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The Impact of the Head Teachers Leadership Roles on Pupils Academic Performance

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Abstract:

This study investigated the impact of Head Teachers leadership roles in pupils' academic performance in Onitsha Educational Zone. Specifically, the study examines the relationship between Head Teachers' qualities and teachers giving and marking pupils' assignment. It also investigated the association between Head Teacher's leadership styles and subject missed register and the correlation between Head Teachers' leadership styles and teachers' dedication to teaching pupils. The study used a qualitative research methodology such as Focus Group Discussions, Key-Informant Interview and Questionnaire to elicit information from the respondents, the study population of the study comprises primary school teachers in the Onitsha Education Zone. A sample size of 100 participants was selected for the study, that is, five public primary schools were randomly selected out of which twenty (20) teachers were selected from each school, making a total of 100 respondents. In addition, the study used a random sampling technique to randomly select the respondents across the study areas. The study also used Chi-Square estimation techniques to analyze the data collected from the field. The results of the empirical analysis indicate that there is no significant relationship between head teachers' relationship qualities and teachers giving and marking pupils' assignment. It also found that there is no significant association between Head Teacher and subject missed register. In addition, the results from the empirical analysis show that there is also no significant correlation between Head Teachers leadership styles and teachers' dedication to teaching pupils. Based on the findings recommendations and suggestions were made. The study recommended that head teachers should be sensitized regularly on instructional supervision. This will enhance their instructional supervision which has a positive impact on pupils' academic achievements as reviewed by this research. The study also recommended that the government should review the Universal Basic Education policy, especially on the provision of teaching/learning materials. The government should also consider increasing the funding of primary education and specifically increase the allocation for purchasing of new text books and other instructional materials.

Keywords: Head teachers' leadership style, teachers' dedication, pupils' academic performance, missed register

1. Introduction

The Identification of factors that influence pupils' learning and thus achievement continues to be an important objective of the policymakers and educators at all levels (Carrotte and Fiwajoye, 2018). Factors considered critical in the performance of learners include students' personal characteristics, socio-economic background and the school environment (Brookover and Lezotte, 2017). However, the key to the development and success in the provision of quality education and subsequent good performance cannot be achieved without effective and innovative leadership at the school level (Zammit, 2018).

In this regard, head teachers as school leaders occupy a pivotal position and greatly influence the quality of education offered and the eventual performance of the pupils. The head teacher acts as a mentor, educator, advisor, ambassador, advocate and chief executive in a school set-up (Law and Glover, 2000). Consequently, the nature of the leadership of a given head teacher affects every facet of the learning process in a school and thus pupils' performance.

Education according to the National Policy on Education (2005) is an instrument 'Par excellence' for affecting national development. This indicates that education is a vital tool to be used if national development should be achieved. Education as an instrument for national development involves the formulation of ideas, the integration of ideas and the interaction of persons and ideas for national development.

Odeye, (2009) argued that education remains one of the fundamental factors of development as it has the potential of enriching people's understanding of themselves and the world.

Sociologically, education means a process of training and instructing especially children and the young ones. However, a good educational system must consider culture, religion, family, urbanization, industrial development, political organization, economic stratification and as well as meet the needs of the individual. So, a good educational system should be geared towards sound and all-round development of an individual to fit into his society and be able to contribute positively towards the growth of his society.

A large organization like the school cannot function well without thorough administration and government, the administration of primary schools to the teaching staff being headed by the Head Teacher. It therefore becomes imperative that the head teacher should have diverse knowledge administration if the national goals on primary education should be achieved.

The Head Teacher, who is also the school administrator, is being confronted with many challenges due to the rate at which the world is developing. The introduction of modern educational teaching methods, extra-curricular activities and classroom management makes it almost impossible for an unseasoned head teacher to flow with the trend. The rate at which pupils of today acquire knowledge (both the positive and negative) in and outside the classroom, which is encouraged by modern technology is alarming and for the Head Teacher to be effective and productive in his office, he must go the mile of personal and consistent upgrading.

