



Educational Leadership Style and Teachers' Attitude in Relation to the Actualization of Educational Goals

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Abstract

So many scholars in administration and management have written on the issue of leadership, leadership style and how they can be employed in administration of organizations generally. School as an organization is not left out; so many papers have been presented concerning a way out of the On going administrative problems in our schools via-a-vis the realization of educational goals and what can be issued to address this hydra-head problem in the sector. The educational leadership style and teachers' attitude in relation to the actualization of educational goals is what gave rise to this study. The study used a descriptive approach to review some of the leadership style and roles the play in the administration of schools in terms of realization of educational goals. This paper also looked at the meaning of attitude in relation to teachers and its roll in achievement of organizational goals. Based on how complex the position of an administrator is the paper also reviewed the impact of LS as regard the attitude of teachers and ways to initiate positive attitude in them through LS. The study concluded that there is need for administrators to use different strategies based on the SL to make the educational goals realizable in schools. The study suggested among other things that educational administrators should engage in workshop and seminars periodically, short in-service training and different strategies which the various LS provides to meet up with high demands of the present time as a measure to solve the problem.

Keywords: Leader, Leadership, Leadership Styles, Attitude, Teachers, Impact, Process.

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INTRODUCTION

In the quest for an effective and efficient administration of schools in a country like Nigeria it becomes a concern to have leaders in the educational sector namely schools that will showcase LS such that will help to realize the goals in education as enshrined in the national policy on education. There are LS for sure, but it will be important to look inward in order to discover how the application of LS in the school influence teacher's efficiency in our schools that is their

attitude. The national policy on education is meant to be realized and it is based on this that it becomes pertinent to use leadership styles as a weapon to make this dream realizable. It will not be wise if after all the beautiful policy on education it will end as mere dream without the administrators using the leadership styles to making them achievable.

We accept the fact that education at all level plays weighty role in the advancement of economic, political, social, cultural and technological development of countries (Ololube, 2017). Based on this, for us to achieve the objectives as well as goals of education it becomes a thing of concern on relationship between styles used by administrators in the schools and how it brings about efficiency on the part of the teachers in terms of their attitude to the teaching and learning process. The teachers are in the front line of teaching and learning in schools and as a result they are they ones to make the educational goals realizable, so based on this, it is very important that what the administrators do with them to be made known through avenues such as this for positive criticism and good contributions which will yield the expected and desired result. In line with this, this study is out to find out how some of these LS affect teachers attitude namely; towards teaching and learning process, discharge of daily duties, response to duty, relationship with both fellow staff and students, behaviour at work place, readiness to take extra duty, participation in extracurricular activities, attitude in the face of correction by the boss, respect for those in authority and fellow staff etc. It cannot be over emphasised that success of every school lies on the achievement it records in line with both the national policy on education and its mission and vision as a school. This success is majorly determined by the type of leadership(s) used by the administrator each time. It is very important to note that schools that are not measuring well in the academic standard and character formation are traceable to the leadership(s) used by the administrators of such schools.

Globally, schools at all levels are run by administrators, these administrators use LS in the day to day running of the schools. People pass comments on how good one school is above others. In the case of our public schools in Nigeria for instance the notion of every average Nigerian is that they do not measure up to expectation hence they prefer private schools in most cases to public schools. The question we should ask is this: what is it that makes the major difference in the two categories of schools? Could the issue be fund, type of teachers or students? We will hardly take our minds to the type of LS(s) used in running these two categories of school. LS(s) applied on the daily running of these schools is the major difference which determines not only how the school is perceived by outsiders but also the attitude of the teachers in these schools to bring into fulfilment the educational goals as well as schools' mission and vision respectably.

In the case of the teachers, when they leave from one school to the other, their attitude changes, either negatively or positively as the case may be, why. So, leadership style(s) as far this paper is concerned is focusing on the result it produces on the teachers who are the major agent to make educational goals realistic through teaching and learning process in the schools. It is in the face of all these that this study is set out to find out educational leadership styles and teachers' attitude in relation to the actualization of educational goals in the teaching and learning process.

