

**DEMOCRATIC LEADERSHIP STYLE IN AN ORGANIZATION AS A KEY TO
ORGANIZATION GROWTH**

(CASE STUDY OF DUTSE LOCAL GOVERNMENT)

BY

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**BEIGN A PROJECT SUBMITTED TO THE DEPARTMENT OF PUBLIC
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DECLARATION

I hereby declare that, this project is a product of my own research effort. It has not been presented or published anywhere by any person, institution or organization or used for any previous application for the degree, Diploma or other qualification. All sources of data used have been dully acknowledged by means of references.

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APPROVAL PAGE

This is to certify that this research work has read and has met the requirements of the Department of Public Administration, for the award of Advance Diploma in Public Administration, of the College of Business and Management Studies, Jigawa State Polytechnic Dutse

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ABSTRACT

The research examines the impact of Democratic leadership Style in an organization as a key to organization growth, and its effect to employee and organization growth. And it improves employee productivity in an organization. The research applies the use of both primary and secondary methods of data collection. The findings revealed the contribution of Democratic leadership Style in an organization. It is also make a recommendation on effective leadership and how it help the organization to grow. It was finally revealed that since Democratic leadership Style in an organization is designed to improve the organizational growth likewise employee productivity as well. In order to enable the Democratic leadership Style in an organization realize its full potentials for promoting organizational growth and employee productivity, those problems constraining its operations must be addressed.

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CHAPTER ONE

1.0 INTRODUCTION

Democratic leadership played crucial function. Therefore, appraising the definition of democratic leadership is essential in understanding both democratic leadership and the progress made in democratic movements. However, while the definition of democratic leadership is conflicting and insufficient in the leadership literature, there is no clear and well developed definition of the term. It often happens that when any work has to be carried out in a group situation for the attainment of goal, one person is chosen who leads the group. This person is called the leader and it is because of his/her characteristics that this person is chosen and given the title of a leader. Groups and organizations of all types develop and succeed under an effective leadership. A good leader is not only a good commander but is also able to extract work from his followers and channelize them towards the attainment of the goal. So, not only giving commands but also acceptance of requests also becomes an essential part of the leadership behavior. The leader applies his qualities and skills for achieving the group goals. So we can define as "Leaders are those who have the ability to influence the behavior of others without the use of force." A leader has to have some characteristics which differentiate him from other people. Some characteristics of successful leaders are that they are adaptable to situations, alert towards the social environment, cooperative, decisive, dependable, assertive, persistent and self-confident, knowledgeable. Leadership cannot survive without follower-ship. It is the willingness of people to follow that makes a person leader. People also follow those whom they witness as providing means of achieving their goal. The personality characteristics of the leaders are different than other people.

1.1 BACKGROUND OF THE STUDY

The democratic leadership style is a very open and collegial style of running a team. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most effective and leads to higher productivity, better contributions from group members and increased group morale. Democratic leadership works best in situations where group members

are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action. This style is needed in dynamic and rapidly changing environments where very little can be taken as a constant. In these fast moving organizations, every option for improvement has to be considered to keep the group from falling out of date. The democratic leadership style means facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision. The democratic leader must also be able to communicate that decision back to the group to bring unity the plan is chosen. Because group members are encouraged to share their thoughts, democratic leadership can leader to better ideas and more creative solutions to problems. Group members also feel more involved and committed to projects, making them more likely to care about the end results. Research on leadership styles has also show that democratic leadership leads to higher productivity among group members. When situations change frequently, democratic leadership offers a great deal of flexibility to adapt to better ways of doing things. Unfortunately, it is also somewhat slow to make a decision in this structure, so while it may embrace newer and better methods; it might not do so very quickly. Democratic leadership style can bring the best out of an experienced and professional team. It capitalizes on their skills and talents by letting them share their views, rather than simply expecting them to conform. If a decision is very complex and broad, it is important to have the different areas of expertise represented and contributing input – this is where democratic leader shines.

1.2 HISTORICAL BACKGROUND OF THE STUDY AREA

Dutse meaning “Rock/Mountain” got its name from the hilly rock which surrounded and cover approximately of about five miles area. Dutse also stand on sand dunes of ten feet above the sea level. Because of the security offered by the rocks, one finds concentration of the people around them.

The present Dutse town, Garu was purposely chosen as a settlement because of the security aspect it gives to the populace. It is naturally surrounded by the stone walls giving a narrow passage to the interior thus giving the occupant the best opportunity of checking and dealing with invaders. Dutse is one of the most important towns in Hausa land with long history dating back to Usman Danfodiyo. Dutse is stunted between latitude 11400N and longitude 9004SE. Dutse share common border with Kano, Ningi, Katagum, Hadejia, and Ringim Emirate. The earliest written information

received about Dutse was in Kano chronicle with rates the story with that of war against Dutse, which was started by Sarkin Kano who sent his troops under the command of Galadima Daudu to conquer Dutse. But instead, the Galadima arrange for King Abdullahi Barja to marry the daughter of the king of Dutse. It is difficult to provide the actual analysis of all the development that took place in the area during the period of 1452 to 1731 but surely Dutse was affected by growing influence of Borno and the city of Garu in the 1600s. Similarly, Dutse was brought closely to Kano under the reign of 38 Habe king of Kano Muhammadu Kambari, the son of Muhammadu Sharafa (1443 to 1931). In a nutshell, from that time Dutse continued to be under Kano until the announcement of creation of Jigawa State by the president of Nigeria General Ibrahim Badamasi Babangida on 27 August 1991; where it became the state capital administration known as the Jigawa State.

Originally, the emergence of Dutse is tied up with establishment of Habe dynastic rule in the in the first half of the eighteen century. The first Habe ruler Tsohon Mutum is known to have rule for seventy years (1727 to 1797). However, Habe rule came to an end by the outbreak of Sokoto Jihad in 1804, thus Malam Lawan rule throughout the Jihad period. Dutse local government has the industrial potential capable of serving the need of all people of Nigeria. As its geography dictates quarrying industries would make it profitable and economically wise to exploit the local government offers. The large deposits of limestone at Dutse in Takur are a good example of industrial potential of the local government area.

The local government has a very strong Agrarian and animal production base. It therefore places priority on its agricultural department regarding the effective organization and administration of agrarian activities for the sustenance and development of the area.

The local government encourages both small scale and large scale farmers through the provision of modern agricultural and veterinary drugs as main fence of its forestry. Basically the youth of Dutse local government areas are mostly workers (civil servants) farmers, students and business men and. Moreover, most of the youth belong to the different groups of association such as social clubs, drama clubs, sport clubs, and community developments association.

