Assessment of the Effective Leadership Styles for the Administration or Management of Secondary School System in Kwara State

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Abstract
This paper examined the conception of principals' leadership style as correlates of effective management of secondary education in Kwara State. Pragmatically, a principal in secondary school is seen as a leader that other staff member follows. Therefore, a secondary school principal is expected to exert a leadership style that is capable of building a shared sense of direction for the school and inspire school personnel to move in that direction. Further, the continuous search for appropriate leadership theory in education setting has evolved two predominant assertions; the connection between school leadership and teaching-learning process, and distribution of leadership practice among staff. Nevertheless, these assertions have emerged as what is commonly called distributed leadership and learning-centred leadership in several studies. Therefore, the theoretical assumption underpinning this paper is shared instructional leadership theory. Further, these conceptual frameworks were drawn upon and analysed explicatively from educational leadership and management theories and principles. However, emphasising the importance of principals' leadership practice in school system is not an absolute affirmation that leadership is all that matters in the school, but a factual claim that buttresses the conception that an effective educational leadership ensures optimal dedication and commitment of other stakeholders towards achieving the school's vision and missions. Conclusively, this paper complement the comprehension of the socially constructed and multi-faceted phenomena of shared instructional leadership as essential social practices that influence school effectiveness. Also, principals while applying shared instructional leadership practices should ensure adequate involvement of staff members in planning and decision making process.

Keywords: Leadership styles, Management, Secondary School System,

Introduction

Education is a process of developing intellectual capacity of a man to be individually independent, interact freely within the society, and employable; as a

result of acquired knowledge, skills, attitudes, values and competencies needed for lifetime vocation (*Day, Sammons and Leithwood*, 2011). Generally, in Nigeria secondary education is the prerequisite for young individuals getting admission into higher institutions, that is, it serves as a bond between basic education and upper education (Fasasi & Ojo, 2014).According to Organisation for Economic Co-operation and Development(OECD, 2013), shortage of educational resources in schools have a greater tendency to hinder the provision of quality education.

However, as limited resources in schools adversely affect teaching and learning activities (OECD, 2013), remedies to ameliorate such circumstance might be to ensure effective and efficient management of these resources. However, principals' leadership behaviours have been identified as one of the factors hindering achievement of the broad educational goals in Nigeria (All Nigeria Confederation of Principals of Secondary Schools 'ANCOPSS', 2017;Oyeniran, et al., 2016). According to Oyeniran et al. (2016), the leadership style exerts by the school principals, and the quality of the teachers in the schools have been identified as some of the factors hindering secondary school advancement in Nigeria. Corroborating Oyeniran and colleagues, the congress of Nigerian principals summarised that "the ethos of diligence, sacrifice and self-dignity is fast losing its place among heads of schools in Nigeria" (ANCOPSS, 2017).

Further, Oduwaiye et al. (2012) emphasized that, the archaic way of managing the schools, and unavailability of new management strategies contributes adversely to their performance. However, the problem confronting Nigerian education sector could be regarded as public-health issue which requires immediate attention from the government; this is as a result of the interrelation of the socio-economic and political development that depend immensely on the sound and quantity of the people's educational exposure (ANCOPSS, 2017).As Benoliel (2017) outlined, the school principals as instructional leaders identify major concerns in the schools, and allocate time, resources and pay adequate attention to both internal and external stakeholders so as to improve the team effectiveness and learning outcomes. Thus, the attainment of successful leadership practice is controversial, and to a large extent, subjected to the leadership behaviour exerted (Smith & Bell, 2014).Therefore, the manner by which such development and success are being accomplished in schools, to certain extent calls for scrutiny and review of leadership styles being practiced, Smith and Bell concluded.

