Senior Secondary School Students' Academic Performance in Katsina Zonal Education Quality Assurance of Katsina State, Nigeria

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ABSTRACT

This study explored how Katsina State Zonal Education Quality Assurance principals' leadership styles effect student achievement. The study revealed that principals must involve all stakeholders in school decisions. Simple random sampling was used in this investigation. The study included 19 principals and 114 instructors. Data was collected using the principals leadership style questionnaire (PLSQ) and students' previous test questions. Mean, standard deviation, and related sample t-test were employed to answer research questions and test hypotheses at 0.05 significance. The study found that democratic leadership affects SSCE performance more than other approaches. At the end, it is suggested for the state education ministries to establish workshops to train principals on successful leadership styles. Similarly, principals should use democratic leadership approaches that involve the entire school community in decision-making. Furthermore, school principals should adopt transformational leadership, involving individual involvement in decision-making. Finally, there is need to address academic deficits through regular meetings between principals, teachers, and students.
Keywords: School, Students, Academic Performance, Education, Quality Assurance and Nigeria

INTRODUCTION

Education is a fundamental component of society evolution. This strategy demands thorough preparation at every level of its execution, particularly in terms of human capital development. According to Spiel et al.[1], the primary mechanism of formal education determines the speed of economic and social growth. Education enables access to man's creative nature not just in terms of social and economic advancement, but also in terms of conveying values, ideas, attitudes, and ambitions required for natural development. Leadership includes both authority and responsibility in terms of selecting how to proceed and being held responsible for whether or not agreed-upon goals are met[2]. Managers' success or failure could be defined by their leadership abilities. Leadership is a more crucial attribute of management now than it has ever been in a perpetually changing social, economic, and technical situation. Whereas managers are responsible for bringing resources together, formulating strategies, coordinating, and directing activities in order to attain agreed-upon goals, leadership is accountable for influencing these goals. Leadership increases managerial effectiveness and competency, as well as long-term performance and resource management[3]. Businesses and their surroundings have transformed fast in recent years, demanding a new style of leadership that is both less and more democratic in order to secure the organization's survival[4]. In Nigerian education, academic performance is a primary cause of concern. Parents, teachers, students, policymakers, and the general public all want their children to succeed in school. Everyone expects a high level of performance at all times, even if they lack the required structure and resources, and the school's management is primarily to blame for low academic attainment. Excellent leadership style, contributes to great educational accomplishment. The easiest way to measure leadership effectiveness is to look at organisational results[5]. Normore[6] also adds that educational systems all across the globe are focussing on student achievement, curriculum, and accountability frameworks. The most fundamental purpose of school administration is often seen as promoting student achievement. The No Child Left Behind by 2020 Act, voted into law in the United States of America (USA) in January 2002, is one of the most prominent and evident actions any government has made towards accomplishing

this aim[7]. Some scholars think that the most crucial factor in enhancing school performance and student success is school leadership[8, 9]. Successful leaders create school climates and cultures that engage students and teachers, improving teaching and learning and student performance. In addition, most education systems need school administrators to support student learning and hold them accountable by creating common visions to inspire and energise teachers and students[10]. According to Reidy[11], governments around the world have shown that the following principal behaviours have a major impact on student achievement: establishing a clear focus on student learning by having a vision, clear learning goals, and high expectations for all students; and establishing communication and cordial relationships with relevant stakeholders. Additionally, some studies in underdeveloped nations like Nigeria show that some school leaders' leadership styles can improve teaching and learning environments and processes, improving student performance and grades[12]. Therefore, school administrator leadership is one of the most important factors in improving school performance and student achievement. Internal procedures to improve a school's performance in any nation affect its quality. Processes include leadership. The school principle is the main figure who communicates the school's goal and vision to staff and community. The principal manages curriculum and instruction and facilitates best-practice teacher professional development. To give each student individualised attention and detect curricular and instruction gaps, the school administrator tracks student growth[13]. The school principal must also provide a good learning atmosphere. However, the organization's leadership and governance are questioned. Saqipi, Asunta and Korpinen[14] state that the education profession has been in transition for years as it seeks its place in a post-behavioral science society. In this period of professionalism and striving to achieve Vision 2030 and education for all, secondary school administration and management by principals has been questioned, particularly the legitimacy of the knowledge base supporting school administration and the appropriateness of programmes for preparing students for national exams. The field of education leadership is growing. School principals and future administrators must learn about leadership, acknowledge their talents and weaknesses, and study best practices to provide effective leadership. Long-term academic success requires students to work hard to develop and adopt good habits. The principal emphasises his or her transformative and instructional leadership nowadays. Because the principal's impact on student learning determines their efficacy. Most study data indicate that the principle is the most important person in leading improved teaching and curriculum to promote academic excellence[15]. Successful administrators' leadership styles are the most important component in productive schools and students' academic success. Good leadership has been a hallmark of great schools, adding to the above topic. It is widely agreed that quality education must be offered in sufficient quantities and that future leaders must be developed[16]. WAEC, NECO, and NABTEB tests determine a student's academic success in Nigeria across several years. Students who earn five credits (1-6) in acceptable categories and a satisfactory JAMB Test aggregate score are considered "top flyers" or good performers. Students with grades (7-9) are unqualified for university enrollment but can finish a course. This study explores the senior secondary school students' academic performance in Katsina zonal education quality assurance of Katsina State.

