



EDUCATIONAL LEADERSHIP ABILITY AND STUDENTS' ACADEMIC PERFORMANCE IN IKWERRE LOCAL GOVERNMENT AREA OF RIVERS STATE

Emmanuella I. ODODAH

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

Grace Ngozi IHENWE

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

ABSTRACT

This study is aimed at investigating the effect of educational leadership ability on students' academic performance in Ikwerre Local Government Area of Rivers State. Three research objectives and three hypotheses were stated to guide this study. The research design for this study was quasi-experiment. The population for the study comprised all principals and teachers in public secondary schools in Ikwerre Local Government Area of Rivers State. This summed up to 511. Through simple random sampling technique, sample size of 30 respondents was drawn from ten selected schools (1 principal and 2 teachers each of the schools). Questionnaire was used for collecting data before and after teaching. pre-test and post-test scores were analyzed using mean variance to answer research questions while t-test was used to test the hypotheses at 0.05 alpha level. The results revealed that principals' disciplinary control, communication and classroom visitation supervision styles all showed positive effect on students' academic performances disciplinary style did not show a significant result while communication and classroom visitation styles showed significant positive effect on students' academic performance in secondary schools. Based on the findings, it is concluded that leadership ability is needed in improving teachers and students' academic performance in secondary schools and therefore recommended that the state government should recruit adequate number and caliber of staff for each school to ensure optimum staff and students' performance.

Keywords: Education, Leadership, Ability, Students, Academic, Performance, Ikwerre, Local Government, Area, Rivers State.

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INTRODUCTION

Leadership in any organization implies the action and interaction with persons with a view to attaining a specific goal. It is the ability to plan, control, direct and co-ordinate the activities of school involving both human and material resources for the achievement of school goals. It is a process through which persons or groups intentionally influence others in the attainment of group goals. Leadership is generally defined as the process of influencing people so that they will strive willingly toward the achievement of objectives. This concept could be enlarged to involve not only the willingness to work but also the willingness to work with zeal and confidence. It is the functional behaviour of a leader in relation with subordinates to facilitate the accomplishment of group goals.

Leadership implies that intentional influence exerted by one person or a group, on other people or groups, to structure the activities and relationships in a group or organization, which is understood as a social influencing process. Leadership concepts differ in terms of who exerts influence, the nature of that influence, the purpose for the exercise of influence and its outcomes. Leadership is not necessarily attached to a role and could be viewed as a process rather than a position of authority. Leadership for Learning: the Cambridge Network, for example, was created with the aim of connecting leadership and learning in schools. Fundamental to the Cambridge Network is the belief that leadership is both a shared and an individual enterprise and needs to be distributed and exercised at every level. Teachers are viewed as having significant leadership potential (MacBeath & Dempster, 2009).

Education has a strategic role to improve the quality of human resources who have expected competence, performance, attitude and behaviour in accordance with their duties and role of their job. In other words, the quality of human resources as the subject of development is characterized by the creativity and productivity that is realized in the performance of their work. This issue would be overcome if the human resources are able to produce a rational and productive work and have knowledge, skills, and abilities that generally could be obtained through education. To achieve this above objectives, the teachers' role as the spearhead of the success of education is critical and in developing excellent education, the need of quality leader in education is crucial. They are expected to be able to share their knowledge, to develop students' skill and to shape students' character. One of the ways to be good leaders is by developing leadership competence.

This behaviour of principals regarding to the implementation of the management tasks of coaching and development activities includes:

- Ability to make a teaching and learning programme;
- Ability to present teaching and learning programmes;
- Ability to carry out the evaluation;
- Ability to carry out the analysis of evaluation result;
- Ability to develop and implement students' improvement and enrichment programme;
- Ability to make scientific writing in education; and
- Ability to develop the curriculum.

These activities will be measured by a questionnaire designed by the principal (Sahertian, 2010). One effort that could be made by the principal in improving the competence and performance of the teachers is by supervision service. By supervision it is expected that the teachers will improve their qualities. The supervision could promote and develop the teaching process so that teachers could teach well and it will cause a good impact on the students' outcomes. The basic requirement for effective educational leadership is inherent in the ability of the principals to positively influence teachers, students and non-teaching staff in the

realization of educational goals. The role of principals in secondary school system in Rivers State equally includes being able to translate educational policies into programmes and actions in the school. The success or failure of the school depends to a large extent in his ability and capacity to positively affect desired educational goals. Hence, his role as an executive head of the school is enormous and brings a lot of challenges in terms of being able to manage not only instructional programmes but also teachers and students of the school to bring about positive change (Ocho, 2010).

The principal's scope of work is vast and intricate, demands a lot of time, energy, dedication and sacrifice. Some of the principal's pre-occupational duties to include managing instructional programmes, staff personnel administration, student administration, financial and physical resources management and school-community relationship management. The principal is seen as an exemplar and a leader whose actions to a large extent determine the success of the school because one of the ways through which one could assess a good secondary school administrator is through the academic performance of students (Aja-Okorie, 2010).

In the school environment especially in public secondary schools setting, there is always a principal who occupies a high status by virtue of his appointment as the school head. An effective principal is a front line mirror in the organization's plan of action. This is in line with the National Policy on Education (FRN, 2014) that identified management of curriculum and instruction, monitoring and evaluation of students' progress and performance establishing and supporting continuous staff development and procuring instructional material for teaching and learning, supervision of classroom instruction, promotion and enhancement of learning as some supervisory roles of secondary school principals. Principals in effective schools involve themselves in the improvement of day to day assignment of duties and supervision of teachers. Kimeu (2010) suggested that teachers' records need to be clear and available and demand principals' supervisory practices to set the benchmark, the tone and tempo of the school, the direction, the level of professionalism and the climate for learning.

In schools, communication happens at all times, in all directions, and in many ways. However, principals have certain styles when they communicate. A communication style is the method by which one negotiates situations involving others. It is a distinctive way and mode of action by which one usually behaves when exchanging information, ideas and emotions with others (Reece, Brandt & Howie, 2010). Different leadership styles could be associated with different communication styles, and different styles of communication indicated different leadership styles. For instance, a human-oriented leadership style is strongly connected to an open communication style that respects people and their viewpoints. A charismatic leadership style is connected to a communication style that inspires followers and encourages them. On the other hand, a task-oriented leadership style depends less on open and receptive communication styles and is directive and controlling (de Vries, Bakker-Pieper & Oostenveld, 2009).

Communication is a basic need for human life. People communicate for a variety of reasons, one of which is to create common understandings. The transmission of facts, ideas, opinions, attitudes, and feelings enables humans to develop awareness and to learn (Richmond, McCroskey and Powell, 2012). In any organization, communication is a necessity for coordinating most activities, and this is especially true in educational institutions. Given the widespread changes in education today, educational institutions need effective leaders who are good communicators. Lunenburg and Irby (2006) contended that effective leaders spend most of their time communicating with various stakeholders.

