

# An Empirical Comparison Of School Achievement Between Unity And Non-Unity Schools In The North Western Senatorial District Of Nigeria: The Role Of Principals And Teachers Leadership Accountability



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## ABSTRACT

The results of this study revealed that the leadership styles of principals and teachers engagement in Kaduna state secondary schools can effectively influence schools achievement and students' academic performance. Researchers all over the world have pointed out that principal-teacher accountability is a vital tool in achieving a viable academic achievement. The purpose of the study is to investigate how a principal can use his efficiency as a leader to supervise his teacher's class room effectiveness for students' academic achievement in Kaduna state secondary schools Nigeria. As domestic workers principals are expected to portray the highest assurance in the administration of secondary schools as this will lead to the realization of excellence in educational pursuit. The paper critically pointed out that if secondary education is of good value, meticulous students will be conceded into tertiary institutions of learning and in due course, competent graduates will be produced who will work in different capacities. This research is limited to Secondary schools and their principals in Kaduna State. The MLQ 5x developed by (Bass & Avolio, 1996) was used as the instrument to measure the Leadership ability of the principal and teachers, with the teachers serving as perceived respondents. The population of the study was 400 in which 330 were duly completed and returned with 300 free of problems and fit for analysis. Educated Labour force is, however competent of implementing government's policies in a more operative and efficient manner. The research employs descriptive research analysis to analyse principals' and Teacher accountability in Kaduna State secondary schools. The results showed pleasing principal's-teacher's efficiency and accountability. The researcher therefore suggested that the government should strengthen efforts and provide more suitable means or method, including incentive and continual training and re-training of the principals and Teachers in order to sustain the measure as this will give assurance for the fulfilment of the wanted quality education and then effective application of government policies will work as desired.

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**KEYWORDS:** *Accountability, Secondary School Principals, Efficiency, Policy Implementation, Quality Education,*

## Introduction

Several governments the world over seldom pay attention to the contribution that EFA makes to their educational system, Nigeria inclusive. Nigeria's education policy of 1977 (revised 2004) testify to the Nigerians obligation to Education for All (EFA), precisely, basic knowledge to be accorded to all Nigerians as spelt out by the four basic programs to be used for Nigeria that lays emphasis on world-wide, useful and qualitative knowledge. Nigeria resorted to implementing the scheme of Education for All (EFA). The controlling ideologies of EFA in the country were for "preparing of every citizen with knowledge, skills, attitude and values as well as enable him/her derive extreme benefit from his membership of society and thus, leading him to a fulfilling life. It is expected that the EFA strategies or modifications employed by the Nigerian government will be effective, but the plan was faced by a lot of trials of underpayment of teachers, shortage of qualified teachers, pitiable and deficient arrangement, and lack of encouragement of teachers.

The above issues stalwartly contributed to truancy of students in the nation. Thus, Universal Basic Education programme was resorted to by Nigeria in the year 1999 shortly after the Dakar educational summit. By right the objectives of Universal Basic Education is expected to be the prime achiever of the EFA outline. But the persistent occurrence of the aforementioned problems made it highly impossible to be achieved (Abani, 2003).

The resolution of the government under the commendable leadership of Chief Olusegun Obasanjo was to triumph EFA by 2015, under the full control and supervision of the UBE scheme. The programme was propelled in Sokoto in September the 30<sup>th</sup> 1999, but actually took off in the 2000/2001 school year. The take-off became necessary as the Obasanjo's led administration started in the year 1999 and came across a system of education that was in a state of deterioration

(FGN 2004). Teachers were ill trained and aggravated, high rate of illiteracy as a result of high dropout rates, poor set-up conditions of schools. Thus, the introduction of the UBE came as an outcome to absolutely alter the nation's basic education sub-sector (FGN 2004) and to meet the outline of the world idea of EFA. Right now, we are in the centre of the UBE scheme as it aims at organising individuals with knowledge (Obinaju 2001). Prior to the presentation of the scheme during the Obasanjo's led government in 2000, several educational policies envisioned towards delivering handy and reasonable school system that can spread across every competent and reasonable Nigerian.