1.3 STATEMENT OF THE RESEARCH PROBLEM

Every organization nowadays be it government (public) or none government (private) are bisected with a lot of problems. It is not easy to list all these problems, but among others includes financial constraints, lack of materials and above all inefficiency of good type of leadership style.

It has become a common practice to hear the personnel management or entire staff of some organization criticizing their management for not paying their needs.

All these attributable to the less seriousness of the leaders/management of the organization or attributable to the laziness of the employees. This is what research work set of find out.

1.4 AIMS AND OBJECTIVES

The central objectives written this project is to analyze how important contribution given by democratic leadership style towards the achievement of organizational goals case study of Dutse Local Government Area.

With respect to specific effort shall be made:

- I. To examine the adoption of good leadership style being put in place to developed the strength of the organization with a view to highlight the shortcomings and possible solutions.
- II. To re-awaken the management on the importance of good leadership style towards the accomplishment of the organizational objectives, and expose without bias if lapses have been made in developing the strength of employees in the organization with a view to suggested the way out.
- III. To make employees of the organization understand what is meant by proper leadership style.
- IV. To show a leader regard himself as a colleague in relation with his subordinates. To know how to treat them, motivate and listen to them and their complaints, as well as inviting them for a team work.
- V. To examine how the strength of employees in attaining organizational objectives.

1.5 RESEARCH HYPOTHESIS

This is a statement of assumption which the researcher expected to prove, right or wrong from the research finding:

Ndagi (1984) defined hypothesis as testable, tentative, probable explanation of relationship between two or more variable that create a situation.

Below is the hypothesis to be tested:

Hi. i. Poor leadership style(s) result to poor administration

Hi. ii. Poor leadership style may have no effect on organizational administration.

Hi. iii. Lack of knowledge and application cause administrative locality.

Hi iv. Lack of knowledge and application may not lead to administrative locality.

Hi v. A motivated employee works harder than his non motivated counterpart.

Hi vi. A motivated employee does not differ in any cases with his non motivated counterpart.

1.6 SIGNIFICANCE OF THE STUDY

The significance of this research work cannot over emphasis as it will be very important to the government and individuals, more especially employees in the Local Government.

The study will also assist the employees to understand the importance of leadership style towards the attainment of organizational goals, therefore in extent the project will encourage the entire staff of the organization to participate fully in strengthening the activities of the organization.

Secondly, through this project Government will understand the problems of poor leadership style: therefore the government will make necessary things to solve these problems, by adopting good leadership style.

Finally, the entire staff and management of Dutse Local Government will benefit the positive effect of making use of good leaders which will optimize the use of its human resources for productivity and efficiency.

Above all these, the study is significant, because it may contribute to knowledge, to students and scholars who may be interested in the area of the study.

1.7 SCOPE AND LIMITATION

Even though Local Government spread all over the country, the research work will only be restricted within the Dutse Local Government of Jigawa State.

While there are limitation to successfully collection of relevant data for the speedy completion of this work.

The research study concerned with two layers of strata of the personnel found within the organization i.e management (leadership) who formulate politics and staff who do the implementation and who are considered by the organization as the greatest aspects. The scope of this study is limited to democratic leadership style in organization a key to organizational growth, Dutse local Government in particular.

Another major problem that should not be left out are: Considering the time factor, for being the two objectives of pursuing the academic work, while at the time of project of this nature the researcher have to work, round the clock to meet up time approved. Having looking at the time factor the financial constraints is another problem considering the economic situation. The researcher had to work out various financial available resources.

In the course of completion this research work, the availability of data being collected is so difficult to get in details, therefore, the researcher has to make use of the small resources at his disposal for making up the project successful. The complex data is another problem of his findings, these includes the difficulties in making ideas with topic of study due to its ambiguity. Least but not last, transportation difficulties, this is another problem for researcher to be struggling from one place to another needing sufficient resources.

1.8 DEFINITION OF KEY TERMS

This sub-heading simply calls brief explanation to the key terms mentioned in the research topic. Their main reason is simply to guide the reader to understand the peculiar way in which the basic concepts are used:

- I. **Democracy:** It is a system whereby the people of a particular area will form, organized themselves, coordinate and bring themselves together in deciding a possible solution to the problem that arises. At times this decision on the problems would be in representation considering the large number of the area.
- II. **Leadership Style:** These are the patterns of leadership in a proper way for the attainment of organizational goals and objectives, various definitions of leadership from various scholars in behavioral sciences have stated: Leadership is the ability to influence people to perform duties competently and willingly. Jr. Szilagyi, (1981) Rue and Byars (1977): sees leadership as the ability to highlight man's vision, the rising of man's performance to high standards, the building of man's personality beyond its normal limitations. That is the process in which our person can influence the behaviors of members of a group.
- III. **Organization:** According to James C. (1987) views "it can be seen from this topic, it has been established for an explicit purpose of achieving certain goals and by nature. It possesses the formal status, structures with clear mark lines of communication and authority". And it can be formal and informal structure. Informal organization emerges from formal, example, families, friends, colleagues etc organization is established for a specific purpose for example rules and regulations, law and order. Organization is the rational coordination of the activities of the people for the achievement of community purpose which is normally done through hierarchy of activities and responsibilities. It is also a continuous system of different human activities utilizing transforming and well-doing. Together to a specific set of human, material and natural resources in to unique problem solving mechanism and encourage in satisfactory such organization as mentioned by interaction with other systems of human activities and resources in environment.
- IV. **Growth:** According to (Mathew Et Al 2004) Growth in terms of organization "is refers to increase in the hierarchy which deals with the activities undertaken to expose an employee

to perform additional duties and assume position of importance". It's also indicate how expected level development that an organization reaches in terms of qualified personnel, adequate working materials and other motivational factors which increase and provide proper productivity.

1.9 PLAN OF THE STUDY

The researcher adopts a descriptive approach, which enables the researcher to gather analysis and interpret the set of data, which were used for explanation of underlying factors that surround the need of this research work. Survey approach was used because it helped the researcher in the collection of data using questionnaire, which involves mainly the fieldwork of this study. The project will consist of five chapters. Chapter one consist of general introduction, background of the study, statement of the research problems, aims and objectives, research hypothesis, significance of the study, scope and limitation, definition of the terms and finally in chapter one the plan of the study. Chapter two literature review which consists introduction, definition of the subject under study, definition of leadership, leadership functions, trait approach, personality traits, motivational traits, approaches behavioural, recognition, style of leadership, basic principles of authoritarian, conniving style and principles of democratic, Chapter three will consist of research design, population of the study, probability sampling, instrument of data collection, and sampling method and the procedures. While Chapter four consist of data presentation and analysis. The last chapter which is chapter five consists of summary of findings, conclusion, recommendation, bibliography and Appendix (questionnaire design)

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The academic research usually requires as a tradition, a review at all accessible related literature. This research will therefore in conforming, seek to conduct such review with the aim of getting a concrete foundation for more accurate analysis of gathering facts. Since leadership style is a board and complex process, therefore, the research will endeavor to cover the following areas as keys to successful leadership style in strength of any organization.

