

## Leadership Styles And Teachers' Qualification As Correlates Of Students' Under Achievement In Lagos State Schools.

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### Abstract:

The study examined leadership styles as correlates to students' academic underachievement in the Lagos State schools. Two hundred (200) students, twenty (20) teachers and four (4) principals were selected for the sample. A structured questionnaire was used to gather data which was subsequently analyzed using the independent t-test and Pearson Product Moment Correlation statistical tools to answer the five research questions and test the five hypotheses respectively. The findings revealed that:

There is significant difference between the causes of underachievement and students' academic underachievement, there is no significant difference between school leadership styles and students' academic underachievement, there is significant relationship between teachers' educational qualification and students' academic underachievement in Lagos State Schools, there is significant relationship between teachers' method of teaching and students' academic underachievement and there is significant relationship between the remedies to the causes of underachievement and Students' academic underachievement in Lagos State Schools. Based on these findings the following recommendations were made: Teachers should be flexible, and not rigid in the choice of teaching method they used in teaching. Teachers' should change to suitable method of teaching when teaching and learning is not effective.

Teachers should be able to proffer suitable solutions to the causes of underachievement in school environment.

The three tiers of governments' i.e Legislature, Judiciary and the Executive should be actively involved in the funding of education. And the school heads' leadership styles should be effective if is hinged on the following characteristics such as purpose, priorities, roles, decision, conflict and success are considered.

**Keywords:** - keywords leadership styles, teachers' qualification underachievement.

### Background to the Study

Underachievement of students in primary, secondary and tertiary institutions of learning in Nigeria is a common knowledge. Critics both at home and abroad have expressed disappointment at the state of education in the developing countries.

Professor Ben Nwabueze one time minister of education was quoted in Education Today Vol 6 No4, 1993 to have said "the amount of learning and knowledge imparted in our primary and secondary schools is scanty and poor, that learning and knowledge imparted, such as it is, lack proper moral content, that the physical facilities are not conducive to effective learning, being either non-existent or in a deplorable state that there is a general indiscipline among students and teachers alike and also a certain disinclination, among our people towards education, resulting in lower school enrolment, it is equally an undisputed fact that the situation represents a fall, a reversal from what used to be". The report of the Shelter Right initiative stated that Nigeria trailed behind other West African Countries for nine consecutive years in STM academic performance (Olubusuyi, 2003).

Uzoechi (2004) observed that students do not only perform poorly at the cognitive level, they also perform woefully at the affective and psychomotor domains respectively. It is difficult to have good numbers of candidates with required credits to secure admission at the Universities in Nigeria. By and large, these poor outing made students increasingly difficult to fill their admission quota in different colleges and universities in Nigeria. This is rather uncomplimentary when one considers the extent of investment made in the educational sector by the government, teacher, parents and stakeholder.

Onukaoku (2002) reported that various factors, such as absence of instructional materials, teaching methodology and over - population among other factors are responsible for this ugly trend. Some scholars have gone intensively into research to find out what are actually the causes of under achievement in school. It was also discovered that these factors have the same effects at the various levels of education.

In one of the recent conferences organized by Science Teachers Association in Nigeria (STANS), experts in science, Mathematics, Technology and educators including primary and secondary school teachers, supervisors and the inspectors of education, were present to discuss the problems of low achievement in all the subjects presented.

The reasons given for underachievement among Nigerian learners were many and summarized as followings:

Nonchalant attitude of teachers; unserious attitude of the learners both at school and home; poor state of equipment and materials for teaching and learning; lack of adequate number of qualified teachers in various

subject areas; poor knowledge of the demand of new curricular and syllabuses; lack of knowledge of new modern process oriented skill and techniques in teaching; lack of suitable textbooks to guide the learners among other. These problems highlighted above indeed, lean upon good leadership traits and teachers' deposition. Based on this premise the writer examined the leadership styles and teachers' qualification as correlates of students' underachievement in lagos state schools.

According to schlotz (2009) leadership style is the process of providing direction, implementing plans, and motivating people. It is the result of the philosophy, personality, and experience of the leader.