Recognizing the crucial nature of communication in leading schools, educational associations give attention to communication in their publications. The Educational

Leadership which guide the preparation and development of school leaders for instance, highlight communication as a main component of school leadership. Communication is the vehicle that enables leaders to improve their schools. The system requires that principals be responsible for articulating the vision, leading an effective instructional programme, managing all aspects in schools ethically and professionally, working in partnership with communities including students' families, understanding and influencing the larger society. None of these responsibilities is possible without effective communication.

This indicator is the quality of school leadership and management, understood in terms of the ability of school leaders to manage resources for the benefit of students, improve the school, create relationships with parents, and have an effective role in the community. This benchmarks depend largely on how effectively principals communicate.

There is little research on the relationship between the communication styles of principals and school performance. Researchers often assumed that a relationship exists between positive styles of a school principal's communication and the performance level of his school. Communication is usually an implied element in the general leadership style of the principal. Few researchers study communication as a separate and important factor that could lead to improved school performance. Salazar (2008), for instance, highlighted that high-performing schools were led by principals who positively affected school success. He noted that successful leaders concentrated on five areas of action, one of which is establishing processes to enhance two-way communication rather than one-way communication. He concluded that open and democratic communication is considered an important factor in the effective leadership of schools.

de-Vries, Bekker-Pieper and Oostenveld (2009) investigated the relationships between leaders' communication styles on one hand, and charismatic, human-oriented, and task-oriented leadership styles on the other hand. They collected data from 279 employees of a governmental organization via a survey consisting of 138 items. They used six communication styles: verbal aggressiveness, expressiveness, preciseness, assuredness, supportiveness, and argumentativeness. In line with expectations, the study found that charismatic and human-oriented leadership were mainly communicative, while task-oriented leadership was significantly less communicative. The communication styles were strongly related to knowledge sharing behaviours, perceived leader performance, satisfaction with the leader, and team commitment. For example, supportiveness had the strongest positive relationship with outcomes like satisfaction with the leader, sharing knowledge with leaders, and gaining team commitment, and it came second in rank in its relationship with perceived leader performance.

Disciplinary control refers to the use of various techniques to ensure that the rules and regulations stated in an organization are respected and followed in order to facilitate the attainment of set goals which creates a good image of the school and prepares students better for future academic performance (Owan, 2012). Disruptive behaviour among the students is reduced when good discipline practices are incorporated in school system. The implementation of effective discipline practices in school is a key to students' journey to adulthood (Ehiane, 2014).

Classroom management, an orderly and professional arrangement and coordination of classroom activities in order to provide an environment conducive for teaching and learning (Owan, 2012). According to Ahmad, Hussain, Alia, Mubarka and Batool (2017), classroom management procedures assume an indispensable part in upgrading students learning. Classroom administration involves the exercises to arrange and guide classes to accomplish particular objectives. To keep up a positive learning condition in the classroom is the principals' obligation. A good classroom management offers a helpful domain for compelling teaching and learning.

Teachers' motivation refers to how teachers are impressed to perform better in their teaching job. Motivation of teachers is crucial as it affects the students' performance directly (Gitonga, 2012). This fact is supported by Marques (2010) who concluded that motivation, satisfaction and performance are interdependent. From the foregoing, it becomes necessary to note the needs to improve students' academic performance in the state because schools were established for students and their performance need to be of great concern to the stakeholders.

Class-visitation supervision is a visit at any time made by the principal to observe the implementation of the learning process in order to obtain data for further follow-up in leading. The goals are to observe how the teachers teach and to help teachers to cope with the problems they face, while the functions of the visitations are to optimize the learning technique and to help them improve the professionalism. There are three steps of class-visitation supervision:

- The preparation phase;
- The implementation phase;
- The evaluation and reflection phase.

The preparation phase includes creation of a framework and assessment instruments prepared by the principal. In the implementation phase, the teachers do the teaching and learning activities based on the lesson plan that have been made, and the principal will observe the teaching and learning process based on the given instruments. In the final phase, the principal evaluates the things that happened during the observation in the classroom.

Academic performance refers to the rate at which educational objectives are being achieved by those within the school system. Therefore, students' academic performance might be seen as the extent to which students are achieving the set educational goals and objectives (Owan, 2012). Students' academic performance and graduation rates have been the area of interest, and investigation of factors related to the academic performance of secondary students have become a serious concern to the scholars. This may be because the school were established for the students and their performance could be used to judge the entire school system effectiveness (Erum & Zahoor, 2011).

In Rivers State, secondary school students' academic performance seems to be poor, dwindling or unstable. Many students are struggling academically as revealed in their poor performance in some classroom or external examinations. This issue has raised a great concern to the parents, teachers and policy makers, who have been questioning the effectiveness of the secondary school system in Rivers State. In the past, secondary school students' poor academic performance was tied to poor supply of infrastructure, poor parental involvement, and students study habits and other variables.

Recently, there has been an improvement in buildings of classrooms and other infrastructures by the past administration, coupled with the improved involvement of parents in their children education, it is expected that there will be a corresponding improvement in the academic performance of secondary school students in the state. Factors contributing to improvement in students' academic performance have received much attention from educators and researchers found that several factors contribute to improvement in the academic performance of students. Similarly, Narad and Addullah (2016) in Abaidoo (2018) found economic status of parents, their academic background and encouragement as factors that influence academic performance. Proper guidance from parents and teachers, communication skills, and learning facilities have also been found as a significant determinant to academic performance.

Statement of the Problem

The ultimate goal of secondary education is to develop the individuals' mental capacity and character for higher education and useful living within the society. There is growing concern about the realization of secondary school objectives because of doubt that principals give little attention to supervision of instructional activities.

Unfortunately, the quality of students' academic performance in Nigeria especially in Ikwerre Local Government Area of Rivers State has been an issue of serious debate. Many students in the area do not seem to be performing well academically as indicated by their performance in internal and external examinations. Apart from poor performance in examinations, many secondary school students in the state could not read and write. As a result, they engage in serious examination malpractices as means to passing their examinations. This trend has not only affected the secondary school system, it has also eaten deep into the quality of graduates produced for the tertiary education level.

Challenges of school management refer to those impediments that hinders the effective design, control and smooth running of the school system towards achieving the set target. Some factors responsible for the poor management of schools in Rivers State includes leadership styles, communication style, teachers' behaviour, infrastructural provision, adequacy of teachers, classroom supervision, community interference, disciplinary control style and teachers' motivation. It is based on the lingering issues that have made the researcher to wonder whether problems of school management such as disciplinary control, communication style, classroom supervision and teachers' motivation could contribute to students' academic performance in schools. The main problem of this study is to investigate the effect of educational leadership ability on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.

