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Leadership as Shared Practice

A Means of Democratizing School for Its Goals Attainment

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A leader, according to Aghenta (2005) cited in Uwaifo (2012), is an individual who exercises positive acts on others. He/she is an individual who exercises more important positive influences and acts more than any other group in an organization in which he/she is. A leader is one who is looked up to, whose personal judgment is trusted, and who can inspire and warm the heart of those he/she heads or leads, gaining their trust and confidence and explaining what is needed in a language which can be understood. According to Jennings (2003), "Leadership is the activity of influencing people to strive enthusiastically for group objectives." Leadership is the process of structuring, organizing, and guiding a situation so that all members of the group can achieve common goals with minimum time and effort. In any organization, either formal or informal, productivity to a great extent depends upon the way and manner in which the leaders operate within the organization. Bennis and Nanus (1997) stated that leadership is a function of knowing oneself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize leadership potential. Also, Scouller (2011) sees leadership as a process that involves setting a purpose and direction which inspires people to combine and work willingly, paying attention to the means, pace and quality of progress toward the aim, and upholding group unity and individual effectiveness throughout.

In order to run an organization successfully, a leader could, among other things, adopt a particular leadership style that could help him or her in achieving the goals of the organization. It is generally known that teachers learn to adopt positive or negative attitudes toward their work in accordance with whether they perceive the leadership behavior of the principal as supportive or harmful to their sense of personal worth and expectation. Oftentimes, principals seem too busy with all the day-to-day responsibilities of running schools that they do not have enough time to practice instructional leadership as expected.

Leadership Concept

There is a rich history and body of research regarding leadership. Leadership is a very human activity, and is as diverse and robust as any other human activity. There are a great many reasons for the strong popularity of the topic of leadership in this era, where everything is subject to change – people, groups, and organizations, and it is the same in schools. Therefore, efficient effort is required to understand and navigate through these changes. The interpretation of various leadership models suggests that no single leadership style is adequate to run an organization effectively. Rather, a combination of styles is effective, if used appropriately as the situation demands. More importantly, achievement of goals should be the aim of any organization, especially of secondary schools as the intermediary of the educational system. The secondary school system has its own well-developed structure, ethics and well-established rules and regulations under which it operates.

The concept of leadership style has been universally accepted as a basic principle of effective and efficient management. This is essentially the human aspect of management. It can be seen as a process of formidable force to enhance teachers' job performance since followers' performance is dependent to a large extent upon how they perceive the leadership behavior of the leader. Campbell (2008) asserts that a thriving organization such as a school is one in which productivity, understanding and cooperation, job satisfaction and interpersonal relationships are involved. These attributes of profitability are functions of the extent to which the style of the school principal or management is able to influence the working environment to achieve the set goals of the organization.

Apart from other motivating factors, leadership styles could be mobilized with proper regard for interpersonal, emotional, and environmental factors at working places (Ndubisi, 2004). In any organization, such as a school, human factors should be recognized for the achievement of the organizational goals. The ultimate goal of schooling is learning on the part of students. What they learn, however, depends on teachers' performance, which is a product of many factors such as their commitment, professional growth, school environment, prevailing culture, innovativeness, and so forth. All of these factors, according to Mbiti (2007), have connections directly with the principal's actions or inaction. It is, therefore, important that school principals learn how best to relate to members of their organization (academic and non-academic staff, students, and parents). Since the principal deals with humans, he/she must try to know the needs of all the stakeholders as well as their backgrounds, emotions and interests. Principals must learn to relate with individuals in order to get the best out of them. A good principal is essentially a special friend to none, and this must be reflected in the administrative style in dealing with both teachers and students.

Principals are therefore expected to be sensitive to people's opinions and also expected to develop social skills in working with people and at the same time be competent in all aspects of their responsibilities. According to Shutters (2002), some principals feel, however, that by the authority conferred on them and their status they are totally in complete control. While some individuals work effectively under autocracy, others with non-authoritarian values prefer a democratic leadership style. There are also other individuals who prefer working under

conditions where there is no interference. To function effectively, they require complete freedom from their leaders. Nwankwo (2007) asserts that these groups of individuals perceived their leadership as a symbolic figure that has little or no authority over them.

The behavior of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization, schools included. The position of the principal is very important in the organization of the secondary school system. Nigeria's education goals have been set out in the National Policy on Education in terms of their relevance to the needs of both the individual and society (FGN, 2013). Toward this end, the National Policy on Education in Nigeria set up certain aims and objectives, which were to facilitate educational development in the country. In fostering these aims and objectives, the school principal has important roles to play. Among these roles include providing effective managerial behavior in secondary schools, thereby enhancing school goals attainment among students. How effective the principal is performing these roles has been a matter of concern to many educationists (Aghenta, 2001; Kadir & Manga, 2015; Ogungbemi, 2011).