To support this study, I will present research from a variety of literature sources.

The literature will consist of research in three general fields of study related to the topic. The first section of the literature review will contain an overview of literature associated with understanding and defining the democratic leadership style as a general term, as it relates to organizational management. The second section will present the variety of current leadership styles in organization and outline the ways in which leadership can be applied. The second section will also elaborate on the democratic leadership style in organization and review literature which discusses the role this style has on leadership and how it is displayed by the leader. Lastly, the third section of literature will dwell on the impact of democratic leadership on both the individual and organization achievement. This third section will look at both the individual and organization achievement together as much of the current literature discusses the two in similar terms.

2.2 Conceptual Framework

Perhaps the most recognized early literature on the subject of leadership styles is Kurt Lewin (1809-1947). Lewin is often recognized as the "founder of modern social psychology" (Van Wagner, 2006). Perhaps the reason for Lewin's wide recognition on the subject of leadership styles is that Lewin did much of his work on leadership styles as they relate to a variety of disciplines. His emphasis was on education and sociology, but applied his theories to numerous disciplines that required organizational management. Lewin is credited with developing three types of leadership styles that are very often used today in some form or another. These styles are: the authoritarian or autocratic style, the delegative or laissez-faire style, and a participative or democratic style (Lewin et al., 1939, p. 272).

These three styles were developed by Lewin and his research team when they studied the effects of the leadership styles on schoolchildren (Lewin et al., 1939). For the sake of this study, Lewin's characteristics and description of the participative or democratic leadership style is the one that I will use as the basis for creating my own characteristics of a democratic leader. Lewin's study found that participative (democratic) leadership is generally the most effective leadership style of the three that he identified. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. In the group with the participative leaders, the children were encouraged by group members to participate in decision making processes, but the leaders retained the final say over the decision-making process (Lewin et al., 1939). It is this basic understanding that has come to define the modern day definition of democratic leadership. Lewin noted in his study that group members felt engaged in the process and were more motivated and creative with the democratic leadership style (Lewin et al., 1939). Ironically, Lewin observed that while the participative style was the most effective of the three styles, the people in this group were ultimately less productive than those people in the authoritarian leadership style group (Lewin et al., 1939). While the basic understanding and characteristics of the democratic leadership style for this study will come from Lewin's work, there are many other researchers who have added, supplemented, or changed some of Lewin's trend setting work on democratic leadership. The more modern literature on democratic leadership seems to repeat, and build on much of Lewin's work, but many modern researchers seem to emphasize the specific characteristics of democratic leadership styles and/or discuss the negative aspects of democratic leadership in more detail. In order for my study to be comprehensive, I gathered a wide variety of literature that discusses these two emphasized aspects. Since Lewin's study, more recent researchers like Goleman(2000) suggest the idea that the authoritarian style of leadership, often regarded as the opposite of the democratic leadership style, is quite possibly the style that impacts the climate of groups the most. For example, Daniel Goleman developed a framework for defining leadership styles in which he links leadership styles and emotional intelligence.

This detailed work on has become the framework for modern day analysis of leadership styles. In his study, Goleman has categorized leadership styles into the following categories:

- 1) Coercive—Demanding immediate compliance.
- 2) Authoritative—Mobilizes people towards a self-created vision.

- 3) Affiliative—A style that creates harmony through empathy, communication, and relationship building.
- 4) Democratic—Forges consensus through participation and collaboration.
- 5) Pacesetter—Sets high standards for performance and expects those in the team to do as the leader does.
- 6) Coaching—develops others through empathetic self-awareness (Goleman, 2000).

Through this more specific categorization system of leadership styles, Goleman recognized, based on his research, that democratic leadership styles are not always the most positive as far as impacting climate. In fact, his study showed that it was the authoritative style that had the most positive impact on climate (Goleman, 2000). While this idea of the authoritative leadership style being the most positive on impacting climate is not totally surprising to many, it is one that warrants clearer understanding. This understanding is explained by Michael Fullan who explains the outcome of Goleman's data collection: "Goleman's data show that the authoritative leader had a positive impact on climate and organizational performance. So do we need leaders with clear vision who can excite and mobilize people committing to it, or don't we? Well, the answer is a bit complicated. For some situations, when there is an urgent problem and people are at sea, visionary leaders can be crucial. And at times, it helps when leaders have good ideas. But it is easy for authoritative leadership to slip into social engineering when initial excitement cannot be sustained because it cannot be converted to internal commitment" (Fullan, 2001, p. 39).

Goleman does not stand alone in providing evidence that the democratic leadership style of leading in any organization may not be the best approach for leading. Another researcher that challenges the positive impact of the democratic style is one of the most clearly understandable studies on the topic of leadership styles. The research done by Carter McNamara whose *Overview of Leadership in Organizations* (1999) offers a complete work on leadership with an emphasis on how it might apply to modern day organizations, also offers insight into the democratic leadership style. Taking from Lewin's work, McNamara discusses the same three styles of leadership. However, McNamara does give the view that the democratic leadership style has a negative aspect. At first glance, McNamara offers a seemingly positive view of the democratic leadership style when he states, "The democratic leader makes decisions by consulting his team, whilst still maintaining control of the group. The democratic leader allows his team to decide how the task will be tackled and who will perform which task" (McNamara, 1999). While this description of a democratic

leader is recognizably positive, McNamara elaborates more on the style in a very intriguing way when he recognized that:

The democratic leader can be seen in two lights:

A good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he bears the crucial responsibility of leadership.

He values group discussion and input from his team and can be seen as drawing from a pool of his team members' strong points in order to obtain the best performance from his team. He motivates his team by empowering them to direct themselves, and guides them with a loose reign. However, the democrat can also be seen as being so unsure of himself and his relationship with his subordinates that everything is a matter for group discussion and decision. Clearly, this type of "leader" is not really leading at all. (McNamara, 1999, p12). It is McNamara's unfavourable view of the democratic leadership style as an effective means of leadership that makes his work a key component in understanding the impact that democratic leadership has on organizations. McNamara's work is supported by C. Goods worth (1988) and others who also see that the democratic leader is often too encompassed with the idea of bringing up all matters for a group discussion and decision making. Goods worth (1998) and McNamara (1999) argue that often, the democratic leadership style is too democratic and leads to a lack of progress within a group. So, the literature on the subject of understanding the democratic leadership style is diverse, debatable, and complicated. In reviewing literature of educational organizational leadership, there are similar views of the democratic leadership style being diverse, debatable, and complicated, but the democratic leadership style seems to be the most favourable leadership style supported by educational researchers. So, I will look at the literature regarding understanding democratic leadership as it pertains to the organization of educational management and leadership.