Objective of the Study

The main objective of this study was to investigate the effect of educational leadership ability on students' academic performance in secondary schools, specifically to:

- Investigate the effect of principals' disciplinary control style on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.
- Determine the effect of principals' communication style on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.
- Ascertain the effect of principals' classroom visitation supervision on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.

Research Questions

The following research questions guided the study:

- What is the effect of principals' disciplinary control style on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State?
- What is the effect of principals' communication style on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State?

- What is the effect of principals' classroom visitation supervision on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State?

Hypotheses

The following null hypotheses were stated to guide the study:

- There is no significant positive effect between principals' disciplinary control style and students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.
- There is no significant positive effect between principals' communication style and students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.
- There is no significant positive effect between principals' classroom visitation supervision and students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.

Significance of the study

The findings of this research will help school principals to look for more effective educational leadership style that would yield a positive academic performance in favour of students. This is because education is given to students through teachers who are directly affected by the principal's leadership styles. In addition to that, this research would help to identify the best leadership styles that influence students' academic performance in most public secondary schools. The study is important because it will enable principals of schools and policy formulators to appreciate which of the leadership style is more effective in raising morale in school administration and eventual students' academic performance in senior secondary school. The study will also identify the best pattern of communication style to enhance academic performance in schools. The findings of this study will contribute to meaningful disciplinary measure in enhancing team work to improve teaching and learning outcome in schools. Principals will benefit from the findings as the correct classroom visitation as supervision role to improving students' academic performance in their schools and this documentation will form basis for beginners in educational leadership discipline.

Scope of the Study

This study was delimited to all principals of public secondary schools in Ikwerre Local Government Area of Rivers State. Educational leadership ability was the main focus of this study. The schools in Ikwerre Local Government Area have the features that helped the researcher in completing the study successfully. The study focused on effect principals' disciplinary leadership role, effect of principals' communication style role and effect of principals' classroom visitation supervision as leadership competence as the independent variables while students' academic performance in secondary schools in Ikwerre as the dependent variable in this study.

CONCEPTUAL FRAMEWORK

Education Leadership

There are a variety of perspectives concerning leadership in terms of institutions and organizations, and it is a very popular research subject in the field of education. Leadership is associated with schools and administrators in education studies. School administrators are expected to guide all employees and students, support them, undertake all responsibility and inspire them to meet the objectives of the school. In addition, school administrators pave way for curriculum reform and development of a positive learning environment (Nichols, 2011).

The school leader is the person who plans and maintains programme development, allocates resources, improves the performance of employees and students by encouraging them, and guiding them to meet the objectives of the school. Upon determining the objectives of the school, school leaders ensure that these objectives are stated and agreed upon with the students and teachers. They direct the employee and student activities in other areas of the school, encourage local organizations to work with the school and collaborate with families and business organizations. School leaders undertake the main responsibility of ensuring that student achievement is at its maximum potential (Busher Harris & Wise, 2010).

The studies conducted on student performance assumed that there is a direct relationship between educational leadership and students' performance. It was thought that educational leadership has an indirect effect on students' learning (Bulris, 2009). Despite the high number of studies that showed that educational leadership does not have a direct effect on students' performance, school leaders are generally held responsible for the performance of students' performance. The fact that students do not interact only with teachers in their school suggests that many variables have an influence on the behaviours that students are supposed to display. The fact that the behaviours of school leaders, as one of the aforementioned variables, are the focus of a number of studies which underlines the importance of this issue. Studies that aimed at revealing the relationship between school leaders' various behaviours and student performance associated with the behaviours of school principals with examinations whose validity and reliability values were widely agreed upon. School leaders could achieve sustainable developments as a consequence of determining, measuring, and controlling factors regarding expectations and standards of school life, except for the tests on which students are expected to be successful (Mullis et al., 2012).

Educational leadership is usually associated with formal organizational position in schools. So discussions about school leadership tend to refer to one or more of the following:

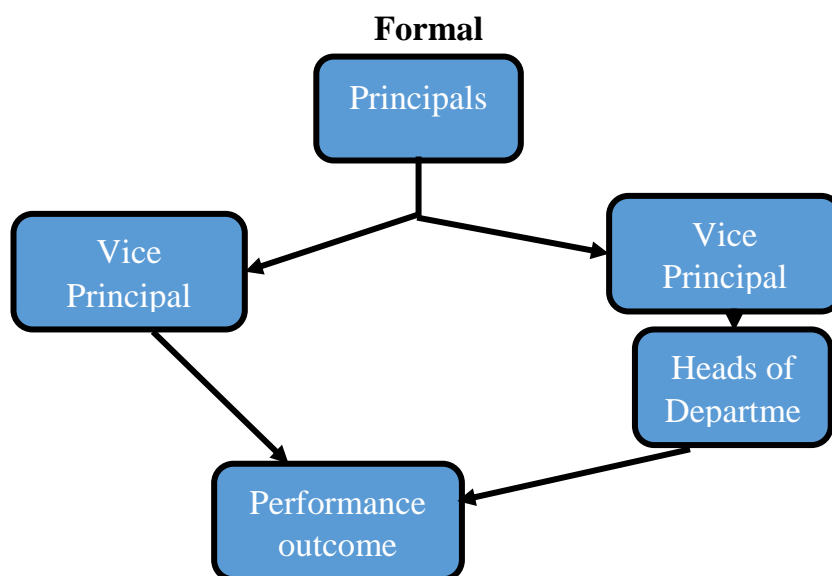


Figure 1: Principals as the main source of leadership in a school performance

Disciplinary Control Style and Students' Academic Performance

Discipline is a very important ingredient for the success of students' academic performance. Students' performance also scare others who develop phobia for boarding schools. Discipline at school plays a vital role in the achievement of expectations and goals. Disciplinary control and academic performances are the core of the today's education. Some scholars have attributed poor students' academic performance to high level of indiscipline among students while others disagreed. Nevertheless, it becomes imperative in recent times that many schools traded away discipline and as a result led to poor academic performance of students (Ehiane, 2014). This lack of discipline which interferes with the teaching and learning process manifested itself in various ways including bullying, lateness, vandalism, alcohol consumption and substance abuse, truancy and inability or unwillingness to do class work at home.

Some studies have established relationship between discipline and academic performance of students. Ehiane (2014) established that there is a significant relationship between schools' discipline and students' academic performance. The study employed cross sectional research survey design in which questionnaire was the main instrument of data collection. Simple percentage and Chi-square statistical method were used to analyze the data. However, the findings of the study clearly recommended that effective school discipline should be encouraged in controlling students' behaviour, which will thus, affect students' general academic performance.

