



# Public Secondary Schools Principals' Leadership Behaviour and Students' Academic Performance

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## ABSTRACT

The study investigated secondary schools principal's leadership behaviours and students' academic performance in Rivers State. The study focused on principals' achievement-oriented, task-oriented, people-oriented, and position-power-oriented. The study is guided by four objectives, four research questions and four corresponding hypotheses. The study adopted a correlational design; the population of the study was 192, 200, which comprised of 7,200 classroom teachers and 185,000 students. Taro Yamane formula to collect the data for the study was used to draw sample size of 399 respondents. A total of 360 copies of the instrument was retrieved and used for the analysis. The instrument used for data collection in this study entitled 'principals' leadership behaviour and students' academic performance questionnaire' (PLBSAP) was a 20 item self-structured questionnaire based on the modified 4 points Likert scale. The reliability index obtained for the instrument used was .850. The data collected for the study was analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. Mean and standard deviation were used to answer the research questions while regression statistic was used to test the hypotheses at 0.05 levels of significance. The findings from the study revealed that public secondary schools principals' leadership behaviours are positively related to students' academic performance in Rivers State. The study concluded that good leadership behaviours are indispensable in the achievement of students' academic performance. Based on the findings the following recommendations among others were made: school principals should ensure consistent display of good leadership behaviour to encourage their students, principals and school authorities should create opportunities to support students to engage in reading, quiz and debates. They should be decisive and prompt in directing and monitoring teachers teaching skills to ensure they cover their scheme of works.

**Keywords:** Public, Secondary Schools, Principals, Leadership, Behaviour, Students, Academic, Performance.

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## INTRODUCTION

Leadership is of particular importance in educational administration because of its far reaching effects on the accomplishment of school programs, objectives and attainment of educational goals (Peretomode, 2012). Educational leadership refers to the leadership that provides direction and expert advice on developments of learning, teaching and curriculum, emphasizes relevance to education in management, diagnoses educational problems and encourages professional development and teaching improvement (Dugguh et al., 2014). The significance of educational leadership is the belief that the quality of leadership makes a major difference to school and student outcomes. There is also increasing recognition that schools require effective leaders if they are to provide the best possible education for their learners (Gill, 2013). Educational leaders, worldwide search for ways to grow schools as learning centers that can effectively nurture and sustain the development of students. Leadership that supports student learning is critically important in this process. The behaviour of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization and the school system is not an exception (Philip & Duruaja, 2013).

Therefore, without leadership, an organization can best be described as a scene of confusion and chaos. When leadership in an organization is effective, there is progress, however, when the leadership is defective, the organization declines and decays. In order to build strong teacher commitment towards the realization of school goals, principals must provide strong, directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication and managing instruction (Ololube, 2017). Strong leadership embodied in the principal is instrumental in setting the tone of the school. At the head of leadership in secondary schools in Nigeria is the principal, who administers the school with other teaching and non-teaching staff. The principal is regarded as the chief executive who is responsible for all that happens in the school (Ahmed, 2012).

The principal manages both human and material resources to ensure the achievement of institutional goals. Thus, the position of the principal in the school is unique because without it, the school cannot function properly (Obilade, 2018). The secondary school system in Nigeria is riddled with series of problems such as violence, insecurity of life and property, poverty, inadequate funding, poor academic performance of students, cheating in examinations and poor attitude of teachers to teaching (Ofoegbu et al., 2012).

Unfortunately, these problems go on unabated in the schools. A significant challenge for principals is to identify the situations in their schools, such as school culture, how it affects the students and the type of leadership behaviours principals adopt in order to choose a path for the improvement of the schools. The principal is the critical person when it comes to efforts to improve the quality of the school. Since a school is known to be an instrument of change and reform in the society, the principal is pivotal in driving reforms and changes. This responsibility is very obligatory and principals are expected to be the catalysts for change and deploying managerial skills for implementing change within the school. Thus, the principal is the key supporting agent for change to achieve success in the school. Hence the principal's behaviour has a lot to offer in the effective leadership of school as well as students' academic performance.

This study is undertaken at a time when education stakeholders have expressed their concerned over the poor quality of educational output of institutions (Koech et al., 2012; Orodho, 2014). Unarguably, part of the blame for the poor performance of students has been directed towards school administrators (principals) and the teachers while some portion of the blame has

been put squarely on the shoulders of the students themselves and the parents (Oluremi, 2012; Orodho, 2013). There is no doubt that students' academic achievement is very crucial at every level; from a perspective of an individual, a family, an organization (like a school) and the nation as a whole. For a school to perform well both in academics and in co-curricular activities, effective leadership is needed (Cole, 2004; Orodho, 2013).

Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Ololube, 2018a). Ololube (2018b) contended that the leadership behaviour of the head teachers is of utmost importance in the school performance. The school head teachers has the role of providing direction and exerting influence on persons and other things in order to achieve the school's goals (Leithwood & Reil, 2003; Orodho, 2013). This shows the importance of school principal's role in improving students' performance and achievement. It is against this background that this study sought to examine the possible effects of principals' leadership behaviours on students' academic performance in public secondary schools in Rivers State.

### **Statement of the Problem**

The puzzle now is; could principals' leadership behaviours influence students' academic performance? Although, researches have often attributed students' poor performance to funding issues, unqualified teachers and inadequate facilities without recourse to leaders' behaviours hence, the need for this study. Therefore, it is on this basis that the study strives to unravel the relationship between principals' leadership behaviours and students' academic achievement in the public senior secondary schools in Rivers State.

### **Aim and Objectives of Study**

The aim of this study was to examine the relationship between the principals' leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. Specifically, the study sought to:

- Establish how principals' achievement-oriented leadership behaviours influence students' academic performance in public senior secondary schools in Rivers State.
- Ascertain how principals' people-oriented leadership behaviours influence students' academic performance in public senior secondary schools in Rivers State.
- Investigate how principals' task-oriented leadership behaviours influence students' academic performance in public senior secondary schools in Rivers State.
- Examine how principals' position-power leadership behaviours influence students' academic performance in public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study:

- How does principals' achievement oriented leadership behaviour influence students' academic performance in public senior secondary schools in Rivers State?

- How does principals' people oriented leadership behaviour influence students' academic performance in public senior secondary schools in Rivers State?
- How does principals' task oriented leadership behaviour influence students' academic performance in public senior secondary schools in Rivers State?
- How does principals' position-power leadership behaviour influence students' academic performance in public senior secondary schools in Rivers State?

## **Hypotheses**

The following null hypotheses were formulated to guide the study:

- There is no significant relationship between principals' achievement-oriented leadership behaviour and students' academic performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' people-oriented leadership behaviour and students' academic performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' task-oriented leadership behaviour and students' academic performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' position-power- oriented leadership behaviour and students' academic performance in public senior secondary schools in Rivers State.

## **Significance of the Study**

The finding of this study will contribute to knowledge, which might justify stakeholders' expectations of the principals. The researcher believed that the starting point to improve the performance of the teachers as well as the improvement of the students' academic achievement is to have good leadership behaviour. The findings revealed ways the Nigerian principals adjust their leadership behaviour(s) to create an environment conducive for learning and in turn bring about high academic achievement as expected by the students, which should it be, might invariably lead to the fulfillment of Nigeria's Vision.

The study may be of immense significance to the curriculum planners and policy makers, school authorities, teachers and future researchers. The curriculum planners and policy makers will be able to advise while planning the curriculum on the effective leadership behaviours that enhance the smooth management of teams in the school system. They will be able to make provision for leadership training opportunities for the school heads and principals. With the findings of this study, Curriculum planners and policy makers will be able to make it mandatory for principals to follow strictly the implementation process at the secondary school level.

The study will serve as a reference material for future researchers. The study will also add to the existing body of literature in the area of team management, leadership behaviours and teachers job satisfaction in public secondary schools in Rivers State, Nigeria.

## Scope of the Study

This study focused on secondary schools principal's leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. The study was delimited to the components of leadership behaviours (achievement oriented, task-oriented, people oriented, and position-power- oriented) as the independent variables while the dependent variable was student's academic performance (see Figure 1).

