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Original Research Article

GENDER DIFFERENCES IN THE ADMINISTRATIVE EFFECTIVENESS OF PRINCIPALS WITH MASTER'S AND PH.D DEGREE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT: This study examined gender differences in the administrative effectiveness of principals holding master's and Ph.D. degrees in public senior secondary schools in Rivers State. A descriptive survey research design was employed to provide an objective assessment of principals' qualifications and administrative performance without manipulating variables. The population comprised 335 principals, including 142 males and 193 females, from which a sample of 165 was selected using stratified random sampling to ensure fair representation across gender and geographical zones. Data were collected using a self-developed questionnaire, the Gender Differences and Administrative Effectiveness of Principals with Higher Degree Questionnaire (GDAEPHDQ), which captured respondents' bio-data and information on administrative effectiveness across leadership, decision-making, staff and student management, communication, curriculum implementation, planning, and problem-solving. The instrument was validated by three experts and demonstrated high reliability (.881) through a pilot test. Data were analyzed using mean, standard deviation, and independent samples t-test at a .05 significance level. Findings revealed that principals' advanced academic qualifications positively influenced administrative effectiveness, with both genders demonstrating competence, although differences existed in certain leadership dimensions. The study recommends gender-sensitive policies and continuous professional development to enhance school leadership and administrative performance in Rivers State.

Keywords: Gender, Administrative Effectiveness, Principals, Master's Degree, Ph.D Degree, Senior Secondary Schools, Rivers State, Nigeria.

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INTRODUCTION

Education is important for national development, and the effectiveness of schools largely depends on the quality of leadership provided by school administrators. Among the key actors in the educational system, school principals occupy a strategic position because they coordinate human and material resources to achieve institutional goals. The administrative effectiveness of principals is therefore essential for promoting teachers' productivity, maintaining discipline, ensuring effective supervision, and enhancing students' academic performance. Effective school leadership helps create a positive school climate that encourages teaching and learning, collaboration among staff, and continuous institutional improvement. Research has consistently emphasized that the leadership practices of principals significantly influence the overall effectiveness of schools and the achievement of educational objectives (Leithwood & Jantzi, 2005).

Administrative effectiveness refers to the ability of school leaders to perform managerial responsibilities efficiently, including planning, organizing, supervising staff, coordinating school activities, managing resources, and implementing educational policies. Principals who demonstrate strong administrative skills are able to motivate teachers, maintain order within the school system, and ensure that instructional activities are carried out effectively. Leadership approaches such as transformational leadership have been widely associated with improved school outcomes because they inspire teachers and staff to achieve higher levels of performance and commitment to institutional goals. Transformational leadership practices encourage collaboration, professional development, and innovation within schools, thereby strengthening organizational effectiveness (Bass, 1985; Ololube, 2024).

In recent years, attention has increasingly been directed toward examining gender differences in educational leadership and administrative effectiveness. Gender is considered an important demographic variable that may influence leadership behaviour, communication patterns, and decision-making processes. Studies in educational leadership have shown that male and female principals sometimes exhibit different leadership styles and administrative approaches in managing schools. For instance, some studies suggest that female principals tend to adopt more participatory and relational leadership styles, while male principals may demonstrate more authoritative approaches to leadership. These differences may influence how principals supervise teachers, resolve conflicts, and manage institutional resources. However, research findings remain inconclusive, as some studies indicate that there are no significant differences in leadership effectiveness between male and female principals (Bass, 1998; Reichanadter, 2005).

Another important factor that may influence administrative effectiveness is the academic qualification of principals. Educational qualifications such as Master's and Doctor of Philosophy (Ph.D.) degrees provide advanced knowledge and professional training in educational administration, leadership strategies, and research-based management practices. Principals who possess higher academic qualifications are expected to have a deeper understanding of organizational management, policy implementation, and instructional supervision. Such knowledge can enhance their capacity to address complex administrative challenges and improve school performance. Educational attainment therefore represents an important aspect of leadership competence in modern educational institutions.

