

# Implications of Leadership Style on School Administration System

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**Abstract:** Leadership is one of the inevitable characteristics of every normal human being. Hence, every one of us plays leadership role in one way or the other in our dealings in life. Therefore, in the exhibition of our leadership roles, we make use of one type of leadership style or the other, which navigates us, and which its ends result is either prone to success or failure. However, this study examines the implications of leadership style in school administration system. A descriptive survey type with structured questionnaire used to gather facts from 500 respondents who are the teachers at various schools in Oye-Ekit, Ekiti State, Nigeria. Findings revealed that, leadership style plays essential roles in the school administration system and the recommendations were made accordingly.

**Keywords:** leadership, leadership styles, school administration, school setting, school head and organization.

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## 1. INTRODUCTION

In life, in one way or the other, we have one or two people under our care or control directly or indirectly. However, unknown to us or knowingly, we are put into positions of leadership through been given responsibilities and expectations. More importantly, in the process of our leadership control, our characters in the leadership positions actually define us of whom we are and what we may eventually actualize afterwards. Therefore, in the true sense of it, leadership is been attached with one leadership style or the other and which enables every leader to run the system to its either success or failure. It is evident that, ever-responsible leader who desires success ought to work appropriately and accordingly with the team members in the path to attaining organizational goals because inability to actualizing such goals makes such, an unsuccessful leader.

Hence, it becomes painful because some school leaders lost focus in the manner of their leadership control and as so, it affects other factors that may enhance the process of achieving the institutional objectives. Thus, it borders on the type of leadership style exhibits in the course of, directing, staffing, allocation of resources, time management and the likes. Moreover, the leadership and the type of leadership styles have great influence on the rate of growth and advancement of any school.

For the sake of clarity and proper understanding of this study, there is a need to examine the concept of leadership and leadership style separately. In fact, doing it this way would show at glance the beauty of this research and the intent of this work. In fact, it will eventually become a mirror for those who are in the position of leadership in intimating them to the best practice in the course of discharging responsibilities towards attainment of success.

In the view of Lunenburg and Ornstein (2013), leadership is a process by which individual affects other group members to achieve the defined success or organizational objectives. Here, it shows that, leadership involves exercising influence on members of a group with the purpose of attaining set of predetermined organizational goals. However, Eboru (2016) makes support that, leadership is a major concern to organizations and the focus of several researches due to its significant role in determining the success of organization. With this argument, it means that, the success of any institution or organization depends on its leadership. Realizably, leadership entails interpersonal relationship and influence on others through communication process in order to achieve set of objects and goals despite of all odds. Leadership is an art of accomplishing more than the science of management says is possible Mc Gowan & miller (2001).

In fact, leadership is one of pivotal factors, which enhances organization to grow stronger and larger at any point in time and up to any desired level or stage of expansion. Hence, where it seems to be a leadership problem, such an organization or institution either of profit making or of nonprofit making may eventually collapse or ended as failing in its goals attainment. Machumu and Kaitila (2014) argue that, leadership is a process of interaction between leaders and followers where leaders attempt to influence followers where to achieve a common goal. Therefore, there ought to be an ideally healthy and formal interaction among all members of organization from the top position to the least through the exercise of positive influence by the organizational leadership. It is the responsibilities of every institutional member to contribute their parts, which would later form a whole and become meaningful effort for the benefits and actualization of the predetermined objectives. School heads at various schools are enjoin to make themselves as servant leaders who would not only direct but jointly collaborate with every member of staff in making the work done for the great benefit of all and institution at large.

It becomes imperative for every leader in the positions of authority to act like a servant-leader who is eager to serve and employ more of a democratic foundation as to making decisions and passing judgment. This attitude would make a leader to see as not only one doing it but all involved in the journey of goals attainment. Moreover, every member would be able to see one another as part of the system whose organizational goals achievement are by all-efforts and all-making glory. In the same vein, Ezenwa (2005) sees leadership as an act of influencing people so that they strive together willingly and enthusiastically towards the goals and objectives accomplishment. It is at glance that, a leader has little or nothing to do alone but much to actualize when they work and collaborate together with members with zeal and determination.

