

A Study of principles and teacher's role towards school performance

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ABSTRACT

For the Quality of education, the leader and the teacher's attitude is very important for institutes' performance. In secondary schools of Pakistan head teachers are the leaders. The main purpose of the study was to find out the role of head teachers' and teachers towards school performance. The study was delimited to head teachers and teachers of district Sargodha. This was a descriptive research based on quantitative research design. Survey method was used to collect data from head teachers and teachers. Perception of head teachers and teachers were taken on a two self-developed tool including 39 items for teachers and 43 item for Head teachers having reliability of 0.72 and 0.85 respectively. Hence a sample of 60 head teachers (30 male and 30 female) and 240 teachers (120 male and 120 female) were selected randomly. School performance was evaluated by the result percentage of matriculation. Major findings showed that school performance is significantly affected by head teachers' poor communication with teachers, head teachers' personality, head teachers' encouragement, proper check and balance in high performing school. It was also concluded that school performance is affected by teacher's gender, and teacher's attitude in high performing schools. Correlation analysis revealed significantly positive relationship between school performance and principals' leadership. By multiple linear regression analysis, it was concluded that school performance is affected by teachers' attitude, teachers' methodology and teaching assessment in high performing schools.

KEYWORDS

Teachers, Principal, School Performance.

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INTRODUCTION

In any organization, leadership plays a critical role. The varied leadership styles of head teachers, as well as teachers' behavior, will have an impact on the schools' effectiveness. (Jamali, A, 2012). In today's workplace, organizations and institutions must contend with a variety of leadership styles. In their everyday activities, presentations, and goals, several countries across the world are emphasizing the notion of hard-working leadership styles in a variety of ways. For example, in Nigeria and England, rapid and increasing consciousness in various areas and fields is accompanied by a significant growth in the number of instructors, with educational establishments such as schools, colleges, and universities included (Baroody, 2021). The main objectives of the current study were to; figure out the basic needs for successful leadership of head teachers, determine the head roles that enhance the performance of school and to analyze the impact of teacher's attitude towards teaching in high performing schools.

Adepoju (2016) stated that the teachers' job performance can be defined as the actions they perform in schools in order to achieve educational goals. In educational sector for the provision of best education for all citizens, which was launched as a major national wide reform program for the betterment of the quality of general education (MOE, 2010). In support of this matter (Crum and Sherman, 2008) affirmed that the high teachers' performance this aspect are categorized in the development of personnel and facilitating leadership responsible delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing changes.

Adeyemi (2014) states leadership is the component of personality incorporated in leader that endorse subordinates to comprehend them. On the contrary, a leadership style is a specific behavior used by a leader to encourage subordinates for the sake of attaining the objectives of the school. Now-a-days every leader in every organization carries out various roles/tasks for the effective running of the school and betterment of the performance of school. Ezeuwa (2005) sees it as the act of affecting people so that they could seek eagerly and strenuously toward the achievement of aims. Leaders articulate leadership in many roles. These are: developing the goals and objectives, preparing structures, managing and encouraging personnel and performing leadership (Daresh, 2002).

The leader adopting this kind of leadership style gives teacher particular rules and regulations in context of performing, planning and organizing activities. In view of Hoy and Miskel (2001). Supportive leadership style is more of a relationship-oriented style. It needs the leader to be friendly and active. The leader who uses this style discusses with subordinates for thoughts and innovative ideas and takes their views seriously while making decisions. Lussier and Achua (2001). Mostly the leaders partially believe on the employees. However, the main decisions are taken by the leader, he/she takes the opinions of the employees, but he himself makes the ultimate decision Owens (1981).



In achievement oriented style, the leader advocates difficult but approachable aims for the subordinates, Lussier and Achua (2001). Autocratic leadership is called as the system which gives complete empowerment to the leader with small participation from the followers. Laissez-Faire leadership advocates that leaders permit group members to make decisions. Leaders hardly intervene. Laissez-faire style is explained by Hackman and Johnson (2009) as the most efficient style, particularly where followers are intelligent, hard-working and greatly motivated.

Involvement in decision-making is known as a practice by which both subordinates and superiors sit together to discuss the methods or techniques to run the schools. Mullins (2005) opines that many people have faith that the participation of staff in decision making gives rise to higher performance and is essential also for survival in a competitive world. Westhuizen, et al (2008) states that a “regular formal communication between the (principals) leaders, subordinates teachers and other members of the organization.

