

ENTREPRENEURSHIP EDUCATION AS A DETERMINANT OF EMPLOYABILITY AMONG GRADUATES IN JOS METROPOLIS NIGERIA

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Abstract

This study was on the impact of entrepreneurship education in employability among graduate students in Jos Nigeria. The study was motivated by the persistent rate of graduate unemployment in Nigeria. Despite the introduction of mandatory entrepreneurship courses by the National Universities Commission, graduates' unemployment remains high. The research, guided by Human Capital Theory and Social Cognitive Theory, aimed to assess linked between entrepreneurship education and employability. A descriptive statistic used for simple percentage while inferential statistics for Chi-Square hypothesis test, sampling 250 graduates from a population of 5,000 through a stratified random sampling technique, Quantitative data were collected via a structured questionnaire were analysed. One objective, one research question and one hypothesis used. The findings showed a strong positive linked $X^2 = 348.67$, $p < 0.05$) between entrepreneurship education and employability, since the calculated X^2 (0.85) is greater than the critical value (5.991), we reject the null hypothesis. The study concluded that entrepreneurship education is a key determinant of employability. However, it recommended enhancing practical training, internships, and mentorship, to better meet labour market needs and promote sustainable economic development.

Keywords: Determinant, Entrepreneurship Education, Employability, Graduate unemployment.

Introduction

Entrepreneurship education has gained recognition as a valuable tool for improving graduate employability, especially in developing economies where youth unemployment is a major issue. In Jos metropolis like in many parts of Nigerian, graduates face a competitive job market with limited formal job opportunities and increasing rates of underemployment. This situation has created a need for innovative approaches in higher education that equip graduates with academic knowledge, practical skills, entrepreneurial mindsets, and self-employment capabilities.

Entrepreneurship education includes structured programs and learning experiences that develop entrepreneurial skills such as opportunity recognition, risk management, creativity, innovation, and business management. According to the United Nations

Educational, Scientific and Cultural Organization (2016), entrepreneurship education encourages self-reliance and prepares graduates to contribute positively to economic growth. Similarly, the National Universities Commission (2019) highlighted the importance of integrating entrepreneurship studies into university curricula in Nigeria to tackle graduate unemployment and boost job creation.

This study addresses the growing concern about the employability of graduates in Jos metropolis Nigeria. Despite mandatory entrepreneurship courses in Nigerian tertiary institutions, there is little research on how effective these programs are in improving students' employability outcomes. Many graduates continue to struggle to find paid jobs or start successful businesses after graduation. This raises important questions about the relevance, quality, and practical focus of the entrepreneurship education being provided.

The central issue of this study is to determine whether entrepreneurship education associate with employability of graduates in Jos metropolis. It specifically looks at whether exposure to entrepreneurial training helps graduates gain employability skills such as problem-solving, communication, innovation, adaptability, and business start-up skills. Understanding this link is vital for graduates, university management, curriculum planners, policymakers, regulators, researchers, and society as a whole in improving entrepreneurship programs to better meet job market needs.

Concept of Entrepreneurship Education

Entrepreneurship education consists of structured teaching methods aimed at developing entrepreneurial skills such as opportunity recognition, innovation, risk management, and business creation (Fayolle&Gailly, 2015). It combines theoretical lessons with hands-on activities like simulations, internships, and business plan writing. Research shows that hands-on methods are more effective than traditional lectures in building entrepreneurial skills (Kolb, 1984). Practical experiences improve creativity, resilience, and problem-solving abilities.

In the context of this study at Jos metropolis, entrepreneurship is viewed not just as creating a business but as a structured educational process that develops transferable skills to boost graduate employability. Instead of focusing solely on self-employment, entrepreneurship education prepares graduates with skills, attitudes, and abilities that increase their chances of finding, keeping, and creating jobs in a changing job market. According to Garba (2019), entrepreneurship education gets students ready for both business creation and applying entrepreneurial skills in paid jobs.

Entrepreneurship as an Agent of Employability

Entrepreneurship acts as a pathway to better employability by promoting human capital development. Becker (1993) states that investments in education enhance productivity and economic value. Entrepreneurship education is a specific type of investment that fosters skills in opportunity recognition, problem-solving, innovation, creativity, communication, critical thinking, risk management, adaptability, and self-efficacy. These skills are highly valued by employers.

