

Leadership in the School Organization for Values Re-Orientation

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Abstract

There are a number of patterns of behaviors which leaders adopt in their effort to direct the affairs of their followers towards the accomplishment of organizational goals, the leader's styles have significant impact on the value re-orientation of the subordinate (teacher and students) the paper therefore examined, leadership, styles of leadership, approaches to leadership, and made some recommendations, one of which is leaders, school administrators are expected to add value to the school organization and contribute meaningfully towards shaping the organizational culture and programmes of the school systems.

Key words: *leadership, school organization, re-orientation, values*

Introduction

There are two major influences that affect how employees perform educational organization. These include the type of leadership exhibited and personnel motivation. The school as an educational institution has been established in order to achieve certain goals. For these goals to be achieved there is need for a strong focus on both leadership and motivation within the school system. To allow for a successful management of the school organization, there is need for both effective leadership and motivation.

Within the school setting, an administrator is concerned with setting goals and objectives as well slyng down the road areas with which goals are to achieve (Okwori, 2005). These cannot be actualized without effective motivation of workers within the organization and application of effective leadership principles. Thus, effective leadership and motivation within the school organization are required for successful implementation of school policies, goals' achievements as well as increased organizational effectiveness and efficiency. This chapter is focused on the concept of leadership and motivation, their importance in school administration and some theories guiding them.

The Concept of Leadership

The school organization is a social set-up which pursues its goals and controls 'its performance. The person at the helm of affairs in the organization is a leader. He ensures that effectiveness, efficiency and proficiency within the organization is enhanced (Erkutlu, 2008). Leadership is establishing direction and influencing others that direction. Leadership has been defined from various points of there is yet to emerge a universally accepted definition of the Concept.

Leadership means different things to different authors. Leadership is complex process where a leader influences the people within the organization in order to accomplish a mission, task or objectives and direct the organization in a way that makes it cohesive and concurrent (North house, 2007).

Peretomode and Peretomode (2008) defined leadership as the art or process by which a member of a group or organization persuades, inspires or influences the attitudes, behaviours and actions of others or their activities so that the group or organizational members will work willingly, cooperatively and enthusiastically towards the accomplishment of set goals. According to them, leadership is the ability to awaken in the followers the desire to follow a common objective and the act of influencing the followers to cooperate towards achieving some desirable goals. From the definitions, it can be deduced that the quality of leadership is paramount to the success and survival of any organization- Leadership 'involves followers, exerting influence over organizational members, as well as helping the organization to accomplish its goals. Leadership according to Nakpodia (2009) is the process of solid influence which one person can enlist the aid and support of others, in the group for the accomplishment of a dominant task. Mgbodile (2005) described leadership as a process of influencing the activities of an organized group in an effort towards target achievement. Therefore, leadership is derived from the leader's ability to motivate, encourage and inspire the actions, behavior and beliefs of the followers to achieve organizational goals. Leadership is of huge importance groups, management, and organizations as a result of its far reaching effects on goals' attainment. A leader therefore is the one who leads, directs the activities of the group, shows others the way they should go, add value to the organization ad contributes to the shaping of organizational culture. This however, is done by applying the leadership attributes such as belief, values, ethics, character, knowledge and skills (peremode, 2012).

Styles of Leadership

There are a number of patterns of behavior which leaders adopt their effort to direct the affairs of their followers towards the accomplishment of organizational goals; the leader's styles have significant impact on the attitudes, behaviours and performances of the subordinates (teachers and students). These subordinates display various acts in terms of needs, goals, skills, talents, status, competence, knowledge, behaviours, interests, values, prejudices, and levels of perceptions and sundry traits within the school' organization (Umoren, 2001). Attempts have been made to define leadership from various points of view. Leadership styles have been examined. It has been realized' that a leader cannot exhibit one leadership style at all times.

Also the nature of the leader, group and situation has been identified as variables that determine how leaders behave and the leadership style which exist in the school system are discussed below:

Autocratic leadership style:

Autocratic style, known also as authoritarian, dictatorial or boss-centred style emphasized production even at the expense of the human considerations (Aguba, 2009). Such leader makes decisions without consulting the subordinates, here the leader is seen at the centre of authority where he makes decisions on his own, and passes such decisions to the subordinates for immediate implementation without asking questions. The leader is work-centred, instructs on tasks to be performed and when such tasks should be accomplished. He/she achieves obedience through the use of punishment, threats and quires. The leader commands and expects compliance. Egwu (2010) stated that the under this leadership style, the subordinates have no mind of their own and therefore, their opinions on issues are inconsequential. They

are mere receptacles who are expected to take information, knowledge and instructions in a most docile manner without reacting or asking questions.