Background to the Study

Irrespective of the fact that there is some educational LS that could be adopted by school administrator to make the aims and objectives (goals) of education be realizable in Nigerian

schools some, administrators from the look of things administer schools the way they feel is good for them not minding the outcome of the line they tour in administration of these schools. These administrators do not turn back to look at the reaction of the teachers they are meant to work in collaboration to achieve the expected educational goals, they do not consider the outcome of their administration in terms of the attitude of teachers who they are leading vis-a-vis the achievement of the stated educational goals.

Therefore, it is important especially now that there is a clamour for innovation in the educational sector concerning the way schools are being administered which makes it impossible to realize the expected educational goals. It is a fact that the aims and objectives of education (goals) are enshrined in the National Policy on education in Nigeria (FRN, 2014) which is the central focus of administration in our schools. But it is quite disheartening that some administrators ignore this and do things their own way and at the end they will fall short of the realization of these goals. They fail to achieve the stated goals either because they ignore the standard leadership styles or they do not observe the attitude of teachers they work with who are to make the achievement of these goals realistic through the teaching and learning process. It is therefore pertinent to note that administrators who want to realize these stated educational goals should be ready to carry the teachers along. Administrators should endeavour to use the attitudes of teachers in line with the outcome of their teaching and learning process to check at each given time whether the type of leadership style adopted at any given time is yielding the expected result, hence the educational leadership styles and teachers attitude, it is in the light of the above the study hinges.

Purpose of the Study

The purpose of this study is to give insights as regard the usefulness of leadership styles in line with the attitudes of teachers in an attempt to achieve the expected educational goals via the following:

- Conceptualizing of leadership and leadership styles;
- Meaning of Attitude and its roll in achievement of organizational goals;
- Impact of Leadership styles on attitude of teachers; and
- Ways to initiate positive attitude in teachers through leadership styles.

CONCEPTUAL CLARIFCATION

Leadership and Leadership Styles

The word leadership is commonly used by everybody and even people who do not have good understanding of what it means and what it is all about. According to Oxford Advanced Learner's Dictionary, leadership is defined as the state or position of being a leader or the qualities/skills a good leader should have. Several writers on leadership have equally given several definitions on leadership in the various context they used it. The popular belief that quality leadership is a major factor in schools and students' performance remains true to this day (Ololube, 2018). Unfortunately, some of the schools we have in Nigeria do not have good leaders; the only have people who assumed the position of a leader without discharging the expected duties of a leader which must be good. It is very important that an in-depth meaning of

leadership should be given for the purpose of this study and how it relates to the LS for clear understanding of the line the study is towing. Leadership is known as an effort that directs organizational activities to achieve a common goal. Since leadership also refers to the process of interpersonal interaction and guidance in order to achieve organizational goals, it could be defined as an “influence” process through interpersonal communication. Leadership with its complexity in terms of human activity is difficult to define or to be described accurately. This is because there is no agreed definition of the concept of leadership (Leithwood et al., 1999; Yukl, 2002).

Therefore, according to Ajadi (2009) one should understand that it is not all that easy to come up with one particular definition of leadership and this can be attributed to some factors when leadership is seen as; “(i) an attribute to a position;(ii) a characteristic of a person;(iii) a category of actual behaviour; (iv) the personal characteristics of the leader; (v) the share of task and the character of the social context in which leadership is to be exercised.” However, Halpin (1969) in Ajadi (2009) also has it that this dilemma of definition comes from the fact that both ‘descriptive and evaluative components were incorporated into the term ‘leadership’, which shows that the word ‘leadership’ suggests two ideas in the usage where one indicates to a role and the behaviour of a person in this role while the other is an evaluation of the individual’s productivity.

It is a recognized fact that both the nature and the quality of leadership provided in a school is very important in determining school achievement. For the purpose of Leadership for school effectiveness and school improvement it is important to establish at least a working definition of this complex concept to provide a useful frame of reference. Leadership can be referred to as a function of management which involves influencing followers to achieve stated organizational objectives. It is about what leaders and followers do together for the collective good of the organization. In line with this Bennis & Nanus (1985) attempt a definition, as the ability to get all members of the organization to perform tasks required to achieve the organization ‘s goals and objectives.

Leadership is a very important as aspect of management because it is the source or base from which everything else in terms of administration and management is made as regard the activities that can lead to the attainment of organizational goals. For this reason, scholars and practitioners in leadership propose leadership that will produce the result that is wanted or intended in organizations in order to propel the wheel of change in ensuring achievement of educational goals. (Bass, 1985, Bennis & Nanus, 1985; Conger & Kanungo, 1990) and employee outcomes (Arnold & Feldman, 1982; Breaugh, 1981). Therefore, it has become indispensable against an increasingly pressurized and changing environment with demands from all sectors of society for our schools to be accountable for the attainment of the educational goals for a brighter tomorrow.

