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## EFFECTIVE CONTROL SYSTEM IN THE MANAGEMENT OF EDUCATIONAL INSTITUTION

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### ABSTRACT

The act of control is an important function in every educational system because it helps to check errors and also enhances corrective measures so that deviations from standards are minimized. The paper analyses the importance of an effective control system in educational institutions in relation to good qualities of leadership. The ability of leader to acquire good leadership qualities can help obtain an efficient control system in every organization. A leader should have the following qualities to help maintain an outstanding control system in the educational institution. He/she should be courageous, imaginative experimental, charming, innovative, passionate, integrious, visionary, flexible, and inspiring. The paper is based on the skill leadership theory which assumes that learned knowledge and acquired skills/abilities are important factors in practice of leadership which is also importance for an effective control system in educational institution. The ability for a leader to understand the different styles which include, autocratic, bureaucratic, charismatic, democratic or participative, laissez-faire and transactional with the special skill of applying them is also very vital to maintain and control an effective educational system.

**Keywords:** Control, Educational Institution, Leadership, Skill, Leadership Quality.

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### INTRODUCTION

The power to control is an element every leader should possess in order to co-ordinate the human and materials resources in any organization towards achievement of goals and objectives.

Control in management means influence and also yard stick for assessing actual performance and upholding corrective measure. It is an important element in any educational institution because it assists to check mistakes and to maintain corrective measures so that deviation from standards stated are reduced and stated goals and objectives of the institutions are achieved in the desired way (Terry, 2019).

Educational systems are guided by policies at different levels in which the stated goals have to be effectively achieved. To maintain an effective control system, in any educational system there are certain qualities educational leaders must possess. Leadership is the ability to influence and influence is an act of control. For a leader to have the ability to control, he/she should have the personal power to be visionary, innovative, courageous, imaginative, experimental and able to initiate change (Ololube, 2019).

Educational institution refers to the different institutions at all levels, ranging from the pre-primary education, primary, secondary, tertiary and special education. The mass literacy, adult and non- formal education is not left out. Each level has its goals and objectives. The characters, high professional skills and knowledge in the different leadership styles of the educational leaders are very important for the attainment of the objectives for effective management.

Taking special focus on the tertiary education (universities, polytechnics and colleges of education), the goals of tertiary education as stated in the national policy in education (FRN, 2014) include:

- Contribute to national development through high level manpower training;
- Develop and inculcate proper values for the survival of the individual and society;
- Develop the intellectual capability of individuals to understand and appreciate their local and external environment;
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful member of the society;
- Promote and encourage scholarship and entrepreneurship community service;
- Forge and cement national unity; and
- Promote national and international understanding and interaction.

Education is the basic right for many who can afford it. Education assists to ensure a prosperous, safer, advanced, healthier, naturally comprehensive and great world; it can also contribute to technological, social, political and cultural development (Gbenu in Ololube 2018a). However, for any leader in any section in the tertiary educational system to be able to implement and achieve this fabulous goals on education as stated in the National Policy of Education, he/she must possess all the good qualities of a leader so that he/she can have the personal power to control or influence as to enhance an effective control system in the educational institution.

## **BACKGROUND**

The qualities of good leadership are inevitable in the successful management of personnel and material resources which includes the effective grooming of students in the tertiary institution. Every leader in every unit in the educational sector should possess these qualities to enhance the achievement of the goals of the national policy on education for the tertiary institution.

Nwafor (1998) pointed out that in the administration of tertiary institutions, the primary aim is to co-ordinate funds and materials with personnel in order to provide efficient administrative and management control for the maintenance and improvement of the system. In any education system especially in a system where most of the students are products of dwindling educational standard at the secondary level and products of the examination malpractices gaining admission or sailing into the higher educational system, there is need for leaders in all sections either in the faculty, departmental, senate levels, etc., to have a high professional skill, good leadership qualities and an understanding of the different leadership styles and apply them when and where suitable.