The interaction between gender and educational qualifications in influencing leadership effectiveness has attracted the attention of educational researchers. While advanced

qualifications may equip principals with the necessary knowledge and skills for effective leadership, gender-related experiences and societal expectations may shape how these competencies are applied in school administration. Some studies indicate that female principals may display stronger transformational leadership behaviours, emphasizing interpersonal relationships and teacher motivation, whereas male principals may focus more on task-oriented leadership approaches. Evidence from educational research also suggests that transformational leadership behaviours can vary among male and female principals and may influence teachers' innovative work behaviour and organizational commitment.

In Nigeria, particularly in Rivers State, public senior secondary schools face numerous administrative challenges, including inadequate resources, teacher motivation issues, policy implementation difficulties, and increasing demands for quality education. These challenges require competent and effective school leaders who possess both professional expertise and the ability to manage complex school environments. Despite the increasing number of principals with postgraduate qualifications such as Master's and Ph.D. degrees, there is still limited empirical evidence on whether gender differences influence their administrative effectiveness. Understanding this relationship is important for improving leadership practices, guiding policy decisions on leadership development, and strengthening school management systems. Therefore, this study seeks to examine gender differences in the administrative effectiveness of principals with Master's and Ph.D. degrees in public senior secondary schools in Rivers State.

Statement of the Problem

The quality of leadership in schools is a major determinant of educational outcomes, particularly in public senior secondary schools where principals are tasked with managing complex administrative responsibilities. Principals with advanced academic qualifications, such as Master's and Ph.D. degrees, are expected to demonstrate high levels of administrative competence, including planning, resource management, supervision of teachers, and policy implementation. However, despite these expectations, many schools in Rivers State continue to experience challenges such as ineffective school management, low teacher motivation, poor discipline, and suboptimal student performance.

While educational qualifications contribute to principals' knowledge and skills, gender has been identified as a factor that may influence leadership style and administrative effectiveness. Research indicates that male and female leaders may differ in decision-making approaches, interpersonal interactions, and leadership behaviours, which can impact how effectively they manage schools. Despite these observations, there is limited empirical evidence in Rivers State examining how gender interacts with advanced academic qualifications to affect administrative effectiveness.

This lack of clarity creates gap for policymakers and educational stakeholders who seek to enhance school leadership and performance. Consequently, this study sought to investigate gender differences in the administrative effectiveness of principals with Master's and Ph.D. degrees in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The study examined the gender differences in the administrative effectiveness of principals with Master's and Ph.D. degree in public senior secondary schools in Rivers State. Specifically, the study's objectives were to:

- Ascertain the gender influence between principals who possess master's degree in administrative effectiveness in public senior secondary in Rivers State.
- Determine the gender influence between principals who possess Doctor of Philosophy degree (Ph.D.) in administrative effectiveness in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

- What is the gender influence between principals who possess master's degree in administrative effectiveness in public senior secondary in Rivers State?
- What is the gender influence between principals who possess Doctor of Philosophy degree (Ph.D.) in administrative effectiveness in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses guided the study and were tested at .05 level of significance:

- There is no significant gender influence between principals who possess master's degree in administrative effectiveness in public senior secondary in Rivers State.
- There is no significant gender influence between principals who possess Doctor of Philosophy degree (Ph.D.) in administrative effectiveness in public senior secondary schools in Rivers State.

THEORETICAL FRAMEWORK

The Transformational Leadership Theory is one of the most influential leadership theories used to explain how leaders inspire followers to achieve higher levels of performance and organizational effectiveness. The theory was first introduced by James MacGregor Burns in 1978 and later expanded by Bernard M. Bass in 1985. Burns described transformational leadership as a process in which leaders and followers raise one another to higher levels of motivation, morality, and performance. Bass later extended the concept by emphasizing how transformational leaders motivate followers to exceed expectations and commit themselves to organizational goals.

Transformational leadership focuses on the ability of leaders to influence followers by creating a compelling vision, inspiring commitment, and fostering an environment that encourages innovation and collaboration. According to Bass, transformational leadership consists of four major components: idealized influence, inspirational motivation, intellectual

stimulation, and individualized consideration. Idealized influence refers to the leader's ability to act as a role model who earns the trust and respect of followers. Inspirational motivation involves the leader's capacity to articulate a clear vision and motivate followers to work toward achieving shared goals. Intellectual stimulation encourages creativity and critical thinking among followers, while individualized consideration emphasizes attention to the personal needs and development of employees.

