

## **Leadership Approach of School Head and Educational Quality in Senior Secondary Schools in Ogun State**

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### **Abstract**

According to the United Nations and international charters, education is a fundamental human right, it must be provided in the most effective possible way. However, stakeholders in the educational sector are deeply concerned about secondary schools' educational quality. Therefore, the study looks at the leadership approach of school head and educational quality in government senior secondary schools in Ogun state. For this study, a descriptive research design of the correlation type was used. 9,290 teachers from the 397 senior secondary schools spread across Ogun State. The study used a multistage sampling technique. A total of twenty five government senior secondary schools were chosen for the study. 278 teachers were chosen using Simple Random Sampling Technique. The Leadership Approach of School Head and Educational Quality Questionnaire (LASHEQQ) was to gather pertinent data from the participants. The instrument underwent reliability testing and validation. Data acquired for the study were statistically evaluated utilizing descriptive research statistic of frequency, percentage, mean rating and rank order to answer the research questions stated in the study. To test the theories, Pearson Product-Moment Correlation (PPMC) was employed. The study's conclusions showed that the leadership approach of school head have an impact on the educational quality of government senior secondary schools in Ogun state. Among other things, it was suggested that secondary school heads should not limit themselves to a single approach of leadership and that capacity building be conducted on a regular basis through seminars, workshops, and conferences to improve their leadership knowledge and skills.

Keywords: Adaptive Environment, Teachers' Perception, Contemporary Education

### **INTRODUCTION**

A crucial foundation for achieving higher education is secondary education. High-quality instruction in a supportive setting under the direction of an efficient management atmosphere is required for this type of schooling. According to Umar (2019), secondary education is essential for acquiring literacy, numeracy, and effective communication skills. The two scholar went on to say that completing secondary school allows one to enter the educational level where competence is gained. The importance of secondary education was emphasized by Umar (2019), who cited the National Policy on Education of the Federal Republic of Nigeria as having high and practical goals (National Policy on Education, 2014). The effectiveness of school head, who wisely plan, organize, and use more resources to improve academic excellence in the school, determines whether the educational system succeeds or fails, particularly at the secondary school level. In order to maintain the educational quality, school head as leaders, continue to be the primary source of leadership

and management for the teaching and non-teaching personnel, students, facilities, and pertinent educational stakeholders (Glushchenko, 2022).

In addition to implementing curricular programs and interpreting educational policies, school heads are also in charge of maintaining relationships within the school community and overseeing the physical facilities, equipment, and finances. It is impossible to alter the significance of leadership approach in order to achieve educational quality. Cunha and Magano (2019) accentuated that the educational quality of the school is hinged on school heads' possession of administrative skills like: instructional programmes, students and staff personnel services, financial and physical resources management as well as school community relation. According to the Federal Government of Nigeria's National Policy on Education (2013 & 2014), effective planning, organization, management, and coordination of both human and non-human resources by school heads are essential to the success of any educational institution. However, since this area of education is becoming less relevant in Nigeria and appears to be ineffective in achieving the stated objectives of the national policy, the efficacy of school heads in carrying out these duties to the best of their abilities to increase the educational quality of schools has continued to be a topic of discussion among academics in the field and pertinent stakeholders in the sector (Aghenta & Omorgie, 2018). It is impossible to overstate the leadership responsibilities of school heads in the overall operation of the school when it comes to leadership for better curriculum and instruction to increase school effectiveness (Adeyemi & Bolarinwa, 2017). Without a doubt, those who want high-quality education must make sure that the growth of future leaders is given top attention (Abrar, Baloch & Ghouri, 2010). The leadership approach of school heads are so crucial to the operation of secondary schools. The degree of desired educational achievements, as determined by the indicators of high-performing schools, is decided by school heads (Hallinger, 2018). According to Lyanga et al. (2018), administrative strategies influence the educational quality of the school via indirectly improving student outcomes. School heads interact with the personnel through formal staff meeting framework and team management. School heads will then regularly remind teachers of the need to address grievances and complaints with them first (Mensah, 2019b).

Ball (2017) noted that staff turnover and grievances are typically minimal in these schools and that this approach of leadership is especially good at meeting the requirements of individual teachers. For a number of reasons, including but not limited to the following, the school head plays a significant role in the administration and governance of the school; communicating with department heads to maintain the school's culture (David-West, &

Kaegon, 2017). Studies have indicated that when secondary schools implement leadership practices such as delegation, teacher involvement in decision-making, and open lines of communication, the school's educational quality tends to increase significantly. A degradation in the system was found as a result of certain secondary school heads evading their statutory responsibilities and separating themselves from the power assigned to them. This made it necessary to look into the leadership approach of school head and educational quality in government senior secondary schools in Ogun state.