Hannagan (2012) states that communication is a way of passing on information about the efficiency of specific work behaviors and it performs various functions. Armstrong (2013) gives the merits of communication in leadership method as were taken from a survey carried out by the performance management in (1997). Any changing in education system has a great impact on all stages of education, but there are many differences in the organization at each stage because they response differently to stresses and need particular solutions of the issues they have. In Secondary education teachers are more particularized and the organization is also more ambiguous. The present paper aimed to the study of principals and teacher’s role towards school performance.

RATIONALE:

School performance is an important element as a benchmark for the quality of education (Sukmaswati, 2020). The low learning achievement reflects the low quality of school performance (Ross, J. A., & Gray, P, 2006). Leadership of head teachers’ and teacher’s performance has a great influence on the school achievements that’s why low leadership of head teachers and lack of teacher’s performance affect the schools’ performance (Salwa et al, 2019). Head teachers are held accountable for schools’ achievements (Hallinger & Heck, 1996; Leithwood, Jantzi, & Steinbach, 1999; Witziers, Bosker, & Kruger, 2003). Head teachers influence school achievements by creating capacity in the school in terms of enhancing teachers’ performance and their commitment to the goals of the school (Sukmaswati, 2020). Previous literature found that relationship of head teachers affect the school performance (Salwa et al, 2019). So there is a need to address the role of head teachers and teachers for better quality of the schools. Also the flaws in the leadership of head teachers and the capability of teachers are necessary to improve. The role of head teachers and teachers towards school performance has not been found on Google Scholar as per best knowledge of the researcher. Therefore, the current situation pertaining to the role of head teachers and teachers towards school performance justify the need to conduct the research in this area. The purpose of present research is to study of head teachers’ and teacher’s role towards school performance.

RESEARCH METHODOLOGY

This was originally a study based on relationship focusing on how head teachers’ leadership styles and teachers’ attitude towards their profession may impact on school performance. The study was quantitative in nature. Survey method was used to collect data from the respondents. Two different scales were developed by the researcher having 39 items for teachers and 43 item for head teachers. This was five point Likert scale seeking perceptions of both of the groups. Population comprised of all the public secondary schools in district Sargodha. Sixty secondary schools were selected conveniently representing rural and urban locality equally. From each school having head teacher compulsorily and two teachers were selected conveniently. So the total sample comprised of thirty male head teachers and thirty female head teachers while sixty male secondary school teachers and sixty female secondary school teachers conveniently. Before data collection both of the tools were validated through expert opinion while Cronbach Alpha Reliability was measured, which was .72 for teachers and .85 for head teachers instruments respectively. Pearson product moment correlation and regression was used to analyze the data.

Results

Table 1. Descriptive Statistics of Head Teachers Sample

Statement	S.D	D	N	A	S.A	Mean	S.E	S.D
Principal’s personality has positive impact on teachers.	7 (11.7)	4 (6.7)	6 (10.0)	20 (33.3)	23 (38.3)	3.80	.173	1.33
Positive behavior of principal can solve big problems easily.	1 (1.7)	2 (3.3)	6 (10.0)	34 (56.7)	17 (28.3)	4.07	.106	.821
Principal’s strategies establish positive atmosphere in school.	2 (3.3)	4 (1.3)	3 (5.0)	21 (35.0)	30 (50.0)	4.22	.135	1.04

