

PRINCIPAL'S LEADERSHIP STYLES AND TEACHERS' JOB PERFORMANCE AS CORRELATES OF ACADEMIC ACHIEVEMENT OF STUDENTS IN SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The study investigated the relationship between principals' leadership styles, teachers' job performance and students' academic achievement in secondary schools in Enugu State. Four research questions and four hypotheses guided the study. Correlation survey design was adopted for the study. The population of the study comprised 18,033 students drawn from two education zones (Enugu and Agbani zones). The sample of the study was 360 students drawn from the two education zones representing 20% of the population, using stratified random sampling technique. Instruments for data collection were the researchers' developed questionnaires titled: "Principals' Leadership Styles Questionnaire (PLSQ); Teachers' Job Performance Questionnaire (TJPQ); and Students' Academic Achievement Questionnaire (SAAQ). The instruments were validated appropriately, trial tested using Cronbach Alpha Statistics. In analyzing the data, linear regression was used to answer the research questions, while t-test associated with linear regression was used to test the hypotheses at 0.05 significant levels. The findings of the study revealed that there was a positive relationship between the principals' leadership styles and students' academic achievement. Based on the findings, recommendations were made among others that principals should use the appropriate leadership styles that suit him/her subordinate to achieve the school goals.

Keywords: Principals' Leadership Styles, Students' Academic Achievement

Introduction

Persistent decline in the students' external examinations and poor academic achievement in secondary schools are still on increase in Enugu State. This calls for serious concern to both parents, teachers and stakeholders, which could be as a result of prepared solution and assistance from principals and teachers to make their students pass examination that results to having result/ certificate they are not worthy of. Principals' leadership style and teachers job performance contribute to a larger extent to students success. Assessment is the consideration, estimate or judgment of the principals' leadership styles as it reflects in the students' academic achievement. Factors like class size, lesson plan preparation, lesson delivery, classroom management, interpersonal relation with students and social dynamics in the school together to contribute to students' achievement (Donado, Zerpa & Ruiz, 2018).

Secondary school, especially, senior secondary school stretched to post-basic education programs. It prepares the students for higher education and other career choices (FRN, 2018). As such, secondary school is responsible for enhancing growth, development, good behavior and academic progress of the students during their most sensitive and critical stages in life. Student refers to individuals engaged in learning especially in secondary schools or colleges. Igi (2020) defined students as group of persons registered in various educational institutions for the acquisition of specific skills and knowledge under the management of principals and teachers. Students are very important in this study since one cannot discuss the principal's leadership styles and teachers' job performance as correlates of students' academic achievements without the students to ascertain whether there is a relationship or not.

Achievement is a concept that is used to connote performance in school subject as symbolized by a score or mark on a test or examination. It could be an overall outcome of educational endeavors. Achievement according to Simpson and Weiner (2019) refers to achievement as the measurable behavior in standardized series of test. The quintessential achievement oriented domain in education, particularly students, includes high performance on class tests, passing exams, completing schooling and other extracurricular activities. Achievement is measured for a student in school after effective teaching and learning process (Fareo, 2019). It is the capability to operate efficiently, react quickly to a given task. As such, it is to accomplish, acquire or gain by effort or to do something successfully with a skill especially in an academic environment.

Academic achievement is an outcome of teaching and learning encountered by the students which they attained through cognitive, affective and psychomotor domain in the core subjects at the school level. Mehta (2020) opined that academic achievement is goals attained on activities performed in school. Academic achievement of a student in school after effective teaching and learning process (Fareo, 2019) Academic achievement aids the tone of the school and shows the integrity of the principal. Though, the quality of education and students' academic achievement depends solely on the principals and teachers as reflected in the JAMB examination, as such principals and teachers are blamed for non-performance of their duties and failure to exhibit appropriate leadership behavior (Struthers, Menec, Schonwetter & Perry, 2016). In this study, academic achievement is the overall measure of students' learning or acquisition of certain skills at the end of teaching and learning activities.

