

Leadership Styles and School Effectiveness

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Abstract:

Leadership is very critical to the success of educational institution and leadership styles assists leaders to know the best suitable styles to address a particular school crisis. Educational institutions requires different leadership styles. This paper examined the concept of leadership style and various leadership styles. The paper also looked at strategies that school administrators can use to choose their leadership styles and effectiveness of leadership styles on school administration. Using secondary data that were sorted from print and online publications, the paper established that democratic leadership style, autocratic leadership style, laissez-faire leadership style, transformational leadership style and transactional leadership style are some of leadership styles available for schools administrators. The paper also concluded that democratic leadership style, autocratic leadership style, transformational leadership style and transactional leadership style improves effective school administration while laissez-faire leadership style has less impact on school administration effectiveness. Based on tis findings, the paper recommended that government and institutional owners should endeavor to always ensure training and retraining programme for school administrators.

Keywords: Leadership Styles, Schools Administration.

Leadership is the process of motivating people to carry out functions. Leadership is an inbuilt and acquired knowledge of inspiring, directing, guiding and ensuring people that are supposed to carry out some responsibilities carry them out at the right time. Leadership is an act of practically motivating and supervising subordinate to carry out some specific tasks for an institutions with the aims of realizing the institutions objectives. Leadership is the process of ensuring specific assignments are carried out by those that are assigned to carry them out trot the act of personal and acquires skills of motivation and organization.

Leadership is critical in any social institutions. Leadership set direction and ensure achievements. Leadership is needed to realize institutional objectives. Leadership determines the success and failure of an institutions. Leadership is very important to the development and sustainability of an

institutions. The development and expansion of any institution depend on the quality of leadership. Leadership pave way for subordinate to carry out their institution functions within an institution. Leadership ensure effective utilization of human and materials resources to realize institutional objectives.

There are many factors that determines leadership success or failure in an institutions. The level of leadership training, motivation, team spirit, work environment, management policies, level of supervision and leadership styles. Leadership styles are very important to leaders. Leadership styles helps leaders to provide solutions to organizational problems in respective of the problems.

Leadership styles refer to the behavioral approach employed by leaders to influence, motivate, and direct their followers. A leadership style determines how leaders implement plans and strategies to accomplish given objectives while accounting for stakeholder expectations and the wellbeing and soundness of their team (CFI, 2022). A leadership style is a leader's method of providing direction, implementing plans, and motivating people. Various authors have proposed identifying many different leadership styles as exhibited by leaders in the political, business or other fields. (Wikipedia, 2023). Leadership styles are methods, behavior adopt for administering the human and materials resources. According to Oyetunyi (2006), leadership style is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. Okumbe, (1998) viewed leadership styles as “particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. In view of the foregoing leadership styles were defined in various ways. The leader’s emphasis on either the task or human relations approach is usually considered central to leadership style.

Leadership style is an important aspect in the success of any organization due to its effects on staffs’ performance. In a constantly changing social, economic, and technological environment, leadership is a more important attribute of management today than before. Whereas managers are concerned with bringing resources together, developing strategies, organizing and controlling activities to achieve agreed objectives, leadership performs the influencing function of management. Leadership increases the effectiveness and proficiency of management and sustainable performance (Aunga & Masare 2017; Reed, 2005) and effective management of resources.

Leadership styles are applied in different situation for different people and different institutions. Clark and Clark (2002) and Aunga & Masare (2017) observed that different people require different styles of leadership. For example, a newly hired person requires more supervision than an experienced employee. A person who lacks motivation requires different leadership styles and supervision than one with a high degree of motivation. A leader must have an honest understanding of who his subordinates are, what they know, and what they can do.