The Head Teacher's leadership quality and style maybe one of the causative agents of decline in pupils' academic performances since the success of any enterprise depends on the head of such an enterprise. The school Head Teachers' leadership roles, style and quality enable him to thrive even in the face of adversity. The Head Teacher being the kingpin controls the activities of both the teachers and the students and also gives feedback to the federal or state governments. The teacher ensures that the educational goals are achieved using the necessary leadership style, function and quality.

Further, the head teacher is responsible for the day to day school operation and is expected to develop an environment that helps motivate pupils, teaching and non-teaching staff, leading to higher levels of pupils' achievements in academics. However, ineffective and uncreative (lack of innovativeness) leadership among head teachers have led to perpetual poor performance especially by public primary schools in Nigeria. This is mostly in Onitsha Education Zone (Oyinyechi, 2016; Ezenwa& Arowolo, 2018; Garba and Garba, 2017).

Despite the heavy investment in education by the government through the Universal Basic Education (UBE), the academic performance of pupils in Onitsha Education Zone and some other parts of the country has been on a downward trajectory. Therefore, government policy to deliver quality education that should translate into high academic performance of pupils in primary schools has remained unachieved (Bolade, 2018). The implications of this downward trajectory trend are that primary school pupils have continued to record poor academic performance both in internal and all external examinations.

In view of the above, despite the overall poor performance in the Onitsha Education Zone, a few schools manage to post impressive results. Since the head teacher is charged with the responsibility of managing curriculum and instruction for good performance, the disparity in performance among schools in Onitsha Education Zone may largely be due to the way individual schools are managed. For instance, in 2018, 4 of 58 schools in the Onitsha Education Zone managed to attain 120 marks and above while 54 attained less than 150 marks in the overall marks of 650. Given that the schools are in the same locality thus operating under similar circumstances (social-economic background) it is probable that the school leadership accounts for the difference in performance. (FME, 2019; UBE, 2018 & Ademiluyi, 2019).

Therefore, in an attempt to find how to improve primary school pupils' academic performance, there is the need to throw the light on the head-teacher's leadership styles in the primary schools.

Consequently, it is against this backdrop that it becomes imperative for this study to provide answers to the following research questions:

- Is there any significant relationship between Head Teachers' qualities and teachers giving and marking pupils' assignment?
- Is there any significant relationship between Head Teachers' leadership styles and subject missed register?
- Is there any significant relationship between Head Teachers' leadership styles and teachers' dedication to teaching pupils'?

1.1. Research Questions

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- Is there any significant relationship between Head Teacher's leadership styles and subject missed register?
- Is there any significant relationship between Head Teacher's leadership styles and teachers' dedication to teaching pupils'?

1.2. Research Hypotheses

- H_0^1 There is no significant relationship between Head Teacher's qualities and teachers giving and marking pupils' assignment.
- H_0^2 There is no significant relationship between Head Teacher's leadership styles and subject missed register.
- H_0^3 Head Teacher's leadership styles have not significantly impacted teachers' dedication to teaching pupils.

2. Literature Review

Leadership is required in all aspects of human endeavour. It is an important element in the social relationship of groups at work, family, school, etc. Leadership involves the activities of a leader or leaders over a group of people. Leadership entails the activities of a group of people with the same aspiration and common goal that they desire to achieve. Within this group of people, one or more people stand out to direct and influence the activities of the group towards the achievement of their goal.

So, leadership comprises a clear definition of group objectives and the direction of this group effort through communication, team work, etc. to the goal's actualization.

Okoth (2000) opined that leadership is a process by which the behaviour of the subordinates are influenced, guided, directed and controlled towards set objectives.

In the process of leadership, there must be followers to be influenced, guided and motivated. So, a group without a leader is like a brood of chicken without a mother hen. There will be no sense of direction, focus and goal achievement. Leadership is a process at work in a group whereby one individual over a particular period of time, and in a particular organizational context, influences the other group members to commit themselves freely to the achievement of the group tasks or goal.

It is also a process whereby one or more persons exert influence over the members of a group. In an organizational setting, such influence is aimed at getting the members of the group align commitment to the achievement or organization objective.

According to Cole (2002), this working definition encompasses several important features of leadership. Leadership is a dynamic process influenced by the changing requirement of the tasks, the group itself and the individual members. The implication of this is that there is no 'one best way' of leading and leaders need to be able to exercise a range of behaviour to maintain their role effectively.