The UBE is the fourth in the hierarchy of educational tenets nation-wide. The beginning of the nation's school laws dates back to the 1955 all- inclusive education laws of the nation's western region, and then shortly the same scheme that existed in 1957 of the Eastern constituency and the 1976 UPE scheme that remains a baby programme up to the year 2000, is still been reared to prime of life. Each of the policy outlived and was accepted by different government administration and was disapproved when a new government trips into power as Utibe (2001) asserted, "The early education scheme added to a lessening of the orthodox of education in Nigeria at the first school level". The Universal Primary Education scheme of 1956 was despised in span, preparation, supporting and a general lack of exact data of children that would be affected by the arrangement as absence of precise information gathering data in the nation at that particular time aggravated the disappointment. The scheme was principally designed or meant to reduce the educational disproportion between the two regions of North and South supported by the oil wealth. Nigerian government lived on the full obligation of training teachers for the proposal. 163,000 teachers gotten from the emergency training programme which made various school leavers to get the Teachers College grade II certificate

thereby upgrading the worth of staff cogency in the primary school sub-sector throughout Nigeria. Recently the United Nations (UN) comes up with new Sustainable Development Goals of the year 2015 tagged “Transforming our world-the 2030 agenda for Sustainable Development”. Item number four (4) of the seventeen (17) goals stated thus: “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. This is paramount as Bunyi (2013) stated: “it is not education alone that matters but quality education because when education is of good quality, students tend not to drop out of the education system and that individuals who have stayed in school for a long period of time are believed to have higher working life earnings compared to those who drop out early”. This will also enable the students to develop and imbibe good characters that will enable them become good citizens and the opportunity of becoming future leaders.

Several governments the world over seldom pay attention to the contribution that accountability of school administrators and teachers can give to students’ performance in schools. The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in Kaduna State and Nigeria at large. The quality of education depends on teachers as reflected in the performance of their duties. Over time pupils’ academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao 2001). Principals are the life blood of administration in every secondary schools, hence, the transformational leadership theory was used to weigh their ability of incorporating stakeholders in their administrative qualities to move the secondary schools forward. Effective principals bring a clear and common vision that puts students first, and see that this vision is communicated clearly and effectively to all stakeholders. Therefore, school

principals who can balance a variety of pressures while never losing sight of their values best inspire and serve the school community would be a much greater principal (Bollington, 1999). “In addition, principles that work and realizes the organizational vision and values form the school’s mission and purpose, instilling the intangible forces that motivate teachers to teach, school leaders to lead, children to learn, and parents and community to have confidence in their school thus shaping the definition of achievement would become more successful (Deal & Peterson, 1999). Teachers have been shown to have an important influence on students’ academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe 2001). Both teaching and learning depends on teachers: no wonder an effective teacher has been conceptualised as one who produces desired results in the course of his duty as a teacher (Uchefuna 2001). Considering governments’ huge investment in public education, its output in terms of quality of students have been observed to be unequal with government expenditure. Consequent upon the observed deterioration in the academic achievement, attitude and values of secondary school students in public secondary schools one wonders if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom interaction with the students caused by ineffective supervision of school administrators could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria.

This study was designed to determine if principal’s and teacher’s accountability can significantly have influence on the academic performance of students in public secondary schools in Kaduna state Nigeria. It was aimed at answering the question: “Does Principals and

teachers accountability have significant influence on student academic performance in Kaduna state secondary schools Nigeria?" In answering this question, the study determined and described the relationship between principals and teachers accountability on the academic performance of students. It also determined whether there is significant difference in the mean performance of students taught by teachers that were effectively supervised by principals and those that were not. Finally useful recommendations were made based on the results of the study. This study is significant because the results enabled the following research hypothesis: Principals and teachers accountability can significantly have influence on the academic performance of students in public secondary schools in Kaduna state Nigeria.

## Literature

The first part of the 21st century showed profound interest on educational leadership as a result of unanimous belief that qualitative educational leadership makes an outstanding difference to outcomes of schools and students (Bush, 2007). Robinson (2008) stressed that schools need trained and committed teachers but they, in turn, need the leadership of extremely competent school leaders and assistance from other senior and middle managers. Stipek, (2006) stressed that the bringing together of effective leadership styles and supported by conducive school environment can improve school achievement. There is also increasing recognition that schools require effective leaders and managers for an effective and meaningful education for the students under their care (Bush, 2007). Past research have shown that the leadership style of the school principal can strongly affect and change various elements of the school environment, including teacher and staff attitudes, student learning, and academic achievement (Bogler, 2005).