## CONCEPTUALIZATION

### Conceptual Framework

#### Principles' Leadership Behavioural

#### Students' Academic Performance

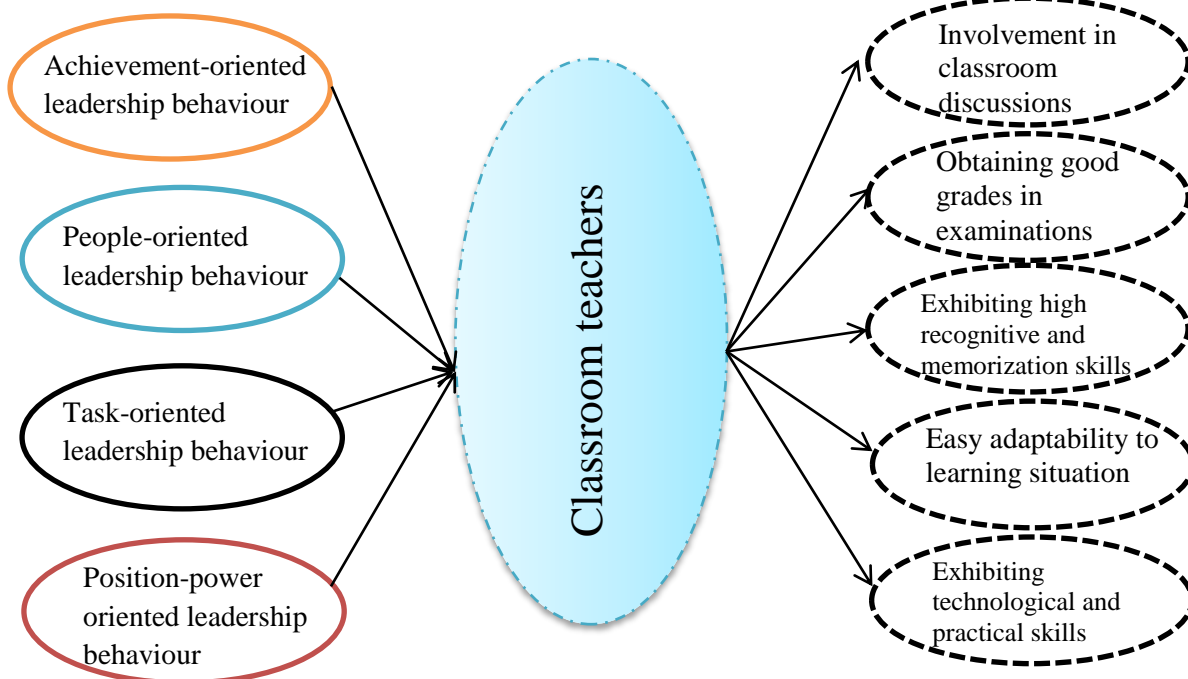


Figure 1: Principles' Leadership Behavioural and Students' Academic Performance

### Achievement Oriented Leadership Behaviour

According to Negron (2008), achievement-oriented leadership behaviour mainly talks about managers setting challenging goals for the subordinates. As the high goals are set, there is expectation that they will lead to high level of employee performance. Based on this discussion, it becomes evident that the path-goal theory looks at how fluid the four identified styles are. This means that not one style may necessarily operate independently but any can be applied depending on the situation that the leader is facing (Lumbasi et al., 2016; Northouse, 2013). Achievement oriented leadership behaviour is characterized by leadership developing goals that are highly challenging for the followers. Leaders do this because they expect the followers to perform at their best levels. It is most effective in professional work environments, such as

technical, scientific; or in achievement environments, such as sales (Luthan, 2011). In setting challenging goals, both in work and in self-improvement (and often together), high standards are demonstrated and expected (Philip & Duruaja, 2013). By setting challenging targets for the followers, the employees feel that their leader has confidence in them even when the situation is complex and not so easy to comprehend (Ololube, 2019).

Oriented leadership emphasizes on a leader who sets the challenging goals and expect the excellence of subordinates' performance by believing their capabilities (Northhouse, 2010; Griffin, 2012). This style mainly talks about leaders setting challenging goals for the subordinates. The requirements for effective goal setting are discussed below. Experience has demonstrated that initiative and inspiration are key factors for goal setting. Understanding forecasting, coordination, and controlling functions in an organization are all vital preconditions for successful accomplishing of institutional objectives, mission, and vision (Hersey et al., 2010). It is viewed that spurred and fulfilled people can guarantee the survival and the development of an organization in a profoundly indeterminate environment in view of the solid impact leadership has on employees (Hellriegel et al., 2012). High or superior employee performance is therefore, related to the leadership style applied in meeting the followers' needs. This has led to numerous studies which have attempted to give an answer as to which leadership style is the most appropriate. This mission has brought about critical initiative speculations and suggestions as to how best leadership can bring about effective goal setting. In summary, the concepts of leadership styles and quality management practices are very critical in institutions. The application of these concepts often determines how institutions achieve their goals and objectives (Khan, 2011).

Even though these concepts are related to a greater extent, they also differ in terms of their meaning and application in the institutions. It is important to point out that in as much as they may be different concepts, the success of each of these approaches in the organization depends on the working of the other; that is, when applied in a given organization, the two are rarely separable because they are intertwined (Goetsch et al., 2013). Experience has demonstrated that initiative and inspiration are key factors for goal setting. Understanding, forecasting, coordination, and controlling functions in an organization are all vital preconditions for successful accomplishing of institutional objectives, mission, and vision (Hersey et al., 2010).

It is viewed that spurred and fulfilled people can guarantee the survival; the development of an organization in a profoundly indeterminate environment in view of the solid impact leadership has on employees (Hellriegel et al., 2012). High or superior employee performance is therefore, related to the leadership style applied in meeting the followers' needs. This has led to numerous studies which have attempted to give an answer as to which leadership style is the most appropriate. This mission has brought about critical initiative speculations and suggestions as to how best leadership can bring about effective goal setting.

According to Robbins (2014) achievement oriented style brings about institutional commitment which refers to the degree of identification and participation that employees have with their organization's mission, values and goals. Institutional commitment is a multidimensional concept that consists of affective commitment, normative commitment and endurance commitment. Alen and Meyer (2007) and Ololube (2007) defined affective commitment as the employee's emotional affection to, identify with, and involve self in the organization. Continuance component is defined as commitment that is based on the costs that the employee associates with leaving the organization, while normative component is defined as the employee's feelings of obligation to remain with the organization (Chhabra, 2013). In order

to meet the needs of the highly competitive markets, firms must continually increase profitability (Arslan et al. 2013).

Prior literature suggests that role of leadership is critically important for achieving good employee performance in their institutions (Boal et al., 2010; Peterson et al., 2013). However, the findings of prior studies about the role of leadership in increasing performance are mixed. According to Cannella, et al. (2008), the role of leadership is crucially significant for a company to achieve a high level of employee performance. However, some other studies suggest that role of leadership is not so vital in accomplishing the performance.

### **People Oriented Leadership Behaviour**

The people-oriented approach is the exact opposite of the task-oriented approach. According to Arslan et al. (2013), this style requires a high level of participation from leadership. People-orientated leaders consider how their decisions will affect others and weigh their decisions heavily against any final action. This form of leadership requires a high level of communication with staff members. Everyone feels ownership of the decision that is taken, which equates to much greater buy in. On the downside, it can take an incredibly long time for a decision to be made and there may be conflict as people with competing viewpoints try to have their opinions heard (Chhabra, 2013). This style involves the leader and one or more employees in the decision-making process (determine what to do & how to do). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that employees will respect.

This is normally used when leader have part of the information and employees have other parts. A leader is not expected to know everything; this is why he employs knowledgeable and skillful employees. Using this style is of mutual benefit, it allows them to become part of the team and allows the leader to make better decisions (Machuki et al., 2012). A good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he bears the crucial responsibility of leadership. He values group discussion and input from his team and draws from a pool of his team members' strong points in order to obtain the best performance from his team. He motivates his team by empowering them to direct themselves and guides them with a loose reign. Democratic style of leadership has the following benefits.

People oriented-leader is a leader who focuses on effectiveness and efficiency, supports, trains and develops his personnel so that it could satisfy himself and also interest is maintained in the job (Kazeem, 2014). It also energizes employees. As this leadership is like democratic leadership because staff feels meaningful as they have rights to participate in decision making process which makes job satisfactory levels rise of the employees .the people oriented leader always encourages feedback and ideas of employees which creates good atmosphere at work place as good understanding and enjoy some good fresh ideas for improvement as being people oriented leader have some more positive impacts staff is always loyal and honest to the organization. This leader knows how to accomplish the task in time in the organization where they work (Nkoidila, 2015).

This behaviour is grounded on the thesis that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at the collective decisions, thus encouraging delegating, coaching, accepting responsibility and recognition of the ability and potentials of others. Leaders therefore are considered *primus inter pares*"-first among equals (Omboi et al., 2011). Notwithstanding the current management

behaviour used by headmasters/head teachers, the transformational or facilitative leader has become an effective leadership behaviour in current public education system.

Many researchers had also proposed that moving towards transformational leadership was the only viable way for school restructuring and reform. A transformational leader is keen to changing environment and has the knowledge and skills adapt to the rapidly changing situations. A transformational leader is flexible, open-minded, sensitive to other people's need, encourage participation sharing, decision-making and highly tolerant of diversity.

People oriented leadership plays key role in democratic movements. According to Anderson and Sun (2015), the people oriented leader is one who encourages participation in decision making and democratic leadership relates with higher morale in most leadership situations. Democratic leaders offer guidance to group members, participate in the group and allow input from subordinates. Democratic leadership is termed as the most effective leadership behaviour.