Teachers can teach more effectively in contented situations.	1 (1.7)	2 (3.3)	4 (1.3)	30 (50.0)	23 (38.3)	4.20	.108	.840
Policy of law and order by principal generate a positive atmosphere for teaching.	3 (1.0)	5 (8.3)	4 (6.7)	20 (33.3)	28 (46.7)	4.08	.149	1.15
Little gratitude from principal encourages teachers for hard work.	2 (3.3)	0	6 (10.0)	30 (50)	22 (36.7)	4.17	.112	.867
Proper check and balance from principal has a good impact on students' learning.	2 (3.3)	0	39 (65)	0	19 (31.7)	4.28	.068	.524
Proper contact between principal and teachers can heighten learning.	0	7 (11.7)	5 (8.3)	32 (53.3)	16 (26.7)	3.98	.110	.854
In achieving high performance, teachers must be facilitated by the principal.	0	3 (5)	14 (23.3)	33 (55)	10 (16.7)	3.83	.098	.763
Incentives from principal influence the process of learning in school.	2 (3.3)	7 (11.7)	1 (1.7)	27 (45)	23 (38.3)	4.03	.141	1.08
Fear of punishment can encourage students for better learning.	0	7 (11.7)	11 (18.3)	16 (26.7)	26 (43.3)	4.02	.135	1.04
Hard work of principal can encourage teachers to work hard.	1 (1.7)	6 (10)	13 (21.7)	23 (38.3)	17 (28.3)	3.82	.131	1.01
Use of staff according to their abilities influences the learning process.	2 (3.3)	1 (1.7)	5 (8.3)	32 (53.3)	20 (33.3)	4.12	.114	.885
Performance of staff is affected by the right decisions taken on time.	1 (1.7)	1 (1.7)	3 (5)	41 (68.3)	14 (23.3)	4.10	.091	.706
Role model of principal influences the process of learning.	0	1 (1.7)	2 (3.3)	37 (61.7)	20 (33.3)	4.27	.078	.607
Impartial attitude of principal can have a good impact on learning.	0	1 (1.7)	6 (10)	31 (51.7)	22 (36.7)	4.22	.098	.761
Balanced attitude of principal towards staff has a positive impact on learning process.	0	5 (8.3)	9 (15)	29 (48.3)	19 (28.3)	3.97	.114	.882
Principal puts teacher's needs before his own need.	0	3 (5)	7 (11.7)	36 (60)	14 (23.3)	4.02	.097	.748
Principal advocates power of personal game.	0	5 (8.3)	14 (23.3)	28 (46.7)	13 (21.7)	3.82	.113	.873
Principal promote high moral standards.	1 (1.7)	8 (13.3)	9 (15)	27 (45)	15 (25)	3.78	.133	1.02
Principal sets challenging votes for her followers.	3 (5)	4 (6.7)	9 (15)	30 (50)	14 (23.3)	3.80	.134	1.03
Principal upholds enthusiasm and optimism.	2 (3.3)	8 (13.3)	2 (3.3)	32 (53.3)	16 (26.7)	3.87	.138	1.06
Principal communicates high expectations.	4 (6.7)	8 (13.3)	6 (10)	30 (50)	12 (20)	3.63	.148	1.14

Principal involves the followers to foresee attractive future states.	6 (10)	10 (16.7)	6 (10)	23 (38.3)	15 (25)	3.52	.169	1.30
Principal determine commitment towards the goals.	3 (5)	10 (16.7)	3 (5)	30 (50)	14 (23.3)	3.70	.149	1.15
Principal behaves individuals as if they are with special people.	3 (5)	11 (18.3)	6 (10)	27 (45)	13 (21.7)	3.60	.151	1.16
Principal act as a coach or mentor to enhance the potential of his followers.	3 (5)	10 (16.7)	5 (8.3)	30 (50)	12 (20)	3.63	.146	1.13
Principal motivate flowers to be innovative and creative.	0	8 (13.3)	8 (13.3)	25 (41.7)	19 (31.7)	3.92	.129	.996
Principal encourages the staff to face the challenges and threats of the time.	0	5 (8.3)	5 (8.3)	25 (41.7)	25 (41.7)	4.17	.117	.905

Table 1 showed that majority of principal (39%) with Mean=3.80, S.E=0.173, and S.D=1.338 strongly agreed that principal’s personality has positive impact on teachers. Table showed that majority of principal (57%) with Mean=4.07, S.E=0.106 and S.D=0.821 agreed that positive behavior of principal can solve big problems easily. Table showed that majority of principal (50%) with Mean=4.22, S.E=0.135, and S.D=1.043 strongly agreed that principal’s strategies establish positive atmosphere in school. Table showed that majority of principal (50%) with Mean=4.20, S.E=0.108, and S.D=0.840 agreed that teachers can teach more effectively in contented situations. Table showed that majority of principal (47%) with Mean=4.08, S.E=0.149 and S.D=1.154 strongly agreed that policy of law and order by principal generate a positive atmosphere for teaching.