Consequently, Owens (2001, p.239) opined that leadership is not something that one does to people, nor is it a manner of behaving toward people: it is working with and through other people to achieve organisational goals. Following this, leadership then is a result of an influence among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 1991). Based on these definitions, there are about four main components which are useful for leadership. These components are exercising influence, active involvement or participation of players, providing direction with the intention of bringing about changes, useful for both players (Rost, 1991). It shows that the relationship between leaders and followers is based on influence on each other with the aim of promoting or purposefully seeking real or substantial changes that

reflect their mutual purposes (goals). It is obvious that leaders should not merely impose goals on followers but work through and with other people to create a shared sense of purpose and direction. Leadership therefore is about individuals who, by their actions, facilitate the movement of a group of people toward a common or shared goal.

Based on the above reason, leadership involves the alignment of people with organizational goals so that both leader and followers share the same vision and move forward in the same direction (Kotter, 1990). The result of this alignment produces the changes needed to cope with the changing environment and the attainment of stated goals. Leadership is not issue of wielding of power and exercising authority but also motivating, coaching, inspiring others and providing emotional support. Good leaders according to Nnadi's (1997) is self-motivated; goal oriented, delegates responsibilities, strive for excellence, adapts to changes and work with people. According to Liphon (1964) leadership is the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing organizational goals and objectives. This shows that leadership means a frame of reference through which goals and objectives are gotten. The summary of the entire definition and all the discussion above can be seen as follows:

- Leadership exists between two parties, in other words there can be no leadership without followers and subordinates.
- Leadership is always successful through the use of influence to make individuals to exhibit attitude that will bring about desired changes.
- Leadership as a process involves the connection of some activities.
- Leadership process involves an unequal distribution of power among leaders and the group members.
- Leadership also as a process looks forward on the accomplishment of goals or objectives.

Leadership Styles and Teachers' Attitude

LS can be described as the manner by which a leader presents him or her before the followers. It describes the kind of relationship, which exists between the leader and the followers usually in decision-making and flow of communication. LS in the educational organization are not different from LS in other organizations. In addition, LS include aspects of task-orientation and orientation towards people. In a school principal is the administrator and leader of a team, his LS(s) has great impact. The school principal's LS(s) is/are one of the crucial factors in team success, due to its effect on satisfaction, commitment, motivation, quality and level of teacher performance, as well as its indirect effect on student achievements.

LS in the educational organization according to Fullan, M. (2001) is not different from leadership styles in other organizations. Leadership is known as an effort that directs organizational activities to achieve a common goal. Therefore, it is not a hard saying that LS (s) is the nucleus of successful schools. This achievement in question is always linked to the teachers which can only be possible if they are carried along and by so doing, they will in turn exhibit positive attitude which will likely give room for the expected success for goal attainment. McGrinn and Welsh (1999) agrees to this fact when he argues that the leadership role of a school is a critical factor in determining the successful running of such an institution. It is pertinent therefore that leaders will have to set directions, develop people and develop the organization if

they want to be successful. Based on the above, team spirit becomes inevitable in the use of LS to attain the organizational goals in collaboration with teachers in this case.

It is only through team spirit as one of the principals of LS that leaders can work effectively with followers and be able to draw them along to achieve stated goals. Therefore, if there must be an actualization of the goals/aims as written in the National Policy of Education it must be realized through good LS(s) of the administrators. High level achievement as regard the stated educational goals is always recorded where the administrator or manager uses good LS(s) that creates room for the teachers to showcase positive attitude not negative towards the achievement of the goals. On the other hand, if the LS(s) showcased in the administration of schools is such that does not have room for innovation then the possibility of reaching the stated goals will be a mirage. In the light of the above it will be important to note that there is no single LS that will be used to achieve maximum success in the attainment of the educational goals rather a combination of LS can.