Democratic leadership relates with increased follower productivity, satisfaction, involvement, and commitment (Zabihi et al., 2012). They delegate authority to followers and also give ongoing support and focus for the challenging works. Often this behaviour of leader has the vision to realize what people need and ensure that they get it. In the process they generate successful and sustainable institutions. Member satisfactions are greater under people oriented leadership. They have confidence and trust in their people. When issues arise and decisions must be made, relevant and varied participants are involved to discuss the situation and a majority view is taken as the final decision. However the impediments to democratic leadership are time consuming process in taking decision though the participation in the process enhances the productivity (Ololube, 2017, 2019).

### **Task Oriented Leadership Behaviour**

Task-Oriented leadership places emphasis on getting a very specific job done. This system of leadership can be described as Position power. Position power leaders make decisions without consulting their team. Task driven leadership requires its leader to have a clear definition of productivity and roles required (Peterson et al., 2013). Task-oriented leadership does not place the wellbeing of staff members as its main priority. Performance goals and deadlines are what motivate task driven leaders to succeed.

Task-oriented leadership is a behavioural approach, in which the leader focuses on the tasks that need to be performed in order to meet certain goals, or to achieve a certain performance standard. The task-oriented leadership style covers some features of task management. Task management, requires coordination of job-related activities, giving importance to administrative activities, supervising product quality and preparing financial reports. Thus, it can be concluded that the leaders who adopt task-oriented leadership style, focus on completing necessary tasks in order to reach institutional targets. One of the distinctive characteristics of this leader is that they are less concerned with the employees, who are actually the critical agents to achieve the desired goals. On the contrary, they are more concerned with following a planned path in order to achieve specific institutional targets (Forsyth et al., 2010).

According to Ololube (2019), the dimension of leadership behaviour that is associated with the autocratic/democratic continuum is the task-versus relationship-oriented behaviour of leadership, with the task orientation being similar to the autocratic method and the relationship oriented behaviour being similar to the democratic method. According to the authors, current



research has established that the difference between the effectiveness and ineffectiveness of the four leadership behaviours is the appropriateness of the leader's behaviour to the particular situation in which it is used. With respect to the foregoing, Waller et al. (2009) state that one of the basic factors that will elevate or debilitate each of the four leadership behaviours is the basic task maturity of the individual or group being led with maturity being defined in terms of the capacity to set high but realistic goals. Kemp and Nathan (2009) identified three behaviours of leadership namely authoritarian, democratic or delegative, and or laissez-faire.

One of the biggest strengths of task-oriented leadership is; all required jobs are completed perfectly and in a timely manner. This strength ensures employees manage their time well. Furthermore, task-oriented leaders constitute an example for employees by focusing on the necessary workplace procedures, in the sense of how the duties are fulfilled. Thus they can delegate work and ensure that duties are completed in a timely and productive manner (Anzalone et al., 2012).

As for the other strengths of task-oriented leadership style, the purpose is clear and the task definitions are precise. Leaders are open to communication in the sense that they want to be sure that the targets are clearly understood by the employees. In addition to this, they design work groups for specific tasks and ensure that group members have a clear understanding of their roles. Therefore, it can be concluded that this leadership style is suited to well-structured work environments, such as manufacturing assembly lines, in which repeating well-defined processes results in high levels of productivity and quality.

As for the weaknesses of the task-oriented style, a fear of breaking the rules among employees may result in a lack of creativity, low morale and thus, high turnover. When employees afraid to break rules, they may not take any risks, and therefore there may occur a lack of innovation. Another weakness is seen in institutions which operate in highly competitive industries, such as retail or food services. These institutions must be able to immediately react to external threats and opportunities in order to survive. Therefore their employees should take risks, and this may make them not feel comfortable.

Since Position power leaders don't typically consult their team before making a decision, the task-oriented style can be beneficial since it allows decisions to be made very quickly. This is helpful in crisis situations, but it may lead to employees feeling disenfranchised.

### **Position-Power Leadership Behaviour**

According to Egwunyenga (2010), a position-power leader never allows staff decisions, and the leader is usually very far from staff. It is a leadership that is imposed on an organization and it is sometimes referred to as coercive leadership (Baughman, 2008). Decision making is done by Position power leaders; however, inputs from staff may be sought in the process, but hardly taken into consideration. This is because they are benevolent autocrats. Position-power leadership behaviour is known for individual control over all decisions and little input from staff (Maqsood & Bilal, 2013).

Typically Position power leaderships make choices based on their own ideas and judgments and rarely accept advice from followers (Cherry, 2017). Position power leadership employs absolute, authoritarian control over staff. Some features of position power leadership as observed by Ololube (2019) include little or no input from group members; leaders make the decisions; group leaders dictate all the work methods; group members are rarely trusted with decisions or important tasks. Position power leadership could be beneficial in some instances,

such as when decisions need to be made quickly without consulting with a large group of people. Nothing meaningful can be effectively achieved when a certain type of leadership behaviour is used. However, Maqsood and Bilal (2013) argued that during military conflicts, group members may actually prefer position-power behaviour. This behaviour allows staff to focus on performing specific tasks without worrying about making complex decisions and to become highly skilled at performing certain duties, which can be beneficial to the organization. Position power leadership could be good at times, but there may be many occasions where this leadership behaviour could be a reason for inaction and this is why leaders who abuse the use of Position power leadership behaviour are often viewed as dictatorial. Innovative ideas may elude institutions as a result of the use of Position power behaviour and this stems from the inability of staff to contribute because they are not consulted (Northouse, 2010, 2016).

Some researchers have reported inadequate creative solution to problems in any position power environment. Position power leadership behaviour is sometimes termed the classical behaviour. It is a situation where the leader has all the power in terms of decision making and exercise of authority. The leader does not consult staff, nor are they allowed to give any input, but are expected to obey orders and instructions without receiving any explanations. This is due to the fact that motivation environment is produced by creating a structured set of rewards and punishments (Cherry, 2018). Position power leadership behaviour has been greatly criticized during the past years and some studies informed that institutions with many Position power leaders have higher turnover and absenteeism than other institutions (Cherry, 2015).

In the literature, there are reported cases that Position power leaders rely on threats and punishment to influence staff; do not trust staff or allow for their input in decision making. The Position power behaviour of leadership according to Gosnos et al. (2013) is characterized by staff not participating in decision-making process; all decisions are made without the agreement of the staff and they as well control “with iron hand”. In addition, they are uncompromising and most times refuse to explain their behaviour. Leaders often disregard previous agreement with staff. They define tasks and methods and do not care about staff’s decisions and initiative.

This informed Ovarhe’s (2016) assertion that leadership position is supposed to be a shared responsibility which no one should lay claim to within an organization. The Position power behaviour is also characterized by implementing the will of a leader, without taking into consideration the opinion of staff. Position power leaders decide alone, give orders to staff and expect them to carry them out based on unilateral, top-down communication. In order to motivate, leaders use their position to decide on the appropriate remuneration. The, what, when and how a task should be done are most times clearly stated by Position power leadership. Leader and staff relationship are also clearly defined. Staff inputs are often not sought in decision making.

Researchers have found that decision-making was less creative under position power leadership, hence Cherry (2015) indicated that it is more difficult to move from Position power behaviour to democratic behaviour than vice versa. One of the management principles that is always put to use by an Position power leader is control. Position power leadership is an exchange process, so it is a matter of contingent reinforcement of staff based on performances. It motivates staff by appealing to their personal desires and on instrumental economic transactions. Position power leaders generally could use institutional bureaucracy, policy, power, and authority to maintain control. Previous leadership scholars according to Delong (2009) had identified providing contingent rewards on the fulfillment of contractual obligations as a reason for staff performance. This principal behaviour represents Position power leadership because it

captures the exchange notion deep-seated in Position power leader conduct. The transactions or relations included in contingent reward may include tangible (e.g., pay increases) or intangible (e.g., recognition) commodities.

Position-power leaders' noted in Cherry (2015) employs coercive tactics to enforce rules and to manipulate people and decision making, and reward loyalty over merit. Douglas McGregor's Theory X becomes the standard, believing that people must be forced to work, closely supervised, and rewarded or punished based on individual productivity. Position power leadership's concern is strict compliance with institutional chart and clear definition of processes. Fred Fiedler found that authoritarian leaders can be viewed as successful in certain task situations allowing for the extremes of consideration and ruthlessness, depending on the situation (Leonard, 2018; Men, 2010).

The Position-power leadership behaviour is determined by the leader's power due to the fact that the leader has absolute power in a group or organization. The leader alone makes decisions and takes responsibility for the conduct, results and achievement of the organization. From co-workers he requires them to exclusively follow his instructions and directives, to respect and implement his decisions and orders and communicates formally and in written form. This leadership behaviour can be applied for tasks that need to be urgently completed, with dependent associates in unstable working groups. In the beginning, this leadership behaviour is effective and gives good results.

However, argued Cherry (2015) if this type of leader behaviour is applied long-term, without considering the level of human resources and the need for independence of associates, it becomes a limiting factor in the development of the organization. This behaviour of leadership, characterized by one way communication channels, confirms that Position power leaders are mostly not interested in feedback and staff do not have influence and control over the decision making process.

