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LEADERSHIP AND SCHOOL MANAGEMENT

Torukwein M. DAVID-WEST

Department of Educational Management

Ignatius Ajuru University of Education, Port Harcourt, Nigeria

torukweindavidwest@yahoo.com

ABSTRACT

The concern of this study is to examine leadership and school Management in Nigeria. Since the whole art of school management involves leadership, the study carefully X-rayed the meaning of leadership as social influencing process for the attainment of coveted goals. Leadership as it relates to power and authority was highlighted. The three key principles of delegation of responsibility and authority - parity of responsibility and authority, absoluteness of accountability and the principle of unity of command was articulated. The researcher extensively captured in the study qualities of leadership and the types of leadership. The various theories of leadership-McGregor X and Y, Blake and Mouton managerial Grid, Fred Fieldler's contingency, Reddin's 3-Dimensional, Path-Goal, Vroom-Yetton, Tannebaum and Schmidt, Hersey and Blanchard life-Circle, Ouchi Z, and Chester Barnard theories were identified and sufficiently discussed. A good school manager is the one that satisfy the plight or needs of the subordinates and that of the goals of the organization (goal congruency). Conclusively, an educational administrator blends the conceptual skill, human relation skill and technical skill via effective leadership for the purpose of achieving predetermined educational objectives. It was recommended among others that school managers should involve all stakeholders in the decision making

Keywords: Leadership, Management, School, Autocratic, Democratic, Laissez-faire.

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INTRODUCTION

The whole art of school management involves leadership; whether in formal or informal organization. The leader makes decisions which determine both organizational or institutional purpose and the means by which that purpose is fulfilled. The leader's action determines whether the potential of the educational institutions or organizations members will be actualized or lie dormant and whether the emotional tone of the educational institution or organization will be characterized by warmth and enthusiasm or coldness and apathy. A leader is one who influences

the behaviour of others. If that is true, it then means that conditioning, motivation, recognition of personality differences and group dynamics and so on, are part of leadership. The term leadership can be said to be multifaceted. Leadership in school administration is key and vital in accomplishment of educational programmes and goals. Because of the importance of leadership in institutional or organizational process, it has become a subject of every day inquiries investigations by scholars of educational administration. The result of the investigation is varying definitions and theories. As Koko (2005) pointed out the concept of leadership has attracted diverse meanings and interpretations. Some conceive leadership based on styles while others describe it to have a relationship with personal attribute. Leaders occupy positions of formal and informal authorities and are seen as role models by their followers. A good leader must be a good follower. Leadership is expected to inspire subordinates to willingly, consistently competently and enthusiastically perform their assigned duties in the realization of coveted educational objectives. Based on the above view we can define what is meant by leadership.

Meaning of Leadership

- Leadership is the process by which one person induces others to work toward some predetermined objectives (Baridam, 1994).
- A leader is one who influences and inspires others towards the setting and attainment of coveted organizational goals (David-West & Kaegon, 2017).
- Leader is a social influencing process for the attainment of goals. A leader is the most influential person in an organization who provides direction, guide group activities and ensures that group objectives are attained. A good leader therefore is one who is capable of persuading others to move enthusiastically towards the achievement of groups (Nwachukwu, 1988).
- Leadership is the sum of activities by which a hierarchical superior voluntarily influences the behaviour of the subordinate in such a way as to efficiently achieve the organizational objectives. Leadership is seen in this context as the relationship between two or more people in which one attempts to influence the other toward the accomplishment of some goals (Awujo, 1994).
- Leadership is a process of mutual stimulation which by successful interplay of relevant deferences, controls human energy in pursuit of a common cause (Pigors in Sergiovanni and Carvers, 1980 in Koko, 2005).
- Leadership is the process of influencing the activities of an organized group towards goals setting and goal achievement (Stogdill, 1974 in Okoroma, 2000).
- Leadership is the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives (Lipham, 1964 in Abraham, 2003).
- Leadership implies influencing, motivating and relating (communicating) with people towards specific group goals. It is a social influence process that involves determining a group's objectives motivating behaviour in aid of those objectives and influencing group maintenance and culture (Lewis, Goodman and Fandt, 1995 in Nwankwo, 2014).
- Leadership implies the ability to get things done by enlisting the support and co-operation of other people within the system (Adesina, 1990).