### **Purpose of the Study**

The purposes of this study were to:

1. Examined leadership approach level of school heads in senior secondary schools in Ogun State.
2. Explored the level of educational quality in senior secondary schools in Ogun State.
3. Essessed the relationship between the school heads' leadership approach and educational quality in senior secondary schools in Ogun State.
4. Examined the relationship between school heads' despotic approach and educational quality in senior secondary schools in Ogun State.
5. explored the relationship between school heads' participative approach and educational quality in senior secondary schools in Ogun State.

### **Research Questions**

The following research questions were raised to guide the conduct of the study.

1. What is the level of leadership approach by the school heads of senior secondary schools in Ogun State?
2. What is the level of Educational quality in senior secondary schools in Ogun State?

### **Research Hypotheses**

The following research hypotheses were formulated to guide the study.

- Ho<sub>1</sub>: There is no significant relationship between school heads' leadership approaches and educational quality in senior secondary schools in Ogun State.
- Ho<sub>2</sub>: There is no significant relationship between school heads' despotic approach and educational quality in senior secondary schools in Ogun State.
- Ho<sub>3</sub>: There is no significant relationship between school heads participative approach and educational quality in senior secondary schools in Ogun State.

According to education sector scholars like Kendra (2013), educational leadership is a key factor in determining educational quality of a school, and the leadership approach of the school head has an indisputable impact on the school's attributes, which in turn affects how

educational quality of the school is. Different leadership paradigms are essential to school educational quality, according to Gumu et al. (2018). Therefore, the effectiveness of the educational system is determined on the leadership approaches that school heads reveal. According to Poortman (2022), a number of management issues pertaining to institutional planning, discipline, instructional supervision, and community relations experience have caused some school heads to fail in their leadership roles, which ultimately impedes the advancement of the school. Numerous academics' studies demonstrate that the students' personal environmental elements determine how educational quality of the school is (Okumbe, 2018).

The fundamental tasks in terms of the ability to create ambitious yet doable goals are leadership approaches. Okumbe (2018) claims that when leaders dictate to their staff what they want done and how they want it done without seeking input from followers, they are adopting a despotic leadership approach. Members of the group may react to the school in an aggressive and uninterested manner as a result of this approach. Okumbe (2018) went on to say that a despotic approach should often be reserved for exceptional situations. When deciding what to do and how to accomplish it, the leader who practices participatory leadership includes one or more teachers in the decision-making process (Rogaten et al, 2013). The leader still has the last say on all decisions, though, teachers will accept this approach since it is a show of power rather than weakness (Olaniyan, 2019). According to Lyanga et al. (2021), a good school head prioritizes planning, assigns unique tasks, and allows teachers to participate in decision-making processes in order to accomplish school objectives. Both parties gain from using this approach since it enables them to integrate into the team and improves decision-making (Etheridge, 2017).

Ogunasanwo (2014) asserts that the participatory leadership approach fosters a sense of solidarity in the pursuit of objectives. Educational quality is a fairly broad concept that includes things like accomplishment, effort, and reasoning. Because of this, the school head might determine the educational quality of the school based on how well the students perform in external exams, while the parents judge the educational quality of the school based on how well the students perform in national exams and behave at home. The educational quality of schools may be evaluated by society based on the morally upright behavior of the students. An educational quality of school, according to Chapman (2017), is one that supports students' development in a wide range of intellectual, social, and emotional outcomes while accounting for socioeconomic status, family background, and prior learning.

Bello et al. (2016) investigated the educational quality of schools in Taraba State and participative leadership style. Stratified random sampling was used in the study, and 430 teachers chosen from the state's eight school zones. These teachers were members of the Taraba State Teaching Service Board. According to the results, parents or guardians in Taraba state should refrain from hurrying to administrators who have a specific administrative approach since leadership approaches improve school educational quality. According to Nurabadi et al. (2021), a variety of factors, including leadership attributes based on spirituality and instructional skill, are the paths to both students' academic success and school teachers' performance. Transformative and instructional leadership were considered independent variables in the study (Smaiziene & Jucevicius, 2013). For this reason, Nurabadi et al. (2021) came to the conclusion that transformational leadership and instructional leadership had an impact on students' academic performance as well as teachers' performance, both directly and indirectly.

## **METHOD**

This study used a descriptive research design of the correlation type was used. 9, 290 teachers from the 397 government senior secondary schools spread over the Ogun State make up the study's population. The study used a multistage sampling technique. Since the number of teachers in the sampled schools varied, 25 government senior secondary schools were chosen at random for the study. Nonetheless, 278 teachers were chosen for the research using Research Advisor (2006).