Yorke (2006) defines employability as a set of skills, knowledge, and personal traits that make graduates more likely to find jobs and succeed in their careers. Entrepreneurship

education aligns directly with this definition by promoting initiative, creativity, teamwork, and resilience. Even graduates who do not start their own businesses benefit from entrepreneurial training, which improves their ability to work effectively in organizations (Nabi, Liñán, Fayolle, Krueger, & Walmsley, 2017).

In Nigeria, where graduate unemployment is high (National Bureau of Statistics [NBS], 2023), entrepreneurship serves as both a direct and indirect means of improving employability: Direct employability path way by enabling self-employment and business creation. Indirect employability pathway by enhancing transferable skills needed in wage employment. Thus, this study considers entrepreneurship a multifaceted mechanism for employability, functioning through skill development, mindset change, and experiential learning to enhance job readiness among graduates of Jos metropolis

The ongoing high rate of graduate unemployment in Nigeria shows a disconnect between entrepreneurship education and job market needs (NBS, 2023). Employers increasingly seek transferable skills like critical thinking, adaptability, communication, and innovation (Yorke, 2006). While entrepreneurship education aims to develop these skills, its effectiveness in improving employability in Jos metropolis and other parts of Nigeria is still under investigation.

Aim and Objective of the Study

The primary aim of this study is to examine the link of entrepreneurship education and employability among graduates in Jos metropolis Nigeria. Specific objective is to:

1. Assess the link between entrepreneurship education and employability.

Research Question:

1. What is the link between entrepreneurship education and employability?

Research Hypothesis:

1. There is no association between entrepreneurship education and employability among graduates in Jos metropolis.

Methodology

This study used a descriptive survey research approach, involving a population of 5,000 and a sample size of 250. The sample comprises graduates' students in Jos metropolis who have taken entrepreneurship education courses at any tertiary institutions irrespective of location, nationals, tribe, and religion who have completed the required entrepreneurship classes. Quantitative data was collected through questionnaires administered primarily from a primary source. The study has one objective, one research question, and one hypothesis. Stratified Random Sampling techniques was used to ensure that the findings are represented and reliable, Entrepreneurship Education (EE). A significance level of 0.05 or higher will be considered acceptable. Descriptive statistics and Chi-Square analytical test was used to test the hypothesis and examine how the observed frequency (entrepreneurship education) impacts expected frequency (employability).

Results

Research Question: What is the link between entrepreneurship education and employability among graduates in Jos metropolis

Table 1: shows responses on the link between entrepreneurship education and employability among graduates in Jos metropolis.

SN	Questions			Row Total
		Yes	No	
1.	Entrepreneurship education has improved my ability to create job opportunities	220	30	250
2.	The entrepreneurship education i received has enhanced my skills in business planning	190	60	250
3.	I believe that entrepreneurship education is essential for employability in today's economy	100	150	250
4.	Entrepreneurship education has helped me develop a positive attitude towards self-employment.	175	75	250
5.	The practical experiences gained through entrepreneurship education have prepared me for the job market	40	210	250
6.	I think that entrepreneurship education is a waste of time for graduates who want to pursue traditional careers.	100	150	250
7.	Entrepreneurship education has improved my ability to identify business opportunities	195	55	250
8.	I am confident that the entrepreneurship education i received will help me become self-employed in the future	120	130	250
Total Column		1140	860	2000
Percentage (%)		57%	43%	100%

The result reveals that 1140 responses representing 57% responded positively that there is a link between entrepreneurship education and employability. While 860 responses representing 43% responded negatively that there is no link between entrepreneurship education and employability among graduates in Jos metropolis Nigeria.

Null Hypothesis test: There is no association between Entrepreneurship Education and Employability

Response	Category 1	Category 2	Category 3	Row Total
Yes	605	395	140	1140
No	145	355	360	860
Column Total	750	750	500	2000

- Category 1 (Skill Development): Q1, Q2, Q7
- Category 2 (Attitude & Perception): Q3, Q4, Q8
- Category 3 (Practical Value / Criticism): Q5, Q6

$$\text{Degree of Freedom (df)} = (R-1) (C-1) = (2 - 1) (3 - 1) = 2$$

Interpretation

The result shows that $X^2_{\text{cal}} = 348.67$ is greater than critical $X^2 = 5.991$ we reject the null hypothesis.