Over the years, three major leadership theories which are known to have stimulated academic debates are traits approach, the leader's behaviour approach and the contingency approach. Greenleaf (1984) attempts to build on the assumptions of these theories by looking at the role of leaders and the view the leaders have of others. It is believed that where LS that creates room for organizational growth is used it will give room for positive attitude of teachers. Therefore, there is need for administrators to see the followers as partners in progress and their power must be to promote the good of the people they are leading to achieve results. As a school; administrator is the leader of a team, their LS (s) has great impact. Southworth, G. (2009) asserts that LS affects the ability of the school to cope with changes occurring around it and on its level of effectiveness, teacher satisfaction both directly and indirectly through their perceptions of their role. This is to buttress the fact that LS affect the attitude of teachers in terms of quality delivery of instruction in the classroom which in turn results in the performance of students. Where a rigid exclusive style is used the possibility of recording laudable success becomes hard and slow.

At the same time, task-oriented LS stressing the importance of achievement and excellent performance, welfare, yield, maintaining objectives, rewards for achievements, performance evaluation, efficiency, quality and quantity of performance are essential for the success of the team and the organization. Based on this, LS is considered to be a component contributing significantly to the organization's success, particularly when human assets and resources are considered to be the main factor in the organization's success and prosperity.

Following the line of argument, the LS a leader may adopt is as follows:

- Democratic leadership style;
- Autocratic leadership style;
- Laissez-faire leadership style;
- Transactional leadership style; and

Democratic Leadership Style

This type of leadership involves the full participation of people (subordinates) in the organizational administration, decision-making and policy formulation. In this process, self-expression, creativity and group interaction are allowed. It emphasizes both nomothetic and

idiographic dimensions of the organ, therefore it is both person and task-oriented. It is also referred to as participative style because, decisions are made after due consultations with the staff. This style is more effective in more enlightened institutions only that the decision-making process could take more time and at times, it may not apply to any state of emergency.

Autocratic Leadership Style

This is otherwise known as one-man rule or authoritarian style of leadership where an individual leader takes decisions without any consultation. It is characterized by:

- The dictation of all policies and procedures by the leader with little or no group participation in the decision-making process;
- The imposition of tasks and methods on subordinates;
- An absence of effective communication between the leader and the group; and
- nagging and suspicious brooding on the part of the leadership (Edem, 1982).

An autocratic leader is task-oriented and he gives no attention to his subordinates. He does not allow any group-inspired decisions. This type of LS hinders interpersonal relationships between the head and subordinates and also between the different administrative structures. The leader decrees what to do and does not delegate authority or permit subordinates' involvement in policy matters. According to Fiore (2009), when faced with decision making, an authoritarian leader may display some of the following characteristics: taking full authority and responsibility for task completion; maintaining high structure, efficiency, and discipline; commanding all operations through directives; and seeking little input from subordinates. "Autocracy implies a high degree of control by the leaders without much freedom or participation of members in group decisions" (Choi, 2007, p. 245). Although this type of LS is not usually used by school administrators. But where by some of it is used it should be for the attainment of the common goal.

Laissez-Faire Leadership Style

This LS as opined by Ajadi (2009) allows complete freedom to the group and individuals in the organization, vacillation and indifference about his responsibilities (as leader and supervisor). He went on to say that to achieve organizational goals and objectives with a loose leadership style such as this is often difficult if it is possible at all. This style is devoid of rules and regulations but the leader supplies materials. Laissez-faire LS means leaders' avoidance of taking an initiative and not being seen around. This is the least mobile LS with less interaction with employees (Geyer & Steyrer, 1998). It is also a type of leadership when the top person in an organization does not use any power and where this power is given to organizational sub units or departments (Rowold & Schlotz, 2009).

According to Gill (2015), laissez-faire leaders often maintain the attitude of "do what you want as long as you get the job done right." These leaders believe the key to success stems from building a strong team; once the foundation of team players has been well established, the leader can step aside and let success blossom while things fall into place. While laissez-faire leadership is clearly not the best choice for every organization, some places of work flourish under this LS. It is observed that there are situations when an organization shall apply some of the principals

therein in order to get things done urgently and adequately by allowing some members of staff to take initiatives and get things done to achieve positive results. The principle of team player in this type of leadership is strength on their part and it should be explored by leaders in their relationship with the teachers as partners in this business of realization of the educational goals if things must fall in the right place. It must be noted that for the fact that one is a leader does not make the person superhuman in terms of knowledge and everything that pertains to leadership. So, consulting the teachers in decision making in the organization should be number one step towards success in terms of goal realization. Where by teachers who are in the frontline of this goal realization is not incorporated adequately in decision making goal realization is likely to yield little or no fruit. Consequently, the LS adopted by administrators or managers or principals must be such that will make teachers to be open to innovative ideas and at the same time ready to show positive attitude for frankly goal realization. Where this is not done, then all the efforts to change things in this sector may not work out as expected.

