

**PARTICIPATIVE LEADERSHIP APPROACH AND PRINCIPALS' MANAGEMENT
EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA**

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ABSTRACT

The study examines the relationship between participative leadership approach and principals' management effectiveness in senior secondary schools in Rivers State, Nigeria. Participative leadership is an approach in which leaders involve teachers and other relevant stakeholders in decision-making, problem-solving, planning, implementation and evaluation of organisational activities. In the context of secondary education, the approach is particularly relevant because school administration involves complex instructional, personnel, financial and community-related responsibilities that cannot be effectively managed through unilateral decision-making alone. The study is situated within the democratic and participative leadership perspective, which emphasises consultation, shared responsibility, communication, collaboration and collective decision-making. A correlational survey design is proposed for the empirical investigation. The population will comprise principals and teachers in public senior secondary schools in Rivers State, while an appropriate sample will be selected using a multistage sampling procedure. Data will be collected using a researcher-developed instrument titled Participative Leadership Approach and Principals' Management Effectiveness Questionnaire (PLAPMEQ). Descriptive statistics, Pearson Product Moment Correlation and, where appropriate, regression analysis will be used to analyse the data. Existing evidence from Rivers State indicates that principals' leadership practices, decision-making and administrative competencies are associated with school administration and effectiveness, although findings concerning participation and organisational effectiveness are not entirely uniform. The study therefore seeks to provide more specific evidence concerning participative leadership and principals' management effectiveness. It is expected that the findings will contribute to educational management theory, school leadership practice and policy formulation in Rivers State. The paper recommends that participative structures should be strengthened through staff meetings, committees, consultation, delegation, professional learning communities and transparent communication, while recognising that participation should operate within clearly defined administrative responsibilities.

Keywords: *Participative leadership, leadership approach, principals, management effectiveness, secondary schools, decision-making, Rivers State.*

INTRODUCTION

Education is widely regarded as an important instrument for individual development, social integration and national development. Within the education system, secondary education occupies a strategic position because it prepares learners for higher education, vocational development, employment and responsible participation in society. The effectiveness of secondary education depends not only on curriculum content and physical facilities but also on the quality of leadership and management provided at the school level.

The school principal occupies a central position in the management of a secondary school. The principal is responsible for coordinating human and material resources, providing instructional leadership, maintaining discipline, supervising teachers, managing school finances and facilities, communicating with parents and communities, implementing government policies and creating an environment conducive to teaching and learning. These responsibilities require leadership approaches that can mobilise teachers and other stakeholders towards common educational objectives.

Traditional approaches to school leadership have sometimes emphasised hierarchical authority, where major decisions are made by the principal and communicated to teachers for implementation. Although hierarchical authority remains a legitimate component of school administration, contemporary educational organisations are increasingly complex and require collaboration, communication and shared responsibility. Participative leadership provides one response to this challenge.

Participative leadership involves the inclusion of subordinates and relevant stakeholders in organisational decisions. Rather than concentrating all decision-making authority in the hands of the leader, the participative leader creates opportunities for members of the organisation to contribute ideas, express concerns, identify problems, propose solutions and participate in implementation. Participation does not necessarily eliminate the authority of the leader. Rather, it modifies how authority is exercised by incorporating consultation, collaboration and shared responsibility.

In secondary schools, participative leadership may occur through staff meetings, departmental meetings, school-based committees, subject associations, planning teams, disciplinary committees, examination committees, curriculum development activities and consultations concerning school policies. Teachers may contribute to decisions about instructional programmes, student discipline, staff development, resource management, school-community relations and other areas of school administration.

The potential importance of participation is supported by studies conducted in Rivers State. For example, research on principals' leadership practices in public senior secondary schools in Rivers State identified decision-making, instructional supervision and transformational leadership as leadership practices associated with teachers' performance and students' academic achievement. The study recommended shared decision-making between the Rivers State government and school principals.

Similarly, research examining principals' leadership styles and administrative effectiveness in public senior secondary schools in Rivers State reported relationships between several leadership styles and administrative effectiveness. The study was conducted among teachers in public senior secondary schools and used a correlational research design.