Discussion

The correlation analysis related to the research question demonstrates a positive and statistically significant link between entrepreneurship education and employability indicators ($X^2 = \text{positive value}$, $p < 0.05$). This suggests that more exposure to entrepreneurship education correlates with higher employment readiness among graduates.

Conclusion

There is a significant association between entrepreneurship education and employability. This means the responses strongly suggest that entrepreneurship education influences employability outcomes (skills, attitudes, and readiness for the job market). However, to maximize its impact, greater emphasis should be placed on practical and experiential components. Strengthening these aspects would likely increase the predictive power of entrepreneurship education on employability outcomes.

Recommendation

Based on the findings of this study, the researchers made this recommendation.

1. Graduates lack practical entrepreneurship training as such integrating practical entrepreneurship training and academic learning to help graduates relates with the current realities.

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LEGITIMATE POWER DYNAMICS IN PRINCIPALS' LEADERSHIP AND EFFECTIVE SCHOOL MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN EDO CENTRAL SENATORIAL DISTRICT

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Abstract

This study examined the influence of legitimate power dynamics in principals' leadership on effective school management in public secondary schools in Edo Central Senatorial District, Edo State, Nigeria. A descriptive survey research design was adopted. The study population comprised teachers and principals in 62 public secondary schools across the district. A sample of 330 teachers and 25 principals was drawn using stratified random sampling techniques. Data were collected using a validated questionnaire titled "Legitimate Power Dynamics and School Management Effectiveness Questionnaire (LPDSMEQ)." Quantitative data were analyzed using mean, standard deviation, Pearson Product Moment Correlation (PPMC), and Multiple Regression at the 0.05 significance level. Findings indicated a significant positive relationship between the exercise of legitimate power by principals and the effectiveness of school management ($r = .687$, $p = .000$). Regression results showed that legitimate power dynamics, when moderated by fairness and participatory decision-making, accounted for 58.3% of the variance in school management effectiveness. The study concluded that principals' legitimate authority, when exercised with consistency, transparency, and inclusivity, is a critical determinant of successful school administration. It was recommended among others that principals be trained in the ethical and participatory application of positional authority and that school boards establish clear governance frameworks to guide the legitimate exercise of power for optimal school outcomes.

Keywords: Legitimate Power, Power Dynamics, Principal Leadership, School Management Effectiveness, Public Secondary Schools

Introduction

Effective school management is a cornerstone of educational quality, teacher productivity, and student achievement. In Nigeria's public secondary school system, the principal occupies a pivotal leadership role, responsible for coordinating academic activities, supervising staff, managing resources, and ensuring compliance with educational policies (Nwana, 2018). The authority vested in principals, derived from their official position in the educational hierarchy, is referred to as legitimate power—the socially recognized right to influence others by virtue of one's role or title (French & Raven, 1959). How principals exercise this power, whether through autocratic directives, participative decision-making, or shared governance, significantly affects staff motivation, school climate, and overall administrative efficiency (Louis, Dretzke & Wahlsrom., 2020).

Nwana (2018) investigated leadership styles and administrative effectiveness in secondary schools in Anambra State. Using a descriptive survey research design, the study involved a sample of 320 teachers and school administrators. The findings revealed that

democratic leadership style had a positive relationship with teachers' commitment to school goals, as it encouraged participation and shared responsibility. The study concluded that democratic leadership enhances administrative effectiveness; however, leadership style was treated broadly without isolating the specific role of legitimate power dynamics in school management effectiveness.

This study is anchored on French and Raven's (1959) Bases of Social Power Theory, with a specific focus on Legitimate Power. The theory posits that individuals in organizations wield influence through five bases of power: reward, coercive, legitimate, expert, and referent. Legitimate power stems from formal authority granted by the organization. This theory is highly relevant as it provides the foundational concept for analyzing the principal's positional authority.