Leadership is not necessarily confined to one person but may be shared between many persons. Usually an appointed leader is nominally in charge of a group, but he or she may not always be the leader in practice.

Research studies conducted over the last thirty years according to Cole (2003), suggested that there are at least four key variables which are crucial in any analysis of leadership. These are:

- The attribution that is, knowledge, skill and attitudes of the leader
- The nature of the task or goal;
- The nature of group or team; and
- The climate or culture of the organization.

2.1. Qualities and Function of A Good Leader

The earliest approach to the study focused mainly on the personal qualities or traits of a leader. The reason is that it is believed that the secret of good leadership lies in some innate 'qualities of leadership' possessed by selected members of the society.

2.2. Leadership Styles

Since 1950s, much of the study on leadership has centered on behaviour or styles of the leaders. If leadership is not so much about personal attributes, the argument goes, then perhaps, it is about the way in which the leader exercises leadership.

Leadership style is the way and manner the leader chooses to manage the organization or group of people. Transactional leadership styles are more concerned with maintaining the normal flow of operations. The term 'transactional' refers to the fact that this type of leader, essentially motivational, subordinates by exchanging rewards for performance.

A transactional leader generally does not look ahead in strategically guiding an organization to a position of market leadership; instead, these managers are often concerned with making sure everything flows smoothly today. Transactional leadership goes beyond managing day-to-day operations; it focuses on team building, motivation and collaboration with employees at different levels of an organization to accomplish change for the better. This kind of leader sets goals and incentives to push their subordinates to higher performance levels, while providing opportunities for personal and professional growth for each employee.

Abari and Mohammed 2006 define it 'as a leader's typical way of behaving towards group members'.

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Transformational leadership goes beyond managing day-to-day operations. It focuses on team building, motivation and collaboration with employees at different levels of an organization to accomplish change for the better. This kind of leader sets goals and incentives to push their subordinates to higher performance levels, while providing opportunities for personal and professional growth for each employee.

2.3.1. The Autocratic Style

This style is the oldest form of leadership. It is common within the military and the head is responsible for everything. There is only one manager and not a team of managers. This happens as a result of over-centralization of authority in an individual. The manager enforces decisions by the use of rewards and the fear of punishment. The workers do not contribute to management; they are simply told what to do, except for the expectation of salary at the end of the month.

However, workers lack commitment and dedication to duty. Communication tends to be primarily in one direction; from manager to the subordinates. Because there is only one manager, decisions can be easily made and this is the advantage of this style of leadership because the leader does not have to obtain members' approval before deciding as stated by Abari (2010). The style of leadership is not good to be practised alone in the school for it is too large for one person to administer it successfully.

2.3.2. Democratic Leadership

This type of leadership is also known as participatory leadership. The system is open to workers. The leadership takes into consideration, the wishes and suggestions of the members. Abari and Mohammed view it as a human-relationships approach where all members of the group are seen as important contributors to the final decision. This type of leadership is widely accepted as the most desirable model of management. Because of its participative nature, both leaders and subordinates set goals. Easiness characterizes the group as criticisms and praises are objectively and not subjectively given. Initiative is encouraged as creativity because of the pervading feeling of responsibility. Productivity is always very high as motivational factors are available. This type of leadership relates to Likert's system IV approach called participative-authoritative. Where the opinions of all the subordinates are sought for, there is a concern for rewards and personal growth. The leader practises democratic styles in the process of his/her leadership. The implications of this type of leadership are:

- The workers have access to leaders to make contributions.
- There is a high level of confidence and trust between leaders and subordinates.
- Because of praises and rewards, the high level of commitment by the workers enhances creativity, personal and organizational growth.

2.3.3. Laissez- Fire Type of Leadership

Under this style of leadership, the leader rarely sets targets or goals for the group. As a result, there is lack of clear vision or direction where the group is going. Workers under laissez- faire administration are usually left to work on their own with the leader offering little or no directives, instructions or supervision. There is generally, low interest and enthusiasm in work, poor moral and consequently low productivity.