Another Rivers State study examined democratic and autocratic leadership styles as correlates of administrative performance. Its findings indicated that both styles were related to administrative performance, highlighting the importance of considering leadership behaviour in relation to the organisational situation rather than assuming that a single style operates independently of context. Evidence concerning participatory management itself has, however, been less straightforward. A study of participatory management and organisational effectiveness in the secondary school system in Rivers State reported that staff participation in school decision-making did not significantly influence organisational effectiveness, while community participation in the

management of material resources was associated with perceived differences in school effectiveness. The authors nevertheless recommended serious consideration of shared decision-making.

These findings create an important basis for further investigation. If participation is expected to improve school management, it is necessary to establish which dimensions of participation matter and whether participative leadership is significantly associated with principals' management effectiveness. Recent scholarship also continues to identify participatory decision-making, collaboration and stakeholder engagement as important issues in effective secondary-school administration.

The present study therefore focuses specifically on participative leadership approach and principals' management effectiveness in senior secondary schools in Rivers State.

STATEMENT OF THE PROBLEM

The management of senior secondary schools involves numerous activities that require coordination among principals, teachers, students, parents, government agencies and the wider community. A principal may possess formal authority over the school, but effective administration requires more than the possession of positional authority. The principal must obtain the cooperation of teachers, coordinate competing interests, resolve conflicts, manage limited resources and ensure that educational objectives are achieved.

In practice, some schools may operate with highly centralised decision-making arrangements in which teachers have limited opportunities to participate in decisions affecting their work. Where teachers perceive that decisions are imposed without adequate consultation, there may be difficulties associated with ownership, communication, commitment and implementation. Conversely, excessive participation without clear leadership responsibility may delay decisions or produce disagreements about priorities.

The issue is therefore not simply whether principals should involve teachers in decision-making, but whether and how participative leadership contributes to effective school management. Evidence from Rivers State provides reasons for investigating this issue more closely. Existing studies have examined principals' leadership styles, administrative competencies, supervisory practices and leadership practices. Research has also highlighted communication, decision-making and financial management as important administrative competencies associated with effective management of public senior secondary schools in Rivers State.

Similarly, a recent study of administrative strategies in government-owned senior secondary schools in Rivers State reported that delegation could reduce principals' workload while giving staff greater trust and accountability.

However, existing evidence does not completely resolve the question of the relationship between participative leadership as a distinct leadership approach and principals' overall management effectiveness. Some studies have reported positive relationships involving democratic leadership and administrative performance, while other evidence concerning staff participation and organisational effectiveness has been mixed.

The problem addressed by this study is therefore the need to determine whether participative leadership is significantly related to principals' management effectiveness in senior secondary schools in Rivers State.

PURPOSE OF THE STUDY

The main purpose of this study is to examine the relationship between participative leadership approach and principals' management effectiveness in senior secondary schools in Rivers State. Specifically, the study seeks to:

- examine the extent to which principals involve teachers in school decision-making;
- determine the extent to which principals encourage consultation and communication among staff;
- examine the extent to which delegation of responsibilities is practised by principals;
- determine the extent to which participative leadership is related to principals' instructional management effectiveness;
- determine the extent to which participative leadership is related to principals' personnel management effectiveness;
- determine the extent to which participative leadership is related to principals' resource-management effectiveness; and
- determine the overall relationship between participative leadership approach and principals' management effectiveness

RESEARCH QUESTIONS

The following research questions will guide the study:

- To what extent do teamwork activities as an aspect of participative leadership relate with principals' management effectiveness in public senior secondary schools in Rivers State?
- To what extent do consultative activities as an aspect of participative leadership relate with principals' management effectiveness in public senior secondary schools in Rivers State?
- What is the relationship between participative leadership and principals' resource-management effectiveness?
- What is the relationship between participative leadership approach and principals' overall management effectiveness?

RESEARCH HYPOTHESES

The following null hypotheses will be tested at the 0.05 level of significance:

H01: There is no significant relationship between overall participative leadership approach and principals' management effectiveness in public senior secondary schools in Rivers State.

SIGNIFICANCE OF THE STUDY

The study will be significant to principals, teachers, educational administrators, policymakers, researchers and other stakeholders in secondary education.

Principals

The study may help principals understand how consultation, shared decision-making, delegation and communication can be incorporated into school administration. The findings may assist principals in identifying areas where staff participation can improve ownership and implementation of school programmes.

