

12 and 13

Fundamentals of EDUCATIONAL Management

13

J. R. AGHENTA,
EUNICE OTI OMOREGIE

TABLE OF CONTENTS

Dedication.....	iii
Preface.....	iv
List of Contributors.....	ix

Chapters

1	Introduction to Educational Administration <i>By Basil Olatunbosun Jimoh.....</i>	1
2	Introduction to Educational Planning <i>By J. K. Adeyemi and V.O. Igbineweka.....</i>	19
3	Introductions to Personnel Management in Schools <i>By M. A. Ogunu and Don Omoike.....</i>	54
4	Leadership in Formal Organisations <i>By R.I.O. Edobor.....</i>	79
5	Students' Discipline and Management in Schools <i>By Clement D. Aigboje</i>	105
6	School-Community Relations <i>By R.I.O. Edobor.....</i>	123
7	Office Management and Record Keeping in Schools <i>By Basil Olatunbosun Jimoh.....</i>	139
8	Introduction to Economics of Education <i>By Mon Nwadiani and V.O. Igbineweka.....</i>	153
9	Education Policies in Nigeria <i>By Eunice Oti Omoregie.....</i>	179
10	Nigerian Education System Management Agencies <i>By V.O. Igbineweka.....</i>	207
11	Allocation and Utilization of Resources in Schools <i>By Clement D. Aigboje and Oghogho U. Gbinigie</i>	217
12	Introduction to Financing Education in Nigeria <i>By Mon Nwadiani and Don. Omoike.....</i>	233

	by Eunice Oti Omoregie	269
Chapter Fourteen:	Organisation and Management of Primary Education in Nigeria by Don Omoike and Oghogho U. Gbinigie	307
Chapter Fifteen:	Organisation and Management of Secondary Education in Nigeria by Clement D. Aigboje	323
Chapter Sixteen:	Tertiary Education Management in Nigeria by Eunice Oti Omoregie	344

CHAPTER 4

EDM 113

LEADERSHIP IN FORMAL ORGANIZATIONS

BY

R.I.O. EDOBOR

Introduction

For this topic to be properly understood, it is important that the key words - leadership and organization are explained. Organization as defined by Peabody in Toby (1997), is the pattern of ways in which large number of people, too many to have face to face contact with others and engaged in a complexity of tasks, relate themselves to each other in the conscious, systematic establishment of and accomplishment of mutually agreed purposes. This definition includes the following:

1. "Large number of people"- a small number might be called a group but not an organization.
2. "Complexity of tasks"- which results in task specialization.
3. "Conscious and systematic"- These are words implying rationality.
4. "Purpose"- organization has goals and purposes towards which the activities of the people in them are directed and they also have individual in offices or roles, each responsible for definite tasks.

We have the formal and informal organization but for the purpose of this chapter, the formal organization will be the focus.

Formal organization is the official organization generally designed by those in authority. It consists of the roles and relationships of the persons in the organization as prescribed by management. People employed into the organization must adapt themselves to organizational needs and those unable to meet the demands of their jobs must be replaced. The formal organization is bureaucratic which is characterized by:

- a. Emphasis in form-fixed and official jurisdictional areas, governed by rules, regulations and policies.
- b. The concept of hierarchy - levels of authority that insure a system of super and sub-ordination with each office or position under the control and supervision of a higher one.
- c. Specialization of tasks - incumbent is chosen on the basis of merit and ability to perform specialized aspects of a vital operation.
- d. A specified spree of activities - clear delineation of the various specialization and relationships to be observed between them.
- e. Established norms of conduct-written documents setting forth policies and procedures to be followed by individual actors in the organization
- f. Records - management acts and decisions are made a matter of record to insure predictability in performance within the bureaucracy. Weber in Wenrich and Wenrich (1979).

Organizations explicitly established to achieve certain goals are formal organizations. Formalization produces standardization and regulation of work performance, rules are developed that precisely and explicitly govern behaviour, jobs are carefully defined in terms of acceptable behaviours, role relations are defined independently of personal attributes of incumbents, formalization is the organization's means to make a behaviour predictable by standardizing and regulating it (Simon 1947). Formalization renders the organization less dependent on particular individuals. The replacement of individuals is routinized so that appropriately trained individuals can

be replaced with minimal disturbances, Morton (1957). Thus, the formal organizational structure is the one that represents the deliberate intent of management to prescribe the process that will take place among the members of the organization. This takes the form of definitions of task specialties, arranged in levels of authority with clearly delineated lines of communication from one level to the next.

Leadership

The concept of leadership usually refers to traits or characteristics of the person occupying a leadership position. Aristotle saw a leader as someone endowed with special attributes, such as naturally endowed intelligence, charisma, family status etc. He believed that leaders are born not made. However, in the early fifties there were several attempts to redefine leadership characteristics by scholars. It was redefined as the ability to initiate action and to motivate and direct others towards the fulfillment of a common goal. This definition is performance oriented and had no trait characteristics. Researchers like Everson (1959), Fiedler (1967), Gretzels (1957), Halpin (1960), Lipham (1964) etc have attempted to identify and explain the concept known as leadership behaviour through the study of human traits. It is assumed that a person who has the type of traits exemplified in the "Boy Scout Law" namely trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent would provide the key to good leadership behaviour; but other researchers like Stogdill, (1948) found that leadership is not a matter of passive status or a mere possession of some combination of traits but a working relationship among members of a group in which the leader acquires status through active participation and demonstration of his/her capacity for carrying co-operative tasks to completion. In a paper presented at the American Psychological Association Conference Shartte in Toby (1997) attempted to provide an answer to the question "Who is a leader?"

A leader is an individual who exercises positive acts upon others. He is an individual who exercises more important positive influence than any other member or group in an organization he is in. He is an individual who exercises more influence in goal setting or goal achievement of a group or organization. An individual elected by a group of leaders. And he is an individual in a given office or

position of apparently high influence potential.

Leadership is a concept which has fascinated man for centuries, but only recently has any kind of theory of leadership emerged asserts (Okoh, 1998). Cole (1990) defines leadership as a function of groups and their behaviour in relation to some variable such as situation, environment, the group and many others. Any one who is in a position to guide the actions, works and thoughts of other people towards the achievement of a particular goal is regarded as a leader. This means that there are many types and level of leadership.

Having explained the three key words in this topic, namely organization, formal and leadership, a deeper understanding of the topic has consequently been registered. In the review of this topic, various sub-topics shall be discussed accordingly, these include the followings:

1. The concept of leadership in a formal organization and the characteristic of leadership
2. Style theories approach
3. Advantages and disadvantages of each style
4. The effectiveness of leadership styles
5. Types of leaders
6. Leadership powers
7. Conclusion

The Concept of Leadership in a Formal Organization and the Characteristics of Leadership

The concept of leadership in a formal organization as earlier mentioned usually refers to traits or characteristics of the person occupying a leadership position. Thus ^{leadership} concept is as old as organization itself. There are family leaders, clan leaders, community leaders, civil and social leaders and more recently opinion leaders. No matter the kind of leadership talked about there is always the leader, the led and the task to be accomplished. Effective leadership behaviour is directly related to the quality of the interrelationship with and the behaviour of members of an organization or group.

