

Impact of Principal Leadership on Secondary School Students' Academic Performance in Ona–Ara Local Government of Oyo State Nigeria

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Abstract: *The principal leadership has an important role to plays to rise and improve the student academic performance in particular giving society. This study aims to examine the personality of the school principal (leadership styles, principal knowledge, experience and their accountability) as the school principal to influence the improvement of the school and raising the academic performance of the student. The study intends to suggest the model and framework of the leadership for the principal in Oyo state of Nigeria. The quantitative descriptive method is adopted in research design and collection of data through the questionnaire method from the respondents, the random sampling of (10) Ten principal, (10) ten teachers in each school and (25) twenty-five student respondents and collection of W.A.E.C. result of the students', to evaluate their performance in the study. the principal has play a major role in the standard of the school and increase the student academic performance through their leadership personality like their leadership styles, knowledge, experience and accountability to bring an innovation and ideal to improve the standard of the school and improve and increase the performance of the student in the school.*

Key Words: *Principal, leadership, student academic performance, Ona-Ara.*

1. INTRODUCTION:

This study aimed to make further investigation on the impact of principal leadership on student academics performance. The background of the study will firstly discuss where the topic will explain, the problem of the study order to address the arise issued in the study. The purpose of the research study, the research study question also highlight, research objective, significant of study, the scope and limitation of the study, the study of operational terms will be defined in this study, conclusion, followed by the structure of the research thesis and all this will be summary to conclude this chapter.

1.1 Background of the Study

According to the World Bank (2013) expressed that the development of any country or nation depends on the level of the educational system. Education will be the major element for any country to become developed, in which knowledge has been an indicator, driver for the development and growth of a nation. In light of the global need for a better-prepared labour force, demand for greater access to higher levels of education is growing dramatically.

The educational policymakers have emphasized in the various education systems, which make them to stepping to the improvement of outcome of education through the development of principal leadership (Harris et al., 2015). The types and form of which the principal leadership should associate within transformation, restructuring and improvement of the educational system (Rowe 2008, & Robinson et al., 2014). The principal school leadership has shown as the factors determined the student academic performance in school which as a base on good document, international empirical literature and extensive (Hallinger 2005; Leithwood et al. 2006; Robinson et al., 2008; Day et al., 2016).

The analysis of many researchers has shown the impact of principal leadership act on student academics performance, which has been finding that there are sets of language barriers limited to the knowledge comes from the infinite majority of published sources, largely Western, Anglo-American societies (Hallinger&Leithwood, 1996; Walker

&Dimmock, 2002; Hallinger& Bryant, 2013; Hallinger, 2016; Mertkan et al., 2016). There is development in confidence, which concerning on the nature of successful principal leadership in the educational societies (Hallinger& Heck, 1996; Leithwood et al., 2006), According to Judge (2004), leader and leadership research has been considered within many contexts throughout time. Principal leadership has been a vital part of the human race since the beginning (Bass, B. M., &Stogdill, R. M. 1990).

Education has been an element of change agent for the development and strengthens of the individual conditions. Alade (2004), foreseen that education is the primary source to change an individual for better conditions in life. People who acquire education are enabled to uplift develop their ideas, knowledge, skills and attitudes, which make them adopt new ideology, behaviour and be able to survive in society. In order hand, Oderinde (2005), there is a global conclusion that education is the critical way to the development of the individual community and which identify education as an element development of the individual, and the nation at large.

The field of study for principal leadership has been the focus since the 1960s which make educational researchers or scholars to develop the relevant knowledge and progress of principal leadership (Hallinger, 2014; Hallinger & Bryant, 2013; Leithwood, 2005). To show the Evidence for practicalized the principal leadership there many numbers of review of studies in system which the scholar has published in the decade's years to ensure this development in the field of principal leadership study (Bridges, 1982; Hallinger& Heck, 1996; Leithwood et al., 1990, Witziers et al., 2003; Hallinger, 2011; Hallinger& Bryant, 2013). However, the practice of principal leadership have shown more responsibilities of the principal to the school climatic condition of the school both implicitly and explicitly responsibilities and also to the student academic performance, which make high pleasure of many figures of empirical studies or researches to know the importance of principal leadership (Clarke & O'Donoghue, 2016; Day & Leithwood, 2007; Walker & Hallinger, 2015; Hallinger, 2016).

Hallinger & Bryant (2013) said that there are many numbers of literaturecarried out by scholars to ascertain the value of study performance that aimed of codification to obtainable ideas, knowledge and experience across the society diverse. For instance, there are merely general accessible of knowledge derived locally from making critical needs of national support to review systematically by making inquiries., claimed 'There is critical need for nationally support systematic reviews of makinginquiries that make locally derived knowledge more generally accessible.

In Nigeria, where education is an instrument of implementation for national development, the government has set out some educational goals through the National Policymakerregarding needs of relevant people and the society at large for the education efficiency. Some policy has been set up to achieve the aims and objectives on education by the national policymaker, which was to fund and assist the educational development in the country. The efficiency of school is precise by the level to which the objectives of a school program achieved. The parameters for measuring the effectiveness of a school principal include the school climate, teacher performance, and the number of students who earn at least of (5) five credits in S.S.C.E. examination recording to Awwalu &Yusof (2012).

The Wallace Foundation (2013) has acknowledged the effective practices for instructional leadership expectations. According to the Wallace Foundation research, principals are expected to guarantee the effective learning process for all students. The principal, as the chief executive,assigns all school duties and responsibilities. Despite this essential role, there is an irregularity in the available literature concerning the awareness of principals whose schools are working to organise students for the examination (Fabunmi, Brai-Abu, & Adenigji, 2007; Alabi, 2008; Muhammed & Akanle, 2008, Alaka & Obadara, 2013).