Hence, Hoyle (2012) opined that Position power leadership behaviour can be illustrated in the structure of a pyramid, whereby on the top of the hierarchy stands the leader, while staff are below. When faced with the need to provide a decision, a Position power leader is one who would come up with a solution for the entire group on their own. The Position power leader would generally solve an issue and make decisions for the group using observations and what they feel is needed or most important for the majority of the group members to benefit at that time (Val et al. 2015). These are the leaders that would decide for the group when they would wake up and depart, and exactly how far they should go for that day. If the group came across any conflicts or barriers within the expedition, these leaders would also make the decisions on their own, inquiring feedback from the three hired instructors to ensure that their decisions were okay.

Also, Hernon et al. (2007) noted that Position power leaderships alone determine policy guidelines as well as share out work to library staff without consulting them. Some people tend to think of this behaviour as a sort of command and control thing, using demeaning language, leading by threats and abusing their influence or authority. This is not the authoritarian behaviour, rather it is an abusive, unprofessional behaviour called "bossing people around" (Clark, 2015). It has no place in a leader's repertoire. The authoritarian behaviour should normally only be used on rare occasions.

Eze (2011) and Maqsood and Bilal (2013) indicated that if you do not want to gain more commitment and motivation from your staff, then you should use Position power behaviour. Not a single leader wants it that way! Authoritarian leadership is best applied to situations where

there is little time for group decision making or where the leader is the most knowledgeable member of the group. A position power leader dictates tasks and timelines to staff and imparts a strong focus on an objective. Hence, behaviour could be especially functional for a team with inexperienced and/or unskilled members (Armstrong, 2009; Ololube, 2019).

It is a domineering behaviour, where the leader alone takes decision for others to implement without previous consultation, very little communication, coercion, dictatorial; using threats and punishments, with trust in good intentions of others. Psychologists believe this behaviours stems from fear and feeling of insecurity. Brutal force is then a defensive tool; obviously, the underlying theory is McGregor’s Theory Y (Afful-Broni, 2004) of effectiveness, job satisfaction, school ecology and therefore, has an impact on student’s academic performance (see Figure 2).

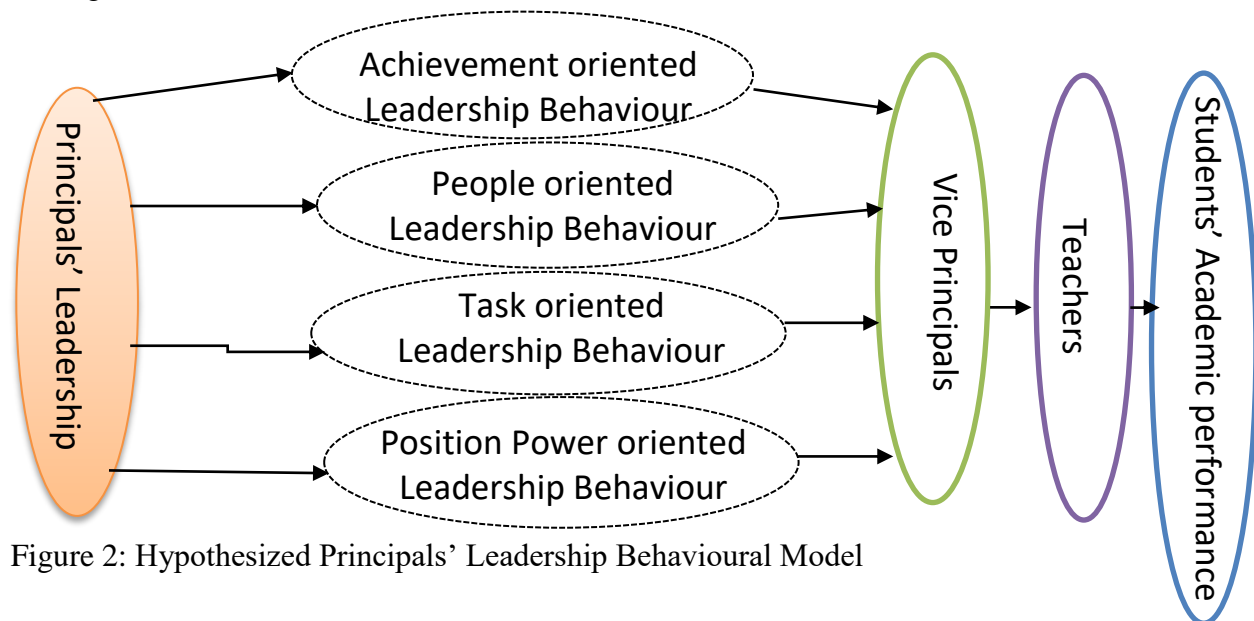


Figure 2: Hypothesized Principals’ Leadership Behavioural Model

### The School as an Organization, the Role of the Principal and Teachers

The school is regarded as an institutional setting where individuals undergo series of transformation processes which will help them contribute to the quality of their lives in particular of social power which it makes possible. Within the context of education, leadership refers to interaction among individuals or groups towards the attainment of some predetermined educational goals including the quality of the product of the educational industry as measured by the results of the external examination of students, among others. It is therefore the process of directing and coordinating the efforts and activities of all concerned towards the attainment of the educational objectives for which the principal is considered to be responsible, that makes the property of his style of relationship appear to be relevant for student’s achievements.

### Impact of Principal’s Leadership on Students

Principals play a wide variety of roles in a school, not the least of which is the creation of academically supportive environments for both students and teachers. Leithwood and Reil (2008) found that while teachers have the most influence on students’ performance, principals are essential for setting the tone of the learning community and modeling good teaching practice.

The role of the principal is crucial to promoting and supporting teachers' achievements, creating a positive work environment for teachers, and improving staff morale, which also creates the right learning environment for students (Leithwood & Reil, 2008). Principal accountability, such as principals' ability to take responsibility for student achievement, is often an indicator of the quality of a particular school's educational practices in general (Vanderhaar et al., 2006; Quinn, 2002).

Given principals' considerable influence over a school community, it is no wonder that the literature pays much attention to implications for the school community when the principal leaves. In their in-depth study of teacher retention and mobility in Washington State, Plecki et al., (2005) finds that high principal turnover was correlated with high teacher turnover. In another study of teacher transience, Ingersoll (2001) finds administrative support to be one of four critical factors in teachers' decisions to remain in, or leave, teaching. Because principals are instrumental in creating a positive and supportive work environment for teachers, high principal turnover can lead to decreased teacher satisfaction and tenure; teachers often cite support from school administrators as an important element in their decisions to stay at a particular school.

Moreover, Vanderhaar et al. (2006) suggested a link between principal stability and student outcomes. They find that the length of a principal's tenure at a given school positively affects student achievement, with seven or more years at the same school indicating the length of tenure necessary to implement effective change. Thus, principals are a critical component in creating school environments that are conducive to teaching and, by extension, learning.

### **Factors that Influence the Academic Performance of the Students**

The factors that influence the academic performance of the students have been stated as follows:

**Attitude of the Students:** In secondary schools, the students are between 12 to 18 years of age. They possess the abilities to differentiate between what is appropriate and what is inappropriate. Goal-oriented students usually possess positive feelings regarding their school experiences; they possess the traits of discipline, diligence, and resourcefulness, are avid readers and tend to devote less time towards recreation and leisure activities. It is vital for the students to possess positive thinking in terms of their schools, teachers and academic subjects. With positive attitude, they will be able to dedicate themselves wholeheartedly towards learning and generate the desired academic outcomes (Maina, 2010).

**School Resources:** Within schools, it is vital to make provision of resources that can be utilized to enhance the academic performance of students. The textbooks, notes, learning materials, hand-outs, technology, library facilities and laboratory facilities, especially in science subjects should include the essential materials. When students will be provided the necessary tools and equipment, they will be able to acquire a better understanding regarding academic concepts and how to perform the experiments. In some cases, especially the students belonging to deprived, marginalized and socio-economically backward sections of the society cannot afford the books and materials required for learning, hence, they are dependent upon the library facilities and fellow students to obtain the books and other materials (Maina, 2010).

**Feedback:** feedback is an interface between teacher and students' learning needs and institutional and governmental education policies, which structure and regulate practices and

procedures. The credibility of feedback is linked to students' perceptions of their teachers and the confidence they have in them and their practices. The association of good feedback with good teaching is a feature of the social dimension of feedback's effectiveness.

Generally, feedback has to be given as soon as possible after the completion of the learning task. Students also need to see that feedback comments can be incorporated into subsequent performance and overall influence the quality of their learning in positive ways. At the same time, in some instances, temporarily withholding feedback is needed to allow the students to internalize and process the demands of the task.

**Leadership Aspects:** The principal, teachers and the administrative staff members of the school are vested with the authority to implement the managerial functions of planning, organizing, controlling, and directing the activities. The principal primarily has the right to make decisions. The decisions can be made either at one's own discretion or they may consult others and seek ideas and suggestions from teachers and other staff members of the school. The major role of leadership aspects in influencing the academic outcomes of the students is based upon the administration and management of the school. When there are proper rules, policies and management is put into practice in an appropriate manner, then there would be improvement in academic performance of the students (Maina, 2010).