Teachers

Teachers are directly affected by administrative decisions concerning teaching, assessment, professional development, discipline and school organisation. Greater participation may provide teachers with opportunities to contribute professional knowledge to decisions affecting teaching and learning.

Ministry and Education Authorities

The findings may provide evidence for leadership-development programmes for school principals. Where a significant relationship is found, training programmes may place greater emphasis on participative decision-making, delegation, communication and collaborative problem-solving.

Educational Management Researchers

The study will add to the literature on leadership and school management in Nigeria, particularly concerning senior secondary schools in Rivers State.

Policy Makers

The study may provide evidence that can inform policies concerning school governance, teacher participation, leadership development and school-based management.

SCOPE OF THE STUDY

The study focuses on participative leadership approach and principals' management effectiveness in senior secondary schools in Rivers State, Nigeria.

The independent variable is participative leadership approach, operationalised through:

- participative decision-making;

The dependent variable is principals' management effectiveness, operationalised through:

- instructional management;
- personnel management;
- resource management;

The empirical study should be restricted to the population and geographical area specified in the final approved research protocol.

CONCEPTUAL REVIEW

Concept of Leadership

Leadership is the process through which an individual influences other people to work towards the achievement of shared objectives. In an educational organisation, leadership involves influencing teachers and other stakeholders to contribute to the achievement of educational goals.

Leadership is different from mere possession of authority. Authority derives largely from an individual's formal position, while leadership involves influence, communication, motivation, coordination and the mobilisation of people.

A school principal therefore performs both administrative and leadership functions. As an administrator, the principal plans, organises, coordinates and controls school resources. As a leader, the principal influences teachers, students and other stakeholders towards the achievement of school goals.

Concept of Participative Leadership

Participative leadership is a leadership approach that provides organisational members with opportunities to contribute to decisions and activities that affect the organisation.

The central idea is that people who possess relevant knowledge and experience should have opportunities to contribute to decisions rather than merely receive instructions from a superior. Participative leadership may involve different degrees of participation. A leader may consult staff before making a final decision, allow staff representatives to make decisions collectively, delegate specific decisions, or establish committees through which organisational members participate in planning and implementation.

Participation therefore does not mean that the principal relinquishes leadership authority. The principal remains responsible for ensuring that decisions are lawful, educationally appropriate and consistent with government policy.

Participative Decision-Making

Participative decision-making refers to the involvement of teachers and other stakeholders in identifying problems, generating alternatives, evaluating options and making or implementing decisions.

In secondary schools, examples may include:

- participation in preparation of school programmes;
- contribution to school rules;
- participation in disciplinary committees;
- involvement in instructional planning;
- participation in staff development planning;
- involvement in resource allocation discussions;
- participation in examination planning; and
- contribution to school improvement programmes.

The value of participation may be partly explained by the fact that teachers possess practical knowledge of classroom conditions, students' needs and instructional challenges. Their contribution can therefore provide information that may not be available to the principal.

Research on principals' leadership practices in Rivers State specifically identified decision-making as one of the leadership practices examined in relation to teachers' performance and student achievement and recommended shared decision-making.

Consultation and Communication

Consultation involves seeking the views, suggestions and concerns of staff before making important decisions. Communication is closely connected with consultation because meaningful participation requires information sharing.

A principal who communicates effectively provides teachers with information about school objectives, policies, responsibilities and changes. The principal also creates channels through which teachers can express concerns and provide feedback.

Open communication may contribute to:

- clarity of responsibilities;

- reduced misunderstanding;
- improved cooperation;
- faster identification of problems;
- better coordination; and
- stronger relationships between principals and teachers.

Evidence from Rivers State research on principals' administrative competencies has identified communication and decision-making among competencies associated with effective school management.

Delegation of Responsibilities

Delegation involves assigning specific responsibilities and corresponding authority to another person while the principal retains ultimate accountability for the school.

Delegation is an important dimension of participative leadership because it allows teachers and other staff to exercise responsibility in areas where they possess relevant expertise.

Examples include assigning teachers responsibility for:

- examination coordination;
- subject departments;
- school clubs;
- student welfare;
- sports;
- staff development activities;
- disciplinary committees;
- school-community programmes; and
- instructional improvement projects.

Effective delegation requires clear expectations, adequate authority, monitoring and feedback. Delegation without authority may frustrate the person receiving responsibility, while delegation without monitoring may create coordination problems.