The educational effective is the aims and objectives of educational policymaker; the principal leadership has a major responsibility to perform for practical education in Nigeria. There are many roles shouldperform by the effective principal leadership in secondary schools, whereby he/she will able to enhance better effective collaboration with the school management, teachers and non-teaching staff forenhancing the better relationship and achieve the goals set by an educational policymaker (Ozuruoque, Ordu, & Abdulkarim, 2011). Due to the role of principal leadership on secondary school student's performance, the government has made high focus, pressure on the effectiveness of principal leadership. In order way for the efficient performance of the student, the principalleadership should render the implementation of their leadership approach and nature as the determinant of effective administration for the learning process in the school system (Ozuruoque et al., 2011). The enhancement of effective teaching and learning process for the students' academic to be achieved is the primary assignment of the principal to facilitate the system. The principal should organise a field of intellectual development, motivation environment and equipped them for the acquisition of skills and lifelong learning that will make to achieve the effectiveness students' academic achievement in life.

Okumber (1999) said the principals' leadership in secondary school should include the implementation of leadership principles towards the achievement of educational aims and objectives. Today, there is a typical focus on how to achieve the academic performance of students' in secondary schools in which the global entirely put at center

discussion more than ever. This objective will be achieved through the appropriate managerial skills should be implemented by the school leadership principal. Umeh (1997), mention that poor attitude always brings low output in the production. In the academic environment where there are poor and bad character cases whether to the principal or other staff, majorly on principal, the pursuing goals of students' academic performance is unattained or unachieved due to low performance, the poor attitude to work has to make hardest hit to the sector of education in Nigerian.

According to Musaazi (2002), said that it is easy to help student academic performance by facilitating all the factors of the learning process, through the principal leadership centralised methodology practice in the school system especially secondary schools. The absence or presence of the effective principals' leadership generally assumes that when the teacher's attitude and environmental condition of the school are positive, it can influence the performance of the students academically and school progressive directly or indirectly. Various studies have conducted to view the principal leadership as major key criteria to achieve a better outcome from the academic performance of the students. For the better education to achieve an investigation study must conduct on which appropriate approach to implementing by principal leadership secondary schools. There should be dedicated leaders for Nigeria as a developing nation because there is high demand for the workforce at semi-professional and professional. Although successful, strong leadership must prevail for school to be reform, the success of any organisation solely depends upon the way and manner of leadership operation efforts stated by Salazar (2007). The responsibility of principal leadership is highly vital in the sense of discharging the managerial obligation in the school community. The educational leadership position is where coordinating curricular activities established and likely schemes of work to be produced, lesson notes, and continuous assessment towards achieving academic performance.

Furthermore, principal leadership is in the charge to organise the extracurricular activities programmes, and the general administration responsibility of the secondary school is in control of the principal. The principal's leadership are in the better position for enhancement of high quality of students' academic performance, must be currently teaching techniques for teachers to facilitate and spread all information concerning the educational issues up to date through the good position of principal leadership to supervise, assess, monitor, evaluation. The principal has seen as the overall management of schools and to enhance the desired educational goals set by the government and public which is students' academic performance through the working with teaching professional ability that is the teacher capabilities to achieve it.

In conclusion, This study is carryout to examined and determined the level at which principals' leadership variables (Styles, Experience, Principals' Knowledge And Accountability) performed by the school principals leadership to maintains or raise the students' academic performance. Thus, the basis study is to examine the impact of principal leadership on secondary student academics performance of Oyo state, Nigerian.

1.1. Statement of the Problem:

Increased in student performance for all students has become the focus of policymakers with expectations that the quality of principal leadership will foster the increase in student academic performance (Hallinger, 1992; Rodriguez Johnson, 2014). Currently, there is a strong demand in society for school reformation and the students to perform at higher levels with fewer resources.

Turner, 2013 has made a prolonged statement on school accountability of the principal to raise the student performance has a built-in emphasis on school leaders to inspect themselves as not only the administrative leaders of their schools, more importantly to them is an instructional leader. The scholar's literature as include to the supplement study in understanding of how the impact of principals' leadership make perceptions of their roles and regulation that can affect their behaviour and the improvement of support teachers, school climate, and eventually influence the student performance. The success of secondary or high school leadership principals can be measured in the element by the student academic performance in their school examination, S.S.C.E. and the number of students who are admitted to college and university (Valentine & Prater, 2011).

Moye G. P. (2015) expressed that the principal lack of involvement in the instructional supervision on teachers in the schools as leadership style, rather than the devoted to the seniority mater in the school. The inadequate funding of the schools has traced to the ineffectiveness of the principal leadership, who lack the transparency on school fund and directing it the school account has been seen as a problem to fund the developmental programme and buy of the school facilities for the improvement of the teacher and student effectiveness. The principal lack of authoritative discipline to the teachers, who were not committed to the assigned duties of the school and the less care of the creation of support to the teachers to elicit the effective learning process and progress of the school. These have resulted in the poor academic performance of the student and also observed that lack of disciplinary attitude of principal, which has supported the misconduct of many students in the secondary school. The effect of this indiscipline attitude of the principal on student

has aids from the less important view of the care-free attitude of the principal. The decline in the state of education can be traced to the misconduct of the student through the lack of disciplinary attitude of the principal.

There are inadequate of teachers activities for not covering the scheme of work, persistence lateness of teachers which result to missing of classroom lesson works, absent of teachers and failure to present at school which rampant among the secondary school students in Oyo state. In addition to the above issue, the issues have to lead to the poor performance of students in National Examination Council and West African Senior School Certificate Examination result was the performance below the expectation of the parent and government in Oyo state, Nigeria pointed out by Fehintola, (2015). It may be the poor impact of principal leadership to increase the incentive act of leadership, To motivate the commitments of teachers and student for the progressiveness and improvement of the school climatic condition. To enhance the positive academics performance of the school to achieve the aims and objective set by education policymaker and meet up to the expectation of investment parent. Based on this arising problem mention above the research is intended to investigate the impact of principal leadership on secondary school student academic performance in Ona-Ara local government of Oyo state, Nigeria.

Over the years, there have been comments in the mass media on the fallen standard of education and poor quality of secondary school products in the Oyo States in particular. Statistics from available W.A.E.C. results and research findings show that students have been performing poorly in these external examinations. The problem caused by poor training and appointment of school principals into Oyo state secondary schools. School principals do not have the required knowledge of principal, leadership experience and implement appropriate leadership style to the school system. Lack of leadership capacities as a result of inadequate training, knowledge and the way they are promoted or appointed from among senior classroom teachers. Such an appointment or promotion principal into the highest office, which has resulted in the problem of principal and teacher collaboration, support and commitment to learning and developmental activities in the school. Takes the principal from a position where he/she is competent to a situation where he/she is incompetent and such places the school instructional processes on the hands of technically unqualified personnel (Iro Stephen Uwakwe 2017).