Leadership Theories

Conceptualizing a leadership theory suggests the development of a particular leadership theory, state its usefulness, consequences and applicability in the social phenomena. Northouse (2013) asserted that propounding a theory can be of utmost importance in the advancement and enforcement of leadership which immensely benefit the majority of people in terms of improving individual, communal and occupational lives. However, while analyzing the leadership theories applicability in

the school system, the role of principal leadership practice in the development, articulation and stewardship of school's vision and missions cannot be overemphasized. Therefore, the manner by which such development and success are being accomplished in schools, to certain extent calls for scrutiny, and review of leadership style being practiced (Smith & Bell, 2014). According to Ronald (2014), conceptualizing an evolutionary trend of leadership theories assist in understanding the chronological development of these theories. And also, enablesexertion of suitable leadership style by the principal in the management of secondary school. As a result, the leadership theories could be categorized as follows:

Personality Era (Great man and Trait Leadership Theories)

The great man theory is one of the earliest theories of leadership which came into the academic circle in the beginning of the twentieth century (Northouse, 2013). The theory focused and acknowledged that every society produces a significant number of intelligent, versatile and vibrant people who are full of embodiment characters and capable of influencing and leading the masses with the superior view in their respective organizations or societies. That is, leaders are naturally born, and not made(either through human interactions or educational influence)Amzat& Yusuf (2019). However, with the advent of behavioural scientists and their in-depth research into social science, the great man theory has fallen out of the contest in academic arena (Hoffmanet al., 2011; Petriglieri, 2016).Therefore, contemporary studies suggest that leadership principles could be taught and inculcated through the means of developmental framework such as: in-service training, rotation of job assignment, knowledge transfer, provision of individualized support, delegation of authority, and intellectual stimulation, (Abdullahi, 2020).

Trait Leadership Theory

In the earlier inception of propounding theories in the field of leadership, there was a notion that certain attributes could predict success in leadership positions. This view, according to Smith and Bell (2014); Hoy and Miskel (2013), derived it ingenuity from 'Aristotelian philosophy'. A philosophical perspective, that illustrates the endowment of some humans with unique capabilities and inborn traits which distinguished them from the populace and enabled them to lead others (Hoy & Miskel, 2013; Smith & Bell, 2014). Several studies have been conducted into trait leadership theory in order to examine the view and perhaps acknowledge the fact that trait can singlehandedly predict leadership capacity; however, this move has necessitated extensive perusal of studies undertaken from 1904 to the present century on trait leadership theory (Northouse, 2013).Therefore, the scrutiny of those studies resulted in classification of common leadership traits that could be found in leaders as follows: intelligent, self-confidence, integrity, sociability, determination, tolerance, motivation, problem solving, initiative and openness (Lussier &Achua,

2010; Northouse, 2013). However, recognition grew on major leadership traits mentioned above, and conclusions were drawn that those traits can practically be developed or influenced by certain societal factors such as social-economic background and educational level (Hoy &Miskel, 2013).

Influence Era (Behavioral and Path-Goal Leadership Theories)

Behavioral leadership approach emphasis the leaders' utterances and deeds; this theory emerged as a result of dogged perseverance of researchers to identify a singular leadership style that could be applicable to all situation, the studies were undertaken via exploration of behavioral discrepancy between effective leaders and ineffective leaders to ascertaining the degree of their leadership roles in ensuring that tasks are been accomplished (Glynn & DeJordy, 2010; Lussier &Achua, 2010). These studies on the behavioral approach typically centered on the real behavior, actions and say in contrary to the qualities leader exhibit. Therefore, identifying the behavioral practice of leaders predominantly became the main variables of the empirical studies; the behavioral practice encompasses the strategic way by which a leader tackles organizational issues both internal and external, interpersonal relations and conflict resolutions (Lussier & Achua, 2010). Comparison of democratic, autocratic and laissez-faire leadership styles are usually taking into consideration while examining the leaders' behavior; favorably, democratic leadership practice has always been considered as utmost appropriate style due to its nature of team-collaboration and free participation in organization affairs (Glynn &DeJordy, 2010).

Path-Goal Leadership Theory

The path-goal theory emphasizes the practicability of a leader to influence or motivate his/her subordinates to achieve predetermined goals. As several works of literature spelled out (Lussier and Achua, 2010; Northouse, 2013) the path-goal theory is introduced to examine the motivational strength of a leader towards the subordinates in order to achieve both individual and organization objectives. To this effect, this theory specifically challenges the leadership practice or behavior of a leader; by ensuring the merging of his/her leadership style with the subordinates' inducement or inspiration (Northouse, 2013). Further, the leader is expected to ensure simplicity and clarity of the procedure to be adopted by the subordinates while carrying out the assigned tasks; the remuneration of the subordinates must be known prior to the task execution, removal of difficulties and hindrances from the task path, and lastly, adequate technical and humanitarian support should be accorded to the subordinates when the need arises (Lussier and Achua, 2010).