Aderounmu (2005) sees leadership styles as a pattern of behavior designed to integrate organizational and personnel interest in pursuit of some objectives. He stated that the specific execution of that leadership responsibility can take many forms. And there are various frameworks that depict the types of leadership styles from which an administrator may select the one most appropriate to personnel, subordinate and organizational needs. These four forms Iheanacho (2000) referred to as Democratic, Transformational, Autocratic and laissez-faire styles of leadership.

Iheanacho (2000) stated that Democratic leadership recognizes the inner dignity of all the personnel in the school settings. According to him, this implies that majority shall decide the issue on academic achievement in the school; he noted that leadership is represented by the school head whose primary role is to assist other members of school to achieve the goals and objectives of the school. He emphasized that democratic administrator helps the students and others to achieve the set objectives by giving all information on education globally, suggesting alternative course of action, taking decision and stimulating self direction on all members. He concluded that in his relationship with all members of the school, he offers both praises and criticisms.

Koontz (2003) noted that there are two types of Democratic leaders. There are those who do not act without subordinates in all matters; they use subordinates ideas and opinion constructively and at the same time work with themselves and their subordinates as a group. The other group of leaders he noted makes decisions but consult with subordinates before doing so. This leader has some confidence and trust in subordinates though not completely.

Transformational leadership involves three clusters; charismas (identifying and sustaining a vision of the organization) intellectual stimulation of members and individual consideration. Transformation leadership enhances an organization by raising the value of members, motivating them to go beyond self interest, to embrace organization goals and redefining their needs to align with organizational preferences (Ross & Grey 2006). Ross and Grey explained the effect of transformational leader on students' achievement discovered principals are often perceived as accountable for student's achievement, but most researchers found the principals to have very little direct impact on achievement. The researchers hypothesized that principals indirectly contributed to students' achievement through teacher commitment and beliefs about their collective capacity.

In the Laissez faire style of leadership, the leader believes that individual or group members are given complete freedom to do or decide on what they are going to do and how they are to do it. Butcher (2003) and Sakaran (2009) described laissez faire leaders as leaders who believe in this theory to "Execute minimum interference or control over other's action".

Teachers' teaching qualification is another quality of the teacher. This implies that the qualifications held by the teacher matters when it comes to effective teaching. Darling Hammond (2008) opined that certificate or licensing status is a measure of teacher's qualifications that combines aspect of knowledge about subject matter and about teaching and learning. Nigeria is aspiring to be the giant of Africa economically, politically, and educationally. This great aspiration may be seen as wishful thinking if there is no strong educational system with an equally strong teaching force. It therefore means that the quality of education being provided its teachers must be qualitative enough.

Discussing the teacher as the centre of the educational system, Ukeje (2005), affirms that no Education can rise above its teachers, and no nation can rise above its teachers. On the basis of this exposition, it is expected to produce only teachers well equipped with necessary skills for the effective performance of their duties. To produce highly motivated conscientious and efficient classroom teachers for all levels of our educational system. Ideally, the type of teacher education that is required for teaching in Nigeria is the one that will equip the teacher with the required knowledge, skills, competence, moral and personal characteristics. Aguoru (2008) opined that most teachers do not see teaching job as a calling. He went further to explain that a large number of these teachers lack commitment in carrying their task and the failure came from uncertified teachers who are allowed to teach in schools.

Ehinderu and Ajibade (2000) asserted that students who are curious stakeholders in educational enterprise, have long suspected and speculated that some of their teachers (Lecturers' in University) lack the necessary professional qualification (i.e skills, techniques, strategies, temperament etc) required to impart the right concept,

ideas and principles in a way that would facilitate effective learning. Teachers' qualification is related to students' achievement because Jones (1998) claimed that students tend to achieve better results when taught by teachers with more years of teaching experience and qualification. Similarly, Hariss and Sass (2008) deduced that teachers' qualification has a significant effect on students' academic achievements.

Studies have showed that teaching and learning activities lack pedagogical content, knowledge and skills capable of encouraging meaningful learning. (Okebukola 2005, Ukwu, 2004, Chollom, 2003, Nna, 2002, Obebe, 2007).