Communication

Communication refers to the extent to which the school leader establishes strong lines of communication with and between teachers and students. This responsibility seems self-evident, good communication is a critical feature of any endeavor in which people work in close proximity for a common purpose. This was mentioned in conjunction with instructional leadership, total quality management (TQM), and theories of leadership promoted by virtually every theorist reviewed in it. Scribner, Cockrell, Cockrell and Valentine (1999)

explained that effective communication might be considered the glue that holds together all the other responsibilities of leadership. One might say that effective communication is an implicit or explicit feature of most aspects of leadership. The specific behaviours and characteristics associated with this responsibility as defined in the meta-analysis are the following:

- Developing effective means for teachers to communicate with one another;
- Being easily accessible to teachers;
- Maintaining open and effective lines of communication with staff

Communication Styles and Students' Academic Performance

Communication is a multidisciplinary concept and there is no consensus on exactly how it should be defined across the disciplines. The complexity of the term comes from the fact that any behaviour is considered a type of communication, so long as it occurs in a social situation (Novinger, 2011). One implication of this view is that to understand communication, every symbolic or expressive gesture in a given situation must be taken into account, and such a prescription does not lend itself easily to a practical research strategy. To add to this complexity, communication involves processes that enable participants to produce and comprehend messages at the intrapersonal level, and at the same time, it involves processes that cause participants to simultaneously affect and be affected by one another.

Communication style is the way a person uses verbal and nonverbal communicative behaviours to indicate how literally others need to interpret a message. de-Vries, Bakker-Pieper, Siberg, Gamen, and Vlug (2009) considered it in other dimensions. They define a communication style as a distinguishing way an individual transmits verbal, paraverbal, and nonverbal indicators in social interactions to present the identity he has or wants to have, the way he relates with people, and the way his messages need to be understood. In this definition, they focused on interpersonal communication and exclude intrapersonal communication (which refers to how people use their internal feelings to guide their behaviours based on an event). As with the definition of communication and communication styles, disagreement extends to the scales used to measure styles of communication. The inconsistency comes from the different perspectives each team of scholars has. Some understood communication as part of personality, others are more concerned with the context or culture and still a third group has a tendency to depend on the language itself (the lexical side).

Consequently, there are three different perspectives for assessing communication styles. In styles targeting the personality, Oswalt (2011) identifies ten features of communication styles that could fit into two clusters: passive and active. The passive cluster includes the attentive, friendly, and relaxed styles while the active cluster consisted of the dominant, dramatic, animated, contentious, open, impression-leaving, and precise styles. The cultural view of communication styles assumes that people learn how to communicate and interact with others based on their cultures. Therefore, cultural values and norms condition communication styles. Novinger (2011) also explained that cultural variation in communication styles happens because some cultures rely more on nonverbal communication behaviours. These are considered high-context cultures. The high-context message depends more on the context and the receiver. Cultures that rely more on speech and verbal communication are considered to have low-context communication style. The low-context message contains more words and less nonverbal communication. Because different cultures deal differently with factors like personal space, fast and slow messages, and monochronic and polychronic time, in studying intercultural communication, understanding how people in

different cultures deal with such factors is important to interpreting and responding to them correctly.

Classroom Visitation Supervision Style and Students' Academic Performance

Supervision in this context means a specialized help rendered to teachers by the principal. Busher *et al.* (2010) saw supervision as what school principals do with people and things to change the school operation in ways that directly influence the teaching process employed to promote students' learning and performance. Beach and Reinhartz (2010) defined supervision as a complex process that involves working with teachers and other educators in a collegial, collaborative relation to enhance the quality of teaching and learning within schools and that which promotes the career long development of teachers. It is an action which renders teachers a specialized help to become more effective in teaching and promote confidence in less competent teachers. From these definitions, supervision revolves round the teachers and the students. It indicates that carrying out of supervision improves the teachers' class work in terms of text books usage and other instructional materials.

The principal must make deliberate visits to the learning premises to inspect the state of learning resources. The supervisors who made these visits were able to have an insight into the actual state of instruction and this reinforces performance. This means that if class visits are seriously carried out, students would keep alert and study which would influence their performance. Another basic practice in principals' supervision is classroom observation. During classroom observation the principal observes how the teacher plans his work for delivery to learners. The principals must prepare a supervision schedule indicating how the teacher maintains class discipline, the lesson presentation, provides for learner differences, mastery of content, learner involvement as well as teaching methodologies used. The principal could video tape the lesson without being disrupted in the class so as to sit later with the supervised teacher and discuss the strengths and the weaknesses of the supervisee's lesson in an attempt to improving teachers' quality in instructional process (Gachoya, 2008).

Sule (2013) asserts that the supervisor acts as another set of eyes holding up a mirror of practice. Individual conferencing follow classroom observation during which the supervisor discusses with the supervisee what he observed during the observation when he visited the classroom. At this stage the video tape could be brought in. Edoho (2009), observes that principals' supervision needs to be interactive by nature. That is feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that, incorporation of the supervised teachers' suggestions helps build his confidence hence enhancing learning process.

Teachers' Motivation and Students' Academic Performance

Motivation is what people need to perform better and could only work if the right person with the right skills has been placed in charge of the task at hand. Motivation covers all the reasons which cause a person to act including the negative ones like fear alongside the more positive motives such as money, promotion or recognition (Aldair, 2009). The source of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the results they will get, this will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers to perform tasks. Motivation of teachers by the principals is very important as it affects the students directly.

Theoretical Framework

This study was anchored on Path-Goal Theory of Leadership and Bass Transformation Leadership Theory.

Path-Goal theory of Leadership

Robert House developed the path-goal theory of leadership in 1971 and updated the theory in 1996 in the leadership quarterly. This theory holds that a leader can positively affect the performance, satisfaction, and motivation of a group by:

- Offering rewards for achieving performance goals;
- Clarifying paths towards these goals;
- Removing obstacles to performance.

The path-goal theory is relevant to this study. It emphasizes that a leader can positively influence his followers by clearing paths for them to achieve their goals. The supervisor is a leader, and to be a successful leader there is need to positively influence people which reaffirms the qualities of a good instructional supervision. House (1971) argued that subordinate performance and job satisfaction could be improved if leaders clarified the paths to various desired outcomes, and provided valued outcomes when goals were achieved.

Bass Transformational Leadership Theory

This is propounded by Bass (1985) who defined transformational leadership in terms of how it affects followers, who intend to trust, admire and respect the transformational leader. He identified three ways in which leaders transform followers:

- Increasing their awareness of task importance and value.
- Getting them to focus on team or organizational goals, rather than their own interests.
- Activating their higher-order needs.

