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TEACHERS' LEADERSHIP ROLES AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IWO LOCAL GOVERNMENT, OSUN STATE, NIGERIA

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Abstract

This study investigated teachers' leadership roles and students' academic performance in public secondary schools in Iwo Local Government, Osun State, Nigeria. It was conducted using a descriptive research design. All 14 public secondary schools in the area were used while all the 5,201 final year students formed the study population. Three hundred and fifty-nine students were proportionately selected. Data collection was done using Teachers' Leadership Roles Questionnaire (TLRQ) Students' Academic performance Pro forma. Validity and reliability of (TLRQ) were ascertained. Testing of hypotheses was done using Pearson Product-Moment Correlation. Three hundred and twenty-one copies of questionnaire returned and filling were used for analysis. The findings showed a significant relationship between teachers' leadership roles and students' academic performance in public secondary schools in Iwo Local Government, Osun State, Nigeria. It was recommended among other things that teachers should prioritise the performance of their leadership roles in the aspects of counselling, motivation, and discipline to make students sit tight to their studies and consequently assist them in achieving outstanding academic performance.

Keywords: Teachers' Leadership Roles, Counselling, Discipline, Motivation, Students' Academic Performance

Introduction

Teachers are an integral part of the education system. This is why people believe that education's success greatly lies in the hands of teachers. At any level of education, teachers are very important because they are the leaders who influence the followers (students) towards effective learning, so that their academic performance could be enhanced. According to Adeyemi (2018), no matter how non-human resources are provided for schools, unless teachers effectively play their leadership roles in counselling, modelling, teaching, motivating, discipline and a host of others, academic performance of students might not be well enhanced. Gbolagade (2017) opined that leadership means influencing the behaviours of others (subordinates) towards achieving the stated goals. Hence, as leaders, teachers in their respective classrooms need to properly influence learners' behaviours, to make them properly learn and extensively achieve academically. Soladoye (2022) asserted that ineffective leadership roles of teachers contributes to poor students' academic performance in public secondary schools in Nigeria is poor leadership roles of teachers. If leaders of an organisation are influential, there is a likelihood that the stated

goals would be achieved but the reverse is the case if the leaders are not up-and-doing.

Sadiku (2020) maintained that teachers are managers and also leaders in their own capacity. The effectiveness of their leadership goes a long way in helping the principals realise the school goals. This is the reason all teachers need to work towards becoming effective leaders, for they need to be able to have meaningful impacts on the students' lives. Bolakale (2018) asserted that one of the challenges facing education in Nigeria is that some teachers do not realise that they are leaders who have to influence students with their behaviours, to assist them develop good attitudes towards learning and eventually achieve good academic performance. However, the study focused on the areas of leadership: counselling, motivating and disciplinary roles. According to Noah (2017), counselling refers to the process whereby two people (a counsellor and counsee) meet for the former to help the latter find a solution their problem(s). However, in the classroom situation, every teacher is expected to provide counselling role to students, to help them find the solution to a problem(s) that could inhibit their effective learning and result in poor academic performance. Adamu (2016) believed that counselling is an important role which every teacher should not to hold with levity. Through counseling, teachers would be able to help students find solutions to problems that might negatively affect their learning. Samuel (2015) asserted that the role that counselling plays in enhancing students' academic performance cannot be over emphasised. This necessitates the reason all teachers, apart from instructional delivery, also need to properly key into counselling of students, as a way of assisting them to see learning as a serious business. Salako (2018) maintained that teachers provide many roles as leaders for students in schools. However, one of the roles which should not be toyed with is counselling because it is through this that students' negative opinions about learning could be corrected, and also problems disturbing their minds could be solved.

According to Saminu (2020), motivation is a significant tool teachers need to effectively encourage students to display good attitudes towards learning to boost their academic performance. Aderemi (2018) asserted that a teacher who motivates his students very well is likely to achieve appreciable students' academic performance than the one who pays little or no attention to it. To support this, the finding of Alao (2019) showed that teachers' motivational role and students' academic performance were significantly related. Noah (2017) opined that the business that binds teachers and students together goes beyond the former imparting knowledge to the latter alone. As a leader, it behoves every teacher to make motivation of students a necessity, to encourage them to actively participate in learning. Soladoye (2016) stated that among the factors responsible for poor performance of students in internal and external examinations in Nigerian secondary schools, the role played by poor motivation of students by teachers cannot be underrated. Oladayo and Kolawole (2020) maintained that teachers' poor motivation greatly inhibits many teachers from properly motivating students. This might have negative consequences on students' attitude to learning, consequently causing poor academic performance.