- A leader is the most influential person in an organization (school system) who provides direction, guides group activities and ensures that group objectives are attained in the realization of changing the behavioural pattern of the learner.

From the above definitions, three (3) major components of leadership distinctly stood out which include the following:

- An attribute of an office or position;
- A characteristic of a person;
- A category of actual behaviour

Two Inescapable Related Concepts to Leadership

They include: “Power” and “authority”. These two concepts are always associated with managerial or administrative function. Power and authority gives the school manager the impetus to make certain assumptions about his subordinates.

Leadership and Power

Leadership cannot be mentioned without power. In any organization or institution, it is the power wielded by the leader that makes him/her to succeed. To be a leader, one must have followers; to have followers, one must have power to ensure that they do as directed. A leader who is establishing power relationship, there is consideration for the subordinates; but a leader who concentrates on the organization have no consideration for the plight or needs of the subordinates but to the organizational goals. In this case, power is the ability to influence the behaviour of other members’ performances through economical or other means. Under this arrangement the school manager influences others through sanctions like query, seizure of salary, suspension, and so on. Such leader or school manager can do or undo the subordinates. In order not to suffer sanctions from the leader or school manager, the subordinates are forced or coerced to strictly adhere to instructions from the leader. Obedience to power is assured by fear of the application of sanction. The school manager uses the power at his disposition to influence his subordinates behaviour as show in figure 1.

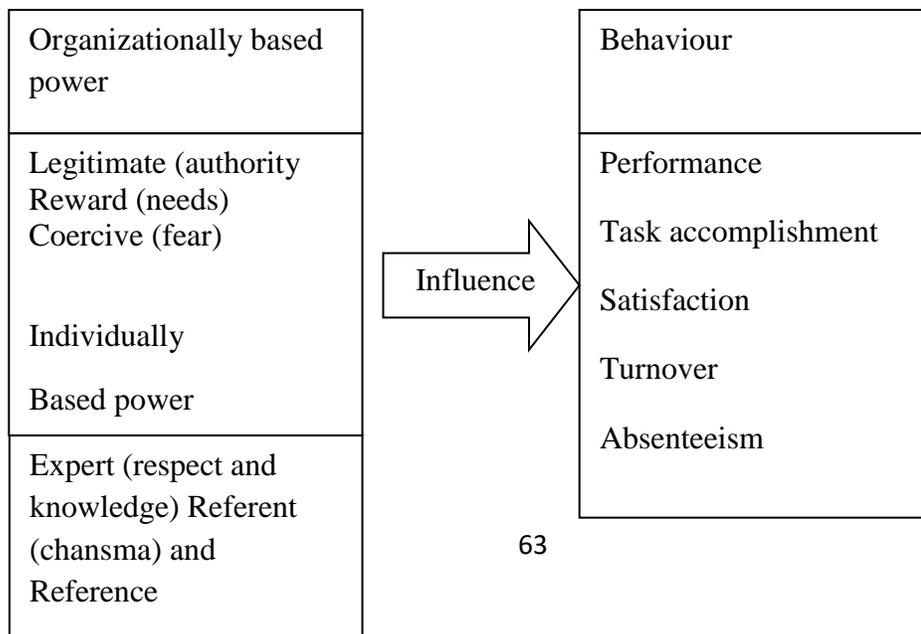


Figure 1: Relationship between power influence and behaviour (Awujo, 1994)

- Power is the capacity to make others do what they would not ordinarily have done of their own accord;
- An act or capacity of causing changes designed by an individual;
- An ability to cause or prevent changes that one considers harmful;
- An ability to influence others through the instrumentalities of sanctions;
- Educational managers should use power for effective school management aimed at the attainment of coveted educational goals.

Leadership and Authority

Like power, authority is an important aspect of leadership function or position. Authority is one of the “glues” or “supports that hold an organization together. Leadership position is often associated with certain “right” to decide and command as well as right to do something. Unlike power, authority primarily involves legitimate related influence authority is the power which accrues to an individual as a result of the position he holds in an organization or institution.