2.4. Head Teacher as Leader and the Impact of His/Her Leadership Roles on Pupils' Academic Performance

Primary education is the foremost education given to a child from 6 years and above which ensures broad-based development, making sure that all pupils are able to develop cognitively, socially, preparing them for their future school career. The aim of primary education is to enable the child develop as a social being through living and co-operating with others and so contribute to the good of society. The goal of primary education is to provide the learner with opportunities to acquire literacy, numeracy, creativity and communication skills, enjoy learning and develop the desire to continue learning.

Adebule (2004); Sunday Sun, (2008, the Nation Newspaper (2009) laments on the downward trend of our education. The fall in the standard of Nigerian education attracts lots of concern from the stakeholders because the quality of education in any society affects the standard of the people's life in that society. In addition, Arongand Ogbadu, M.A (2010) stated that one of the causative agents of decline in Nigerian education is the poor quality of teaching personnel in our schools.

Further, no school can be more knowledgeable than the teachers that teach there. Therefore, it becomes a problem when the teachers are not up to expectation in terms of intelligence and commitment. It is vital that in primary schools, subject teachers should be masters in their field and also show a high sense of commitment toward their profession for the actualization of national educational goals. This is where the school head teacher sets a high sense of direction, supervision and instruction to enable the teachers have a model for easy achievement of the stated goals.

Aremu&Sokan (2003) also blamed the government for the inadequate financial and material resources. This is evident in the annual budgetary, allocation education in Nigeria. UNESCO approved twenty-six percentage of annual budgetary of any nation that believes that education is an instrument for national development. This has not been domesticated and achieved in Nigeria yet we desire a better and developed nation.

Asikhia (2010) states that the inability to control the students' and teachers' activities is one of the reasons that brought about massive decline in Nigerian education.

The mantle of leadership or administration in any given manual falls on the head teacher and the school administrators and for that reason tide success or failure of any enterprise depends on how they carry out their roles as expected. The success or failure of any enterprise depends solely upon the head or the leader of the organization; this is applicable to primary schools where the head teacher is seen as the king-pin of the school administration.

Abari and Mohammed see the head teacher as the school administrator that instructs, corrects and supervises the activities of both the teachers and the students. As the school administrator, he/she sees to the day-to-day activities of the school.

A good and effective head teacher treats excellence as a mandate, that is going beyond the expectation of the manager and terms of goal setting, decision making, and initiative and other administrative duties in the school setting. He or she should strive to maintain focus as eagles and shun distractions that may come to mar his or her efforts as the authority of the school. Useful advice from the subordinates should be encouraged and celebrated because a tree cannot

make a forest. The school objectives are easily achieved when the ideas of the workers are valued and teachers give their best when team work is practised.

Moreover, the head teacher is regarded as an academic head and this implies that the head is one of the major stakeholders in curriculum development and implementation. Contemporary studies have shown that some heads regard curriculum and instructional leadership as paramount. Included in this role are formulation of philosophical and psychological theories and programme supervision. Since a tree cannot make a forest, Ubong (2014) emphasizes that leaders of impact are productive thinkers. Head teachers should be both transformational and transactional in applying the leadership functions through proper coordination of both the teachers' and students' activities for a maximum achievement of academic excellence. The educational goals of the school can only be achieved if the head enlists the support of both the teachers and students. Pupils on their own would be enthusiastic enough to give their full cooperation when they know that their head takes care of their welfare and shows concern for their wellbeing.

Additionally, teachers' attitude to work can be influenced by head's choice of leadership style. A lazy head is sure to have lazy teachers around him, and equally lazy and half-baked students as output. Likewise, a diligent and competent principal insures to have teachers that are diligent and outstanding because of the influence of the head on them. This principle is known as team work because teachers, as one of the inputs in the school system, are expected to cooperate with their head in order to maintain sound school ethos. These are the views of Nwokeji(2011). However, it is the head's role to provide guidance that will improve teacher's classroom practices and this he does through intellectual stimulation, provision of individualized support and being an appropriate model to the staff (Leithwood et al 2004) Finally, whichever category of leadership style the head teacher adopts whether autocratic, laissez-fire, transformational, transactional or democratic, it is believed that the leadership style will positively impact on pupils' attitude to perform well.