Leadership is all about having a big heart that gives the personal power to be inspiring, courageous, visionary, creative, flexible, innovative, imaginative experimental, integrious and charming. When a leader has these qualities he will be able to control and influence individuals who are motivated with positive character of the leader to achieve the educational goals of the institution.

To be highly/professionally skillful is also a vital instrument in the management of any section associated with that specific field of study. To be skillful is to have personal or practical knowledge or expertise in a specific field of study. This special skill also helps in attainment of organizational goals. But it must be noted that no one method of leadership style is good enough in the management of any organization which is also applicable in any educational system. Any style can be apply where most suitable. The following are different leadership styles autocratic, bureaucratic, charismatic, democratic or participative, laissez faire and transactional leadership styles.

The possession of all these qualities of leadership earlier mention, skill leadership qualities and knowledge of the different leadership styles are important tools in the effective control and administration of educational institutions for the goals of the national policy on tertiary education to be accomplished in the Nigeria educational system.

### **Purpose of the Study**

This paper chronicles the finding of a research that studied the qualities of good leadership as a tool for the successful management and control of the education institution in the South-South of Nigeria, with a special focus on the analysis of the skill leadership theory and leadership styles.

The paper explains some concepts like control, leadership, skill, and educational institution. The specific objective of the study is to analyze the importance of control in educational system and the qualities of leaders in relation to the effective control of the tertiary institution. To analyze the objectives of the paper, there is evidence that good qualities of leadership strongly connected with ease in the control and administration of higher educational institution.

### **THEORETICAL DEBATE**

The paper is based on the skill leadership theory which assumes that learned knowledge and acquired skills/abilities are important factors in the practice of effective leadership. These acquired knowledge and skills gives a leader the personal ability to control and lead his group towards a vision in order to achieve goals and objective (Charry in Ololube, 2019). A knowledgeable and skilled leader especially when placed in his area of specialization will have

the ability and capacity to lead effectively. Learned knowledge and acquired skills are the real keys to leadership performance in any educational institution. There are eight other leadership theories also classified by (Charry in Ololube, 2019). They are:

- Great man theory.
- Trait theory.
- Contingency theory.
- Situational theory.
- Behavioural theory.
- Participative theory.
- Transactional/management theory.
- Relationship/Transformational theory.

**Great man theory:** This theory assumes that great leaders are born not made, that great leaders capacity to lead is inherent. The term great man was used because back then, leadership was seen more as a male quality.

**Trait theory:** The trait theory assumes that people inherit certain qualities that makes them better suited to lead, it is similar to great man theory. Trait theory assumes that there is specific personality or behavioural characteristic that leaders possess. But people can possess these qualities but might not be effective leaders especially when placed in the areas or organization where they do not have learned knowledge or skill for effective control of the system.

**Contingency theory:** This theory assumes that no single leadership style is appropriate in all situations, it focuses on particular variables to the environment that might determine which style or leadership is best suited for a particular work situation.

**Situational theory:** This theory opines that leaders apply the best course of action based upon situational condition or circumstance. In decision making, different styles of leadership are appropriately applied.

**Behavioural theory:** This theory assumes that great leaders are made, not born. According to the behavioural theory, people can be trained and learn to become leaders.

**Participative theory:** This theory opines that majority of the members of a group are involved in decisions making that concerns the organization. A leader who use participative leadership instead of making all the decision by himself seek to involve other people, thus, improving commitment and improving co-operation, which leads to better quality decision and a more successful business (Lamb in Ololube, 2018b).

**Transactional/management theory:** This theory focuses on the role of supervision, organization and personnel performance and the exchange that takes place between leaders and followers. Leadership is based on a system of reward and punishment explains the theory (Charry in Ololube, 2018a).

**Relationship/Transformational Theory:** This theory focuses on leadership as the ability to influence people and create a connection that leads to increased motivation and morality in both followers and leaders (Charry, 2012).