Table 2. Descriptive Statistics of Teachers Sample

Statement	S.D	D	N	A	S.A	mean	S.E	S.D
Teaching methods can help teachers in improving their grey areas.	3 (1.3)	5 (2.1)	14 (5.8)	133 (55.4)	85 (35.4)	4.22	.04	.75
Teachers can enhance student’s performance and learning skills by various teaching strategies.	2 (0.8)	7 (2.9)	18 (7.5)	125 (52.1)	88 (36.7)	4.21	.05	.77
Teachers equipped with different teaching skills can infuse the best lesson in students mind.	4 (1.7)	38 (15.8)	37 (15.4)	118 (49.2)	43 (17.9)	3.66	.06	1.0
I am satisfied with the teaching techniques going with the country culture.	3 (1.3)	7 (2.9)	13 (5.4)	119 (49.6)	98 (40.8)	4.26	.05	.79
Teacher’s contentment with the output and lesson plan is dependent on incentives given to them.	3 (1.3)	7 (2.9)	6 (2.5)	122 (50.8)	92 (38.3)	4.18	.05	.88
Effective/good teachers demonstrate the right way to solve a problem by changing their teaching methods.	3 (1.3)	4 (1.7)	18 (7.5)	129 (53.8)	86 (35.8)	4.21	.04	.75
Drill of lesson in a class is must so that students can also comprehend lessons properly and could go for presentable solution by themselves.	4 (1.7)	17 (7.1)	13 (5.4)	128 (53.3)	78 (32.5)	4.08	.05	.90
Different methods of teaching should be built around problems with clear, correct answers,	2 (0.8)	3 (1.3)	11 (4.6)	140 (58.3)	84 (35)	4.25	.04	.67

Teaching practices plays an important role to make learning easier.	3 (1.3)	6 (2.5)	12 (5.0)	120 (50)	99 (41.3)	4.28	.05	.77
Being compassionate, teacher's behaviour should be looking forward to learning progress of students.	4 (1.7)	6 (2.5)	12 (5.0)	141 (58.8)	77 (32.1)	4.17	.05	.77
Behaviour of teacher has great influence on student's career.	0	16 (6.7)	17 (7.1)	121 (50.4)	86 (35.8)	4.15	.05	.82
Teacher's behaviour towards the student's problem in learning plays an important role to make learning easier.	0	10 (4.2)	19 (7.9)	132 (55)	79 (32.9)	4.17	.04	.74
Teacher's behaviour should flexible for the students to get through the problems they suffer with.	2 (0.8)	16 (6.7)	37 (15.4)	145 (60.4)	40 (16.7)	3.85	.05	.80
Teacher's interaction in the class keep students engage in lesson.	2 (0.8)	11 (4.6)	5 (2.1)	131 (54.6)	91 (37.9)	4.24	.05	.77
Most teachers in school believe that students' well-being is important and concerned to their behaviour.	0	12 (5)	21 (8.8)	106 (44.2)	101 (42.1)	4.23	.05	.81
Teacher's behaviour can also effect on student marks.	1 (0.4)	10 (4.2)	29 (12.1)	107 (44.6)	93 (38.8)	4.17	.05	.82
Teachers should be examined for their excellence of work.	2 (0.8)	5 (2.1)	12 (5)	132 (55)	89 (37.1)	4.25	.04	.71
When referring to a "good performance", I mean a performance that lies above the previous achievement level of the students.	1 (0.4)	2 (0.8)	8 (3.3)	127 (52.9)	102 (42.5)	4.36	.04	.63
A quiet but interacting assessment is always needed for effective learning.	0	4 (1.7)	7 (2.9)	128 (53.3)	101 (42.1)	4.36	.04	.62
Marking criteria is concerned with students assessment and learning.	1 (0.4)	2 (0.8)	23 (9.6)	107 (44.6)	107 (44.6)	4.32	.04	.71
Classroom assessment can take students learning to next level.	2 (0.8)	8 (3.3)	22 (9.2)	111 (46.3)	97 (40.4)	4.22	.05	.81
By asking questions I check whether or not the subject matter has been understood.	10 (4.2)	27 (11.3)	26 (10.8)	124 (51.7)	53 (22.1)	3.76	.06	1.0
Communication seems to be good between teachers and students.	14 (5.8)	27 (11.3)	42 (17.5)	115 (47.9)	42 (17.5)	3.60	.07	1.0
I ask my students to suggest or to help in planning classroom activities.	21 (8.8)	40 (16.7)	32 (13.3)	101 (42.1)	46 (19.2)	3.46	.07	1.2
Communication skills are considered important for professional development of teachers towards students.	20 (8.3)	34 (14.2)	28 (11.7)	116 (48.3)	42 (17.5)	3.53	.07	1.1
Teachers should possess strong communication skills for effective learning of students.	13 (5.4)	31 (12.9)	18 (7.5)	126 (52.5)	52 (21.7)	3.72	.07	1.1
How much students learn depends on how strongly they can communicate with teachers.	10 (4.2)	24 (17)	17 (7.1)	120 (50)	69 (28.8)	3.89	.06	1.0
Being a teacher, I feel prepared while communicating with students to get them involved in subject matter.	7 (2.9)	25 (10.4)	15 (6.3)	138 (57.5)	55 (22.9)	3.87	.06	.99
Teachers explicitly state learning goal.	4	27	19	130	60	3.90	.06	.96