Transactional Leadership Style

This leadership is aware of both the organizational needs and the needs and expectations of the group. He therefore finds means of integrating the two. He/she is a dynamic leader in the sense that, at one time his orientation is directed towards the welfare of the members and at another time he/she is production-oriented. Both the needs of the organization and of the individual affect LS. With some administrators and managers, the tendency to supply organizational needs increases, and with others, their first priority is concern for their followers' needs. Current professional literature on leadership engages in two levels of influence existing between a leader and his followers. One influence stems from the understanding that the leader creates the concept of cost/benefit. This influence appears in literature under the title of "transactional leadership".

The second influence of leaders is termed "generating feelings", which increases leaders' awareness to what is important and appropriate for employees and provides significance to what they do. This type of leadership appears in professional literature under the title of "transformational leadership", which focuses on the process by which leaders can affect performance and achievement. Bass defined transactional leadership in broader terms than Burns such as "reward-dependent behaviour", including clarification on the work required obtaining a reward and the use of dependent rewards and incentives to affect motivation. Another element called "active management-by-exception" includes a follow-up on followers and corrective actions to ensure that the work is being performed effectively. A third element, known as "passive management-by-exception" was added by Bass and Avolio (1994) and includes usage of dependent punishments and other corrective actions, in a response to clear exceptions from accepted standards and performance.

Burns in his own terms described transformational leadership as a process in which "leaders and followers make each other advance to a higher level of morality and motivation". In terms of Maslow's Hierarchy of Needs, transformational leaders activate higher needs in their followers. Followers are raised from their "daily selves" to their "better selves", in contrast to transactional leaders with an orientation of exchange, who reward their supporters on attaining the objectives set in advance. Bass added to Burns' more preliminary ideas. A leader shapes and motivates his followers by increasing their awareness of the importance of task results, by convincing followers to rise above their own personal interests for the sake of the organization or team and activating their higher needs.

Transformational leaders can attain these conditions through one or more of the following manners: they tend to be charismatic to their followers, thus inspiring them; they inspire an intellectual awakening and consideration of the individual, where intellectual awakening is a process in which leaders increase the awareness of their followers to problems and influence their followers to see problems from a new perspective; inspiration is defined as the extent to which a leader passes on a vision in a captivating manner, using symbols to focus followers' efforts and illustrate inferior leadership.

Transformational leadership is expressed in the behaviours of the followers that bring leaders to a higher level of awareness of the importance of their mission and increase their level of motivation, maturity and aspirations, as well as their reference to the need for achievement, self-realization, social welfare, the success of the organization and concern for its social environment. Transformational leadership creates a change in expectations and aspirations of the followers themselves. Despite this, transactional leadership is expressed in behaviours such as: focus on followers' immediate needs, setting clear objectives and granting rewards for performance, placing sanctions on inappropriate behaviour.

Transformational leadership creates a significant change in the lives of people and organizations. It reshapes concepts and values, changes employee aspirations and expectations and changes organizational culture. It is not based on concrete exchange relationships, but rather on the leader's personality and character traits and on his ability to generate change through inspiration of a vision and significant objectives. Transformational leadership has shown to be appropriate to a complex and dynamic work environment with many intellectual challenges facing the educational manager and team. Researchers claim that transformational leadership succeeds in coping with educational challenges in a changing environment and contributes to the school's success in implementing innovations. The influence of these leaders is expressed in the school's culture and vision as well as in planning, structure and organization.

Transformational Leadership

Many studies reveal empirical evidence supporting transformational leadership, as in Leithwood's study, which reported on seven quantitative studies and came to the conclusion that transformational leadership, considered to be a complex model, had a direct and indirect effect on the progress of initiatives in renewed school structures and on teacher expectations of student achievements. Transformational leadership provides school leadership with a normative approach that makes progress particularly in the process by which leaders can influence school achievements, and not only regarding results. Bass claims that transformational leadership serves today as a convincing model for educational leaders.