1.2. Objectives of the Study:

This research study has an objective to determine the level at which the principal leadership makes an impact on student academic performance. The study also investigates in the attribute of principal leadership to facilitate a good relationship with teachers and maintain the conducive climatic condition concerning the progress of the academic performance of the student.

There are four main objectives of the study that aim to:

- (i) To identify the level of principal leadership at secondary schools in Ona-Ara local government, Oyo state to improve student academic performance.
- (ii) To measure the relationship between principal leadership and students' academic performance at secondary school in Ona-Ara local government, Oyo state.
- (iii) To measure the impact of principal leadership on the academic performance of students at secondary school in Ona-Ara local government, Oyo state.

1.3. Research Questions:

Base on the issue mentioned in the problem of the study, the various question is subjected to be answered in the following which are.

- (i) What is the level of principal leadership at secondary schools in Ona-Ara local government, Oyo state to improve student academic performance?
- (ii) Is there any relationship between principal leadership and student's academic performance at secondary school in Ona-Ara local government, Oyo state?
- (iii) How far the principal leadership gives an impact on the academic performance of the student at secondary school in Ona-Ara local government, Oyo state?

1.4. Theoretical Framework :

There is an increase in recognition of leadership practice as deeply sensitive and conceptual to micro-politics of individual schools and macro-politics of school systems (MacBeath & Townsend, 2011). Leadership can be view as an extremely complicated activity since leaders responsible for external accountability and increasing diversity in term of

knowledge (Dinham, Anderson, Caldwell, & Weldon, 2011; Moos, 2011; Mulford, 2012). Ensuring equitable outcomes and raising student academic performance is a need as the focus of the school improvement efforts, which as highlight as an external goal to be achieved by the principal leadership. The principal is required to focus on the following:

1. In the public school system, there should be a reduction to the 'achievement gaps' between the sub-groups of students.
2. There should be an increase in the proportion of students who meet up to the educational expectations (Klinger, DeLuca, & Miller, 2008; Klinger, Maggi, & D'Angiulli, 2011).

The Ministry of Education or the educational body as appears to have a high number of resources and effort to support the effective implementation of these accountability frameworks and policy direction of the school principal. This direction improvement effort is to use both the locally available and large-scale data to check the efforts of leaders' effectiveness and intended to guide schools and instructor in their improvement efforts and were in part formulate to ensure that principals remain accountable for, and committed themselves to improve the student academic performance (Klinger et al., 2011). Despite the effort of the educational policy body, the school has not met up with the required needs of all their students. The unique culture, instructional contexts and socioeconomic factors of their schools should be taken into account to the address the achievement gaps by using the data generated by the frameworks through the expectation of the principal. Several researchers like Ma & Klinger, 2000; Willms & Kerr, 1987 have pointed out the different levels of student academic performance attributed to substantial factors such as gender, age, ethnicity, and family at the student status. Findings also point out the differences between the leadership and schools from the attribute of the systematic variation in student academic performance.

Basically, after accounting for students' abilities and educational backgrounds, the principal has been observed as the part of factors correlated with student academic performance through their direct and indirect personality impact to their student academic development (Leithwood and Jantzi 2005). The principal leadership is not the full pursuit factors that related to the students' abilities and backgrounds in this study.

This study is concerned about how Karl Popper's theory of learning can be adopted by the school principal to make the school improvement effort enact the student academic performance problem. The Popperian is the practice and adoption of Popper's theory of learning, and the theory emphasised widely held by constructivists that challenge the conventional assumptions between the teachers and student for the occurrence of learning are the responsibilities of the principal. The principal experience is giving for the personal interpretation of the students to actively engage in the learning process and for the construction of their knowledge.

The sincerity of the constructivist approach in educational practice is that the function of school leaders is to encourage, appreciate and assists the teachers, and also to motivate and reinforce the students for the suitable learning process. So far there is smooth learning process in the school context, the student or learners have some previous knowledge about some subject materials, the students will learn from the materials present to them. According to Grennon Brooks & Brooks, (1993) comment that the principal encouragement for teacher leads to teachers helping the student to acquired new knowledge of the concept and the students' activities lead to verbalise discover, appreciate, discussion of the problematic question for their learning improvement. This theory is a common American practise which has considered as the most effective approach for teaching and learning process in the American schools, some student left out to meet their needs through this approach while only met some of the student needs. The Popperian approach is introduced to make the principal rethink, how the teachers can assist in improving the student learning and progress in their academic evaluation. If the principal is to improve the student academic performance, the teacher's assistance by the school principal should exist through the uses of the Popperian approach.

Using the Popperian theory of learning in principal leadership practice is to make the encouragement of teacher to involve in the open-ended trial, and elimination of the problem and free discussion in student problems should be in the role of the school principal. The responsibility of school leaders should strive to offer a safe environment for the teachers to facilitate a smooth teaching and learning process for the student, a situation that student would able to be helped and permitted to recognise the difference between the current expectation and experience. By using this approach, the leadership personality that aims to share instructional responsibilities and enhancement the teaching practices while at the same time, to support the professional development personnel. The developmental knowledge of the principal should use to critically scrutinised the teachers to create the tentative solution and the discovered mistakes that affect the teaching and learning process of the student (Southworth, 2002; Robinson, Llyod, & Rowe, 2008). In addition, to

achieve the goal of optimal student academic outcome, there should be an endorsement of learning that will include an open-ended commitment of students, teachers and leaders should be both critically, facilitator and would be undertaken as part the role of leadership practice (Sheppard, 1996; Marks & Printy, 2003; Neumerski, 2013; Portin, Atesoglu-Russell, Sheppard, Brown, & Dibbon, 2009; Printy, Marks, & Bowers, 2009; Samuelson, & Knapp, 2013). Suppose the principal wants the teacher to know the reason why the student did not do well in the examination, the principal would help the teacher by engaging them in error elimination and self-initiating trial through a particular developmental programme. With a Popperian account of learning, it is the responsibility of the principal to account for the direct transfer of knowledge or ideas through the inclusion of prescribed curriculum agenda that would explain and better understanding about the relationship between the teachers and student.