Empirically speaking, Studies in Ghana, Kenya, Senegal, and IvoryCoast have shown that there is a significant relationship between the leadership of a school and performance of the pupils. In a study conducted on the role of leadership in the performance of primary schools in Kenya by Ademiluyi(2019), the researcher found out that the effectiveness of staff monitoring by the head teacher was significantly correlated to the school's mean score. Further, Oduro (2008) on performance in a Ghanaian primary school revealed that low quality pupil performance is connected to the poor management of schools by the head teachers.

Further, evidence of the relationship between head teachers' roles and pupils' academic performance in Nigeria include Aromasodun and Arowolo (2017) who asserted that the effectiveness of staff monitoring by head teachers was significantly correlated to the school mean score; Oduro and Oshinowo (2018) findings that low quality pupils' performance is connected to poor management of schools by head teachers. In addition, Wekesa and Aliyu (2016) emphasize that the head teachers' supervisory roles lead to effective implementation of curriculum in order to ensure high pupils' achievements in the internal and external examinations. The author observes that the head teacher's supervisory role should influence instructional behaviours of teachers directly through supervision of the teaching process and indirectly through developing school level-policies.

Ariwodola and Ademiluyi (2018) argue that school leadership globally has become more complex since the curricular demands have grown. Parental and government expectations, and the demand for greater school effectiveness have been raised. As a result, head teachers have not been able to provide effective leadership, which has affected pupils' performance. In a study in New Zealand, Cardno (2017) established that workload, work complexity and sheer enormity of the work involved were among the factors that made it most difficult for head teachers to perform their leadership roles. The study established that the head teacher's work by nature involves frequent interruptions due to heavy demands on their time by parents, staff, students, board members and community organizations. Consequently, it is a challenge for head teachers to maintain a clear focus on their roles of improving academic performance (Cardno, 2017).

Leithwood and Riehl (2019) investigated the effects of head-teacher leadership on pupils' performance in Canada by surveying 1,762 teachers and 9,941 pupils. The findings revealed that head teachers are significant in the delivery of quality education.

Further, a study by Williams (2010) in America on teachers' perception of principals' leadership explained that the head teacher is significant to the academic growth and performance of the pupils because he/she is usually the major source and the driving force that uphold the welfare of the organization. Campbell, Bridges, Corbally, Nystrand, and Ramseyer (1977) in their book on educational administration explain that the head teacher's role is captured in six administrative task areas. These include management of curriculum and instruction, managing pupils, managing staff, managing physical facilities, financial management and school-community relations. Head teachers are expected to be competent in executing their duties along these task areas.

3. Methodology

The generous purpose of this study is to investigate head teachers' roles on pupils' academic achievements in public primary schools in Onitsha Education Zone. Specifically, the study looked into head teachers' instructional supervision, teachers giving and marking of pupil's assignments, subject missed register, teacher's dedication and their effects on pupils' academic achievements. These variables are considered influential on good academic performance of pupils in primary schools.

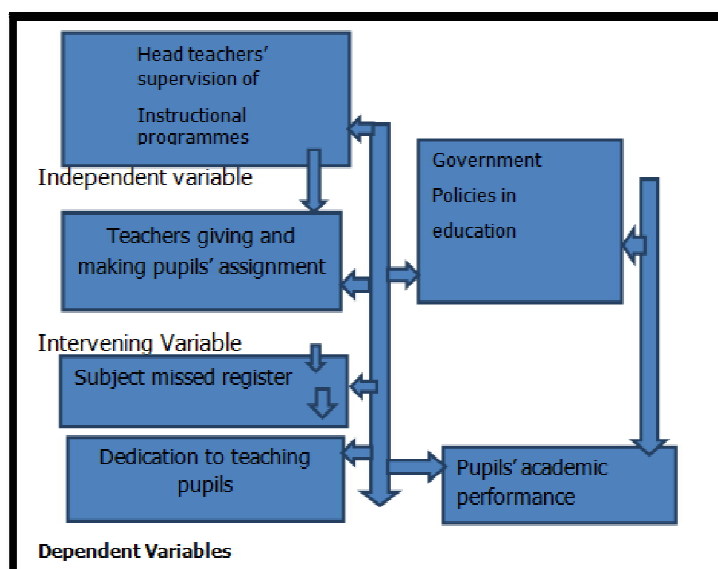


Figure 1: Conceptual Framework of Head-Teacher Leadership Style
Source: Adopted from Garba and Garba, 2017