Evidently, it is glaring that, all organizational goals attainment cannot be all-accomplished by individual single effort but through collective responsibilities and commitment. The efforts of the members have to complement one another in the process of performing individual duties and responsibilities. Therefore, responsible leaders need to maintain good rapport with every member of staff using effective style of leadership.

A leader cannot function without using a leadership style or engaging in different types of leadership styles in the course of discharging duties and responsibilities. In fact, it brings enablement in the struggle for discharging the expected responsibilities in the organization. In this regard, Shamaki (2015) describes leadership style as pattern or collection of leadership behaviour that characterized a given leader. It is evident that, leadership style represents a character adopts and exhibits in the process of discharging duties, which brings about enhancement in order to be successful in the goal achievement. From this perspective, leadership style remains as parts of being among key factors needed for the survival and progress of any set up institution.

The style of leadership exhibits is different from one leader to another. At the same time, leaders should essentially realize and channel their efforts and their leadership style to members' group growth and organizational benefit rather for their selfish or personal gain. This idea would not only ease the work of leaders but also, save them from unnecessary stress and make them better off in the course of organizational goal attainments either in school settings or in any other organization.

In the view of Wati (2010) concludes that, leadership style has to do with the way leaders influence others or subordinates in such a way that the person is willing to do the will of the leadership to achieve organizational goals although personally it may be unpopular. Leadership style makes leader to compel the members of the group to work in a direction, which would enable them actualise the organizational goals and attainment of the objectives. It is essential that, leaders have to engage themselves by using leadership style in the process of running the affairs of the institutions. If not, it may be difficult to have any meaningful success at end of the day.

Leadership style deals with is a way and manner of approach towards implementation of plans, motivation of group members and provision of direction in course of leadership. Effendi (1992) argues that, style of leadership involves how a leader carries out activities with the efforts to guide, direct and control the thoughts, feelings or behaviour of some people to achieve certain goals.

### **Types of Leadership Styles:**

There are various types of leadership styles as noted by some scholars. On this note, and for the purpose of this work, democratic leadership style, autocratic leadership style, laissez-faire leadership style, pseudo-democratic leadership style, transactional leadership style would be in focus. However, in real sense of life, it may be difficult for a leader to exhibits a single type of leadership style in the course of administration.

**Democratic Leadership style:**

This is type of leadership style may as well be called participative style. It is a type of style, which demonstrates respect for everybody in the organization. It allows subordinates to freely involved in the decision and policy making in the organization. In this type of leadership style, decision-making is through consultation, deliberation and participation among members of the group.

**Autocratic Leadership Style:**

Here, a leader is production centered at the expense of human consideration. At the same time, there is little or no respect accords to members of the group. A leader makes decisions and dictates duties and assignments without consulting the subordinates for their contributions. This type of leadership style involves force and coercion in the process of exercising leadership on the people. Thereby, interpersonal relationship is affected, communication becomes intractable and there is absence of deregulation of authority.

**Laissez-faire Leadership Style:**

This is a French word, which means; let us do what we want. This leadership style allows members of the organization to do whatever they like in the course of discharging their duties and responsibilities in the organization. This style is characterized with complete freedom and nonchalant attitudes. The behaviour of a leader who displays this style shows little task for direction, complete individual freedom, no appraisal or regulation of performance.

**Pseudo-democratic Leadership Style:**

In this type of leadership style, a leader pretends to be democratic in behaviour but intentionally autocratic. The leader would engage members of the group in making suggestions and opinions on organizational matters but would eventually discard their suggestions and pieces of advice given. In fact, such a leader has format for decision-making and the members of the group then have no choice than complete obedient to the leader's suggestions and conclusions to issues.

**Transactional Leadership Style:**

This leadership style is in form of derive demand. Here, a leader realises the need to achieve the goals of the organization and at same time make sure is concerned with needs of members too. Actually, a leader is job oriented but at same time, concerned with members' welfare. Such leader sees individuals' needs as strive toward achieving organizational goals.