The school as a social system, which represents a formal organization can achieve its goals through an efficient and effective leadership. In yet another definition, Koontz (1980) claims that leadership is generally defined as "influence, the art or process of influencing people so that they will strive willingly towards the

achievement of group goals". To lead is to guide, conduct, direct, and precede a group towards the achievement of organizational goals.

There are four basic factors of leadership (Okoh, 1998). These include:

1. The leader and the key variables of his skills, knowledge and personality.
2. The task/goals to be performed by both the leader and the followers.
3. The group members i.e. the subordinates, their skill, knowledge and what they are and what can motivate them.
4. The work environment or situation

Halpin (1966) suggests that it is the school leader who typically provide the formal leadership and whose behaviour determines the extent to which teachers see the school as a desirable place in which to work. The important leadership characteristics which have been found to be useful are those that have to do with the leadership role of providing professional support including monitoring, influence, resource allocation, initiating tasks, and developing harmonious relations. (Stogdill, 1973). An educational manager should be someone with the following characteristics: Supportive, Influence, Resource allocation, Goal emphasis, Performance standard, Consideration or interaction facilitation, and Work facilitation.

As an educational manager, in a formal setting as school, plays a key role in developing teachers' identification with the school and its goals. The adoption of the above listed characteristics will help him/her to induce teachers and other staff members not only to participate in the school activities, but also to commit themselves to the life of the school. According to Hoy and Forsyth in Toby (1997), the greater inducement pattern created by the school leader, the more committed teachers and other staff members will be to the school.

There are five common types of leadership namely

1. **Charismatic Leader:** His influence springs out from personal qualities. This factor influenced the early writers to believe that leaders were born and not made. The problem

with this leadership is that only few people possess these personal qualities and another problem is that personal traits cannot be acquired through training.

2. **Traditional leader:** The position of this leader is guaranteed by birth, i.e. Obas, Emirs, ^{Obis} Obis etc.
3. **Situational leaders:** These are leaders that are made by situations. Their influences are only effective by being in the right place at the right time. Once the situation is over, they are reverted to the former positions. ^{Returned back}
4. **Appointed leader:** This is a leader who holds a position within a period e.g. managers, Vice Chancellors, Heads of Departments (H.O.Ds). This is the bureaucratic type of leadership found in formal organizations both public and private. The term ^sleader and manager are not the same; leadership is part of a manager's functions and often shares leadership roles with other members of the work group (Hicks and Gullet 1975). Legitimate power and authority spring from the nature and scope of the position the person holds in the hierarchy. The problem of this type of leadership is that the person appointed may have a weak personality, lacks adequate training and therefore unable to exercise the powers of the positions he holds. He/she then resorts to autocratic style of leadership (Okoh 1998).
5. **Functional leaders:** They get their position by what they do (functions) rather than by what they are e.g. a foreman, supervisor appointed from the ranks to supervise other subordinates in a work situation. He suddenly becomes a leader by virtue of his functions. He has been appointed and therefore possesses authority and also has power over his subordinates through his rights to punish and reward accordingly.

From the above it is clear that leadership is more than just personality traits or accident of birth or appointment. It is linked with behaviour.

Theories and Styles of Leadership

Over the years a number of theories have been produced by researchers and practitioners. The idea of the early theorist that believed that leaders were born and not made have long been wiped off due to the series of current research findings about leadership. These approaches include the scientific management approach, human relations approach, the pragmatic and adaptive approach and the contingency approach (Cole 1990). These theories are very many but for the purpose of this chapter it shall be limited to just three:

1. Trait theories: Based on personal qualities and characteristics of the leader.
2. Style theories: Based on leaders behaviour.
3. Contingency theories: Based on adopted behaviour of the leader in view of the prevailing situations and circumstances.

1. **Trait Theory Approach:** The theorist of this approach argues that to be a successful leader one must have certain qualities and characteristics. This theory has three variants - leadership by personalities, leadership by activities, and leadership skills

Leadership by Personal Qualities

Davis in Okoh (1998) identified four of these characteristics namely Intelligence, Social maturity and breath, Inner motivation and achievement drive, Human relations attitude.

In his work, *Human Behaviour at Work*, he also asserted that not all leaders have them and that non-leaders could also have them but the problem with this theory is that it is difficult to identify the particular trait that separates leaders from non-leaders.

Leadership by Activities

The above listed qualities or traits of leaders namely Intelligence, Social maturity and breath, Inner motivation and achievement drive, human relations attitude are not necessarily a yardstick or a criteria for assessing an efficient and effective leadership. It is possible to find leaders who do not possess the above qualities and yet are successful leaders. This is the major reason why some researchers have come to assess leaders based on what they do and how successfully they do it, that is, leadership by function or activities. Hicks and Gullet (1975)

who were the major proponents listed eight functional activities in which the leader should excel. These include:

1. Arbitrating: A leader should be able to resolve any disagreement in his organization by making a decision on the course of action to be taken.
2. Suggesting: An adroit leader should avoid direct order and employ the method of suggestions. i.e. a leader should say "I believe it will be best to do it like this. This method permits the subordinates to retain a sense of dignity and participation.
3. Supplying objectives: Organizational and performance objectives are supplied by the leader, and should be able to revise these when situation demands it.
4. Catalyzing: The driving force is provided by the leader to start actions in an organization. When doing this, the leader is acting as a catalyst, prodding subordinates to action.
5. Providing security: A leader can provide a large measure of security by maintaining a positive (optimistic attitude) even in the face of adversities.
6. Representing: The leader speaks for the organization, stating the organization's positions on matters with which it is concerned. He is the symbol of the organization. Many people read the organization through the leader.
7. Inspiring: Employees will enthusiastically accept and work tirelessly to achieve organizational objectives if they have a leader who lets them know that their work is worthwhile and important.
8. Praising: Employees need to know that they are important, that their good work is approved and appreciated. This will in turn enhance performance because they will get more involved in the organization's activities. A polite rebuke and correction over poor job performance could also be useful.

The problem of this type of leadership by function/activities is the endless list of activities. The degree of performance determines the success of a leader in an organization.

Leadership By Skills

This is another way of determining performance in leadership, "Skills, may include "technical, human and conceptual" (Hick and

a Gullet 1975). The exhibition of this skill varies at different levels of organization. I.e.

- i. **Technical Skills:** This is particular skill to perform specific jobs which include experiences acquired by engineers, accountants, and computer technicians etc. This is the most important at lower managerial level where the products or services of the organization are produced. As the leader moves up the hierarchical level, the importance of technical knowledge decreases and the job now requires increased amount of other skills. In this situation the leader would need the help of his subordinates.
- ii. **Human Skills:** This is concerned with interpersonal relations between the leader/manager and his subordinates, colleagues, anyone she/he comes in contact with and the ability to apply external motivation to group members and to obtain workers cooperation.
- iii. **Conceptual Skills:** This is the ability to view the organization from macro and strategic perspectives. This skill is most important at the top echelon of the organization, where long term strategic planning and broad thinking are needed.