To begin, it must be noted that the majority of research on the topic of democratic leadership in education suggests that democratic leadership is a difficult and not often used leadership style in the classroom or any educational setting. As stated by Ken Osborne in his work *Democracy, Democratic Citizenship, and Education* (Osborne, 2001) "Too often the hidden curriculum serves to promote qualities that are antithesis of democratic citizenship" (Osborne, 2001, p.48). Osborne elaborates on the issue by explaining that schools have a "hidden curriculum" that is linked to the general organization of schooling (Osborne, 2001). This hidden curriculum is one that Osborn argues is compromising the democratic values that should be encouraged, through specific

teaching and through every day learning routines. He argues that "Whatever schools might say about the importance of critical thinking, social participation, personal autonomy, social responsibility, and the like, the message of the hidden curriculum can often be one of conformity, obedience, hierarchy, and order" (Osborne, 2001, p.48). This notion would seem to support the idea that "perhaps a hierarchical organization such as the school is not the best setting for inculcating democratic values" (Oppenheim and Torney, 1975, p. 21). The opinion of Osborn is that the hidden curriculums of educators comes in two forms and are compromising democracy in an educational setting.

The first consists of the rules of conduct that schools knowingly enforce on students, rules about attendance, punctuality, dress, hallway behavior, smoking, and the rest. The second lies more below the surface and can be much less obvious to students and even to teachers. It consists of the social interactions among students, the interchanges between teachers and students, the implicit and often unspoken signals through which teachers reveal their expectations, and the many occurrences that impinge on a student's day without anyone necessarily doing anything from deliberate intent, but which combine to shape the character traits and behavior patterns that have an impact on the kind of adult citizen a student might become. (Osborne, 2001, p.48)

While Osborne, a researcher who primarily studied Ontario schools, provides evidence, and supports the claim that this compromising of democracy exists in Ontario's educational system, he explicitly states that this hidden curriculum cannot be ignored by those seeking to further expand democracy in education. "In short, if schools are to serve as training grounds for democracy, they cannot ignore the so-called hidden curriculum.

Democracy depends in large part on students feeling sufficiently capable and competent to involve themselves in the affairs of their society, to work for their preferred cause without trampling on the rights of others—and these and many other such traits are learned, or not learned, as much through everyday experiences of schooling as through any particular lesson" (Osborne, 2001, p. 49). So, one can see that the teaching of democratic values, while often stressed as important in developing today's youth as democratic citizens, is not being done through a regular democratic practice within Ontario's schools. Furthermore, he argues that the reason for this lack of teaching democratic values can be blamed on the lack of democratic teaching styles in a variety of educational means and methods. Yet, while Osborne does stress the need for greater teaching of democratic values in schools, he does not discuss, in the above noted research, the means of

making that happen. The evidence provided by Osborne concerning the hidden curriculum and the lack of teaching democratic values through democratic education, is often linked to a lack of democratic leadership in education. The works of Michael Fullan on the topic of educational leadership are very recognizable in the Canadian educational setting. While most of Fullan's work regarding educational leadership emphasizes what he refers to as the *Cultural Change Leader* (Fullan, 2001), a term and book title that he uses to help explain the current role of today's educational and business leaders, he does illustrate democratic leadership qualities as essential to leading in this culture of change and many would identify democratic leadership qualities in his characteristics of the Cultural Change Leader. Aspects like commitment, relationship building, and knowledge creation and sharing are examples of key democratic style qualities that Fullan suggests are essential to a framework for leadership and evident in a Cultural Change Leader (Fullan, 2001, p.4). This idea is elaborated in other works by Fullan like his article *The Change Leader* (Fullan, 2002) where he emphasizes the importance of the relationship between principals and teachers. Fullan states, "The Cultural Change Principal knows that building relationships and teams is the most difficult skill for both business and education leaders" (Fullan, 2002, p.18). However difficult, Fullan emphasizes throughout the article the importance of this relationship building and sees it as a key component to educational leadership. The similarities of this relationship building characteristic described by Fullan with the definitions of a democratic leadership style as defined by the earlier works by Lewin and Goleman, is interestingly similar.

Understanding and defining the democratic leadership style in education is very much the key component in much of the work by Philip Woods (2005). Woods focuses on the idea of democratic leadership, examining what is meant by democratic leadership, what forms it can take, and how it is relevant to school education and learning. He shows how the ideals and theories of democratic leadership can translate into practice, and sets out some of the challenges that democratic leadership poses in the context of modern education (Woods, 2005). I found this study to be an interesting study into the understanding of democratic leadership in education. Furthermore, the most underlying argument made by Woods in his book *Democratic Leadership in Education*, is that the theory and practice of democracy and democratic leadership is essential in understanding how society will understand how to improve schools (Woods, 2005).

The study of democratic leadership in educational organization seems to be linked to the idea of inclusion. Jim Ryan (2005) analyzed the research on inclusive leadership and the importance of

leadership as an intentionally inclusive practice that values all cultures and types of students in a school (Ryan, 2005). There is a strong link to democratic style leadership practices in the way that Ryan offers practical suggestions for encouraging inclusive leadership in schools. In leading organization, it is essential to the organization's success that all, or at least as many members as possible, feel included in the team. Inclusion of team members is a democratic trait that is very important in educational leaders of all types who inspire to create a democratic atmosphere within their organization. I found that much of the characteristics of an inclusive leader as defined by Ryan are evident in democratic leadership style educators, as well as democratic leadership style. Continuing with the theme of linking inclusion and democratic leadership in educational leadership, Ryan and Rottman (2009) study administrators who try to create "inclusive communicative practices" in order to promote democratic practices. Interestingly, the study reveals that while the administrators in the study encourage strong communicative relationships, this seemingly democratic process gives way to more bureaucratic, un-democratic and non-inclusive means (Ryan and Rottman, 2009). This literature offers a look at a democratic leadership practice in an educational setting that suggests that educational leaders who try to practice democratic leadership aspects may move away from those practices when facing bureaucratic administrative pressures. Research findings such as the ones noted above are essential studies into understanding and defining the democratic leadership style. While many of the above mentioned authors do discuss leadership in team educational settings, none discuss specific leadership styles as they relate to the educational setting in athletics. The following chapter will elaborate on the literature that discusses the role that the democratic leadership style has on organization.