The principal is the executive head of the secondary schools in Enugu State, they develop and implement the educational programs of the school, keep school records and create a conducive teaching and learning atmosphere in the school, as a school administrator, the principals are always faced with the challenges of coordinating and directing the academic, social, religious, psychological affairs of the students, teaching and non-teaching staff (Ogbonnaya, Oboegbulem, Onwurah & Enyi, 2013). Onyeike and Nwosu (2018), defined the principal as uncompromising leader of secondary school as well as administrator in whose hands lie the future of these schools. Aghenta (2016) viewed principals as those professional educationists charged with the responsibility of educational development through the application of administrative and management skills which ensures goal attainment within the given school environment. Principal is the overall task force of any secondary school. Principals' leadership style portrays the achievement of the school in terms of the students' academic performance.

Leadership has been identified by researchers as a crucial factor in any school effectiveness; indeed it is the major factor in the success and progress of the school and the nation at large (Okeke & Edikpa, 2013). Leadership is service oriented meaning that leadership and management are inseparable. The leader directs the affairs and controls the activities within the school. The success of any learning depends solely on the disposition, style and the commitment of the leader. Leadership style involves affective qualities, action orientation, and mentoring, empowering and teaching excellence. Leadership style is a process involving two or more people, in which one influences the other's behavior towards the accomplishment of some goals (Unachukwu, 2014). Onuma (2013) noted that leadership style is a process of social influence where leaders induce followers to apply their energies and resources towards collective goals. Leadership styles are behavioral approaches leaders adopt to influence their subordinates in the pursuit of school goals. Oboegbulem and Onwurah (2011) described leadership styles as the underlining structure of an individual that determines his behaviour in various leadership situations. Leadership styles considered in this study is transactional and charismatic, while teacher/students' inter-personal relationship will also be considered, despite

other styles like democratic, transformational, autocratic and laissez-faire. The features of these leadership styles could depict an open or close form of leadership. It is possible to determine the extent to which a principal exhibit a more open or close leadership style and relate to the students' academic achievements in secondary schools.

Transactional or managerial leader is one who appreciates direction and organization. These leaders are result-oriented, they are likely to command military operations, manage large establishments, or lead projects. Their watch word is complete adherence to precise rules and regulations and achievement is based on performance reviews. Rugieri (2019) opined that a transactional leader is more commanding, has high confidence and is usually more fixated on the job. Transactional leaders have a great respect for routine, deadline and punctuality. People who work in systematized and focused organization and those who enjoy being creative and innovative thrive under transactional Leadership. Transactional leadership depends on how they perform and provide rewards or punishment to team members based on performance results. According to Bush and Oduro (2016) transactional leadership style has been associated with the following types of behavior: passive management by exception, active management by exception and contingent reward. Contingent reward: to influence behavior, the leader uses rewards or incentives to achieve rewards. Active management by exception: to influence behavior, the leader actively monitors the work performed and uses corrective methods to ensure that work is completed to meet acceptable standards while passive management by exception: to influence behavior, the leader uses correction or punishment as a response to unacceptable or deviation from the acceptable standards. Transactional leader and team members set predetermined goals together and employees agree to follow the direction and leadership of the principal to accomplish those goals.

The principal possesses power to review results and train or correct employees when team members fail to meet the set goals. Employees receive rewards or penalties such as bonuses, advancement, or recognition, gift etc. will be given to the person, when they accomplish goals. But if the employees fail to meet expectation, they are disciplined or penalized for poor performance. As such, they do not offer much in terms of inspiration, to motivate people to go beyond the basics (Raza, 2011). Undoubtedly, transactional leadership can take a toll on students' performance. Lots of chief executive officers of large companies, many military members and football coaches are often regarded as transactional leaders (Spahr, 2015). Apart from transactional leadership style yet another is called charismatic leadership style.

Charismatic leaders exhibit extraordinary behaviors and display substantial expertise. Charismatic leaders according to Conger and Kanungo (2017) opined that charisma is a trait that someone perceives in another, but difficulty in describing that perception without directly referencing particular behaviours, traits or individual characteristics in common. Charismatic leaders use their position of authority to manage school resources and also manage follower's impression by constantly demonstrating charismatic courage and conviction (Fioi, 2019).

Some crisis situations or other substantial realities create an atmosphere that is conducive for the emergence of charismatic leadership. Followers react to these extraordinary behaviors as part of the greater situational contextual circumstances and attribute charisma to the leader. A leader with charismatic leadership quality is expected to be more active and cautious in handling and managing the school. Therefore, students' academic achievement is emphatic for the improvement and advancement of education in Enugu State.