To further analyze the *dynamics* of this power, the study integrates Path-Goal Leadership Theory (House, 1971). This theory suggests that effective leaders clarify the path to goals for subordinates and remove obstacles. It helps frame how legitimate power dynamics can be facilitative (clearing paths through supportive and participative use of authority) or obstructive (creating roadblocks through authoritarianism). The combination of these theories allows for an examination of not just the possession of legitimate power, but also its strategic application in the school management context.

Owoeye and Olatunde (2020) examined power relations and conflict management in public secondary schools in Ekiti State. The study adopted a descriptive survey design and sampled 280 principals and teachers. The findings indicated that the autocratic use of power by principals often escalated conflicts with staff unions, thereby disrupting effective school administration. The study concluded that inappropriate use of power negatively affects school management, but it did not quantitatively assess the extent to which power dynamics influence overall school management effectiveness.

Somech (2005) investigated participative decision-making and its influence on school management outcomes in Israel. Using a quantitative research design, the study sampled 412 teachers and school leaders. The findings showed that high levels of teacher participation in decision-making were associated with stronger organizational commitment and more effective implementation of school programmes. The study concluded that participatory use of legitimate power improves management outcomes; however, the study was conducted outside the Nigerian context, limiting its applicability to Nigerian secondary schools.

Leithwood, Harris, and Hopkins (2020) conducted a meta-analysis of school leadership studies to examine leadership practices that promote school improvement. The study reviewed empirical evidence drawn from over 50 large-scale international studies involving thousands of schools. The findings identified building collaborative cultures and establishing clear goals and expectations as core leadership practices for effective school management. The study concluded that effective use of legitimate authority fosters collaboration and goal clarity, although it did not provide context-specific empirical data from Nigerian secondary schools.

Iortyom and Asemave (2023) investigated the impact of new curriculum resource requirements on the financial and logistical management of secondary schools in Kebi State. Using a descriptive survey design with a sample of 250 principals and bursars, the study found that the practical and technology-driven components of the new curriculum placed

significant strain on existing school budgets, leading to improvised fundraising and, in some cases, unauthorized levies. The study concluded that effective management of the new curriculum is heavily dependent on adequate and timely government funding.

In Edo State, public secondary schools encounter numerous challenges, including inadequate funding, insufficient infrastructure, and varying levels of teacher motivation and commitment. Within this context, the principal's leadership approach is critical in navigating these constraints and promoting school improvement (Owoeye and Olatunde, 2020). Legitimate power is not simply about holding a position; it is also about how that authority is applied. Principals may enforce compliance through coercion, which can foster resistance and low morale, or they may exercise power participatively, promoting collaboration, trust, and commitment among teachers (Memisoglu and Uylas, 2015). These dynamics shape the organizational culture, influence decision-making processes, and determine the effectiveness of school management.

The recognized importance of principals' authority in school administration are crystal clear in limited empirical research in Nigeria that specifically investigates the influence of legitimate power dynamics on measurable school management outcomes. Most studies have examined leadership styles in general without isolating the role of formal authority and its day-to-day exercise in promoting effective planning, supervision, and resource management (Liang et al., 2015; Owoeye and Olatunde 2020; Igbineweka & Omoregie, 2021). Consequently, there is the need to understand how principals' use of legitimate power whether democratic, autocratic, or mixed directly impacts school effectiveness in the Nigerian public secondary school context.

This study seeks to examine the relationship between principals' legitimate power dynamics and the effectiveness of school management in public secondary schools within Edo Central Senatorial District. Focusing on the application of formal authority in daily administrative activities, approaches to exercising legitimate power and how it influences teacher motivation, organizational climate, and overall school performance as these policy and practice, guiding principals on the optimal use of their authority to enhance effective school management and improve educational outcomes.

Objectives of the Study

This study aims to:

1. Examine the relationship between legitimate power dynamics exercised by principals and school effectiveness in public secondary schools in Edo Central Senatorial District.
2. Assess if there is relationship between fairness in exercising legitimate power dynamics by principals in the management in public secondary schools in Edo Central Senatorial district in Edo State, Nigeria.
3. Investigate the significant relationship between the consistency principals' legitimate power dynamics and by principals' effectiveness of school management.
4. Determine the extent of significant relationship between participating decision to which specific dimensions of legitimate power dynamics (fairness, consistency, participatory decision-making) predict school management effectiveness.