These skills are developed and used increasingly as leaders move higher in position.

Although the three trait theories are important characteristics and factors for successful leadership and are to be taken seriously in the assessment of leaders. It should not be the sole criteria or instrument for assessing leaders performance. Other important factors such as followers, goals and situational variables should be used in evaluating leaders/managers efficiency and effectiveness. Thus personal qualities and characteristics are necessary but not enough to determine effective leaders.

2. **Style Theories Approach**

The style theories are based essentially on the leader's behaviour at work unlike the trait theories, which are based on the leaders personality, knowledge and skills. The human relations school and the social psychologist were the stimulators of the style theories approach since 1950s' This approach emphasized mainly on people-oriented versus task-oriented techniques. Some of the models relevant to Nigerian situation include:

- a. The general principles of the leadership models
- b. Rensis Likert's four management system styles
- c. Blake and Mouton's Managerial Grid
- d. McGregor's Theory X and Theory Y model of leadership (Okoh, 1998).

a. *Leadership Styles*

A leader's behaviour towards his/her group members is regarded as leadership style. Four of these styles include Autocratic, Democratic, Laissez-faire, and Democratic manipulator.

Autocratic leadership

This meticulously and rigidly controls the work group. This approach centres on powers and authority in a leader who takes all the decision and enforces them by the use of rewards and the fear of punishment. Communication under a leader here is a one-way thing moving from top to bottom i.e. leader to the followers. Conformity and obedience are demanded by the leader from the followers by rewarding those who obey within the stipulated time and punishing those who could not. This style is found mostly in the military and private entrepreneurial businesses.

The advantages include speeding up decisions, and no group approval is required before action is taken. The disadvantages include offsetting upon group morale, members support decisions because of fear of punishment, decision pattern is resented by members and limiting progress by his own inadequacies

Democratic or Participative Leadership:

As the name implies, it is a participative model of leadership where consideration is given to the wishes and suggestions of the members/followers and leader. It is human relations approach that takes into consideration the importance of every member of a decision group, participation is encouraged. It is used mainly in a bureaucratic organization like the school.

The advantages are increased membership morale and support for the final decision, better decisions through shared information and ideas, and it boosts self-worth and dignity.

The disadvantages are slower decisions in the process of brain storming, diluted accountability for decisions, possible compromise that are designed to please everybody but necessarily not the best decisions, and unproductive in terms of time and efficiency.

Laissez-faire leadership:

Which Okoh (1998) brands “allow them to do” style. Here the leader exercises very little control or influence over group members, targets are set for members and are left alone. The leader is just like the group member and functions like it.

The advantages are

- a. It creates opportunity for individuals to develop
- b. All persons are given chances to express themselves
- c. Members function independently

The disadvantages are

- a. Lack of group cohesion
- b. Lack of group unity towards organization objectives
- c. Lack of leaders control and direction
- d. Little direction and lack of control
- e. The result is inefficiency
- f. Members do not have self-discipline
- g. When work is not done nobody cares.

Democratic Manipulator

This style whose proponent is Toby (1997) is not widely recognized yet but practiced frequently in Nigeria by deceitful leaders who claim to be democratic leader outwardly, but actually autocratic leaders. They do this by setting up committees of various types and kinds, giving people the impression that they are the types that care for their people. The committee members are people loyal and obedient them. They take selfish and self-centered decisions unless by coincidence the decisions agree with the desires of the people.

According to Toby (1997), the democratic manipulator publicly appoints members of staff who are of like minds to a committee to come up with a solution to a problem, and then widely acclaims the value of the democratic style of leadership and the wisdom of the committee members when they report back to him. If he/she is skillful at the process of democratic manipulation, he/she can however, keep down the resentment that the members of the organization. The advantages are:

Incomplete

- i. The leader gets his/her way all the time
- ii. The leader is the benefactor of this model
- iii. Members of the organization can easily accept decisions because the committee recommended them.

The disadvantages include:

- i. It is a deceitful style
- ii. Organization is run as "one man show".

It is the general belief that every leader has a particular style he/she chooses to use, indeed a person in a leadership position whether by appointment, nomination, election, etc may, over a period of responsibility use all four of the styles described above. The factors to bear in mind when using these styles are: a sense of timing, the correct choice of leadership style for a particular situation, skill in the chosen leadership style.

In short a flexible leader is an effective and efficient leader (Bass 1981)

b. *Rensis Likert's Four Systems Model of Leadership*

In series of in-depth studies of morale and productivity among workers (The Michigan studies), Likert (1961) concluded that most effective leaders are employee-centered. "Leaders with the best records of performance were leaders whose primary attention was the human aspects of their subordinate's problems and endeavouring to build effective work group with high performance goals". His findings suggests that support and encouragement offered by the leader to his subordinates will improve the choices of long-term productivity. Workers experience a sense of belonging to the management process.

Likert's work on motivation, leadership and organizational structure distinguished four types of management systems namely:

- Exploitative authoritative leadership style
- Benevolent authoritative system or style
- Consultative system or style
- Participative Group system or style.

The Exploitative Authoritative Leadership Style. This is that style that is an epitome of the authoritarian style, power and direction come from top to bottom, threats of punishment is the order of the day, team work is almost non-existent. Therefore productivity is low and workers' morale depressed, very high rate of absenteeism and turnover.

The Benevolent Authoritative System or Style; This is essentially a paternalistic style, some upward communication opportunities for consultation with top management is given to the middle level managers. Threats of punishment and reward system are available to be used at will by leaders. Production may be fairly good but there is often a high rate of absenteeism and turnover.

Consultative System or Style: Popularly known as (consultative system), it moves towards greater democracy and teamwork in the organization.

After due consultation and discussion with subordinates objectives/orders are set and issued; Communication is both ways i.e. top bottom and vice versa; Teamwork is encouraged, Some employees are involved in decision making not as a right but as a privilege, Productivity is high but with turnovers and absenteeism.

Participative Group System - The Ultimate Democratic Style: Participative leadership is the central of theme, Employees participation leads to greater commitment to the organizational objectives, High degree of team work, Communication is good because it is both ways and across. Motivation of workers can easily be achieved, Productivity's excellent, Absenteeism and turnover is low (Cole 1990).