Teachers' job performance is measured in terms of all the activities teachers do in the school. Teachers' job performance is the most crucial input in the field of education. Edikpa (2023) opined that, teachers' job performances are those duties performed by teachers at a particular

period in the school system in order to achieve school goals. Teachers' job performance include, mastering of the subject matter, lesson note preparation, method of teaching, classroom management, maintaining discipline in class, scoring students assessment, ensuring students participation in class, effective use of instructional materials in teaching, conducting continuous assessment, giving students note to copy, teachers' attendance to work, students' assessment, teachers' participation in sport activities and teachers' regular attendance to school etc. Nudeem (2011) asserted that, in all education system the performance of teachers is one of the factors determining school effectiveness and learning outcomes.

The poor performance and low enrolment are some of the inferences regarding the job performance of teachers. Some scholars have different views on what influence teachers' job performance. Similarly, Riaz (2010) asserted that, factors that influence teachers' job performance include motivation of teachers, self-development, teaching method, subject mastery and students attitude, among others. Tehseen and Hadi (2015) noted that, poor performance of teachers lead to poor quality of students that come out of the school. Another teachers' job performance is interpersonal relation that may influence students' academic achievement. Interpersonal relations developed between the teachers and students in the school are very crucial. Teachers' interpersonal relations are developed in a positive and friendly climate (Koula, 2015). It renders the school a cultural entity and a place of social learning, which the principal, teachers and students are under a set of rules, values and interacting with each other. The relationship that teachers' develop with their students' has an important role in students' academic growth. Despite series of study on this area, it is evident that students do not perform well in their external examinations. According to the Chief Examiner's report 39.82% passed in 2020 and 48.61 passed in 2021 respectively (WAEC Result, and statistics unit, Enugu, 2022). This is not encouraging. Despite the principals' display of leadership styles, the performance of teachers and the cordial relationship with students' yet their academic achievements is nothing to write home about. Against this background that this study was set to examine the assessment of principals' leadership style and teachers' job performance as correlates of students' academic achievements in secondary schools in Enugu State.

Statement of the Problem

Over the time, students' academic achievements in both internal and external examinations in the secondary schools were used to assess the efficacy of principals' leadership style and teachers' job performance. Schools in the Enugu State were saddled with problems, such as cheating in examination, lateness of students to school, poor performance of students in both external and internal examinations. There are incidents of falling standard in the quality of teaching and learning in the secondary schools owing to many factors especially the declining teacher's effective job performance caused by principal's poor instructional leadership styles. Principals spend most of their time in office matters and would not go round the classes to supervise teaching and learning. There is the observation that students that graduated from secondary schools cannot write good correct English language or speak fluently. The decline on the effective leadership styles of secondary schools principals' in the state can be seen in their inability to achieve the set goals and objectives of education, student's poor performance in both internal and external examinations. Teacher's job performance is deteriorating, particularly in secondary schools in Enugu State. The unwholesome attitudes and non-professional behavior of teachers exhibited through absenteeism, lateness to school, malingering, trading and the general low level of commitment to duty appears to be indices of lack of principals' leadership styles.

Purpose of the study

The aim of this study is to investigate the assessment of principal's leadership styles and teachers' job performance as correlates of students' academic achievement in secondary schools in Enugu State. Specifically, this study sought to:

1. ascertain the relationship between principals' transactional leadership styles and students' academic achievement in secondary schools in Enugu States;
2. find out the relationship between principals' charismatic leadership styles and students' academic achievements in secondary schools in Enugu State;
3. find out the relationship between teachers' interpersonal relation and students' academic achievement in secondary schools in Enugu State; and
4. determine the joint relationship between principals' leadership style, teachers' job performance variable and students' academic achievement in secondary schools in Enugu State.

Research Questions

The following four research questions guided the study.

1. What is the relationship between principals' transactional leadership styles and students' academic achievement in secondary schools in Enugu State?
2. What is the relationship between principals' charismatic leadership styles and students' academic achievements in secondary schools in Enugu State?
3. What is the relationship between teachers' interpersonal relation and students' academic achievement in secondary schools in Enugu State?
4. What is the joint relationship between principals' leadership style, teachers' job performance variable and students' academic achievement in secondary schools in Enugu State?

Hypotheses

The following four null hypotheses were formulated to guide the study and were tested at a 0.05 level of significance.

Ho1. There is no significant relationship between principals' transactional leadership styles and students' academic achievement in secondary schools in Enugu State.