The Federal Republic of Nigeria in its National Policy of Education (2004) (the White Paper document on education in Nigeria) sets the broad goals of secondary education to be: preparation of individuals for useful living within the society and preparation of individuals for higher education. Specifically, secondary education shall:

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- Offer diversified curriculum to cater for the differences;
- Provide trained manpower in the allied science, technology and commerce at sub-professional grades;
- Develop and promote Nigerian languages, art and culture in the context of the world's cultural heritage;
- Inspire students with a desire for self-improvement and achievement of excellence;
- Foster national unity with an emphasis on the common ties that unite us in our diversity;
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labor, appreciate those values specified under our broad national goals and live as good citizens;
- Provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

The achievement of these laudable goals of secondary school education in Nigeria will be possible through harnessing all sectors of a school administration and its management. Principal managerial behavior implies the manner in which the principal of a school behaves toward teachers, non-academic staff, and students in the school environment. Ibukun (1997) argued that the main task of the principal is to create an enabling atmosphere for teachers to achieve desired changes in students. Supporting this argument, Ijaiya (2000) remarked that teachers in Nigeria express a desire for more participation in decision-making.

The way a principal relates with his or her staff could contribute immensely to his or her effectiveness (Kadir & Manga, 2015). This chapter, therefore, examines principals' involvement of students in decision-making in the school and whether this translates to a school's goals attainment.

Objectives/Purpose of Study

The primary function of a leader is the coordination of human and material resources toward the achievement of certain predetermined goals and objectives. The critical situational variables that moderate the relationship of leaders' effectiveness in terms of productivity—in this case, students' realization of school goals—is the appropriate matching of the leader's behavior with maturity of the group and leadership shared practices. Ojo (2002) concluded that effective leadership is the key factor to the success or failure of an organization. There are several leadership styles in various literatures including democratic, laissez-faire, autocratic, pseudo-democratic, and transactional. Ojombe (2003) stated that leadership style is concerned with the ways or strategies that one adopts in doing things toward the achievement of the goals and objectives of a group. In light of the above, the objectives of this study include:

1. Examining the effectiveness of the administrative style that a principal adopts for the attainment of school goals;
2. Finding out the relationship that exists between principal and students to ensure effective administration;
3. Ascertaining problems that students face with their principal's leadership style.

Perspective/Theoretical Framework

There are two perspectives of leadership, traditional and modern. Traditional perspectives perceive the concept of leadership as inducing compliance, respect and, cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, Ford, & Hamilton, 1998). In addition, the old leadership perspectives are based on the leaders' role in formulating goals and ensuring their efficient accomplishment. Maxwell (1999) is of a different opinion; he argues that the leader's attention is on what he/she can put into people, rather than what he/she can get out of them, to build the kind of relationship that promotes and increases productivity in the organization. There are other views which differ from the more traditional perspectives. Sergiovanni (2009), for example, perceives leadership as a personal thing comprising one's heart, head, and hand. He says that the heart of leadership deals with one's beliefs, values, and vision. The "head" of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The "hand" of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the

leader's values, vision, experiences, personality, and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values, and knowledge coming into play, causing necessary changes in the organization.

Sashkin and Sashkin's (2003) and Hoy and Miskel's (2008) definitions of leadership appear to embody a more recent perspective. They define leadership as the art of transforming people and the organization with the aim of improving the organization. Leaders, in this perspective, define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate, and inspire the followers to foster productivity. This approach places emphasis on transformation that brings positive change in the organization, groups, interpersonal relationships, and the environment.

Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behavior of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The new concept provides respect and concern for the followers and sees them as a powerful source of knowledge, creativity, and energy for improving the organization. The issue of change and empowerment is the main focus of the new perspective on leadership.

Leadership is a complex concept. This is especially true because several philosophies have originated, several approaches or theories have been formed, and many models have been employed to provide meaning to the terms "leadership" and "effectiveness." Some of the theories include the trait theory, situational theory, contingency theory, behavioral theory and path-goal theory (Adeyemi, 2010; House, 1996; Ogunsanwo, 2000; Walumba, Wang, Lawler, & Shi, 2004). The trait theory tends to emphasize the personality traits of the leader such as appearance, height, initiative, aggressiveness, enthusiasm, self-confidence, drive, persistence, interpersonal skills, and administrative ability. The situational theory stipulates that leaders are the product of given situations. Thus, leadership is strongly affected by the situation from which the leader emerges and in which he/she operates (Adeyemi, 2010). The contingency theory is a combination of the trait theory and situational theory. The theory implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task situation and the degree to which the leader's personality fits the group (James, 1990). The behavioral theory may be either job-centered or employee-centered. Job-centered leaders practiced close supervision, while employee-centered leaders practiced general supervision. The path-goal theory is based on the theory of motivation (House, 1996). In this theory the behavior of the leader is acceptable to the subordinates only if they continue to see the leader as a source of satisfaction (Ajayi & Ayodele, 2001).