Pedagogical knowledge refers to the ability of teachers to have mastery of the teaching method peculiar to the teaching of their subjects. Pedagogical content knowledge refers particularly to the mental and visualized concept of the subject content. Pedagogical skills on the other hand refer to the capacity to exhibit the teaching skills and how the teacher organizes the learning environment to avoid rote learning. As a result of deficiency of pedagogical knowledge in most of our modern teachers teaching is mechanical. (Ehinalo 1995, Okebukola 1997, Jegede 2000, Obioina 2003, Ukwu 2004).

The issue of overcrowded classes according to Onwu[2003] is no longer a strange thing in the developing countries; Nigeria and other Sub Saharan states registered the highest cases of enrolment explosion of all levels of education (Oboma, 2003). The problem of classroom situation had really put educators and teachers off their balance. Enrolment in the federation for primary schools in 1976 U.P.E era jumped from 4.7million to 8.2million. In 1986, it rose to over 16millions (Aiyepoku 1999, Nna, 2002).

The strategy employed by the teachers in an attempt to impart knowledge to the learners is referred to as methodology. Osokoya (2006) sees teaching method as the strategy or plan that outlines the approach that teacher intend to take in order to achieve the desirable objectives. It encompasses how teachers organize and use technique of subject matter, teaching tool and materials to meet teaching objectives. Ajelabi (2005) sees teaching, like the theatre; involve actors, a script of sorts, a stage and props. He concluded that since teaching is planned to help the individual to learn, the method or technique that is chosen must be the one that will maximize learning.

University degrees and other paper qualifications are not sufficient criteria to offer teaching appointment to job seekers. The experience of heads of school, supervisors of education, coordinator of teaching and learning activities as well as research reports in various subject areas had since revealed that very beautiful paper qualification does not have positive correlation with the performance of the possessor of such certificates in their activities in the classroom. (Osisioma, 2002:27).

It is obvious through research that the degree course content in most cases has parallel relationship with the content of primary and secondary schools curricula. It is pertinent therefore to simply understand why people employed to teach at these levels need orientation to equip them properly and fully grounded with the academic content to be learned?

There is no longer gain saying that the teachers need to update their knowledge of the content of the subjects they are teaching in schools. A teacher should know more than the learner. He must above every other thing, know in details, what he is expected to teach the learner. Workshops and orientation programme should be organized for teachers basically, on mastery of the contents of the various subject curricula.

### **Statement of the problem.**

Uzoechi (2004) reported that students do not only perform poorly at the cognitive level, they also perform woefully at the affective and psychomotor domains respectively. And to the extent that it is difficult to have a high percentage of candidates with enough credits to secure admission into universities and other allied institutions of higher learning.

The report of Shelter Right initiative stated that Nigeria trailed behind other West African Countries for nine consecutive years in STM academic performance. (Olubusuyi, 2003).

Yusuf (2002) asserted that low achievement in school has affected our economic growth and development in the nation greatly. He concluded that our standard of living in the country has fallen due to low achievement rate in the country. Onukagu (2002) reported that some factors responsible for low achievement in school included the of absence of instructional materials, poor teaching methodology and over population of students. Jones (1998) Claimed that students tend to achieve better result when taught by teacher with more years of experience and qualification and lead to under achievement among students is when teachers' qualification and year of experience is low.

Science Teachers Association in Nigerian (STANS) in their recent conferences organized in 2007 came up with these reasons for underachievement in all the subjects as follows:-

Nonchalant attitude of teachers, unserious attitude of the learners both at school and home; poor state of equipment and teaching materials for teaching and learning; lack of adequate number of qualified teachers in

various subject areas; poor knowledge of curricular and syllabuses among other. On the basis of these factors and consequences the researcher is interested in investigating the leadership styles and teachers' qualification as correlates of students' under achievement in schools.

### **The purpose of the study.**

The major purpose of this study is to determine leadership styles and teachers' achievement as correlate of students' underachievement in schools in Lagos State. Specifically the study will investigate the following: -

1. If there is significant difference between the causes of underachievement and students' academic underachievement in Lagos State schools.
2. Find out the significant difference between the school leadership styles and students' academic underachievement in schools.
3. Whether there is significant relationship between teachers' qualification and students' academic underachievement.
4. To determine if there is significant relationship between teachers' method of teaching and students' academic underachievement in Lagos State schools.
5. If significant relationship exist between remedies to the causes of underachievement and students' academic underachievement in schools.