A School administrators that understanding his or her own leadership style and the ability to be flexible based on changing circumstances will likely result to: improvement in communication and collaboration, increase in employee engagement, strengthening of team effectiveness and leadership effectiveness becomes conspicuous in the organization leading to recognition. Most school leaders develop their own style of leadership based on factors like experience and personality, as well as the specific needs of a company and its organizational culture. Blog.hubspot (2022) noted that knowing your leadership style helps leaders to provide adequate guidance and feedback to staff, and better understand his or her thoughts, how leaders make decisions and strategies and how leaders can implement those strategies and when making institution decisions. Leadership style can help leaders to understand how to direct staff to see them and when they may give staff specific feedback. Knowing your leadership styles as leaders help the leaders to improve their limited feedback

processes. Each leadership style has its pitfalls, leadership style allow leaders to proactively address areas of pitfalls and improve on them.

Strategies for Choosing Leadership Styles

There are many strategies that school administrators can used to choose their leadership style:

Mock Test: School administrators should try varieties of styles in different situation and critical assess te best tat suit tem by paying attention to the outcome.

Seek Guide: School administrators should consulting other school leader with more experience than their self can offer great insight into how they developed their style and what worked for them.

Get Feedback: School administrators should ensure they get constructive feedback helps you grow into a successful leader. Seek feedback from individuals you trust that will give you an honest answer.

Be Real: School administrators should try to perfect a leadership style that's in opposition to their personality or morals will come across as inauthentic. School administrators try to choose a leadership style that's in line with your strengths and work to improve it.

Concept of School administration

School administration are activities meant to implement school programmes. Okereke (2008) defined school administration involves managing, administering the curriculum, teaching, pastoral care, discipline, assessment, evaluation, and examinations. He added as part of school administration: resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, and running meetings. These functions are complex and to efficiently and effectively perform them requires the appropriate tools and resources. Akinwumi and Jayeoba (2004) viewed school administration as the scientific organization of human and material resources and programs available for education and using them systematically and meticulously to achieve educational goals. School administration is the process by which principles, methods and practices of administration are applied in educational institutions to establish, maintain and develop such institutions in line with the goals of the institutions (Ogunode, Lawan, Gregory & Lawan 2020; Ogunode & Ahaotu 2021). From the above, in this paper, school administration is seen as actions and processes leading to formulation of policies, programmers and actions plans for the implementation of school programme. School administration consists of all policies, programme and plans designed for smooth execution of school programme. School administration deals with all internal activities to ensure school management succeed. School administration deals with internal supervision, school finance disbursement, school plant management, school security, student's protection, school-community relationship, teacher's motivation and extra-curriculum implementation.

School administration covers all aspect of School activities and programme. School administration ensure teachers are okay to carry out their responsibilities. School administration is saddled with responsibilities of ensuring effective teacher job performance in schools.

Concept of Teachers Job Performance

Teacher job performance is the implementation of teacher's assigned responsibilities in the school. Teacher job performance is the extent to which the teachers are carrying out their official responsibilities in the schools. Teacher job performance refer to the execution of instructor's responsibilities and tasks in the educational institutions. Teacher job performance is the level by which the teachers accomplished their given functions and assignment in the schools.

Teacher job performance can either be high or low in the school. Teacher job performance is high when the teachers carried out their responsibilities as assigned and the result manifest on students' academic performance in the schools. Teacher job performance can be regarded as low when the teacher's fails to execute their functions as assigned and the performance of the students is poor.

Effectiveness

School effectiveness is the act of realizing the set objectives of the schools. School effectiveness is the act of attaining school objectives and programme. School effectiveness in any institutions implies institutions are achieving their objectives.

Concept of Students' Academic performance

Students' academic performance is the level of academic achievement the students attained at a particular time in the educational institutions. Students' academic performance is the total academic scores students obtained in educational institutions as a result of participation in academic activities and examined by the respective institutions. Students' academic performance is the sum of all students' academic achievement in an institutions. It is the extent or degree by which students perform academically in the schools.

Students' academic performance is either low or high. Students' academic performance is regarded as high when student's achievement is positive and Students' academic performance is regarded as low when student's achievement is negative in the schools.

Types of Leadership Styles

There are many leadership styles available for school administrators. Some of these leadership styles includes; democratic leadership style, autocratic leadership, laissez-faire leadership, transformational leadership and transactional leadership styles.