No man is independent of him/herself, as he/she cannot live in isolation. One belongs to a group that comprises different statuses of people ranging from superior to subordinate. Ojo (2002) noted that in such a grouping, each stratum performs different functions toward the realization of the goals of the group. Each group would have people (superiors) saddled with the responsibility of directing, controlling, guiding, monitoring, and planning for the group, while the others (subordinates) obey and follow the laid down patterns of the first set of the people (superiors). Ojo (2002) said that those who agree to be bound by the dictated norm are the followers, while those that are fashioning their conduct are the leaders.

Ingiabuna (2004) opined that leadership has to do with the control or influence over a group. It is a group phenomenon. There cannot be a leader without a follower. This means that one cannot talk of leadership except with reference to a group. George, cited in Ingiabuna (2004), said that leadership is the activity of influencing people to strive willingly for the group objectives. Oyebamiji (2008) concurred by stating that for a leader to achieve his/her set goals and objectives, the leader must have demonstrated the capability for goals attainment. Osuji (2001, Community analysis lecture notes) added that the basic prerequisite for the success of a school program is effective leadership. In secondary school administration, the success of any school in achieving its stated goals or objectives depends on the ability of the chief administrator, otherwise known as the principal, and which leadership style he/she adopts in administering the school. Ajibade (2000) noted that effective leadership roles provided by the principal will lead to the achievement of the school goals. The effectiveness of leadership style in goals attainment is encapsulated in the popular adage, “get the right [hu]man in the leadership job and all your problems will be solved.” Ajibade (2000) noted that in cases where the leadership style of the principal is ineffective even the best school programs, most adequate resources, and most motivated students will be rendered unproductive. Therefore, the importance of a good leadership style in an organization cannot be over-emphasized. The teachers’ and students’ level of productivity in a school are indices of the principal’s effectiveness.

Leadership Styles

Leadership style means the nature of how someone acts when enacting a certain theory or model, e.g., to be autocratic, participative, or laissez-faire in leadership style (Hersey & Blanchard, 1996). Osuji (2001, Community analysis lecture notes) further opined that leadership style is a pattern or constellation of leadership behavior that characterizes a given leader. Osuji identified authoritarian, persuasive, and participative styles of leadership as some leadership styles prevalent in the second tier of education (secondary schools) in Nigeria. Osuji further described the identified leadership styles as thus: the authoritarian leader is one who uses his/her power of office to impose his/her decision on his/her subordinate; the persuasive leader is one who uses logical reasoning to influence his/her subordinate; while the participative leadership is one who is willing to share decision making and responsibilities equally with the subordinate. Osuji (2001, Community analysis lecture notes) also identified and categorized leadership styles into autocratic, democratic, laissez-faire, transactional, and pseudo

democratic, and Igwe (2000) added the coercive leadership style. As in any goal-oriented organization the concern for the effective leader is the attainment of the goals, which should be paramount.

Blake and Mouton (cited in Gupta, 2009) proposed five leadership styles. They conceptualize leadership style in the form of a grid: “task” and “people.” The grid categorizes leadership into five distinct styles: impoverished managers, country club managers, authority-compliant managers, middle-of-the road managers, and team managers. Impoverished managers are those leaders who are low on people and low on task—such leaders exhibit lack of concern for the result of the assigned task or interpersonal relationship. Country club managers are those leaders who are high on people and low on task—such leaders exhibit care and concern for the people, they create a comfortable and friendly environment while de-emphasizing the productivity of task. Authority-compliant managers are those leaders who are low on people and high on task—these leaders have a strong focus on good planning and successful completion of tasks. They place little emphasis on relationships, motivation, or communication with their subordinates. Middle-of-the-road managers are those leaders who are using medium force on people as well as on task—these leaders are compromisers who have a weak balance between concern for people and task. They avoid any conflicting situations and try to get the work done by moderately focusing on both people and task. Team managers are those leaders who are high on people and high on task—this style tries to maximize the concern of both task and people. Such leaders create strongly structured tasks, set clear priorities, and track the progress on a timely basis. At the same time, they promote active participation and teamwork, create an open and comfortable environment, set guidelines for effective communication, and empower the individuals enough to keep them motivated.