## **The Concept of Control**

Control is the act of influencing people towards the achievement of organizational goal. Control is one of the important functions of a leader in order to seek planned result from the subordinates; a leader needs to exercise effective control over the activities of the personnel working under him. He should also ensure that the organization's resource is utilized effectively and efficiently for the achievement of predetermined goals (Venkatesh, 2019).

## **Importance of Control in the Educational Institution**

Importance of control highlighted by Chenhall (2003). Control is an inevitable function in management, without which institutional goals would not be achieved effectively. A good control system enhances the proper functioning in an organization in the following ways:

- **Achievement of Goals:** The control measures help in the realization of educational goals. An effective control system could motivate both the academic and non-academic staff towards the effective achievement of educational goals and objective in an educational institution in the desired manner.
- **Evaluating Accuracy of Standard:** An effective control measures also uphold accuracy of standard in any educational institution. It helps the management to check if the standard set is accurately met. Control measure help check the errors in activities.
- **Maintain discipline and order:** Another importance of an effective control system is that it helps creates an atmosphere of discipline and order in any educational institution. It helps to reduce dishonest behaviour on the part of the employee. The attitudes of the staff are also effectively control towards students as they carry out their duties in terms of teaching, marking, awarding scores and being punctual at work. These help maintain order and discipline.
- **Efficient utilization of resources:** Control measure enhances the efficient utilization of resources to accomplish set goals effectively. Resources are made available and the allocation of these resources into various department or units are controlled and checked for maximum utilization in the institution.
- **Improving employee motivation:** In any educational institution, if control measures are not applied, staff will not be motivated to perform their duties effectively. Lack of control measure attracts a laissez-affairs attitude in the organization which is not effective towards the motivation of staff in goals achievement.
- **Facilitating coordination in action:** Human and material resources are being coordinated quickly when effective control measures are applied.

## **Characteristic of Control**

- Control is continuous process;
- Control is forward looking;

- Control is closely linked with planning;
- Control is a tool for achieving organizational activities;
- Control is an end-end process;
- Control compares actual performance with planned performance;
- Control points out the error in the execution process;
- Control minimize cost;
- Control achieve the standard;
- Control save time;
- Control helps management monitor performance;
- Compares performance against standards;
- Control is action oriented.

### **Good Qualities of a Leader for Effective Control of Tertiary Institutions**

Leadership is all about learning, excelling, accommodating, developing, realizing, sustaining, innovating and pursuing (Baporika, 2018). Leadership is the act of influencing or controlling people towards achieving specific set goals and objective. There are certain qualities which great leaders should possess to make them effective leaders. Good leaders draw from this range of personal qualities to help deal with difficult circumstances and challenges .Part of becoming strong as a leader is through increasing our personal qualities.

Educational institutions are where students are being groomed to become future leaders. It is important for leaders in every unit in the educational system to possess good leadership qualities as models which will help build up student as they pass through the institution. Many powerful and successful leaders have not exhibited all the character trait of good leadership .The definition of a good leader is quite ambiguous but most good leader do have at least most of these characteristics. The personal qualities to be:

- Inspiring;
- Courageous;
- Visionary;
- Creative;
- Flexible;
- Innovative;
- Imaginative;
- Experimental;
- Integrious; and
- Passionate.

Great leaders upholds all these qualities at heart .These qualities give them personal power to control or influence people and also make effective use of material resources towards the achievement of the organizational goals.

From the researcher’s observation, this chart can simply explain all the qualities a leader should possess before he/she can have the personal power to control effectively.