### **Research Questions**

1. Is there any significant difference between the causes of academic underachievement and students' academic underachievement in Lagos State Schools?
2. Is there any significant difference between the school leadership styles and students' academic underachievement in schools?
3. Does teachers' Educational qualification relate with students' academic underachievement in schools?
4. Is there significant relationship between teachers' method of teaching and students' academic underachievement in schools?
5. Is there any significant relationship between the remedies to the causes of under achievement and students' academic underachievement in Lagos State schools?

### **Research Hypotheses**

1. There is no significant difference between the causes of underachievement and students' academic underachievement in Lagos State Schools.
2. There is no significant difference between school leadership styles and students' academic underachievement.
3. There is no significant relationship between teachers' educational qualification and students' academic underachievement in Lagos State Schools.
4. There is no significant relationship between teachers' method of teaching and students' academic underachievement.
5. There is no significant relationship between the remedies to the causes of underachievement and students' academic underachievement in Lagos State Schools.

### **Literature Review**

Causes of Academic Underachievement in schools

The following causes are attributed to academic underachievement in most schools in Lagos State that include the following: Inadequate content Knowledge; Lack of instructional materials\ teachers' method of teaching; Over populated classes in most of these public schools ; Lack of knowledge of human psychology and inadequate pedagogical knowledge of teaching. (Obebe and Nna, 2001).

#### **Inadequate Content Knowledge:**

Results obtained from Universities and other Tertiary institutions of learning are not enough pre-requisite or criterion to offer teaching appointment to employees. Experience from heads of schools, Supervisors/Inspectors of Education, coordinators of teaching and learning activities as well as research reports in various field of learning revealed that good paper qualification does not have positive correlation with the performance of the possessors of such certificates in their activities in the classroom. People are now compelled to believe that academic qualification of teachers should not have much to do with the test of their proficiency in carrying out the teaching and learning activities. It is a common fact that through research that the degree course content in

most cases has parallel relationship with the content of primary and secondary school curricula. Is it therefore to believe that people to be employed to teach at these levels need to be given adequate orientation to equip them properly with the academic content to be taught? And no one can teach what he does not know.

#### **Lack of Instructional materials/ Teachers' teaching method:**

Subject teachers complained lack of instructional materials even when it done on them to make improvisation of instructional materials. According to Piaget's theory of cognitive development explains that, for effective learning to take place, certain basic activities must take place. For example Culture studied in Social study must be through socialization processes. (Obebe, 1997). However, any teacher who does not know these socialization processes through which culture can be learned cannot organize any meaningful instructional processes for effective learning of culture. Therefore, it is a common knowledge that with the usage of well planned teaching aids more meaningful learning takes place. Learning becomes pleasurable, interesting and meaningful to the learners. Lack of teaching aids in most schools and inadequate preparation of most teachers on the use of teaching aids pose serious learning barrier and this result to underachievement or poor performance in the subjects taught in schools.

Any teaching method that a teacher uses has both advantages and disadvantages, which also requires preparation. It is also true that very often a particular method of teaching may naturally flow into another within the same lesson. Gifted teachers have skills to make the process smooth, seamless and flawless. However, the property of teaching method for a particular lesson is determined by many factors. Some of the most important of these factors include the age and developmental level of the students, the knowledge they possess, the skills they acquire to succeed with the lesson, the subject matter content of the lesson, the objective of the lesson, the available personnel, space, time and material resources and the physical setting. (Kellough, 2006). Equally important is the fact that a teaching method that best fit an individual's teaching style and the lesson situation should be considered. There is no single teaching method that is the best for teaching a particular lesson. There are several criteria that pertain to each lesson that can help a teacher to make the best possible decision. Preparation requires consideration of age and development level and the expected background of the students and the absence of these factors result to academic underachievement or poor academic performance in schools.

#### **Over Populated Classes in Public Schools:**

The inherent problems of this situation had really put educators and teachers off their balance. Until the recent times when research scholars went into search for solutions and have come with profitable solutions to problems of teaching large classes, many teachers are still at sea and not aware of these strategies, skills and techniques of coping with large classes. And what accounted to this was because of poor means of communicating the research reports to the people that need them to be able to effect changes in the system.

