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**Analyzing Principals' Leadership Styles and Student Academic Performance in Secondary
Schools in Dir Upper Khyber Pakhtunkhwa**

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Abstract

In Dir Upper, KP, this study looked at the leadership styles of secondary school principals and their pupils' academic accomplishment. The study was carried out using a co-relational research approach. All 64 secondary schools in the district were included in the research population. Using basic random selection procedures, 32 secondary schools were chosen from a total of 64. A stratified random selection approach was used to choose 32 principals from a total of 64 for this project. A questionnaire was utilised to gather information. Different statistical methods were used to examine the obtained data. According to the findings of the survey, democratic leadership is the most frequent style of leadership used by secondary school administrators in the region. Similarly, pupils' academic performance was linked to authoritarian leadership style. It was suggested that administrators utilise an authoritarian leadership style to help pupils in their particular schools enhance their academic performance.

Keywords: academic performance, leadership styles, Pakistan, secondary schools, students' achievement

Leadership is defined as the capacity to plan, control, lead, organise, and manage school operations in terms of both person and material resources in order to achieve school objectives (Adenounmu, 1986). It is a method of persuasion in which individuals or groups of people purposefully convince others to achieve certain objectives. Leadership is essentially the art or practise of persuading people to work freely toward the attainment of certain objectives.

In this context, leadership is described as the capacity to fulfil tasks with the help and support of others in the Institution. Leadership, according to Adeyemi (2004), is a guide that leads people's behaviours in a certain direction in order to achieve organisational goals. On the other hand, these notions ran opposite to those of Ibukun (1997), who defined leadership as the leader's anticipated influence on his or her followers for the purpose of attaining collective objectives. Leadership may be characterised in this way as the process of influencing an organization's behaviours toward goal development and achievement. As a consequence, any meaningful and practical definition of leadership must contain elements such as a leading group with established objectives, deliberate attempts to influence the behaviour of others within the group, and subordinates' motivation to carry out the action (Akerere, 2007). According to Adeyemi (2004), there are three sorts of leadership styles used in schools. Democratic, transitional, and authoritarian leadership are the three styles of leadership. Followers are included in democratic decision-making, but followers are excluded from authoritarian decision-making. The transitional strategy, on the other hand, is based on a system of punishment and reward. Because all of his talents are concentrated in his hand, it's difficult for the staff to know what to do if he's not there. The authoritarian leader is in charge of making choices and wielding authority. The democratic leadership style, on the other hand, fosters participation in policymaking by groups and leaders. Decisions on organisational problems are made after

discussing and talking with various people in the firm. While ideas are exchanged between employees and the CEO, communication is multidirectional, and the leader takes every effort to make each individual feel that he or she is a vital part of the organisation (Okeniyi, 2000; Adeyemi, 2007). Transitional leadership, in contrast to these leadership styles, guarantees that obligations related to the institution's punishment and reward system are accomplished. As a consequence, it is a terrible leadership style since no one is ready to take the initiative, resulting in no major progress inside a firm (Obilade, 2011; Ogunsanwo, 2000).

Students' present scholastic situation is characterised as "academic achievement" in terms of the phrase. It covers the many ways in which a person might demonstrate his or her intellectual capacity. Depending on the grades received in a course or sequence of courses, this academic standing may be defined as follows: (Daniels & Schouten, 2010, Owoyemi, 2000). The author Simkins (2006) discussed students' academic standing and argued that performance is a measure of output, and that the most important outputs in education are expressed in terms of learning, which is defined as changes in an individual's knowledge, skills, and attitudes as a result of their experiences in the educational system. As a consequence, while evaluating academic accomplishment, consider the following: Daniels and Schouten (2010) emphasised the relevance of grades in tests, suggesting that grades may be used as both predictors and criterion measures in the same examination.

As a consequence, a range of statistical indicators are utilised to assess students' development in their academics. STAN (1992) provided evidence to support this assumption, indicating that performance relates to a person's level of accomplishment in an examination, or how effectively a person can demonstrate his or her skills in a test setting. In the educational

field, performance has long been employed as an indicator of educational output (Adeyemi, 2006).