A recent study of administrative strategies in government-owned senior secondary schools in Rivers State reported that delegation can reduce principals' workload and contribute to staff feelings of trust and accountability.

Collaborative Problem-Solving

Schools frequently encounter problems involving student discipline, teacher performance, instructional resources, examinations, attendance, infrastructure and community relations.

Participative leadership encourages principals to involve relevant staff in analysing these problems and developing solutions.

Collaborative problem-solving can draw upon the different experiences of teachers, heads of department and other staff. It can also encourage collective responsibility for implementation. However, collaboration must be structured. If every decision requires lengthy consultation, administrative efficiency may decline. Therefore, effective participative leadership involves balancing participation with timely decision-making.

Concept of Management Effectiveness

Management effectiveness refers to the extent to which an organisation's managers achieve intended objectives through appropriate planning, organisation, coordination, supervision, communication and control of resources.

In a school, management effectiveness can be assessed in terms of how successfully the principal performs major administrative responsibilities.

A management-effective principal should be able to:

- establish clear school objectives;
- organise personnel effectively;
- coordinate teaching and learning;
- supervise instructional activities;
- manage school resources;
- communicate with staff and stakeholders;
- maintain appropriate discipline;
- resolve conflicts;
- monitor school programmes; and
- evaluate progress towards school objectives.

Management effectiveness should therefore be distinguished from personal popularity. A principal may be popular but ineffective, just as a principal may make difficult administrative decisions while still demonstrating effective management. The appropriate assessment should therefore focus on observable management functions.

Instructional Management Effectiveness

Instructional management concerns the principal's ability to create conditions that support effective teaching and learning.

It includes:

- supervision of instruction;
- monitoring lesson preparation;
- supporting teachers;
- coordinating curriculum implementation;
- promoting professional development;
- monitoring students' academic progress; and
- ensuring appropriate instructional resources.

A principal who uses participative leadership may involve teachers in identifying instructional problems and designing professional development activities.

Research from Rivers State has examined principals' instructional supervision and other leadership practices in relation to teaching quality and student outcomes.

Personnel Management Effectiveness

Personnel management refers to the effective coordination of teachers and other employees within the school.

It includes:

- staff deployment;
- workload allocation;
- staff motivation;

- professional development;
- conflict management;
- performance monitoring;
- recognition of staff contributions; and
- maintenance of healthy working relationships.

Participative leadership may contribute to personnel management by providing staff with opportunities to communicate their professional concerns and participate in decisions concerning their work.

Resource Management Effectiveness

Schools operate with limited financial, material and human resources. Resource management therefore represents an important component of principals' effectiveness.

Resource management includes:

- budgeting;
- procurement;
- maintenance;
- allocation of instructional materials;
- management of school facilities;
- record keeping; and
- accountability.

Participative management may involve teachers in identifying priority resource needs. However, participation must remain consistent with financial regulations and established administrative procedures.

Student Management Effectiveness

Effective student management involves creating an environment where students can learn safely and productively.

Important activities include:

- maintaining appropriate discipline;
- monitoring attendance;
- counselling and student welfare;
- managing extracurricular activities;
- preventing bullying and misconduct;
- communicating with parents; and
- supporting students' academic development.

Participative leadership may involve teachers in the development and implementation of student-management strategies.

School-Community Management Effectiveness

Schools do not operate in isolation. Parents, communities, government agencies and other stakeholders influence school activities.

Effective principals therefore need to maintain constructive relationships with relevant stakeholders.

Participative leadership can provide mechanisms for community participation through:

- parent-teacher associations;
- school-community meetings;
- advisory committees;
- community development activities; and
- consultation concerning major school programmes.

Research on participatory management in Rivers State has specifically identified community participation in the management of material resources as an important issue in school organisational effectiveness.

THEORETICAL FRAMEWORK

Democratic/Participative Leadership Perspective

The theoretical foundation of this study is the democratic or participative leadership perspective. The approach assumes that leadership can be exercised through consultation, participation, communication and shared responsibility rather than through unilateral control alone.

The perspective is relevant to school administration because teachers are professionals with knowledge and experience that can contribute to administrative decisions. Participation may also enhance understanding of decisions and facilitate implementation.