Enrolment in the Federation for Primary Schools in 1976 UPE era increased from 4.7 million to 8.2 million. In 1986, it rose to over 16 million (Nna, 2000). With the new Universal Basic Education programme declared by the Federal Government, we can rest assured that there will be a geometric increase by going by the pattern already observed. Large class and inherent problems have come to stay as far as people are given birth to children and these children need to be educated. The only solution to this is for every education scholar to start looking for ways to cope with large class in school.

#### **Remedies to the Causes of academic Underachievement in schools:**

A teacher should be above board. He should know more than the learner. He must above every other thing, know in details what he is expected to teach the learners. Workshops and orientation programmes should be organized for teachers, basically, on mastery of the contents of the various subject curricula. Teachers should equally attend state and national workshops, seminars and conference organized by various subject areas professional bodies to share ideas with other colleagues.

Pedagogical Knowledge: Teachers should be encouraged to exchanged ideas with their colleagues and share their problems with more experienced members of their professional bodies. We have skills, techniques and methods such as concept mapping, process oriented instruction, controlled interactive group activities, intra-cooperative group learning, inter-competitive group learning, Recreational Techniques of instruction to mention but few.

Researchers have showed possible ways we can manage and cope with large classes. The following experiments should therefore be tried by teachers as some of the remedies to the problems of large classes. Researchers have shown that cooperative and competitive learning techniques are very effective for meaningful instruction and learning. (Okebukola, 2004).

### **Democratic Leadership style**

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. This style of leadership encompasses discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions. Communication gets both directions: Upward and Downward. Engendered job satisfaction and quality of work in the school will improve. It satisfies the ego of the employees and thus boosts up the moral. It develops relationship between superior and the subordinates.

Research has found that this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. While democratic leadership is one of the most effective leadership styles, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects.

**Autocratic Leadership Style:** Autocratic leadership refers to the centralized authority in a top person usually the head of the organization. An Autocratic style means that the manager makes decision unilaterally and without much regards for the subordinates. His decision reflects the opinions and personality of the manager. Subordinates may become overly dependent upon the leader and more supervision may be needed. However, it is quick to decision-making; secrecy can be maintained and ensured effective coordination and discipline.

### **Laissez-faire Leadership style.**

The laissez-faire leadership style was first described by Lewin, Lippitt, and White in 1938, along with the autocratic leadership and the democratic leadership styles. The laissez faire style is sometimes described as a "hands off" leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers. If the leader withdraws too much from their followers it can sometimes result in a lack of productivity, cohesiveness, and satisfaction. Laissez-faire leaders allow followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested. The laissez-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance. This form of leadership style communication is horizontal. This can be resulted in poor management of the school if adopted by the principal because the leader detaches him from duties of management and as a result of this coordination gets disturbed. It is believed that the subordinates use their creativity and innovation way of handling a situation. It boost up the morale of the subordinates. Leadership assumes that the subordinates are competent to decide in the best interest of the school which may not always be true. As there is linear relationship in the organization, it breaks effective communication.

### **Transactional Leadership style.**

This type of leader identifies the needs of their followers and gives rewards to satisfy those needs in exchange of certain level of performance. Transactional leaders focus on increasing the efficiency of established routines and procedures. They are more concerned with following existing rules than with making changes to the organization. A transactional leader establishes and standardizes practices that will help the organization reaches, maturity, goal-setting, efficiency of operation and increasing productivity. Transactional leaders work better in teams where there is a lower level of emotions going into the project. This is because individuals are able to. Think freely when setting their emotions aside from their work. Have all of their focus on the given task. A transactional leader is:

1. Negatively affected when the emotional level is high.
2. Positively affected when the emotional level is low.

Transactional leadership presents a form of strategic leadership that is essential for team innovativeness.

### **Research design**

The research design for this study is the descriptive survey.

Descriptive survey according to Ilogu (2005) is used to collect data that would enable the researcher to describe systematically the characteristics features about the given population. The design is deemed to be appropriate because questionnaire will be used to collect data from the sample with the view of generalizing on the entire population.

The target population of this study comprised the Senior Secondary Schools (SSS II) Students, Teachers and Principals in public schools educational District III Lagos state.