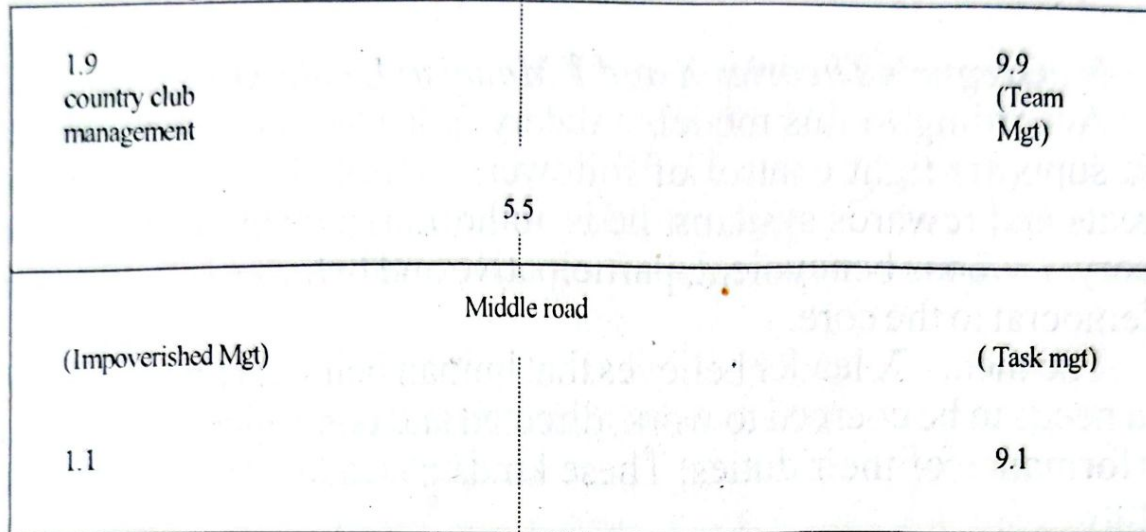
All these systems or styles of Likert can be used by a leader in varying degrees depending on the nature of the followers, the prevailing situations, and the task.

c. Blake and Mouton's Managerial Grid

This grid was developed by Robert R. Blake and Jane S. Mouton (1974). The two aspects this grid is concerned about people and production and this range from 1.1 leadership style for low concern for production and people to the ideal 9.9 style which exhibits both high concern for production and people. These two extremes portray a similarity to Autocratic -Democratic leadership.

This is illustrated below:

Figure 4.1: Managerial Grid leadership style



- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|----|----|----|
- i. 1.1 “Impoverished management”

 - Effective production is unobtainable because people are lazy, apathetic and indifferent. Sound and mature relationships are difficult to achieve.
 - Conflict is inevitable
 - ii. 9.1 “Task management”

 - Employees are seen as commodities just as machines and tools
 - A leader's responsibility is to plan, direct and control the task of subordinates.
 - iii. 1.9 “Country Club Management”

 - Production is incidental to lack of conflict and good fellowship
 - iv. 5.5 “Dampened Pendulism” or (Middle of the Road Management)

 - Push for production but don't go all out.
 - Give some consideration to people but not all
 - Be fair and firm
 - Gives equal concern for production and the employees
 - v. 9.9 “Team Management Style”

 - The most effective leaders are people and production oriented at the same time.

This grid supports the point 9.9 position because "Ideal" is goal worth working towards; emphasis is placed on the importance of free and open communication.

d. McGregor's Theories X and Y Model of Leadership Styles.

According to this model, a theory X leader is tough, autocratic and supports tight control of follower, controls his work group by threats and rewards systems, he is authoritarian compared to that of theory Y who is benevolent, participative and believes in self control, a democrat to the core.

The theory X leader believes that human beings are naturally lazy and needs to be coerced to work, directed and controlled strictly in the performance of their duties. These kinds of leaders are autocratic in nature.

The theory Y leaders believe that human beings like to work, workers do not need to be controlled or coerced to do their work, workers have imagination and ingenuity which they can apply to their work, therefore, leader involve team spirit and self control in his work group.

The importance of this style theories approach is that it presents the leader's basic choice of either the authoritarian style or the democratic style, be task oriented or people oriented styles.

The main weakness of these approaches is that they place too much emphasis on the leader's behaviour and styles to the exclusion of the other variables of leadership (Cole, 1990)

Contingency or Situational Leadership Theories Approach

Opposed to the models discussed thus far is the contingency or situational approach to leadership, which takes the position that the variables in each situation must be analyzed before an optimum leadership style is selected. The works of Tannebaum and Schmidt's Leader Continuum; and Fiedler's Contingency Model will be discussed to drive home this point.

A. Tannebaum and Schmidt's Leader Continuum

The theories by Tannebaum and Schmidt (1958) maintain that to select the most effective leadership styles for any given situation three variables need be considered namely:

- a. Forces within the leader
- b. Forces in the followers
- c. Forces in the situations

It emphasises flexibility and sensitivity to the situation the leader and group find themselves

A. Forces in the Leader

The behaviour of the leader and his group members is influenced by the internal motivation as well as the leader's perception of how to lead others is also coloured by his training and experience. Other forces also influence his choice of leadership style; namely Feeling of Security; Confidence in Subordinates; Leadership inclination; Value system etc.

Feeling of Security - An uncertain situation is a strong determinant of a leader's choice of style to lead.

Confidence in Subordinate - Example of theory Y leader, who grants some autonomy to his members.

Leadership Inclination - Leader using the style he/she is more comfortable with.

Value System - The relative importance placed on profits, efficiency, and employers' achievements, determine the style he uses.

b. Forces in the Followers

Past studies have shown that individual's behaviour at a given time is determined by his/her needs and wants at that critical time. It has always been established that the kind of training, experience and expectations also influence their needs, it is therefore paramount that a leader studies his followers carefully so as to structure his own behaviour so as to bring out the best in the group members. Forces at work that the leader can permit according to Tanner Baum and Schmidt include:

1. Subordinates have relatively high needs for independent action
2. Subordinates have readiness to assume responsibility for ~~design making~~ *decision*
3. Subordinates have relatively high tolerance for ambiguity
4. Subordinates have interest in the problem of the organization and feel he/she needs to contribute his/her quota

5. Subordinates understand and identify the goals of the organization
6. Subordinates have the necessary knowledge and experience to deal with the problem.
7. Subordinates have learnt to expect to share in decision-making.

The less the prevalence of these conditions, the greater chances of a leader being autocratic (Tannerbaum and Schmidt, 1958). These conditions vary from one person to another. Other variables that can also affect behaviour are environment, nature of task, size group norms, nature of motivation, cohesiveness and leadership.

c. *Forces in the situation*

The choice of a leadership style is also influenced by the prevailing situation, the structural differences of the persons who make it up is determined by size, geographical separation, and their interdependence. The forces of environmental pressure include:

- i. The type of organization
- ii. The effectiveness of the work group
- iii. The type of problem
- iv. The pressure of time for decision
- v. Union activities
- vi. The general economic situation etc.

Organizations vary from production to sales, to rendering of services. The choice of group members, of their leader vary from one group to another, the choice for the production leader might be different from the choice of sales leader.

B *Fiedler's Contingency Model of Leadership Styles*

Fiedler (1967) viewed group performance as contingent upon the leader adopting an appropriate style in the light of the relative favorableness of the situation. He identified three situational characteristics of relative favorableness that influence effective leadership style.