According to Alabi (2018), discipline is very key in education system. Unless a student is well-disciplined, his or her attitude to learning might be worrisome to teachers. Discipline and outstanding students' academic performance are inseparable. Bieketty (2014) stated that for a teacher to effectively carry out a disciplinary role on students, he or she has to be disinclined too. Indiscipline acts among teachers such as poor role models, lack of punctuality, and absconding from classes and bullying could make students lose interest in learning, affecting their academic performance negatively. Samuel et al. (2019) lamented that students' discipline in very

important. Indiscipline among students has caused a lot of setbacks in educational institutions in Nigeria, most especially in the area of students' performance. Hence, teachers as leaders, need to discharge their disciplinary role effectively, in order to provide remedy to the situation. As revealed by the finding of the study Alabi (2018), significant relationship existed between teachers' disciplinary function and students' academic performance.

In more than a decade, the output of students' performance in senior school certificate examinations, especially in West African senior school certificate examinations (WASSCE), has not been heartwarming. To support this, Soladoye (2022) lamented that poor academic performance in WASSCE has been common and is a blemish on the reputation of the Nigerian educational system. Alabi (2021) asserted that poor academic performance has been very common in both internal and external examinations in secondary schools in Nigeria, and all hands must be on deck for this problem to be solved.

However, principals' managerial styles, teacher motivation, instructional resources, school environment, teacher capacity building, home background, information communication technologies, teachers' qualifications, school-community relations, supervision, counselling services, qualifications of teachers, students' factors, school climate and a host of others had been worked on as the independent variables which could be responsible for poor academic performance, especially in public secondary schools, Iwo Local Government, Osun State, Nigeria. Hence, to the best knowledge of the researchers, in this area, no study had related teachers' leadership roles to students' academic performance and this is the gap which this study filled.

The study examined the relationship between teachers' leadership roles and students' academic performance in public secondary schools in Iwo Local Government Area, Osun State, Nigeria; determined the relationship between teachers' counselling role and students' academic performance in public secondary schools; assessed the relationship between teachers' motivational role and students' academic performance in public secondary schools; and investigate the relationship between teachers' counselling role and disciplinary role and students' academic performance in public secondary schools. The following hypotheses were formulated to guide the study. There is no significant relationship between teachers' leadership roles and students' academic performance in secondary schools in Iwo Local Government, Osun State; there is no significant relationship between teachers' counselling role and students' academic performance in secondary schools; there is no significant relationship between teachers' motivational role and students' academic performance in secondary schools; and there is no significant relationship between teachers' disciplinary role and students' academic performance in public secondary schools.

Methodology

The study investigated teachers' leadership roles and students' academic performance in public secondary schools in Iwo Local Government, Osun State, Nigeria. All the 5,201 senior secondary school III students constituted the population because the researchers believed they had adequate information about their teachers. It purposively used all the 14 public secondary schools in the local government area. Three hundred and fifty-nine students were proportionately selected out of the 5,201 in the 14 schools, via the Krejcie and Morgan (1970) table for deriving sample size from the population of a study. Teachers' Leadership Roles Questionnaire (TLRQ) was used to collect data from students while Students' Academic performance Pro forma was utilised to collect results of students in Mathematics and English Language in WASCCE from 2020 to 2023. Three lecturers did validation of TLRQ at University of Ilorin, Ilorin and Federal

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College of Education, Iwo, Osun State, Nigeria. The questionnaire was also subjected to reliability test by administering it to 30 teachers drawn from three public secondary schools in Ejigbo Local Government, Area, Osun State. The data gathered were analysed using Cronbach's Alpha, and a reliability coefficient of 0.81 was realised. Hypothesis testing was carried via the use of Pearson Product-Moment Correlation, the level of significance of 0.05. Analysis was done using only 321 copies of the questionnaire which were retrieved from the participants.