Democratic Leadership

A democratic leadership style is where a leader makes decisions based on the input received from team members. It is a collaborative and consultative leadership style where each team member has an opportunity to contribute to the direction of ongoing projects. However, the leader holds the final responsibility to make the decision (CFI, 2022). Blog.hubspot (2022) observed that democratic leadership is exactly what it sounds like — the leader makes decisions based on each team member's input. Although a leader makes the final call, each teacher has an equal say in a project's direction. Democratic leaders often have the following characteristics: inclusive, collaborative, effective communicator, empowering, supportive and empathetic, trust-building and emotionally intelligent.

CFI, (2022) noted that democratic leadership is one of the most popular and effective leadership styles because of its ability to provide lower-level teachers a voice making it equally important in the organization. It is a style that resembles how decisions are made in school boardrooms. Democratic leadership can culminate in a vote to make decisions. CFI, (2022) observed that democratic leadership also involves the delegation of authority to other teachers who determine work assignments. It utilizes the skills and experiences of teachers in carrying out tasks. The democratic leadership style encourages creativity and engagement of team members, which often leads to high job satisfaction and high productivity. However, establishing a consensus among team members can be time-consuming and costly, especially in cases where decisions need to be made swiftly. On the merits, Blog.hubspot (2022) concluded that the democratic leadership style is one of the most effective because it encourages everyone to participate in all processes, share their opinions, and know that you will hear them. It also encourages employees to be engaged because they know you will hear their feedback. Team members feeling like they have space to participate

can also increase employee empowerment, motivation, and participation. On demerits, Blog.hubspot (2022) noted that reaching a consensus can take considerable time, resources, and communication with a democratic style. It can also impact decision-making because some team members may not have the right expertise to make critical decisions.

The democratic style (aka the "participative style") is a combination of the autocratic and laissez-faire types of leaders. A democratic leader asks their team members for input and considers feedback from the team before they make a decision. Because team members feel their contributions matter, a democratic leadership style is often credited with fostering higher levels of teachers engagement and workplace satisfaction. Democratic leaders value group discussions and provide all information to the teachers when making decisions. They promote a work environment where everyone shares their ideas and are characteristically rational and flexible.

From the above, democratic leadership style in this paper can be defined as a leadership styles that empowered, valued and unified staff in an institution for implementation of institution programme and the realization of institution objectives. It has the power to boost retention and morale staff. It also requires less managerial oversight, as teachers are typically part of decision-making processes and know what they need to do. This leadership style has the potential to be inefficient and costly as it takes time to organize group discussions, obtain ideas/feedback, discuss possible outcomes and communicate decisions. It also can add social pressure to members of the team who don't like sharing ideas in group settings.

Effectiveness of Democratic Leadership Style on School Administration

Democratic principal leadership, as stated by Ghozali & Milansari (2015) is seen as the "most ideal" style; principals with a democratic style are felt to have various advantages for developing schools. A democratic leader can function as a catalyst that can speed up processes naturally and help achieve the object to be achieved in a way that best suits the conditions of the group (Miroj et al., 2020). Also Saputra et al., (2021) submitted that the democratic leadership style is modernist and participatory; namely, in the implementation of leadership, all members are invited to participate and contribute their thoughts and energy to achieve organizational goals. Raupu, Maharani, Mahmud, Alauddin (2021) did a study on impact of the principal's democratic leadership style on teacher performance in junior high schools in Palopo City's Bara District. This study found that the democratic leadership style displayed by the principal has a strong influence and significance on the performance of teachers in SMP/MTs in Bara District, Palopo City. Kholil & Karwanto's (2021) conducted a research and found out that school principals frequently use a democratic leadership style in managing schools to increase teacher performance. This is because democratic leadership is free and protects all school subordinates, especially teachers, in improving their performance. Oluka (2014) investigated the relationship between principals' leadership style and teachers' level of co-operation and compliance in schools in Abia State. The finding among other things revealed that the teachers' cooperation is very high when the principals' leadership style is friendly like in the use of democratic style. Also, Agu & Oputa (2021) carried out a study and found out that the ways good leadership styles of principals improve teachers' job performance includes the fact that including teachers in decision making improves their morale, delegating duties to them improves their job performance, and that democratic and collaborative leadership styles help teachers to perform better. Chrislip and Liarson (2015) agreed that democratic leadership style influences teacher job performance through collective decision making.