The leader-member relations: This refers to the leader's relationship with the led

Task structure: This refers to the degree of structure in the task that is to be performed by the group.

Leader position power and authority: This refers to the amount of formal power and authority the leadership position provides for the leader.

The position-power is similar to task-oriented concept of leadership while the leader-member is similar to people oriented concept of leadership. According to Fiedler, the three situational variables above can produce very many other possible combinations of situations.

Favourable conditions to leaders include:

- When he has good leader-member relations
- When task is highly structured and defined
- When he has formal power in his position

Unfavourable conditions to leaders include

- When he is not liked by those he leads
- When the task is unstructured and unplanned
- When he has little position power.

Fiedler sees two main choices of effective leadership styles as between task-oriented and relationship -related, he applied these styles and came up with the following which include

Task oriented: Leaders tend to perform best in group situations that are either very favourable or very unfavorable

Relationship-oriented: Leaders tend to perform best in situations that are immediate in terms of favourableness.

No matter the degree of personal characteristics of a leader, the skill, the knowledge, his final performance evaluation cannot be fully assessed without a consideration of the situation under which he operates (Okoh 1998). This theory is very important to Nigerian educational manager/administrator. We are in a dynamic and changing world where the performance of our educational administrator must be anchored against the background of the situational variable under which they perform. Leaders may be interchanged within the organization, so that the style each prefers may be matched up with the situation that calls for such style.

Functions of a Leader

The function of a leader under the scientific management school is to set up objectives and enforce performance criteria to meet organizational goals. (Greater output was the concern). On the other hand, the functions of the leader under the human relations theory is to facilitate cooperation among workers in order to achieve the objectives of the organization (welfare of the workers were the major concern). The successful organization has one major attribute that sets it apart from unsuccessful organization that is dynamic and effective in leadership.

Drucker in Okoh (1998) points out that “managers are the basic and scarcest resources of any enterprise”. Leadership may be regarded as an activity concerned with influencing the behaviours, beliefs, and feelings of other group members in an intended direction. According to Huczynski and Buchanan (1991), the typical functions of a leader include:

- Enabling people and groups to achieve their objectives
- Setting and communicating objectives
- Monitoring performance and giving feedback
- Establishing basic values
- Clarifying and solving problems for others
- Organizing resources
- Administering rewards and punishment .
- Providing social and emotional support for others
- Providing information, advice and expertise
- Making decisions on behalf of others
- Representing the group or organization to others
- Arbitrator in disputes among his group members
- Father/Mother figure in the organization
- Scape goat in certain uncertain circumstances

These variables are common to organizations whether public or private, whether manufacturing, sales or service oriented, the question is what style or method has been adopted by the leader to carry it out? This vary from individual to individual which depends greatly on leaders' characteristics behaviour and situations variable

The professional functions of a leader are stressed by Gulick's acronym (POSDCORB) which represent: Planning Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting.

Effective leadership

Since not all leaders are effective, one must find out how effective leaders can be identified, the following studies from various authors cited below will be helpful in sorting this out:

Prof. Keith Davis identifies four characteristics that can make a leader effective. These are Intelligence; Social maturity; Inner motivation; and Human relations attributes.

Stryker (1990) identified some attributes of which are similar to those already cited. These are Good Judgment; Cooperative character; Initiative; Legitimate ambition; Drive; Decisiveness; Emotional stability; Ability to get along with others; Dependability; Judicious; Conformity; Fairness; Ability to lead; Loyalty; Dedication; and Integrity

Flory in Okoh (1998) also outlined ten qualities of an effective leader i.e.

Make sound judgment; Get along with people; Understand people

Meet the vicissitudes of life with composure; Plan and organize

Let go (delegate); manage others; Act vigorously, Communicate effectively; and Blend all actions with fineness.

A leader is said to be effective when he/she is able to draw the necessary response from workers to achieve desired objectives. The best leadership style will depend on the nature of task, subordinates, the organizational and social content and the leader himself. In other words leadership is contextual and situational bound.

A leader can only be a leader only if the followers are willing to follow; in other words, leadership is also a property of the relationship between leader and follower and not just the property of the leader alone.

Leadership Power

The concept of power may help us to explain why people are willing to follow their leader. Power may be defined simply as ability to control or influence others to do something they would not have ordinarily done.

The different types of powers are
Reward and punishment power
Referent power
Legitimate power
Coercive power
Expert or sapient power

Reward and punishment power

Reward and punishment power: Reward may include bonuses, annual increment, incentive payments, promotion allocation to desirable work duties, responsibility, new equipment, good recommendation and recognition for good performance etc. These are valued reward controlled by leaders. If a leader control reward and the followers do not value them, the leader has no reward value if the leader has no controls over valued rewards but can influence rewards and the followers believe that such rewards will be forthcoming, then the leaders has reward power. On the other hand, those who fail to meet performance standards are penalized by withholding their rewards, fines, suspension and other privileges. A judicious use of reward helps the leader to encourage his subordinates to go extra mile to exemplify him/herself in performance.

Referent Power

The referent power of a leader enables his/her subordinates emulate him/her because he/she is characterized by desirable qualities. This kind of leader is easily admired and perceived as a model of behaviours, his subordinates easily obey his orders, rules directives and precepts. Referent power or charisma depends on personality and attractiveness of the leader perceived by followers. The Onus is with the leader to behave up to expectation and show good examples (Leadership by example).

Legitimate Power

This also called position power. This is when a leader has the right to give orders and subordinates have the obligation to obey them. The leader has legitimate power. Organization hierarchy facilitates legitimate power. This kind of power is also known as rational illegal power based on his legitimacy of authority to lead.

Coercive power:

The ability of a leader to make subordinates obey orders and instructions that has been issued by applying some penalties to those that do not comply, these penalties may include humiliation, oral abuse, withdrawal of friend and emotional support, loss of favour and privileges, it may also involve stiffer punishment, like a query, termination of appointment, even dismissal. This kind of power is associated with threats; it is mainly used in an autocratic style of leadership whether in a public or private organization.

Expert or sapient power

A leader's ability to stand out in certain skills used in an organization. A leader with superior knowledge, wisdom and expertise, which is relevant to a particular task or activities in hand. The subordinate worker's perception of the leaders understanding, credibility, trustworthiness, honesty, wisdom and access to information are fundamental to their perception of the leader as a person with expert power.

The Importance of power in Leadership

- All types of power depend on the beliefs of the subordinates
- They are interrelated because the use of one may require the use of another. Leadership powers are not static but dynamic.
- A leader can use multiple bases of power that is, the same person may use different bases in different context at different times.
- A mark of effective leadership is the ability to identify the best one or combination most suitable for a particular situation.