**Skills and Abilities of the Teachers:** Teachers have an imperative role in influencing the academic performance of the students. They are bestowed with the authority to direct all the classroom activities and administer learning. It is vital for the teachers to possess the traits of professionalism and conscientiousness. They need to possess an approachable nature, listen and provide solutions to the problems experienced by the students. They should possess adequate knowledge and information regarding the subjects that they are teaching, usage of technology, modern and innovative methods in the teaching and learning processes, managing discipline and directing all of the classroom as well as school activities and functions in a well-organized manner. The teachers in some cases are strict, but strictness should be maintained within limits. The main objective of the teachers should only be to enhance the academic performance of the students and lead to their effective development (Maina, 2010).

**Role of Parents:** Home is referred to as the place from where the foundation of learning and education takes place. In order to produce good academic outcomes, it is vital for the parents, children and other family members to encourage a learning atmosphere within homes. For instance, when students experience problems in certain subjects, then parents are responsible for providing help. This help may be in the form of private tuitions or they themselves may teach their children. They make provision of technology and other learning materials at home to enhance the academic performance of their children. Parents play an important role in leading to operative growth and development of their children (Kudari, 2016). In schools, whatever problems that children go through regarding academics and other areas, they normally communicate to their parents. Parents are sources of security, encouragement and help their children in providing solutions to their problems.

**Social Circle:** Children get enrolled in schools not only to learn academic concepts, but they also learn, how to interact and socialize with others. Students usually form friendly terms and

relationships with the fellow students. Forming a social circle and friendships has a positive effect upon the academic outcomes of the students. As when one has to work on a project or prepare for a test, then group study is in most cases beneficial. It also causes social satisfaction and happiness in one's student life (Kudari, 2016). Forming a social circle proves to be beneficial to the individuals in number of ways, such as, solving academic problems, getting involved in leisure activities, sharing one's joys and sorrows, and so forth.

**Psychological and Health Related Factors:** Learning is not an easy task for the students. It is essential for them to possess diligence, resourcefulness and conscientiousness to enhance their learning. In order to generate positive academic outcomes, it is essential for the students to maintain their psychological and physical health. When a student is healthy, then he will be able to contribute an active role towards learning. On the other hand, factors such as, stress, anxiety, fear, trauma, depression or physical health problems prove to be impediments within the course of their academic achievement. It is vital for the students to take pleasure and look towards their school and classroom activities from a positive viewpoint. Engaging in extra-curricular activities, staying calm and taking pleasure in studying and eating healthy and nutritious meals are some of the aspects that help in maintaining good psychological and physical health (Srinivas et al., 2016).

**Motivating and Encouraging Students:** In academic learning, some of the concepts are difficult to learn and understand. When problems and difficulties are experienced by the students, provide them class and homework assignments, so that they are able to acquire complete understanding of the concepts (Srinivas et al., 2016).

**Visual and Hearing Impairments:** Visual and hearing impairments are stated as the disease related factors. There are students, who experience these problems. But when they are achievement-oriented, they do not let these problems become barriers within the course of achievement of their academic goals. When these problems are severe and the students do not have the necessary resources to facilitate learning, then it is likely that their academic performance may get affected in a negative manner. Visual impairment usually imposes problems in handwriting and observing the black-boards. Hearing impairment imposes problems in listening to the instructions and explanations given by the teachers within classrooms and it is associated with poor language development. It impedes the communication abilities of the students and hence their academic performance gets influenced in a negative manner (Srinivas et al., 2016).

**Guidance and Counseling Services:** In secondary schools, there are numerous problems and difficulties that students experience. Some may even get involved into violent and criminal acts, drug abuse, HIV, other sexually transmitted infections, teenage pregnancies, induced abortions and unemployment. These factors have a direct impact upon not only their academic performance, but also their lives. These may hamper their psychological approach and they may even experience problems of depression, trauma or stress to a major extent. Counseling and guidance services need to be established in schools to help the students to provide solutions to their problems, focus upon their studies, and become responsible members of the community (Maganga, 2016). It is vital for the individuals, who work as counselors to specialize in a

particular area and possess adequate knowledge, expertise and skills. Counseling is related to various areas, such as career, academics, depression, stress, health, family issues and so forth.

**Development of Study Skills:** In order to enhance one's academic performance, it is vital for the individuals to develop study skills within themselves. The students themselves need to generate awareness regarding study skills, so that they are able to produce desired academic outcomes. Some of the study skills include, memorizing from the textbooks or other materials, making notes, practicing writing essays and articles, especially in languages, practicing calculations in mathematics and so forth. One of the important areas is, when one is studying, it is vital to completely concentrate towards one's studies. Inability to completely concentrate is one of the factors that lead to undesired academic outcomes. Memorizing is regarded as one of the rare techniques; hence, the teachers encourage students to acquire understanding of the concepts instead of memorizing.

**Time Management:** Students in secondary schools have a busy schedule, hence it is vital for them to generate awareness in terms of effective time management. Research has indicated that the normal schedule of the secondary school students comprise of school hours, and then they need to spend some time in completion of home-work assignments. They also get involved in some kinds of extra-curricular activities and sports. Playing and getting engaged in creative activities, not only help them concentrate better, but they are able to stimulate their mind-sets. For the secondary school students, it is important to get engaged in extra-curricular activities and for this purpose; they need to implement proper time management skills. It is essential for the students to create a balance between all the tasks and activities. The activities that are more important should be given more time and lesser amount of time can be spent on the activities that are less important.

### **Contribution of School Factors towards the Academic Performance of Students**

The contribution of school factors in influencing the academic performance of the students has been stated as follows:

**Professionalism of Teachers:** It is vital for the teachers to be professional in their conduct, especially, while dealing with students. The main objective of the teachers is to enhance their teaching skills within their subject areas in such a manner that learning and development of the students can be improved. Professionalism of the teachers is depicted primarily in the teaching-learning processes, instructional strategies, communication and their approachable attitude. When the teachers depict professionalism in these areas, then they are revered not only by the principal, staff and other teachers, but they are also appreciated by the students and they take pleasure in learning from them. There have been cases in schools, when teachers get upset and angry. This is normally due to incompleteness of home-work assignments and deprived academic performance. In such cases, professionalism is depicted when teachers are decent in their communication. They should explain the consequences to the students in a calm manner and any kind of harsh behaviour should be avoided.

**Extra-Curricular Activities:** Students usually take pleasure in learning and acquisition of education, especially, when there are adequate provisions of extra-curricular activities. Extra-



curricular activities within the schools include artworks, handicrafts, music, singing, dancing, role playing, sports, physical activities, games and so forth. These activities are considered as not only imperative in developing creativity among the students, but getting engaged in them stimulates their mind-sets and they are able to develop their concentration towards learning. Research has indicated that when students get actively involved in extra-curricular activities, they perform well in their assignments and tests. When even one extra-curricular activity arouses interest and enthusiasm within the mind-sets of the students. When they take wholehearted interest in it, then it is likely possible that they may take it as a profession in future. In order to concentrate well on the studies, and enhance one's grades, it is essential to get involved in extra-curricular activities. Therefore, secondary school students mostly get engaged in outdoor games and sports.

**Technology:** In the present existence, technology is regarded as imperative to enhance learning. When students need to improve their skills and abilities regarding academic concepts, then internet serves as the imperative source of obtaining knowledge and information. In textbooks, sometimes the knowledge is limited; hence, in order to acquire better understanding of the lesson plans, the students make use of the internet, take down notes and are able to acquire a better understanding. In the present existence, technology is even made use of in the preparation of projects, reports, and assignments. Earlier when technology was not adequately made use of in schools, then students used to prepare their assignments using stationary items. In the present existence, not only in higher educational institutions, but also in secondary schools, it is been made use of to a major extent. The use of technology also helps in correcting the errors and making the assignment appropriate.

**Rewards:** Rewards are regarded as one of the most important factors that are used in motivating the students. In secondary schools, students usually enjoy playing and getting engaged in recreational and leisure activities. They in some cases neglect their studies, especially when they are unable to understand the concepts or have to watch a television show or go out with friends and so forth. Usually parents at home create means of motivating their children by saying that they will give them their favourite ice-cream or take them out for dinner or give them a gift etc. On the other hand, teachers make use of motivating forms to the students by giving them, stars or sweets or planning a picnic and so forth. Rewards are considered as stimulating factors that contribute in improving the academic performance of the students. When the teachers communicate about rewards within the classroom, then students develop the keenness to work hard and score good grades. They believe that through their good performance, their parents and teachers, both would get pleased.