### **Instrument**

The Leadership Approach of School Head and Educational Quality Questionnaire (LASHEQQ) was used to gather data from the participants, who were teachers. In order to address the research issues posed by the study, the data collected for it were statistically examined utilizing descriptive research statistics of frequency, percentage, rank ordering, and mean rating. To assess the study hypotheses, Pearson Product-Moment Correlation was employed. Statistical Packages for Social Sciences (SPSS) were used to analyze and test the data collected for the study quantitatively. Every hypothesis was examined at the significance level of 0.05.

## **RESULTS AND DISCUSSION**

### **Research Question 1**

What is the level of leadership approach by the school heads of senior secondary schools in Ogun State?

Table 1. Leadership approach by the school heads of senior secondary schools

Managerial Styles	Frequency	Percentage
1. Despotic	54	19.4
2. Participative	224	80.6
<b>Total</b>	<b>278</b>	<b>100</b>

Table 1 displayed that 54 out of the total participants agreed that despotic approach was adopted by the school heads of government senior secondary schools which represents 19.4% of the entire participants in the study. Also, 224 out of the total participants agreed that participative approach was adopted by the school heads in government senior secondary school which represents 80.6%. Therefore, it can be deduced from the above that most of the government senior secondary schools school heads' in Ogun State adopt participative leadership approach.

## Research Question 2

What is the level of Educational quality in senior secondary schools in Ogun State?

Table 2. Level of educational quality in senior secondary schools

Items	Mean	Level
1. Learning environment connections enhance the quality of school running	3.66	High
2. Learning environment connections support the school to have strong quality yields that will meet the environment's prospects	3.44	High
3. Learning environment connections enhance curriculum delivery and students' knowledge results	3.55	High
4. Learning environment connections help schools towards safeguarding favorable school settings	3.64	High
5. Learning environment connections enhance teachers' capacities for active instructional presentation and development in students' educational result	3.69	High
6. School punishment students who failed to fulfil with school guidelines	3.62	High
7. Teachers are allowed to punish students in their class	3.66	High
8. Teachers are permitted to expand their corrective actions	3.67	High
9. Parents are allowed to be engaged in supporting the school in taking corrective procedures on the students	3.44	High
10. Students are not permitted to be engaged in influencing the significance of a precise conduct	3.62	High
11. There is an unrestricted movement of information between the school head and students	2.62	High
12. The school connect with the students through the teachers	3.03	High
13. The school connect with the parent through the students	2.76	High
14. The school share information with the students through a display board	3.07	High
15. The school connects to the parents through social media	2.83	High
<b>Grand Mean</b>	<b>3.02</b>	

Mean: 0.00 – 2.49 = Low, 2.50 - 4.00 = High

Table 2 displayed the level of educational quality in senior secondary schools in Ogun State as stated in research question 2. It was revealed through the table that the mean score for each of the question items are listed in the last column of the table. The average mean score for each of the item is 2.5. The average mean score of 2.5 was calculated by adding up each value of the 4-point Likert scale. item 5, has the highest mean score of 3.69 which is greater than the average mean score (2.5) and item 11, has the lowest mean score of 2.62 which is also greater than the average mean score (2.5). The grand mean of the entire item is 3.02 which is greater than 2.5 average mean score. This implies that level of Educational quality in senior secondary schools in Ogun State is high.

### Research Hypotheses

**H<sub>01</sub>:** There is no significant relationship between school heads' leadership approaches and educational quality in senior secondary schools in Ogun State.

Table 3. Correlational investigation between school heads' leadership approaches and educational quality in senior secondary schools in Ogun State.

Variable	N	$\bar{X}$	SD	Df	R	Sig.	Decision
Leadership approaches	278	44.9	6.18	276	0.265	.000	Rejected
Educational quality	278	69.5	5.92				

The table 3 displayed that there was negligible correlation between school heads' leadership approaches and educational quality ( $r=0.265$ ). It was also indicated that there was significant relationship between school heads' leadership approaches and educational quality where the sig. value 0.000 is less than 0.05. This implies that school heads' leadership approaches has significant influence on educational quality in government senior secondary schools in Ogun State.

**H<sub>02</sub>:** There is no significant relationship between school heads' despotic approach and educational quality in senior secondary schools in Ogun State.

Table 4. Correlation investigation between school heads' despotic approach and educational quality in senior secondary schools in Ogun State.