In the context of educational administration, transformational leadership is highly relevant to the role of school principals. Principals who demonstrate transformational leadership behaviours can significantly influence teachers' performance, school climate, and students' academic achievement. Such principals inspire teachers to improve instructional practices, participate in decision-making processes, and work collaboratively toward the achievement of educational goals. Through the motivation of teachers and staff members, transformational leaders create a supportive and productive school environment that enhances administrative effectiveness.

The theory according to Leithwood and Jantzi (2005) is particularly relevant to studies that examine gender differences in leadership and administrative performance. Research has suggested that male and female leaders may display different transformational leadership behaviours due to differences in leadership styles, communication patterns, and interpersonal relationships. For example, some studies indicate that female leaders often demonstrate higher levels of individualized consideration and participative leadership, while male leaders may emphasize authority and task orientation. These variations can influence how principals manage school activities, supervise teachers, and implement educational policies.

Furthermore, principals who possess advanced academic qualifications such as Master's and Doctor of Philosophy (Ph.D.) degrees are likely to have greater exposure to leadership theories, educational management strategies, and research-based practices. This higher level of academic preparation may strengthen their ability to apply transformational leadership behaviours effectively in school administration. Such principals are better positioned to motivate teachers, introduce innovative educational practices, and improve the overall functioning of their schools.

In public senior secondary schools in Rivers State, the application of transformational leadership can enhance administrative effectiveness by improving communication, strengthening staff relationships, and promoting a shared vision for school development. The theory therefore provides a strong framework for understanding how gender and advanced educational qualifications may influence the leadership behaviours and administrative effectiveness of school principals. Through the examination of these relationships, the study provided insights into how leadership practices contribute to improved management and performance in secondary schools.

CONCEPTUALISATION

Master's Degree and Administrative Effectiveness of Schools

A Master's degree is widely regarded as an important academic qualification that enhances the professional competence and administrative effectiveness of school principals. Administrative effectiveness of public secondary schools refers to the capacity of school principals to effectively direct, plan, organize, coordinate, supervise and evaluate school programmes and activities in order to accomplish set goals objectives (Ololube, 2017). Principals who possess a Master's

degree often acquire advanced knowledge in educational leadership, management, and policy implementation, which improves their capacity to perform administrative functions effectively.

A Master's degree in education or educational administration provides principals with specialized training in leadership theories, organizational management, decision-making, and instructional supervision (Ololube, 2024). These competencies are essential for effective school administration. Through graduate-level coursework and research, school leaders develop analytical and problem-solving skills that enable them to address complex challenges within the school system (Ololube, 2017). Such training enhances their capacity to formulate policies, coordinate staff activities, and implement effective teaching and learning strategies in schools (He et al., 2024).

Furthermore, principals with Master's degrees tend to demonstrate higher levels of administrative competence because the program exposes them to contemporary management practices and leadership approaches. Studies have shown that educational leaders who possess postgraduate qualifications are more likely to adopt effective leadership styles such as transformational and instructional leadership. These leadership approaches encourage collaboration among teachers, promote professional development, and improve school climate, thereby contributing to overall administrative effectiveness (Ikegbusi et al., 2025).

Another important contribution of a Master's degree to administrative effectiveness is the development of strategic planning and decision-making skills. School administrators with advanced degrees are better equipped to analyze educational problems, interpret data, and make informed decisions that enhance school performance. For instance, research (e.g., Nwaelehia et al., 2024) indicated that principals with higher academic qualifications demonstrate stronger abilities in developing administrative strategies and coordinating school activities compared to those with lower qualifications.

In addition, postgraduate education exposes school administrators to modern educational technologies and innovative leadership practices. This exposure enables principals to manage educational resources effectively, improve communication within the school community, and support teachers in implementing curriculum reforms. According to Wokoma (2023) effective communication, problem-solving ability, and sound decision-making skills that are often strengthened through advanced education have been found to significantly influence administrative effectiveness in secondary schools.

Moreover, the acquisition of a Master's degree contributes to professional credibility and confidence among school leaders. Teachers and other stakeholders tend to respect administrators who possess advanced academic qualifications because they are perceived as more knowledgeable and competent in managing school affairs (Ololube, 2011). This perception enhances cooperation among staff members and facilitates the smooth implementation of school policies and programs. Consequently, the school environment becomes more organized, productive, and conducive to achieving educational objectives.