**Evaluation Systems:** The evaluation systems are regarded as essential sources that are used to improve the academic performance of the students. When teachers have taught a particular concept or a lesson plan to the students, then they are usually not aware that all the students have understood the concepts or not. For this purpose, it is vital to put into practice, proper evaluation systems. Evaluation of the performance and learning abilities of the students takes place through organization of competitions, tests and giving them class and homework assignments. The grading systems should be fair and just. It is vital for the teachers to implement their evaluation systems on the basis of the performance of the students. They should consider all the students equally and not discriminate among them on the basis of factors, such as, gender, religion,

ethnicity, caste, creed, race or socio-economic background. When students score well, then teachers and students come to know that they have understood the concepts. On the other hand, when they do not score well, this indicates that they lack in their understanding. The performance of the students also determines the teaching-learning processes and instructional strategies implemented by the teachers.

**Library Facilities:** The library is the place, where students usually are able to obtain the materials that are made use of to enhance one's learning. It is the building or the room, in which the collection of books, tapes, newspapers, articles and journals are kept. These are meant for the individuals to read and borrow. Library is important in the teaching-learning processes. It is regarded as one of the most important educational services. The main purpose of the school libraries is to make provision of books and the necessary materials to the members of the school, which are of interest to them. It occupies the central and the primary place within the schools. It makes provision of support and assistance in the teaching-learning processes and provides service and guidance to the individuals (David, 2014). In most cases, purchasing books is not affordable for the students, hence, they need to make use of the library facilities to enhance their learning and academic performance. In the present existence, the libraries also have computers, so that students can make use of them.

**Laboratory Facilities:** The laboratory is regarded as a room or a building, especially built for teaching by demonstration of a theoretical phenomenon into practical terms. Laboratories are made use of in the teaching-learning processes and experiments primarily related to science subjects. Within the laboratory, the teachers provide practical demonstration of the concept. The students tend to recall more what they observe rather than what they hear. It can be described as a place, where theoretical work is put into practical. Practical work in the learning of academic concepts involves students in activities such as, observing, counting, measuring, experimenting, recording, investigating, testing, analyzing and field-work. The science subjects not only involve the use of processes and experiments, but it affords the learners the basic skills and the scientific methods of problem solving. The knowledge acquired through laboratory work also stays within the mind-sets of the individuals for long period of time. The teachers need to be skilled and proficient, when they are imparting knowledge of experiments in science subjects. It also involves the use of chemicals, equipment and other tools (David, 2014).

### **Planning for Leadership Transition**

The retention of principals by school management and also planning ahead for leadership transition plays a significant role on the success of the students. Even predictable change – anticipated promotions, transfers, and expected retirements – needs to be carefully planned for in advance in order to mitigate some of the potentially harmful effects of administrative transience and to create a smooth transition to new leadership. Changes in leadership, especially if unexpected, can leave the school community distrustful of a new, incoming principal, and reverse previous accomplishments if not handled thoughtfully (Hargreaves, 2005; Leithwood & Reil, 2008). In many public school communities, principal-ship often operate as a rotating position in which a new person is placed at a school for two or three years before being transferred to a different school in another community or promoted to a higher position in the administration; this constant mobility prevents constructive improvements from taking hold

within individual schools (Fink & Brayman, 2006). Advance planning for anticipated and unexpected principal turnover, as well as implementing policies to help increase principal retention, can help create the stability necessary for the institutionalization of best practices (Glasspool, 2006).

The concept of sustainable leadership accounts for schools' need to retain their long-term goals and institutional strengths even after the departure of the principal. Without planning effectively for future leadership, schools run the risk of losing their hard-won improvements with each leadership transition. Effective school leaders plan for succession and take the time to groom replacements by encouraging in-house career development among teachers and distributed leadership roles among the staff. In addition, efforts to retain effective principals are crucial in order to sustain on-going improvements in a school (Ololube, 2017, 2019).

## **METHODOLOGY**

The study adopted a correlational research design. This design is considered most appropriate by the researcher since the study investigated the relationship between the dependent variable (students' academic performance) and the independent variable (principal leadership behaviour). The researcher obtained the data for the study through the use of questionnaire while the analysis was carried out using appropriate data analytical techniques.

The population of this study consists of 192, 200 respondents which include 7,200 teachers and 185, 000 students in public senior secondary schools in Rivers State (Source: Rivers State Senior Secondary Schools Board, November, 2019).

In this study, the teachers and students in the three senatorial districts in Rivers State were sampled using the Taro Yamane formula and a sample of 399 respondents was drawn. The instrument for data collection was self-structured questionnaire tagged Principal's Leadership Behaviour and Students' Academic Performance Questionnaire (PLBSAPQ). This instrument was aimed at eliciting information from teachers and students on principals' leadership behaviour and the students' academic performance to ascertain whether there is any relationship between them. The instrument consists of a total of 20 items, which are in agreement with the research questions and hypotheses.

The items on the survey adopted a four (4) point modified Likert scale of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The instrument consists of two (2) sections. Section one (1) elicits personal information about the respondents while section two (2) drew information on various leadership behaviours with a view to answering the research questions, thus: items 1-5 drew information on principals' achievement-oriented leadership behaviour; items 6-10 elicited information on principals' people-oriented leadership behaviour; items 11-15 elicited information on principals' task-oriented leadership behaviour; items 16-20 drew information on principals' position-power leadership behaviour.

The face and content validities were determined in the study. The instruments were given to the two lecturers each in the Departments of Guidance and Counseling and Educational Management, Ignatius Ajuru University of Education. They looked at the clarity of words, sentences and whether the variables of the study were properly captured in the questionnaire items. Their corrections, suggestions and recommendations were utilized to produce the final draft of the instrument.

The reliability of the instrument was determined in the study using the Test-retest reliability technique. In conducting this, 30 copies of the instrument (PLBSAPQ) were administered to respondents in three public senior secondary schools (ten in each senatorial zone) in Rivers State who were not part of the study. After two weeks, the instrument was re-administered to the same respondents and data collected on the two intervals were analyzed using the Pearson's Product Moment Correlation analysis and the reliability index of 0.85 was obtained.

A total of 399 copies of the PLBSAPQ were administered to the respondents as sampled. A total of 360 copies of the questionnaire was retrieved and used in the analysis of data representing 90% return rate. The researcher with the help of three trained research assistants administered the instruments. The three research assistants were briefed on the method and mode of approach to the respondents and the importance of confidentiality of their responses. The instruments were collected at the point of completion.

The data collected for the study was analyzed using the Statistical Package for the Social Sciences (SPSS) version 25 of which mean and standard deviation were used to answer the research questions while regression statistic tool was used to test the hypotheses, at 0.05 levels of significance.

## RESULTS

### Answer to Research Questions

**Research Questions One:** How does principals' achievement oriented leadership behaviour influence student's academic performance in public senior secondary schools in Rivers state?

Table 1: Mean responses on the principals' achievement oriented leadership behaviours that influence students' academic performance in public senior secondary schools in Rivers State

S/N	Principals' achievement oriented leadership behaviour	Mean	Std	Remark
1.	The principal as an achievement oriented leader has influenced students' eagerness to learn and encouraged competition for success.	3.16	0.84	Agreed
2.	They are eager to finish any assignment or class work given to them as a result of the achievement behavior of the principal.	2.92	0.92	Agreed
3.	Students' are consistent in their academic performance as a result of the principals' achievement oriented leadership.	3.21	0.91	Agreed
4.	They always want to finish their homework before deadline, because the principal exhibit achievement culture as a leader.	3.07	0.86	Agreed
5.	The principals' achievement oriented leadership behaviour has made students to be involved in the three domain of learning (Psycho-motor, cognitive and affective domains).	3.14	0.90	Agreed
<b>Grand Mean</b>		<b>3.10</b>	<b>0.88</b>	<b>Agreed</b>

The data in table 1 disclosed that both the students and teachers agreed that principals' achievement oriented leadership behaviour influenced students' eagerness to learn and encouraged competition for success (Mean=3.16, Std=0.84), the students and teachers are eager to finish any assignment or class work given to them (Mean=2.92, Std=0.92), students' are consistent in their academic performance (Mean=3.21, Std=0.91), they always want to finish their homework before deadline (Mean=3.07, Std=0.86), made students to be involved in the

three domain of learning (Psycho-motor, cognitive and affective domains) (Mean=3.14, Std=0.90). The grand mean (3.10) showed that principals' achievement-oriented leadership behaviour influence students' academic performance.

**Research Questions Two:** How does principals' people oriented leadership behaviour influence student's academic performance in public senior secondary schools in Rivers state?