The concept of Leadership

Principals are being pushed to give strong instructional leadership in their schools in this age of accountability. They must promote student accomplishment while preserving order via correct student behaviour, which may include changing school performance[17]. This new requirement is measured by acceptable annual progress (AYP), analogous to the norms of the SSCE tests, as well as progressively harsher implications if all student groups fail to fulfill stated targets[18]. While teachers are ultimately responsible for enhancing student learning in schools, school administrators are in charge of creating the organisational circumstances that allow for growth throughout schools[19]. Principal obligation to instructional leadership is tied to school environment. School atmosphere is an important component to consider when discussing how to boost student accomplishment. As a result, school climate responsibility is an important part of the principalship[20]. All schools require effective leadership and a culture that encourages student performance. Effective leadership boosts an organization's capacity to manage all difficulties, such as generating a competitive advantage, fostering ethical behaviour, and managing a varied workforce fairly and equitably[21]. Effective leadership contains four traits. First, leaders must be able to involve people in the construction of a common vision. Second, leaders must have a unique voice that is heard by their followers. Ultimately, a strong moral code is important of a leader. Finally, leaders must be able to adapt to changing conditions. These traits, according to Bennis, are necessary for leadership in the twenty-first century[22]. The opinions of students, teachers, and administrators were all considered when looking at school atmosphere and performance as a unified social structure incorporating both norms and expectations. These studies demonstrated that school atmosphere was as exceptional as or better than socioeconomic position and ethnicity in predicting student success. As a consequence, strong leadership, student success, and school culture may all be related. This research will investigate at how administrators' leadership styles impact school performance, as well as teachers' perceptions. Teachers play a vital role in determining school success since their responsibilities are generally equivalent to those of the administration. Teachers, too, have equal administrative

skills and abilities, allowing them to make exact evaluations or assessments of how principal leadership styles impact student performance. It has been discovered that a principal's leadership style and function as a leader have a substantial influence on the development of more successful schools that result in enhanced levels of student achievement[23]. Educational leaders play a key role in making teaching and learning more effective and providing students with a high-quality education. Most educational experts see administrators as the driving force behind organisational growth and student academic success[24]. The varied strategies performed in an administrator's administration procedure have been taught to be the reason for their efficiency. Different leadership styles have been recognised by various experts as having distinct features. For instance, Arenas, Connelly and Williams[25] created a full range leadership theory in which three leadership styles were identified: transactional, transformational, and laissez-faire. Principals must be cognizant of their management styles. They recognised three leadership categories as being particularly crucial. There were three sorts of leadership styles: authoritarian, transformational, and laissez-faire.