Situation and Contingency Era (Situational and Contingency Leadership Theories)

The situational leadership theory (SLT) evolved due to the rejection of the

notion that leaders were born, studies were undertaken in order to pinpoint on some credible qualities that could be attributed to the leaders' successfulness; the studies were basically directed towards ascertaining various dimensions of leader behavior and performance in given situations while directing and collaborating with followers to perform certain activities or tasks (Hoy &Miskel, 2013). However, several authors (Smith and Bell, 2014; Velasco, Edmonson and Slate,2012) have categorized SLT as a contingency theory or similar to it, and as behavioural theory (Glynn and DeJordy, 2010), both claims based their arguments on some validities which acknowledged that effectiveness of leadership practice contingently varies across situations. Moreover, studies that described SLT from behavioral perspective uphold the opinion that leader's conduct is either work or employee-centered.In education, Velasco et al. (2012) opined that, a school principal practicing situational leadership style could make necessary personnel and procedural changes, modify the use of his/her position of authority, and exert leadership styles as much as possible with the intention of improving educational effectiveness.

Contingency Leadership Theory

According to Northouse (2013), there are wide range of leadership approaches that could be regarded as contingency theories, however, the most prevalent contingency theory was the Fiedler's (1964, 1967; Fiedler and Garcia, 1987 – cited in da Cruz, Nunesand Pinheiro, 2011) contingency theory which was developed as a result of extensive scrutiny of the various leadership practices exerted by leaders in different works of life (Northouse 2013). There is empirical postulation by several studies (da Cruz et al., 2011; Lussier and Achua, 2010; Waters 2012) that contingency leadership theory basically emphasized that there is no absolute consensus of effective leadership practice that can be used in every circumstance, therefore, a practical consideration needs to be given to several factors such as leader's personality, subordinates and situation. In other words, contingency theory fundamentally focus on leadership practice and situation, that is, how appropriate is the leader's style to the context (Northouse, 2013).

Full Range Era (Transformational, Transactional and Laissez-faire Leadership)

The full range leadership theory is conceptualized as a constellation of leadership practices that explains certain behaviors of leaders in an organization. According to Northouse (2013), the full range leadership is a multidimensional model consists of three leadership behaviours that a leader exhibit routinely. These are transformational, transactional and laissez-faire. Nevertheless, Hoy and Miskel (2013) asserted that considering the fact that, this model (full range leadership) is lacking some crucial leadership traits, this illustrate the unsuitability of name *'full range leadership'* accorded to the model. The transformational and transactional concepts of full range leadership model originated from the work of Burns (1978).

Though, Burns referred to these concepts as transforming leadership (Hoy &Miskel, 2013; Northouse, 2013). However, the dichotomy of the three-dimensional behaviours is signified in their respective conceptualizations and components. Transformational leadership behaviour describes leader's capability to influence optimal rising of follower's morale, motivation and consciousness toward determination and attainment of organizational goals.

Further, as argued in many studies (Alvesson and Spicer, 2011; Northouse, 2013; Smith and Bell, 2014) this leadership approach describes leader's ego to induce followers in order to transcend their personal interest in pursuance of institutional objectives, while their (followers) needs are adequately catered for. According to Northouse (2013), this heroic leadership style like other leadership theories reflects partiality. Therefore, conceptualizing leadership as a distributed or shared responsibility between individual people to achieve tasks collectively might be an alternative intuition (Hoy & Miskel, 2013). Contextualizing the application of transformational leadership in schools, this appeals academic development and achievement of students, therefore, enormous effort is required to reinforce the professional and intellectual capacity of teachers in order to subvert the students' learning difficulties. Transformational leadership as behavior that upraises subordinates' self-actualization and individual well-being posits four components or factors acronyms as "four I's": individualized consideration, intellectual stimulation, idealized influence (attribute and behaviour) and inspirational motivation (Northouse, 2013).