Results

Hypothesis One: There is no significant relationship between teachers' leadership roles and students' academic performance in public secondary schools in Iwo Local Government, Osun State

Table 1: Correlational Analysis of Teachers' Leadership Roles and Students' Academic Performance

Variable	N	\bar{X}	SD	Cal.r-value	p-value	Decision
Teachers' Leadership Roles	321	2.52	.63			
				.517	.004	Rejected
Students' academic performance	321	2.42	3.77			

Table 1 shows the calculated r-value (.517) and the p-value (.004) which is less than the significance level (0.05). Therefore, the decision for the hypothesis one was rejected. This shows that a significant relationship existed between teachers' leadership roles and students' academic performance.

Hypothesis Two: There is no significant relationship between teachers' counselling role and students' academic performance in public secondary schools in Iwo Local Government, Osun State, Nigeria

Table 2: Correlational Analysis of Teachers' Counselling Role and Students' Academic Performance

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Teachers' Counselling Role	321	2.79	.81			
				.517	.004	Rejected
Students' Academic performance	321	2.42	.77			

As shown in Table 2, calculated r-value is .517 while .004 which the p-value is less than th significance level of 0.05. As a result, hypothesis two was rejected. This signifies that there was a significant relationship between teachers' counselling role and students' academic performance.

Hypothesis Three: There is no significant relationship between teachers' disciplinary role and students' academic performance in public secondary schools in Iwo Local Government, Osun State

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Table 3: Correlational Analysis of Teachers' Disciplinary Role and Students' Academic Performance

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Teachers' Disciplinary Role	321	2.60	.45			
				.602	.001	Rejection
Students' Academic performance	321	2.42	.77			

Table 3 shows calculated r-value (.602) and the p-value (.004) which is less than the significance level (0.0). Hence, hypothesis three was rejected. This means that was a significant relationship between teachers' disciplinary role and students' academic performance in public secondary schools.

Hypothesis Four: There is significant no relationship between teachers' motivational role and students' academic performance in public secondary schools in Iwo Local Government, Osun State, Nigeria

Table 4: Correlational Analysis of Teachers' Motivational Role and Students' Academic Performance

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Teachers' Disciplinary Role	321	2.16	.44			
				.634	.105	Rejection
Students' Academic performance	558	2.42	.77			

As shown in Table 4, calculated r-value is .634 while .015 which is the p-value is less than the significance level of 0.05. Based on this, the decision for the hypothesis four was rejection. This depicts that teachers' motivational role and students' academic performance were significantly related

Discussion of Findings

The findings of the study revealed that there was a significant relationship between teachers' leadership roles and students' academic performance in public secondary schools in Iwo Local Government, Osun State. The implication of this is that it would help enhance students' academic performance. This finding is supported by the assertion of Adeyemi (2018) that apart from instructional delivery, teachers need to prioritise performance of other leadership functions such as motivation, counseling and discipline, coordination and supervision, to enhance seriousness of students to learning and boost their academic performance. The submission of Dada (2020) is also in congruence with this finding that every teacher is a leader in classroom. Students of a teacher who performs leadership roles very well are likely to perform better than the students of a teacher who neglects effective performance of leadership roles.

The findings of the study revealed that there was a significant relationship between teachers' counselling role and students' academic performance in public secondary schools. This connotes that how teachers give students admonition towards showing good attitudes towards their studies would help enhance students' academic performance. This is in consonance with the finding of Alarape (2020) which showed that teachers' counselling function and students' academic performance are significantly related. Adamu (2016) also maintained that teachers are counsellors to students and as such, they need to integrate counselling role into their teaching, to help students to find solutions to their challenges to learning, so that their outstanding academic performance could be realised.

The findings of the study revealed that there was a significant relationship between teachers' motivational role and students' academic performance in public secondary schools. This shows that teachers' ability to motivate students towards learning is a determinant of their academic performance. This finding justifies the finding of Saminu (2020) that students' motivation and academic performance of students had a significant relationship. Sadiku (2020) also emphasised that it is one thing for teachers to teach students but it is another thing to motivate them to participate effectively in lessons. It is through motivation that their high level of participation needed to enhance their performance could be achieved.