Ho2. There is no significant relationship between principals' charismatic leadership styles and students' academic achievements in secondary schools in Enugu State.

Ho3. There is no significant relationship between teachers' interpersonal relation and students' academic achievement in secondary schools in Enugu State.

Ho4. There is no significant joint relationship between principals' leadership style, teachers' job performance variable and students' academic achievement in secondary schools in Enugu State?

Methodology

The study adopted correlational survey design to determine the relationship between assessment of principals leadership styles and teachers job performance as correlates of students' academic achievements in secondary schools in Enugu State. Correlation design is a type of study that seeks to establish what relationship exists between two or more variables and usually indicate the direction and magnitude of the relationship between variables (Nworgu, 2015). Population of the study comprised of 18,033 students from (two education zones in Enugu State i.e Agbani and Enugu zones). Agbani has 8,086 SS1 and SS2, while Enugu has 9,947 for SS1 and SS2. The sample was 360 students' drawn from two education zones representing 20% of the population using multistage sampling procedure. The instruments for data collection were structured questionnaire titled Principals' Leadership Styles Questionnaire

(PLSQ); Teachers’ Job Performance Questionnaire (TJPQ); Students’ Academic Achievement Questionnaire (SAAQ). It consisted of 25 items.

The instrument was validated by three experts from Educational Foundations and Science Education Departments, Faculty of Education, University of Nigeria, Nsukka. The expert’s opinion on the validated questionnaire was used to improve the present form of the instrument. The instrument was trial tested in Udi education zone, since they have same characteristic. 20 students from five schools were used and the reliability was computed using Cronbach Alpha formula and the reliability coefficient of 0.78, 0.81 and 0.82 were obtained for the three instruments respectively. These were enough to consider the instrument reliable for the study. The four-point rating scales of Strongly Agree (4) Agree (3) Disagree (2) Strongly Disagree (1) were used to answer the research questions. The researcher distributed and retrieved the questionnaire with the help of four research assistants to the students during their break time. The data collected were analyzed using linear regression to determine the extent to which the variables are related. While hypotheses 1-3 were tested using t-test associated with linear regression analysis to correlate the value of the variables. While hypothesis 4 was tested using multiple regression analysis.

Results

Research Question One: what is the relationship between principals’ transactional leadership styles and students’ academic achievement in secondary schools in Enugu State?

Table 1: Linear Regression Analysis on Assessment of Principals’ Transactional Leadership Styles and Students Academic Achievement in Secondary Schools in Enugu State

Model	R	R Square	Adjusted R Square	Decision
1	0.82	0.67	0.65	Very high relationship

Table 1: revealed that the linear regression coefficient (*R*) is given as 0.82 while the adjusted regression square *R*² is given as 0.65 respectively. This indicates that there is a very high positive relationship between principals’ transactional leadership styles and students’ academic achievement in secondary schools in Enugu State. It implied that principals’ transactional leadership styles increase students’ academic achievement in secondary schools in Enugu State.

Hypothesis One: There is no significant relationship between principals’ transactional leadership styles and students’ academic achievement in secondary schools in Enugu State?

Table 2: t-test Associated with Linear Regression Analysis of Principals’ Transactional Leadership Styles and Students’ Academic Achievements in Secondary Schools in Enugu State

Model	Unstandardized Coefficients B	Standardized Coefficients Std Error	t	Sig	Alpha Level	Decision
1 (Constant)	11.06	0.42	10.14	0.00	0.05	Significant
Translational Leadership Style	0.83	0.02	0.87	19.96	0.10	

Table 2 shows that the t-test value associated with linear regression is 19.96. The hypothesis is significant, because the significant value of 0.01 is less than the alpha level of 0.05. Therefore,

there is a significant relationship between principals’ transactional leadership styles and students’ academic achievements in secondary schools in Enugu State.

Research Question Two. What is the relationship between principals’ charismatic leadership styles and students’ academic achievements in secondary schools in Enugu State?

Table 3: Linear Regression Analysis on the Relationship between Principals’ Charismatic Leadership Styles and Students’ Academic Achievement in Secondary Schools in Enugu State

Model	R	R Square	Adjusted R Square	Decision
1	0.74	0.56	0.55	Very high relationship

Table 3 indicates that the regression coefficient (R) is given as 0.74 while the adjusted regression square R² is given as 0.56 respectively. This shows that there is a high and positive relationship between principals’ charismatic leadership styles and students’ academic achievement in secondary schools in Enugu State. This implied that, principals’ charismatic leadership style enhances students’ academic achievement in secondary schools in Enugu State.