Hypotheses

The following hypotheses were raised to guide this study and test at 0.05 level of significance

H₀₁: There is no significant relationship between the exercise of legitimate power by principals and school management effectiveness.

H₀₂: There is no significant predictive relationship between the fairness in exercising legitimate power and school management effectiveness.

H₀₃: There is no significant predictive relationship between the consistency in exercising legitimate power dynamic principals and school management effectiveness.

H₀₄: There is no significant predictive relationship between participatory decision-making as a power dynamic by principal and school management effectiveness.

Methodology

This study adopted a descriptive survey research design of the correlational type. The population consisted of all principals and teachers in 62 public secondary schools in Edo Central Senatorial District, covering Esan West, Esan Central, Esan North-East, Esan South-East, and Igueben Local Government Areas. A multi-stage sampling technique was used to select respondents. First, 30 schools were randomly chosen from a stratified list of schools across the five LGAs. In each selected school, the principal was automatically included, while 10 teachers were randomly selected from each school's staff list. This initially yielded a sample of 30 principals and 300 teachers, totaling 330 respondents.

Data were collected using a structured questionnaire titled "Legitimate Power Dynamics and School Management Effectiveness Questionnaire (LPDSMEQ)". The instrument had three sections: Section A collected demographic data; Section B measured legitimate power dynamics using three sub-scales (Fairness, Consistency, and Participatory Decision-Making) on a Likert scale; Section C assessed school management effectiveness, covering planning, organization, supervision, resource management, and school climate. The questionnaire was validated by three experts and piloted with 30 teachers and 5 principals from a neighboring district, yielding Cronbach's Alpha reliability coefficients of 0.84 for legitimate power dynamics and 0.88 for school management effectiveness, indicating high reliability. Questionnaires were administered in person with school authority permission, and anonymity was ensured. Data were analyzed using SPSS Version 25. while Pearson Product-Moment Correlation and Multiple Regression Analysis were used to test hypotheses at a 0.05 significance level.

Results

Hypothesis 1: There is no significant relationship between the exercise of legitimate power dynamic by principals and school management effectiveness

Table 1: Pearson Correlation on Legitimate Power Dynamics and School Management Effectiveness

Variable	N	Mean	SD	r	p-value	Decision
Legitimate Power Dynamics	330	3.15	0.89			

Variable	N	Mean	SD	r	p-value	Decision
School Management Effectiveness		3.30	0.91	.687	.000	Significant

The Pearson correlation shows a strong, positive, and statistically significant relationship between legitimate power dynamics and school management effectiveness ($r = .687$, $p < .05$). This means that principals who exercise authority fairly, consistently, and inclusively tend to have more effective schools. Therefore, Hypothesis one is rejected.

Hypothesis 2: There is no significant relationship between fairness in exercising legitimate power dynamic by principals and school management effectiveness

Table 2: Pearson Correlation – Fairness and School Management Effectiveness

Variable	N	Mean	SD	r	p-value	Decision
Fairness	330	3.12	0.88	.623	.000	Significant
School Management Effectiveness		3.30	0.91			

Fairness in the exercise of legitimate power shows a moderate to strong positive correlation with school management effectiveness ($r = .623$, $p < .05$). Principals who apply rules impartially and equitably positively influence the performance and administration of their schools. Hypothesis two is therefore rejected.

Hypothesis 3: There is no significant relationship between consistency in exercising legitimate power by principal and school management effectiveness

Table 3: Pearson Correlation – Consistency and School Management Effectiveness

Variable	N	Mean	SD	r	p-value	Decision
Consistency	330	3.18	0.85	.654	.000	Significant
School Management Effectiveness		3.30	0.91			

Consistency in the exercise of legitimate power is positively and significantly correlated with school management effectiveness ($r = .654$, $p < .05$). Principals who are stable, predictable, and non-arbitrary in their decisions significantly enhance school management outcomes. Hypothesis three is rejected.