The second leadership behaviour that constitutes part of full range multidimensional leadership model is labelled as *transactional.* As the name implies, this leadership style signifies contractual agreement that foster exchange of beliefs, values, and ideas for efforts or services (Lussier & Achua, 2010). The concept of transactional leadership mostly underpinning the notion of enabling followers to preserve the status quo of practice or procedure within the organization, as a result of mutual-arrangement between the leader and followers to achieve organizational objectives (McCleskey, 2014). Thus, compliance with, or deviation from the norm are two important considerable elements in transactional leadership, these elements predict common behaviours (reward and sanction) exhibited by transactional leaders, either of these two behaviors could be exerted on followers, depending on their performances (Alvesson & Spicer, 2011; Northouse, 2013; Smith & Bell, 2014).Moreover, these substantial elements constitute the categories by which transactional leadership divided into. That is, contingent reward and management-by-exception 'active and passive'(McCleskey, 2014). Further, McCleskey (2014) argued against the theoretical assumption of this leadership approach that tends to neglect contextual and situational concerns connected to organizational activities. Though, the influential capacity of transactional leaders cannot be over-emphasized, as it requires the subordinates to perform their tasks as designed or planned by the leader (Northouse, 2013).

Participative Era (Distributed Leadership Theory)

The description of leadership practice that fosters circulation of leadership responsibilities among the member staff has become a highly controversial topic in recent years within academic domain, investigation into this leadership practice has attracted many scholars, and this postulates ascription of many names to this leadership model e.g. *Distributed leadership* (Hoy and Miskel 2013), *Post-transformational leadership* (Storey, 2004 - cited in Northouse, 2013), *Post-heroic leadership* (Alvesson and Spicer, 2011), *Team leadership*(Lussier and Achua, 2010; Northouse, 2013), *Shared Leadership* (Morgeson, DeRue, and Karam 2010). Consequently, the distributed leadership theory argues against the notion of having an individual singlehandedly deciding and presiding over the affairs of an organization or institution, therefore, it encourages distribution of leadership roles among member staff of the organization. The adverse critique raised against heroic leadership practice has resulted in the inception of this conventional leadership approach (Alvesson and Spicer, 2011).

However, Alvesson and Spicer (2011) noted that, there is no ambiguity in understanding the concept of distributed leadership as the theory that advocates for the harmonious integration of various competencies and expertise available in an organization to facilitate collective achievement of organizational goals. Further, Northouse (2013)concludedthat distributed leadership could ascertain the availability of required expertise within the organization to proffer immediate solution to problems instead of pursuing through official status; however, Alvesson and Spicer, argued further that distributed leadership might be the best leadership practice suitable for school due to its strenuous responsibilities, in order to attain outstanding performance.

School-based leadership style (Instructional/Learning-centered Leadership Theory)

The instructional/learning-centered leadership theory surfaced as the empirical-quest for school effectiveness and improvement persists, this leadership theory evolved to be the most prevalent educational leadership practice that emphasizes the significance of instructional supervision and teaching/learning development by the head of school. As evident in Glickman, et al. (2010), the famous educational leadership concept predominantly used in North America is instructional leadership; however, synonymously, the same concept is being called learning-centered leadership in the United Kingdom, the two terminologies are used interchangeably while emphasizing effective leadership style in the school. However, the implication for reviewing these theories could be ascertained in the study of Hoy & Miskel (2013). After lesson delivery in the classroom, leadership is positioned second in contributing to knowledge and skills student acquires in schools Hoy &Miskel concluded.

Effective Leadership Practice for the Administration and Management of Secondary Education

In education, the term effectiveness refers to the extent to which the available school resources are prudently used to achieve the set objectives (OECD, 2013). As a result, Stumbrienė, et al.(2022) opined that the concept of educational effectiveness simply intends to examine whether the resources allocated for the day to day activity of the school (academic and administrative work) have positive impact on the outputs such as students' academic performance e.g. in termly, yearly or national examination results, and schools' contribution toward the development of their immediate and large community. Thus, Yusuf, et al. (2019) postulated that, an effective educational manager could help in achieving school goals; in as much as organizational features such as: leadership, administrative arrangement and effective planning could influences the educational outcomes in schools. Validating the above claims, Brundrett and Rhodes (2014) concluded that, leadership and school effectiveness are interrelated in several ways; these includes, strategy and vision implementation, human development, enhancing supportive cultures, effective communication, instructional management, and balancing a bureaucratic process.