According to Igbo (2002) workers under an autocratic leader work under pressure and fear thereby becoming less committed to their work and indulging in eye service. This style of leadership equally attracts tiredness to work, reduction in productivity, voluntary resignations from the organization, among other vices. For Mbipom (2000) the main concern of an autocratic leader is the achievement of the objectives of the organization and to exact conformity from workers through strict supervision and control. Aguba (2009) outlined the following as attributes of autocratic leadership.

- * The leader has little trust and faith in his subordinates.
- * He gives order and demands that should be carried out.
- * He exact conformity from subordinates through strict supervision.
- * No questions are allowed and no explanations given.
- * The leadership expected strict compliance without excuses.
- * Group members merely do what they are told.
- * Subordinates are intimidated and threatened as the leader used threats to get the work done in the organization.

Olagboye (20)4 explained that under autocratic leadership style, leadership responsibilities are not shared or delegated Group members are denied their due respect while group initiatives and creativity are discouraged. Often, group members are distracted and their welfare not properly taken care of. This makes production good only when the leader is present but drops in his absence.

Democratic Leadership Style

The democratic leadership style, equally known as participatory or Group-centred-style is an opposite of the autocratic style because democracy resides with the group and not with the leader. This leader commands respect from members of the group and gives adequate attention to their welfare, responsibilities are shared or delegated to members while group initiatives and creativity are encouraged. A democratic leader maintains good human relations, avoids the use of harsh and abusive language, allows free communication, encourages effective participation in decision making and exchange of ideas as well as motivates his workers.

Obi (2003) viewed the democratic leadership style as consultative process. In the school organization, the principal consult and accepts the inputs of the staff and students on issues concerning the progress of the school. The leader uses praise and encouraging words to induce greater commitment among the workers which leads to increase in productivity. He/she Welcomes new ideas and changes and also promotes workers' loyalty and commitment to the group members feel satisfied under a democratic leader. A feeling of responsibility is developed within the group, new ideas and changes are encouraged by the leader while and productivity are generally high (Aguba, 2009). Mbipom (2000) opined that a democratic leader is the one who discusses freely with the subordinates, appreciates team work, satisfies workers' basic needs and does not use intimidation and threats as part of his/her corrective measures. Staff under this leader work in a relaxed atmosphere and are more committed to the achievement of the organizational goals and objectives. Odoemelan (2010) maintained that staff and students under this leadership style have freedom of speech and expression which allow them to exercise initiative and creativity.

Laissez-faire Leadership Style

This leadership style is also referred to as free-rein style, subordinate or individual-centred leadership style. Here the leader allows members to make their decisions and carry them out rather than assisting them as a result of no confidence in his leadership. Igbo (2002) described it as the middle of the road style where the leader allows his workers to make decisions, about their work the way he want. He added that a laissez-faire leader does not engage in strict supervision, exercises minimum control over the activities of the workers and grants them freedom to operate as they wish.

Discipline under this leader is a problem as this leadership style leads to confusion and lots of conflict since there is no proper coordination of any good term work. Workers either give less attention to their work or abandon it and perform below expectation as they are left alone to pursue their set goals. The leader has no definite goal, no clear vision to pursue, no control over the actions of the subordinates and no confidence in dealing with the workers. In this case, morale, teamwork and productivity are generally low as the leader grants complete freedom to the subordinates.

Charismatic leadership style

A charismatic leader is a self-confident leader with some inborn traits, natural abilities, power, intelligence and characteristics which enable the leader to inspire others to obey him/her and do their work effectively.

According to Mbipom (2000) such charisma may be improved upon by learning and experience but cannot be acquired by training. As a result of the leaders' natural pleasant disposition, subordinates obey them and accept their instructions and orders and follow them. They offer maximum cooperation without questions as a result of their love, adoration and respect for the leader. Such well endowed leaders with humility, wisdom, eloquence, bravery, patience, self-sacrifice, empathy and foresight are difficult to come by. Both religious and political leaders fall into this group with Jesus Christ and Nelson Mandela as two good examples.

Approaches TO Leadership

Looking at the approaches to leadership, there are broadly three schools namely: Trait, Behavioural and Situational/Contingency approaches.

To explain leadership further, few of them will be discussed as follows:

The Trait Approach to Leadership:

The trait approach which was developed from the "Great Man" trait is a simple way of understanding why people behave the way they do. The theory assumes that people are born with certain inherent and unchangeable characteristics called traits which are stable over time and across situations and in rightful combinations make some people more suitable for leadership than others. It also assumes that people who make good leaders have a set of traits and that such effective leaders are born not made (Peretomode, 2012).