There are needs of school principal to encourage their attitude positively by considering the amount of authoritarian nature of learning toward the discovery of mistake in the school and student performance (Swann 2012; Stephanie Chitpin 2016) Stephanie Chitpin support the leadership style that will involve the learning environment where the prescribed curriculum is created by the school principal and the teachers intended to work together as a team. This would make the teachers discover the problems or errors in the traditional method of learning and teaching process for optimal maximisation of student academic performance. It is the duty of principal leadership to responsible for the development of approaches that improve and develop their school and achieve student academic performance. The principal knowledge is considered as how does the school Curriculum will challenge the teachers to enhance students, facilitate their development as individuals and influence their academic performance, in order to design the Curriculum to deal with students' learning issues. Is the responsibility of principal to provide students the autonomous attitude to make decisions and to identify their errors and solve it to achieve their academic outcome through the self-confidence, critical thinking and competitive issues.

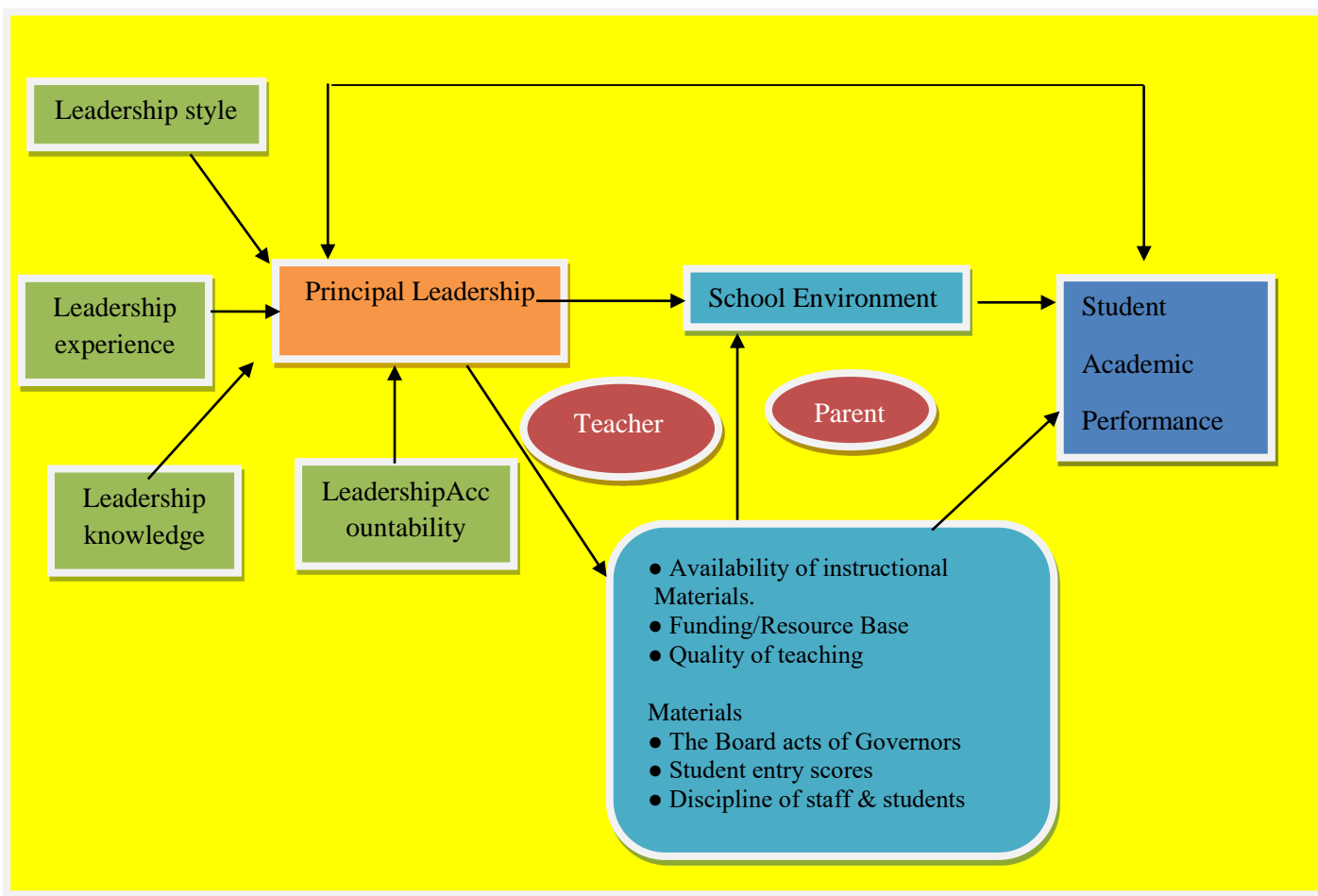


Figure 1.1: The theoretical framework has shown the interrelationship between the principal leadership personality and student's performance through the school environment in Nigerian Secondary Schools.