Hypothesis Two: There is no significant relationship between principals’ charismatic leadership styles and students’ academic achievements in secondary schools in Enugu State?

Table 4: t-test Associated with Linear Regression Analysis on Principals’ Charismatic Leadership Styles on Students’ Academic Achievement in Secondary Schools in Enugu State

Model	Unstandardized Coefficients B	Standardized Coefficients Std Error Beta	t	Sig	Alpha Level	Decision
1 (Constant)	4.22	0.64	2.86	0.00	0.05	Significant
Translational Leadership Style	0.72	0.02	29.03	0.00		

Table 4 above revealed that the t-test value associated with linear regression is 29.03. The hypothesis is significant because the significant value is 0.00 which is less than the alpha level of 0.05. Therefore, there is a significant relationship between the principals’ charismatic leadership styles and students’ academic achievement in secondary schools in Enugu State.

Research Question Three: What is the relationship between teachers’ interpersonal relation and students’ academic achievement in secondary schools in Enugu State?

Table 5: Linear Regression Analysis on Teachers’ Interpersonal Relation and Students Academic Achievement in Secondary Schools in Enugu State

Model	R	R Square	Adjusted R Square(R ²)	Decision
1	0.77a	0.60	0.61	High positive relations

Table 5 revealed that the regression coefficient (R) is given as 0.77 while the adjusted regression square R² is given as 0.61 respectively. This shows that there is a very high positive relationship between teachers’ interpersonal relation and students’ academic achievement in secondary schools in Enugu State. This implied that teachers’ interpersonal relation enhances students’ academic achievement in secondary schools in Enugu State.

Hypothesis Three: There is no significant relationship between teachers’ interpersonal relation and students’ academic achievement in secondary schools in Enugu State.

Table 6: t-test Associated with Linear Regression Analysis on Teachers’ Interpersonal Relation on Students’ Academic Achievement in Secondary Schools in Enugu State

Model	Unstandardized Coefficients B	Standardized Coefficients Std. Error Beta	t	Sig	Alpha Level	Decision
I(Constant)	8.54	0.80	9.32	0.00	0.05	significant
TIR	0.76	0.02	0.76	23.09	0.00	

Table 6: showed that the t-test value associated with linear regression is 23.09. The hypothesis is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, there is a significant relationship between teachers’ interpersonal relation and students’ academic achievement in secondary schools in Enugu State.

Research Question Four: What is the joint relationship between principals’ leadership style, teachers’ job performance variable and students’ academic achievement in secondary schools in Enugu State?

Table 7: Regression Analysis of the Joint Relationship between Principals’ Leadership Styles, Teachers’ Job Performance variable and Students’ Academic Achievement in Secondary Schools in Enugu State

Model	R	R Square	Adjusted R Square	Decision
1	0.61 ^a	0.37	0.36	high and positive relationship

Table 7 revealed that the regression coefficient (R) is given as 0.61 while the adjusted regression square R2 is given as 0.36 respectively. This shows that there is a very high positive relationship between principals leadership styles, teachers’ interpersonal relation and students’ academic achievement in secondary schools in Enugu State. This implied that principals’ leadership styles, teachers’ interpersonal relation enhances students’ academic achievement in secondary schools in Enugu State.

Hypothesis 4: There is no significant joint relationship between principals’ leadership style, teachers’ job performance variable and students’ academic achievement in secondary schools in Enugu State.

Table 8: ANOVA associated with multiple regression on the joint relationship between principals’ Leadership Styles, Teachers’ Job Performance and Students’ Academic Achievements in Secondary Schools

Model		Sum of Squares	df	ANOVA ^a Mean Square	F	Sig.	Alpha level	Decision
1	Regression	20275.578	3	10137.789	847.641	.000 ^b	0.05	Significant
	Residual	2928.919	357	11.96				
	Total	23204.497	360					

a. **Dependent Variable:** Students’ Academic Achievement

b. **Predictors: (Constant),** Leadership Styles, Teachers’ Job Performance

Table 8: indicated that the joint relationship between principals' leadership styles, teachers' job performance variable and student's academic achievement in secondary school is 4.90 which is also statistically significant ($p < .000$), this is less than 0.05. based on this result, the null hypothesis which stated that there is no significant joint relationship between principals' leadership style, teachers' job performance variable and students' academic achievement in secondary schools in Enugu State was rejected. From the coefficient table, it was revealed that the unstandardized coefficients B for teachers' interpersonal relation was positive meaning that for every increase in the teachers' job performance, there is an increase in students' academic achievement. On the other hand, it shows that jointly, principals' leadership styles, teachers' job performance enhances students' academic achievement in secondary schools in Enugu State.