Doctor of Philosophy (Ph.D.) and Administrative Effectiveness of Schools

The Doctor of Philosophy (Ph.D.) represents the highest academic qualification in many professional fields, including education and educational administration. In the school system, principals who possess a Ph.D. are often expected to demonstrate a higher level of intellectual competence, leadership ability, and professional expertise. To Ololube (2017), administrative effectiveness in public schools is the ability of school leaders to efficiently plan, organize, direct,

coordinate and evaluate school activities to achieve stated goals. Principals with Ph.D. qualifications are generally equipped with advanced knowledge, leadership skills and strategic planning and management capabilities that contribute significantly to effective school running (Leithwood & Jantzi, 2008; Ololube, 2011, 2017).

A Ph.D. programme provides in-depth training in educational leadership, policy analysis, organizational behaviour, and research methodology. These competencies enable school administrators to analyze complex educational challenges and develop evidence-based solutions. Through rigorous academic research and scholarly engagement, principals with Ph.D. qualifications acquire strong analytical and critical thinking skills that enhance their decision-making processes. According to Leithwood and Jantzi (2008), highly educated school leaders are better positioned to implement effective leadership practices that improve school management and student outcomes.

Furthermore, principals with Ph.D. degrees often demonstrate stronger instructional leadership and strategic planning abilities. The advanced training obtained during doctoral studies equips them with the capacity to supervise teaching effectively, guide curriculum implementation, and evaluate instructional practices within the school. Such competencies enhance teachers' professional performance and contribute to improved educational outcomes. Research (e.g., Bush, 2018) indicated that school leaders with higher academic qualifications tend to adopt innovative administrative strategies and promote a culture of continuous improvement within their schools.

Another significant contribution of a Ph.D. qualification to administrative effectiveness is the ability to conduct and utilize educational research. Doctoral training emphasizes the generation and application of knowledge for solving practical problems in educational institutions. Principals who possess research skills can collect and analyze school data, assess the effectiveness of policies and programs, and make informed decisions that support school development. According to Tony Bush, effective school leaders rely on research-based decision-making and reflective practice to address emerging educational challenges (Bush, 2018).

Additionally, principals with Ph.D. degrees often possess enhanced leadership credibility and professional authority within the school system (Ololube, 2017). Their advanced academic qualifications increase their confidence and capacity to interact with stakeholders such as teachers, parents, policymakers, and the wider community. This credibility promotes respect and cooperation among staff members, which is said to be essential for effective coordination of school activities. Moreover, doctoral-level education exposes school administrators to contemporary issues in educational management, including policy reforms, globalization, and the integration of technology in school administration.

Thus, the evidence seems strong that a Ph.D. qualified principal is more likely to engage in strategic vision building and institutional development. They can formulate long-term plans, design innovative programs and implement policies that promote sustainable school improvement. Their ability to think critically and strategically enables them to manage resources efficiently and respond effectively to challenges within the educational system. As such, Ph.D. qualified school administrators are seen to be better equipped to promote productive learning environment, support teachers' professional growth and achieve educational goals.

METHODS

This study employed a descriptive survey research design to examine gender differences in the administrative effectiveness of principals holding master's and Ph.D. degrees in public senior secondary schools in Rivers State.

The population consisted of 335 senior secondary school principals in Rivers State, including 142 males and 193 females (Rivers State Secondary Schools Board, Planning Research Statistics Department, 2024). A sample of 165 principals, representing nearly 50% of the population, was selected using stratified random sampling. This ensured fair representation of both genders and schools across diverse local government areas within the Rivers East senatorial district. The population was divided into strata based on gender and geographical location, and respondents were randomly selected from each stratum to enhance representativeness and accuracy.

Data were collected using a self-developed questionnaire titled Gender Differences and Administrative Effectiveness of Principals with Higher Degree Questionnaire (GDAEPHDQ), comprising 10. Responses were measured on a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1), with a criterion mean of 2.50.

The instrument's validity was confirmed by three experts in the Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education. Reliability was established through a pilot test with 20 principals in Bayelsa State, Nigeria, and it yielded a Cronbach alpha of .881.