It is the power which is lawful and conforms with accepted social norms. Authority is the power to require and receive submission or the right to expect obedience”. Unlike obedience the authority is secured through the fact that the commands of authority are lawful. In the school system, the school manager (head mistress, principal, rector, provost, vice chancellor) uses the authority vested on them to issues an instruction to the teaching and non-teaching staff and expects obedience; and the subordinates in turn, expects management or school authorities to settle the interest of the workers. When this happens, the productivity level of workers will increase without placing any sanctions on workers. The authority enjoyed by the leader can also be delegated to subordinate body, observing the three (3) key principles of delegation namely:

- Parity of responsibility and authority;
- Absoluteness of accountability;
- The principle of unity of command.

Parity of responsibility and authority means that responsibility giving to the subordinate must have a commensurate authority so that the delegated power can control his peers. Absoluteness of accountability means that the one who delegated the power should be in a good position to control the delegated power. This is because, if there is anything wrong, the one who delegated the power will answer for the delegated body.

The principle of unity of command means that a subordinate at every point in time in the organizational hierarchy must answer to only one boss at a time so as to maintain the chain of command.

Subordinates in the school system that promote and respect constituted authorities will enjoy the cooperation of their leaders. This no doubt, will make for effective and efficient school system aimed at achieving predetermined educational objectives.

QUALITIES OF A LEADER

Organizations prefer to have supervisors/executives/managers who are also the custodians and leaders of system enthusiastically moving the organization forward and into greater achievement. Experts are sharply divided over whether leadership can be taught in the classroom or not. However the experts agreed on some of the basic qualities of a leader as stated by Peretomode (2001) which included the following:

- A vision and set goals;
- Takes reasonable risk;
- Hires leaders;
- Delegates authority and responsibility;
- Share the glory of the organization;
- Takes responsibility;
- Is congruent;
- He is trusted;
- Has sense of humour;
- He is consistent;
- Team builder

Other qualities include:

- Drive;
- Decisiveness;
- Judgement;
- Organizing ability;
- Emotional maturity;
- Accessibility/approach ability;
- Effective communication including listening ability;
- Initiative;
- Integrity;
- Adaptability;
- Stamina;
- Tolerance/human understanding;
- Being supportive of staff

Types of Leadership

From existing leadership theories, we shall outline some of the types of leadership as follows:

- **Nomothetic or normative leader:** seeks conformity and control by the use of rewards and penalties mechanism as instruments or means of achieving set organizational goals.
- **Idiographic leader:** emphasizes individual needs rather than institutional goals or objectives. The leader tend to realize that the individual worker has peculiar characteristic which cannot be overlooked in work setting, hence attempt is made to diffuse the influence of leaders on subordinates and embark on minimum role definition.
- **Transactional Leader:** is a combination of or an attempt to abridge institution requirements or goals and individual needs. The institutional administration who adopts this leadership position seeks to strike a balance between organizational goals and the needs of people that work for the system. In other words, the transactional leader is like a situational leader who moves towards ensuring that institutional gaols are achieved when the need arises at one time and moves towards ensuring that the needs of the people are met when the need arises at another time.
- **Exploitation-Authoritative Leader:** This kind of leader makes all the work-related decisions, set standards and method of performance. The leader has little feeling of trust and confidence in the subordinates.
- **Benevolent-Authoritative Leader:** Leader issues instruction, subordinates have a feeling of consultation before decisions are made, subordinates are treated like children and are aware of the leaders benevolence and thus careful when dealing with them. The leader uses high task-orientation (TO) and a low relationship orientation (RO) in a situation where such behaviour is needed. This type of leader can be regarded as dedicated leader who knows what he wants and how to get it without creating resentment.
- **Consultative Leadership System:** Is where a leader sets institutional goals and issues orders after consulting the subordinates. Subordinates are at liberty to discuss work-related matters with the leaders and are motivated to perform in the realization of predetermined organizational (school) objectives.
- **Participative Leadership System:** This is the type of leadership that goals are set and work-related decisions are made by the work group. The principle of supportive relationships and high goals performance are emphasized. It can be rightly referred to as democratic type of leadership/style.
- **Executive Leadership:** High task-orientation (TO) and high relationship orientation (RO) in situation where necessary. Such a leader is a good motivator, sets high standard, recognizes individual differences and utilizes team management, such leader can be regarded as integrated leader.
- **Developer Leadership:** The leader concentrates on high relationship-orientation (RO) and minimum concern to high task orientation (TO). The school leader using this type of leadership system has implicit trust and confidence in people and is mainly concerned with developing them as individuals.
- **Bureaucrat Leadership:** This type of leadership uses low task-orientation (TO) and a low relationship circumstances. The bureaucratic leader is equally a separated leader who is not more effective. He is interested in rules and procedures and seeks to maintain and control situations by using them.
- **Compromise Leadership:** This leadership is marked by concern for high Task-Orientation (TO) and high Relationship-Oriental (RO) in a situation that demands a high orientation to one or neither and who is less effective. Although, such a leader falls