Theoretical framework

The theoretical framework for this study is the contingency theory. The contingency theory aids in evaluating the influence of a school's organizational structure on reactions to outside pressures and demands. Most crucially, contingency theory aligns leadership styles with school requirements and takes into account instructor personalities and attitudes[26]. The Contingency Theory was applied to education by Shala[27], who identified five subsystems of overall school systems: leadership, students, teaching, guiding, and maintenance. Task, structure, technology, and people all interact in each of these subsystems. The overall educational system is influenced by technical, cultural, political, and economic elements. According to Yasmeen[13], educational institutions often impose strict limits on diverse subsystems by following standard operating procedures, which result in reactions that overlook turbulent concerns. This necessitates the use of required leadership styles by a professional administrator in order to achieve great outcomes in the school. This approach was used to assess the efficacy of head teachers' leadership styles in schools. As a result, it is acceptable since it encourages teachers to utilize appropriate leadership styles based on the circumstances. The contingency theory implies that leadership effectiveness is contingent on various circumstances[28]. As a result, the idea claims that a certain attribute in a given context makes a leader successful. In another context, the same attribute might render the leader ineffectual. Contingency theories are a kind of behavioral theory that asserts that there is no one-size-fits-all approach to leadership and that a leadership style that works in one context may not work in another. Since a result, the contingency theory corresponds to the researchers target population in choosing principals who have been at a school for at least two years, as the complete teaching population will be able to make a perception on the leadership style and its contribution to SSCE performance.

METHODOLOGY

Research Design

Ex-post facto research was utilized in this study. Ex-post facto design, as defined by Akinlua[29], is a descriptive study in which variables that already exist have happened without the researcher's influence. The design was adopted in this research since the principals already had leadership styles and had applied them. Students' performance had previously been evaluated via a rigorous procedure of continuous evaluation, terminal, and final exams. As it is interested in a particular aspect of interest, it is causal comparative (past occurrences; leadership styles and performance). Ex-post factor is a sort of descriptive study that is focused with finding or quantifying the degree of association between two or more variables in order to make predictions regarding relationships. A correlational analysis may be performed to determine if there is a link between variables, but it does not prove causality. Correlational investigations, according to Borg and Devi, Lepcha and Basnet[30], are any research initiatives in which a co related statistical approach is used to identify or clarify a connection between variables. This survey allows a researcher to determine the degree to which changes in one variable are linked to changes in another. As a result, the correlational design was chosen for this research since it allows for the simultaneous measurement of a large number of variables and their interrelationships. In other words, this strategy enables the researcher to investigate how a number of factors, either alone or in combination, may influence a certain pattern of behavior.

Population of the study

A total of 23 principals and 906 teachers from 23 secondary schools in Katsina Zonal Education Quality Assurance were included in this research.

Table 1:The population of the study

SN	School	Principals	Teachers	Total
1	Family Support Programme Katsina	1	25	26
2.	Government College Katsina	1	36	37
3	Government Day Sec. Sch. Jibia	1	35	36
4.	Government Day Sec. Sch. K/Kaura	1	59	60
5	Government Day Sec. Sch. K/Sauri	1	54	55
6	Government Day Sec. Sch. Natsinta	1	41	42
7	Government Day Sec.Sch. K/Yandaka	1	67	68
8	Government Girls College	1	78	79
9	Government Girls Unity Jibia	1	41	42
10	Government School for the Blind	1	21	22
11	Government Sec. Sch. Daddara	1	23	24
12	Government Sec. Sch. Dankaba	1	22	23
13	Government Sec. Sch. Dutsinsafe	1	29	30
14	Government Sec. Sch. Gangara	1	37	38
15	Government Sec. Sch. Girka	1	22	23
16	Government Sec. Sch. Kaita	1	25	26
17	Government Sec. Sch. Kambarawa	1	35	36
18	Government Sec. Sch. MagamaJibia	1	23	24
19	Government Sec. Sch. Shimfida	1	28	29
20	Government Sec. Sch. Yandaki	1	31	32
21	Government Senior Sec. Sch. Jifatu	1	32	33
22	Katsina College Katsina	1	67	68
23	Sir Usman Nagogo COAIS Katsina	1	75	76
	TOTAL	**23**	**906**	**929**

Source: (Katsina State Ministry of Education, 2019)

Sample and sampling techniques

According to Mugenda and Mugenda[31], sampling is the process of carefully picking a subset of the available population to be representative of the population with relevant features. A generalization about the whole population may be derived by picking some of the population's constituents. To pick schools, the researcher used a basic random sampling procedure. For the main research, 23 schools were available. According to Krejcie and Morgan's[32] method for selecting sample size from a given population, a research sample of 19 schools was selected from a population of 23 schools. According to the Krejcie and Morgan table, six instructors were chosen from each school, for a total of 114 teachers in the study.