Bass has noted that authentic transformational leadership is grounded in moral formations that are based on four components: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The theory also relates to supervision since some of the tasks of a supervisor are to motivate, influence and stimulate the teaching-learning processes.

Abaidoo (2018) conducted the study primarily to assess the factors contributing to improvement in academic performance of Junior High Students (JHS) in Gomoa Manso Basic School which was in the Gomoa-East District in the Central Region of Ghana. The mixed and descriptive research design was used and a sample size of 87 respondents (79 students and 8 teachers) were selected through random sampling technique. The findings revealed that the average academic performance (47.0%) of the JHS students in Gomoa Manso Basic School is weak and their performance in Mathematics (average score of 31.48%) and English Language (average score of 39.99%) is a fail. It was noticed that student factors that contribute to an improvement in academic performance include; regular studying, self-motivation, punctuality and regular class attendance, hard-work and interest in a subject. The teacher factors were completion of syllabus, use of TLM's, frequent feedback to students and given students special attention. Per the findings, parent factors, which was very key was

parent showing concern in their children's academics and providing them their academic needs. School factors that were significant included availability of text books and TLM's. The study also found that parent level of education and gender has a positive relationship with academic performance but it's insignificant. However, age has a positive significant (5% significance level) relationship with academic performance. Based on findings, the study recommends that there should be strict monitoring on teachers to vary their teaching methods to suit their needs of the students and also to provide the students with constant feedback on their academic performance. Again, the students should be motivated and orientated to take ownership of their studies by having regular studies and attending school during school days.

Ibrahim and Mahmoud (2017) studied principals' communication styles and investigated their relationships to school performance in Al Ain city government schools in the UAE. Data were collected through a questionnaire of 50 items. Six hundred sixty seven male and female staff out of a total population of 2240 in 40 schools responded to the questionnaire. Then, semi-structured phone interviews with 11 participants were conducted to collect qualitative data. The results showed that principals in Al Ain schools are almost always expressive in their communication. They almost never act aggressively or use moodiness or threat. The results showed also that participants attributed high performance to the principal's supportiveness style. When the school was used as the unit of analysis, the preciseness style of the principal had the highest correlation coefficient with high performance. Finally, the study found that styles of moodiness and threat were correlated negatively with school performance.

de-Vries et al. (2009) investigated the lexical side of communication using a three-phase lexical study. In the first phase, they selected adjectives and verbs to describe communication styles from the Dutch Van Dale dictionary. In the second phase, they selected 42 students in communication sciences, Dutch language, and culture to assess the list of adjectives and verbs. In the last phase, 441 respondents from university students and community residents rated the list produced at the end of phase two. The results led to seven dimensions for communication styles represented by the acronym present which stands for Preciseness, Reflectiveness, Expressiveness, Supportiveness, Emotionality, Niceness, and Threateningness. Preciseness consists of adjectives that refer to clarity, conciseness, efficiency, and composure. Reflectiveness consists of both verbs and adjectives that refer to engagement, analytical reflectiveness, and philosophical or poetic communication behaviours. Expressiveness consists of verbs and adjectives that signify talkativeness, certainty, energy, and eloquence. Supportiveness consists of verbs of a relational response which include accommodation, supportiveness, stimulation, and admiration. Emotionality or moodiness consists mainly of adjectives that reflect feelings like sadness, irritability, anger, and tension. Niceness consists of adjectives and verbs that reflect general communication attitude and its meaning can be seen through friendliness, uncriticalness, modesty, and cheerfulness. Finally, threateningness consists mainly of verbs that refer to abuse, threateningness, and deceptiveness.

Elenwo (2018) investigated the influence of principals' supervision and academic performance of secondary school students in Rivers State. The study determined the influence of teachers' appraisal by principals, the extent to which principal's observation of teachers in classroom and teachers' adherence to scheme of work influence students' performance in senior secondary certificate examination. The study adopted correlation study design. The study was carried out in three Local Government Areas namely; Port Harcourt, Ahoada West and Eleme Local Government Areas. The population comprised 1,229 teachers and 32 principals. The study used simple random sampling. The study sampled 204 teachers and 16 principals. The data was collected by use of questionnaire. Three experts validated the instrument and Cronbach alpha method was used to compute the reliability coefficient. Mean

and standard deviation were used to answer the three research questions posed for the study while Pearson product moment correlation coefficient (Pearson r) was used to test the three null hypotheses formulated to guide the study at 0.05 level of significance. The study revealed that, teachers' appraisal by principals, principals' observation of teachers in classroom and teachers' adherence to scheme of work influence students' performance in senior secondary certificate examination to a large extent. The result for the first hypothesis accepted the null hypothesis that, there is no significant relationship between teachers' appraisal by principals and students' performance in S.S.C.E. The hypotheses which state that; there is no significant relationship between principals' observation of teachers in classroom, teachers' adherence to scheme of work and students' performance in S.S.C.E. were all rejected. The researcher recommended that principals should be more proactive in their day to day supervision exercise on teachers and students, government should provide all necessary teaching materials that will promote the teaching standard among teachers, checking of professional documents of teachers by principals should be taken serious at all times among others.

Simon (2011) examined educational leadership in northern Canada appear rare. Therefore, the purpose of this article is to present findings from a 2010 study of educational leadership in Canada's Yukon Territory. The study adopts a critical ethnographic approach to unpack educational leadership as construed and enacted by two male and two female non-Indigenous principals living and working in Indigenous Yukon contexts. Extensive interviews, observations, and document reviews in four Yukon schools were conducted to shed light upon the research questions. This research reveals how school principals, individuals often referred to as "educational leaders," define educational leadership despite the inability on the part of universities, the extant body of literature, or educational systems to articulate what this term even means. The study identifies that these Yukon principals define educational leadership in managerial and administrative ways, referring to themselves as principals who have a "function" and a "job" as they juggle the continuous ambiguity they face while wearing the multiple "hats" of teacher, principal, and community leader.

Clark, Martorell and Rockoff (2009) estimated how the characteristics of school principals relate to school performance, as measured by students' standardized exam scores and other outcomes. We find little evidence of any relationship between school performance and principal education and preprincipal work experience, although we do find some evidence that experience as an assistant principal at the principal's current school is associated with higher performance among inexperienced principals. However, we find a positive relationship between principal experience and school performance, particularly for math test scores and student absences. The experience profile is especially steep over the first few years of principal experience. Finally, we find mixed evidence on the relationship between formal principal training and professional development programs and school performance, with the caveat that the selection and assignment of New York City principals participating in these programs make it hard to isolate their effects. The positive returns to principal experience suggest that policies which cause principals to leave their posts early (e.g., via early retirement or a move into district administration) will be costly, and the tendency for less-advantaged schools to be run by less experienced principals could exacerbate educational inequality.