within the integrated leader category, it is seen as poor decision-maker who allows every pressure in a situation to influence his decision.

- **Missionary Leadership:** This leader gives high concern to people and Relationship-Orientation (RO) and low concern to the Task Orientation (TO) and Relationship-Orientation (RO) in a situation where such behaviour is inappropriate. This leader is just a “do good” who values harmony as an end in itself. The missionary leader is less effective and interest in harmony of work and interests.
- **Autocrat Leader:** Uses a high task-orientation (TO) and a low relationship-orientation(RO). Such a leader can also be referred to as dedicated leader who is effective and has no confidence in others, but highly interested in the immediate job.
- **Deserter Leadership:** This is a leader that combines low Task-Orientation (TO) and low Relationship-Orientation (RO) in situations where such styles is inappropriate and less effective. The deserter leader is a separated leader. He is involved and also passive.

From the above types of leadership, we deduced three (3) types of leadership namely:

- Autocratic leadership;
- Democratic leadership;
- Laissez-faire leadership

The characteristics of each type as embedded in Abraham (2003) include the following:

Autocratic Leader

- The leader determines all policies;
- He makes all rules and decisions;
- Does not welcome suggestions;
- He is a totalitarian, a dictator and really authoritarian (he leads by force) and with threat;
- He assigns work partners;
- He punishes often for non- compliance or unsatisfactory job;
- When task is well done, he does not praise openly;
- He is stern;
- He is task/production-oriented (officious);
- He is not sympathetic to subordinates.

Democratic Leader

- He is friendly with group members while still maintaining a respectable distance;
- He involves subordinates/group members in decisions-making and in enacting rules;
- He welcomes suggestion and opinion of group members;
- He allows group members to choose their work partners.
- He praises subordinates when task is effectively performed;
- He leads by consultation.

Laissez-Faire Leader

- Allows subordinates to take decisions with minimum input (if at all) from him;
- Gives subordinates indefinite independence and freedom;
- He is usually aloof;
- Allows group members to set their own goals and pursue them at their own pace, and through any means they may choose.

Note: Although the democratic leadership appears better than the other two, no one is an all round best for all situation. The school manager should choose or match leadership styles or types with the situation that will enable them exhibit a high level of consideration towards their staff and still have a firm grip towards the attainment of organizational goals.

Theories of Leadership

Douglas McGregor X and Y theory (1960) He likened the theories to ideal types of management or administrative approach. Theory x is based on the classical belief that man is gullible, not very bright and a ready dupe, inherently self-centred, indifferent to institutional or organizational needs, is by nature resistant to innovative and change, lacks ambition, dislikes responsibilities and prefers to be led; that the average man dislikes work and will avoid it if possible hence employees need to be coerced, controlled, directed and threatened with punishment, that the average man is by nature indolent. Theory x is pro-management. It sees man as an element that need to be guided by management in order to accomplish its set goals. Although theory x has some inherent weakness, it seems to apply in educational institutions. The pattern of leadership in the school system tends toward close supervision, direction, external control and authoritarianism.