As shown in Figure 1.1, the independent variable of the study included: head teachers' instructional supervision while dependent variables are teachers' giving and making pupils' assignment, subject missed register, teachers' dedication to teaching and pupils' academic performance. The intervening variable in this study is the government policy. Despite the fact that the head teacher can supervise the instruction delivery, motivate teachers, effectively provide teaching/learning resources and provide opportunities for parents to participate in school activities, the government policies on education affect the head teachers' role on academic performance. Government policies such as Free Primary Education led to a high enrolment without corresponding increase in both human and physical resources resulting to high teacher-pupil ratio and overstretching the physical facilities. In essence therefore some government policies present challenges which are beyond the head teachers' mandate but they may have an effect on academic performance.

3.1. Research Design

Following the studies of Daniel (2016), Ademiluyi and Ariwodola (2017), Aborishade and Adeyemo (2019), this study used qualitative research methodology. Therefore, this study used qualitative research methodology such as Focus Group Discussion, Key-informant interview and questionnaire to study the research problems across the entire Onitsha Education Zone.

3.2. Population of the Study

The population of the study consisted of primary school teachers selected randomly from Onitsha educational zone. In addition, the population of this study is further divided into two groups namely: The respondents were randomly selected from the study area. In each of the five selected primary schools, twenty(20) respondents were selected making a total of 100 respondents.

3.3. Sample and Sampling Techniques

Following the studies of Ajagbe (2014), Adeyemi (2016) and Bolade (2018), the study selected a sample size of 100 respondents from five primary schools in Onitsha Education Zone. It also used random sampling technique in selecting the respondents.

3.4. Survey Instrument

This study used questionnaire as the tool for data collection and to elicit information from the respondents. The questionnaire is divided into two sections: sections A and B. Section A elicits information about the socio-economic background of the respondents such as age, marital status, educational attainments, etc. In addition, the section B part of the questionnaire inquires the teacher' perception on the impact of the leadership roles on pupils' academic performance.

4. Data Analysis and Discussion of Findings

The data collected were analyzed using chi-square. The findings in this research were analyzed using chi-square. The analysis was done according to research questions.

4.1. Research Question one

4.1.1. Is There Any Significant Relationship between Head Teachers' Relationship Qualities and Teachers' Giving and Marking Pupils' Assignment?

Dependent & independent Variables	Statistical Outcomes	VALUE	DF	Sig (2-sided)
Teachers giving and marking pupil's assignment	Pearson Chi-square	-420.760	12	.008
Head-teachers' leadership style	Likelihood Ration	-489.378	12	.005
	Linear by linear Association	-32.054	1	.008
	No of valid cases	490		

Table 1: Analysis Of Head Teachers' Relationship Qualities And Teachers' Giving And Marking Pupils' Assignment
Source: (Field Survey, 2020)

Table 1 above depicts the analysis of Head Teachers' relationship qualities and teachers' giving and marking pupils' assignment in the study areas. In addition, all the variables in the table are all insignificant through the two-tailed tests with the Probability value greater than 0.05. Therefore, the null hypothesis in this study that there is no significant relationship between Head Teachers' qualities and teachers giving and marking pupils' assignment is thereby accepted while the alternative hypothesis is rejected at 0.05 level of significant and chi-square value of -420.760. This shows that by implication, head-teachers' relationship qualities have not positively impacted teachers' giving and marking of assignment in the study areas. This result corroborates the findings of Abdullahi and Fagae (2018), Ezekweche (2019); Ariwodola and Arowolo (2020). Their studies argued that there is no significant association between Head Teachers relationship qualities and teachers' giving and marking pupils' assignment.

4.2. Research Question Two

Is there any significant relationship between Head Teachers' leadership styles and subject missed register?