Discussion

The findings of the research questions revealed that, there is a very high and positive relationship between principals' leadership styles, teachers' job performance and students' academic achievement in secondary schools in Enugu State. With respect to research question one and hypothesis, principals' transactional leadership style, gives clear discussion of teachers responsibility for achieving school goals, clear rewards for work successfully accomplished, specifies the need for achieving results, declare punishment for failures, revealed that there exists a positive high correlation between principals' transactional leadership style and student academic achievement. This indicates that principals' transactional leadership style accounted for the variation in students' academic achievement. Thus, Adam (2018) opined that there is high respect for transactional leadership style for teachers and this influenced students' performance to a great extent. However, this is also in line with Rugieri (2019) studies who opined that a transactional leader is more commanding, has high confidence and is usually more fixated on the job. Ogba and Igu (2014) observed that the school depends on the effectiveness of the principals'. The null hypothesis was rejected because the level of significant is >0.05

Research question two revealed that there is a high and positive relationship between principals' charismatic leadership style and students' academic achievement in secondary schools in Enugu State. With respect to research question two, Charismatic leader often brings up ideas about the future smooth running of the school, uses non-traditional means to achieve the school goals, advocates following well established rule of action to achieve school goals, shows sensitivity for the needs for staff in the school, influences others by developing mutual respect, pursues engaging in activities that involve considerable self-sacrifice and seizes new opportunities in order to achieve goals. This indicates that principals' charismatic leadership style enhances students' academic achievement. This is also in line with the findings of Conger and Kanungo (2017) charismatic leaders are holder of an idealized vision. While Fiol (2019) was of the opinion that charismatic leaders act differently than the non-charismatic leaders, they use their authority to manage school facilities, staff and students. The null hypothesis was rejected because principals' charismatic leadership style had significant relationship with students' academic achievement.

Research question three revealed that there is a very high and positive relationship between teachers' interpersonal relation and students' academic achievement in secondary schools in Enugu State. Teachers interpersonal relation with the students makes the students feel at home and friendly with their teachers. Teachers interpersonal relations make the teacher provide assistance for all students, shares personal experiences with the students, conduct them

professionally, relate friendly with the students and be patient with students when directing them to learn appropriate behavior. This indicates that teachers interpersonal relation with the students makes them feel secured and friendly; they feel free to ask questions in the class. Edikpa (2023) opined that, teachers' job performances are those duties performed by teachers at a particular period in the school system in order to achieve school goals. This is in line with the findings of koula (2015) that teachers' interpersonal relation is developed in a positive and friendly climate. The null hypothesis was rejected because teachers' interpersonal relation had significant relationship with the students' academic achievement.

Research question four indicates a direct positive relationship between principals' leadership styles, teachers' job performance variable and students' academic achievement and their relationship is very high. This is possible because principals' leadership styles, teachers' job performance variable and students' academic achievement scores were correlated and the correlation coefficient obtained was very high. Similarly, hypothesis 4 indicates a significant joint relationship between principals' leadership styles, teachers' job performance variable and students' academic achievement. The above finding is in line with Osagie and Akinlosotu (2017) shows that teachers' job performance in the two terms predicted students' academic achievement jointly.

Conclusion

The result of the discussion above shows principals' leadership styles as well as teachers' job performance and efforts to improve students' academic achievement. Thus, principals and teachers must use their talents to help the students achieve academic excellence. When the students perform well, the tone of the school and the principals' integrity will raise.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Principals should use the appropriate leadership styles that suit him /her subordinate to achieve the school goals.
2. Teachers should increase teachers' interpersonal relation with the students in moral and suitable manner.
3. Principals should possess all the leadership styles to enable them use any of them at any point in time.

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