Statement of the Problem

Leadership from the principle is critical in the management of the institution's academic and co-curricular activities. The principal's ability to inspire others is essential. It is the principal's responsibility to participate in the development of instructional activities for the institution's pupils. Administrative and managerial techniques used by principals have a direct impact on the performance of their institutions, which in turn has an impact on student academic progress. The leadership behaviour of principals contributes to the improvement of the learning environment for students in their respective schools. For pupils in the schools, the principal is responsible for creating and maintaining a pleasant learning environment for them.

Various variables might be contributing to this. The investigation of the relationship between principals' leadership styles and students' academic progress in District Dir Upper secondary schools became one of the project's objectives. The following were the primary objectives of the research in terms of addressing this issue.

Objectives of the study

1. To see whether there is a link between the democratic leadership style of the principal and the academic achievement of the pupils in the school.
2. To see whether there's a link between the transitional leadership style of the school's principal and the academic achievement of the children.
3. Determine the association between the principal's authoritarian leadership style and the school's academic achievement.

4. Determine if there is a link between principals' leadership styles and students' academic success in the school.

Research Hypotheses

1. There is a link between the democratic-leadership style of principals and the academic success of pupils.
2. There is a link between the transitional-leadership style of principals and student-academic success.
3. There is a link between the democratic-leadership style of principals and the academic-success of pupils.
4. There is a link between the leadership-styles of principals and the academic-success of pupils.

Methodology

The descriptive research method was combined with a cross-sectional survey methodology for this study. It is possible to collect data from a large number of individuals using a descriptive survey, which can then be used to investigate the relationships between variables (Oppenheim, 1992). The study includes all 64 public secondary schools in the district, for a total of 64 schools. A simple random selection process was used to choose a sample of 32 secondary schools from within this set of institutions. A total of 32 principals were selected for the study from a pool of 64 principals representing all of the schools participating. In order to choose the participants, the stratified random sampling technique was utilised. The information on the principles for the study was gathered via the use of a questionnaire. The academic accomplishment of students in the senior secondary certificate examinations for the 2020 session was gathered from the appropriate schools as well as from other sources.

Table 1

Component of Principals' Leadership Styles

Items	N.	Min	Max	Mean.	Std. Dev.
Democratic Leadership Style	032	01.00	05.00	04.01	0.982
Transactional Leadership Style.	032	01.00	05.00	03.78	01.045
Autocratic Leadership Style.	032	01.00	05.00	03.77	0.962
As a whole Leadership Styles.	032	01.00	05.00	03.864	01.033

Principals at the 32 secondary schools in this study exhibited democratic, transactional, and authoritarian leadership styles, as seen in the following table. There were three different types of principals' leadership styles tested, and the democratic leadership style was found to have the highest mean value of 4.01, indicating that it has the greatest degree of observance in their individual schools out of the three types of principals' leadership styles tested. In a similar vein, of the three principals' leadership styles, the autocratic leadership style was found to have the lowest mean score of 3.77, suggesting the lowest degree of adherence on the part of the participants.

Table 2

Relationships between Principals' Democratic Leadership Style and Students' Academic performance

Style & Scores	M.Score	Std. Dev	R	r ²	Sig.
Scores	04.220 02.670	01.041 01.766	0.97	0.95	0.00

On the right, you can see the mean, standard deviation, and Pearson correlation scores of those who took part in the survey. Their findings revealed that the democratic leadership style of principals had a significant impact on the academic achievement of students in the majority of cases. Student academic performance was 2.67 points higher than the mean for principals, with a

standard deviation of 1.766. Principals scored 4.22 points higher than students on the democratic leadership style scale, which had a standard deviation of 1.041.

The Pearson r value of 0.976 suggests that the democratic leadership style of principals has a strong positive link with student achievement. With a r^2 value of 0.952, it is shown that student's academic results may be influenced by their learning style, suggesting that hypothesis Ho1 is recognised as valid.

Table 3

Relationships between Principals' Transitional Leadership Style and Students' Academic performance

Style & Scores	M.Score	Std. Dev	r^2	R.	Sig.
Transitional Scores	03.78 02.67	1.04 1.76	0.95	-0.97	0.000

On the right, you can see the mean, standard deviation, and Pearson correlation scores of those who took part in the survey. The vast majority of them believed that the transitional leadership style of principals had a significant impact on the academic success of students in their schools. The mean transitional leadership style score for principals was 3.78 with a standard deviation of 1.045, while the mean academic score for students was 2.67 with a standard deviation of 1.766. The mean transitional leadership style score for students was 2.67 with a standard variation of 1.766.