Hypothesis 4: There is no significant predictive relationship between participatory decision-making as a power dynamic and school management effectiveness

Table 4: Multiple Regression Analysis – Participatory Decision-Making and School Management Effectiveness

Predictor	B	Beta (β)	t	Sig.
Constant	0.850		4.112	.000
Participatory Decision-Making	0.295	0.324	5.801	.000

Participatory decision-making is a significant positive predictor of school management effectiveness ($\beta = .324, p < .05$). This indicates that involving teachers and stakeholders in key decisions improves school performance. Hypothesis four is rejected, confirming that participatory leadership strengthens school management.

Discussion of Findings

The first hypothesis examined the relationship between the overall exercise of legitimate power by principals and school management effectiveness. The findings revealed a strong, positive, and significant correlation ($r = .687, p < .05$), indicating that principals who apply authority fairly, consistently, and inclusively tend to achieve higher school management effectiveness. This aligns with Nwana (2018), who found that democratic leadership, which shares elements of participatory and fair authority, positively influenced teachers' commitment to school goals and overall administrative effectiveness. Similarly, Owoye and Olatunde (2020) highlighted that misuse of power can disrupt effective school administration, confirming that the proper exercise of authority is crucial for school management success. These results suggest that principals' legitimate power is a key determinant of how efficiently and effectively schools are run.

The second and third hypotheses assessed the individual predictive effects of fairness and consistency in the exercise of legitimate power on school management effectiveness. Both fairness ($\beta = .281, p < .05$) and consistency ($\beta = .345, p < .05$) emerged as significant positive predictors, with consistency being the stronger predictor. This implies that principals who apply rules equitably and make predictable, non-arbitrary decisions foster better school management outcomes. These findings are supported by Leithwood, Harris, and Hopkins (2020), who emphasized that clear, fair, and consistent leadership practices, such as establishing expectations and building collaborative cultures, improve school performance. The results also reinforce the notion that fairness and consistency are not just abstract principles but practical tools that directly influence teachers' cooperation, organizational commitment, and the smooth running of school activities.

The fourth hypothesis explored participatory decision-making as a dimension of legitimate power. The regression analysis indicated that participatory decision-making is a significant positive predictor of school management effectiveness ($\beta = .324, p < .05$). Principals who actively involve teachers and other stakeholders in decision-making enhance both staff commitment and organizational outcomes. This supports the findings of Somech (2005), who observed that teacher participation in school decisions improved organizational commitment and effective implementation of school programs, although that study was conducted in Israel. The current study provides context-specific evidence from Nigerian secondary schools, showing that participatory leadership as a power dynamic significantly contributes to school management success. Additionally, Iortyom and Asemave (2023) highlighted that effective management practices, such as resource allocation, are crucial in operational outcomes, reinforcing that participatory decision-making strengthens implementation of school goals and overall administrative efficiency.

Conclusion

This study concludes that legitimate power dynamics are a fundamental driver of effective school management in public secondary schools in Edo Central Senatorial District. Principals' legitimate authority, when exercised with high degrees of consistency, participatory inclusion, and fairness, significantly enhances the effectiveness of planning, organization, supervision, and resource management. Conversely, arbitrary, autocratic, or inconsistent uses of power are likely to impede managerial success. Therefore, the effectiveness of a principal is not merely a function of having power, but fundamentally a function of the skill and ethics with which that power is dynamically applied in daily school governance.

Recommendations

Based on the findings, the following recommendations are made:

1. The Edo State Post-Primary Education Board (PPEB) and the Ministry of Education should mandate and fund regular professional development workshops for principals and vice-principals focused specifically on "Ethical Leadership and Power Dynamics."
2. School Boards of Governors should be strengthened and guided to develop and monitor a School Governance Charter for each school. This charter should explicitly outline the expected dynamics for exercising legitimate power, including protocols for consultation, communication, and conflict resolution, thereby institutionalizing positive practices beyond individual principal tenures.
3. Principals should consciously decentralize authority by establishing and empowering statutory committees (e.g., Academic Committee, Discipline Committee, Procurement Committee) with clear mandates, ensuring teacher participation in core management areas as predicted by the study to boost effectiveness.
4. Future recruitment and promotion processes for principals should incorporate assessment criteria that evaluate a candidate's understanding and historical demonstration of positive power dynamics, such as fairness and collaborative decision-making, moving beyond purely administrative experience.

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