Current researches seem to indicate that democratic style leadership is most effective for many reasons that include:

1. Democratic management as a part of a wider social and political movement for the democratization of a wider spectrum of life. With rising level of awareness, affluence and education, people are demanding for and are being equipped to participate competently in decision-making.
2. Several empirical researchers have pointed out, that in general terms, the democratic style is the most suitable style because it can improve goal attainment, and capability of

organizations by tapping the ideas of people with knowledge and experience and involving them in decision making, they become more committed.

3. In a democratic leadership style turnovers and absenteeism are very low, if any.

Conclusion

An education manager is a formal leader in school. He/she plays a key role in developing subordinates identity. He should adopt the good qualities of a leader as discussed earlier to enable other employees under him to participate in the school's activities. According to Hoy and Parsyth (1986), the greater inducement pattern created by the school leader, the more committed other employees will be to the school.

According to Drunker (1966), "The manger has the task of creating a true whole that is larger than the sum of its parts, a productive entity that turns out more than the sum of the resources put into it".

The school shares many common characteristics with other formal organizations such as the church, hospital, civil service, etc. These organizations depend on group cooperation for the achievement of their goals. Like these organizations, the school has clearly defined goals. The school specifies roles, allocates functions, delegates responsibilities, establishes and maintains its own organizational hierarchy through which the activities of the group are coordinated.

These structures on ground help a good leader to be more efficient and effective in his/her leadership roles. A good leader knows how to make the best of the men, money and materials at his disposal to actualize the set goals with minimum complaints if any.

The leadership style that the school head adopts will affect the staff and students under his control. Therefore, the way he/she uses power can influence school climate and interpersonal relationships positively or negatively. A school head who arrogates all powers to him/her self and centralizes authority on his person may discover that he/she is operating only from the apex or what is regarded as a closed climate. On the other hand a school head who over delegates authority and power in a bid to make him/herself popular and well loved may become essentially a non-leader who fails to motivate his/her staff or reach his pupils. (Obanewa, 1994).

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CHAPTER 6

SCHOOL COMMUNITY RELATIONS

BY

EDM 302

R. I. O. EDOBOR

Introduction

The school is a social institution, which acts as an instrument in the society for the teaching and grooming of the young. When the word “school” is pronounced, it conjures up a particular mental image. This image is the product of public relations, planned or otherwise. Parents are particularly interested in the education of their children, since education is an activity that involves the cooperation of teachers, parents, children and the community as a whole.

Relationships between the school and the community are important to the growth and development of both pupils and adults. According to Follet in Obanewa (1994), the central problem of any enterprise whether local or national government, a business organization or a school system, is the building and maintenance of a dynamic yet harmonious human relations. School Community Relations will be discussed in this chapter under the following subheadings.

1. The concept of school and its role
2. The concept of community
3. The relationship between school and community
4. Factors affecting good school/community relationship
5. School and community resources that can be shared by both to enhance relation positively.

The Concept of School and its Role

In the past years, the British model of primary and secondary grammar school was practiced in Nigeria. This model agrees that children gifted in art and craft were inferior to the academic quality of children of the secondary grammar school. Attempts to revise the curriculum were not encouraged because it was feared that if these were done the standard would be lowered. Thus educational institutions remained stagnant because introduction of new ideas to the curriculum did not take place. However, such attitude has changed, as there are employment opportunities available to the products of modern, technical and commercial schools.

Parents regard the school as a part of modern sector and therefore separate from their own ordinary life. Some parents also hand over their own responsibilities over their children to the school and expect the school to bring them up. This division came about as a result of the historical background of education in Nigeria, which includes the following:

1. The missionaries often regarded their task to educate as being that of releasing local people from evil, superstition and to civilize them. The school was therefore deliberately separated from the village, while the use of vernacular, tribal customs and dances were prohibited.

2. The idea of boarding school also brought distinction between school and community.
3. The composition and attitudes of the teaching force:- Nigeria is diverse in culture and tradition, when a teacher is posted to a place different from his/her ethnic background, the tendency for local community members to see him/her as a stranger and treat him/her as such is very high. For example, an Igbo teacher in Hausa land. The stranger teacher may be respected but not regarded as one of them. Musazi (1982). For these reasons and more, the school was regarded as something separate from the ordinary life of the community. Sometimes the symbol of separateness is high fenced school compound constructed with different materials that varies from bricks to iron bars, aluminum sheets etc.

The school population can be categorized into three groups:

- a.. The pupils
- b. The teaching staff and.
- c. The Non-teaching staff

The school is a representative of the larger society; it has the different personality traits, the young and old, the normal and abnormal, the emotionally stable and maladjusted, the dull and the intelligent, the well behaved and the wayward e.t.c. Ultimately, the school has intimate relationship with children and young ones. This is why the knowledge of the relationships within the school is very important.

Unlike the past, the modern school is full time, taught by specialist teachers, the content is only loosely geared to the village. The unfortunate consequence of this was that children became increasingly alienated from their communities and ill prepared for playing any useful role in them.

According to Utega (1979) to be able to educate the child, the life in his community, the school must integrate and reflect community life and community living. They must be identified with community needs and aspirations. Katz (1969) believes that the school should be more responsible in terms of its educational programmes, liaison with industries and commercial community so that better advice can be given to them.

Further more Adeniran (1984) suggested that the school should teach arts and train the pupils' physical, intellectual, moral and aesthetic qualities. In other words, the school should be a complete entity that gives all round education to the child, after all one of the aims of education is the welfare of the individual and humanity, at large. Therefore any fixed rigid type of education like the British type in the pasts cannot bring this about.

The school has a major role to serve the people whether in the role of leadership or as a co-operating agency. Schools are intended to promote social change in the locality around them. The content of the school program should be practical as well as academic. In a bid to express himself, Beverly, (1978) draws up the following conclusions about the roles of the school in the development of its community.

1. The school tends to nurture primordial relations and perform the functions of acculturation
2. The school should act as an agent of social control and integration.
3. The school should develop to fullness the total academic needs of children and prepare them for positions in the society.
4. The school should find out the norms, beliefs and values of the society and reflect them in the school curriculum or life

The concept of community

The community is perceived to be of two types:

1. The primary community, which is the traditional community

2. The secondary community, which is the adopted community

The primary community or traditional community is the one in which everybody knows everybody, people are related by face-to-face association and co-operation Awolola (1977). This type of community has a group of people living in the same place, with common values and history, bound together by multiple economic, social, religious and kinship ties, Ogunu (2000). Many communities of this type exist in Nigeria e.g. the Igbo, Yoruba, Hausa, Edo, and Fulani etc.

The secondary community or adopted community is the one in which people are related indirectly by trade and business connections or by belonging to the same religion, professional or economic group. They are interdependent but seldom or never meet each other face to face i.e. the big city, state, region, nation, world etc. (Awolola 1977). Ogunu (2000) defines it as a group of people living in the same place, sharing some common interests but do not necessarily have strong historical links or local ties. In this community, convenience and choice such as place of birth determines membership, people join in every day. Adopted communities are built through education, employment and business opportunities.