However, school administration is a very challenging one with dynamism in leadership. Moreover, school administration involves a great task and by the nature of school itself, and, is a long-term investment. Badarna and Ashour (2016) put forward that, school administration is considered as one of the most important areas of administration and the greatest one in the community, and in which its role is no longer limited to implementation of educational policies and objectives but has become responsible for raising generations and qualifying them in a rapidly changing era. With this, school administration subsumed with challenging multi tasks and which need absolute school leaders' performance if purpose of setting up school either by government or by individual must be achieved.

The role-play by school heads is highly immense. It forms to be part of the duties and responsibilities of school administration to enforce discipline both on the students and on members of staff as to seeing that there is no deflection on path of making progress and success. Where there is no discipline, there is no doubt that such an institutional set up would not make any meaningful prospect. Hence, members of staff both in teaching and in non-teaching play significant roles as to making sure that, the students are trained both in character and in education through the proper leadership of school administration. Zahran (2012) laments that, school administration is a basic in the path to helping students grow well in all areas of ramifications as to becoming global citizens and as well responsible to themselves.

School heads should enjoin themselves by constantly getting in touch and provide the necessary information to members of staff and students for the smooth running of the day-to-day activities of the school. Constant communication with group members is paramount in school administration. Every person concerned with school running system need to be updated with situation of things as regard to school activities. This will enhance smooth running of the school administration and activities largely. In view of this, Oladimeji (2018) posits that, communication is the process of exchanging information between or among individuals, groups, institutions or organizations in oral, written, sign forms or through any available means. A responsible school head needs to understand why it is imperative to make room for a

reasonable friendly environment for everybody working around him or her. This will create an enabling and foster cordial relationship that would make room for school to witness effectiveness and efficiency for the great benefit of the school at the end.

Importantly, school administration is essentially responsible for its leadership, welfare, training, monitoring and enforcement of discipline on members of staff and students. Faulkner (2015) notes that, school administration should constantly follow up students' problems and issues, monitors and provides solutions. It is necessary to know that, students are not expected to only be trained in academically path alone but also in character training in order to turn out to be the instruments of positive change for the good of humanity. The school administration need to show being responsible in all ramifications. Then, it would enable the students to have sense of belonging and feelings that they are important and valued. Thereby, making them have positive push to improving on their academic performances and training in the path of leadership as well.

## 2. THEORITICAL FRAMEWORK

The researcher uses goal-setting theory of motivation to support this study. In 1960, Edwin Locke put forward goal-setting theory of motivation. However, this study examines the implications of leadership style on school administration system. Therefore, from the observation, leaders in various organizations such as in the school settings and as well as in the other institutional set up, direct the affairs of the organizations so as to achieve predetermined set of goals for which they are set up to attain. Lunenburg (2011) put forward that, Locke and Lattam provided a well-developed theory of motivation, which emphasizes on the important relationship between goals and task performance. The theorists observed that, once there is a disassociation between the targeted goals and the task performance to actualize the goals, it would result into waste of efforts and resources and concluded that goals and task performance ought to have important relationship.

The school heads' leadership styles have strong influence on the subordinates' performance and educational goals. Closely related, it has been put forward by goal-setting theory of motivation that performance affects goals. Leadership style of a leader would surely have either negative or positive influence on the performance of the workers and it goes a long way in making influence on the attainment of organizational goals. No wonder Locke and Lattam (2002) conclude that, goals have pervasive influence on the employees' behaviour and performance in organization and management practices. Really, goal-setting gives indication and direction to members of a group in respect to what needed to be done and efforts required in attaining such goals. In fact, due to the positive influence of goal setting theory of motivation, DuBrin (2012) argues that, managers widely accept goal setting as means to improving and sustaining performance. Hence, goal-setting theory of motivation is powerful and it is a practical technique to motivating members of organization in a direction towards goal attainment.

Lunenburg (2011) submits that, research supports predictions that the most effective performance seems to result from when goals are specific, challenging, and when used to evaluate performance and linked to feedback on results and create commitment and acceptance. A responsible school head should bear ways of attaining goals in mind and put them into meaningful practice. Then, when engaging in any form of leadership style, the set of goals must be materialized by motivating subordinates towards the direction that would make them have willingness for goals attainment. Moreover, the sets of goals need to be specific, clear and challenging and the same time; there is a need for constant feedback in order to give room for direction and good performance of the assigned tasks.

