

## **The Impact of Principals Leadership Style and Students Academic Achievement**

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**Abstract:** *This study investigated the impact of principal's leadership style and student's academic achievement in Daura education zone Katsina State. The descriptive survey design was adopted to the study ten (10) Secondary Schools, six hundreds and ninety two (692) teachers Secondary School teachers formed the population of the study. The sample of the study consisted of two hundred and forty eight (248) teachers. The instrument used for data collection was a four Likert scale questionnaire design by the researcher. To test the reliability of the instrument of pilot study was carried out in neighboring local government Mani using fifty (50) respondents. The data collected were analyzed using frequency count and percentage score. Based on the finding the recommendations were made, the government should organize training and workshops for principals intermittently to improve their skills and competences.*

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### **I. Introduction**

Education in any society is an instrument for achieving national objectives. Education is the best legacy in the country can give to her citizens. Education is a human right that should be accorded to human beings solely by reason of human being. Schools at different levels are expected to educate future leaders and development the higher level capacities needed for national economy grows and development. Therefore, leadership plays a vital role in any organization to achieve particular goals. It is the ability of leadership that coordinate, human and materials resources to create productivity. The chief over executive officer of secondary school is the principal. The primary responsibility of principal is to facilitate effective teaching and learning with overall mission of enhancing the student's academic achievement. The principal manages both human and materials resources to ensure the achievements of the organization objectives. Thus, the position of principal is unique because without it, the school cannot function properly, (obilade, 1998). And a nation is a whole for a school to perform well both in academic and co-curricular activities, effective leadership is needed (code, 2004) leadership in an academic setting is thus a dynamic process where an individual is not only responsible for the group task but also activity seek the collaboration and commitment of all the members in achieving group goals in a particular context (Cole, 2004).

Again, Ibrahim and Al-Taneji (2015) postulated general assumption is observe of the effective principals leadership styles both positive and climates and attitudes of teachers can directly or indirectly influence school performance and students academic achievement. Many researchers viewed principal as a key component to achieving good result in terms of student's academic achievement. Barth (1986) said that the primary role of the school principal is to maintain high expectations, to co-ordinate the school curriculum, and monitor student's progresses which lead the achieving high student's academic achievement. The effective instructional leadership of principals played a vital role in school towards achieving desire objectives.

### **The Concept of Leadership**

Adeyemi (2013) said leader is generally define as the art or process of influencing people so that they will strive willingly towards the achievement of objectives, This concept can be enlarge to involve not it is the functional behavior of a leader in relation with subordinates to facilitate the accomplishment of group goals.

Again, chambers dictionary of the twenty first (21<sup>st</sup>) century defines leadership as the ability to lead others. In this, leadership means is the ability of a leader to lead other peoples or the entire organization towards successful attainment of the organizational set down goals.

Timothy and Otu (1989) opined that leadership is the act of influencing a group of people in a particular situation towards the achievement of a goals or a set of goals in an educational institution Yabo (2007) posited that leadership implies that a leader is one who possesses the ability to control, initiative or set the pattern of behaviors of members by influencing, stimulating or providing a sense of direction to the members towards attaining organizational goals.

### **Types of School Leadership Style**

Yabo (2007) provides the following as the types of school leadership in our normal school setting.

#### **Autocratic School Leadership Style**

The style of leadership describes a situation whereby the administrator determines all policies, techniques and functions of the organization / school unilaterally. The subordinates have little or no freedom to make suggestions: the leader does not consider as accountable to any one and any resistance to leadership policies are met with force.

Therefore, autocratic leadership does not allow any group inspired decision. The leader decrees what shall be done and those being led have no choice but to accept it.

#### **Democratic School Leadership Style**

Yabo (2007) stressed that in democratic leadership style members of the school or their representatives shall be involved in the making of policies. It is direct the opposite of autocratic leadership style. This type of leadership shows group participation in the formation of policies that serve as guidelines for schools / organizational operation.

These leadership styles promote greater group productivity and personality shapes by this style are more matured, objective and less aggressive. It shows the making of policy through group discussions and consultations. However, the basic significance of this school leadership style is to create force stress atmosphere and team work as well as group co-operation, participation, consultation and discussions of ideas, policies formulation and implementation towards succeeding the common argument through rational and responsive informed decision processes in teaching / learning situation.

#### **Laissez-Faire School Leadership Style**

It is originally a French expression which literally means let people do what they wish. This implies that the leader allows all in the school / organization to do as they pleased or act with their inborn sense of responsibility.

However, she/he does not enforce rules and regulations. The leader adopts a passive attitude towards problems and issues regarding teaching / learning improvement in the school setting. She/he is a leader symbolically and neither consults nor delegates at all talk less of sharing of responsibilities and decision of labour and specialization of responsibilities towards successfully attainments of school / organizational goals towards facilitation of teaching / learning situation improvement.

### **Expected Role of a School Leader**

Miskelet al (2013) school leader is one who promotes success for all students by:-

1. Facilitating development, articulation, improvements, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to students learning and professional growth and promoting a positive school culture, providing an effective instructional program, applying best practice to students, learning and designing comprehensive growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient and effective learning community.
4. Collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.