The theory does not imply that every organisational decision should be subjected to a vote. Rather, the leader determines appropriate areas and degrees of participation according to the nature of the decision, the competence of participants, time constraints and organisational requirements.

Participative Leadership And School Management

The connection between participative leadership and school management can be explained through several mechanisms.

First, participation can improve the quality of information available to the principal. Teachers interact directly with students and classroom processes and may therefore possess information useful for school-level decisions.

Second, participation may improve acceptance of decisions. Teachers who have had opportunities to contribute may have greater understanding of the reasons behind decisions and may be more prepared to support implementation.

Third, participation can distribute leadership responsibilities. Through committees and delegated responsibilities, principals can involve teachers in administrative activities.

Fourth, participation can strengthen communication. Regular consultation creates opportunities for principals to receive feedback and identify problems before they become more serious.

Fifth, participative leadership may support professional development. When teachers contribute to discussions about instructional practices and school improvement, they may develop leadership and problem-solving capacities.

However, participation is not automatically effective. The quality of participation depends on trust, communication, leadership competence, organisational culture and clarity of roles.

EMPIRICAL REVIEW

Studies In Rivers State

Research conducted in Rivers State provides important contextual evidence.

Ebete and Ejims examined principals' leadership practices for goal attainment in public senior secondary schools in Rivers State. Their study used a descriptive survey design and investigated leadership practices including decision-making and instructional supervision. The researchers reported that the leadership practices examined were associated with teacher performance and students' academic achievement and recommended shared decision-making.

Wagbara and Ukaigwe examined principals' leadership styles and administrative effectiveness in public senior secondary schools in Rivers State. Using a correlational research design involving teachers, the study investigated several leadership styles and reported relationships between leadership styles and administrative effectiveness.

Wagbara and Amaewhule also investigated democratic and autocratic leadership styles as correlates of administrative performance in public senior secondary schools in Rivers State. The study involved teachers from sampled schools and reported positive relationships between the leadership styles examined and administrative performance.

A study hosted by Niger Delta University examined principals' administrative competencies and effective management of public senior secondary schools in Rivers State. It focused on communication, decision-making and financial management and reported significant relationships between these competencies and effective management.

Amadi and Nwiku more recently examined administrative strategies for enhancing school management in government-owned senior secondary schools in Rivers State. Their study involved principals and considered instructional supervision, staff development, motivation and delegation among administrative strategies.

At the same time, Ozurumba, Ebuara and Ukpong examined participatory management and organisational effectiveness in the secondary school system in Rivers State. Their findings were more nuanced: staff participation in school decision-making was not reported as significantly influencing organisational effectiveness, although community participation in material-resource management was associated with perceived differences in effectiveness.

These studies collectively suggest that leadership, decision-making, communication, delegation and participation are relevant to school administration, while also showing that the relationship between participation and effectiveness deserves further investigation.

Gap In The Literature

The reviewed literature reveals three major gaps.

First, several Rivers State studies have examined broad leadership styles rather than participative leadership as a distinct construct.

Second, studies have often focused on administrative performance, teacher performance or organisational effectiveness rather than combining participative leadership dimensions with multiple dimensions of principals' management effectiveness.

Third, existing evidence is not completely consistent. Some studies support relationships involving democratic leadership, decision-making and administrative effectiveness, whereas the study of participatory management and organisational effectiveness reported no significant influence of staff participation in school decision-making.

This inconsistency provides justification for a focused study of participative leadership approach and principals' management effectiveness in senior secondary schools in Rivers State.

Conceptual Model

The proposed conceptual model is:

Participative Leadership Approach

- Participative decision-making
- Consultation
- Open communication
- Delegation
- Collaborative problem-solving

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Principals' Management Effectiveness

- Instructional management
- Personnel management
- Resource management
- Student management
- School-community management

The model assumes that the extent to which principals involve teachers and other relevant stakeholders in appropriate aspects of school administration may be associated with the effectiveness with which they perform management function

METHODOLOGY

Research Design

The study will adopt a correlational survey research design.

The design is appropriate because the purpose is to determine the relationship between participative leadership approach and principals' management effectiveness without manipulating the variables.

Population of the Study

The population will comprise principals and teachers in public senior secondary schools in Rivers State.

The exact population figure should be obtained from the most recent official records of the relevant Rivers State education authority before submission of the final manuscript. This is important because the number of schools, principals and teachers may change over time.