Autocratic Leadership

Autocratic leadership is the direct opposite of democratic leadership. In this case, the leader makes all decisions on behalf of the team without taking any input or suggestions from them. The leader holds all authority and responsibility. They have absolute power and dictate all tasks to be

undertaken. There is no consultation with employees before a decision is made. After the decision is made, everyone is expected to support the decision made by the leader. There is often some level of fear of the leader by the team (CFI, (2022)). Autocratic Leadership also called authoritarian, coercive, or commanding leadership. Autocratic leadership is the inverse of democratic leadership. In this leadership style, the leader makes decisions without taking input from anyone who reports to them. Autocratic leadership is typically characterized by: Centralized decision-making, direct and top-down communication, minimal delegation, limited autonomy for team members, emphasis on hierarchy and status and resistant to feedback or criticism. This style is most useful when a school needs to control specific situations, not as a standalone leadership style. For instance, it can be effective in emergency or crisis situations where quick and decisive action is necessary (Blog.hubspot 2022).

CFI, (2022) observed that the autocratic type of leadership style can be very retrogressive as it fuels employee disgruntlement since most decisions would not be in the employees' interests. An example can be a unilateral increase in working hours or a change in other working conditions unfavorable to teachers but made by leadership to increase production. Without teachers consultation, the manager may not be fully aware of why production is not increasing, thereby resorting to a forced increase in working hours. It can lead to persistent absenteeism and high teacher's turnover. CFI, (2022) maintained autocratic leadership can be an effective approach in cases where the leader is experienced and knowledgeable about the circumstances surrounding the decision in question and where the decision needs to be made swiftly. There are other instances where it is also ideal such as when a decision does not require team input or an agreement to ensure a successful outcome. Dubrin (1998) described the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staffs implement it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it, Adeyemi (2004) supporting the view argued that the autocratic leader is an authoritarian. This leader directs group members on the way things should be done. He also gives orders which are to be obeyed whether or not the members of staff have initiatives. All powers are concentrated in his hand such that when he is away, it would be difficult for the staff to know what to do. Power and decision-making reside in the autocratic leader. On the advantages, Blog.hubspot (2022) submitted that autocratic leaders carry out strategies and directives with absolute focus. So, when a situation calls for it, an authoritative leader can make a quick best-fit decision for a business without needing to get additional input (helpful on a case-by-case basis). On demerits, Blog.hubspot (2022) concluded that this type of leadership is most effective when a company makes difficult decisions that don't benefit from additional input from others who aren't fully knowledgeable on the subject. Responsible parties can make a decision and give teacher a clear sense of direction, and it can also make up for a lack of experience on a team. Blog.hubspot (2022) observed that most organizations can't sustain such a hegemonic culture without losing employees, which can significantly lower morale and creative problem-solving. Authoritative leadership gone bad could be when a manager changes the hours of work shifts for teachers without consulting anyone. Other challenges with autocratic leaders include: Intimidation, Micromanagement and Over-reliance on a single leader

From the above, authoritarian style of leadership can be viewed in this paper as a leader who's focused on staff results and production and staff effectiveness and efficiency. Autocratic leaders decide for the institution with a small and trusted team member while allowing other staff to carry out their directive and policies in the institutions. Autocratic leaders are leaders that are self-motivated and self-confidence. Autocratic leaders ensure clear communicate with team members. Autocratic leaders ensure rules are followed and they are dependable. Autocratic leaders are highly sensitive to structured work environments and ensure effective supervision of staff and work environments. Autocratic leaders ensure staff are productive through a defined control and

delegation. Autocratic leaders are keen in providing a clear and direct communication and eliminate staff stress through ensuring effective decisions making. Autocratic leaders are often prone to high levels of stress because they feel responsible for everything, plus their lack of flexibility can lead to team resentment