The relationship between school and community

The 6th edition of the Oxford Advanced Learner's Dictionary of Current English defines relationship as "the way in which two people, groups or countries behave towards each other or deal with each other." In this case therefore, the way in which the school and the community deal with each other or are supposed to deal with each other is very important (for our discussion).

Any school cited in a community is supposed to be a help to that community. It is a model and a community school, which has broader functions that keep it in a close relationship with its surrounding community. A school that is cited in a primary or traditional community has a face-to-face interaction, this is where everybody knows himself or herself, they have common interests, and they trust each other. For example, the community can give a piece of land to

the school for farming to teach the children agricultural science and the school can also allow the community members to use the school facilities e.g. school hall.

In order for the school to benefit from the moral, financial, and material support, the school needs to be in close relationship with the community. Thus, the relationship between the school and the community is more meaningful; hence they regard each other as partners in progress.

This kind of close relationship affords the school the opportunity to operate directly as a nucleus for the good of the community (this statement will be decoded later on in the chapter). The school can suggest ways to improve the activities, to diversify them and to make them more pleasant through modern methods. The school teaches children to discover and use the resources from the community to enhance educational programmes.

Social interaction in school/ community relationship is a give and take issue. It involves a careful understanding of the influence of one upon the other. Social interactions with the persons or groups involve understanding. In other words, there are no fixed or generalized patterns of behaviour and so the basic characteristic for both (school and community) must be flexibility. In the light of changing needs and development, the school must be willing to waive its rigid rules and policies to suit its community needs and development.

The school head can fashion out enviable and laudable programs that will help to enhance the relationship with its community. In a bid to do this Bullock in Obanewa (1994) identified six community characteristics that a school head needs to know, these are:

- i. "What is the general community level of approval or disapproval of the school program?
- ii. What kind of educational philosophy does the community hold?
- iii. What degree of prestige do teachers as an occupational class hold in the community?
- iv. What kind of community is this with regard to such characteristics as cohesiveness and unity of action?
- v. How does this community define the role of the school administrator?

- vi. How receptive is this community to change or innovation"? Obanewa (1994), believes that certain factors need to be worked on by the school head if he/she is to enhance positively the relationship between the school and the community in which the school is cited. These include:
- a. Understanding the composition and characteristics of his/her school community
 - b. Be able to assess the desires and aspirations that citizens have for their school.
 - c. Dissemination of information on many subject matters.
 - d. The development of the consensus must be stressed; this involves the stimulation of the school workers and community members in jointly thinking of the role of the school in their community.
 - e. Community agencies such as the home, church, mosque, local government, labour, business organizations, public libraries, newspapers, radio, television stations etc. must be appropriately utilized to improve the status of the community.
 - f. The school head must be accessible to parents and members of the public.
 - g. The school administrator should introduce vital aspects of the community life into their school curriculum e.g. its history, geography, culture, religion and the people's way of life. As earlier explained the school/community relationship is a partnership relationship. According to Thomas et al (1977) school- community relationship is considered to be two-way interpretive process between the society and its instrument, the public institution. It involves far more than "publicity" or "interpretation" It means genuine co-operation in planning and working together for good, giving as well as receiving ideas.

In realization of the need for the community to contribute their own quota to the education of their children, agencies such as the Parents/Teachers Association (PTA), Old Students Association, Board of governors, community leaders, youth association etc are set up to liaise and rub minds with the school to find out exactly what the school requires from the community and how the community can play its own role in the development of the entire system.

Factors Affecting Good School/Community Relationship

In the absence of a good working relationship between school and community, a lot of things can go wrong. When these factors that affect good relationship are identified and possible solutions proffered, it is the duty of a wise school head to work on them, the purpose is to get the surrounding community to flow in a cordial and understanding relationship. In connection with this, therefore, some tangible problems or factors have been identified.

It must be stressed at this juncture, that various types of interaction exist between school and community; this could be in the form of conflict, competitions and cooperation. This kind of interaction that exists is taken as a direct function of interplay of specific factors e.g. communication, school facilities, type of leadership, the social class of ethnic group, non-inclusion of community interest in the curriculum (unfit curriculum), self sufficiency, ethnic and tribal segregation, negative impression of each other etc.

The factors that militate against good school and community relationship are numerous but only the ones listed above will be briefly explained.

1. School facilities

The opportunities to use school facilities by the community should be encouraged so as to bring about good relationship. In the absence of this, the community might feel slighted and will resent the existence of the school in that community.

2. Self sufficiency

Problems arise when the school feels that it is self sufficient, and does not need the community whose children they cater for. The school feels that it has everything it needs within the school compound and begins to push the community aside.

3. Ethnic and Tribal Segregation

This happens when a non-native teacher is posted to a school e.g. an Igbo teacher sent to school in an Hausa or a Yoruba speaking

area. The effort of the stranger teacher will be frustrated because they see him as a non-native and, therefore, has little or nothing to contribute to that area. The stranger teacher may be well respected but seen as an outsider.

Negative impression of each other

When the community commonizes the role of the teacher or school authorities i.e. seeing them as mere classroom instructors not capable of organizing productive activities in the village and school authorities also seeing the community members as illiterates and unqualified to participate in the management of the school only to be invited for programs, such as inter-house sports day, open day, graduation, Parents Teachers Association (P.T.A.), fund raising, etc. there will be big problems in their relationship which may manifest through unrests.

Communication

Communication is one essential ingredient for a cordial relationship. The opinion of Ukeje (1979) buttresses the point that to be able to educate the child for life in his community, the schools depend on efficient network of communication between administration and the community members. He further stressed the important areas of communication that includes:

- i. Communication between school, ministry (NUC) as the case may be, and the community
- ii. Communication between school authorities, the staff and students Farrant (2001) postulates the following rules for good communication.
 - a. "Choose a code known to every one to where the message is to be sent.
 - b. Avoid using a medium that any of the receivers might find Unpleasant.
 - c. Choose the medium that is well suited in the conditions under which the message is to be sent and try to reduce noise as much as possible."

Observing these various rules by Farrant would go a long way in helping to boost a good relationship between the school and its community.

6. Social class of ethnic group

The determinants of the type of relationships that exist between the school and its community depends greatly on how the community rate schooling (education), level of enlightenment, values they place on premium, their philosophy of life etc. It is a common thing in Nigeria to see a community not sending their children to school because of;

- i. Poverty
- ii. Religious beliefs
- iii. Gender inequality
- iv. Outright rejection of formal education
- v. Nomadic life etc.

There are different values among the various social classes (upper, middle and lower classes), the relationship between the school and its community depends upon the value placed on education, for example schooling in the past was highly respected and a means to, achieve greatness i.e. alleviate poverty, change of status (Aristocratic status) from low to high etc. but these days in Nigeria the value for education has fallen because graduates are jobless and move round the street aimlessly, the artisan e.g. fisherman, farmer, butcher etc earn more money in a month than a professor would earn in three months so people are back to road side skill acquisition which will yield some money to place them in the social class they desire especially in a society like ours where money is the yardstick for judging success.