2.2.1 Current Leadership Styles in an organization and the role of the Democratic Leadership Style in organization

The literature on the current leadership styles in organization is diverse and opinionated. The variety of activities that are out there makes it challenging to find specific leadership styles because diverse functions and different types of activities in those organization makes a variety of leadership styles important. The literature on the subject is inconclusive. One of the strategies I tried when searching for literature regarding the democratic leadership style in organization was to look at well established organizations to find literature that defines the leadership styles that these organizations may promote. Within this list were two attributes that were deemed as most

important to characterizing a highly successful leader. The two descriptive attributes were attributes that emphasized “commitment to organizations and their institutions” and “value the leader-follower relationship” (Walton, 2000) as important characteristics of highly successful leader. These two attributes are essential character descriptions of democratic leader as defined by researchers like Lewin and Goleman.

Another recognizable academic piece of literature on leadership styles in organization was developed in 1978 by Chelladurai and Saleh who designed the Leadership Scale for Support (LSS) to assess aspects of the leadership behaviour. Two of the five measures of this scale emphasize the importance of the organization’s decision-making style. The authors use a simple approach to defining the styles by referring to only two possible leadership styles; autocratic and democratic. (Chelladurai and Saleh, 1978). In this work, the authors create an assessment piece that assessed the merits and demerits of the two leadership styles as they relate to organization’s decision making.

This study offers evidence that there are organizations who are displaying democratic behaviours, although only at a moderate level. The authors did stress that their “results support the validity of using the scale to compare leadership behaviour” (Bennett and Maneval, 1998, p.87), but the study does little to explain the implementation of these moderate level democratic practices. The research was intended to discuss the organization practices by using the LSS model, but did not offer case study models to allow for in depth looks at the democratically-minded leadership style, or of any style for that matter.

The use of the LSS has also been used to investigate leadership-organization relations.

Employing a more complex categorization system than the above authors, Rainer Martens, founder of the American Sport Education Program (ASEP), suggests three types of leadership style: the command style (referred to as a “dictator”), the submissive style (also called the “babysitter”), and the cooperative style (referred to as the “teacher”) (Martens, 1997, p.11). Martens clearly support the cooperative style of leadership “because it shares decision making with the organization and fosters the organization First, Winning Second objective” (Martens, 1997, p.13). He points out that some may view the cooperative style of leadership as a leader neglecting his or her responsibilities and allowing organization to do as they want, but he elaborates that this is not the case at all (Martens, 1997, p.13). Martens feel that the cooperative style leader provides the structure and rules that allow organization to learn to set their own goals

and to strive for them. This is done through a participating relationship with the leader and his or her subjects. Martens does point out that the cooperative leader's style is different in his mind to what others call participant democracies, that is, it is a system where organization vote on every decision that needs to be made (Martens, 1997, p.13). It seems that Martens tends to agree with the participatory style of leadership defined by Lewin even though he uses different terms to define the same characteristics. The point of studying the literature on leadership styles and the democratic style of leadership in organization is to see the similar trends and connections with leadership styles in organization and leadership styles in any organizational group. Over-all, the literature tends to support the notion that the leadership style is often determined by that individual's characteristics in conjunction with the characteristics of the various individuals on the organization. In summary, the literature on styles of leadership in organization indicates that the best leadership approach is a combination of a variety of leadership styles.

2.2.2 The Impact of the Democratic Leadership Style on Individual and organizational Achievement

Leadership effectiveness is an area of study that has complex interpretations and a thorough amount of opinion and literature. Effectiveness of leadership has been typically measured on two dimensions: leaders' feedback patterns (ex. type, frequency, and quality etc...) and his' leadership style (ex. decision-making style, motivational tendencies, instructional focus etc...) (Horn, 2002). These dimensions were designed to see the effects on performance outcomes and psychological responses such as self-esteem and competence. As one can see, half the determining factor of an effective leadership, according to these dimensions by Horn, is based on a leadership style. The research by Horn indicated that a leadership style does have a role in performance and behaviour, so much so, that the leader's behavioural patterns and leadership styles are often duplicated in the expectations, values, beliefs, and goals. (Horn, 2002).

In addition to these dimensions, the earlier stated Leadership Scale for Support (LSS) showed in its general findings that changeable factors can influence the type of behaviour and leadership style used to be effective. For example, situational and personal factors can interact to determine leadership behaviours and styles that might be most effective. In addition, the age, gender, and level of the subjects will also affect the type of leadership behaviour and style (Chelladurai and Saleh, 1978).

With regards to which type of leadership style best impacts individual and organization's achievement, the literature is mixed in its findings. For example, Penman, Hastad, and Cords (1974) tested the degree of correlation between leadership success and authoritarianism. Penman and his fellow authors found that more successful leadership, in comparison to less successful leadership, exhibited more authoritarianism. However, it has also been indicated that democratic styles of leadership can be effective for certain individuals based on the individual's unique characteristics and that democratic styles of leadership have proven to be successful. However, some research shows that democratic styles can often be less effective for complex problems and prove to be more time consuming (Chelladurai and Doherty, 1998).

Some literature on democratic leadership's impact on leader tends to lean towards supporting the idea that group members tend to be more satisfied with democratic leadership than autocratic leadership (Foels et al., 2000). Democratic behavior and leadership styles, along with training and instruction, and positive feedback, were the three preferred coaching behaviors of Chelladurai et al.'s *Multidimensional Model of Leadership* (Chelladurai & Saleh, 1980). Autocratic and social support proved not to be preferred leadership behaviors by groups or team members within team sports. In any group environment, it is essential to have the support and happiness of the members (Chelladurai & Saleh, 1980). I believe this is even more the case for society as often their happiness leads to productivity. This alone might be reason enough to see that the democratic leadership style impacts individual and organization achievement, or at least the motivation and morale of the organization. For example, Hollenbeak and Ambrose (2005) found that there was a positive, but perhaps indirect impact that leadership behaviour had on intrinsic motivation in organization and individual society (Hollenbeak and Ambrose, 2005). However, almost all the literature shows evidence that democratic leadership has some form of impact on individual and organizational achievement that goes well beyond the satisfaction and positive response that organization have towards the style. This study's methodology and conceptual framework will further illuminate the above mentioned point.

2.2.3 Leadership Functions

The principal function of an effective leader is to serve as a model of the followership. This is what is called leader is based on their observable behavior. Indeed the 1988 civil service reform was justified on the ground of the inefficiency of the leaders of the old system who were blamed for low productivity of the group.