Effectiveness of Autocratic Leadership Style on School Administration

Many investigations has proved that autocratic leaders succeed in school administration. Abdur, Amin & Amin (2021) in Dir Upper, KP, carried out a study that looked at the leadership styles of secondary school principals and their pupils' academic accomplishment. The findings discovered that democratic leadership is most frequently used style of leadership by secondary school administrators. Also, pupils' academic performance was linked to authoritarian leadership style. It was suggested that administrators utilise an authoritarian leadership style to help pupils in their particular schools enhance their academic performance. In another study by Agu & Oputa (2021), they examined the influence of administrator's leadership styles on secondary school teacher job performance in Anambra State. The study found out among others that teachers have knowledge of their administrator's leadership styles. That leadership styles (democratic leadership style, autocratic leadership style and administrative leadership style) influence teacher job performances and that good leadership styles can improve teacher's job performances. Also, a study by Adeyemi and Bolarinwa (2013) on the topic, principals' leadership styles on teaching and learning in Secondary Schools in Ekiti State, Nigeria, found out that Autocratic leadership style was found to be significantly related with students' academic performance and it was recommended that principals should try to use it in enhancing better academic performance of students in their schools.

Transformational Leadership

Transformational leadership according to CFI, (2022) is all about transforming the business or groups by inspiring team members to keep increasing their bar and achieve what they never thought they were capable of. Transformational leaders expect the best out of their team and push them consistently until their work, lives, and businesses go through a transformation or considerable improvement. Transformational leaders according to Blog.hubspot (2022) gain the trust and confidence of their teams, encourage team members, and lead employees toward meeting company goals. Transformational leadership also always improves upon the school's conventions and motivates teachers to grow and further develop their skills. The goal of a transformational leader is to create a lasting positive impact, uplift their team to achieve their full potential, and drive success for the organization. Transformational leaders can inspire their teams to think in new ways. This can help companies update business processes to improve productivity and profitability. It can also help with employee satisfaction, morale, and motivation.

Transformational leadership is about cultivating change in organizations and people. The transformation is done by motivating team members to go beyond their comfort zone and achieve much more than their perceived capabilities (CFI, 2022). To be effective, transformational leaders should possess high levels of integrity, emotional intelligence, a shared vision of the future, empathy, and good communication skills. CFI, (2022) agreed that such a style of leadership is often associated with high growth-oriented organizations that push boundaries in innovation and productivity. Practically, such leaders tend to give teachers tasks that grow in difficulty and deadlines that keep getting tighter as time progresses. Transformational leaders risk losing track of individual learning curves as some team members may not receive appropriate coaching and guidance to get through challenging tasks. At the same time, transformational leaders can lead to high productivity and engagement through shared trust and vision between the leader and employees (CFI, 2022). On merits, Blog.hubspot (2022) asserted that this is a highly encouraging

form of leadership where employees are supported and encouraged to see what they're capable of. When starting a job with this type of leader, all teachers might get a list of goals to reach and deadlines for reaching them. The goals might begin quite simple, but as employees grow and meet their goals, leaders will give them more tasks and challenges to conquer as they grow with the company. On demerits, Blog.hubspot (2022) noted that transformational leaders can lose sight of everyone's individual learning curves in place of the company's goals. Employee burnout can also become an issue, so it's important to work with your team to update benchmarks.

From the above, transformational leadership style in this paper can be viewed as leadership style that believes on collaboration and empowerment of other team member for the success and development of the institutions. Transformational leadership style is a style that is anchored on collaborative with other staff of the institutions for the success and realization of objectives of the institution. Transformational leaders makes their subordinates significant in the management of the institutions. Transformational leaders are leaders that valued subordinates by empowering to be part of decision making and planning of the institutions. Transformational leaders believes that team members has skills and knowledge and involving them in decision making processes of the institutions is developing the institution directly and indirectly. Transformational leaders makes staff feel like co-owners of the institutions and they build a cohesive bond with their staff, not just ordinary staff.