A clear conclusion from the findings and descriptions of many of the studies mentioned above is that transformational leadership may be more effective than transactional leadership in both organizations and educational institutions, when considering the leadership required in the 21st century. With its turbulent environment characterized today by constant change, leaders find themselves filling central positions, and both large and small organizations are seeking a special leader who is not only considered to be a strategic leader but also a transformative leader, who, in this fast world, can assist in making organizations competitive (Cherry, 2007).

Su-Tan study (2003) reveals that transformative leadership has been found to be the most appropriate LS for leading academic institutions. Educational leaders need not lead their organization based on give-and-take relationships, but rather on the leader's

personality, character traits, ability to bring about change by being a leader's role model, as well as always committing to a shared vision and objectives. One of the conclusions in his article is that the heads of educational institutions must have more transformational and less transactional LS to be able to remain efficient in filling their leadership obligations, Waters et al. (2003). Therefore, it is reasonable to assume that a school will require its principal to act as a transformational educational leader in order to cope with the challenges of the dynamic, changing environment in which the school functions. In view of this dynamic, changing reality, the rising competition and technological changes that increase the need among organizations for leadership that can unite and rally forces to attain organizational objectives without need for use of any types of rewards, by awakening autonomic motivation, loyalty and commitment. More than a few studies have confirmed the positive influence of transformational leadership on school parameters.

A study undertaken by Eyal and Roth (2011) revealed that transformational leadership positively influences teachers' motivation and welfare, awakening their autonomous motivation. In addition, it is negatively linked with burnout, despite transactional leadership awakening controlled motivation among teachers and being positively linked with burnout. A conclusion that can be drawn from the above is that organizational leaders in general and school principals in particular have the power to considerably influence processes and results, and, through them, to affect the overall behaviour and performance of their followers. Leadership is a dynamic process of motivating people to perform tasks over time. The educational leader is actively involved in the development of the educational system and the supervision of its undertakings. As seen in the above review, a school principal is a central educational figure in schools and his LS may affect teacher's attitude in line with the achievement of the educational goals. Within this framework, he is required to lead the school and teachers to attain objectives and work to promote efficient teaching processes in the school.

Meaning of Attitude and its Effect on Organizational Goals

In general terms attitude can be seen as some personal belief or ideas which could be responsible for the way one behaves. According to Oxford Advanced Learners Dictionary, attitude is the way that you think and feel about somebody or something. It is equally the way you behave towards somebody or something that shows how you think and feel. According to Ayanniyi (2011) attitude can be defined as positive or negative evaluation of people, objects, ideas and events. Furthermore, attitudes are studied by social psychologists because they are important determinants of behaviour (Schaller, 1994). The reference made from Schaller that attitude is studied because they are 'important determinants of behaviour' is noteworthy in relation to what prompted this study. Attitude of the teachers each time in administering schools by administrator must serve as a check if they really want to move forward by way of achieving the educational goals. No matter the type of LS that is employed; the administrator must make sure that teachers are communicated concerning any step towards the realization of their common goal. From the review of related literature, it is understood that no LS is an island of its own rather a combination of different LS will enable administrators to realize the expected educational goals with ease. Attitude of teachers therefore can make or mar the progress of a school in a short period if not given due consideration in the use of LS by administrators in school.

Taking a link from the above definitions of attitude one will understand that it is as a result of series of personal belief or ideas that gives rise to attitude. It is important to realize and

remember that attitudes are wrapped up with a person's feelings, needs and self-concept. So, in other words attitude can be formed at the same time it can be reformed. Attitude formed can be in the positive or negative. When attitude is positively formed on the part of a teacher in a school organization it can help to improve the realization of set goals but if is negative it will likewise mar the progress. Schaller (1994) opined that there are many influences on the formation of attitude such as social, cognitive and behavioural. For the purpose of this study teacher attitude can be influenced socially with the type of LS they experience in their work place compared with what some of their friends tell them about their own work places and what they see from the television, hear from radio, read from dailies and social media.