1.5. Conceptual Framework:

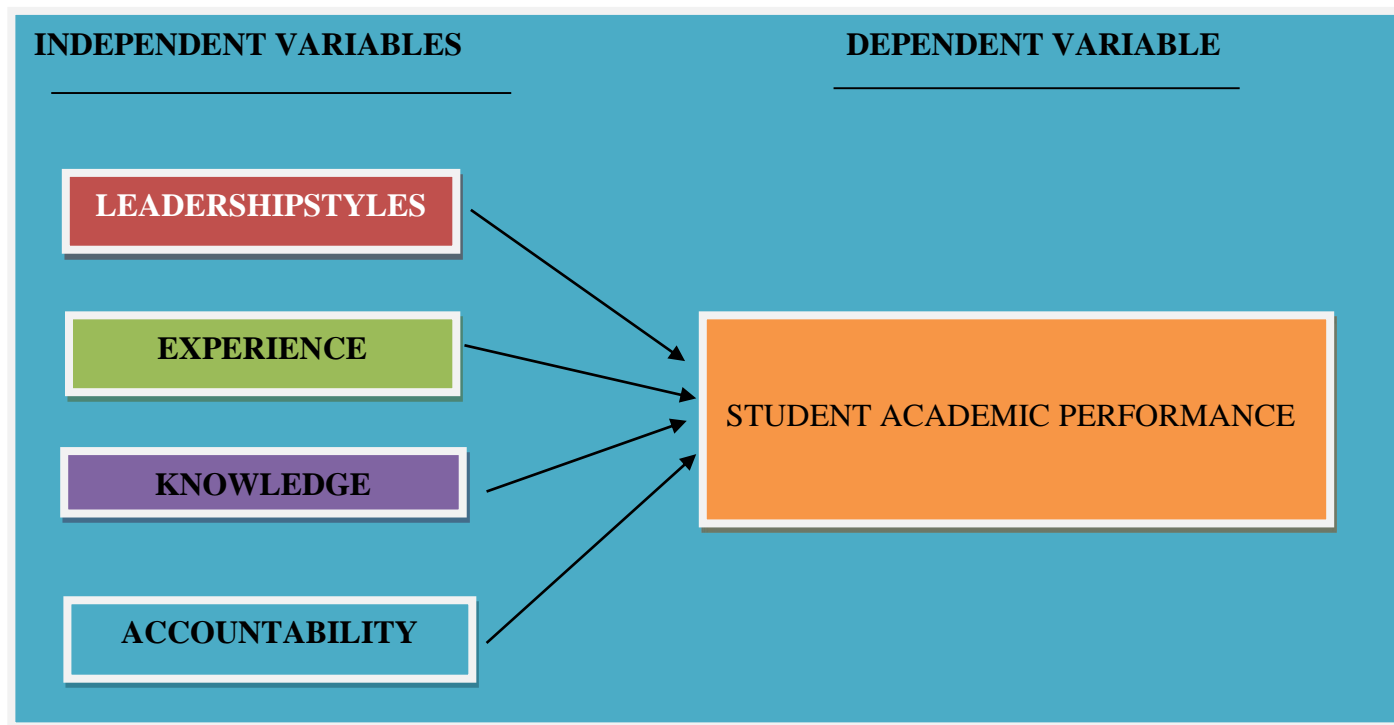


Figure 1.2: The conceptual framework of this study which uses will explain the relationship between the principal leadership (independent variables) and the student academic performance (dependent variable) through the dimension of secondary schools in Oyo State, Nigeria.

1.6. Significant of the Study:

The reason for this study is to state and know the effect of principals' leadership perception of student performance on the evaluation examination and teacher expectations and their stress on school climate and approaches. In this study, the constructivist paradigm was used central because it allowed for focusing on and discovers the ways people learn. For this, the research is to study the reasons of having high or secondary school principals recognised to failure performance of the student on the evaluation examination, the consequence they placed on the evaluation examination as a measure of academic performance, and the level to which they developed and persistent a supportive educational climate. Reviewed documents such as school policy statements, publications, schedule, and minutes of meetings in each project and developmental skills in the school. Such information enhanced my considerate of what principals value and the way they wanted to guide or piloting the school progress. This research is essential for the betterment and improvement of the principal leadership to more function, efficiency and effectiveness because the act of principal is lead to enhance the outcome of student academic performance.

The study will also help to make awareness of the importance of principal leadership to the education policymaker and the education minister to know the influence principal in the school context. These will make the stakeholders make the suitable decision pertain to the principal leadership and academic performance of the student. It has many great significant on the impact of principalleadership approaches, methodology; strategies apply to carry out the assignment given to him/her by the education policymakertomake a smooth relationship with academics staff, non-academic staff, the parent of the student and student at large to enhance the suitable outcome. This research study can also assist in providing and enlightening the appropriate approach, knowledge for excellence and effective principal leadership strategies and methodology, which will be an advantage to practitioner and researchers.

This research will help and give benefit to education policy personnel, to make the appropriate policy for the principal leadership to adopt and explored to give some suitable situation in the school context. These will make teachers work at their possible best to bring the self-esteem of the teacher which turn to the increase and improve the academic

performance of the student in evaluating examination like promotion examination, N.E.C.O., W.A.E.C. and others to attain.

This research is highly significant to the community in the sense that when the outcome of education in the community is highly efficient and effective, the youth of that particular community are well taught and intellectual exposed. Once the backbone of the economy is a high rate of the workforce, the workforce consists of the youth of the community, which means it helps for the economic development of the community. The community development will be attained by the principal leadership benefit from this research. Which will make more emphasis on the obligatory responsibility of the principal leaders in the school context particularly the academic performance of the students in school, In which the principal leadership adopt and applying the appropriate theories to facilitate the school work effectively and efficiently for the purpose improvement and progressive of the student academic performance.

These research study findings contribute to stakeholders highly to have the knowledge of the principal expectations, because many studies have shown out the influence of the principal leadership as a leader to make an instruction by assigning the teachers the work to do, smooth relationship, development of teacher teaching profession by organised seminar, symposium and conference. The principal leadership instigate the student to acquire a positive attitude toward their education by organised the educational debate internal of the school, extracurricular activities concerning the benefit and enlightened of education in a humans life. To know the importance of education to present day-by-day absent in the school, this good act and strategies of principal leadership help to enhance the effective performance of the teachers and bring the positive expectation of the outcome performance of student academic. This study shows the way the secondary school principal leadership controls the school and explores the strategies to form and maintain the atmospheric condition to highly conducive for the academic staffs and non-academic staffs and students, even to satisfy the expectation stakeholders and parent in the society at large in Ona-Ara local government of Oyo State, Nigeria.