Adeyemi and Bolarinwa (2013) examined principals' leadership style and students' academic performance in secondary schools in Ekiti State, Nigeria. It was a correlational research by design. The study population comprised all the 175 secondary schools in the State. Out of these, a sample of 140 secondary schools was selected through the simple random sampling technique. Out of the 7,284 teachers' in the schools, 2,560 teachers were selected for the study through the stratified random sampling technique. Two instruments

were used to collect data for the study. These were a questionnaire and an inventory. The data collected were analyzed using frequency counts, percentages, mean and Pearson Product Moment Correlation. It was found that the democratic style of leadership was the prevalent leadership style used by school principals in the State. The autocratic leadership style was found to be significantly related with students' academic performance. It was recommended that principals should endeavour to use the autocratic leadership style in enhancing better academic performance of students in their schools.

Karadag, Bektas, Cogaltay and Yalcin (2015) studied, different leadership styles were combined, and the relationship between educational leadership and student achievement was analyzed. In the literature review, 57 research articles/dissertations, independent from one another, were brought together, and 28,964 study subjects were included in the sample group. The results of the analyses performed with a random effects model revealed that educational leadership has a medium effect on students' achievement. As was expected, the most comprehensive effect among leadership styles was found in distributive and transformational leadership. Considering the effect of educational leadership on students' achievement, it is recommended to examine the effect of leadership on other components of school and shareholders in future studies.

Owanm, Nwannunu and Madukwe (2018) investigated problems of school management and secondary school students' academic performance in Calabar Education Zone of Cross River State. Two null hypotheses were formulated to guide the study. The study adopted an ex-post facto research design. Proportionate stratified sampling technique was employed in selecting a sample of 3616 students out of the population of 18, 078 students. "Problems of School Management Questionnaire (PSMQ)," and Senior Secondary Mathematics Achievement Test (SSMAT) were the instruments designed by the researcher, were used for data collection. The data collected were analysed using descriptive statistics; while the null hypotheses were tested at .05 level of significance using population t-test and multiple regression analyses where applicable. Microsoft Excel 2016 spreadsheet program was used in the analysis of data. Findings from the study revealed among others that; secondary school students' academic performance in Calabar Education zone is significantly high, disciplinary control, classroom management, and teachers' motivation significantly influence secondary school students' academic performance respectively. Based on these results, conclusions were drawn and recommendations made.

Setiyanti, Leatomu, Puranto, Hadiastuti and Silas (2010) stated that the success of a school is determined by the teaching-learning process in which the teacher becomes the most crucial component. As a key factor in the success of education, the teachers have to improve their professional capabilities. As the principals are having the main responsibility for improving the quality of education in schools, it is expected for them to provide guidance on teacher competencies so that the teacher will perform optimally. The founding on teacher's professional abilities can be done through supervision of classroom visitation so that it will have an impact on student learning achievement. The research determined whether there were significant influences of the principal supervision toward the teachers' performance in Pangudi Luhur Ambarawa Elementary School. This research used a qualitative research approach with a qualitative descriptive method. The populations in the study were Pangudi Luhur Ambarawa Elementary School teachers. The sampling technique used was a random sampling technique, taking 6 teachers or 38% of the total population. The data collection techniques were done by using questionnaires and interviews. Analysis of the data used was descriptive analysis technique.

Based on the research findings, the study concluded that: (1) the implementation of the principal supervision was done by using a model of supervision approach either directly or indirectly with the class action supervision technique, (2) teachers' response toward the

implementation of a variety of supervision were basically approves and supports the supervision in order to improve the professionalism of teachers, (3) the implementation of the supervision carried out based on the needs and potentials of the teacher, (4) the improvement of professionalism marked by the improvement of teachers' skills and the improvement of teaching performance. Based on the results of this research could be concluded that there is a significant positive effect of classroom-visitation supervision toward the competence and performance of Pangudi Luhur Ambarawa Elementary School teachers.

Muhammad and Ibrahim (2014) investigated the impact of motivation on students' academic achievement in Kebbi state junior secondary schools' mathematics. An ex post facto design was used in the study. The population consisted of 137,914 junior secondary school students in Kebbi state out of which 383 students were sampled. Two hypotheses were tested at 5% level of significant. Results were analysed using mean, standard deviation, t-test and ANOVA. From the findings, results showed that gender difference were significant when impact of motivation on academic achievement was compared in male and female students. Also, other result indicates that there is significant difference in the academic achievement of highly motivated and lowly motivated students in mathematics. The study recommended among others that individual differences in ability, background and attitude must be taken into consideration.

Dipaola and Hoy (2008) stated that the most important role a school principal can take up is that of the teacher of teachers. The principal should be a model collaborator and a reflector of his own practice. He must encourage teachers to observe his instructional process and ask them to offer constructive criticism. Kimosop (2002), asserts that, this will motivate the teacher to view supervision as a collegial process. And by daily exhibition of these behaviours, they are not only learning alongside their teachers, but also act as a catalyst to professional learning. Mullen and Hertinger (2008) assert that to improve students' performance school heads must provide instructional leadership and resources. One basic instructional practice is classroom visitation.

Nicholas, John and Eric (2016) carried out a study to determine the level of discipline and extent of impact of discipline on academic performance of pupils in public primary schools, among class eight pupils in the sub-county's public primary schools. The study adopted descriptive survey and correlational research designs. The study population comprised 2,450 class eight pupils in the sub-county's public primary schools. From 34 randomly selected schools, 817 pupils were selected by stratified random sampling. Results indicated that 46 (5.6%), 214 (26.2%), 413(50.6%) and 144 (17.6%) of the pupils had low, moderate, high, and very high discipline respectively. Also, discipline related positively with, and accounted for 23% of variance in the pupils' academic performance ($R = .480$, $\beta = .480$, $R^2 = .230$, $p < .05$). The study recommended enhancement of discipline among the pupils for improvement of their academic performance.

METHODS

Research Design

A quasi-experimental design was used in this study to ascertain the effect of educational leadership abilities on students' academic performance in secondary schools. Two groups were designed, experimental and control group and both groups were pretested to determine the level of leadership in education. Then experimental group was administered the questionnaire on leadership qualities and abilities for effective school improvement after explaining some dimensions of successful leadership while control group was administered

the same questionnaire without explaining leadership qualities, abilities and dimensions in education.

Population of the Study

The population of this study consist of all the principals and teachers in secondary schools in Ikwerre Local Government Area of Rivers State. The Local Government Area has fourteen (14) secondary schools with the principals and teachers population of five hundred and eleven (511). It is believed that the schools in the LGA possess information and challenges needed to make this study successful.