It should not be forgotten that this is an age that is fast moving in all respects; socially, economically, politically, technologically and otherwise. Therefore, when administrators think they can use some rigid, obsolete and fruitless strategies to administer schools in this 21st century it cannot achieve the expected result. They must move to the next level of collaborating with the teachers in order to realize common goals in education. The administrators should borrow ideas from the already tested and proven administrative styles and marry the strengths in them to arrive at what each situation requires for the best administrative result at a time. There is no rule against getting the best out of each of the LS and use them as a working tool for efficiency to make the educational goals realistic.

There is a saying that attitude once formed is very hard to eradicate. From the above argument it is obvious that attitude can be formed either in the positive way or negative. Modifying an old attitude and replacing it with a new one is a process of learning (Ayanniyi (2011). It is a fact that an attitude which no longer serves its function will result in the individual holding it to feel blocked or frustrated. Based on this Ayanniyi asserts that although many strategies have been employed to exert social influence upon attitudes and three of such have been found to be successful namely:

- Persuasive Communication
- Emotional Appeals
- Induction of Attitude – Discrepant Behaviour.

Persuasive Communication

For a change in attitude to be realized among teachers in our schools there should be some type of persuasive communication, which could be spoken or written should be aimed at creating a new attitude as the case may be and it should come through convincing facts, logical argument as well as authoritative information, in a way of borrowing a link from authoritative LS. In this case for this change of attitude to remain, the administrator will have to apply some democratic, transactional and transformational LS. The administrator must lead by example for things to change towards the realization of educational goals. If it is a case of discipline such an administrator should be disciplined in order to persuade others. According to transformational LS, the leader's personality, character traits, has the ability to bring about change by being a leader's role model, as well as always committing to a shared vision and objectives. The communicator should make sure that the partners in this business (teachers) got the message communicated well for expected change towards the right direction.

Eyal and Roth (2011) through their study revealed that transformational leadership positively influences teachers' motivation and welfare, awakening their autonomous motivation.

Be it as it may, it is therefore expected of the administrators to harness the richness of these LS and use same to achieve these goals in school. The failure to achieve educational goals can be largely attributed to wrong application of these LS by the school administrators. An administrator who showcases laissez-faire behaviour is not likely going to be proactive enough to bring a noticeable change such that will make the subordinates to participate in the achievement of these goals because they cannot be moved to action by his LS. It cannot be over emphasised in this case that administrators of schools need to be active and functional in their discharge of duties in our schools because a lot lies within their jurisdiction in the quest to make educational goals in schools in Nigeria realistic through their SL.

Emotional Appeals

In order to attempt to change teachers attitude use of strong, fear-inducing appeals by making use of some authoritative leadership styles. This is likely to make their attitudes change for the common good- goals of the organization. Remember change in attitude is a learning process in other words it is gradual from one step to the other. An administrator should not showcase a manner that could be interpreted by the followers (teachers) as 'is this my father's work'. Therefore, it is expected of an administrator to exercise patience for this change of attitude because it is only through it that the expected educational goals can be realistic for the fact that teachers are key players towards realization of these goals. Administrators of school have the power to considerably influence processes and results, and, through them the overall behaviour and performance of their followers will be affected towards the attainment of these goals.

Induction of Attitude – Discrepant Behaviour

It is suggested by dissonance theory that in situation in which individual are given rewards for engaging in attitude discrepant behaviour, the degree of attitude change that is produced will be at a maximum when such rewards are just barely enough to reduce the inconsistent actions. This is in line with transactional leadership which expresses behaviours like: focus on followers' immediate needs, setting clear objectives and granting rewards for performance, placing sanctions on inappropriate behaviour. Transformational leadership is equally of the view of the importance of creating a significant change in the lives of people and organizations. It reshapes concepts and values, changes employee aspirations and expectations and such is likely to yield the desired fruit which is the achievement of the educational goals. If the needs of the followers (teachers) are not championed by administrators the positive result all is expecting is not likely to come. Administrators of schools in their attempt to discharge their duties should try to raise the awareness of their followers by turning to higher ideals and moral values like freedom, justice, equality, peace, humanitarianism, and not to lower feelings like fear, greed, envy or hatred. The higher ideals and moral values are the ones likely to bring the right attitude under discuss in teachers than the lower feelings as indicated above.