In a true sense of it, goal-setting theory of motivation is unique and can be technically used to raise incentives by school heads or school administration for the purpose to work effectively and efficiently in order to have better task performance through increment in effort, motivation and constant feedback on task performance.

### STATEMENT OF THE PROBLEM:

It is imperative to note that, school head plays important roles in the process of running school administration for the intent of actualizing the purpose of setting up school either by private or publicly by ownership. It is as well glaring and noticeable that students spend much of their active hours under the experienced school mentorship and competent school administration for the purpose of training in academics and character building. Hence, there is no doubt that much is expected from school in the areas of performing its social responsibilities and roles and which can be actualized through effective and efficient school administration.

However, it is painful that the styles of leadership put into practices by some school heads in the process of school administration do not worth it, and have brought about many negative effects on some school members, and at same time, becoming hindrances on goals attainment. Realizably, the limited resources that are committed under the care of some school heads are seriously witnessing poor management and maintenance. This is due to the poor display and destructive style of leadership in handling school administration matters and issues.

Therefore, it is essential and becomes a matter of necessity to look deeply into the implication of school heads' leadership style on school administration system and find out the causes of its associated problems and providing well-researched solutions to these problems. Thereby, giving useful recommendations for every great mind interested in the success of leadership of school heads administration for the benefits and prospects of the education sector as whole.

### RESEARCH QUESTIONS:

1. What is the extent of democratic leadership style of the school head in the course of running school toward goals attainment?
2. What level does the school head operates autocratic leadership style in the process of enforcing discipline on members of staff and students?
3. Does the school head show lassie-faire attitude on both human and non-human materials when actualizing school objectives?

### 3. METHODOLOGY

The research design used was a descriptive survey type. It helped in the collection of the appropriate information on the implication of leadership style in the school administration system from the selected secondary schools from Ekiti State, Nigeria.

#### POPULATION:

The population of the study consisted of all public and private primary and secondary schools in Oye local government of Ekiti State, Nigeria. Simple random technique was used to select 500 teachers in the selected primary and secondary schools.

#### RESEACH INSTRUMENT:

The researcher used self-structured questionnaire to collect information from the respondents. The self-structured questionnaire contained two sections, section 'A' and 'B'. The section 'A' involved the demographic data of the respondent such as sex, position, qualification and years of experience. The section 'B' involved the items related to this study. The respondents were given options to choose from strongly agree, agree, disagree and strongly disagree.

#### DATA ANALYSIS:

The responses got from the respondents through the use self-structured questionnaire were analyzed using simple frequency count and percentage scores, mean and standard deviation for the research questions under this research titled, implication of leadership style on school administration system.

### 4. RESULTS AND DISCUSSIONS

#### DEMOGRAPHICAL VARIABLES:

Table 1: Distribution of the respondents by Gender

Gender	Frequency	Percentage	Cumulative%
Male	203	40.6	40.6
Female	297	59.4	100
Total	500	100	

Table 1 above shows that, 203 or 40.6% of the respondents were male while their female counterparts were 297 or 59.4%

**Table 2: Distribution of the respondents by highest educational qualification**

S/N	Educational Qualification	Frequency	Percentage	Cumulative%
1.	NCE	161	32.5	32.2
2.	B. Ed/M. Sc	196	39.2	71.4
3.	M. Ed./M. Sc	125	25.0	96.4
4.	Ph.D	18	3.6	100.0
	Total	500	100	

From table 2 above, it reveals that 161 or 32.2 % of the teachers under this study have NCE, 196 or 39.2% have B. Ed/M. Ed, 125 or 25% have M. Ed/M. Sc and 18 or 3% have Ph.D.