The research work has identified effective leader as

- i. Initiating Action: These mean that an effective leader is involved in coordinating effort of the group, planning the expenditure of resources in determining the goals.
- ii. The ways and the means of attaining these goals take into consideration, the possibilities and consequences of certain decision and reduce the conflicts within the group lead to minimum.
- iii. Goals setting are the leaders' ability to determine and make each member of the group understands the goals of joint activity. An effective leadership according to the conception is a process by which a member of the group are help to desire group goals and means of achieving these goals, goals setting have the following additional functions:
 - a. It helps direct attention and action.
 - b. It mobilized effort and helps to develop appropriate strategies for goal attainment.
 - c. It allows the leader opportunity to self-appraise and evaluate the correctness of the group activity. In defining the goals the leader must avoid over ambiguousness, he/she should take in the consideration what the group can do as well as what is capable of doing, given the responsibility, ability and skill level as well as their social and economic resources. It is opportunity for group embers to participate in different committees and individuals level that further comment group mobilization in each ministry.
- iv. Consideration: The second behaviour of the leader which is an evidence of leadership effectiveness is "consideration". This presents the extent to which the leader shows, behaviour that indicate friendship, mutual trust, respect and warmth, (Wright Man, 1972).

One symbolic important interaction that shows one individual consideration for the other is when he/she creates an opportunity for effective communication between him and subordinates.

2.3 Empirical Literature

According to Wright Man, (1972) "the earliest work on leadership attempted to isolate the traits of successful leader". It was assumed that, it a set of trials could be identified, could be trained to develop these trails, some of these trials considered important includes:

Intelligence

Appearance

Knowledge

Judgment

Initiative

Honesty

Truthfulness

Open mindedness

Courage and age

Social economic background etc.

The conclusion drawn by scholars after a review of all the traits is that there is no evidence that universal leadership exist. A criticism of the traits approach to leadership is that, traits studies do not assign weighting to each of the traits so that the relative importance of each of traits as it contributes to leadership can be determined.

- a. There is an overlap between the various traits.
- b. The research made to distinction between those traits of values in acquiring leadership position and those traits necessary to hold or maintain leadership.
- c. Traits approaches to leadership ignore situational factors in the environment that influence effectiveness of leadership.
- d. Traits analysis made assumption was a complete decrease trait. Admittedly circumstances contribute in making leaders as social influence by cultural, social and environmental factor. One of the most interesting studies in leadership traits was conducted by Chiselli (1977), he postulated that certain number of traits characteristics are related to leadership effectiveness in formal task oriented organization.

The traits identified in study are:

2.3.1 Personality Traits

Intelligence, initiative, supervision, ability, self-assurance, accessibility for the working class, defectiveness, masculinity, permanently and motivating.

A leader adopts one of these tendencies depending on his personal inclination and the situation in which he has to perform his leadership. The basic problems with leaders in adoption of this trait are that once a leader adopts one of the traits, he usually finds it difficult to switch to others. The choice between the trait is the conditional by mutual interaction. (Chiseli, B.M. 1977).

2.3.2 Motivational Traits

According to Dierk L. (2006) "Need for educational achievement, need for self-actualization, need for power over others, need for higher financial reward, need for job security".

Other research finding appear to give credence of Chiseller's work since they agree those successful executives are: Self-confidence dominates, possess vital per native skills, assertive cognitive skill and have respect for subordinate.

2.4 THE LEADERS AUTHORITY

The higher the leader's authority the more effective he is, all things being equal. The nature of a leader influence and the extent of his effectiveness with to an extent depend on the leader's personal relationship and leader legitimate power.

Leader in his ability to use power without faming himself on high position. He has the last word of making the decision for it is he who bears personal responsibility for making and implementing of the decision. But he does not so far due consultation. The democratic style is base on the principles of consultation from "top to bottom" (Shekounin, 1985) a leader who adopts his styles does so from his understanding of people and their behavior. He has a gift to selecting assistance. People whose abilities to some extent complement his own that means is not inevitable has their own opinions different from that of leader.

As opposed to authoritarian style, the democratic style of leadership is characterized by encouragement of the personal group initiative by the members of the organization. Members have individual opportunities for demonstrating their independent ability.

The democratic leader is more concern with the professional ability of his subordinated than with their personal qualities. He has regard for the opinion of his more experienced group members and strives to create feeling of esprite de corps. The democratic style is the best suited for development of a creative atmosphere in an organization in order to use the style effectively required through

training experience, delicacy and higher level of leaders knowledge of group members and their culture.

The issues of culture and cultural expectations, his relationship can change from very good to very poor. The nature of the relation is partial determined by the leader personality.

Research work shows that the leader group-relationship is the singular most important factor in determining the leader influence in a normal group (Fielder, 1964). The leader legitimate power or position, power is the second important component in leader effectiveness. A leader exercise power can perceive his subordinate as their legitimate, a leader who merits his leadership position through meeting the requirement of such honour perceived as legitimate. The possession of experience goal clearing expertise, such as technical skills required to perform the task in the department or organization guarantees, on incumbent leader legitimacy. If a leader is characterized these attributes, he is perceived as meriting the position legitimate other issue associated with the question of legitimate power.

- How much power does the position ascribe to the leaders?
- Does he have power to discipline, to reward, or to punish his subordinate?
- Whether or not the organization is behind his back up when the exercise such power.

If the leader is imposed on the group or is perceived by the subordinate as not merit the relationship position, he may resort to different act to earn himself legitimate for example (the military will denigrate the government if overthrew). If fails the leader may resort to:

- i. Authority of suppression in which the leader shows of his superiority as far as his right and power are concerned keep the members of his organization or department in constant fear for possible punishment or uncertainty about the future. Authority of suppression causes the feeling of humanity on the subordinate and at the same time generates disrespect for the leader and reactance in the members of the group.
- ii. Authority of distance, based on the leaders' tendency to keep the social distance between himself and the members of his department. This is his device of avoiding criticism and raising his influence at the expense of the informal assumed a purely official attitude towards his formal friend. Restricts his personal contacts with them to official occasionally and endeavors to be as in accessible to the group members as he can.

- iii. Authority of pendentism: here the leader over emphasis unnecessary conventionalities and petty traditions and regard their observances as the essence of mutual relation with the group.
- iv. Authority of the meddler attempts to appear omniscient and annoys the subordinates by his constant lectures and exhortation even when they possess better knowledge of the nature of the moral, political or economic issues than their leaders, some leaders may endeavor to win sympathy of the group members by unnecessary exaggerated attention to their needs. This setting the stage in such a department of the authority of bribing.

The leader by the value of the position he occupies has power. He accumulated more power by his personal relationship with his subordinate. Through the exercise of his reward power, his coercive power, legitimate power, expert power, he is capable to move the group to accomplish the group goals effectively.

The leader reward power motivates the subordinates to perform in order to obtain controlled by a leader. Coercive power includes the subordinates to perform in order to avoid leader punishment. For legitimate power the subordinate put his best performance because the leader has the right to request it and subordinate has the obligation to comply.