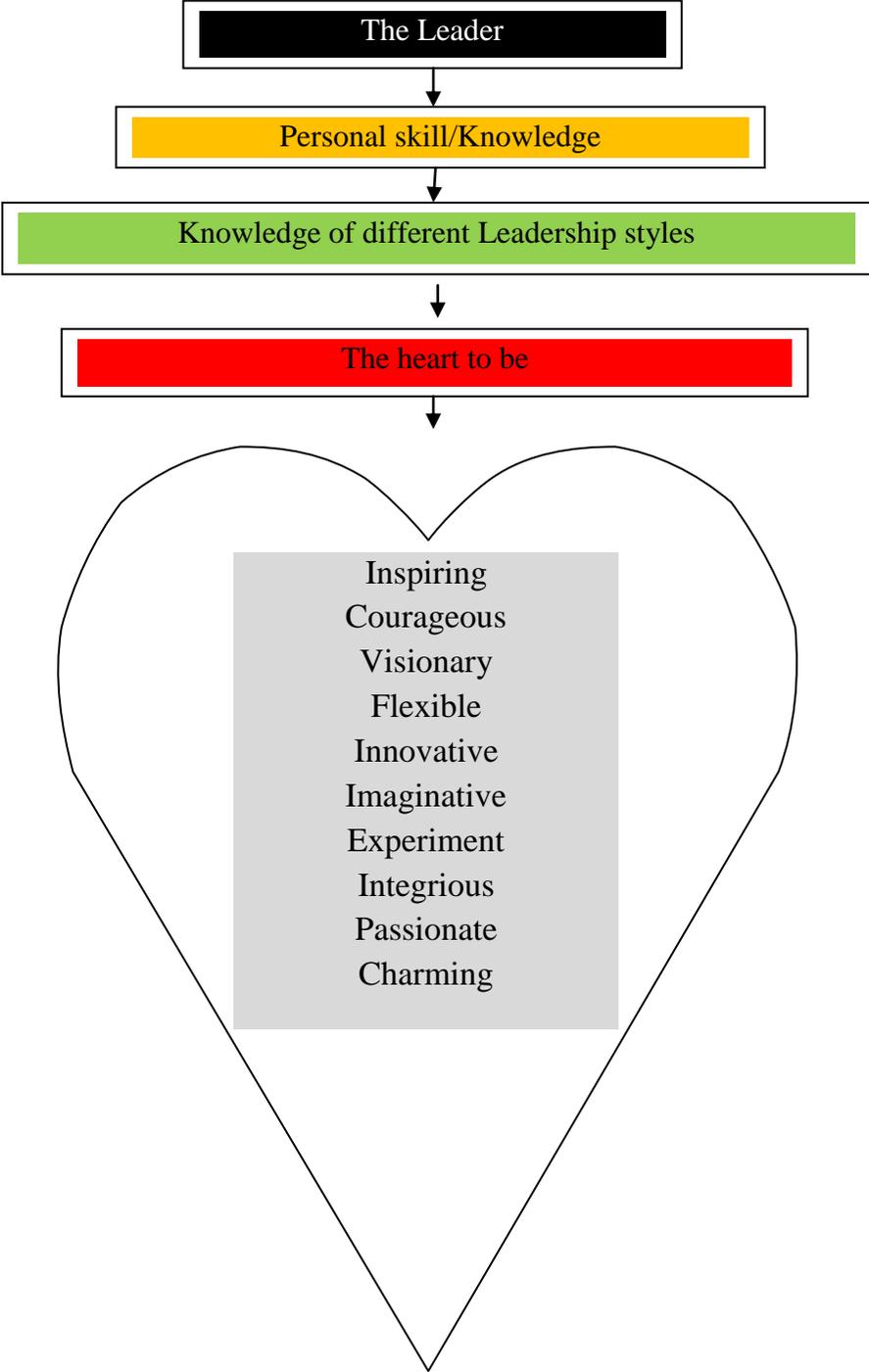


Figure 1: Chart showing good leadership qualities for the personal power to control

- **Inspiring leader:** The Cambridge dictionary defines inspiring as the process of encouraging or making one feel confident about him/herself and also making one eager to learn or do something. Inspiring leader helps employees to achieve their vision.

Inspirational leadership is very essential in educational institution because they lead students toward being focus as to enable them achieve their vision (Federika, 2019).