Principalship in Secondary Schools in Nigeria

Principalship is a well-defined role in developed countries. The duties and responsibilities of the principal are documented and agreed on in the literature of principalship in the United States, as described by Campbell and Cregg (1957). Berenji (1979 cited in Mbipom, 2000) presents the following as ten areas in which secondary school principals should function: administrator/executive; community and public relations facilitator; curriculum and instruction supervisor; business services and budget facilitator; leader; change agent; evaluator; conflict reconciler; staff development planner; and student personnel organizer. In Nigeria, there tends to be a lack of consensus as to the sort of person who can be a school principal and what the role of the person should be.

Functions of the School Principal

The functions of a school principal can be grouped into five broad responsibilities: staff development, finance and budget, public relations and the community, instructional program, and students’ welfare. In terms of what this chapter is discussing—schools’ goal attainment—the most crucial function of the principal, as will be discussed here, is an instructional program. Although, all five functions

are interwoven and necessary for overall and effective school administration and management for school goals to be attained, this chapter will limit itself to the fourth and fifth broad functions of a principal, instructional program, and student welfare.

Instructional Program

The secondary school principal is the supervisor of curriculum and instruction of the school. He/she coordinates the instructional activities among staff. As a director of curriculum and instruction of the school, the principal devotes no less than 80% of his/her time to the improvement of instruction in the school. Students are sent to the school so that they may cultivate new skills that will change their lives in a positive way. Such changes are possible only where the principal monitors, directs, and supervises the instruction that is given by the staff. Some principals try to excuse themselves from this huge task of supervision of curriculum and instruction in the school by hiding behind other managerial roles like record keeping, registration of students, and payment vouchers which can be delegated to other senior staff to ensure that the principal has enough time to direct teaching and learning. The syllabus for secondary schools in Nigeria is centrally produced and supplied by the Ministry of Education. Principals are expected to spend time studying the syllabus and interpreting it into needed skills, competencies, activities, instructional materials, and so forth.

The principal should make it his/her priority to improve the quality of instruction in his/her school. The quality of instruction should be observed, evaluated, and discussed by the principal and staff. It is generally agreed that, to any teacher, it is the little things that mean a lot. From the way a principal handles the small, seemingly insignificant items, teachers form their impressions of him/her as a human being, a colleague, and a supervisor of learning. The principal need not initiate outstanding changes in the curriculum to convince the staff that he/she is interested in learning. Only by working closely with them and exhibiting a candid interest in what they are doing in the classroom can the principal gain respect from his staff. If he/she is genuinely interested in better education for young people, the principal must go beyond the realm of preaching and pontificating. Instead, the principal must show by deeds rather than words, that his/her role as director of learning takes precedence over others.

When the principal takes the leadership role in improving instruction in the school he/she supervises the activities of all school functionaries, determines various services to aid the teaching and learning activities of the school, and ensures that the school is growing in a definite direction, which is the attainment of its goals.

Student Welfare

The second core function of a principal as considered in this chapter is student welfare. The principal is the manager of students' personal matters. In this role, the principal directs, supervises, organizes, coordinates, and evaluates all the

activities that concern students (Mbipom, 2000). Apart from teaching and learning in the classroom, the staff and students are occupied with many extra curricular activities that are geared toward developing the abilities, interest, and needs of individuals at various levels of maturity within the school. Many problems that affect the academic achievement of the students might be minimized if the guidance services of the school are properly organized and managed, students' difficulties are discovered in time, and solutions for such problems found before it is too late.

Students should be disciplined in order to get the best out of the teaching-learning situation. Indiscipline in the family, society, class, and school is increasing. Indiscipline in school affects the work the child does and the way the teacher teaches. Any breakdown in the personal relationship or in the observance of rules that leads to disaster is indiscipline. It is the aim of the principal and staff that the students build up a level of self-control that will help them to learn as well as acquire and manifest good habits which encourage hard work. Some healthy habits in the school may include:

- Silence in the classroom, library and corridor.
- Respect for school authority—prefects, teachers, principals.
- Adhering to school rules.
- Wearing complete school uniform.

Alternatively, some common signs of indiscipline in secondary schools today include:

- Absenteeism and truancy.
- Untidiness in work dress and habits.
- Fighting and bullying.
- Deliberate vandalism of school property.
- Stealing of school property and other students' money or property.
- Laziness.
- Disturbances of those who want to work or read.
- Breaking of school rules (e.g., going out of bounds).
- Immorality (e.g., secret cult activities).
- Lateness at school.