1.7. Scope of the Study:

This research study aims to investigate the impact of principal leadership practice on student's academic performance in Ona-Ara local government of Oyo State, Nigeria. This study is a force on principal, teachers and students to involve in a population of the study. The strategies and approach that which the principal leadership made to carry out his/she mustpoint out in a questionnaire which will title as the relationship between principal leadership and teacher by the perception of teachers questionnaire. The methods of which the principal leadership impacted student academic performance will shade out in questionnaires from the perception of student questionnaires. This research is examined and relates to the inspection of teachers and students on their principal theories toperforming the post of principal leadership. This study can able to ascertain if the leadership knowledge, years of experience, leadership styles and accountability also take the impact on the academic performance of the students. The respondents of the scope of this study are limited to principal, teachers and students of secondary schools. (10) Ten principal, (10) ten teachers and (25) twenty student respondents are randomly selected from (8) eight public secondary schools were all randomly selected from (35) thirty-five schools in Ona-Ara local governments of Oyo state, Nigeria.

1.8. Operational Definitions of Terms:

In the background of this study, the following are the operational definitions of the independent (the principal's highest qualification, gender, experience and his leadership styles and types), dependent (students' academic achievement), background and extraneous variables that featured in this study: -

a. Principal

The principal can be defined as the administrative, taking responsibility for the success or failure of the school system. The part of principal's ability is to manage the curriculum and instruction to align strategies and activities to improve student achievement (Murphy, Hallinger& Heck, 2014). The principal is also a person who set and identify of goals, the objective of the school and it must be in order with a policymaker, analysis the task and the staff were share the reasonability according to their field of expertise and area of specialization. School principals are being held accountable for student growth and are tasked with ensuring students are achieving at high levels, and instruction is aligned to academic standards (Dheuy& Smith, 2014). The principal can be view as the chief head officer of the school, who is the overall director to rule all the system in the school settings. The principal is an authorised officer in the school system, an institution or an organisation, which is the most important person, has the highest position in the school context.

b. leadership

Leadership is a process of influence, leading to the achievement of the desired purpose in the school context. Successful leaders responsible for their schools to attain the enhancement of vision, which is based on their professional and personal values. School leadership is the critical factors in enhancing student achievement and performance. Tan (2014) asserts that successful leadership practices in schools have resulted in higher levels of student achievements. They eloquent this vision at every opportunity and influence their staff and other stakeholders to share the vision of the school. Shared of vision is the philosophy which can be achieved from the geared of activities and structures of the school (Bush and Glover, 2013). Leadership can be as a position of a person to influence all individual activities in a common group of people toward the achievement a common goal at the given situation through the effort of interaction by the leadership. School leaders are being asked to assume the responsibilities of being instructional leaders to drive academic achievement of all students including a student with exceptionalities, as well as manage the school building (Mitchell & Sackney, 2016; McKim & Velez, 2017). The leadership activities most consist of competencies and skills that can drive toward the influence and motivate their followers to accomplish the aims and objective sittings the educational policymaker acquired the high academic performance of the student with the given time or organisation.

c. Principal Leadership

Cheney, Davis, Garrett, & Holleran, 2010; Nunnery, Yen, & Ross, 2011; Sun & Leithwood (2015), Focus on the principals' leadership behaviour and skills and its relationship to leadership practices that contribute to effective teaching and learning. However, it is essential to explore the instructional management of the school leader, and the leader's competency in creating a school culture that nurtures and provides opportunities for teaching and learning that meets the students' needs. States and school districts are investing in high-quality leadership development programs to meet the national need for high-quality leadership. Principal leadership can be defined as a person who was in situational position by the structure of educational organisation through the shape of influences and motivation, interaction to the teachers and student, by implementation of policy, planning, assessment of teaching and learning process and evaluation of non-academic and academics staffs and the cultural context of the school. All this toward the Principal leadership also involves the identification, acquisition, allocation, coordination, and by using their knowledge, styles accountability and experience to manage and facilitate the social, material, and cultural resources necessary to establish the conditions for the possibility of teaching and learning. This definition supports a transformational perspective on leadership, defining as the 'ability to empower others' to bring about a 'major change in the form, nature and function of some phenomenon especially the improvement in student academic performance'. (Alberts, H. C., & Hazen, H. D. (2013)

d. Student Academic Performance

Student academic performance can be view as a perfect active of a student in evaluation examination to measure the standard of acquisition knowledge acquired from the educational process by which the student can achieve academically.

York (2015) has provided two primary conclusions regarding the definition and measurement of the term 'academic success. First, the definition of academic success is necessarily complex and broad; however, it is often misused within educational research to encapsulate all generally accepted desired outcomes. The review of the study suggests a theoretically grounded definition of academic performance that is made up of six components: academic achievement, satisfaction, acquisition of skills and competencies, persistence, attainment of learning objectives, and career success.

e. West African Senior School Certificate Examination

The West African senior school certificate examination is a standard examination test in western Africa, which was administered by the West Africa council. The exam is meant for the candidate residing in Anglophone West African countries. The successful candidate in the examination (W.A.S.S.C.E.) will receive a school-leaving academic qualification awarded; qqtthe grades obtained by a student in their WAEC/SSSCE/NECO from highest to lowest as A1 to C6 are good regarded while P7 to F9 are considered bad. The grading system are A1 (75-100), B2 (70-74), B3 (65-69), C4 (60-64), C5 (55-59) and C6 (50-54), (DrAdeyegbe S. 2004). W.A.S.S.C.E. is aligned with SijilPelajaran Malaysia (S.P.M.) or Malaysia certificate of education. Five credit pass in O level results W.A.S.S.E.C., and N.E.C.O. examination including the English Language and Mathematics as good performance of a student and general entry requirements for admission into all tertiary institution in Nigeria. For examples, Colleges of Education, Innovation Enterprise Institutions, Polytechnics, Monotechnics, Degree-Awarding Institutions, the programme of national

certificate in education (N.C.E.), National Diploma (N.D.), National Innovation Diploma (N.I.D.), high National Diploma (HND), First Degree (Akinyosoye, V. O. (2016)

f. Ona–Ara Local Government

Ona–Ara Local Government is one of the 33 local governments in Oyo state. According to the population census of 2006, Ona–Ara Local Government has a population of 265,059, with the land area mass of 3570km. It shares a boundary with southern part by Oluyole, eastern part by Ogun/Osun State, northern Egbede Local Government, and in the western region by Lagos/Ibadan expressway align with Ibadan South East Local Government Area in the part of the west. Ona–Ara Local Government consists of 35 secondary schools with 33 principals (O.Y.S.G., 2017).