Table 2:The sample of the study

SN	School	Principals	Teachers	Total
1	Family Support Programme Katsina	1	6	7
2.	Government Day Sec. Sch. Jibia	1	6	7
3	Government Day Sec. Sch. K/Kaura	1	6	7
4.	Government Day Sec. Sch. K/Sauri	1	6	7
5	Government Day Sec. Sch. Natsinta	1	6	7
6	Government Day Sec.Sch. K/Yandaka	1	6	7
7	Government Sec. Sch. Daddara	1	6	7
8	Government Sec. Sch. Dankaba	1	6	7
9	Government Sec. Sch. Dutsinsafe	1	6	7
10	Government Sec. Sch. Gangara	1	6	7
11	Government Sec. Sch. Girka	1	6	7
12	Government Sec. Sch. Kaita	1	6	7
13	Government Sec. Sch. Kambarawa	1	6	7
14	Government Sec. Sch. MagamaJibia	1	6	7
15	Government Sec. Sch. Natsinta	1	6	7
16	Government Sec. Sch. Shimfida	1	6	7
17	Government Sec. Sch. Yandaki	1	6	7
18	Government Senior Sec. Sch. Jifatu	1	6	7
19	Katsina College Katsina	1	6	7
TOTAL		**19**	**114**	**133**

Instrumentation

The researcher employed two sets of instruments: the principals' leadership style questionnaire (PLSQ) and past examination data of the students. The questionnaire consisted of two parts. Parts A and B were included in the questionnaire. Part A collected data on demographic characteristics, whereas Part B described a leadership style profile. The chapter sought information on public perceptions of the principals' leadership styles, which included authoritarian, democratic, laissez-faire, and transformative. Following each item was a five-point Likert Scale.

RESULTS

Table 3: Respondents' responses on the teachers' years in service

The majority of instructors had between 11 and 20 years of teaching experience, as shown in table 3(54.0 percent).

	Years in service	Percentage
1.	0-10	36%
2.	11-20	54%
3.	21-30	6%
4.	above 30	4%

This indicates that the majority of instructors have worked at the same station for a long time, which may have an indirect impact on pupils' academic achievement. Quality Assurance for Katsina Zonal Education.

Table 4: Respondents' responses on students' achievement in SSCE

Year	Entry	A1	B2	B3	C4	C5	C6	D7	E8
2018	2005	47	150	189	299	323	342	370	194
2017	1870	39	111	128	226	354	332	286	304
2016	1789	10	86	123	212	332	321	363	322
2015	1711	7	63	98	120	268	289	395	372

According to the table's findings, there have been relatively few kids in the zone scoring between grades A and B over the previous four years. This might be due to principals failing to use a mix of leadership styles to inspire instructors, who, in turn, could impact students' success in SSCE exams.

Table 5: Mean and standard deviation of academic performance of students taught by experienced and inexperienced teachers

Experience	No.	Mean	Std. Deviation
High	36	44.0	10.11
Moderate	36	39.1	11.51
Less	36	32.5	11.20
Total	**108**		

Table 5 presented mean and standard deviation of academic performance of students taught by high, moderate and less experienced teachers. Results revealed that students taught by highly experienced teachers scored a mean of 44.0 and standard deviation of 10.11, moderate experience teachers scored a mean of 39.1 and standard deviations of 11.51 while less experienced teachers scored a mean of 32.5 and standard deviations of 11.20.

Table 6: Mean and Standard deviations of influence of principals' autocratic leadership styles on students' academic performance

Variable	Mean	N	Std. Deviation
Autocratic	14.9259	108	7.45918
Performance	20.2037	108	5.58161

Table 6 presented the mean and standard deviations of the impact of autocratic leadership styles on student academic achievement. According to the findings, authoritarian leadership received a mean score of 14.92 and standard deviations of 7.45, while student academic achievement received a mean score of 20.20 and standard deviations of 5.58. In Katsina Zonal Education Quality Assurance, there is a disparity in the mean score of students' performance and autocratic leadership style.