The School as a Formal Organization (Goal-Oriented)

Teachers teach and work in schools that are usually administered by managers, often known as principals or headmasters. School administration is itself often part of larger administration units. The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students (Organisation for Economic Co-operation and Development [OECD], 2001; Pont, Nusche, & Moorman, 2008).

Formal organizations are established for the explicit purpose of achieving certain goals. A formal organization is bureaucratic. It is concerned with the division of labor, the allocation of power in the system, and the job specifications for

each position. It is interested in the efficiency of the system. Every formal organization has tasks to perform. There is a line of authority in the system. The formal organization is governed by rules in order to promote efficiency and discipline.

In the school, many people with different personal goals work together to try to achieve the goals for which the school was established. This type of formal organization usually needs a coordinator, a leader, a manager, and an administrator. The principal is responsible for using the financial or material resources and facilities and the human resources at his/her disposal for achieving the goals of the school. The principal ensures that each member of the formal organization is fully aware of his/her responsibilities. Where the formal organization is big or complex, other officers, who are usually hierarchically arranged below the manager, are chosen to assist the manager. Such officers include the vice principal, sectional head, and head of department.

Denga (1990), cited in Mbipom (2000), submits that formal organizations are planned, rational, goal-oriented entities, which have the characteristics or major features outlined below.

- Formal organizations set up common goals or purpose and work together to achieve them. The organizational interest is given priority over the individual's interest.
- Formal organizations are bureaucratic: this is to say that in a formal organization all members are given equal treatment. For example, rules and regulations are set up and enforced in the interest of the organization. There is a hierarchy of authority. A high degree of impersonality and standardized procedures are in operation.
- Resistance to change: although formal organizations are not static, it is difficult to channel massive changes through formal organizations. Hence, formal organizations may be said to be resistant to change.
- Authority: formal organizations have some form of authority for controlling, guiding, limiting, or managing the various units of the organization.
- Coordination: there is coordination of effort in the service of mutual help among the several units of the organization.
- Specialization: different members of the units of the organization perform different functions. There is division of labor. In education, some people specialize in teaching, others in service delivery like typing, the library service, meal service, and so forth.
- Order: human behavior and activities in a formal organization are regulated and constrained in order to ensure stability, continuity, and decorum since formally defined objectives cannot be attained successfully if an organization is in a state of anarchy.
- Replaceability: the saying that "people come and go but the organization continues" is true. Members of the organization are replaced in order to curb the disruptions caused by individuals who for one reason or the other have to leave. When members resign, they are usually replaced.
- Compensation: in a formal organization, there is a system of rewards (mainly financial) which is designed to provide incentives for the staff to work harder. Some other rewards may be given to the workers in addition to their pay.

How Leadership Styles Vary by Region/Country

In Sweden, the schools have been under strain for several decades and the school system is almost always on the political agenda. Economic resources allotted to schools have been decreasing since the 1990s, which has led to a reduction of the number of employees (Berg, 2003). The principal is responsible for both the educational program at his/her school and for keeping the budget of the school. Research on Swedish schools has indicated that the Swedish principal is under pressure from different directions (Svedberg, 2000; Wahlström, 2002). There are different interests and expectations between administration and education, between state and local authorities (the municipality), between curriculum and local traditions, and between the responsible authorities and the profession (Scherp, 1998; Wingård, 1998).

A study was carried out by Hansson and Andersen (2009) on leadership style, decision-making style, and motivation profile in Sweden involving 200 Swedish principals (male and female) who responded to questionnaires concerning their leadership style, decision-making style, and motivation profile. The results show that 49% of principals have a change-centered leadership style, 38% were primarily intuitive when making decisions, and 44% were achievement motivated. No significant gender differences were found. The results indicate that many principals have fair prospects of leading their schools successfully in times of change.

A similar trend was found in Saudi Arabia in a recent study carried out by Abdulghani (2016) which explores the relationship between principal's leadership styles and teachers' job satisfaction in girls' private elementary schools in Saudi Arabia. In that study, the researcher measured two main constructs: leadership styles and job satisfaction. Within leadership style, three subconstructs were measured: transformational leadership, transactional leadership, and passive-avoidant leadership. Correlation analysis results from a sample of principals and teacher pairs from 55 schools revealed that the vast majority of principals who participated in the study practiced a transactional leadership style based on the use of rewards and punishments to motivate behavior. Additionally, evidence shows that the transactional leadership style is positively correlated with teachers' job satisfaction in the study context. The passive-avoidant leadership style has a marginally significant negative relationship with teachers' job satisfaction and the transformational leadership style is not significantly related to teachers' job satisfaction among participants.