	(1.7)	(11.3)	(7.9)	(54.2)	(25)			
Teachers lesson planning keep teacher limited and particular about the scheduled lesson.	7	24	25	108	56	4.30	.051	.75
	(2.9)	(10)	(10)	(45)	(23.3)			
Lesson planning keeps the teacher organized in classroom.	5	16	14	106	79	3.87	.05	.99
	(2.1)	(6.7)	(5.8)	(44.2)	(32.9)			
Lesson planning is beneficial for teachers in achieving high standard of education.	0	11	18	95	96	3.87	.06	.97
		(4.6)	(7.5)	(39.6)	(40)			
Teachers must plan lessons on daily basis.	1	6	13	75	125	3.90	.06	.96
	(0.4)	(2.5)	(5.4)	(31.3)	(52.1)			

Table 2 showed that majority of teacher with (55%) Mean=4.22, S.E=0.048 and S.D=0.751 agreed that teaching methods can help teachers in improving their grey areas. Table showed that majority of teacher (52%) with Mean=4.21, S.E=0.50 and S.D=0.770 agreed that teachers can enhance student’s performance and learning skills by various teaching strategies. Table showed that majority of teacher (49%) with Mean=3.66, S.E=0.065 and S.D=1.002 agreed that teachers equipped with different teaching skills can infuse the best lesson in students mind. Table that majority of teacher (49%) with Mean=4.26, S.E=0.051 and S.D=0.792 agreed that i am satisfied with the teaching techniques going with the country culture. Table showed that majority of teacher (50%) with Mean=4.18, S.E=0.057 and S.D=0.881 agreed that teacher’s contentment with the output and lesson plan is dependent on incentives given to them.

Relationship between Head teacher impact towards School Performance

Table 3. School Performance VS Head Teacher Impact

		School Performance	Head Teacher Impact
School Performance	Pearson Correlation	1	.009
	Sig. (2-tailed)		.946
	N	60	60

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 reflects that the correlation analysis reveals significance difference in School Performance and Head Teacher Impact (p = 0.009), so that

Relationship between Innovative and Creative Head Teacher impact towards School Performance

Table 4. School Performance VS Innovative and Creative Head Teacher

		School Performance	Innovative and creative
School Performance	Pearson Correlation	1	0.794
	Sig. (2-tailed)		0.034
	N	60	60

** . Correlation is significant at the 0.05 level (2-tailed).

Table 4 reflects that the correlation analysis reveals significance difference in School Performance and Innovative and Creative Head Teacher Impact (p = 0.034), so that **H₀**: There was no significant relationship Innovative and Creative Head teacher impact towards Performance of School was rejected.

Regression Analysis for Teachers

H₀: The regression model is insignificant.

H₁: The regression model is significant

Table 5. Multiple Linear Regression analysis

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.874	5	.375	1.574	.168 ^a
	Residual	55.726	234	.238		
	Total	57.600	239			

a. Predictors: (Constant), Teacher Lesson Plan, Teaching Methodology, Teaching Assessment, Teacher's Communication, Teacher's Behaviour

b. Dependent Variable: School Performance

At the 5 % level of significance, the p-value is less than significance level(α), so we reject our null hypothesis (H_0) and conclude that the regression model is significant.