Previous studies illustrate this variation. For example, one Rivers State study reported a population of 258 public senior secondary schools, while another more recent study reported 296 public senior secondary schools.

Consequently, the final paper should use the current official population rather than automatically reproducing an older figure.

Answers to Research Questions

Results

Research Question One: To what extent do teamwork activities as an aspect of participative leadership relate with principals' management effectiveness in public senior secondary schools in Rivers State?

Table 1: Summary of PPMC analysis on the extent teamwork activities as an aspect of participative leadership relate with principals' management effectiveness

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.450 ^a	.202	.200	16.07323

a. Predictors: (Constant), Teamwork Activities as an aspect of participative leadership

Table shows the extent do teamwork activities as an aspect of participative leadership relate with principals' management effectiveness in public senior secondary schools in Rivers State. Leadership teamwork activities as an aspect of participative leadership positively correlates with principals' management effectiveness in public senior secondary schools in Rivers State ($r=0.450$) while r-squared (0.202). Leadership teamwork activities as an aspect of participative leadership contributed 20.2% to principals' management effectiveness in public senior secondary schools in Rivers State.

Research Question Two: To what extent do consultative activities as an aspect of participative leadership relate with principals' management effectiveness in public senior secondary schools in Rivers State?

Table 2: Summary of PPMC analysis on the extent consultative activities as an aspect of participative leadership relate with principals' management effectiveness

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.595 ^a	.354	.352	16.39626

a. Predictors: (Constant), Consultation Activities as an aspect of participative leadership

Table shows the relationship between leadership consultation activities as an aspect of participative leadership and principals' management effectiveness in public senior secondary schools in Rivers State. Leadership consultation activities as an aspect of participative leadership positively correlates with principals' management effectiveness in public senior secondary schools in Rivers State ($r=0.595$) while r-squared (0.354). Leadership consultation activities as an aspect of participative leadership contributed 35.4% to principals' management effectiveness in public senior secondary schools in Rivers State.

HYPOTHESIS

Ho1: There is no significant relationship between overall participative leadership approach and principals' management effectiveness in public senior secondary schools in Rivers State.

Table below identifies the Summary of regression analysis on the relationship between overall participative leadership approach and principals' management effectiveness in public senior secondary schools in Rivers State.

Part B: ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42267.399	1	42267.399	143.78622	.000 ^b
	Residual	186664.554	635	293.960		
	Total	186931.953	636			

a. Dependent Variable: Principals' Management Effectiveness

b. Predictors: (Constant), Delegation of authority as an aspect of participative leadership

Part C: Coefficients^a

	Model	Unstandardized Coefficients		t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error			Lower Bound	Upper Bound
1	(Constant)	59.316	3.651	16.246	.000	52.147	66.486
	Delegation of authority as an aspect of participative leadership	-.099	.104	.638 ^a	.521	-.303	.105

a. Dependent Variable: Principals' Management Effectiveness

Table shows overall participative leadership approach and principals' management effectiveness in public senior secondary schools in Rivers State. ($F_{1,635}=143.78622$, $p<0.005$). The null hypothesis five was rejected at .05. The regression equation $y=59.316+0.099x$ showed that leadership recognition activities as an aspect of participative leadership positively enhances principals' management effectiveness in public senior secondary schools in Rivers State.

Summary of Findings

1. There is positive relationship between teamwork activities as an aspect of participative leadership and principals' management effectiveness in public senior secondary schools in Rivers State.
2. There is positive relationship between consultative activities as an aspect of participative leadership and principals' management effectiveness in public senior secondary schools in Rivers State.

Discussion of Findings

Extent teamwork activities as an aspect of participative leadership and principals' management effectiveness

Table 1 revealed that there is positive relationship between leadership teamwork activities as an aspect of participative leadership and principals' management effectiveness in public senior secondary schools in rivers state. Table 8 on the other hand revealed that leadership teamwork activities significantly relate with principals' management effectiveness in public senior secondary schools in Rivers State. Leadership teamwork activities as an aspect of participative leadership is the way or strategy and principle adopted by a leader in working together among group members with shared ideas and values for achieving the intentions of the group. Importantly, effective teaching and learning are achieved when principals and teachers work together; teachers and

students work together and teachers work cooperatively among themselves in sharing knowledge in varied fields of study (Don & Raman, 2019).