Even in the Organisation for Economic Co-operation and Development (OECD) countries, as elsewhere in the world, school leaders face challenges due to rising expectations for schools and schooling in a century characterized by technological innovation, migration, and globalization. As countries aim to transform their educational systems to equip all young people with the knowledge and skills needed in this changing world, the roles of school leaders and related expectations have changed radically. They are no longer expected merely to be good managers; effective school leadership is increasingly viewed as key to large-scale education reform and to improved educational outcomes. Since at least 2001, with its series of reports, *What Works in Innovation in Education*, produced by the Centre for Educational Research and Innovation (CERI), the OECD has

recognized the significant challenges faced by principals and school managers in member countries (OECD, 2001).

As countries increasingly turn to improving education to address an ever more complex world, many governments give school leadership more responsibility for implementing and managing significantly more demanding education programs. Globalization and widespread immigration mean that children, youth, and their families represent an increasingly challenging clientele for schools in many countries. Also, the standards to which schools must perform and the accountability required of management raise expectations regarding school leadership to an unprecedented level. A recent OECD report, *Improving School Leadership*, summarizes the changing landscape of schools and their management over recent decades (Pont et al., 2008, p. 6): “in this new environment, schools and schooling are being given an even bigger job to do.” Greater decentralization in many countries is being coupled with more school autonomy, more accountability for school and student results, and a better use of the knowledge base of education and pedagogical processes. It is also being coupled with broader responsibility for contributing to and supporting the schools’ local communities, other schools, and other public services.

The OECD (2009) report argues that to meet the educational needs of the 21st century, the principals in primary and secondary schools must play a more dynamic role and become far more than an administrator of top-down rules and regulations, which tends to corroborate with the findings of the research which argues that school goals can be achieved through involvement of students in the everyday running of the schools, for instance, in making their opinions count in the decision-making process. The OECD (2009) further stated that schools and their governing structures must let school leaders lead in a systematic fashion and focus on the instructional and learning processes and outcomes of their schools. The recommendations of OECD (2009) flowed from a field of education that has recently experienced a fundamental change in its philosophy of administration and even in its conception of schools as organizations. Research literature (Pont et al., 2008) indicated that what the public and other stakeholders of schools want as learning outcomes for students can only be achieved if school leadership is adapted to a new model. These changes are directly relevant to the working lives, professional development, instructional practices, pedagogical beliefs and attitudes, and the appraisal and feedback of secondary school teachers and even students.

Method

This chapter is centered on an empirical study carried out in a state in Nigeria-Bayelsa State, one of the 36 states of the Federal Republic of Nigeria. It is situated in the South-South geopolitical zone of Nigeria. Bayelsa has about 26 public (government-owned) secondary schools in the capital metropolis, Yenagoa. Ten schools were randomly selected to be part of this study. Letters of consent

were then sent to the schools eliciting their willingness to be involved in the study. Details of the objective and purpose of the research were outlined in the consent letter. All ten schools randomly selected for the study indicated their willingness to participate in the research. The students in the terminal class in Senior Secondary 3 (SS3) were involved in the study. The population of SS3 students in almost all of the participating schools ranges between 57 and 68 students. Forty-eight students from each of the ten schools were selected to make up the sample for the study. This selection was done by writing “Yes” on 48 pieces of paper and “No” on the rest. After shuffling the pieces of paper together, students were asked to pick one piece of paper and the 48 students who picked “Yes” were involved in the research.

The principals of each of the participating schools were also involved in the research, making a total of ten principals. The research was divided into two phases. Phase one helped to group participants into the different leadership styles adopted by the head of the school, the principal, and phase two was to determine the academic performance of students under the various leadership styles.

Phase One: Two separate questionnaires (one for the principal and one for students, see Appendixes I and II, respectively) were developed by the researcher and validated by a team of experts in Measurement and Evaluation in the department of Educational Foundations at Niger Delta University in Bayelsa State, Nigeria. The reliability of the instruments was tested using the test–retest method of reliability where the same instrument was administered twice within an interval of 2 weeks to the same respondents not involved in the main sample for the study. The data were collated and analyzed using the Pearson Product Moment Correlation Coefficient (PPMCC) and a coefficient of 0.84 was realized which is within the range for reliable coefficients.

The instruments for data collection in this study were a three-point Likert scale of “agreed,” “disagreed,” and “undecided” responses to the statement item around the three research questions posited for the study and Standardized General Knowledge Test (SGKT) questions adopted from past General Certificate of Education (GCE) and West African Examination Council (WAEC) examination question papers.