Dependent & independent Variables	Statistical Outcomes	VALUE	DF	Sig (2-sided)
Subject missed register	Pearson Chi-square	-431.355 ⁸	12	.023
Head-teachers' leadership style	Likelihood Ration	-418.013	12	.056
	Linear by linear Association	-52.072	1	.034
	N of valid cases	500		

Table 2: Analysis of the Relationship between Head Teachers' Leadership Styles and Subject Missed Register?
Source: (Field Survey, 2020)

Table 2 above shows that all the variables of interest are all insignificant at 0.05 level of significant and chi-square value of -431.355⁸. Hence, head—teachers' leadership styles has no significance relationship between Head Teachers' leadership styles and subject missed register. Therefore, we thereby accept the null hypothesis in this study that there is no significant relationship between Head Teachers' leadership styles and subject missed register against the alternative hypothesis. Therefore, this empirical result is in line with the empirical studies of Aromashodun and Aluko (2018), Mohammed (2017) and Adekonga (2015).

4.3. Research Question 3

Is there any significant relationship between Head Teachers' leadership styles and teachers' dedication to teaching pupils?

Dependent & independent Variables	Statistical Outcomes	VALUE	DF	Sig(2 sided)
Dedication to teaching pupils	Pearson Chi-square	-14.153 ⁸	12	-0.291
	Likelihood Ration	-15.717	12	-.205
Head-teacher leadership style	Linear by linear Association	2,215	1	-.0137
	N of valid cases	500		

Table 3: Analysis of the Relationship between Head Teachers' Leadership Styles and Teachers' Dedication to Teaching Pupils
Source: (Field Survey, 2020)

Table three above indicated there is no significant relationship between Head Teachers' leadership styles and teachers' dedication to teaching pupils with the probability value being greater than 0.05 level of significance and chi-

square value of -14.153⁸. Therefore, by implication the null hypothesis in this study that Head Teachers' leadership styles has not significantly impacted teachers' dedication to teaching pupils' while the alternative hypothesis is thereby rejected. In addition, this empirical result actually corroborates the views of our Focus Group Discussion and Key-informant interview participants (2020). This study also keys into the study of Aramide and Otitoju (2018).

5. Summary and Conclusion

The study investigated the impact of Head Teachers' leadership roles on pupils' academic performance in Onitsha Educational Zone in Anambara State. The summary of the investigations carried out in the course of this study include the following: Specifically, the study was conducted to;

- Investigate the relationship between Head Teachers' qualities and teachers giving and marking pupils' assignment;
- Investigate relationship between Head Teachers' leadership styles and subject missed register; and
- Verify whether Head Teachers' leadership styles has significantly impacted teachers' dedication to teaching pupils.

The study adopted the qualitative research methodology to study the research questions across the entire Onitsha Education Zone. The study actually used Chi-square and descriptive statistics to analyze the data generated from the respondents.

From the data analyzed, the results reveal that all the variables of interest identified in this study were all insignificant at 0.05 level of significance. Therefore, by implication, it means that head-teachers' leadership styles have not positively impacted teachers' dedication to teaching pupils, subject missed register, giving and marking of pupils' assignment in the study area. This empirical analysis agreed with the reports of Asikhia (2010), Arerum and Sokan (2003) and Bakare (1994) that observed the other factors like uneven distribution of educational facilities, government negligence and inconsistency in policy making, school related problems like poor teaching staff, etc.

6. Recommendations

- The Head Teachers should also apply transformational and transitional leadership styles to achieve academic success of their pupils.
- The Head Teacher, should be up and doing in order to influence his teachers with actions.
- The Head Teacher should enlist the support of Teachers and pupils in order to achieve success.
- The school head teacher should do all possible to support curriculum implementation by encouraging team spirit among pupils and staff so as to improve school performance. This should include setting targets for each year, having the syllabus completed in time so as to give time for pupils to revise for examination. The head teacher should also ensure that there is remedial teaching for weak students.
- The head teachers should motivate teachers who perform well in their subjects through commending them for their good work. Likewise, they should reprimand those who do not perform well in their subjects. This will enhance pupils' performance since motivation of teachers has a positive impact on pupils' academic performance.
- VI. The head teachers should be sensitized regularly on instructional supervision. This will enhance their instructional supervision which has a positive impact on pupils' academic achievements as reviewed by the research.
- The study also recommends that the government should review the Universal Basic Education policy especially on the provision of teaching/learning materials. The government should consider increasing the capitation amount and specifically increase the allocation for purchasing of new text books and other instructional materials.

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