While the need for effective leaders is generally noticed, there is very little confidence on which

leadership behaviours are most likely to produce favourable out comes (Bush, 2007). The Nigerian National Policy on Education (NPE , 22: 2004) refers to education as instrument par excellence for a functional growth and development of the nation's effective national development. That is to say that for proper achievement of national development, there must be a coherence use of national policies on education, and the performance of all the primary stakeholders, which include the school principals, teachers and students at all levels of the education system. Nevertheless, over the years, the records show that students' performance in

Senior Secondary Certificate of Examination (SSCE) is below average (Ikoh, 2007). This performance according to (Ashibi, 2005) among other factors and variables has been reflected on the teachers' and the Nigeria government's inability to function and motivate principals and teachers to enhance their productivity (Agba et al., 2009). That could also be attached to classroom variables such as chronic absenteeism, peer group influence and other environmental problems. In addition to all these, leadership style of the principals could also be another attributing factor and issue that could affect the schools positively or negatively (Ikoh, 2007).

The impact of teachers' teaching efficiency on the learning effect of students as measured by students' academic execution has been the subject of several studies (Adediwura & Tayo 2007; Adu & Olatundun 2007). The above findings allude that effective teaching is an important interpreter of students' academic achievement. Therefore active teachers should spawn students of superior academic performance. In Nigeria, poor academic performance of students has been linked to poor teachers' performance in terms of accomplishing the teaching task, so also negative attitude to work and poor teaching habits were attributed to poor motivation (Ofoegbu 2004). In Nigeria, it has been noticed that circumstances that would make for effective teaching such as assets available to

teachers, general conditions of foundation as well as instructional materials in community secondary schools are poor (Oredein 2000). These predominant conditions would absolutely show an undesirable influence on the instructional quality in community secondary schools, which may transform to poor academic performance in the attitude and values of secondary school students.

Although teachers' strong effect would significantly influence students' academic achievement, other factors such as, personality of student socio-economic background, family support, self-confidence, intellectual aptitude of student and previous instructional quality are considered issues that can affect students exams scores' (Starr 2002) in a positive or a negative way. At this point in time, Blankstein (1996) observed that students' grades and test scores are not good metres of teacher' s quality in teaching. This view was supported by a study conducted in Nigeria by Joshua et al. (2006) which shows that Nigerian teachers condemn the use of student achievement scores as signs of teachers' competence, performance or effectiveness. In as much as students' academic scores are not the only pointers of teachers' effectiveness, scholars have provided easier ways of appraising teachers' effectiveness. Teachers, students, colleagues, principals and self-evaluation have been used to evaluate teachers' effectiveness.

However, studies have shown that students' ratings are important parameters of teachers' effectiveness (Imhanlahini & Aguele 2006). Even though there were facts about research reports in support of students' rating of their teachers' effectiveness, Nuhfer (2004) and Pozo-munoz et al. (2000) cautioned that students score should be one of the most up-to-date evaluation system and should equally not be considered as the only gauge of teachers' effectiveness.

### **Accountability**

Accountability as an instrument for transference should be used by principals and teachers to bring about effective and conducive school achievement

in Kaduna state secondary schools. Agara, (2009) Reported that "Accountability in community service is essential for effective governance in organizations because it is seen as a basic instrument for insuring effective service delivery by the authority to their citizens". Accountability signifies the dominance of government aims and strategies above the personal yearning's of the policy implementers who are expected to perform their duties according to the stipulated rules. The public servants should be impartial even if they have their own opinion of how issues are supposed to be done. In other words, this means that at the time of discharging official assignments, personal issues or prejudicial feelings should be set aside.

The word Accountability is sometimes used to mean "responsibility" which is often translated as the type of connection between an employer and an employee based on an agreement to perform duties and responsibilities (Odunayo, 2014). The public servants are therefore, expected to report their actions to their superiors based on the agreed framework of discharging and answerability to duty. This is also the view of (Adegbite, 2010) who reported that accountability is "the obligation to demonstrate that work has been conducted in accordance with the agreed rules and standards and the officer reports fairly and accurately on performance results vis-à-vis mandated roles or plans". While accountability according to (Onnuorah & Appiah, 2012) "is about being answerable to those who have invested their trust, faith and resources to you". Conformity to the laid down rules and regulations while discharging official duties is therefore very essential while at the same time utmost care should be taken to perform it in a more transparent and effective manner.