Expert power evokes the subordinate motivations to perform because he belief the leader has special knowledge and expertise lacked by the subordinates.

Referred power arose the subordinate compliance with prescribed goals and means of accomplishing it because he admires the leader and wants to gain his approval.

The effective leader use any of these influence approach is to get the subordinate committed to the group goals. In order to be successful, the leader must possess both ability to diagnose the situation and determine which influence strategy is the best.

Form of power to enlist commitment which one will depend on the personality traits of the leader, the nature of the task, his position, power and the situation factors.

2.5 The authoritarian style

According to Ukeje, A.S. (1986) "Views Authoritarian style of leadership as "a style of leadership usually based on rigid and one side the direction of the leader towards the subordinated on a personal plan, he does not share responsibilities, he makes all the decision of the group direct, he is self centre, all the steps and techniques for attaining the group goals are centralized, assigning task and tasks partner and remain distance from the subordinate". He is inclined to make a decision and apply them on his own. This should approve impossible owing to the democratic nature of the organization. The authoritarian leaders will more around ways to attain his goals of leadership usually chooses deputies not so from consideration of professional ability as for their ability for conformity. When he has such deputies he does not wish to delegate a part of his function to them. He is often guilty of tactless and personal deposits and another. Such communication even becomes more significant when it occurs between the leader and subordinate and exchange of information. For the leader communication is closely connected with purpose oriented influence on people world-view and their political behaviour. The leader must also be aware that for communication to produce the effect is intended it must be processed assimilated, retained and recipient must be motivated to act on the communication.

2.5.1 Recognition

(Goleman2000) "Another aspect of consideration is when a leader recognized a subordinate's performance. Recognition is a kind of reinforcement, feedback or knowledge of result which informed an individual and how he is performing. Approval of a group member's action, praise for task well performance and the confirmation of the significance of one performance by the leadership are essential for continued increase effort by the members of the organization".

It raise the status and self-esteem of the recipient of and groused favorable emotion such as pride and happiness depression, dissatisfaction, hatred, malice are groused in the subordinate if his good performance or not recognition. The relationship between recognition (feedback) good or target setting and productivity networking.

2.5.2 Style of Leadership

Achieving sufficient effectiveness in leading a group is associated with a definite style of leadership; a style of leadership is the totality of the mutual relation of the leader and the subordinate which are the most characteristics.

The direct effect of authoritarian style of leadership upon members of an organization include lack of initiative due to alienation, a partly due to lack of general interest in the organization goals and general dissatisfaction among members.

However, to print out that in time of war and political crises, authoritarian leadership may be most effective. This is because with the leadership concentrated in a single lane it allows the leader to swiftly intervene to put thing in order.

Secondly, there may arise in an organization or a state condition that warrant recourse to the authoritarian style. This include general lack of discipline or order in the organization, ignoring the authority of the newly appointed leader by the group or part of it or a sharp change in a situation to which every one grew occasioned in cases like this, authoritarian style of leadership may be justifies.

Thirdly, there are leaders who strive to be authoritarian due to their personality such leaders are motivated to acquire more power. Leadership style is the pattern of behaviors engaged in by the leader when dealing with employees. Lewin, Lippit and Whiteman (1939) identified three leadership styles which are;

- Autocratic
- Democratic
- Laissez-faire.

2.5.3 Basic Principle of Authoritarian (Lippit and Whiteman (1939)

- i. Leader is very conscious of his position.
- ii. Leader has little trust and faith in his subordinate.
- iii. Leader feel that pay is just reward for work and is only reward that will motivate the workers.

- iv. Leader gives order and demand that they can be carried out, no questions are allowed and no explanation given.
- v. Group members assume no responsibilities for performance and merely do what they are told.
- vi. Production is good when the leader is present but drop in his absence.

2.5.4 Conniving Style

Shekounin, (1985): his colleagues deserve conniving style of leadership (*laisser-faire*) as consisting in the leaders indifference towards the affairs of the group. The leader gave members complete freedom, give up leadership and avoid all responsibilities for the course of affairs.

The main motive for the leadership conniving style in his relation with the subordinate is usually his destination of disagreement with anyone. He tend to handover part of his function to other members of the group, letting them make those decision which he himself is bound to make in an organization where the leadership is conniving an atmosphere of exhuming one another detects and mutual cover up prevail. This style of leadership is very low. It is the worst part type of leadership style.

2.5.5 Democratic Style

Karl Max (1984) "this style is a direct opposite of the authoritarian and the conniving style of leadership". The democratic leadership style assures active participation of the decision making permit criticism of the leader. It usually called the participatory style of leadership. The outstanding quality of democratic of a leader become relevant in the Nigerian environment where the process of socialization of the child is autocratic and the child is expected totally centermost in such a future the members of the group may expect their leader to tell them how to do everything. These may be the problem of democratic style in Nigeria Civil Service in particular and Nigeria in general. This reinforces the indication made earlier that the adoption of the democratic leadership style requires through training and perhaps, reconditioning.

It must be emphasized that a particular style is not sufficient by itself to make an effective relation with his co-workers. It perceive as being legitimate exercising legitimate power and having clear goals play important roles to the determination of the leaders effectiveness.

2.5.6 Basic Style Principles of Democratic

- i. Decision making shared by leader and group.
- ii. The group generally feels successful under democratic leadership.
- iii. New ideas and changes are welcome.
- iv. Quality and productivity are generally high.
- v. When a leader is forced to make a decision his reasoning is explained to the people.
- vi. Criticism and praise are objectively given.

2.6 Theoretical Framework

This research project will attempt to determine how democratic leadership is understood and practiced by a democratically-minded leader. The study is based on previous research by Kurt Lewin (1939) who has studied and coined the definition and characteristics of the democratic or participatory leadership style. The study will also look at the extension of Lewin's ideas by more modern researchers. It will explore how the characteristics of democratic leadership are applied to Higher National Diploma age level, by observing the practices of a democratically-minded leader at this level.

Leadership – defined as "the process of influencing the activities of an organized group toward goal setting and goal achievement" (Stogdill, 1950; p. 4) – is one of the most important elements in the success and survival of groups, organizations, and teams. The importance of leadership to organization is highlighted by past research on leaderships' styles of decision making (Chelladurai and Quek, 1995). This research suggests that, "The social process of decision making refers to the extent to which the leader allows his/her members to participate in the cognitive process of making a decision. Such member participation may indeed increase the rationality of the decisions because of the higher levels of information, ingenuity and creativity available in the group. In addition, member participation may also lead to a better comprehension of the decision and greater acceptance of the decision, and therefore to more efficient execution of the decision" (Chellandura&Quek, 1996, p.6). A high extent of participatory decision making is what this study will deem as the democratic leadership style. The present study will dwell further on this idea by examining how the democratic leadership style and the process for decision making under this style is to be understood and practiced by the organization leader and his staff. The theoretical framework that I employ in this study to examine this understanding and practice contains a variety

of concepts. The essential characteristics of democratic leaders, as defined through my literature analysis and the characteristics of good leaders are related to the extent that these characteristics combine to define the *democratic leader*. Furthermore, I proffer that the democratic leader has a leadership style that may ultimately have a positive impact on the case study's views of individual and success within the organization.