**Table 3: Distribution of the Respondents by Years of Experience**

Years of Experience	Frequency	Percentage	Cumulative%
1 – 10	47	9.4	9.4
11- 20 years	131	26.2	35.6
20- 30 years	188	37.6	73.2
30 years and above	134	26.8	100
Total	500	100	

The analysis of the data collected with respect to the years of experiences of teachers has shown in table 3 indicates that, 47 or 9.4% of the teachers were between 1 to 10 years of experience, 131 or 26.2% were between 11 to 30 years, 188 or 37.6% were between 20 to 30 years while 134 or 26.8% of the respondent had above 30 years of experience.

**Table 4: Distribution of the respondents by Age**

Age	Frequency	Percentage	Cumulative%
20 – 30	6	1.2	1.2
31 - 40	94	18.8	20.0
41 -50	181	36.2	56.2
51 and above	219	43.8	100.0
Total	500	100	

Table 4 above shows that 6 or 1.2% of the respondent were between 20 - 30 years of age, 94 18.8% were between 31 - 40 years, 181 or 36.2% of the respondents were between 41 - 50 years while 219 or 43.8% of the respondents were above 51 years of age.

### RESEARCH QUESTION 1

What is the extent of democratic leadership style of the school head in the course of running school administration toward goal attainment?

Data collected with regard to Research Question 1 were analyzed descriptively using frequency counts, percentage scores, mean scores and standard deviations.

**Table 5: The Teachers' Mean Scores and Standard Deviation On The Extent of Democratic Leadership Style of The School Head In The Course of Running School Administration Toward Goal Attainment.**

SN	ITEMS	SD	D	A	SA	MEAN	ST.D
1.	The school head allows every member of school to involve in the decision making process	21 (4.2%)	70 (14.0%)	315 (63.0%)	94 (18.8%)	2.96	0.70
2.	The school head leads by examples in the course of carrying out duties and responsibilities.	9 (1.8%)	32 (6.4%)	284 (56.8%)	175 (35.0%)	3.25	0.65
3.	The school head encourages both the staff and students to work hard for the school success and their promotion.	-	32 (6.4%)	236 (47.2%)	232 (46.4%)	3.40	0.60
4.	My school head supports the improvement of staff and students' welfare in the course of leadership.	9 (1.8%)	32 (6.4%)	350 (70.0%)	109 (21.8%)	3.11	0.58
	<b>Weighted average</b>					<b>3.18</b>	<b>0.63</b>

Key: Strongly Disagree (SD) = 4, Disagree (D) =3, Agree (A) = 2 Strongly Agree (SA) = 1

The data in table 5 presents teachers' opinion on the extent of democratic leadership style displayed by the school head in the course of running school administration toward goal attainment. The analysis indicates in the item 1 that, 4.2% of the teachers strongly disagreed, 14.0% disagreed 63% agreed and while 18.8% strongly agreed that, the school head allows every member of the school in making decision. Item 2 reveals that 1.8% strongly agreed, 6.4% disagreed 56.8 agreed while 35% strongly agreed that school head leads by example in carrying out duties and responsibilities. Item 3 reveals that 6.4% disagreed, 47.2% agreed while 46.4 strongly agreed that school head motivates both staff and students to work hard for the school success and their promotion. Item 4 reveals that, 1.8% strongly disagreed, 6.4% disagreed, 70% agreed while 21.8% strongly agreed that the school head supports the improvement of staff and students welfare in the course of leadership. The means score of 2.96 in item 1, 3.25 in item 2, 3.40 in item 3 and 3.11 in item 4 indicated that teachers agreed to the various research items raised. Also, the weighted mean average of 3.18 shows that teachers agreed that school head demonstrates democratic leadership style in the course of running school administration toward goal attainment

## RESEARCH QUESTION 2

What level does the school head display autocratic leadership style in the process of enforcing discipline on members of staff and students?

Data collected with regard to Research Question 2 were analysed descriptively using frequency counts, percentage scores, mean scores and standard deviations.