(Onnuorah, 2012) Suggests that "accountability reflects the needs for the government and its agencies to serve the public effectively in accordance with the laws of the land". The norms and code of ethics are the guiding principles of discharging official duties in both public and private organizations and as such they are

expected to be adhered to strictly especially during policy decisions making. However, the world development report in (World Bank, 2003) reported that accountability is a central agent of organizational change in service delivery due to its paramount importance. It used in government institutions as a control mechanism and a tool of regulating the behaviours of employees (Eckardt, 2008).

(Odunayo, 2014) Asserted that in leadership roles, accountability “is the acknowledgement and assumption of responsibility of actions within the scope of role in position encompassing the obligation to report and be answerable for resulting consequences”. The fundamental concern of accountability in public institutions is to see that the day to day activities of the government are being discharged sincerely so that the general public will all benefit from it ( Lanre & Tomola, 2010).By being accountable the employees will appreciate the value of goal attainment in accordance with the planned standard criteria (Odunayo,2014).Accountability therefore requires an account of the actions taken by the employees to be given (Bass & Avolio, 1993).

Educational accountability is an attempt of ensuring that education stakeholders especially the principals perform quickly in their duties so as to enhance educational quality ( Bunyi, 2013 ). Bandele further noted that secondary school’s education stakeholders are many and each and every one of them is expected to contribute towards the realization of the objectives which in Nigeria are designed to produce capable graduates who will be useful not only to themselves but to the country at large. Accountability in a school system is the obligation on the part of the principal to display good leadership qualities for the smooth running of teaching-learning situations in our secondary schools. So also accountability is seen as an issue above obeying the stipulated rules, it is now seen as an issue worth benefiting from because every government have shifted attention on governance on results based on what

workers can do not what they can get from their job performance. That is why accountability in the teaching profession is required so that the goals of attaining quality education in schools can be achieved. Principals who are the focus of this study and part of education stakeholders are described as (Halle, Mokeki, & marinda, 2011); drivers of academic activities and agents of student’s achievements (Bunyi, 2013); (Sifuna, 2009) should therefore, act responsively (Odunayo, 2014) and transform effectively (Adegbite, 2010) in line with the stipulated rules ( Okoh & Ohwoyibo, 2009 ) so that the overall aim will not be defeated. This will ensure the attainment of not only quality education but subsequentimple mentation of government policies and programs.

### **Research Methodology**

The research used a descriptive research technique using a five point Likert scale questionnaire called the multifactor leadership questionnaire MLQ 5X developed by (Bass & Avolio, 1996). The questionnaire was administered to a sample of six hundred (600) respondents selected from seven unity schools located in the north-western part of Nigeria and fifteen non-unity schools within the Kaduna metropolis, there three hundred and eighty-eight (388) respondents in the unity schools while the non-unity schools had one hundred and seventy five (175) out of which the total sum of five hundred and sixty three (563) participants was obtained. From the responses obtained however, all the five hundred and sixty three (563) were found valid and fit for analysis. Therefore, the research is based on a sample of five hundred and sixty three (563) respondents. The research hypothesis states that: Ha: Principal and Teachers will significantly influence the academic performance of students in Kaduna state public secondary schools Nigeria.

**Table 4.1:** Response rate of both unity and non-unity schools

Response	Frequency/Rate
Number of distributed questionnaire	600
Total returned questionnaire	563
Useable and completed questionnaire	563
Response rate	94%

### Descriptive Statistic

This section deals with the description of the respondents of the present research. It contained the description of the respondents' profile. A total of 600 questionnaires were distributed in both unity and the non-unity schools with 400 distributed in the unity schools and 200 to the non-unity schools. However, a total of 563 questionnaires were returned having 388 from the unity schools and 175 from the non-unity schools. Therefore a total of 563 respondents participated in this study. The characteristics analysed include the school type, gender of the respondents, their age, educational level, department, work experience or duration in the school, department and status of work. Nevertheless, all the personal data selected along the opinion on influence of leadership style and school environment towards schools achievement in the selected Unity Schools in Nigeria were selected and each of the variables is classified in frequencies and percentages in this section.