The Pearson r value of 0.956 indicates that principals' transitional leadership style has a negative correlation. The r^2 value of 0.956 demonstrates that most students' academic achievements may be impacted by their style, implying that hypothesis Ho2 is supported.

Table 4

Relationships between Principals' Autocratic Leadership Style Students' and Students performance

Style & Scores	M. Score	Std. Dev	r. ²	R.	Sig.
Autocratic	03.77	01.072	0.94	-.9710	0.000
Scores	02.67	01.766			

The mean, standard deviation, and Pearson correlation scores of the respondents are shown above. The majority viewed that the authoritarian-leadership style of principals had a substantial influence on pupils' academic performance. The mean transitional leadership style score for principals was 3.77, with a standard deviation of 1.072, while the mean academic score for students was 2.67, with a standard deviation of 1.766.

The Pearson r value of 0.956 indicates that principals' autocratic leadership style has a negative correlation. The r² value of 0.956 demonstrates that most students' academic achievements may be impacted by their style, implying that hypothesis Ho3 is supported.

Table 5

Correlation Matrix of teachers' Leadership Styles and Students' academic performance (n=206)

	C.G.P.A.	Democratic	Transactional.	Autocratic.
Pearson-Correlation (Sig-2-tailed)				
Democratic	.976**	1		
Transactional	-.97**	0.981**	1	
Autocratic	-0.97**	0.97**	0.997	1
Teachers' leadership styles	0.98**	0.99**	0.99**	0.99**

This graph depicts the links between principal leadership-styles and student accomplishment. All of the variables exhibit negative-positive correlations with each other, with P = .000 and P = .01 as high significant values. Principals' democratic leadership style has the

highest positive correlation with students' academic achievement ($P = .000$, $r = 0.976$), while principals' transactional leadership style has the highest negative correlation ($P = .00$, $r = -0.97$) and principals' autocratic leadership style has the lowest negative correlation ($P = 0.00$, $r = -0.97$). Similarly, the strongest connection was seen between transactional and democratic leadership styles ($P = .00$, $r = 0.98$), autocratic and democratic leadership styles ($r = 0.97$, $P = .00$), and transactional and autocratic leadership styles ($P = .00$, $r = 0.99$).

Principals' leadership styles show a strong positive significant association ($r = 0.98$) with scores, as well as a significant positive strong correlation ($r = 0.99$) with democratic ($r = 0.99$), transactional ($r = 0.99$), and autocratic ($r = 0.99$) leadership styles.

Discussion

Democratic leadership was found to be the most frequent type of leadership used by school administrators in the area, according to results of the poll. The finding was linked to the outcomes of the study (Nias, 1994; Ademilua, 1999). In addition, the investigation indicates low academic performance among secondary school students in the area, suggesting that effective teaching has not taken place in the schools, which is consistent with the findings of the study (Smylie & Jack, 1990; Omotoso 1992; Ige, 2001). This study discovered a significant negative relationship between principals' autocratic and transitional leadership styles and students' academic achievement, indicating that administrators should not rely on a single style but rather use a variety of approaches depending on the situation in their schools. The conclusions of Adeyemi (2011), who stated that people perform better under an authoritarian leadership style, were challenged by the findings of this research. The findings, on the other hand, were in contrast to those of prior investigations (Evan, 1998; Akerele, 2007). Students' academic

accomplishment and the democratic leadership style of principals were shown to have a significant positive relationship, suggesting that more democratic principals may improve students' academic performance in schools. In line with the findings of Akerele (2007), who identified a significant relationship between principals' democratic leadership style and students' academic success in Nigerian secondary schools, the findings of this study were also congruent.

Conclusion

Students' academic progress at the secondary level in Dir higher was shown to be significantly affected by the democratic style of leadership displayed by principals, according to data collected. Students' academic progress at the secondary level in Dir upper has been shown to be influenced by their principals' leadership styles, according to the findings of this study.

Recommendations: Following the findings of this research, secondary school administrators in the area should almost always use a democratic leadership style, which has been shown to have an impact on students' academic progress. To begin with, rather than sticking to one particular style, principals should use a range of styles depending on the situation.

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