Figure 1.3: Map of Ona–Ara Local Government

g. Oyo State

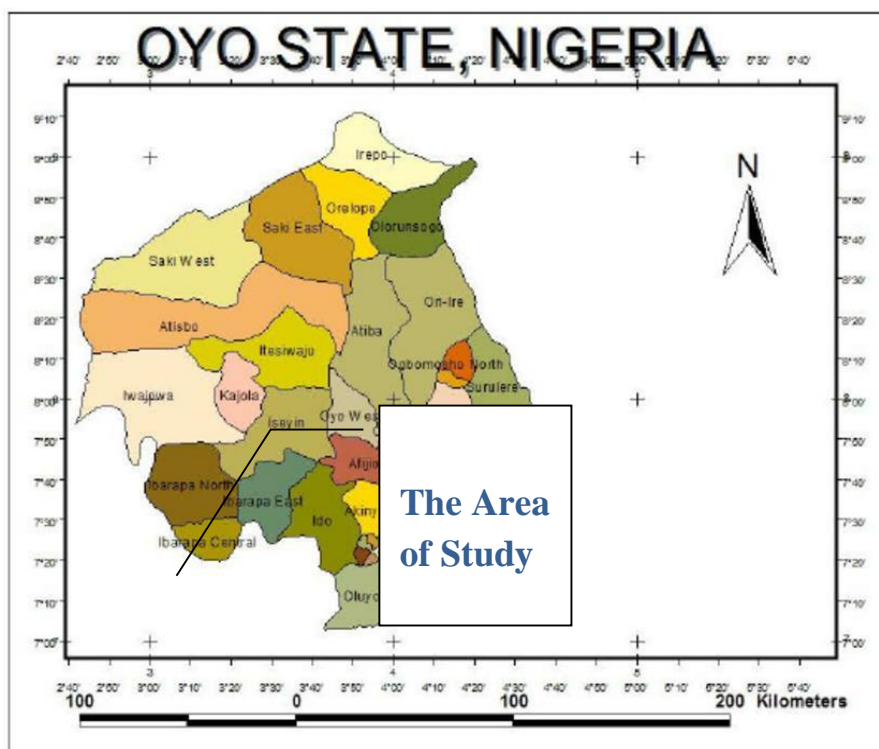


Figure 1.4: shows the map of Oyo State.

Oyo State is an inland state situated in south-western Nigeria, with the city capital of Ibadan city. Its shared boundary with Osun State in the east, by Kwara State in the north, Ogun State in the south, and the west partly by Ogun State and partly by the Republic of Benin. Oyo State has Local Government Areas of thirty-three (33). Afijio, Akinyele, Atiba, Atisbo, Egbeda, Ibadan North, Ibarapa Central, Ibadan North-East, Ibadan North-West, Ibadan South-East, Iseyin, Ibadan South-West, Ibarapa East, Ibarapa North, Ido, Irepo, Kajola, Iwajowa, Oluyole, Lagelu, Ogbomosho North, Ogo Oluwa, Olorunsogo, Ogbomosho South, Itesiwaju, Ona-Ara, Orelope, Ori Ire, Oyo East, Oyo West, Saki East, Saki West, Surulere. There are 11,732 teaching staff in the state public secondary schools and 2,789 non-teaching staff. The state consists of public secondary schools of 969, 971 private nursery & primary schools, 2,004 public schools, including seven schools of Science, and 57 private secondary schools at Present. Historically prominent secondary schools include St Anne's School Ibadan (1896), Wesley College (1905), Ibadan Boys' High School (1938), Ibadan Grammar Secondary School (1913), Government College Ibadan (1927), St Theresa's College Ibadan (1932), Olivet Heights Oyo (1945), Queens School Ibadan (1952), St. Bernadine's Oyo (1957), Loyola College Ibadan (1954), St Patrick's Grammar School Ibadan (1962) and several others. It's also home to Africa's leading fountain of knowledge, the iconic University of Ibadan.

Meanwhile, the western Africa examination council is the measurement to evaluate the student's performance after their six (6) years spend at secondary school level, where Ona-Ara local government in the Oyo state of Nigeria has the problem of mass failure and poor performance of their secondary school. The Oyo state education policymaker makes some implementation of policies for the reformation of the educational system to improve the standard of the student, through this, there should be an improvement of the performance of the secondary school students in their W.A.E.C result. With this improvement, Ona-Ara local governments are still battling with mass failure and poor performance of students by failure in W.A.E.C result. The research study is engaging to investigate the impact of the principal leadership on student academic performance through the principal leadership variable, which is:

The principal styles, experience, principals' knowledge, and accountability the principal use to implement and control the school system entirely in order to achieve the climatic condition of the school and the student academic performance. In order words to view whether the gender, working experience and educational qualification are involved in the principal factor that affects the school environment and student performance.

2. METHODOLOGY:

2.1 Introduction

In this section, the methods of the research will discuss and to find the research objective procedure. Through this, there will be an explanation and expression of the research design, research instruments and the method for this chapter. Apart from this, the description of the population sample, reliability and validity, pilot study, the techniques for data analysis and finally a summary of the chapter.

2.2 Research Design and Method

To resolve the research problem, it required to obtain specific information through the procedure to overview by research design (Malhotra, 1999). The regression and correlation approached that will be used in this study to acquire the desired objective. The aims of using the regression analysis approach, it is to obtain a better and comprehensive understanding of the actuality of impact of principal leadership, teacher, school climatic condition and student academic performance. While the uses of correlation approached are to identify and recognise the relationship that occurs between the principal leadership, teachers, school climatic condition and student academic performance and the level of their relationship. The impact of principal leadership on secondary school student academic performance will determine by conducting the regression investigation in Ona-Ara local government of Oyo State, Nigeria.