Coefficient Analysis and Individual Significance of the Variables

Table 6. Significance of Variable

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.510	.380		6.599	.000
	Teacher's Behaviour	-.016	.015	-.101	-1.081	.028
	Teaching Methodology	.021	.009	.168	2.306	.022
	Teaching Assessment	.005	.016	.024	.305	.761
	Teacher's Communication	-.006	.007	-.073	-.882	.379
	Teacher Lesson Plan	-.009	.014	-.052	-.661	.509

a. Dependent Variable: School Performance

In term of sample data

$$\hat{Y}_i = \hat{\beta}_0 + \hat{\beta}_1 X_{1i} + \hat{\beta}_2 X_{2i} + \hat{\beta}_3 X_{3i} + \hat{\beta}_4 X_{4i} + \hat{\beta}_5 X_{5i}$$

The estimated regression line obtained is:

$$\begin{aligned} \hat{Y}_i(\text{School Performance}) &= 2.50 + 0.101(\text{Teachers Behaviour}) + 0.168(\text{Teaching Methodology}) \\ &+ 0.024(\text{Teaching Assessment}) - 0.073(\text{Teacher's Communication}) - 0.052(\text{Teacher Lesson Plan}) \end{aligned}$$

Interpretation

From Table 6 three regression coefficients (Teaching Assessment, Teachers Communication and Teacher Lesson Plan) are insignificant as well with a p-value of 0.761, 0.379 and 0.509 and two regression coefficients (Teacher Attitude, Teaching methodologies) are significant as well as with a p-value 0.028 and 0.022 when compared to the level of significance at 5%.

The value of the $\hat{\beta}_0 = 2.50$, which is intercept of the regression line indicates the average level of school performance when the all Regression Coefficients remain constants on their level as zero. Since the intercept value is positive, there is dependence exists in variable. Dependence is positive between dependent (school performance) and independent variables (Teacher's attitude, Teachers assessment and Teaching methodology). Dependence is negative between dependent (school performance) and independent variables (Teacher's communication and Teacher lesson plan).

The estimated regression coefficient of Teachers Attitude $\hat{\beta}_1 = 1.01$ which measures the slope of line indicates that on the average School Performance increases by 1.01 units for one unit increase in Teachers Attitude by keeping other independent variables as a constant.

The estimated regression coefficient of Teaching Methodology $\hat{\beta}_2 = 0.168$ which measures the slope of line indicates that on the average School Performance increases by 0.168 units for one unit increase in Teaching Methodology by keeping other independent variables as a constant.

The estimated regression coefficient of Teaching Assessment $\hat{\beta}_3 = 0.024$ which measures the slope of line indicates that on the average School Performance increases by 0.024 units for one unit increase in Teaching Assessment by keeping other independent variables as a constant.

The estimated regression coefficient of Teachers Communication $\hat{\beta}_4 = -0.073$ which measures the slope of line indicates that on the average School Performance decreases by -0.073 units for one unit increase in Teachers Communication by keeping other independent variables as a constant.

The estimated regression coefficient of Teacher lesson plan $\hat{\beta}_5 = -0.052$ which measures the slope of line indicates that on the average School Performance decreases by -0.052 units for one unit increase in Teacher Lesson Plan by keeping other independent variables as a constant.

CONCLUSIONS

The researcher concluded that: school performance is significantly affected by Principal's communication with teachers, principal's personality, principal's encouragement, proper check and balance by principals in high performing school. It is also concluded that school performance is affected by teacher's gender, and teacher's attitude in high performing schools. The result of correlation analysis concluded: significantly positive relationship between principals' leadership qualities and school performance, significantly positive relationship between innovative and creative Principal and school performance. By the results of the multiple linear regressions analysis the researcher concluded: that school performance is affected by teacher attitude, teacher methodology and teaching assessment and head teachers have significantly positive effect in high performing

schools. On the bases of above mentioned conclusions it is recommended that the study may be replicated on a wider sample. Similarly on the baes of regression analysis it is suggest to conduct different workshops and seminar sessions for teachers and head teachers so they may enhance their god gifted qualities of leadership and teaching respectively.

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