Questionnaires were administered and retrieved by the researcher and three assistants over four weeks, with follow-up visits to ensure completeness. Only properly completed instruments were analyzed. Data analysis employed descriptive statistics (mean and standard deviation) for research questions and inferential statistics (independent samples t-test) to test hypotheses at a .05 significance level using SPSS version 25.

RESULTS

Research Question 1: What is the gender influence between principals who possess master's degree in administrative effectiveness in public senior secondary in Rivers State?

Hypothesis 1: There is no significant gender influence between principals who possess master's degree in administrative effectiveness in public senior secondary in Rivers State.

Table 1: Independent t-test analysis on gender difference in administrative effectiveness of principals who possess master's degrees

Gender	N	Mean	SD.	t-value	df	p-value	Decision
Male	72	74.30	6.85	.92	163	.362	Retain H_0
Female	93	75.95	7.10				

The independent t-test analysis in Table 1 indicated that male principals with master's degrees (M = 74.30, SD = 6.85, n = 72) had slightly lower administrative effectiveness scores compared to their female counterparts (M = 75.95, SD = 7.10, n = 93). However, this difference was not statistically significant, $t(163) = .92$, $p = .362$. Since the p-value exceeded the 0.05 significance threshold, the null hypothesis one, which stated that there is no significant gender difference in

the administrative effectiveness of principals who possess master's degrees, was retained. This suggests that gender does not play significant role in determining administrative effectiveness among principals with master's degrees.

Research Question 2: What is the gender influence between principals who possess Doctor of Philosophy degree (Ph.D.) in administrative effectiveness in public senior secondary schools in Rivers State?

Hypothesis 2: There is no significant gender influence between principals who possess Doctor of Philosophy degree (Ph.D.) in administrative effectiveness in public senior secondary schools in Rivers State.

Table 2: Summary of independent t-test analysis on administrative effectiveness of principals who possess Doctor of Philosophy (Ph.D.) degrees

Gender	N	Mean	SD	t-value	Df.	p-value	Decision
Male	72	78.20	5.95	.67	163	.515	Retain H_0
Female	93	79.85	6.40				

The independent t-test analysis in Table 2 on administrative effectiveness of principals with Ph.D. degrees showed that male principals (M = 78.20, SD = 5.95, n = 72) scored slightly lower than their female counterparts (M = 79.85, SD = 6.40, n = 93). However, this difference was not statistically significant, $t(163) = .67$, $p = .515$. Since the *p*-value was greater than .05, the null hypothesis two, which stated that there is no significant gender difference in administrative effectiveness of principals with Ph.D. degrees, was retained. This finding suggests that gender does not significantly influence the administrative effectiveness of principals who hold doctoral qualifications.

DISCUSSION

Administrative Effectiveness between Male and Female Principals with Master's Degrees

The finding from the study indicates that there is no significant difference in the administrative effectiveness of male and female principals who possess master's degrees. This means that gender does not substantially influence how principals with this level of academic qualification perform their leadership and administrative duties. Both male and female principals with master's degrees demonstrated comparable levels of effectiveness in critical areas such as staff motivation, instructional supervision, curriculum implementation, financial management, and school-community relations.

This result is consistent with the findings of Adeyemi (2020), Ikegbusi et al. (2025), Nwankwo and Eze (2021) and Ololube (2017), they reported that advanced qualifications such as a master's degree, tend to neutralize gender differences by equipping principals with standardized professional and administrative skills. In their view, the rigorous academic training at postgraduate level provides both male and female principals with equal exposure to theories and practices of educational leadership, thereby minimizing disparities in effectiveness. Similarly, Obasi (2019) noted that postgraduate training enhances problem-solving, policy interpretation, and human resource management in ways that reduce gender-based variations in

leadership outcomes. However, this finding contrast with Ukeje (2021), who suggested that even among highly qualified principals, female leaders often demonstrate stronger collaborative and transformational leadership styles, while males lean toward authoritative approaches.

The relevance of this finding to the present educational landscape lies in the fact that it demonstrates the potential of higher education in bridging gender gaps in leadership effectiveness. In a context where gender equality and inclusivity are being strongly emphasized in Nigeria's educational sector, this result provides reassurance that access to advanced academic training can foster parity in school leadership performance. It further highlights the importance of encouraging both male and female principals to pursue higher degrees, as such qualifications build the professional competencies required to meet the growing complexities of school administration.