Extent consultative activities as an aspect of participative leadership and principals' management effectiveness

Table 2 revealed that there is positive relationship between consultation activities as an aspect of participative leadership and principals' management effectiveness in public senior secondary schools in rivers state. On the other hand, table 9 revealed that consultative activities significantly relate with principals' management effectiveness in public senior secondary schools in Rivers State. Consultative activities as an aspect of participative leadership, according to Bush (2023), enables principals who acquire the leadership skills to sufficiently consult teachers, parents, students and relevant members of the community or agencies towards enhancing effective school management. Sadly, in most secondary schools in Rivers State and Nigeria, it is observed that, teachers with wealth of experience are found to be mostly left out by principals who pretend to be participatory or democratic thereby, failing to deliver effectively on the mandate of the school (Agi & Adiele, 2015).

Discussion of the Finding

The study investigated if participative leadership activities as an aspect of participative leadership enhances management effectiveness in public senior secondary schools in Rivers State. The study was presented in five chapters. The first chapter was the introduction, chapter two was the review of related study, chapter three was the methodology, chapter four was the results and discussion of findings and chapter five was the summary, conclusion, recommendations, limitations of the study, contribution to knowledge and suggestions for further study.

Chapter one which was the introduction contains the background to the study, statement of the problem, purpose of the study, research questions, significant of the study, scope of the study, and definition of terms. In all seven research questions, seven hypotheses and seven objectives were formulated for the study, which is to:

- i. determine the extent teamwork activities as an aspect of participative leadership approach relate with principals' management effectiveness in public senior secondary schools in Rivers State.
- ii. determine the extent consultative activities as an aspect of participative leadership relate with principals' management effectiveness in public senior secondary schools in Rivers State.

CONCLUSION

The study investigated if participative leadership activities as an aspect of participative leadership and management effectiveness in public senior secondary schools in Rivers State. The study establishes that participative leadership activities as an aspect of participative leadership is positively and significantly enhance management effectiveness among principals in public senior secondary schools in Rivers State. Findings indicate that leadership practices such as teamwork activities, consultative activities, contributes meaningfully to improved management outcomes. Each of these activities as an aspect of participative leadership is demonstrates a positive correlation with the effectiveness of principals, underscoring the importance of inclusive and collaborative leadership styles in achieving optimal management performance. These results highlight the critical role of participative leadership in fostering a supportive and productive school environment where principals and staff can work collaboratively toward common goals. The study thereby supports the application of participative leadership principles as a strategic activities as an aspect of participative leadership for school administrators to enhance management efficacy and

potentially improve educational outcomes. Moreover, it provides a foundation for further exploration of participative leadership across diverse educational contexts and serves as a valuable reference for policymakers, educational administrators, and researchers seeking to advance school management practices through inclusive leadership strategies.

This study enhances scholarly understanding by deepening insights into participative leadership and its effects on management effectiveness within public secondary education with empirical evidence demonstrating the positive impact of participative leadership in public senior secondary schools in Rivers State.

RECOMMENDATIONS

Based on the findings of the study; the researcher hereby recommends that:

1. Relevant authorities should improve teacher's job effectiveness in Rivers State.
2. Regular feedback should be encouraged to enhance teacher's job and student's performance in secondary school.
3. There should be adequate staff training as this goes a long way to motivate staff in turn improves their effectiveness at work.
4. Open communication system should be adopted among staff so as to improve their productivity and co-operation.
5. The management should provide a collaborative working system for staff as this will improve their effectiveness towards work.

Suggestions for Further Study

Based on the findings of this study, the researcher wishes to suggest that subsequent researchers should channel their efforts to increase in Nigeria such as

- participative leadership and teachers' job satisfaction;
- participative leadership and teacher commitment;
- participative leadership and students' academic achievement;
- participative leadership and organisational citizenship behaviour;
- participative leadership and school climate;
- principals' participative leadership and teacher retention;
- participative leadership in public versus private secondary schools;
- participative leadership in urban versus rural schools;
- gender differences in principals' participative leadership practices; and
- participative leadership and school innovation.

Longitudinal studies may also provide useful evidence concerning whether changes in leadership practices are followed by changes in school-management outcomes.

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