### **Sample**

The sample for the study consists of two hundred (200) students, twenty (20) teachers and four principals. Education district (111) is made up of four Local Government Areas. They are Ibeju-Lekki, Lagos Island, Epe and Eti-osa. Twenty –Five (25) students were randomly selected from each of the four of the local government Areas. Five teachers and one principal were also selected from the schools in each Local Government Areas in Education District iii. The sampling procedure adopted for this study was stratified random sampling.

### **Instrumentation**

This instrument was divided into three sections. Section A: dealt with items on Demographic information about the respondent, such as age, sex, name of school, type of school, teachers' qualification, years of teaching experience, level of attainment, position held in school etc.

Section B: though further divided into sub sections has (20) items meant to collect information on variables of the causes of underachievement, school leadership styles, teachers' methodology and remedies to the causes of underachievement. The items constructed took the form of 4- point Likert scale ranging from strongly agree (SA), agree (A), disagree (D) strongly disagree (SD). Based on this whether the statement was put affirmatively or negatively, numerical values (1, 2, 3, and 4) were assigned respectively in descending or ascending order.

Section C: consists of (20) items multiple choice questions in English Language and general science to assess students academic achievement in schools. Data on the number of students who had more than 50% were considered above academic achievement and less than 50% underachievement cadre.

The instrument was validated by the researcher as draft was passed to three (3) experts in Measurement and Evaluation, Guidance and counseling and Educational Psychology. The experts examined the content validity of the instrument and judged whether or not the items were appropriate. Suggestions made were used to refine the instrument. For the pilot study the test retest method was used and it yielded coefficient of 0.75 therefore, the instrument is reliable.

### **Method of Data Analysis**

The data collected were analyzed using the t-test statistics for differences in the mean scores of the group for hypotheses 1 and 2. This statistical tool was used because the researcher would want to determine whether significant difference exists between the two independent or unique groups on the dependent variable. And Pearson Product Moment Correlation statistical tool was used to analyze hypotheses 3, 4 and 5. This was on the assumption that the two set of data to be correlated were of the interval level, the sample size was extremely large and to ascertain whether the variances of the columns and the rows should tend to equal.

The minimum level of significance chosen for the study was 0.05.level of significance.

### **Discussion of the Results**

The result of this study is presented hypothesis by hypothesis.

### **Hypotheses Testing:**

**Hypothesis One:**

There is no significant difference between the causes of underachievement and students' academic underachievement in Lagos State Schools.

Table1: Difference between causes of underachievement and students' academic underachievement.

Group	No	Mean	SD	Df	t.cal
Causes of underachievement.	200	4.6	0.92	398	5.50
Students'academic underachievement.	200	4.00	1.26		

Significant at  $P < 0.05$ ;  $df = 398$

The result from table1 shows that there was significant difference between causes of underachievement and students' academic underachievement. The calculated t- value of 5.50 is greater than the critical t – value of 1.96 with 398 degree of freedom given at 0.05 level of significance. Hence, the formulated null hypothesis which states that there is no significant difference between the causes of underachievement and students' academic underachievement is rejected while alternative hypothesis is obtained.

**Hypothesis Two:**

Table 11: Difference between school leadership styles and students' academic underachievement.

	No	Mean	SD	Df	t.cal
School leadership styles.	200	4.7	1.19		
Students'academic underachievement.	200	4.6	0.92	398	0.83

Not significant  $P < 0.05$ ;  $df = 398$ .

The result from the above table revealed that there is no significant difference between the school leadership styles and students' academic underachievement.

Computed mean and standard deviation scores for both school leadership styles and students' academic underachievement were (4.7, 1.19) and (4.6, 0.92) respectively. Calculated t-value of 0.83 is less than critical t-value of 1.96 with 398 degree of freedom given at 0.05 level of probability. It therefore means that formulated null hypothesis is accepted hence, there is no significant difference between school leadership styles and students' academic underachievement while the alternative hypothesis is rejected.



### Hypothesis Three

There is no significant relationship between teachers' educational qualification and students' academic underachievement in Lagos State Schools.

Table111: Relationship between teachers' educational qualification and students' academic underachievement.

GROUP	NO	Df	r.cal	r.crit	Remark
Teachers' Educational qualification.	24	22			
Students' academic underachievement.	24		0.47	0.32	SIGNIFICANT*

Significant at  $P < 0.05$ :  $df = 22$ .