According to Urick (2016), several researchs tudy conducted into the leadership practices in the schools have proven the sharing platform of leadership or the level of principals and teachers' synergy on the day to day schools' activities as the most effective leadership behavior that enables effective management in schools. The fact can no longer be acknowledged that an individual could singlehandedly manage the school instructional programmes, by excluding the professional expertise of other personnel. As a result, Hoy and Miskel (2013) summarized that, most effective principals work smarter and not harder than the ineffective principals. These principals, frequently exhibit their smartness by excellently using the available resources (such as; the teachers' expertise, organizes capacity building for teachers). Also, Hoy and Miskel, concluded that, inclusion of teachers in decision making process actually boost the influence capacity of the principal rather than reducing it.

Further, Tijani (2019) enumerated a number of leadership behaviors school principals could exhibit in order to ensure effective management of secondary schools. According to Tijani (2019), attributes (such as: availability, confidence, accountable and reactive, fluency, functional, sensible and enthusiastic etc.) explains better, the outstanding leadership behaviours expected of a school principal. More so, Hallinger (2011) suggested three-dimensional approaches by which a school principal could exhibit instructional leadership behavior in order to enhance effective management of secondary education; these approaches are combined in a theoretical framework tagged as 'Principal Instructional Management Rating Scale' (PIMRS).

Table 1: Principal Instructional Management Rating Scale' (PIMRS)

Defining the school's mission	Principal and staff collaboration to establish well-defined goals for the school, and ensure articulation and stewardship of such achievable goals, Hallinger (2011).
Managing the instructional program	This approach explain another dimensional way by which a principal is tasked to oversee, monitor and assess the day-to-day academic activities in the school, by frequently visiting the classrooms, proffering support to aid the teaching and learning process (Hallinger, 2011).
Promoting a positive school learning climate	This approach emphasizes the necessity for creating an attractive teaching and learning environment that fosters staff's career advancement, availability of necessary instructional materials, adequate instructional and classroom management, proffer positive reinforcement and ensure staff's welfare is being catered for, Hallinger (2011).

Source: A review of three decades of doctoral studies using the principal instructional management rating scale (p. 276), by Hallinger, 2011.

Corroborating Hallinger's assertion, Urick (2016)also suggested sharing of this instructional leadership practice among the school stakeholders. According to Urick (2016), researches into the leadership practices in the schools have proven the sharing platform of leadership or the level of principals and teachers' synergy on the day to day schools' activities as the most effective leadership behavior. The collaborative measure taken by the school principal and teachers to influence over resources could bring about school transition from a principal-directed atmosphere to a school where the principal and teachers work together for capacity building and improvement of instructional practices, Urick established.

Conclusion

Conclusively, secondary education, being the cardinal requirement to proceed to higher level of learning, or a link between primary and upper education is not also exempted from inadequate instructional resources. And it has been established that shortage of educational resources have a higher tendency to impede provision of quality education, thus, this paper has established that effective management of limited resources by the principal through exertion of shared instructional leadership could solve the issues emanating from this generic problem (shortage of educational resources). The overall picture portrayed in ensuring the effective management of instructional activities in secondary schools is that, sharing mechanism of leadership responsibilities, or the extent of principals and teachers' synergy on day-to-day schools' activities proven the most effective leadership behaviour that schools effectiveness.

However, is very important to highlight that there is paradigm shift in the administration and management of secondary education. That is, solo administration of schools, and excluding the professional expertise of other personnel can no longer be acknowledged due to enormous instructional programmes available in these contemporary schools. Thus, effective principals work smarter and not harder than ineffective principals. These principals, frequently exhibit their smartness by excellently using the available resources (e.g. teaching and non-teaching staff's expertise). Also, these principals ensures inclusion of teachers in decision making process in order to ascertain that the entire staff members are hold responsible for success of school programmes/activities or otherwise.

Suggestions

The outcome of this study necessitate the following suggestions.

1. The principals should evaluate the schools' portfolios or issues by carrying out systematic review of current situation and data, and align them with the available resources and schools' mission, vision.

2. Principals while applying shared instructional leadership practices should ensure clarity and effective articulation of school's vision and missions, adequate involvement of parents and community members, creating collaborative culture, fostering shared sense of purpose, and monitoring of the planning and procedures.

3. Principals as instructional leaders should provide individualised and instructional supports, ensure discussion and sharing of strengths and weaknesses among the teaching and non-teaching staff, and facilitate a good atmospheric condition for leader-follower interactions.

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