Phase Two: This phase included the administration of the Standardized General Knowledge Test. Both instruments (questionnaire and test questions) were administered by the researcher. Also, a cross-sectional interview session was held with some of the participants (students and principals) in order to triangulate the findings from the questionnaires. The responses were collated and analyzed to answer the research questions.

Data Source

The data sources for this study were primary data generated from the student and principal questionnaires as well as the raw scores from the standardized test. These were analyzed using chi-square and t-test statistics to answer the research questions and results presented in tables.

Results

A large percentage of the respondents indicated that apart from the principal having regular meetings with the individual stakeholders of the schools (teachers, non-academic staff, and students) principals also have a combination of meetings of all stakeholders totaling more than three meetings within a term (a term is 13 calendar weeks). Only a few of the respondents indicated that meetings were seldom held with all the three stakeholders in attendance. It was also found from the study that decision-making and opinion sharing are not made only by the school head (principal) alone, but are collective responsibilities, with everybody's opinion/views counting, including the students', on which school goals are in their best interest. Including the students' opinions/views in the day-to-day running of the school gives them a sense of self-worth and inclusive administration. It also gives the students a sense of ownership and reason to work hard at their academics. In other words, all the participants—students and principals—agreed that school decisions are made by teachers, non-academic staff, and the principal, while opinions or views are shared by all four (principal, teachers, non-academic staff, and students) together.

These findings chime with the modern perspective of leadership put forward by Maxwell (1999). He argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promotes and increases goal attainment in the organization (this leadership style can be likened to a democratic leadership style), as opposed to the traditional perspective of leadership that perceives leadership as inducing compliance, respect, and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (this can be likened to an autocratic leadership style). In addition, traditional leadership perspectives are based on leaders' role in formulating goals and ensuring their efficient accomplishment (Anderson et al., 1998).

From the responses of this first phase of the research, the participating schools were divided into two leadership style groups: democratic leadership style group A and autocratic leadership style group B. Students from schools in both groups were then administered a standardized general knowledge test adopted from past GCE and WAEC test questions and the mean score of the two groups was compared using t-test statistics—the second phase of the research. It was found in phase two that students from schools where the principal's leadership style could be described as democratic outperformed students from schools where the principal's leadership style could be described as autocratic—not getting all the stakeholders involved in the decision making and day-to-day running of the school. Also, during the cross-sectional interview with some of the participating students, the interviewees indicated that most of the time they are afraid of approaching their principals even if they have a problem or something meaningful to discuss with him/her. This probably might be a “culture phenomenon” where subordinates do not feel free to discuss matters with superiors (boss) for fear of being seen as rude or even seen as insubordinate.

The autocratic leader is the authoritarian dictator, who is proud and sometimes rude or harsh and uses threats to get work done. He/she is coercive, job-oriented, and feels that it is his/her responsibility to tell the staff what their duties are. An autocratic leader expects strict compliance without any excuses; his/her main concern is the achievement of the objectives to the letter. In most cases autocratic leaders believe that human beings are lazy by nature and so they should be made to work. The despotic leader tries to exact conformity from his/her staff through strict supervision. Autocratic leaders love power and authority and would not miss any opportunity of letting the world know they are in control. Autocratic leadership style is a traditional perspective of leadership. There is a paradigm shift from traditional perception to an all-inclusive modern perspective of leadership.

Alternatively, democratic leaders, as the name implies, achieve high productivity through participation of their staff and students in decision-making. They discuss freely with their subordinates because they know that their staff as well as students have something to offer to the effective running of the school to achieve its goals. The democratic leader appreciates team-work. The subordinates are given a high degree of freedom. The administrator sees his/her subordinates as partners in progress. This type of leader does not use harsh and abusive words while talking with his/her staff and students even when they are in the wrong. Intimidation and threats are not part of a democratic leader's corrective measures. The staff in this type of climate are more relaxed and committed to the achievement of the objectives of the school (which is increased performance by students) because they have been involved in building up the policy to be achieved. However, an effective administrator may not be expected to wait for staff's participation and consultation in case of an acute emergency.

This study investigated schools' goal attainment. The schools' goal is to turn out young adults who are worthy in character (behavior) and in learning (academic achievement), hence the second phase of this research. The findings from the second phase added to the debate are more or less narrative in the twist between leadership and management. There are so many differences of opinion among scholars and researchers about the concept of leadership and management. Some say that both are the same, but others take management as a subset of leadership. Paul Birks says managers concern themselves with tasks, and leaders concern themselves with people. According to Hersey and Blanchard (1996), management merely consists in leadership applied to business situations or forms a subset of the broader process of leadership, or leadership occurs any time one attempts to influence the behavior of an individual or group regardless of the reason. Management is said to be a kind of leadership in which the achievement of the organizational goal is important (which fits into a school scenario). In light of this research, the principal's role is both a manager and a leader, as he/she ensures the school tasks are carried out to ensure high academic performance as well as concerns him/herself with the people to bring out the desired character/behavior in the students, which is in line with Birks' notion of a manager and a leader.