For the purpose of this study, two types of schools were chosen, they are unity and non-unity schools. There are total of 7 unity schools with 388 or 68.9% respondents and 5 non-unity schools having 175 or 31.1% respondents all located in the north-western part of Nigeria. Gender is among the greatest and most important factors frequently used in analysis of data obtained from researches, it is significant because in many situations the need of males differs from those of females and that can affect data analysis positively or negatively. Of the total respondents 335 or 58.5% were male while the female were 228 or 40.5%. This classification though not equitably distributed, revealed that the opinions of male and

female respondents were solicited. This helps to take off the gender bias aspect of the study and is more so since the influence of leadership style and school environment towards school achievement in the selected Unity Schools would not be assessed on the bases of gender. For the ages of the respondents, only 47 or 8.3% were between 20-30 years. Those who were between 31 and 40years were 200 or 35.5% while 237 or 42.1% were between the range of 41 and 50years with 79 or 14.0% above that ranged between 51-60 years. This distribution is attributable to the fact that all the respondents were of adult working age. Their opinion on the influence of leadership style on the school environment and students' academic achievement in the selected Unity Schools would therefore be expected to reflect this maturity.

Education is a socio-economic characteristics that has a tremendous effect on the general behaviour of individuals. For the purpose of this study, this section of the research have categorized educational qualifications in the unity and non-unity secondary schools to four levels of National certificate of education (NCE), First degree, Masters and PhD. By educational qualification, there are 30 or 5.3% staff with (NCE), 274 or 48.7% were first degree holders and 213 or 37.8% have second degree or masters. Only 46 or 8.2% of them have doctorate degrees. The predominance of first degree is more associated with the requirement for teaching qualification in the selected schools. Only 70 or 12.4% of the respondents were on part time, while 493 or 87.6% were on tenure of appointment in the schools. The respondents cut across all disciplines in the selected unity and non-unity schools.

Similarly, Table 4.2 reported some descriptions of the respondents regarding experience, where teachers with 1-10 years' experience are 401 that constitute 71.2% of the sample and 11-20 years have 132 teachers that constitutes 23.4% of the sample, and 21-30 years' experience had 24 teachers representing 4.3%, while 31 and above work experience had 6 or 1.1% teachers.

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Additionally, in term of respondent’s department 107 respondents or 19% are from Voc/tech, 233 or 41.4% are from science department while 223 or 39.6% are from Arts department. Finally, the result from the same table 4.2 also revealed that, all the 563 respondents were of Nigerian nationality representing 100% while non-Nigerians were zero with zero percent.

**Table 4.2:** Descriptive Statistics of Demographic Variable

S/R No	Factor	Frequency	Percentage
1	School Type		
	Unity	388	68.9
	Non-unity	175	31.1
2	Gender	335	58.5
	Male	228	40.5
	Female		
3	Nationality		
	Nigerian	563	100
	Non-Nigerian	00	00
4	Age		
	20-30	47	8.3
	31-40	200	35.5
	41-50	237	42.1
	51-60	79	14.0
5	Educational Level		
	NCE	30	5.3
	Degree	274	48.7
	Masters	213	37.8
	PhD	46	8.2
6	Department		
	Voc/Tech	107	19.0
	Sciences	233	41.4
	Arts	223	39.6
7	Work Experience		
	1-10	401	71.2
	11-20	132	23.4
	21-30	24	4.3
	31-Above	6	1.1
8	Status		
	Part time	70	12.4
	Full time	493	87.6

The scales which have been outline by Cresswell (2013) which can be used to interpret the relationship between two variables are as in below:

**Table 2:** Analysis of the level of Variables

MEAN SCALE	LEVEL
1.00-1.80	Very low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very high

Source: Creswell, 2013

### Descriptive Statistics of Items and Variables Investigated

Descriptive statistics is a pattern and general trends in a data set. Table 4.3 indicates that leadership style has the mean of 3.89, school achievement has the mean of 4.09 and school environment has the mean of 3.89. For the standard deviation, it shows that there is high standard deviation in school environment with .956 while the lowest standard deviation in the school achievement is 0.510.