Variable	N	$\bar{X}$	SD	Df	r.	Sig.	Decision
Despotic Leadership	278	13.5	2.51	276	.098	.103	Not Rejected
Educational Quality	278	69.5	5.92				

The Table 4 showed that there was negligible correlation between school heads' despotic approach and educational quality ( $r= 0.098$ ). It was also indicated that there was no significant relationship between school heads' despotic approach and educational quality where the sig. value 0.103 is greater than 0.05. This implies that school heads' despotic

approach has no significant influence on educational quality in government senior secondary schools in Ogun State.

**H0<sub>3</sub>:** There is no significant relationship between school heads participative approach and educational quality in senior secondary schools in Ogun State.

Table 5. Correlational Investigation between school heads participative approach and educational quality in senior secondary schools in Ogun State.

Variable	N	$\bar{X}$	SD	Df	R	Sig.	Decision
Participative Leadership	278	17.3	2.32	276	.364	.000	Rejected
Educational Quality	278	69.5	5.92				

The table 5 showed that there was low positive correlation between school heads participative approach and educational quality ( $r=0.364$ ). It was also indicated that there was significant relationship between school heads participative approach and students' academic achievement where the sig. value 0.000 is less than 0.05. This implies that school heads participative approach has significant influence on educational quality in government senior secondary schools in Ogun State.

### Discussion of Findings

The first research question suggests that while making decisions on how to run secondary schools, school heads consult with teachers and other staff members. Employing this approach is seen as a show of power that educators will value (Olaniyan, 2019). McKenney and Reeves (2018) explained that in an attempt to accomplish school goals, a good administrator gives more attention to planning work, assigns special duties, and allows teachers to participate in decision-making processes. The response to the second research question suggests that the school heads made every effort to involve the staff in the daily operations of the school system, which in turn improved the institutions' quality. Both parties gain from using this approach since it strengthens the decision-making process by allowing the subordinates to join the team. Ogunasanwo (2014) asserts that a participative leadership approach guarantees a spirit of solidarity in the achievement of objectives. According to the first hypothesis, there was no relationship between the leadership approaches of school head and the educational quality of government senior secondary schools in Ogun State.

This suggests that the leadership approaches of school head in Ogun State's government senior secondary schools have a big impact on school educational quality. Therefore, in Ogun State's government senior secondary schools, there was a correlation between the leadership approaches of the school heads and the educational quality of the schools. This result supported Ogunsanwo's (2014) argument that using the right leadership philosophies fosters a sense of unity in pursuing and achieving the objectives. The results of the second hypothesis



indicate that there was no significant relationship between school heads' despotic approach and educational quality in senior secondary schools in Ogun State. This suggests that the educational quality of government senior secondary schools in Ogun State is not much impacted by the despotic approach of their school heads. The results emphasize that in order for teaching and non-teaching staff to carry out their responsibilities with diligence and productivity, there is no need to coerce or force them (Reano, 2020). The findings are consistent with Ibukun's (2019) research, which found no connection between despotic leadership approaches and the modern global context, school success in terms of participative and distributive leadership. The results of the third research hypothesis show a strong correlation between the participative approach of school heads and the academic performance of senior secondary school students in Ogun State. This suggests that the educational quality of government senior secondary schools in Ogun State is significantly impacted by the participative approach of their administrators (Leithwood & Pollock, 2017). Cheportal (2018) provided evidence to support the conclusions, stating that participative leaders are accommodating, encourage and reward group members' ideas and efforts, boost group morale, and raise the educational quality of the school (Robres et al, 2021). The results are also consistent with research by Enu (2016), which showed that participative leaders ask for feedback from their followers in order to boost employee performance, productivity, and efficiency both within and outside of the classroom.

## **CONCLUSION**

The educational quality of government senior secondary schools is largely determined by the leadership approaches of its leaders, which are crucial factors in school administration. As important stakeholders dispute the educational quality of the system's standards in the modern period, improving educational leadership has emerged as a major goal for school reform in Nigeria. The leadership approach used by the heads of the institutions has a significant impact on whether secondary school students succeed or fail. Educational quality in secondary schools is mostly determined by leadership approaches. Therefore, in order to improve school performance, school heads should discuss school personnel before making decisions in order to respect the worth and dignity of teachers.

## **SUGGESTIONS**

The study's conclusions led to the following recommendations being made:

1. To improve teacher morale and increase educational quality, school heads should not limit themselves to a single approach of leadership, but rather employ a variety of approaches based on the circumstances.

2. The school heads should not be the only ones in charge of guiding the educational program in the schools; instead, they should establish a culture and vision that empowers and supports teachers in order to achieve the educational quality of the schools.
3. The Ministry of Education and the Teaching Service Commission should work together to create synergy through regular oversight to make sure that school heads' leadership focuses on practices that enhance instructional leadership.
4. To improve school effectiveness, secondary school heads should facilitate open communication and involve all personnel in decision-making.

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