Table 2: Mean responses on the principals' people-oriented leadership behaviours that influence students' academic performance in public senior secondary schools in Rivers State

S/N	Principals' people oriented leadership behaviour	Mean	Std	Remark
6.	Because of this leadership behaviour of the principal the students do their assignment without pressure from the teachers.	3.22	0.84	Agreed
7.	The students' have the progression need to complete a program of study, because the principal is a people oriented leader.	3.11	0.88	Agreed
8.	The students' perform excellently in their studies as a result of the principals' people oriented method of leadership.	2.95	0.88	Agreed
9.	Students' always meet their teachers for explanation on any concept they do not understand.	2.78	1.00	Agreed
10.	Students' show high performance rate in their skills as a result of the people oriented leadership behaviour of the principal.	3.08	0.89	Agreed
<b>Grand Mean</b>		<b>3.03</b>	<b>0.90</b>	<b>Agreed</b>

The data in table 2 presented that both the students and teachers agreed that principals' people oriented leadership behaviour the students do their assignment without pressure from the teachers (Mean=3.22, Std=0.84), the students' have the progression need to complete a program of study (Mean=3.11, Std=0.88), the students' perform excellently in their studies as a result of the principals' people oriented method of leadership (Mean=2.95, Std=0.88), students' always meet their teachers for explanation on any concept they do not understand (Mean=2.78, Std=1.00) and students' show high performance rate in their skills as a result of the people oriented leadership behaviour of the principal (Mean=3.08, Std=0.89). The grand mean (3.03) showed that principals' people-oriented leadership behaviour influence students' academic performance.

**Research Questions Three:** How does principals' task oriented leadership behaviour influence student's academic performance in public senior secondary schools in Rivers state?

Table 3: Mean responses on the principals' task-oriented leadership behaviours that influence students' academic performance in public senior secondary schools in Rivers State

S/N	Principals' task oriented leadership behaviour	Mean	Std	Remark
11.	The principals' task oriented leadership behaviour has enabled students to always complete in the class works given to them.	3.49	0.78	Agreed
12.	The students are always under pressure to learn and complete class work because of the task oriented leadership behaviour of the principal.	3.17	0.78	Agreed
13.	Students' always cover their scheme of work before examination because the principal ensure that task is done.	3.13	0.87	Agreed
14.	As a result of the task oriented leadership behaviour of the principal students' maintain consistency in their studies.	3.11	0.85	Agreed
15.	The students' are actively involved in group class discussions because the principal is a task oriented leader.	3.29	0.79	Agreed

<b>Grand Mean</b>	<b>3.24</b>	<b>0.81</b>	<b>Agreed</b>
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The data in table 3 revealed that both the students and teachers agreed that principals' task oriented leadership behaviour enabled students to always complete the class works given to them (Mean=3.49, Std=0.78), the students are always under pressure to learn and complete class work (Mean=3.17, Std=0.78), students' always cover their scheme of work before examination because the principal ensure that task is done (Mean=3.13, Std=0.87), students' maintain consistency in their studies (Mean=3.11, Std=0.85), the students' are actively involved in group class discussions (Mean=3.29, Std=0.79). The grand mean (3.24) showed that principals' task-oriented leadership behaviour influence students' academic performance.

**Research Questions Four:** How does principals' position-power oriented leadership behaviour influence students' academic performance in public senior secondary schools in Rivers state?

Table 4: Mean responses on the principals' position-power oriented leadership behaviours that influence students' academic performance in public senior secondary schools in Rivers State

S/N	Principals' position-power leadership behaviour	Mean	Std	Remark
16.	The students are free to meet their form teachers to ask questions on concepts they do not understand.	3.33	0.61	Agreed
17.	Students are eager to study because they see their principal and teachers as their own role models.	2.27	0.62	Disagreed
18.	The academic performance of the students is influenced because of the position power leadership behaviour.	2.20	0.64	Disagreed
19.	Students' perform above average in their studies, because of the position power leadership of the principal.	2.28	0.55	Disagreed
20.	The position power leadership of the principal makes students to do their assignments without pressure from the teachers.	2.41	0.74	Disagreed
<b>Grand Mean</b>		<b>2.50</b>	<b>0.63</b>	<b>Agreed</b>

The data in table 4 indicated that both the students and teachers agreed that principals' position-power oriented leadership behaviour enabled the students freely meet their form teachers to ask questions on concepts they do not understand (Mean=3.33, Std=0.61), students are not eager to study because they see their principal and teachers as their own role models (Mean=2.27, Std=0.62), the academic performance of the students are not influenced because of the position power leadership behaviour (Mean=2.20, Std=0.64), students do not perform above average in their studies, because of the position power leadership of the principal (Mean=2.28, Std=0.55), the position power leadership of the principal makes students to do their assignments without pressure from the teachers (Mean=2.41, Std=0.74). Above all, the grand mean (2.50) showed that principals' position-power oriented leadership behaviour influence students' academic performance.

### Testing of the Hypotheses

**Hypothesis One:** Principals' achievement oriented leadership behaviour is not significantly related to student's academic performance in public senior secondary schools in Rivers state.

Table 5: Summary of Regression Analysis on the relationship between Principals' achievement-oriented leadership behaviours and students' academic performance in public senior secondary schools in Rivers State

<b>Model Summary</b>								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.927 <sup>a</sup>	.859	.859	3.00526				
a. Predictors: (Constant), Achievement Oriented								
<b>ANOVA<sup>a</sup></b>								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	19765.087	1	19765.087	2188.437	.000 <sup>b</sup>		
	Residual	3233.313	358	9.032				
	Total	22998.400	359					
a. Dependent Variable: Academic Performance								
b. Predictors: (Constant), Achievement Oriented								
<b>Coefficients<sup>a</sup></b>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	7.172	.927		7.736	.000	5.348	8.995
	Achievement-oriented leadership behaviours and students' academic performance.	1.715	.037	.927	46.781	.000	1.643	1.787
a. Dependent Variable: Academic Performance								

Table 5 is the result of regression analysis model conducted to predict the relationship between principals' achievement oriented leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. From the Part A of the table the result showed that the relationship between principals' achievement oriented leadership behaviour and students' academic performance is 0.927 while the R<sup>2</sup> is 0.859 this implies that their students' academic performance is explained by principals' achievement oriented leadership behaviour by 85.9%. (0.859x100). The F-ratio in Part B showed that principals' achievement oriented leadership behaviours are significantly related to students' academic performance in public senior secondary schools in Rivers State (F1, 358=2188.437, Sig=0.000). Hence, the null hypothesis five was rejected and the alternate retained at 0.05 level of significance. The remaining 14.1% was not captured but explained by variable outside the model. The part C estimated the equation of the regression line as Y (Students' Academic Performance) = 7.172 + 1.715X (Principals' achievement oriented leadership behaviour), meaning that increase in students' academic performance is a reflection of principals' achievement oriented leadership behaviour.

**Hypothesis Two:** Principals' people-oriented leadership behaviour is not significantly related to student's academic performance in public senior secondary schools in Rivers state.

Table 6: Summary of Regression Analysis on the relationship between Principals’ people-oriented leadership behaviours and students’ academic performance in public senior secondary schools in Rivers State

<b>Model Summary</b>								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.895 <sup>a</sup>	.802	.801	3.56884				
a. Predictors: (Constant), People Oriented								
<b>ANOVA<sup>a</sup></b>								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	18438.694	1	18438.694	1447.693	.000 <sup>b</sup>		
	Residual	4559.706	358	12.737				
	Total	22998.400	359					
a. Dependent Variable: Academic Performance								
b. Predictors: (Constant), People Oriented								
<b>Coefficients<sup>a</sup></b>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	14.739	.943		15.628	.000	12.884	16.593
	People-oriented leadership behaviours and students’ academic performance.	1.432	.038	.895	38.049	.000	1.358	1.506
a. Dependent Variable: Academic Performance								

Table 6 is the result of regression analysis model conducted to predict the relationship between principals’ people-oriented leadership behaviour and students’ academic performance in public senior secondary schools in Rivers State. From the Part A of the table the result showed that the relationship between principals’ people-oriented leadership behaviour and students’ academic performance is 0.895 while the R<sup>2</sup> is 0.802 this implies that their students’ academic performance is explained by principals’ people-oriented leadership behaviour by 80.2%. (0.802x100). The F-ratio in Part B showed that principals’ people-oriented leadership behaviours are significantly related to students’ academic performance in public senior secondary schools in Rivers State (F1, 358=1447.693, Sig=0.000). Hence, the null hypothesis six was rejected and the alternate retained at 0.05 level of significance. The remaining 19.8% was not captured but explained by variable outside the model. The part C estimated the equation of the regression line as Y (Students’ Academic Performance) = 14.739 + 1.432 X (Principals’ people-oriented leadership behaviour), meaning that increase in students’ academic performance is a reflection of principals’ people oriented leadership behaviour.

**Hypothesis Three:** Principals’ task oriented leadership behaviour is not significantly related to student’s academic performance in public senior secondary schools in Rivers state.

