

Leadership Behaviours and Goals Achievement in Public Senior Secondary Schools

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Abstract:

This study aims to analyze the relationship between leadership behavior and the achievement of educational goals in public high schools in Kwara State, Nigeria. The focus of this research is on the three main elements of leadership behavior, namely the welfare package, the role of supervision, and the communication system, as well as how these elements affect educational outcomes. The research method used is a quantitative approach with a correlational descriptive design. Data were collected through adapted questionnaires and interviews with 368 teachers in various public high schools across 16 local government areas in Kwara State. Data analysis was carried out using descriptive and inferential statistics with Pearson correlation at a significance level of 0.05. The results of the study show that there is a significant relationship between welfare packages, supervisory roles, and communication systems and the achievement of educational goals. An adequate welfare package improves teacher motivation and performance, an effective supervisory role contributes to the quality of teaching, and a good communication system ensures better coordination in achieving school goals. The implications of this study emphasize the importance of holistic integration of these elements in leadership strategies to create a conducive learning environment and achieve optimal educational outcomes. This research also opens up space for further research that considers local contexts, demographic variations, and more diverse research methods to gain a more comprehensive understanding.

Keywords: *Goal Achievement, Leadership Behavior, Well-being, Supervision, Communication*

Abstrak:

Penelitian ini bertujuan untuk menganalisis hubungan antara perilaku kepemimpinan dan pencapaian tujuan pendidikan di sekolah menengah umum di Negara Bagian Kwara, Nigeria. Fokus penelitian ini adalah pada tiga elemen utama perilaku kepemimpinan, yaitu paket kesejahteraan, peran pengawasan, dan sistem komunikasi, serta bagaimana elemen-elemen ini memengaruhi hasil pendidikan. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan desain deskriptif korelasional. Data dikumpulkan melalui kuesioner yang diadaptasi dan wawancara dengan 368 guru di berbagai sekolah menengah umum di 16 wilayah pemerintah daerah di Negara Bagian Kwara. Analisis data dilakukan dengan menggunakan statistik deskriptif dan inferensial dengan korelasi Pearson pada tingkat signifikansi 0,05. Hasil penelitian menunjukkan bahwa ada hubungan yang signifikan antara paket kesejahteraan, peran pengawasan, dan sistem komunikasi dengan pencapaian tujuan pendidikan. Paket kesejahteraan yang memadai meningkatkan motivasi dan kinerja guru, peran pengawasan yang efektif berkontribusi pada kualitas pengajaran, dan sistem komunikasi yang baik memastikan koordinasi yang lebih baik dalam mencapai tujuan sekolah. Implikasi dari penelitian ini menekankan pentingnya integrasi holistik dari elemen-elemen ini dalam strategi kepemimpinan untuk menciptakan lingkungan belajar yang kondusif dan mencapai hasil pendidikan yang optimal. Penelitian ini juga membuka ruang untuk penelitian

lebih lanjut yang mempertimbangkan konteks lokal, variasi demografi, dan metode penelitian yang lebih beragam untuk mendapatkan pemahaman yang lebih komprehensif.

Kata Kunci: *Pencapaian Tujuan, Perilaku Kepemimpinan, Kesejahteraan, Pengawasan, Komunikasi*

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INTRODUCTION

In the context of global education, school leadership is one of the determining factors for success in achieving educational goals (Pont, 2020; Leithwood, 2021; Brauckmann et al., 2023). Effective leadership can create an environment conducive to learning, motivate staff, and maximize student potential (Dekawati, 2020; Nzeneri, 2020; Chuanchen, 2023). In Nigeria, particularly in Kwara State, the quality of education in upper secondary schools is still a major concern, especially when it comes to achieving academic and non-academic goals (Agwu et al., 2022; Ladan, 2023; Qingyan et al., 2023). Social facts show that many public high schools in the region are experiencing challenges in achieving the expected educational standards (Brew et al., 2021; Rusdi et al., 2022; Ladan, 2023). This raises important questions about the role of leadership behavior in supporting or hindering the achievement of educational goals. Therefore, this study is interesting to research because it can provide insights into how different leadership behaviors affect educational outcomes. Inspirational and supportive leadership can change the motivation and performance of individuals in organizations (Shafi et al., 2020; Paais & Pattiruhu, 2020; Bakker et al., 2023). This is relevant to this study because it highlights the importance of effective well-being, supervision, and communication packages in the context of high school in Kwara State.