Sample and Sampling Techniques

The sample size of 30 respondents made up of 10 principals and 20 teachers were drawn from the selected 10 schools out of 14 secondary schools in the Local Government Area. Simple random sampling technique was used for the study.

Instrument for Data Collection

The instrument for data collection for this study was self-structured questionnaire titled Effect of Educational Leadership Abilities on Students' academic Performance in Secondary Schools (EELASAPSS). The instrument was divided into two sections, A and B. Section A contained respondents' bio-data and section B contained information regarding principals leadership qualities, abilities dimensions and students' academic performance. The instrument contained 20 items. Objectives 1 and 2 has 7 items each while objective 3 has 6 items. The items of the instrument responded to on a 4-point likert scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point.

Validity of the Instrument

The copies of the instrument were given to test experts in measurement and evaluation who validated the suitability and validity of the items of the instrument.

Reliability of the Instrument

The reliability of the instrument was determined through test-retest method for a measure of its internal stability. Samples of twelve (12) respondents that was not part of the main sample of the study were administered with the questionnaire and letter administered after two weeks interval to the main respondents. The initial and second scores were subjected to Pearson Product Moment Correlation and the coefficient index of 0.79 was obtained to good.

Method of Data Collection

Permission was sort first from the principals and teachers after the permission was granted and on agreed date, the researcher met with the respondents explained the objectives of the study to them all. The control group was administered the questionnaire without any teaching on leadership qualities, ability and dimensions and the experimental group was explained to the leadership qualities, abilities and dimensions before administering the questionnaire to them. The pre-test and post-test scores for both control and experimental groups were collected.

Method of Data Analysis

Descriptive statistics of mean was used to answer the research questions showing the mean variance and gain mean while inferential statistics of t-test was used to test the hypotheses at 0.05 alpha level.

RESULTS

The result of the study was presented in the tables and interpreted in line with the stated objectives and hypotheses.

Research Question 1: What is the effect of principals' disciplinary control on students' academic performance in secondary schools in Rivers State?

Table 1: Mean and variance of pretest and post-test of the effect of principal disciplinary control style on students' academic performance

S/N	Item	Pre-test score	\bar{x}_1	Post-test score	\bar{x}_2	$(\bar{x}_1 - \bar{x}_2)$	S ²	Remarks
1	Principals' disciplinary style influence students' academic performance in schools.	74	2.50	82	2.73	0.23	0.237	Positive effect
2	Principals' proactive in seeking opportunities influence students' academic performance.	74	2.50	83	2.77	0.27	0.236	Positive effect
3	Principals' adopt disciplinary leadership style on every teacher to perform well.	81	2.70	86	2.87	0.17	0.237	Positive effect
4	Conscientiously supporting staff welfare influence students' academic performance in schools.	76	2.58	82	2.73	0.20	0.237	Positive effect
5	Focusing on regular increase in productivity influence academic performance in schools.	83	2.77	86	2.87	0.10	0.238	Positive effect
6	Principals ensure that teachers are punctual to school to complete the day's tasks.	80	2.70	87	2.90	0.20	0.237	Positive effect
7	Principals practically involves teachers in implementation of curriculum design.	79	2.57	85	2.83	0.26	0.236	Positive effect

From Table 1, the study shows the mean differences between the pre-test scores and the post-test ranging from 0.23 – 0.10 and the variance 0.238 – 0.236. This mean difference indicates that there is an improved performance by the students' when the principals' exhibit leadership ability in their schools. This agrees that principals' disciplinary control pattern has a positive effect on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.

Research Question 2: What is the effect of principals' communication style on students' academic performance in secondary schools in Rivers State?

Table 2: Mean and variance of pre-test and post-test of principals' communication style on students' academic performance

S/N	Item	Pre-test score	\bar{x}_1	Post-test score	\bar{x}_2	$(\bar{x}_1 - \bar{x}_2)$	S ²	Remarks
8	Principals carefully communicate freely with all teachers about school's vision.	84	2.80	88	2.93	0.13	0.154	Positive effect
9	Principals communicate fluently his motive to achieve the set goals.	80	2.67	84	2.80	0.13	0.154	Positive effect
10	Principals set a terms goals for teachers clearly to achieve.	81	2.70	85	2.83	0.13	0.154	Positive effect
11	Principals avoid criticizing teachers' performance to increase productivity.	81	2.70	84	2.80	0.10	0.154	Positive effect
12	Principals communicate the mental picture of students' performance to teachers.	83	2.77	85	2.83	0.06	0.154	Positive effect
13	Principals' communication show the level of humility for good governance on all staff.	73	2.48	78	2.60	0.17	0.154	Negative effect
14	Principals establish strong line of communication to engineer teachers to teach with the best morale.	77	2.56	83	2.77	0.21	0.153	Positive effect

From Table 2 , the result shows mean scores difference ranging from 0.21-0.06 for the pre-test and post-test. This mean difference indicates that principals' communication style has a positive effect on students' academic performance in Ikwerre Local Government Area of Rivers State.

Question 3: What is the effect of principals' classroom visitation supervision on students' academic performance in secondary schools in Rivers State?

Table 3: Mean and variance of pre-test and post-test of principals' classroom visitation supervision style on students' academic performance

S/N	Item	Pre-test score	\bar{x}_1	Post-test score	\bar{x}_2	$(\bar{x}_1 - \bar{x}_2)$	S ²	Remarks
15	Principals visit classroom to observe teachers teaching.	79	2.63	89	2.97	0.34	0.210	Positive effect
16	Principals record important data on the teaching learning process in the classroom.	81	2.70	88	2.93	0.23	0.242	Positive effect
17	Principals monitor teacher and student interaction in classroom.	80	2.70	83	2.77	0.07	0.243	Positive effect
18	Principals ascertain the consistency of lesson note before the teacher teach.	80	2.70	89	2.97	0.27	0.241	Positive effect
19	Principals evaluate teachers'	79	2.63	86	2.87	0.24	0.242	Positive effect

	teaching skill in classroom.								
20	Principals supervise the teaching methodology used in the classroom.	76	2.53	78	2.60	0.07	0.243	Positive effect	

The result in table 3 shows ranges of mean scores for the pre-test and post-test from 0.34 – 0.07. This difference in the mean scores indicates that principals’ classroom visitation supervision has positive effect on students’ academic performance in Ikwerre Local Government Area of Rivers State.

Test of Hypotheses

Table 4: t-test analysis of principals’ disciplinary control style on students’ academic performance

Variance	N	\bar{x}	SD	Df	t-cal	t-crit	Decision
Principals’ disciplinary control style	30	78.2	11.90	28	1.422	2.048	Not
Students’ academic performance	30	84.4	20.70				significance

The result in table 4 shows that the calculated t-value of 1.422 is lower than the critical t-value of 2.048. This means that there is no significant difference between principals disciplinary control style and students’ academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.

