the relational transparency practices adopted by principals for effective administration of public secondary school in Anambra State. This is in disagreement with the finding of Bento and Ribeiro (2013) which revealed that the school administrators and teachers differ significantly on their perceptions of relational transparency practices in educational organization. This disagreement with the find might be due substantial difference in time span and geographical locations of the studies.

## **Conclusion**

In view of the findings of the study, it was concluded that principals adopt authentic leadership in their practices to enhance effective administration of public secondary school in Anambra State. The principals engage in practice of internalized moral perspective, while they fail to adopt relational transparency practices for effective administration of secondary schools in Anambra State. Principals through their practice of internalized moral perspective display high level of morality and integrity that guide the actions and behaviour of teachers.

## **Recommendations**

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

1. Post Primary Schools Service Commission should organize annual training programmes for principals to enable them grow their knowledge base and improve on internalized moralized practices to ensure good standards of conduct for effective school administration.
2. Post Primary Schools Service Commission should pay regular visits to schools to oversee relational transparency practices and make recommendations that will bring about improvement on school administration.

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