The main problem that this study focuses on is the low achievement of educational goals in public high schools in Kwara State, Nigeria. Although the government has implemented various policies to improve the quality of education, the expected results have not been achieved optimally. Many schools still face challenges in terms of facilities, wellbeing support for teachers, and effective leadership. For example, not all schools provide adequate welfare packages to teachers, which can affect their motivation and performance. Additionally, ineffective supervision often leads to a lack of teaching quality, which in turn negatively impacts student learning outcomes. This problem is exacerbated by inadequate communication between school leaders and staff, which often hinders efficient and effective decision-making. Therefore, this research problem is important to study to understand more deeply about the leadership factors that contribute to the achievement of educational goals in these schools.

Previous studies have highlighted various aspects of leadership that affect the achievement of educational goals. Salas-Vallina et al. (2021) in their research stated that leadership that focuses on staff well-being can improve their

performance and commitment to institutional goals. Abdullah et al. (2021) emphasizes the importance of effective communication in educational organizations, showing that open and transparent communication can strengthen working relationships and increase organizational effectiveness. Samad et al. (2022) also highlighted the important role of supervision in ensuring the quality of teaching and student learning outcomes. In his study, Muchiri found that leadership that provides guidance and constructive feedback to teachers can create a better learning environment and improve students' academic achievement. However, while these studies have provided important insights, there are still research gaps in the local context, particularly in understanding how these leadership factors interact in specific situations in Nigeria, particularly in Kwara State.

Although previous studies have identified the importance of various elements of leadership in education, there are gaps in research focused on the local context in Kwara State, Nigeria. Most previous studies have been conducted in different global or regional contexts, and have not fully captured the local nuances that influence the implementation of leadership policies. In addition, previous research has tended to separate individual elements of leadership (such as well-being, supervision, and communication) without looking at the complex interactions between these elements in influencing the achievement of educational goals. This study seeks to fill in the gap by providing an in-depth analysis of how a combination of welfare packages, supervisory roles, and communication systems can affect educational outcomes in public high schools in Kwara State.

The main novelty of this study lies in the holistic approach used to analyze the interaction between various elements of leadership in the educational context in Kwara State. This research not only examines each element separately but also explores how they are interrelated and together affect the achievement of educational goals. This provides a more comprehensive and contextual perspective compared to previous studies that tend to focus on specific elements in an isolative manner. In addition, the study also explores unique local dynamics, including the challenges and opportunities faced by public high schools in Kwara State, which are often overlooked in the global literature. As such, this research offers new insights that can be used by policymakers and education practitioners in designing and implementing more effective and contextual leadership strategies.

The primary objective of this study is to analyze and understand how various elements of leadership behavior, including well-being packages, supervisory roles, and communication systems, contribute to the achievement of educational goals in public high schools in Kwara State, Nigeria. This research is of high significance because it provides in-depth insights into how leadership behavior affects the achievement of educational goals in public high schools. With a focus on teacher well-being, supervision, and communication, this research

provides important insights for the formulation of more effective and contextual policies, aimed at improving the quality of education and student performance. These findings contribute to a better understanding of the crucial leadership factors in the local educational environment.

RESEARCH METHODS

This study uses a quantitative approach with a type of correlational descriptive research. This approach was chosen to identify and analyze the relationship between the variables of leadership behavior and the achievement of goals in public high schools (Aithal & Aithal, 2020; Xu & Zammit, 2020; Birjali et al., 2021). The study was conducted in Kwara State, Nigeria, by taking samples from various public high schools spread across 16 local government areas in the state. One of the specific locations of the study is the Ilorin State High School, located at 10, Asa Dam Road, Ilorin, Kwara State, Nigeria.

Data was collected using two types of adapted questionnaires, namely the "Leadership Behaviour Questionnaire (LBQ)" and the "Goal Achievement Questionnaire (GAQ)". This questionnaire is designed to measure various aspects of leadership behavior and the level of achievement of goals in these schools. Data collection was carried out by distributing questionnaires to teachers who were randomly selected as respondents (Duncan et al., 2020; Wu et al., 2020; Aithal & Aithal, 2020). In addition, interviews with several school principals and direct observation were also conducted to enrich the data obtained. The data collection process was carried out over a three-month period, from January to March 2024. The data analysis techniques used in this study are descriptive and inferential statistical analysis (Siedlecki, 2020; Berie et al., 2022). Descriptive statistical analysis is used to describe the basic characteristics of the collected data, such as frequency distribution and mean. Meanwhile, inferential analysis, especially Pearson's correlation, is used to test hypotheses regarding the relationship between leadership behavior variables and goal achievement. The test was conducted at a significance level of 0.05 to determine if the observed association was statistically significant. All data analysis is carried out using the latest version of SPSS statistical software.