Among the five leadership styles proposed by Blakes and Mouton (cited in Gupta, 2009) discussed in the literature review, the findings from this study show that the fifth style, team manager, seems to be the one that can achieve the educational goals of a school, as the manager (the principal) needs to focus highly on both the students and teachers (people) as well as the task of teaching for the goals to be achieved. The principals who participated in this research fall into leadership style three (authority-compliant manager, low on people, high on task) and style five (team manager who is high on people and high on task).

Significance/Educational Implication of the Study

Education is viewed as the bedrock of any national development and it has been generally claimed that “no nation can rise above the quality of its educational system as the quality of its workforce will be determined by the system of education.” The five main goals that Nigeria endorse as the necessary foundation for the National Policy on Education are the building of:

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self-reliant nation;
4. a great and dynamic economy; and
5. a land full of bright opportunities for all citizens.

It is true that for these to happen, apart from enormous political will needed by the government to provide necessary human and material resources that will lead to the achievement of these goals, an understanding of leadership styles of the principal who is the accounting officer of the school is paramount. It could then be concluded that the principal's leadership style or behavior can improve schools' goals attainment, and that the principal's skills in conflict resolution and instructional leadership are important factors. There is a reciprocal relationship between leadership and management, which implies that an effective manager should possess leadership skills and an effective leader, should demonstrate management skills. In other words, management involves power by position and leadership involves power by influence. It is therefore recommended that principals as managers should be equipped with ample leadership skills and qualities to run schools successfully.

The study has limitations of which include that the findings cannot be generalized as there are other extraneous variables that can influence goal attainment that were not investigated in the study and also the generalization of findings is limited by the small sample size involved in the study.

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Appendix I

Questionnaire on Effective Leadership Style on Secondary School Goals Attainment

(FOR PRINCIPALS)

Section "A" Personal Data

Name of School:.....

Qualification:.....

Teaching Experience:.....

Sex: Male:..... Female:.....

Please indicate by ticking (✓) where applicable.

	Questionnaire items	Agreed	Disagreed	Undecided	%	REMARK
1.	How often do you organize meetings in a term to obtain school goals?					
a.	Once					
b.	Twice					
c.	Thrice					
d.	More than thrice					
e.	Never					
2.	Meetings with students					
a.	Once					
b.	Twice					
c.	Thrice					
d.	More than thrice					
e.	Never					
3.	Meetings with teachers					
a.	Once					
b.	Twice					
c.	Thrice					
d.	More than thrice					
e.	Never					

4.	Meetings with non academic staff only					
a.	Once					
b.	Twice					
c.	Thrice					
d.	More than thrice					
e.	Never					
5.	Meetings with teachers/students					
a.	Once					
b.	Twice					
c.	Thrice					
d.	More than thrice					
f.	Never					
6.	Meetings with teachers and non academic staff					
	Once					
	Twice					
	Thrice					
	More than thrice					
	Never					
7.	Meetings with students/non-academic staff					
a.	Once					
b.	Twice					
c.	Thrice					
d.	More than thrice					
e.	Never					
8.	Meetings with all three together					
a.	Once					
b.	Twice					
c.	Thrice					
d.	More than thrice					
e.	Never					

Appendix II

Questionnaire on Effective Leadership Style on Secondary School Goals Attainment

(FOR STUDENTS)

Section “A” Personal Data

Name of School:.....

Class of Student:.....

Sex: Male:..... Female:.....

Please indicate by ticking (✓) where applicable.

	Questionnaire items	Agreed	Disagreed	Undecided	%	REMARK
1.	Is decision-making in your school made only by					
a.	Principal					
b.	Principal/Teachers					
c.	Principal Teachers/ Non academic staff					
d.	Principal/Teachers/ Non academic staff/ Student					
2.	Are opinions in the meeting shared only by the:					
a.	Principal					
b.	Principals/ Teachers					
c.	Principal/Teacher/ Non academic staff					
d.	Principal/teachers/ Non academic staff/ Students					
e.	No respect for everyone					
f.	Delays of school activities					

3.	Do principals influence students' academic achievement					
a.	Positive					
b.	Average					
c.	Negative					
4.	How effective is the Principal/Student interaction					
a.	Very effective					
b.	Freedom to do what they want					
c.	Over bearing					