7. Unfit curriculum

The non-inclusion of the community interest in the school curriculum is another factor that can make the relationship between school and its community to go sour. Since majority of the students are indigenes of the community it will be wise for the school authority to include their subjects of interest (i.e.

Agriculture, animal husbandry, culture, tradition, hunting etc). These are subjects that the local community can easily identify with and flow along. When only foreign culture or language is the order of the day, it will be difficult for the relationship between the school and its community to blossom because they cannot understand each other and "understanding" is a key factor to a good relationship.

8. Types of leadership

The leadership style of a school administrator is a strong determinant of the kind of relationship that will exist between the school and its community. A brief explanation of the types of leadership is necessary at this juncture:

a. **Democratic style of leadership**

This is a leadership that believes in dialogue, carries everybody along, never takes a singular decision, and is a friend of the people.

b. **Autocratic style of leadership**

This is the opposite of the democratic style, uses threats to actualize his/her goals, takes singular decisions, never takes his subordinates feelings into consideration, the actualization of the organizational goals is his/her main concern, damn the consequences.

c. **Laissez Faire style of leadership**

This leader is neither autocratic nor democratic. He delegates too much to his subordinates, craving to be loved by everybody, hardly around to supervise assignments and subordinates' initiatives are necessary. This is the "I don't care" type of leadership.

d. **Democratic manipulator style of leadership**

This leader is inwardly an autocratic leader but he/she sets up committee to look into matters giving people the impression that he/she has their interest at heart but at

the end of the committee's sitting, the decision taken will be what he has internally forced them to take and not really the mind of the people, but with a committee set up everybody thinks the leader is genuine and has concern for the people. This leader is selfish and because he/she is selfish, his/her selfishness manifests in other facets of his/her leadership (Toby 1997). He may be able to get away with fooling the public.

Having gone through the types of leadership styles for a better understanding, it is now paramount therefore to briefly look into how they can affect the relationship between the school and its community.

From the explanation above, it can be deduced that an autocratic and a democratic manipulator leader will have problems with its community because

1. They take unilateral decisions
2. They operate the one-way communication style
3. Every one is scared of them
4. Punishments like withdrawal of benefits, threats of varied degrees are used to actualize their aims.
5. They are unreachable
6. Feelings of the people are not considered

With these characteristics, it will be difficult for a relationship to be cordial and smooth. The outcome is series of unrests. These leadership styles talked about do not only apply to school leadership but also to community leadership.

The democratic, more than the Laissez Faire, leadership style is likely to succeed in enhancing the good relationship that exists between the school and its community because of obvious reasons which include

1. People oriented
2. Carries subordinates along
3. Decisions are taken by all (i.e. through majority vote etc.)

4. Communication is two-way (back and forth)
5. People's interests at heart
6. Open door policy

Naturally, these kinds of characteristics enhance relationship and so for a school head or a community head to perform well will not be a surprise. Where relationship is cordial; achievements will abound.

School and Community resources that can be shared by both to enhance cordial relationship.

Schools are intended to promote social change in their locality; the schools serve both adults and children. The school also serves in the role of leadership and as a cooperating institution. It becomes part of the community by having responsibility to the community and by having the community fully involved in the school's activities. Studies on school community relationship suggests the following points which will help to promote good relationship between school and its community. Musaaazi, (1982), Ogunu, (2000), Obanewa, (1994), Adesina, S. (1980) etc.

1. A school Administrator/manager must accept and educate his staff on the need to have a good relationship with their community. This is wise because if his staff is not carried along with him, the possibility of them to think that he has a "personal interest" in the community might lead to his effort to build a good relationship with the community being sabotaged.
2. He/she must interpret policies, information and education to its community.
3. He/she must encourage discussion between school and community; this will give the community sense of belonging and therefore cause them to support education.
4. He/she must know what is expected of him from the economy and the potentials of schools to actualize these expectations.

5. By organizing programs such as adult education, parents teachers association, visitation to local farms, industries etc can bring the school closer to the community and vice versa. Suggestions have been made as follows on the types of activities or programs that the school and the community can get involved to enhance positive relationship. (Musaazi, 1982).

Types of Connections

1. *Use of physical school facilities*

School to Community

- a. Classrooms and halls for adult classes and community occasions or festivals.
- b. Venue for residential courses (secondary schools residential halls)
- c. School farms/garden as base for demonstration work to community people
- d. Sports fields
- e. Ground for grazing.

Community to School

- a. Shared use of church/mosque halls, wells, cattle-dips, clinic, hospital and library.
- b. Houses for teachers-the community can house the teachers
- c. Land for garden plots can be provided by the community
- d. Sports fields- community people can hold football matches, cultural festivals etc. using the school sports fields
- e. Land for sports fields, school buildings-the community can give the land for school buildings.

Economic contribution

School to Community

- a. Labour contribution and local projects-schools helping in building bridges, youth service schemes.
- b. Provision of employment opportunities
- c. Purchase of local products

Community to School

- a. Labour contribution- community people building schools
- b. Financial help for new school projects/programmes
- c. Provision of materials and furniture by the community to the schools

General services and help

School to Community

- a. School as base for local groups, choirs, scouts and guides, sports teams, plays and concerts.
- b. Help for old and sick people
- c. Help with harvesting
- d. Participation in local national festivals
- e. Fund raising
- f. Schools as postal centers and polling stations
- g. Use of school lorry, loan of equipment, furniture
- h. Premises and teachers in national campaigns such as census, elections
- i. Schools as base for post-school training.

Community to School

- a. Maintenance of facilities
- b. Provision of school security
- c. Lending of equipment
- d. Housing of students

4. *Research knowledge and cultural records*

School to Community

- a. Recording and preservation of local traditional lore and events
- b. Research into local history, songs and so on

Community to School

- a. Provision of information
- b. Contribution of artifacts, etc. to the school museum
- c. Opportunities to study more about local activities and customs

5. *Teaching*

School to Community

- a. Education (literacy, etc.) for adults and out of school youths
- b. Extra-mural courses (secondary)
- c. Seminars and courses for professionals (colleges)
- d. Correspondence courses (colleges)

Community to School

- a. Use of local people as instructors, religious leaders, story-tellers, dancers, carpenters, etc
- b. Parental help as teacher assistants, etc
- c. Practicing professionals demonstrate

6. *Curriculum*

School to Community

- a. Source of information and new ideas for use in community, e.g. Crafts, linguistic influence, hygiene etc.
- b. Transmission of culture-folklore, customs, music, dance, etc.
- c. Courses geared to specific problems (colleges)

Community to School

- a. Use of and access to local facilities, e.g. visits to local industry, farms research stations and commercial centres
- b. General visits to areas of interest, e.g. national parks, zoos etc
- c. Provision of case study material (colleges)

Management

School to Community

- a. Staff and student involvement in local affairs-committees, church, mosque and agriculture.
- b. Pupil involvement-youth organizations
- c. Training in management (colleges)

Community to School

- a. Participation in school committees.

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