RESULTS AND DISCUSSIONS

This study aims to examine the relationship between leadership behavior and goal achievement in public high schools in Kwara State, Nigeria. The data was collected using the "Leadership Behaviour Questionnaire (LBQ)" and "Goal Achievement Questionnaire (GAQ)" questionnaires, which have been adapted and administered to teachers selected from 368 public high schools across 16 local government areas in the state. Data analysis was carried out using Pearson product-moment correlation statistics at a significance level of 0.05.

Correlation Between Leadership Behavior on Welfare Packages and Goal Achievement

The findings of this study show that there is a significant correlation between leadership behavior related to welfare packages and goal achievement in public high schools in Kwara State. Correlation analysis reveals that when the welfare packages offered by school principals are adequate and timely, it contributes positively to the achievement of educational goals in these schools. Leadership behaviors that prioritize the well-being of teachers and staff, such as providing fair compensation, health benefits, and other incentives, create a more conducive work environment and motivate teachers to work harder and more committed.

The first findings of this study revealed a significant correlation between leadership behavior related to welfare packages and goal achievement in public high schools. Table 1 below shows the results of the correlation analysis between these variables:

Table 1. Correlation between Leadership Behavior on Welfare Packages and Goal Achievement

Variable	N	X	SD	Cal. r-value	p-value	Results
Wellbeing package	206	3.92	1.31	2.04	1.96	Rejected
Goal achievement	162	2.7	0.94			

From the table above, it can be seen that the r-count value of 2.04 is greater than the p-table value of 1.96 at the significance level of 0.05. This shows that the null hypothesis that states there is no significant relationship between the leadership welfare package system and the achievement of goals in public high schools in Kwara State is rejected. Thus, there is a significant relationship between the leadership welfare package system and the achievement of goals in the school. These findings suggest that welfare packages provided by school leadership play an important role in achieving educational goals.

Correlation Between Leadership Supervision Behavior and Goal Achievement

The correlation between leadership supervision behavior and goal achievement in public high schools in Kwara State showed a significant and positive relationship. Effective principals in supervisory roles are able to provide constructive guidance, support, and feedback to teachers, which directly contributes to improving the quality of teaching and learning. Good supervision ensures that high academic and operational standards are maintained, as well as assists in solving problems that may arise in the teaching process. Thus, proactive and responsive leadership supervision behavior not only improves teachers' motivation and performance but also facilitates the achievement of desired educational goals, such as improving student learning outcomes and achieving school academic targets.

Further analysis showed that there was a significant relationship between leadership supervision behavior and goal achievement. Table 2 summarizes the results of this correlation analysis:

Table 2: Correlation between Leadership Supervision Behavior and Goal Achievement

Variable	N	X	SD	Cal. r-value	p-value	Results
Supervisory role	205	3.89	1.31	2.12	1.96	Rejected
Goal achievement	163	2.72	0.97			

The results from Table 2 show that the r-count value of 2.12 is greater than the p-table value of 1.96 at a significance level of 0.05. Thus, the null hypothesis that there is no significant relationship between the role of leadership supervision and the achievement of goals in public high schools in Kwara State is rejected. This shows that the effective supervisory role by the principal contributes positively to the achievement of school goals. These findings are in line with the view that school principals who provide clear direction and adequate support to teachers will be more successful in achieving educational goals.

Correlation Between Leadership Communication System and Goal Achievement

The correlation between the leadership communication system and the achievement of goals in public high schools in Kwara State shows a significant and positive relationship. An effective communication system, which involves open and transparent dialogue between principals, teachers, students, and other relevant parties, plays a key role in ensuring that all members of the school community understand and are committed to a common goal. Clear and efficient communication helps to reduce misunderstandings, improve coordination, and facilitate timely decision-making. This creates an environment conducive to learning and allows for quick handling of problems before they become significant obstacles. Therefore, a good communication system in school leadership is essential to achieve optimal educational outcomes, including improving student academic achievement and achieving institutional targets.