**Table 3:** Descriptive Statistics (N=563)

Variables	N	Mean	Std. Deviation
Leadership Style	563	3.89	.556
School Achievement	563	4.09	.510
School Environment	563	3.40	.956

From the below table, it was observed that question one which stated that “My principal provides others with assistance in exchange for their efforts” has a mean of 4.47 with a corresponding standard deviation of 1.592. In the second question which stated that “My principal re-examines critical assumption to questions whether they are appropriate” have a mean of 4.90 and a standard deviation of 1.447. Question three



stated that: “My principal fails to interfere until problems become serious” and have a mean of 4.93 and a standard deviation of 1.484. The fourth question stated that “My principal focus attention on irregularities, mistakes, exceptions and deviations from standards” it has a mean of 4.87 and a standard deviation of 1.306. On the fifth question which stated that “My principal avoid getting involved when important issues arises” the mean observed is 4.87 and a standard deviation of 1.358. The sixth question stated that “My principal talk about my most important values and benefits” the mean observed is 4.80 with a standard deviation of 1.627. The seventh question stated that “M principal is absent when needed” and has a mean of 5.03 and a standard deviation of 1.217. The eighth question stated that “My principal seek differing perspectives when solving problems” the question record a mean of 5.10 and a standard deviation of 1.125. However, a mean of 5.13 with a corresponding standard deviation of 1.332 was observed in question nine which stated that “My principal talk optimistically about the future”. The 10<sup>th</sup> question stated that “My principal instil pride in others for being associated with me” the question has a mean of 4.97 and a standard deviation of 1.217. Eleventh question has a mean of 4.57 and a standard deviation of 1.040. The question stated that “My principal discuss in specific terms who is responsible for achieving performance targets”. Question twelve stated that “My principal wait for things to go wrong before taking action” a mean of 4.60 with a standard deviation of 1.163 was observed. The last question i.e. question thirteen stated that “My principal talks enthusiastically about what needs to be accomplished.” a mean of 4.43 and a standard deviation of 1.406 was observed.

From the results obtained, it was discovered that all the questions have a mean above 4.50 i.e. between “Strongly disagree” to “Strongly Agree”. The highest mean score of 5.10 and 5.13 is obtained in question eight (8) & question nine (9) respectively.

Question eight stated that “My principal seek differing perspectives when solving problems” This is indeed a good move in the right direction for the fact that seeking for the advice of co-workers is very important in solving problems this is because school principals who can balance a variety of pressures while never losing sight of their values best inspire and serve the school community would be a much greater principal (Deal & Peterson (1999). “In addition, principles that work and realizes the organizational vision and values form the school’s mission and purpose, instilling the intangible forces that motivate teachers to teach, school leaders to lead, children to learn, and parents and community to have confidence in their school thus shaping the definition of achievement would become more successful (Dennis, 2004). This scholar (Sifuna, 2009) also observed that quality education is associated with improvements in the cognitive achievement of students and improvements in the social and economic lives of their societies. Such individuals tend to develop character traits such as perseverance, honesty, determination and reliability that are encouraged in schools and that are required and rewarded in the job market. Therefore seeking for the advice of colleagues is beneficial not only to themselves but to the entire nation as it leads to honesty, sincerity, hospitability and effectiveness in discharging responsibility.

Question nine on the other hand states that “My principal talk optimistically about the future”. This is very imperative in as much as acquiring quality education is the goal which is the final outcome of secondary education. Day, (2000), Sifuna, (2009) opined that “Quality education involves four issues namely: inputs, process, output and outcomes. The input includes the number of teachers available, the amount of teacher training as well as the number of textbooks. The process involves the amount of direct instructional materials and the extent of active learning. The output includes test scores

and graduation rates while the outcome includes performance in subsequent employment”. Whatever materials are put place and however effective the teachers teaches in class once the students are not hardworking the end results may not be achieved. There is therefore the need for trained, qualified and committed principals who are always willing to perform their duties with zeal and enthusiasm ( David, &Don, 2002 ), those principals who always act as role model to their colleagues and encourages them to be steadfast and stand on their own. Such principals are the facilitators and drivers of student’s success and achievements (Caillods, 2010; Sifuna, 2009).