Table 7: Summary of Regression Analysis on the relationship between Principals’ task-oriented leadership behaviours and students’ academic performance in public senior secondary schools in Rivers State



<b>Model Summary</b>							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.914 <sup>a</sup>	.835	.835	3.25139			
a. Predictors: (Constant), Task Oriented							
<b>ANOVA<sup>a</sup></b>							
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	19213.779	1	19213.779	1817.496	.000 <sup>b</sup>	
	Residual	3784.621	358	10.572			
	Total	22998.400	359				
a. Dependent Variable: Academic Performance							
b. Predictors: (Constant), Task Oriented							
<b>Coefficients<sup>a</sup></b>							
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta		Lower Bound	Upper Bound
1	(Constant)	6.963	1.022		6.816	4.954	8.972
	Task-oriented leadership behaviours and students' academic performance.	1.676	.039	.914	42.632	1.599	1.753
a. Dependent Variable: Academic Performance							

Table 7 is the result of regression analysis model conducted to predict the relationship between principals' task-oriented leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. From the Part A of the table the result showed that the relationship between principals' task-oriented leadership behaviour and students' academic performance is 0.914 while the  $R^2$  is 0.835 this implies that students' academic performance is explained by principals' task-oriented leadership behaviour by 83.5%. (0.835x100). The F-ratio in Part B showed that principals' task-oriented leadership behaviours are significantly related to students' academic performance in public senior secondary schools in Rivers State (F1, 358=1817.496, Sig=0.000). Hence, the null hypothesis seven was rejected and the alternate retained at 0.05 level of significance. The remaining 16.5% was not captured but explained by variable outside the model. The part C estimated the equation of the regression line as Y (Students' Academic Performance) = 6.963 + 1.676 X (Principals' task-oriented leadership behaviour), meaning that increase in students' academic performance is a reflection of principals' task-oriented leadership behaviour.

**Hypothesis Four:** Principals' position-power leadership behaviour is not significantly related to student's academic performance in public senior secondary schools in Rivers state.

Table 8: Summary of Regression Analysis on the relationship between Principals' position-power oriented leadership behaviours and students' academic performance in public senior secondary schools in Rivers State

<b>Model Summary</b>								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.642 <sup>a</sup>	.412	.410	6.14699				
a. Predictors: (Constant), Position Power Leadership								
<b>ANOVA<sup>a</sup></b>								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	9471.210	1	9471.210	250.658	.000 <sup>b</sup>		
	Residual	13527.190	358	37.785				
	Total	22998.400	359					
a. Dependent Variable: Academic Performance								
b. Predictors: (Constant), Position Power Leadership								
<b>Coefficients<sup>a</sup></b>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	8.112	2.659		3.050	.002	2.882	13.342
	Position-Power oriented leadership behaviours and students' academic performance.	1.711	.108	.642	15.832	.000	1.499	1.924
a. Dependent Variable: Academic Performance								

Table 8 is the result of the regression analysis model conducted to predict the relationship between principals' position-power leadership behaviour and students' academic performance in public senior secondary schools in Rivers State. From the Part A of the table the result showed that the relationship between principals' position-power leadership behaviour and students' academic performance is 0.642 while the R<sup>2</sup> is 0.412 this implies that students' academic performance is explained by principals' position-power leadership behaviour by 41.2%. (0.412x100). The F-ratio in Part B showed that principals' position-power leadership behaviours are significantly related to students' academic performance in public senior secondary schools in Rivers State (F1, 358=250.658, Sig=0.000). Hence, the null hypothesis eight was rejected and the alternate retained at 0.05 level of significance. The remaining 58.8% was not captured but explained by variable outside the model. The part C estimated the equation of the regression line as Y (Students' Academic Performance) = 6.963 + 1.676 X (Principals' position-power leadership behaviour), meaning that increase in students' academic performance is a reflection of principals' position-power leadership behaviour.

## DISCUSSION OF RESULTS

### Principals' achievement oriented leadership behaviours and students' academic performance

The information from the findings of this study showed that principals' achievement oriented leadership behaviour influenced students' eagerness to learn and encouraged competition for success, the students and teachers are eager to finish any assignment or class work given to them, students' are consistent in their academic performance, they always want to finish their homework before deadline, made students to be involved in the three domain of learning (Psycho-motor, cognitive and affective domains). The data showed that the relationship between

principals' achievement oriented leadership behaviour and students' academic performance is positive, this implies that their students' academic performance is explained by principals' achievement oriented leadership behaviour. Principals' achievement-oriented leadership behaviour increases students' academic performance. Thus, hypothesis 1 was rejected.

Thus principals play a wide variety of roles in a school, not the least of which is the creation of academically supportive environments for both students and teachers. Leithwood and Reil (2008) found that while teachers have the most influence on students' performance, principals are essential for setting the tone of the learning community and modeling good teaching practice. The role of the principal is crucial to promoting and supporting teachers' achievements, creating a positive work environment for teachers, and improving staff morale, which also creates the right learning environment for students. Principal accountability, such as principals' ability to take responsibility for student achievement, is often an indicator of the quality of a particular school's educational practices in general (Vanderhaar et al., 2006; Quinn, 2002).

### **Principals' people oriented leadership behaviours and students' academic performance**

The showed that with principals' people-oriented leadership behaviour, the students do their assignment without pressure from the teachers, the students' have the progression need to complete a program of study, the students' perform excellently in their studies as a result of the principals' people oriented method of leadership, students' always meet their teachers for explanation on any concept they do not understand and students' show high performance rate in their skills as a result of the people oriented leadership behaviour of the principal. The data further showed that the relationship between principals' people-oriented leadership behaviour and students' academic performance positive, which his suggests that students' academic performance is explained by principals' people-oriented leadership behaviour. Thus, principals' people-oriented leadership behaviour increases students' academic performance. Therefore hypothesis 2 was rejected.

In line with Machuki et al. (2012) and Ololube (2017) studies, using people oriented leadership is of mutual benefit, it allows teachers to become part of the team and it allows the leader to make better decisions. A good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he bears the crucial responsibility of leadership. He values group discussion and input from his team and draws from a pool of his team members' strong points in order to obtain the best performance from his team. people-oriented leadership motivates their team by empowering them to direct themselves and guides them with a loose reign in students' academic performances.

### **Principals' task oriented leadership behaviours and students' academic performance**

The information showed that principals' task oriented leadership behaviour enabled students to always complete the class works given to them, the students are always under pressure to learn and complete class work, students' always cover their scheme of work before examination because the principal ensure that task is done, students' maintain consistency in their studies, the students' are actively involved in group class discussions. The data further revealed that the relationship between principals' task-oriented leadership behaviour and students' academic performance is positive, which indicates that students' academic performance is explained by

principals' task-oriented leadership behaviour. Consequently, principals' task-oriented leadership behaviour increases students' academic performance. Thus, hypothesis 3 was rejected.

Principals task-Oriented leadership places emphasis on getting a very specific job done. Task driven leadership requires principals to have a clear definition of productivity and roles required (Peterson et al., 2013). Performance goals and deadlines are what motivate task driven principals to succeed. In line with this study's findings, principals task-oriented leadership is a behavioural approach, in which the principals focuses on the tasks that need to be performed in order to meet certain goals, or to achieve a certain performance standard. One of the distinctive characteristics of principals here is that they are less concerned with the teachers, who are actually the critical agents to achieve the desired goals. On the contrary, they are more concerned with following a planned path in order to achieve specific targets (Forsyth, 2010).

### **Principals' position-power oriented leadership behaviours and students' academic performance**

The figures in this study exposed to view that principals' position-power oriented leadership behaviour enabled the students freely meet their form teachers to ask questions on concepts they do not understand, students are not eager to study because they see their principal and teachers as their own role models, the academic performance of the students are not influenced because of the position power leadership behaviour, students do not perform above average in their studies, because of the position power leadership of the principal, the position power leadership of the principal makes students to do their assignments without pressure from the teachers. The data further showed that the relationship between principals' position-power leadership behaviour and students' academic performance is positive, which implies that students' academic performance is explained by principals' position-power leadership behaviour. Thus, principals' position-power leadership behaviour increases in students' academic performance. Consequently, hypothesis 4 was rejected.

Relatively, this study agreed with Maqsood and Bilal (2013) where they stated that position power leadership could be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. However, Maqsood and Bilal (2013) argued that group members may actually prefer position-power behaviour for goals to be achieved.

### **CONCLUSION AND RECOMMENDATIONS**

The study examined the relationship between the secondary schools principals' leadership behaviours and students' academic performance. The study revealed that some of the leadership behaviours of the school principals' are achievement and task oriented, people oriented and position power behaviour. These behaviours are found effective in administering day-to-day school transactions as well as enhancing students' academic performance in public senior secondary schools. The study also found that some of the secondary schools principals' leadership behaviour outcomes of students include active involvement in group reading and class discussions, making students' to embark on group reading, enabling students' to participate fully in school debate, finish their scheme of work on time, and helping students participate in and out

of school academic activities. The major conclusion of the study is that good leadership behaviours are indispensable in the achievement of students' academic performance.

Based on the findings, the study recommends the following:

- The principals and the school authorities should set targets for the students; it will enable the students to be serious and focused in achieving set goals;
- The endpoint of the principals' leadership behaviour or style should be people-development oriented. Hence, the principal should focus more on addressing the personality issues of the students;
- To enhance and sustain students' academic performance; principals and the school authorities should ensure teachers are given tasks to carry out from time to time; and
- Principals and the school authorities should assist in creating democratic and friendly atmospheres for the students to meet freely with their teachers to ask questions where necessary.

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