According to Stephen in Frederika (2019), inspirational leadership empowers their team through coaching, training, support, enabling them make their own decision, realize their objective and learn along the way so they can keep on improving and becoming the inspirational leader of the future. The inspirational leaders lead by example and communicate their vision and purpose to the people they lead. They make time to listen to others because it is through listening people get to learn. Inspiring leaders empower their team by instilling a sense of trust and respect in them, this means holding others accountable for their result (Killian, in Frederika 2019). This great value in leadership inspires great performance. A true leader have the ability to drive people to reach great heights of performance, success and also illustrate the qualities workers will follow by choice, passion, listening, purpose and giving meaning to their role (Healthfield, 2019).

Garton (2017) opines that organization experiences real breakthrough when employees are inspired. Inspired employees are more productive and in turn, inspire people around them to strive for greater height.

To be an inspiring leader, the leader has to be very dedicated to work, have great interest for the work. This great interest for work can be infectious to employees. Inspiring leaders set the bar high by giving his team challenging goal then he\she provides the guidance, coaching and giving them resources necessary to get to the finish line. Inspiring leaders do not ignore problems, they pay attention to issues and do not tolerate mediocrity, he/she addresses love to performing staff so that her team is as strong as possible. He/she sees and points out when assignments do not meet the required standard and explain how to make them better.

For the leader to be able to achieve the goal of the national policy on education for the tertiary institution the leaders have to produce great scholars that will be able to contribute to national development.

- **Courageous Leaders:** Courageous leaders are leaders who have the ability to pass through difficult situations and they are willing to make difficult decisions and do not back down when things get to high (Samantha, 2017). Courageous leaders have this ability of being tough knowing that tough time does not last but tough people do. They guide their employee without stamping out creatively, they lead by example encouraging and giving staff confidence to do their jobs to the best of their ability (Samantha, 2017).

### **Characteristics of a Courageous Leader**

- Courageous leaders always attempt to take the first step even when they have the feeling of failing or doing something completely wonderful.
- They delegate duties to staff, this indicates that you trust your team which also gives you the team trust for you not to micro manage their work.

- Courageous leaders are out spoken: They provide employee with positive and constructive feedback on a regular basis, even if what they say will make any employees feel uncomfortable.
- Courageous Leaders are people who are tough: They are willing to make difficult decision and do not back down when things get tough.
- They reveal vulnerability: Courageous leaders do not pretend to show the fact that they are vulnerable. They also make mistakes and make corrections after the mistake .This makes the employees understand that they are human and the leader also do understand what it is like to be in their position (Samantha, 2019).
- They are Good at listening or Good Listener: Listening to feedback from employees allow the courageous leader understand the organization more. It also empowers the employees to share their thoughts and ideas.
- They have the ability to face the fact: They confront reality by understanding situations in the organization. They are not scared of problems facing the institution and also willing to make changes when confronted by one.
- Courageous leaders are talented, competent and willing to showcase that talent.
- They seek to establish higher standard: courageous leaders set higher standard for themselves and their employees by doing so they allow their staff to reach their full potential too.
- Courageous leaders are never afraid to back out from unfavourable hostile situations. The most courageous thing a leader can do is to resign from a bad work environment. If a leader have put in his best to lead an organization to a better place but still no one follows, it is time to take your leave and take your expertise elsewhere (Samantha, 2017).

### **Visionary leader**

A visionary leader is an individual who turns vision into reality by creating an image of the potential they need to attain and then takes steps to get there (Suzanne, 2019).

### **Characteristic of a visionary leader**

Suzanne (2019) explains different traits of a visionary leader:

- Favourable towards innovation: They always tend to usher new project.
- They are strategic thinkers: Their visions are strategically planned.
- Intelligent risk takers: They go extra miles to make sure their plan become successful.
- They are skilled communicators: They have the ability to communicate effectively to make sure their followers see where they are going and agree to move towards the new vision.
- They are expert organizers: They are excellent organizers, they are involved in the process to put together the departments, functions and operations that help reach the target vision.
- Resilience: visionary leader can be tough especially in situations where they have to fight against old ideas, the organization`s politics and external pressure.
- Flexible leader: Flexible leaders are the leaders who can change their style or approach to leadership in response to unpredictable circumstance. They can adjust to change as they come and also revise their plans to add new innovations and overcome challenges, while

still achieving their goals. Therefore, educational leaders should have the ability to be flexible in order to overcome challenges facing the educational institution.