Table 7: Mean and standard deviations of influence of principals' democratic leadership styles on students' academic performance

Variable	Mean	N	Std. Deviation
Democratic	19.4259	108	4.61652
Performance	20.2037	108	5.58161

Table 7 presented the mean and standard deviations of the impact of democratic leadership styles on students' academic achievement by principals. According to the findings, authoritarian leadership received a mean score of 19.42 with a standard deviation of 4.61, while student academic achievement received a mean score of 20.20 with a standard deviation of 5.58. In Katsina Zonal Education Quality Assurance, there is a disparity in the mean score of students' performance and Democratic leadership style.

Table 8: Mean and standard deviations of influence of principals' laissez-faire leadership styles on students' academic performance

Variable	Mean	N	Std. Deviation
Laissez-faire	20.3704	108	5.87024
performance	20.2037	108	5.58161

Table 8 presented the mean and standard deviations of the impact of principals' laissez-faire leadership styles on student academic performance According to the findings, laissez-faire leadership received a mean of 20.37 and 5.87 standard deviations, while student academic achievement received a mean of 20.20 and 5.58 standard deviations. Between Katsina Zonal Education Quality Assurance, there is a disparity in the mean score of students' performance and the laissez-faire leadership style.

DISCUSSION OF FINDINGS

Principals' leadership styles and senior secondary school pupils' academic performance in Katsina Zonal Education Quality Assurance tests were the study's main focus. The study examined how principals' autocratic, democratic, laissez-faire, and transformational leadership styles affect student achievement. The research found that Katsina Zonal Education Quality Assurance public secondary schools needed data on administrators' authoritarian leadership styles [31]. The data demonstrates that 80 percent of instructors think the principle informs them. Principals' democratic leadership style can engage teachers in teaching and learning, improving SSCE exam achievement. More so, laissez-faire principals let teachers and staff make decisions without their input. Principals let employees work as they like with minimal supervision. Most teachers said most administrators are authoritarian because they want to be seen as the only ones who maintain school performance requirements (85.0 percent), refuse to explain their actions to teachers and students (93.0 percent), and are reluctant to change (57.0 percent) [32]. In Katsina Zonal Education Quality Assurance schools, principals must motivate and challenge

teachers to achieve great results. Statistics showed most instructors delivered poor answers. They reported democratic principalship in schools. Principals must constantly lead this way to improve classroom results. Data shows 80.0% of instructors think the concept informs. The audit discovered that most Katsina zonal Quality Assurance officials evaded duties and allowed teachers work. For instance, administrators have long relaxed instructors (60.0 percent). This may have contributed to Katsina Zonal Education Quality Assurance students' poor SSCE results. Data shows that few zone pupils scored between A1 and B1 for the last four years. It may be Principals' lax leadership. Transformational leadership matters. It greatly affects Katsina Zonal Education Quality Assurance kids' SSCE scores. Katsina Zonal Education Quality Assurance says transformational leadership affects SSCE scores. Administrator commitment to decision-making, self-control, self-direction, and instructor inspiration was studied. administrators and instructors were surveyed to see how secondary school administrators' leadership styles affect SSCE test scores. Many administrators occasionally used transformational leadership in the classroom. (SA) Some instructors firmly agreed that transformational leadership was used in class. This leadership must be prioritised by principals. More, 70.0 percent of instructors thought administrators prioritised deadlines and 75.0 percent sought teacher and superior help. More Katsina Zonal Education Quality Assurance students got A1–B1 in SSCE exams in 2011 and 2012 than in 2009 and 2010. This may have been attributed to principals' classroom reform. School administrators' styles effect SSCE exam performance. The district has a large student body, but the analysis showed a low A/B rate over the past four years. Principals that don't encourage instructors with different leadership styles may hurt SSCE test scores. These findings may affect SSCE exam performance since they reveal a link between study dependent variables.

CONCLUSION

The study concluded that principals must involve all stakeholders in decision-making and school administration and that their leadership style improves SSCE student achievement. Teachers, students, and subordinates must decide to improve performance. Democratic leadership styles received good marks, suggesting they may outperform authoritarian ones if used well. One leadership style may not guarantee SSCE test success. These two leadership styles are essential for school principals to succeed. It is suggested for the state education ministries to establish workshops to train principals on successful leadership styles. Similarly, principals should use democratic leadership approaches that involve the entire school community in decision-making. Furthermore, school principals should adopt transformational leadership, involving individual involvement in decision-making. Finally, there is need to address academic deficits through regular meetings between principals, teachers, and students.

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