Table 5: t-test analysis of principals’ disciplinary control style on students’ academic performance

Variance	N	\bar{x}	SD	Df	t-cal	t-crit	Decision
Principals’ communication style	30	79.8	3.760	28	3.0175	2.048	Significance
Students’ academic performance	30	84.1	6.845				

The result in table 5 shows that the calculated t-value of 3.017 is higher than the critical t-value of 2.048. Hence, the hypothesis of no significant difference is rejected and the alternative hypothesis accepted that there is a positive significant difference between the principals’ communication style and students’ academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.

Table 6: t-test analysis of principals’ classroom visitation supervision style on students’ academic performance

Variance	N	\bar{x}	SD	Df	t-cal	t-crit	Decision
Principals’ classroom visitation supervision	30	79.2	1.722	28	7.420	2.048	Significance
Students’ academic performance	30	85.5	4.324				

The result in table 6 shows that the calculated t-value of 7.420 is higher than the critical t-value of 2.048. Hence, the hypothesis of no significant difference is rejected and the alternative hypothesis accepted that there is a positive significant difference between the principals’ classroom visitation supervision and students’ academic performance in secondary schools in Ikwerre Local Government Area of Rivers State.

DISCUSSION

Effect of Principal Disciplinary Control Style on Students' Academic Performance

The result of study revealed that principals' proactive measures that involved seeking opportunities for the school, adopting disciplinary leadership style on every teacher to perform well, consciously supporting staff welfare, focusing on regular increase in productivity, ensuring that teachers are punctual to school to complete day's tasks and practically involving teachers in implementation of a curriculum design have positive effect on students' academic performance in secondary schools. Although, the study showed a significant negative effect between the principals' disciplinary control on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers State. This finding agrees with Ehiane (2014) who stated that discipline at school plays a vital role in the achievement of expectations and goals. Disciplinary control and academic performances are the core of the today's education. Some scholars have attributed poor students' academic performance to high level of indiscipline among students while others disagreed. Nevertheless, it becomes imperative in recent times that many schools traded away discipline and as a result led to poor academic performance of students. He further established that there is a significant relationship between schools' discipline and students' academic performance.

Effect of Principals' Communication Style on Students Academic Performance

The results of the data analyzed revealed that when principals communicate freely with all teachers about schools' vision, communicate fluently his motive to achieve the set goals, sets a terms goals for teachers to achieve, avoid cruising teachers' performance openly to increase performance, communication needs to show the level of humility in service and establish strong line of communication to engineer teachers to teach with the best morale, it will have a positive effect on students' academic performance in secondary schools. Hence, the test of hypothesis was significant. The findings agree with Scribner, Cockrell, Cockrell and Valentine (1999) that communication is the extent to which the school leader establishes strong lines of communication with and between teachers and students. This responsibility seems self-evident and good communication is a critical feature of any endeavor in which people work in close proximity for a common purpose. This was mentioned in conjunction with instructional leadership, total quality management (TQM) and theories of leadership promoted by virtually every theorist reviewed in it. They further explained that effective communication might be considered the glue that holds together all the other responsibilities of leadership. One might say that effective communication is an implicit or explicit feature of most aspects of leadership. The specific behaviours and characteristics associated with this responsibility as defined in the meta-analysis are:

- Developing effective means for teachers to communicate with one another;
- Being easily accessible to teachers;
- Maintaining open and effective lines of communication with staff

Effect of Principals' Classroom Visitation supervision on Students Academic Performance

The result of the study revealed that when principals visit classrooms to observe teachers teaching, record important data on the teaching learning process in the classroom, monitor teacher and students' interaction in classroom, ascertain eh consistency of lesson note before

teachers teach, evaluate teachers' teachings skills in classroom and supervise the teaching methodology used in the classroom, it will positively improve students' academic performance in secondary schools. The test of hypothesis also showed significant in this study. The findings agrees with Busher et al. (2010) saw supervision as what school principals do with people and things to change the school operation in ways that directly influence the teaching process employed to promote students' learning and performance. This is supported by Sule (2013) who asserted that the supervisor acts as another set of eyes holding up a mirror of practice. Individual conferencing follow classroom observation during which the supervisor discusses with the supervisee what he observed during the observation when he visited the classroom. At this stage the video tape could be brought in. Edoho (2009) observes that principals' supervision needs to be interactive by nature. That is feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that, incorporation of the supervised teachers' suggestions helps build his confidence hence enhancing performances. Also, Setiyanti et al. (2010) in their study found that:

- The implementation of the principal supervision was done by using a model of supervision approach either directly or indirectly with the class action supervision technique;
- Teachers' response toward the implementation of a variety of supervision were basically approves and supports the supervision in order to improve the professionalism of teachers;
- The implementation of the supervision carried out based on the needs and potentials of the teacher;
- The improvement of professionalism marked by the improvement of teachers' skills and the improvement of teaching performance.

CONCLUSION

In this research work, the study investigated the problems of ineffectiveness of the principals on students' academic performance in secondary schools in Ikwerre Local Government Area of Rivers. The research questions and hypotheses guided the research topic.

The conceptual aspect of principals disciplinary control style, communication style, classroom visitation supervision and many other important concepts were discussed in the study. The paths-goals theory and transformation theory as it concerns principals' improvement in his leadership were stated. Empirical studies related to the present study were reviewed in line with the objectives of the study and summary of literature review was not let out.

The methodology suitable for this study was used and the step by step to the method of data analysis was properly stated.

The results of the study were presented in tables in line with the stated objectives and hypotheses orderly and the summary of the study was given with the conclusion, recommendations and references.

The study results showed that to be appointed the principal of any school is good, becoming proactive in the real business of improving quality services demands the leadership ability that will positively meet the set school objectives.

Recommendations

These recommendations are made in line with the findings:

- Principals should evolve the leadership of delegating functions to teachers in line with their area of expertise to result in increased participation for the actualization of school objectives;
- State government should appoint principals based on credible qualities including communication ability to be able to communicate meaningfully and instructively;
- Principals should create a conducive and enabling environment for teachers through constant supervision as this will enhance their competence and proficiency. This will breed cordial and interpersonal relationships to achieve the set school goals;
- The state government should recruit adequate number and caliber of staff for each school to ensure optimum staff and students' performance.

Suggestions for Further Studies

The research gives the suggestions for further studies as:

- Influence of principals' managerial skills on teachers' job performance in secondary schools in Rivers State;
- Impact of principals' leadership competence and effective administration in schools in Rivers State;
- Factors contributing to academic performance in junior secondary schools in Rivers State.

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