The final findings of this study reveal a significant correlation between leadership communication systems and goal achievement in public high schools. Table 3 below summarizes the results of the correlation analysis between these variables:

Table 3. Correlation between Leadership Communication System and Goal Achievement

Variable	N	X	SD	Cal. r-value	p-value	Results
Communication system	205	3.76	1.31	2.43	1.96	Rejected
Goal achievement	163	2.81	0.89			

The r-count value of 2.43 is greater than the p-table value of 1.96 at a significance level of 0.05, as shown in Table 3. This shows that there is a significant

relationship between the leadership communication system and the achievement of goals in public high schools. These results confirm that effective communication between principals and school staff, as well as between staff and students, is essential to achieving educational goals. Good communication helps to ensure that all parties involved have a clear understanding of the school's goals and the steps needed to achieve them.

The following is a mindmap describing the main findings of the study on the correlation between leadership behavior and goal achievement in public high schools in Kwara State, Nigeria. This mindmap visually represents the core elements examined in this study, including well-being packages, supervisory roles, and communication systems. The visualization of the mindmap is as shown in Figure 1.



Figure 1. Leadership Behaviours and Goal Achievement

Figure 1. describes three critical components in leadership behaviour that significantly affect achieving public high school goals: welfare packages, supervisory roles, and communication systems. The welfare package includes adequate compensation, health benefits, and incentives that can improve teachers' motivation and performance. The supervisory role includes the guidance and support provided by the principal, including constructive feedback and ensuring the quality of teaching. Meanwhile, an effective communication system involves open dialogue, transparency, and efficient decision-making, all essential for ensuring that all organisation members understand and are committed to a common goal. Thus, effective leadership behaviour, which includes these three elements, is an essential factor in achieving the educational goals that the institution has set. This diagram illustrates how the synergy between the well-being package, supervisory role, and communication system can create an environment conducive to optimal learning and achievement of educational goals.

This study shows a significant relationship between leadership behaviour and goal achievement in public high schools in Kwara State, Nigeria. These findings are consistent with previous research that emphasizes the importance of welfare packages, supervision, and communication systems in achieving optimal educational outcomes. For example, research by Samad et al. (2022) confirms that leadership that focuses on staff well-being can improve their performance and commitment to institutional goals. Additionally, a study by Salas-Vallina et al. (2021) underscores that effective communication between leaders and staff strengthens working relationships and improves overall organizational effectiveness.

Meanwhile, research conducted by Abdullah et al. (2021) found that good supervision, which includes guidance and constructive feedback, plays a vital role in ensuring better teaching quality and student learning outcomes. While these findings support the existing literature, the study also highlights some differences in local contexts, such as limited resources and institutional support, that may affect the effectiveness of leadership policy implementation. Therefore, while these findings align with previous studies, it is essential to consider the local conditions and challenges faced at the local level when implementing effective leadership policies. Thus, this study not only enriches the understanding of the importance of leadership behaviour in educational contexts but also provides insights into how adaptation and local contexts can affect the achievement of educational goals.

This research contributes to understanding the role of leadership behaviour in achieving educational goals in public high schools, especially in Kwara State, Nigeria. By identifying significant correlations between welfare packages, supervisory roles, and communication systems with educational outcomes, this study strengthens the existing literature on the importance of these aspects in education management. The main contribution of this study is the emphasis on local contexts and how leadership variables can be applied effectively in specific educational settings, which were often overlooked in previous studies. This research also opens up space for further research on adapting leadership policies in various cultural and economic contexts. In addition, the results of this study can be a practical guide for education policymakers and school managers in designing more effective leadership strategies to improve the quality of education and student performance. Thus, this research not only provides theoretical insights but also relevant practical implications for the development of educational policies and practices.

CONCLUSION

This research provides valuable insights into how various elements of leadership behaviour, such as welfare packages, supervisory roles, and communication systems, affect the achievement of educational goals in public high schools in Kwara State, Nigeria. The study's most important finding is that effective leadership, which pays attention to teacher welfare, provides adequate

supervision, and establishes open communication, can create an environment conducive to learning and achieving academic goals. The lesson of this study is the importance of integrating these elements into leadership strategies to achieve optimal results. Principals and policymakers are expected to take these lessons to implement a more holistic approach to managing schools and motivating teaching staff.

However, this study has some limitations that need to be acknowledged. First, the study is limited to local contexts in Kwara State, so the findings may only partially apply to different contexts. Second, the study did not consider gender and age variations in the analysis, which may affect perceptions and responses to leadership behaviour. Third, the methods used in this study are limited to surveys and interviews, without exploring other qualitative methods that may provide a more in-depth perspective. Therefore, further research that accommodates variables such as gender and age and uses more diverse methods, such as case studies or longitudinal analysis, is needed to get a more comprehensive picture. The results of this follow-up research are expected to be the basis for developing more targeted and effective education policies.

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