Effectiveness of Transformational Leadership Style on School Administration

Many studies revealed that transformational leadership style is very impactful in school administration. Mirsultan, & Marimuthu (2021) did a study and the showed that more than half of the respondents ranked their own principals for more transformational traits in their leadership style compared to the transactional style. The findings clearly showed that the styles of leadership intermingle and a leader, are not completely transformational or transactional. Transformational and transactional leadership styles are distinctive processes; however, both are not mutually exclusive. Transformational leadership goes along well with the impacts of transactional leadership. Leadership behaviors both transactional as well as transformational are highly significant and valuable for various types of requirements. This showed that a successful leader in the education field uses both transactional and transformational traits as the situation demands. Also, the study also discovered that there was a significant link between the leadership styles and job satisfaction of teachers. Also, Aunga & Masare (2017) discovered that teachers' performance is good in the primary schools in Arusha district and also found out there was a significant relationship between transformational leadership style and teachers' performance in schools. Also, the research by Kashagate (2013) on, "influence of leadership style on teachers' job satisfaction in Tanzania: the case of public secondary schools in Musoma municipal council" showed a positive correlation between transformational leadership dimensions and teachers' performance. With regard to transactional leadership dimensions, the results showed that transactional leadership affects the outcome variable, but their influence was lower as compared to the influence of transformational leadership factors. Ridwan, (2022) concluded that transformational leadership style is suitable for followers who are at levels three and four according to Maslow's hierarchy of needs theory, at the level of achievement, recognition, and the work itself, responsibility, and progress according to Herzberg's theory; at the level of relatedness needs related to the importance of maintaining interpersonal relationships. These needs are based on social interaction with others and are aligned with the level of needs related to love/possession (such as friendship, family, and sexual intimacy) and needs related to self-esteem (earning respect from others) according to Alderfer's theory of motivation (ERG); and at the level of power (having influence over others) according to the theory of motivational needs obtained from McClelland.

Transactional Leadership

Transactional leadership according to Blog.hubspot (2022) is based on reward and punishment to motivate and direct the behavior. These managers set specific rules and standards, and they closely monitor their employees' performance. They tell employees they can expect rewards if a goal is met. However, they may require more 1:1s or check-ins if people aren't meeting goals. CFI (2022) defined transactional leadership as more short-term and can best be described as a "give and take" kind of transaction. Team members agree to follow their leader on job acceptance; therefore, it's a transaction involving payment for services rendered. Employees are rewarded for exactly the work they would've performed. If you meet a certain target, you receive the bonus that you've been promised. It is especially so in sales and marketing jobs.

In this leadership style, leaders use a variety of incentives to keep followers motivated in the firm. Rewards, as well as punishment, are common in this leadership style as major drivers for employee performance. Transactional leaders focus their energies on task culmination and depend on hierarchical prizes and disciplines to affect employee performance, with remuneration being dependent upon the adherents doing the jobs and tasks as characterized in this leadership type. These leaders use discipline as a ramification for helpless work and adverse outcomes and awards for job completion and positive outcomes. Studies show that this leadership style stresses more on the lower level of human necessities by zeroing in on certain work completion. Transactional leadership centers more on moving and empowering the subordinates through the trading of remunerations for their respective performances (Mirsultan, & Marimuthu 2021).

CFI (2022) established that transactional leadership is a more direct way of leadership that eliminates confusion between leader and subordinate, and tasks are clearly spelled out by the leader. However, due to its rigid environment and direct expectations, it may curb creativity and innovation. It can also lead to lower job satisfaction and high employee turnover. This leadership style is concerned with maintaining the status quo and ensuring that predetermined goals and standards are met. It also assumes that teams need structure and monitoring to meet business goals and that they are reward-motivated. This style is popular in both public and private educational institutions as it focuses on results, existing structures, and set systems of rewards or penalties. This leadership style also recognizes and rewards commitment (Blog.hubspot 2022).