However, almost all the questions centred on how principals can induce the right habit and excellent academic attitude to the students and by so doing the students are being groomed for a better future. Principal’s accountability is thus regarded as a vital ingredient in societal transformation and development.

## Results and Discussion

**Table 4:** Mean and Standard Deviation

Question Number	Mean	Agreement Level	Standard Deviation
1.	4.47	Very high	1.592
2.	4.90	Very high	1.447
3.	4.93	Very high	1.484
4.	4.87	Very high	1.306
5.	4.87	Very high	1.358
6.	4.80	Very high	1.627
7.	5.03	Very high	1.217
8.	5.10	Very high	1.125
9.	5.13	Very high	1.332

10.	4.97	Very high	1.217
11.	4.57	Very high	1.040
12.	4.60	Very high	1.163
13.	4.43	Very high	1.406

Furthermore, from the table below, it was indicated that a total of 3.87% of the respondents with a frequency of one hundred and fifty (150) answered “Strongly Disagree” in all the questions administered. 2.87% of the respondents with a frequency of one hundred and ten (110) answered “Disagree” in all the questions administered. 12.56% of the respondents with a frequency of four hundred and ninety (490) answered “Slightly Disagree” in all the questions administered. Also 9.23% of the respondents with a frequency of three hundred and sixty (360) answered “Slightly Agree” in all the questions administered. 31.79% of the respondents with a frequency of one thousand two hundred and forty (1240) answered “Agree” in all the questions administered. 39.74% of the respondents with a frequency of one thousand five hundred and fifty (1550) answered “Strongly Agree” in all the questions administered.

This indicates that majority of the respondents supported principals accountability for the fact that accountability in the teaching profession is very vital and it goes beyond acting according to the stipulation of the law; nowadays accountability is considered as results oriented being that good government plays more emphasis on the final results i.e. the output which in secondary schools is the attainment of quality education. Principals are therefore expected and supposed to be accountable in discharging their responsibilities so that the aim of ensuring quality education can be achieved.

**Table 5:** Percentage and Frequency distribution from the Questionnaire Administered

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	30	18	60	140	140
2	20	40	58	120	150
3	20	28	30	150	160
4	08	30	50	160	140
5	20	20	28	170	150
6	18	40	30	150	150
7	08	50	30	160	140
8	40	10	38	140	160
9	30	58	60	70	170
10	08	60	70	120	130
11	30	28	40	130	60
12	20	38	80	150	100
13	40	40	108	120	100
Total	292	460	682	178	1750
Percent	2.82	3.85%	12.56	39.	31.79

**Conclusion/Recommendation**

Leadership is critical to the achievement of students (Murphy, 1998). Huff, Lake, and Schaalman (1982) investigated the relationship between a principal’s leadership traits and student achievement. Their findings support the hypothesis that principals in high-performing schools have different attributes than their counterparts in low-performing schools. It was equally established by most scholars that teacher’s behaviours and method of approach is yet another important factor in student’s performance. Students like a democratic teacher better, because of freedom of expressing their view which increases their chances of better performance in class. It is therefore the intention of this research to achieve high school performance (Achievement) by utilizing the potentials of the principals and teachers in Kaduna state secondary schools.

Accountability in the public service is a sort of control mechanism and a means of checking the excesses of the public servants. It is useful in the sense that it leads to effectiveness and efficiency in service delivery. Accountability is also seen to be a means of implementing government policies and programs effectively. In the education sector, principal’s accountability is bound to lead to attaining quality education. Also the foundation laid at secondary school level for quality education leads to admitting competent students into tertiary institutions that are believed to excel in their studies and work in different government institutions upon graduation. It is also a well-known fact that highly literate workforce is capable of implementing government policies and programs in a professional, competent, effective and efficient manner. Principal’s accountability is therefore seen as a vital instrument of ensuring quality education and also a means of effective service delivery and effective policy implementation in public institutions.

Therefore the research endorses that the government should put in place more efforts in order to ensure that principals are adequately motivated so as to give in their best. Positive motivation boosts principal’s morale towards achieving greater output. The government should therefore intensify efforts to train and re-train the principals, provide all the necessary facilities and other materials required for effective administration and learning to take place in schools. This is believed to make the principals more accountable and sit up to their responsibilities.

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