According to Lepsinger (2018), there is no single leadership approach that is suitable for every situation. Leaders must be flexible, adapt their style to the needs of the situation and then the individuals involved and remember that each style has its strength and weaknesses. Lepsinger (2018) analysis six approaches to leadership.

- Control: To control workers and closely supervise the work being done on a project, makes a leader set clear expectation, monitors activities closely, and makes key decisions.
- Teacher: The best approach in leadership is demonstrating how the work is performed. A leader trains team members and share knowledge with them. This helps the team learn how to perform the task properly in the future.
- Guide: Asking an employee ideas is a technique that helps to draw out the knowledge of team members. This approach can boost confidence when team members feel discouraged.
- Collaborate: The leader blends his ideas with the employees ideas when collaborating, the leader keeps an open mind, ask questions, and helps the employees involved in the selection of a course of action.
- Reinforce: It is very essential for a leader to provide encouragement and motivate people when they are faced with obstacles. Expressing appreciation and confidence can helps the team accomplish a difficult task.
- Empower: High performing individual/and teams often respond will to empowerment. Leaders empowers employee when they allow them contribute their talents, expertise and insights in their own way and on their own terms.

Flexible leadership is important in this time of rapid change, rippling through all segments of society (Yoki, 2008). Political changes, cultural shifts, industry fluctuations, and customers' demands show that the need for leaders who are able to respond appropriately in demanding unique situations. The ability to manage change effectively is an important factor needed for effective execution. Still, many organizations struggle with change management.

### **Innovative Leader**

According to Jefferey (2019), innovative leadership is a method that combines different leadership styles to influence employees to produce creative ideas, products and services. The innovative leader does not necessarily have to be the person to create the idea of the innovation he/she simply recognizes a great idea that can be from an employee and envisions the path that leads to that idea becoming a reality (Jeffrey, 2019).

### **Characteristic of Innovative Leaders**

Folkman (2014) explains some characteristics of an innovative leader as:

- They exhibit very good strategic vision: An effective innovative leader can vividly describe their vision of the future. They are excellent at painting a clear picture of their destination, while him and his team work to figure out how to get there.
- They have strong customer focus: Customers interest fascinates an innovative leader. They sought to get inside the customers mind, network with client and asked questions about their needs and wants. This type of leader is very vital in the educational institution because they seek to know the needs and wants of staff and student and work towards satisfying these needs.
- They create a climate of reciprocal trust. They operate on open door policy which makes them highly accessible. They initiate warm, collaborative relationship with the workers that make staff have trust in him.
- They are candid in their communication: They can be honest and blunt when providing feedback to subordinates. Subordinates feel they can always get straight answers from this kind of leader.
- They inspire and motivate through action: The act of an innovative leader, inspires the employees.
- They are excellent in setting stretch goals: These goals requires employee to go beyond just working harder. These goals required that they find new ways to achieve a high goal.
- They are persuasive: an innovative leader is highly effective in getting others to accept good ideas. They did not push or force their ideas on to their teams. Instead, they present ideas with enthusiasm and conviction, and then team willingly followed.

### **Imaginative Leader**

Imaginative leaders are futuristic in their idea and their way of thinking. According to Eisten (2012), the imaginative leader does not base their ideas on the past; their ideas are based on his future. They do not look backward only they look forward. They hold the past and future in a dynamics tension, the present is the production place for their idea and dreams.