The findings of the study showed that there was a significant relationship between teachers' disciplinary role and students' academic performance. This depicts that how teachers ensure that students are given commensurate punishment for displaying any indiscipline act which could hinder learning assists in enhancing students' performance. This finding corroborates the finding of Henry (2018) that teachers' disciplinary function and students' academic performance are significantly related. This finding also confirms the finding of Nasirudeen's (2016) finding that indiscipline has a significant negative relationship with students' academic performance.

Conclusion

The study concluded that:

- i. teachers' leadership roles are a great contributor to the enhancement of students academic performance;
- ii. teachers' counselling role and students' academic performance are significantly related;
- iii. teachers' motivational role helps in boosting students' academic performance; and
- iv. teachers' disciplinary role is a significant tool for enhancing students' academic performance.

Recommendations

- i. teachers should prioritise more, the performance of their leadership roles in the aspects of counselling, motivation and discipline, in order to make students sit tight to their studies and consequently assist them in achieving outstanding academic performance;
- ii. there is need for teachers to intensify efforts in performing counselling role by always integrating admonition into their lessons, keeping surveillance on students to identify and help find solutions to issues that could away their minds from effective learning and making themselves accessible for students when they need advice from them, to enhance their academic performance;

- iii. recognition of excellent performance, words of encouragement and assisting students to build academic self-esteem should be seen as a necessity by teachers, to enhance their active participation in lessons, which is capable of boosting their academic performance; and
- iv. teachers should firmly uphold discipline by persistently ensuring that any negative attitude to learning such as failure to do an assignment, incomplete note, lateness or intentional absence in a classroom, poor performance in assignment and the likes are given sensitive and commensurate punishment which would make students sit tight to their studies and consequently enhance their academic performance.

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**PRINCIPALS' SUPERVISORY FUNCTIONS AND STUDENTS' ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS, KWARA STATE, NIGERIA**

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Abstract
This study examined principals' supervisory functions and students' academic performance in public secondary schools, Kwara State, Nigeria. The study adopted a descriptive research design of survey type. The population for the study comprised 9,939 teachers in the 340 public senior secondary schools in the 16 Local Government Areas of Kwara State, Nigeria. Proportionate sampling technique via KrejcieMogan Table was used to select 313 out of 4855 teachers in Kwara Central, 116 out of 2102 teachers in Kwara North and 165 out of 2982 teachers in Kwara South Senatorial District. “Principals' Supervisory Functions Questionnaire” (PSFQ) and a Proforma tagged: Students' Academic Performance Proforma (SAPP) were used to collect data for the study. Descriptive statistics of mean ranking and percentage were used to answer the two research questions, while Inferential statistic of Multiple Regression was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that: principals' supervision of teachers' adherence to curriculum content is the most supervisory functions used by principals' in secondary schools in Kwara State; and the level of students' academic performance in secondary schools, Kwara State, Nigeria from 2020-2022 was beyond average. The study concluded that principals' supervision of teachers' adherence to curriculum content is the most supervisory functions used by principals' in secondary schools in Kwara State. Based on the findings and conclusion of the study, it was recommended among other things that, principals should ensure that teachers monitored the students' learning progress and outcome by effectively assessing their level of understanding in each subject that would enhance an excellent academic performance of students.

Keywords: *Principals' Supervisory Function, Students' Academic Performance, Curriculum Content, Supervision of Learning Resource Inputs, Supervision of Instructional Process*

Introduction
Principal is saddled with numerous responsibilities in the administration of secondary school. Principal is an administrative position considered to be highest in hierarchy of authority in secondary school which is occupied by a person charged with the tasks of planning, controlling and coordination of human, material, financial and time resources to foster the attainment of the school goals and objectives. The school principal as the instructional leader is entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers. To support this, Ugboka (2019) and Ayeni (2018) stated that the school principals are the management whose responsibility is to provide variety of supervision functions for teachers to see the need for change, plan for change and practice new behaviour for effective teaching and learning.

This performance level has kept education stakeholders concerned over students' poor performance in the school certificate examination. Some blamed the school administrators (principals) and the teachers while others blamed the students, their parents, and the government. Whoever to blame, the fact remains that the school and its management correlate with the student's academic achievement (Adewale, 2015; Kemunto & Marwanga, 2014; Mohammed,