Theory Y of McGregor leadership style is a departure from theory x which contended that man is not by nature passive and resistant to organizational and institutional needs, that man has the capacity to assume responsibilities and direct behaviour toward group interest; that external control and threat are not only means of bringing about commitment to work, that the average man learns under proper conditions not only to accept but to seek responsibilities; that commitment to institutional goals is a function of reward and motivation system. Theory Y is less authoritarian leadership behaviour and it is anti-management but pro-people. Theory Y encourages delegation of power to lower cadre of workers, make workers work less boring, increase the free flow of information and communication within the system.

Blake and Mouton Managerial Grid Theory (1964)

This theory recognized two dimensions of leadership behaviour-concern for people and concern for production (Peretomode, 1991). It is the belief of the researchers that theoretically, there are as many as eighty-one (81) leadership styles which coalesced into five (5) dominant style namely: 1,1;1,9;5,5;9,1; and 9,9

The style 1,1 have low concern for production and low concern for people which tilt towards a laissez-faire leadership because the leader exerts minimum efforts in accomplishing task.

leader will perform best. While the relationship motivated leader performs best in situations where he has moderate educational favourableness in terms of power control and influence.

Reddin's 3-Dimensional Theory of Leadership Behaviour (1970)

Reddin adopted the Blake and Mouton Grid but expanded the concept to include the element of leadership effectiveness. He identified four (4) styles-integrated, separated, dedicated and related; each of the style has effective and ineffective expression leading to eight (8) distinct leadership styles as discussed earlier in this work namely:

Effective Styles

- Executive;
- Developer;
- Benevolent-autocrat;
- Bureaucrat.

Ineffective Styles

- Compromise;
- Missionary;
- Autocrat;
- Deserter.

In furtherance of his theory Reddin introduced the concept of style flex in leadership behaviour identifying four (4) types of style flex namely:

- **Style flexibility:** Refers to the extent to which a leader changes his styles in accordance with the changing situation.
- **Drift Style:** Leader changes his style of leadership inappropriately.
- **Style Resilience:** Refers to the ability of a leader to maintain correct style of leadership behaviour under duress.
- **Style Rigidity:** Refers to the maintenance of appropriate style

Path-Goal Theory

This is a contingency model of leadership made popular by Robert J. House in 1971 and 1973. He argued that leadership style is based on the willingness of the leader to assist followers and the need of the subordinates for such assistance. For him, effectiveness is determined by the extent to which the leader's behaviour improves subordinates performance, enhance the acceptance of leader and achievement of effective school management. According to the scholar, the leaders motivate their subordinates toward goal attainment by:

- Clearly identifying the outcomes that subordinates are trying to obtain from the work environment.

- Reward subordinates with the outcomes for high performance and achievement of work objectives.
- Clarify the paths leading to the realization of subordinates' work goals.

Four (4) basic behaviours identified by the theory that motivate subordinates include:

- Directive leadership;
- Achievement-oriented leadership;
- Participative leadership;
- Supportive leadership

Vroom-Yetton Theory (1975)

This theory focuses inter alia, on subordinates participation in decision-making. The theorists believe that effectiveness of leader's choice of action is dependent upon the properties of the situation at hand makes distinction between two model of decision-making problems- individual and group decision making problems. They identified four (4) leadership styles namely: autocratic, consultative, delegation and group. The leader who adopts the group style shares specific problem of administration with subordinates and together they discuss and analyse the problem and find possible solution in an atmosphere of free and open exchange of information.

Tannebaum and Schmidt Theory (1973)

The theory which possesses contingency prescription suggests that leaders should be flexible and should not confine themselves to either autocratic or democratic style. According to the theorists, a leader should consider three (3) elements before deciding the leadership style to adopt viz: the forces in the leader, subordinates and the situation:

- The forces in the leader bothers on how the leader behaves in any specific situation. The leader's value system, background and personal experiences, knowledge, confidence in subordinates and security will obviously influence his behaviour at any time.
- Elements in the subordinates such as individual behaviour patterns, experience, knowledge and expectations in life affect their personalities and attitude.
- The situational elements comprise of the nature of task of subordinates, climate, environment, group effectiveness, time pressure and nature of problem.

This theory states that an effective leader should not be autocratic/authoritative or democratic but should be flexible enough to choose a style that conforms with the nature of administrative problem that he has.