2.3 Research Instrument

The research instrument that will be used for the collection of data will be a questionnaire. The respondent is required to answer the questions which are related to the study objective by ticking inside one box that prefers their opinion. Burner (2004), the defined questionnaire as a tool that well established to acquire information about participant public or social behaviour, attitudes of past and present characters and their trust or beliefs and cause for action concerning the topic under or beneath research study. The quantitative method will adopt for the collection of data. The quantitative research best methodology is the method to know about the relationship between the measurable variable by the purpose of the forecast, clarify and manage the phenomenon (Leedy & Ormrod 2005). In order word, Creswell (2013) state that discovery, establishment, confirm of theories and analysed important and necessary variable for the

researchers in future and related variable that impress other through interesting question, reliability and uses of vital validity and statistical procedure.

2.4 Content

This research questionnaire will contain many sections that will comprise a set of descriptive question which will involve the demographic information about principal leadership styles, knowledge, experience and accountability also about the teachers and the principal-student relationship and student academic performance. The five Likert scales will use in this study (A: strongly agree, B: agree, C: undesired, D: strongly disagree, E: disagree) this is to get the outcome result of the presented data in the questionnaire.

2.5 Population and Sample

This study will comprise or consist of the population of the school principal, teacher and student in public secondary school in Ona-Ara local government of Oyo state, Nigeria. Krejcie & Mordan sample size table will use in the sample size. The respondents to this study are limited to principal, teachers and students of secondary schools. (10) Ten principal, (10) ten teachers and (25) twenty student respondents and collection of W.A.E.C. result of the students' and to evaluate their performance. All these are randomly selected from (10) ten public secondary schools were all randomly selected from (33) thirty-three schools in Ona-Ara local governments of Oyo state, Nigeria. The research sample of the study will be appropriate in a way that all members will have the chance to select in the population equally by using random sampling techniques and by using the secondary data.

2.6 Reliability and Validity

The measurement used for measuring the reliability of the research instrument is Cronbach's alpha in this research study. The result will be useful for the furthering research step that must be reliable and valid. Reliability of the survey referred to the stability consistent and reliability of research result, that is the result of the research study reliable considered, the consistent result may obtain in a particular situation that is identical but contains different issue or circumstance. Validity is the degree measurement of the conclusion that is the degree of test measure and what is supposed to measure by quality in quantitative study research. The definition used in the study will be the direction of the research questionnaire. Heale & Twycross (2015) made mention that one measure is reliable and valid; the result can be well understood and correctly used in the research study. Taylor & Bonsall (2017) said that irrespective of quantitative data, the purpose of the analysis is to describe and summaries of the data, compare of variable identify the relationship between the variable, recognise the difference between the variable and forecast the outcomes of the study. There will be the collection of data by using the quantitative method, categorised it and analysed it to the relative to research.

2.7 Pilot Study

The pilot study can be view as the small-scale partial study which is conduct to improve the study design and prediction for appropriate sample size through the evaluation of feasibility, time and cost for the full scale to be actualised said by Hulley (2007). Altman et al. (2006) noted that all the identify modification and feasibility needed in the study will enhance from the result of the pilot study which makes the pilot study more important to resolve the certain issue in the study before embarking into it. However, the small number of the population will be target to be piloted, regardless of the questionnaire, which is the research instrument of the study. This small population number in the pilot has been excluding in those selected for research sample size in way or means to avoid awareness and adverse impact on the following findings in this research study.

2.8 Data analysis

The purpose of data analysis in the methodology of the study is to get useful and usable information to justify the gathering of information and get findings for the study. The quantitative method will be used to categorised, analysed and for the collection of data regardless of this study. The statistical package of social Science will adopt in this study for data analysis known as (S.P.S.S.) for describing the data in reality of the knowledge for the impact of principal leadership on secondary school student academic performance in Ona-Ara local government of Oyo state, Nigeria. Spearman test will be used to measure the relationship between principal leadership and teachers, and multiple regression is also will be used to identify the impact of principal leadership on the secondary school and student academic performance in Ona-Ara local government of Oyo state, Nigeria.

2.9 Procedure

The researcher will initially collect an introductory letter from the faculty of contemporary Islamic studies to present it legally to the local government and their secondary schools that had selected which:- Ona-Ara local government area. The sample number and selected secondary schools will be visited, and distribution of the questionnaire to conduct the pilot study on the small category of the sample regarding the present research before the main study. The principal, teachers, and the student will be randomly selected, a sample by the researcher from each secondary school. The will be the distribution of the questionnaire to the selected sample to collect the data in the study.

3. DISCUSSION:

After the concept of principal leadership has been explored through the research studies of scholars, who emerged the positive impact of the principal on student academic performance in the school through their personality. However, this study adds to the handful of existing studies on the positive impact of principal leadership personalities and approaches to improve student academic performance in the context of the secondary school level in Nigeria. In where secondary school education is the compulsory education system, The West African senior school certificate examination (W.A.S.S.C.E.), national examination council (N.E.C.O.), The National Business and Technical Examinations Board (N.A.B.T.E.B.) and is a standard examination test in Nigeria. The successful candidate in the examination (W.A.S.S.C.E.) will receive a school-leaving academic qualification awarded; the student must have five credits pass in the O level results examination, including the English Language and Mathematics as good performance of a student and general entry requirements for admission into all tertiary institution in Nigeria. Therefore, it's no surprise for the long-standing debate and concern about the positive impact of principal leadership on student academic performance. The presentation of the concept of principal leadership by many scholars in leadership shows that the principal of the school has much impact on student academic performance, either directly or indirectly. It shows in the study the importance of the role of the secondary school principal as the intermediary between the teachers, student, parent, and school environment through the principal approaches and personality (styles, knowledge, experience, and accountability).

Furthermore, western examination result scores of the student and principal approaches were included in the variables. The principals, teachers, and students' responses were involved in the study to determine the impact of the principal leadership on student academic performance. This research also shows the potential impact of the principal leadership approaches and personality over time.

4. CONCLUSION :

Based on the introduction, background, and arising issue in the study, it concluded and shows that the principal has played a significant role in the standard of the school to increase the student academic performance. This is done through their leadership personalities like their leadership styles, knowledge, experience, and accountability to bring innovation and good ideal to improve the school's standard and improve the teaching and learning process to increase the student's performance.

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