Table111 above indicates the relationship between teachers' educational qualification and students' academic underachievement. From the table computed table – value of 0.47 is greater than the critical value of 0.32 with 22 degree of freedom given at 0.05 level of significance. This implies that null formulated hypothesis which states that there is no significant relationship between teachers' educational qualification and students' academic underachievement is rejected while the alternative hypothesis is upheld.

### Hypothesis Four:

There is no significant relationship between teachers' method of teaching and students' academic underachievement.

TableIV: Relationship between teachers' method of teaching and students' academic underachievement.

GROUP	NO	Df	r.cal	r.crit	Remark
Teachers' method of teaching	24	22	0.49	0.32	SIGNIFICANT*
Students' academic underachievement,	24				

Significant at  $P < 0.05$ :  $df = 22$ .

The result from table above shows positive relationship between teachers' teaching method and students' academic underachievement calculated table –value of 0.49 is greater than critical value of 0.32. This implies that posited null which states that there is no significant relationship between teachers' method of teaching and students' academic underachievement is rejected.

### Hypothesis Five:

States that there is no significant relationship between remedies to the causes of underachievement and students' academic underachievement.

Table V: Relationship between remedies to the causes of underachievement in school and students' academics underachievement.

Group	no	df	r.cal	r.crit	Remark
Remedies to causes of underachievement.	24	22	0.65	0.32	SIGNIFICANT*
Students' academic underachievement.	24				

Significant at  $P < 0.05$ :  $df=22$ .

Table V above revealed positive relationship between remedies to the causes of underachievement and students' academic underachievement.

Computed table- value of 0.65 is greater than critical value of 0.32 with 22 degree of freedom given at 0.05 level of significant. It therefore means that formulated null hypothesis is rejected while we upheld the alternative hypothesis.

### Discussion of the findings:

The overall results of this study showed that of the five hypotheses generated and tested for this study. One of them was accepted while other four were rejected.

In the first place, the result shows that there is significant difference between causes of underachievement and students' academic underachievement in Lagos State Schools. This study confirmed that inadequate content knowledge, lack of pedagogical knowledge, lack of instructional materials/teachers' method of teaching and over populated classes were some of the major causes of underachievement. The result agrees with the work of (Nna, 1998, Chollom, 2000, Okebukola, 2002, Ukwu,2005). They all asserted that pedagogical knowledge content, knowledge of psychology of students, over –populated classes and teachers' teaching method have relative significant difference between the causes of underachievement and students underachievement in schools. They maintain that overcrowding affects Classroom activities, as well as instructional planning. Teaching typically has less planning time and fewer resources in overpopulated schools. Teachers spend most of their time managing the overcrowded classroom instead of providing quality instruction and trying innovative teaching strategies. They concluded that students and teachers alike feel overwhelmed even discouraged in these facilities. Schools are not just building, but environment for learning. If the environment is not conducive to learning due to overcrowding student achievement and teaching planning are negatively affected.

Also, the findings of this study revealed that there is no significant difference between school leadership styles and students' academic underachievement. These findings were in agreement with the position of (Koonitz,1997, Burn,2006, Gerhardt,2000) posited that democratic leadership assumes that subordinates are capable of decision making but sometimes incapable subordinates pretend to participate. It delay the decision making process and is difficult to maintain secrecy of decisions. Bucher (1993) and Sakaran (1997), affirm that school principals who adopted Laissez Faire form of leadership style uses their creativity and innovation way of handling the situation boost up morale of the subordinates. According to them they asserted that Autocratic leadership is prone to quick decision- making, secrecy can be maintained and it ensures effective coordination and discipline.

Result shows that positive relationship exists between teachers' educational qualification and students' academic underachievement. This findings was in line with the confirmation of Darling (2000), asserted that certificate is a measure of teacher's qualification combines aspect of knowledge of the subject matter, teaching and learning.

In collaboration to this Ukeje (2005), affirms that no education can rise above its teachers and no nation can rise above its teachers. Concluded that teachers should be above board and in recruiting teachers to teach in schools such teachers should posses all the necessary qualifications and credentials that would enable them perform creditably well in their callings.