Hersey and Blanchard life circle theory (1982)

The theory from the Ohio State University identified four (4) leadership styles-participating, selling, delegation and telling. This model states that:

- When the group is very immature, a task-oriented leadership style is most effective. This is also called the telling style.
- When the group is moderately immature, a dynamic leadership style, high-task and high-relationship behaviour is most effective. This is also called the selling style.
- When the group is moderately mature, a relationship –oriented leadership style is most effective. This is also the participating style.
- When the group is very mature, a passive leadership style is most effective. This is also called the delegating style.

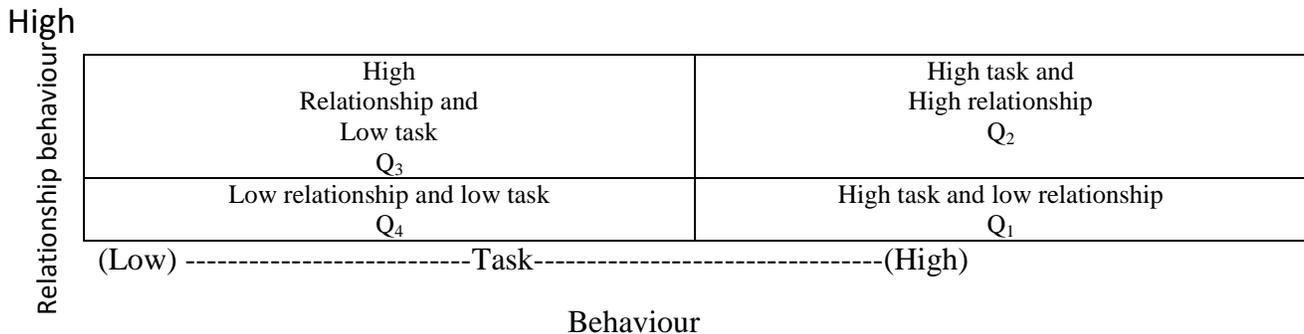


Figure 2: Hersey and Blanchard’s leadership styles in Awujo (1994)

Ouchi Theory Z (1981)

This theory stresses that workers are the key to increased performance and efficiency in an organization. It concerns itself on the organizational and behavioural aspects of management. It is believed that productivity is dependent upon commitment to overall intimacy, trust participative decision making. The theory proposes long term employment, collective decision making, slow assessment and promotion, formal control with explicit measure, moderate specialized career and holistic concern for people including the family. Theory Z is not without flaw. In Japan where the study was carried out, the concept of hierarchy and authority are highly observed but not so with USA or Nigeria. The Ouchi theory is not exactly a solution to administrative or leadership problem in an organization.

Behaviuoral theory (Chester Barnard)

His theory stresses that decision making is the fundamental process of behaviour and performance within organization. He proposed a new concept of authority and argued that organizations could be analysed in terms of decision making information flows. The organization is an information-processing decision system, and understanding of the way in which people attend to or process information will lead to knowledge of implicit and explicit policies that guide their choices and decision. Important to the work are information processing, the search for alternatives, coping with environmental constraints and organizational learning. The study sees the organization as a structure of decision makers acting at times as individuals and at other times as groups. The group perceive management as engaged in constant selection of courses of action from available alternatives.

CONCLUSION

The entire administration of school revolves around effectiveness of leadership in the task of coordinating the human and material resources for the attainment of stated educational goals. A good leader therefore is one who is capable of persuading others to move enthusiastically towards the achievement of group goals. For effective administration of schools, educational managers need to maintain goal congruency by satisfying the needs of the subordinates as well as the goals of the organization in the realization of coveted institutional objectives.

Recommendations

- Educational managers should involve stakeholders in the decision making process that concern them for effective school administration;
- The three key principles of delegation of responsibility and authority should be effectively injected and followed in the school system for effective teachers' service delivery;
- Government should ensure that appointed school managers have the required qualities of leadership to achieve the desired institutional targets;
- School managers should choose and match leadership styles with the situation that will enable them exhibit a high level of consideration towards their staff and still have a firm grip towards the attainment of organizational goals;
- Since the school exist for good and will continue to exist for the sake of learner, school leadership should put in place effective teaching and learning process geared toward learners' behavioral change.

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