**Table 6: The Mean Scores And Standard Deviation On The Level At Which The School Head Displays Autocratic Leadership Style In The Process Of Enforcing Discipline On Members Of Staff And Students.**

S/N	ITEMS	SD	D	A	SA	MEAN	ST.D
1.	The school head queries and sanctions any member of staff who fails to work with the available materials and facilities without reasons.	29 (5.8%)	71 (14.2%)	304 (60.8%)	96 (19.2%)	2.93	0.75
2.	My school head gives no room for students' truancy and members of staff's laziness.	29 (5.8%)	44 (8.8%)	167 (33.4%)	260 (52.0%)	3.31	0.86
3.	My school head requests members of staff to get permission from school authority if they would not come to work.	29 (5.8%)	----	245 (49.0)	226 (45.2%)	3.33	0.75

4.	My school head dislikes the habit of welcoming suggestions given by members of staff or students in the running affairs of the school.	143 (28.6%)	155 (31.0%)	178 (35.6%)	24 (4.8%)	2.16	0.90
<b>Weighted average</b>						<b>2.93</b>	<b>0.82</b>

Key: Strongly Disagree (SD) = 4, Disagree (D) =3, Agree (A) = 2, Strongly Agree (AS) = 1.

The data in Table 6 presents responses of the teachers for the second research question on the level at which the school head displays autocratic leadership style in the process of enforcing discipline on members of staff and students.

The item 1 indicates that 5.8% strongly disagreed, 14.2% disagreed, 60.8% agreed while 19.2% disagreed that the school head queries and sanctions any staff who fails to work with the available materials and facilities without cogent reasons. The item 2 reveals that 5.8% strongly disagreed, 8.8% disagreed, 33.4% agreed while 52% strongly agreed that the school head gives no room for students' truancy and member of staff's laziness in school. The item 3 reveals that 5.8% strongly disagreed, 49% agreed while 45.2% strongly agreed that school head requests member of staff to have granted permission from school authority if they would not come to work. The item 4 reveals that 28.6% strongly disagreed, 31% disagreed, 35.6% agreed while 4.8% strongly disagreed 36% that the school head dislikes the habit of welcoming suggestions from members of staff or students in course of running school affairs. The weighted mean average of 2.93 shows that teachers agreed that school head displays autocratic leadership style in the process of enforcing discipline on members of staff and students.

### RESEARCH QUESTION 3

What level does the school head laissez-faire attitude on both human and non-human materials course to actualize school objectives?

Data collected with regard to Research Question 3 were analysed descriptively using frequency counts, percentage scores, mean scores and standard deviations.

**Table 7: The Mean Scores And Standard Deviation On The Level At Which The School Head Laissez-Faire Acts On Both Human And Non-human Materials Course To Actualize School Objectives.**

SN	ITEM	SD	D	A	SA	MEAN	ST.D
1.	My school head exhibits poor attitudes to the maintenance of available resources by students and members of staff in the school.	38 (7.6%)	219 (43.8%)	141 (28.2%)	102 (20.4%)	2.61	0.90
2.	School head shows no concerns for the effective and efficient use of school available facilities.	102 (20.4%)	249 (49.8%)	70 (14.0%)	79 (15.8%)	2.25	1.00
3.	My school head dedicate duties and responsibilities to unqualified staff and students.	155 (31.0%)	205 (41.0%)	90 (18.0%)	50 (10.0%)	2.17	0.94
4.	School head fails to contact the appropriate quarters for provision of resources when there is need for it.	181 (36.2%)	112 (22.4%)	160 (32.0%)	47 (9.4%)	2.14	1.00
<b>Weighted average</b>						<b>2.29</b>	<b>0.96</b>

Key: Strongly Disagree (SD) = 4; Disagree (D) =3; Agree (A) = 2; Strongly Agree (A) = 1

The data in Table 7 presents the analysis of the teachers opinions on the level at which the school head laissez-faire acts on both human and non-human materials course to actualize school objectives.

The item 1 indicates that 7.6% strongly agreed, 43.8% disagreed, 28.2% agreed while 20.4% strongly agreed that the school head exhibits poor attitudes to the maintenance of available resources by students and members of staff in the school. The item 2 reveals that 20.4% strongly disagreed, 49.8% disagreed, 14% agreed while 15.8% strongly agreed that



the school head shows no concern for effective and efficient use of school available facilities. The item 3 reveals that 31% strongly disagreed, 41% disagreed, 18% agreed while 10% strongly agreed that school head dedicates duties and responsibilities to unqualified staff and students. The item 4 reveals that 36.2% strongly disagreed, 22.4% disagreed, 32% agreed while 9.4% strongly agreed that the school head fails to contact the appropriate quarters for provision of resources when there is need for it. The weighted mean average of 2.29 reveals that teachers agreed that school head laissez-faire attitudes on both human and non-human materials have no adverse effect on the actualization of the school objectives.