Also, (Khan et al 2011) asserted that the transactional theory observed that leaders are authoritative, domineering, action-based, and normally interested in watching out for themselves. Transactional leadership looks at how followers communicate with their leaders, adhere to leaders' expectations so that they can be awarded, praised, or avoid punishment. On the advantages, Blog.hubspot (2022) observed that transactional leaders can offer helpful clarity and structure of expectations, which can help employees feel safe because they understand expectations. Teachers also have a clear view of what they get in return for meeting business goals. On disadvantages Blog.hubspot (2022) submitted that this style is more about using rewards to motivate and less about building relationships with teachers, coaching, and developing team morale. Keeping a diverse team engaged can be hard if only some are reward-motivated, and it can lead to low creativity and fear of punishment.

From the above, transactional leadership style can be conceptualized as a leadership style that ensure a formal roles and defined functions and responsibilities for each staff of the institutions and ensure, direct that instruction and assigned responsibilities are encouraged to be completed as planned and scheduled. There are instances where incentive programs can be employed over and above regular pay. Transactional leadership style ensure special and reward for work done and, there are penalties imposed to regulate how work should be done. Transactional leadership style key in using reward as instrument to achieve institution objectives. Transactional leadership style operates in the principles of give and take" kind of transaction. Staff under transactional leadership style agreed to term and conditions set by their leaders and the style believes in payment for

services rendered in the institution. Staff are rewarded according to their contribution or work done in the organization.

Effectiveness of Transactional Leadership Style on School Administration

Transactional leadership style have been studied by different scholars such as Ridwan, et al (2022), they did a study that showed that only transactional leadership style positively affected self-efficacy. Also, they concluded that only transactional leadership has a positive effect on self-efficacy because followers (teachers) have different backgrounds and motivations and the majority of followers (teachers) have not yet reached the level of self-actualization. A study by Saidu, (2017) on examination of impact of principals' leadership styles on teaching and learning in secondary schools in Ilorin metropolis, Kwara State, revealed that situational, transactional, transformational, democratic and charismatic leadership styles had positive impact on teaching and learning while autocratic leadership style had a negative impact on teaching and learning in secondary schools in Ilorin metropolis. In addition, Ridwan, (2022), maintained that transactional leadership style is suitable for followers who are at Level 2: safety and security protection against danger and threats Freedom from fear, anxiety, and chaos needs for structure, order, law, boundaries, and stability Level 1: Physiological Needs according to theory Maslow's Hierarchy of Needs; at the level of hygiene: interpersonal relations (with subordinates): interpersonal relations (with colleagues), supervision (technical), policies and administration, working conditions, personal life, and job security and salary according to Herzberg's hygiene-motivation theory; at level Level 1 (from below): psychological level Level 2 (from below): safety level according to Alderfer's Motivation Theory (ERG); and at the level of Affiliation (have a good relationship) according to the Theory of Motivation of Needs Obtained from McClelland.

Laissez-Faire Leadership

Laissez-faire leadership is accurately defined as a hands-off or passive approach to leadership. Instead, leaders provide their team members with the necessary tools, information, and resources to carry out their work tasks. The "let them be" style of leadership entails that a leader steps back and lets team members work without supervision and free to plan, organize, make decisions, tackle problems, and complete the assigned projects. Laissez-Faire Leadership Also called: Delegative or Hands-off Leadership is the least intrusive form of leadership. The French term "laissez-faire" literally translates to "let them do." Leaders who embrace it give nearly all authority to their teachers and don't often interject unless the situation calls for it. Characteristics of laissez-faire leadership include: limited guidance, direction, and feedback, Minimal interference and control, High autonomy and freedom and empowerment and trust (Blog.hubspot, 2022). CFI, (2022). CFI, (2022) asserted that the laissez-faire leadership approach is empowering to employees who are creative, skilled, and self-motivated. The level of trust and independence given to the team can prove to be uplifting and productive and can lead to job satisfaction. CFI, (2022) remarked that it is important to keep such a type of leadership in check as chaos and confusion can quickly ensue if the team is not organized. The team can end up doing completely different things contrary to what the leader expects.