The finding of the study also, revealed positive relationship between teachers' teaching method and students' academic underachievement. This statement was in agreement with report of Kellough (2006), reiterated that a teaching method that best fit an individual's teaching and lesson situation should be selected in line with the following factors such as age and developmental level of the students, knowledge the students posses, the skills acquire to succeed with the lesson, subject content, objectives of the lesson, availability of personnel, space, material resources and the physical setting. In collaboration to the Zarrillio and Gwani,(2006) asserted that there is no single teaching method that is best for a particular lesson, what is important is to keep abreast with these factors and also, for the teacher to adopt the right method when the need arising.

Finally, the findings of this study shows strong relationship between remedies to the causes of underachievement and students' academic underachievement. These findings were supported by (Nna ,1987, Onwe, 1997, Okebukola,2002, Ukwu,2005). They confirmed that researchers have shown how we can manage large classes

with the use of the following experiments like cooperative and competitive learning techniques which are proven to be more effective for meaningful instruction and learning in schools.

Government making a special budget for provision of textbooks, natural habitats, laboratories, geographical garden and procurement of instructional materials/aids to ensure effective teaching and learning. Teachers should be encouraged to exchange ideas with their senior colleague in the teaching profession. In the same vein they recommended Concept mapping, process oriented instruction, controlled interactive group activities and host of others for effective learning and reduction of underachievement in schools.

### **Conclusion and Recommendation:**

From the findings of this study. It could be concluded that there is significant difference between the causes of underachievement and students' academic underachievement, there is no significant difference between school leadership styles and students' academic underachievement, relationship exists between teachers' educational qualification and students' academic underachievement, there is significant relationship between teachers' teaching method and students' academic underachievement and positive relationship exists between remedies to the causes of underachievement and students' academic underachievement.

This shows that teachers in Lagos State Schools should be cautious of the type of teaching method they use in impacting learning to the learners. Thorough preparation, a good lesson plan, an impressive personality, a well rehearsed teaching method and an effective delivery will go a long way in ensuring that your teaching is successful. Since teaching is planned to help individual to learn, the method that is chosen must be the one that will maximize learning.

Teachers proffer suitable solutions to any of the causes of underachievement encounter in school environment.

Finally, policy makers need to evolve a policy that will make it mandatory for teachers posted to school possess the necessary qualifications and grounded in the subject matter to be able to function well in school settings. Also the three tiers of government i.e legislature, judiciary and the executive should initiate and implement adequate law for proper funding of education, teachers training and reinforcement exercise for rewarding teachers and more importantly experienced teachers from level 12 above should be allowed to teach the foundation classes.

In view of the foregoing findings and conclusion, it is imperative to make the following recommendations which could assist the Lagos State Schools teachers and principals of the causes of underachievement and poor performance in schools.

First, the school principals' leadership style will be effective and pronounced if the following characteristic measures are taken in consideration.

**Purpose:** Members of the staff and significant others should proudly share a sense of why they are in the school and are invested in accomplishing its missions and goals.

**Priorities:** They should know what needs to be done, by whom, and by when to achieve team goals.

**Roles:** They should know their roles in getting tasks done and when to allow a more skillful member to do a certain task.

**Decision:** Authority and decision making lines are clearly understood.

**Conflict:** this is dealt with openly and amicably.

**Success:** Members know clearly when the team has met with success and share in this equally and proudly.

Secondly: The school principals should as much as possible be consulted before evolving policies that would affect their schools'

Thirdly: The ministry of education and school boards should ensure the existence of supportive aids or reinforcement, such as adequate staffing, funding, and regular visit to schools, provision of adequate classrooms and laboratory equipment and organization of workshops and seminars for both teachers and principals.

### **Conclusion**

This study has given an in-depth study of the possible causes of underachievement in some selected schools in Lagos State. It has also, revealed the leadership styles adopted by principals and how these have bearing on students' academic underachievement in schools.

The reader is therefore advised to experiment on group cooperative learning, concept mapping, process orientated instruction and controlled interactive group activities as a way to better academic achievement in schools.

Teachers are advised to use different methods of teaching for the students and should be able to adopt suitable method when they noticed that a method is not effective in a particular lesson. Teachers with knowledge of education background and good qualification should be recruited to teach in our public schools.

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