The educational system cannot be made stagnant but should be dynamic; there should be room for great innovation which should be based on great imagination of a leader to move the institution forward. Leader of great imagination are needed in the Nigerian institutions in order for the institutions to be able to compete with great institutions in other part of the world. The times higher education world university ranking 2020 ranked Nigeria's covenant university 401 globally but the best in Nigeria, while the university of Ibadan ranked second best in Nigeria, was ranked 501 globally. For the universities in Nigeria to compete as one of the best universities, leaders with very great imaginations are needed to head the educational sectors. Leaders with great imagination can move the institution to a great height.

The world's increasing complex, knowledge is advancing at on unfathomable rate, and problem in our world seem unsolved. There is need for a leader to be imaginative. An imaginative leader has the mind to be creative and resourceful. To be imaginative, the mind forms images that are not present to the senses. By working through a problem using your imagination, an individual can think through a situation before he/she act (Anyakoha, 2014).

## **Experimental Leader**

An experimental leader not only works individually by mostly supervising, he also experiment by joining his team to work practically. Leaders who work within their own management team have much better opportunities to change practices than those who work individually (A-shkenas & Hausamann, 2016).

## **Integrious Leader**

An integrious leader is a leader who is incorruptible, they are not enticed by their own desire or the pressures of other people to violate moral standards or operate on the basis of self-interest (Ololube, 2018a). There are many qualities that institutional leaders may lack but still navigate their ways through dangers, surprisingly, the act of being integrious is not one of them.

To be integrious is the upper most qualities of a great leader (Ololube, 2018b). Incorruptible leaders are always with actions values, methods, measures, principle expectations and most importantly outcomes. Being integrious is having the quality of being honest and fair. Therefore, it is very important for institutional leaders to be consistent and clear in their moral standard.

The quality of being integrious is inevitable in any educational institution. Having integrious leaders in the educational institution means having leaders who are upright, honest and also having an educational system which is free from corruption. This will move the educational system into a greater level.

## **Passionate Leader**

A passionate leader has the willingness to work very hard to accomplish organizational goals and objectives. They lead out of deep concern for the benefit of their team and organization. Passionate leaders do their best and also bring out the best in every one working with him. The quality of being passionate in work as a leader gives the employees the feeling of being also passionate about them and this in turn will motivate and inspire them to do more and when this happens, the whole objectives and goals of the organization will be accomplish effectively (Scrivner & Albers, 2019).

Passionate leaders have the ability to generate the energy that drives him/her towards vision seeing his/her vision and goals being accomplished. This energy also rubs off on others and motivates them to work. The passion in a leader makes them gain influence over their employees and then the employee will also want to be very involved in what going on. A leader's passion gives him the energy to get to he/she full potential which moves he/she to a greater height.

Therefore, it is vital for institutional leaders to have the quality to be passionate, which makes them have more influence on their employee, this gives them the power to influence them towards the optimum accomplishment of the institution goals (Scrivner & Albers, 2019).

## **Charming Leader**

Charming leaders are always polite, modest, agreeable and kind (Haden, 2015). The following are some habits of charming leader (Haden, 2015). Charming leaders attract employees to work happily with them. Workers are not scared to communicate with them.

- Charming leaders are confident enough to not be afraid to show little weakness or a failure and they are also quick to give credit to peoples work.
- They show genuine politeness when they come in contact with people. They exhibit the habit of smiling when you smile, pay attention on what you are saying; nod their head when you nod in a charming way. This attitude can create a bond between a leader with his/her team.
- The charming leader have a charm of friendliness and also not afraid to look a little silly, out of being foible. And people respect them more for that habit they possess which makes people to laugh with them and not at them.
- Charming leaders remember names of people, this gives employees special feeling that they also matter.
- They never brag, they allow employees talk more, they have the ability to make people open up in sincere way they ask them questions.

The habit of a charming leader is very vital in the educational institutions because it can create a bond between students and teachers, principals and teachers, vice chancellors and lecturers. These attitudes create an environment of team spirit which makes things work out effectively.