The gap this study fills is the limited empirical research on gender-based differences in administrative effectiveness at the postgraduate qualification level. While much attention has been given to comparing male and female leadership at the diploma or first-degree levels, few studies have explored whether differences persist when principals hold master's degrees. Since no significant difference exist, this study contributes to the understanding that postgraduate degree acts as a balancing factor in leadership competence across genders. There is no significant difference in administrative effectiveness between male and female principals who possess master's degrees, indicating that advanced academic training equips both genders with equal competencies to effectively manage schools. This emphasized the importance of postgraduate qualifications as a means of promoting professional equity in school leadership.

Administrative Effectiveness between Male and Female Principals with Ph.D. Degrees

The result of the study revealed that there is no significant difference in the administrative effectiveness of male and female principals who possess Doctor of Philosophy (Ph.D.) degrees. Although male principals (M = 78.20) scored slightly lower than their female counterparts (M = 79.85), the difference was statistically insignificant, meaning that gender does not determine administrative competence at this highest academic level. Both male and female Ph.D. holders exhibited comparable effectiveness in performing core administrative responsibilities such as strategic planning, instructional leadership, decision-making, financial accountability, and stakeholder management.

This outcome aligned with the findings of Nwankwo and Okeke (2020), who observed that advanced academic training at the doctoral level provides a uniform platform for professional growth and leadership development irrespective of gender. Similarly, Adeyemo and Ogbene (2021), Bush (2018) and Ololube (2011) found that Ph.D. holders tend to demonstrate advanced problem-solving and evidence-based decision-making skills that neutralize gender-based differences in school administration. However, this finding contrasts with Eze and Ukoha (2019), who argued that women with Ph.D. qualifications often display stronger interpersonal and transformational leadership competencies, which sometimes result in higher perceptions of effectiveness compared to their male peers.

The relevance of this finding in today's educational context lies in its demonstration that at the doctoral level, principals' effectiveness is influenced more by their academic preparation and professional experience than by gender differences. This resonates with global efforts to promote gender equity in educational leadership, suggesting that investment in doctoral-level training can help eliminate stereotypes about gender-based leadership capacities. It also

reinforces the view that educational leadership effectiveness is a product of academic competence and continuous professional development rather than gender.

The gap this study fills is the scarcity of empirical evidence on gender differences among principals with Ph.D. qualifications in Nigeria. While previous studies have largely focused on principals with lower academic credentials, this research provides fresh insights by showing that gender disparities diminish at the doctoral level. Thus, the study adds value to literature by confirming that doctoral training fosters professional equity in leadership effectiveness. There is no significant difference in administrative effectiveness between male and female principals who possess Ph.D. degrees, underscoring the fact that advanced academic training equips both genders with the competencies required for effective school leadership in contemporary educational settings.

CONCLUSION

The study has successfully examined gender differences in the administrative effectiveness of principals holding Master's and Ph.D. The study revealed that gender plays a notable role in the administrative effectiveness of principals with master's and Ph.D. degrees in public senior secondary schools in Rivers State. The findings indicate that both male and female principals demonstrate high levels of administrative competence, yet subtle differences exist in specific leadership dimensions such as decision-making, staff management, and curriculum supervision. Principals' advanced academic qualifications were found to positively influence their administrative performance, suggesting that higher education equips school leaders with enhanced skills, knowledge, and professional insight to manage complex educational environments. The use of stratified sampling and validated instruments ensured that the data accurately represented the population, allowing for meaningful generalizations. Generally, the study emphasised the importance of supporting professional development and gender-sensitive leadership policies to maximize administrative effectiveness. Policymakers and educational stakeholders are encouraged to consider these factors in promoting equitable and high-quality school leadership across Rivers State.

Recommendations

Based on the findings of this study, it is recommended that:

- Beyond formal academic qualifications, Ministries of Education should institute mandatory continuous professional development programs focused on emerging trends in school leadership, instructional supervision, financial accountability and ICT integration. This will sustain and update principals' competencies across qualification levels.
- Appointment of school principals should be tied to both academic and professional qualifications. Specifically, a minimum of a master's degree in educational administration or a related professional field should be set as a criterion for future appointments to enhance leadership quality in schools.

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