Impact of Leadership Styles on Attitude of Teachers

There are proven facts that LS can be attributed to the non-actualization of the goals of organization and in this issue the case of school as an organization is not different. With the

myriad of responsibilities required of administrators, educational leadership is expected to be tailored towards the professional standard of administering a school so that things can be better defined and be result oriented. The impact of poor and wrong application of the LS in schools cannot be over emphasized. When an administrator chooses to approach administration in a school with 'this is my way' as a type of LS it will not yield success at the end. Or worst still, where an administrator decides to move along with few members of staff as his/her own people there by neglecting the greater percentage of the teaching staff such in terms of LS will still not achieve the desired success in actualization of educational goals.

Research completed by Liverman (2006) involved analyzing how LS affect the success of an organization. It was a research work which involved many professions, physicians, nurses, counselors, statisticians, architects, computer specialists, and attorneys. This very research depicted effective leaders as those who can effectively influence employee satisfaction and heighten morale by:

- ensuring a well-structured reward system is in place and employees are regularly recognized for their accomplishments and achievements;
- providing their employees with ongoing, applicable professional development opportunities;
- maintaining a clear mission and vision;
- inviting and encouraging others to participate in decision-making processes;
- not only recognizing individual contributions but team performances as well;
- and having the ability to get all employees involved in working toward a common goal.

The result of this very research study is in line with the argument therein that the LS used in our schools by administrators is the key point of the non- realization of educational goals and this is a fact. Some administrators or managers of schools do not see it as part of what they should do to carry their followers (teachers) along in terms of reward system, professional development, mission and vision, decision making processes, recognizing team performance and getting them work towards the common goal. This very fact is one of the core reasons why school in our country Nigeria is undergoing the ups and downs syndrome in the realization of the stated educational goals as enshrined in the national policy on education.

Machumu and Kaitila (2014) in their research reported how LS influence teacher job satisfaction. First and foremost, their findings showed that democratic leadership boosts employee morale and reduces isolation; therefore, it has been linked to heightened employee satisfaction. It cannot be over emphasized concerning the impact LS creates on teachers which is not in isolation of their attitude. Consequently, providing teachers with opportunities to collaborate and plan together, teacher confidence, employee satisfaction, and morale are all increased. Different from the above result is the autocratic leadership which is typically linked to employee dissatisfaction (Machumu & Kaitila, 2014).

A study carried out by Houchard (2005) at seven schools in North Carolina to determine if a relationship exists between leadership practices and teacher morale. By utilizing the Leadership Practices Inventory (Kouzes & Posner, 2013), Houchard determined that morale is heightened when:

- school leaders set an example of what they expect of others,
- administrators envision a positive future,

- teachers are encouraged to try innovative teaching strategies,
- principals treat everyone with respect and dignity, and
- teachers are praised for a job well done.

Ways to Initiate Positive Attitude in Teachers through Leadership Styles

Positive attitude that will be beneficial to both the system and the successful attainment of educational goals is very possible. The reason behind initiative should be the administrators' choice and LS. Initiation of positive attitude in the teachers can be achieved through the following ways:

- Involvement in decision making;
- Team work /Collaboration with teachers;
- Personal centred leadership;
- Personal involvement in organizational task; and
- Focus on result not work.

CONCLUSION

Educational LS and the attitude of teachers in relation to the actualization of educational goals is an attempt to strengthen and strategically reposition the educational sector for realization of educational goals in the national policy on education so as to fit in the competitive world of change. The achievement of educational goals require constant, constructive, strategic, and well-articulated administrative acumen from administrators that will create a forum for the teachers to see themselves as the key player in the business of the actualization of educational goals. Therefore, there is need for master follower relationship in the teaching and learning process in this goal realization. There should be repositioning, collaboration, team work, participation in decision making and result oriented focus on the side of both administrators and teachers for easy realization of these educational goals. In conclusion, the future of the nation economically and otherwise is in the hands of the strategic application of LS (s) and ability to carry teachers along for a meaningful and constant change geared towards the actualization of educational goals.

Suggestion

- Educational administrators should be made to go for workshop, seminars periodically and engage in short in-service training as regard best approach to educational leadership.
- The government should endeavour to make a must and provide adequately for the success of the training to enable the actualization of the educational goals in our schools.
- Stakeholders, parents and the society should key in the present development of education towards the realisation of the educational goals.
- Teachers should encourage team work and collaboration in an attempt to realize a positive change in education.
- Teaching should be made to be more interactive by teachers and students should be made to contribute actively to meet up the present challenges of the time.

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