Most researches on the trait approach have identified personality traits (alertness, integrity, originality, determination, self-confidence, initiative and independence); physical characteristics (age, weight, structure, height and appearance); values and skills of successful leaders as 'factors that are associated with effective leadership. Such traits set leaders apart from followers and help organizations to select the right people as leaders (North house, 2007). North house (2000) outlined the strength of this theory to include a renewed interest in understanding the relationship between personality traits and leadership. It is also a good instrument for leaders to identify their strengths and weaknesses thereby improving upon

them. It equally has presented some benchmarks on what should be 'looked for in leaders. This therefore helps the organization to select the right people for leadership positions.

Behavioural Approach to Leadership

This leadership approach shifts its orientation from what effective leaders should have as traits and focuses on what effective leaders do while stressing on how they delegate functions, communicate with workers, motivate workers and engage them in decision making as well as how they behave towards their subordinates within an organization (Doyle and Smith, 2009), Gboegbulem et al (2011) opined that behaviours can be learned as such individuals trained in appropriate leadership behaviours can lead more effectively. The exponents of this theory intended to find out what effective leaders do. Leadership behavioural approach is interested in exploring the relationships which exist between behavioural and work group performance. The approach emphasizes the best style of leadership that would be effective and applicable in all situations. Northouse (2000) identified the strength of this theory as being supported by a wide range of studies, being focused on tasks and relationships and being useful for training and development workshops based on the assumption that leadership capability can best be learned rather than inherited.

Situational/Contingency Approach to Leadership

Situational/contingency approach to leadership is often considered as a revolutionary approach to the study of leadership, a quantum leap from the great man trait and behavioural approaches to leadership (Peretomode, 2012). This approach presumed that the effectiveness of leadership styles is contingent upon different situations. The approach equally assumed that the best type of leadership is totally determined by situational variables, (such as task, structure, position, power and subordinate skills and attitudes); forces on the leaders and the leaders' ability (i.e. how leaders lead and behave in a particular situation influence the forces operating within such, leaders e.g. their value system, experience, background, knowledge, confidence in their subordinates, leadership tendencies and security). Other determinants include forces in the subordinates (eg. their identification with the organizational goals, achievement of their decision making responsibility, when they crave for independence and freedom of action, willingness and motivation _to take on assigned tasks, among others) and forces in the situation '(e.g. organizational climate, subordinates' attitudes towards constituted authority, their effectiveness and work tasks as well as the group-effectiveness (Peretomode, 2012)

These approaches contend that there is no one best way of leading and also that leadership style varies 'according to situations. Thus, leaders who are effective at a 'particular place and time can be ineffective in another situation due to changes in certain factors around them.

Situational approach to leadership suggests that successful leadership requires a unique combination of leaders to followers and leadership situations (Oboegbulem, et al, 2011). It also emphasis in leadership as the situation demands while contingency approach is based on the premise that leadership styles are relative inflexible. This implies that leadership is a process in which the ability leader to exercise influence depends on the group task, situation and extent to which the leaders' styles, their personalities and approaches fit the group. Also, a leader with an appropriate style to match diagnosed situation should be identified and selected for the leadership to be effective.

Conclusion

Quality leadership is therefore central to the success and survival of an organization. Whenever there is a problem with the school setting, the blame is placed on the leadership.

Different situations require different leadership abilities, style and skills for success. In essence, knowing what constitutes effective leadership should be a prerequisite in the choice of school administrators.

Recommendation

Administrators should be properly informed and guided to know how to lead, motivate, inspire and sustain their staff in order to achieve targeted organizational goals and objectives. Effective leadership is therefore basic to the successful performance of organizational activities. As leaders, school administrators are expected to add value to the school organization culture and contribute meaningfully towards shaping the organizational culture and programmes of the school system. School administrators should be able to inspire, organize other staff, motivate them, have clear vision of what is to be achieved and where to lead the organization to. They should be disciplined, emotionally stable and people of wisdom. They should be able to command respect, develop confidence, encourage staff to participate in decision making and make timely decisions. Also, they should be humane, humble, dependable, open and friendly. They should hold the highest standard of honesty and integrity. In that same manner they should encourage teamwork, staff professional growth, politeness, unity and co-operation, cordial relationship as well as efficiency in handling matters and keeping of accurate records within the school organization. There is need to provide co-ordination and evaluation which when properly -done result an improvement and success of educational programmes.

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