## **LEADERSHIP STYLES**

Leadership styles are consistent behaviour that leaders apply while communicating and interacting with subordinates in order to achieve organizational goals effectively (Hoy & Mike in Kalagbor, 2017). There is no one style of leadership that is excellent in an organization. Leadership styles are combined and apply in organization according to how the occasion arises for efficient achievement of goals.

It is very important for institutional leaders to have the knowledge of the different styles of leadership and how to apply them in any situation for the effective accomplishment of the institutional goals and also the efficient control of the institution:

- Autocratic leadership style;
- Bureaucratic leadership style;
- Charismatic leadership style;
- Democratic/participative leadership style;
- Laissez-fair leadership style; and
- Transactional leadership style.

### **Autocratic Leadership Style**

Autocratic leadership style is a style where leaders have absolute power over the employees. Employees have little opportunity to make suggestions. The autocratic leadership style is very

efficient because it makes decision to be made quickly, and the will implement those decisions can begin immediately. Most staff do not like being dealt with in autocratic manner. The autocratic leadership style is best used in crises situation, when decisions must be made quickly and without delay.

### **Bureaucratic Leadership Style**

Bureaucratic leader follows due process. They rigidly follow rules and ensure that their staff also follow procedures precisely. This type of leadership is very ideal for work involving serious safety risks like working with poisonous substances or machines that can be dangerous. This leadership style is also good in organization where employees do routine tasks (Shaefer in Ololube, 2019).

### **Charismatic Leadership Style**

A charismatic leader has the passion to inspire eagerness in his/her staff and he/she are energetic in motivating employees to move forward.

### **Democratic Leadership Style/Participatory Leadership Style**

This type of leadership involves members of the group in decision making. A democratic leader ensures the full participation of every member in the activities of the group (Ololube, 2019).

### **Laissez-Faire Leadership Style**

A laissez-fair leadership style is a kind of leadership style where the leader exercises a carefree behaviour in leading his subordinates. This leadership style is effective when the team involved are experienced, and skilled (Ololube, 2019). It can also be destructive when the team members lack the knowledge and skill or motivation to do their work efficiently.

### **Transactional Leadership Style**

This leadership style begins with the idea that team members agree to obey their leader when they accept a job and organization also paying them in return for their effort and compliance (Ololube, 2018). This method of leadership style motivate the team to work very hard to attain standard if not they can be punish by not being paid if work is not up to standard.

## **CONCLUSION**

This study has theoretically investigated the good qualities of principled leaders and the effective application of the different styles of leadership for effective control system in Nigeria educational institutions. The importance of effective control system in any educational system cannot be over emphasized because it is only through an effective control system that:

- Institutional goals can be effectively achieved
- Discipline and order can be maintained

- Standards can be utilized effectively
- Employee motivation can be improved
- Coordination can be facilitated.

Sadly, the problem of most Nigeria's educational institutions is that of poor leadership qualities. To maintain an effective control system in the educational institutions in Nigeria, appointment to head different units, sections, departments, faculties, etc., should be based on the leader's good qualities, his competence in relations to his area of specialization, and his ways in applying the different leadership styles effectively. Appointments should not be based on ethnicity, religion, political affiliation, membership of cult and ability to be corrupt. Most times these appointments are given without taking cognizance if the individual is knowledgeable in the area he is being appointed.

Leadership is all about influence or the act of controlling people in order to achieve organization goals and objectives. The strength of an effective control system in the educational institutions is for the leaders to have the qualities of being inspiring, courageous, visionary, flexible, innovative, imaginative, experimental, integrious, passionate and charming.

## Recommendations

This paper has examined how good qualities are crucial in leadership and the effective control of the higher educational institutions in Nigeria. The study shows that nothing progresses without leaders with good qualities. Things can only be corrected and put in order only with skilled and good qualities leaders placed in strategic position. Leaders that are knowledgeable, skilled, and possesses the good quality leadership has the capacity to influence others and legitimizes leadership. This study proves that of higher institutional leadership should not be given to people who do not possess good qualities of leadership.

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