### **Concept of Academic Achievement**

Student Academic achievement is the outcome of education or the extent to which a student, teacher or institution has achieved their educational goals (Barnard, 2004). Furthermore, some authors define academic achievement as the level of schooling you have successfully completed and the ability to attain success in your studies (Epstein, 2001). However, Mehta (1996:8) defines academic achievement as "academic performance includes both curricular and co-curricular performance of the students it indicates the learning outcomes of the students. In classrooms students perform their potentials efficiently, as a result of it, learning takes place: the learning outcomes changes the behavior pattern of the student through different subjects.

### **Statement of the Problem**

There are growing concerns in Nigerian society about the increase in poor academic performance among secondary school students. It is these circumstances that led the joint admissions and matriculations board (JAMB) in (2016) to cut off marks from 180-120 some factors have been attributed to it.

Also the drawing performance of the students in the senior school certificate examination (SSCE) has also been a source of worry among stakeholders in the education sector in the state.

However, it has been note that some secondary schools principals are lacking leader ship competences resulting in low quality instruction and indiscipline among the staff and students (Aina, 2011).In view of the above, the researchers tend to find out the impact of principal’s leadership style on students academic achievement in senior secondary school in Daura educational zone, katsina state.

**Objective of the Study**

1. To find out the leadership styles exhibited among secondary school principals in Daura educational zone, katsina state.
2. To identify the best leadership styles for secondary school principals in secondary schools in Daura educational zone, Katsina state.

**Research Questions**

1. What is the leadership styles exhibited among senior secondary school principals in Dauraeducational zone, katsina state?
2. What is the best leadership style for secondary school principals in secondary schools in Daura educational zone, Katsina state?

**II. Methodology**

The description survey design was adopted for the study. The population consisted 692 secondary school teachers and principals from ten (10) secondary schools in Daura educational zone formed the population of the study. Cluster sampling techniques was used to select two secondary schools from each five (5) local governments, and a simple random sampling technique was used to select 248 respondents (teachers) through balloting. The instrument used for data collection was for Likertscale questionnaire design by the researcher. The questionnaire was divided in to two parts; part is to obtained bio data of the respondents while the second part is items on the prevalent leadership exhibit byprincipals. The validity of the research instrument was done by expert in statistic, test and measurement and psychologist to established the face and content validity in line with the purpose of the study in which correction were made before drafting and administration of the final instrument. Reliability of data instrument was establish through a pilot testing of the questionnaire usingfifty (50) respondent. The test re-test method was used. The respondents filled the questionnaire twice with an interval of two weeks whose result from the administration after collection yield stability co-efficient 0.83 using the person product’s co-efficient formula. The data for the study was analyzed with the used of percentage scores.

S/N	Items	Agree (A) Frequency percentage	and Disagree (D) Frequency and percentage
1.	The principals takes decision alone	178 (72%)	70(28%)
2.	Principal encourage free distribution of ideas & suggestion from teachers in decision making	152(61%)	96(39%)
3.	Principal show concern about the welfare of the staff and student	180(75%)	68(25%)
4.	The principal makes every member of the staff relevant in the school setting	155(62%)	93(38%)
5.	Principal encourage teachers to use their initiative on their job	169(68%)	79(32%)
6.	Principal establishes friendly atmosphere in school	80(3%)	168(68%)
7.	Communication style is free	172(69%)	76(31%)
8.	Principals promote school and community relation towards achieving school objectives	167(67%)	81(33%)
9.	Principal here favorite among the staff	176(71%)	72(29%)
10.			

**III. Results**

Result revealed that 6% of the respondent (teacher) agreed that principals did not encourage free contribution of ideas and suggestion from teachers, and the principals fail to make every member of the staff relevant in the school setting. Also 6% of the respondent agreed that did not promote school % community relationship toward the achieving of school objectives. At the same time 72% respondent the principals takes decision alone without involving his staff. However, 71% of the respondents indicated that the principal have favorite among the staff.

The findings have clearly indicated that most teachers perceived their principals leadership style as largely autocratic.

Perception of teachers on the best leadership style for secondary school principals.

Leadership styles	Agree (A)	Disagree (D)	Total
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	Frequency and percentage	and	Frequency And percentage
Autocratic Leadership	32	7	39
Democratic Leadership	31	20	197
Laissez-Faire Leadership	7	5	12

From the above table shows that the democratic leadership style had the largest number of responses out of 248 respondents 197 respondents indicate that democratic leadership style is the best leadership style to be adopted by secondary schools principals in Daura education zone, Katsina state.

#### IV. Conclusion

The study revealed that the Leadership exhibited by the secondary school principal was autocratic. This kind of Leadership will affect their smooth running of school. Most of the principals were deficient in the type of behavior that support creation of a conducive learning environment and support teachers necessary for effective teaching and enhance students' academic achievements. Therefore the principals read to get acquainted with the best result Leadership single to adopt that will bring about the best result in their administrative undertaking. Also the finding revealed that the best Leadership style to be adopted by secondary school principal should be democratic Leadership style. They should allow their teachers to participate in the decision making especially those that concern and the school so that they will be committed to the achieving the school objectives.

#### V. Recommendation

1. Workshops and seminars should be organized intermittently for them to be exposed to the modern art of leadership.
2. School principals should do all what possible to support curriculum implementation by encouraging team spirit among students and staff so as to improve school performance.
3. Democratic Leadership style should be adopted by principals as the best leadership style that has capacity to improve student academic achievement in schools.

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