Blog.hubspot (2022) noted that laissez-faire leaders make employees accountable for their work. This gives many teachers an incentive to do their best work. This type of leader often creates a more relaxed company culture. This makes it a good model for creative schools like ad agencies or product design. It's also a good fit for a schools with a highly-skilled team. On merits, Blog.hubspot (2022) noted that laissez-faire company founder who makes no major office policies around work hours or deadlines. They might put complete trust in their employees while they focus on the overall workings of running the company. Because of this high level of trust, employees working for laissez-faire leaders feel valued. They get the information they need and use their resources and experience to meet business goals. On demerits, Blog.hubspot (2022) submitted that laissez-faire

leadership can empower teachers by trusting them to work however they'd like, there are downsides. It can limit team development and pose a challenge for new or inexperienced teachers who would benefit from guidance as they get ramped up. Roles and responsibilities can also become unclear, and it can build a culture of working in silos where people might work autonomously rather than as a cohesive group. This style can lead to overlooking critical school growth and learning opportunities, so keeping this leadership style in check is important.

From the above this paper defined laissez-faire style as a leadership style that gives freedom for their staff to operate with no supervision. Laissez-faire style is opposite of the autocratic leadership. Laissez-faire style deals with delegation of responsibilities to subordinates in the institutions. Laissez-faire leadership style spends less time on giving instruction or directive to other staff of the institution. Laissez-faire style concentrate more effort and time on project planning and management. School leaders may adopt the laissez-faire style when all teachers in the school are highly experienced, well-trained and need no supervision. Laissez-faire leadership style can lead to poor production. Staff under Laissez-faire leadership style can be confused about their leader's expectations on their functions and assignments. The laissez-faire leadership style encourages accountability, creativity and a relaxed work environment for staff because of low supervision. Laissez-faire leadership style in educational institutions often leads to higher teacher retention rates. Laissez-faire leadership style cannot be used for newly recruit staff. Laissez-faire leadership style does not provide necessary support and motivation for staff.

Effectiveness of Laissez-Faire Leadership Style on School Administration

There are many investigation on laissez-faire leadership style effectiveness on school administration. For instance, Osabiya and Ikenga (2015) did a study and revealed that there was significant relationship between laissez faire leadership styles and employee performance. In a contrary result, Ridwan, Sudjarwo, Sulpakar, Hariri, Tusianah, Usastiawaty, Isnainy, Zainaro, Herdian & Rahman (2022) did a study that showed that transformational and laissez-faire leadership styles negatively affect self-efficacy. Also, Study conducted by Yusuf (2012) on the topic- influence of principals 'leadership styles on students 'academic achievement in Secondary Schools. The findings of the study indicated that laissez-faire leadership style has no significant influence on students' academic performance. Another study by Duze (2012) on the topic, leadership styles of principals and job performance of staff in secondary schools in Delta State of Nigeria, showed that the democratic leadership style was up ahead of laissez-faire and laissez-faire ahead of autocratic as having a more significant positive relationship with staff job performance in Delta State secondary schools. This implied that the leadership style that is least effective in bringing about high job performance was the one that was most commonly adopted by principals in secondary schools in Delta State. Ridwan, (2022) concluded that the laissez-faire leadership style is suitable for followers who are at the top level (5 self-actualization or self-fulfillment to achieve maximum potential for self-development, creativity, and self-expression) according to Maslow's hierarchy of needs theory; at the level of recognition and achievement according to Herzberg's hygiene-motivation theory; at level 5 (from the bottom) namely the level of self-actualization according to Alderfer's theory of motivation (ERG); and at the level of achievement (getting done) according to the theory of motivational needs obtained.

Conclusion and Recommendations

This paper discussed the concept of leadership style and various leadership styles. The paper also looked at strategies that school administrators can use to choose their leadership styles and effectiveness of leadership styles on school administration. The paper discovered that democratic leadership style, autocratic leadership style, laissez-faire leadership style, transformational leadership style and transactional leadership style are some of leadership style available for schools administrators. The paper also concluded that democratic leadership style, autocratic leadership

style, transformational leadership style and transactional leadership style are effective leadership style in school administration while laissez-faire leadership style is less effective in school administration. Based on these findings, the paper recommended that government and institutional owners should endeavor to always ensure training and retraining programme for school administrators.

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