## 5. DISCUSSION OF THE FINDINGS

The study examines the implication of school head's leadership style on school administration system. In the research question one and the items raised under it however revealed that the school heads proven been democratic in the style of their leadership in the course of running school administration towards goal attainment. It is evidently observed going by the responses given by the teachers in the table 5. Therefore, it is highly crucial for school heads to be democratic in running the affairs of the school in order to actualize the set of goals placed before them. The findings of this study with regard to research question one collaborates with the findings of Machumu & Kaitila (2014) with their conclusion that, best performing schools use more democratic leadership style as compared with least performing schools as identified in their study.

According to research question two, it is evident that, the school heads displayed autocratic leadership style in the course of enforcing discipline on members of staff and students based on the opinions of the teachers. However, this may bring about serious side effects on the school progress and prospect. No wonder Webner (2002) is of the opinion that, group cohesion and teamwork allow greater participation and performance. At the same time, if it not well handed, it may create a blocking stone and thereby making school head finding it difficult to attain any meaningful success. No wonder Therefore, school heads should endeavour to carry along members of staff and students in the course of enforcing disciplines on members of staff and students. This process will foster cooperation, help school heads in making progress and attaining success.

The third research question as well had proven through the items raised under it that, the school head shown laissez-faire attitudes as regard to both human and non-human materials. To be factual, this may have a lot and severe implications on school administration. The school heads play essential roles in the school administration system and with expectations of been at alert to their duties and responsibilities. Normally, the school heads are expected to play meaningfully roles when it comes to taking actions on both human and non-human materials devoted for day to day running activities of the school. Then, inability to perform these essential roles are detrimental to school goals attainment. Mathibe (2007) asserts that, communicating with teams does not only ensure understanding of the present conditions in a school, it also directs the educators to work towards sustaining the competitiveness of the school.

## 6. RECOMMENDATION

The essence of setting up a school is to attain objectives, goals and aims of the education as a whole in order to increase the literacy level and to make everyone better off with the purpose of being useful and contribute meaningfully for the benefits of the societal growth and development. It is on this note that, it becomes necessary for those who are at various leadership positions within and outside school settings to vary the use of their leadership styles and maintain the one that will help the institution to attain its goals and the same time, consider the welfare of the members in the process of discharging their duties.

It is essential and it becomes part of effective leadership style of the school administration in understanding the needs of every school member and making them to work in respect to complementing the efforts of one another towards materialization of pre-determined institutional objectives. It is true that human is a complex being by nature. However, it takes ever responsible leader to having deep understand of the work environment and those that are been led.

The school administration body should support the adequate remuneration of the members of staff in the school and show concern by making sure that they work in line with prompt remuneration and other necessary benefits and not toying with the interest of members in the course of their leadership style display. This will go a long way in making every member to be committed to their primary assignments with intention to deliver their best for the success of all.

The style of leadership of the school head needs to engage the right attitudes that will tolerate motivation of school workers and students in direction that would make them to contribute the best in them for the success and prospect of the school as a whole. This will make them to foster the team spirit among one another with hope of actualizing the school goals.

There is no doubt that, the success of any organization rest most on its leadership and its style of leadership. Therefore, leaders should be careful with their leadership style and their actions. It is very essential that leaders should take cognizance of these as to making sure that both human and material resources committed under their care are not eventually becoming a waste and with no meaningful thing to show for it when the time to give account comes up.

On a final note, school administrators need to place themselves as true servant leaders. They need to be open and carry every school member and even build progressive leaders among their followers. By so doing, it would build trust and commitment in the part of the teachers and students and it may in turn leads to meaningful progress and speed up actualizing school objectives within stipulated period.

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