The field of leadership is one that faces criticism and often, people determine a leader's success with tangible and intangible achievements. While many determine success in organization, many see these tangible successes as small measures of an individual's and organization's achievement's. Often, leaders define their successes based on the intangible accomplishments that cannot be measured by outsiders. Simply, the idea of what organization is trying to achieve is one that is determined by a leader and his or her team.

However, the successful accomplishment of reaching those achievements and the factors that impact the success are expected to be measured. While the focus of this study is not on the means by which a leader is measured or how a democratic leader impacts organization or individual achievement, it is important to understand that there is a link to organization achievement and a leader's strategies and leadership skills. Often, organization and individual members on that organization's success can be measured by the success of the strategies implemented and the effectiveness of such strategies and in fact, strategy efficacy should allow one to predict decision making factors of leadership (Sullivan and Kent, 2002, p.4).

The theoretical framework employed in this study is designed to understand the practices of a specific democratically-minded leader. The specific characteristics listed are based on the description of "good leadership" and "democratic leaders" as stated by the sources. While there are similarities, it is perhaps the combination of the thirteen stated characteristics that are to be closely examined in this case study to determine if indeed they are characteristics of the democratically-minded leader. These characteristics are the eight that the literature has provided as possible democratically minded leader characteristics.

All characteristics of a good leader and a democratic leader are essential to determining the leadership style. The exemplary case study leader might have these characteristics, but should have the eight characteristics of a democratically-minded leader. The intention of this study is to determine how he or she uses those characteristics within his/her democratically-minded practices.

By observing the practices and behaviours of this case study organization this study will provide a better understanding of what democratic leadership looks like.

2.6.1 Behavioral Approach

According to Johnston, H. A. S (1967) "as pointed in the previous section, the traits approaches did not offer solution to leadership question. This was abandoned and researchers moved to research behaviors". It is believed that a leader's behaviour and the style in which he related to other people affect his effectiveness research identity.

Two major areas in leadership behaviour:

- i. The first one express position based on influence of a leader or the use of authority.
- ii. The second, concentrated on concern for people vis-à-vis productivity, thus the discussion appeared to center around people oriented leadership style and task oriented style of a given group or organization.

Research has identified three principles style. These are:

- Authoritarian
- Recognition
- Conniving
- And democratic

A leader adopts one of these tendencies depending on his personal inclination and the situation in which he has to perform his leadership style. The basic problems with leaders in adoption of this style of leadership are that once a leader adopts one of the styles, he usually find it difficult to switch to others. The choice between the style is the conditional by mutual interaction of the two basic factors namely; the leaders personality and the situation.

Below is the brief explanation on the style

CHAPTER THREE

3.0 Research Methodology

3.1 Introduction

This chapter is concerned with the strategies or methods and procedures adopted by the researcher in collecting suitable information to the research work that is Democratic leadership style in an organization as key to organization growth (A case study of Dutse Local Government)

3.2 Types and Sources of Data

The types and sources were used in this research are:-

1. Primary sources of data:- primary sources of data are the administration questionnaires, personal interview and observation. The data under this are collected directly from the root, sources of data, it was also obtained from undiluted information from the people concerned. These data were collected through questionnaire; interview and observations were analyzed in this research.
2. Secondary sources of data: - this is the data collected from the various write up that is directly related to the research topic. As regard to the secondary sources, information was obtained from various text books written by the reputable authors. The sources of data are papers presentation, published and unpublished thesis from different libraries. All these were used in conducting this research work.

3.3 Research Design and Presentation of Questionnaires

These research design and presentation of questionnaire for this research is questionnaire as well as unstructured interview. The questionnaire was adapted to the general public in generating their opinion on the subject matter. The questionnaire design include close-ended and open ended question. The questionnaire is open in two (2) parts, the first part consist of personal data of the respondents and classification of respondents as sex, age and marital status etc.

The second part consist of the remaining tools for respondents responses, the answer given in the second part were analyzed according to the information obtained, concerning the layout of the questionnaire. There is a tendency were it is possible to provide all the answer that could be given to the question.

Questionnaire is a designed therefore, for the respondents in order to gather full information on problems associated with the effectiveness and efficiency recruitment exercise in the in the entire civil service commission. Fifty (50) questionnaires were distributed to the general public and were collected accordingly. Simple random techniques were adopted in selecting the respondents.

3.4 Sampling Techniques

The sampling technique for selecting the subject matter shall be by random sampling about and it's restricted to 50 people from Dutse local government who constituted the population size of the study as a sample from the total population, which are going to be used for the study of Findings.

3.5 Method of Data Presentation and Analysis

Data received in the course of this research was presented by using percent form (%) in this regards, a prepared table was used in order show the different answer chosen by the respondents.

3.6 Sampling Method and Procedure

Sampling method is use while collecting information about large group of individual or objects. We examine the small group instead of entire group called population (parent universe). The act of investigating this selected group is known as sampling.

The researcher use probability sampling in conducting of this research, which is use if or when the population a finite (having the same feature). The probability sampling include as: Random sampling, Systematic sampling, Stratified sampling (showing States, Age Sex, Qualification e.t.c) Cluster sampling, or Area sampling of Hamlet, city, Hostel blocks e.t.c.

Under non-probability sampling techniques a researcher cannot estimate arrows and uses generalization of researchers finding beyond the sampling studies. We have the following under this convenient sampling; Quotas sampling, Dimensional purpose or Judgmental sampling, Chain referred sampling.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

Data presentation or data collection refers to the obtaining information relevant of the study of the research by using the major ideas of the respondents. In a tabular form, the number and percentages of the respondents will be shown; also their respective opinions and ideas will be presented statistical using percentage system.

The finding would be base on fifty (50) respondents only. The analysis would be divided into the personal data of the respondent's sex, age, marital status, and staff cadres. Various suggestion and comments was received.

Personal Data of Respondents:

Table 4.1 Sex distribution of respondents:

Sex	Frequency	Percentage (%)
Male	40	80%
Female	10	20%
Total	50	100%

Source: *Questionnaire Administered 2021*

From the above table shows that 80% of our sample males while 20% are females.

Table 4.2 Age Distribution of Respondents:

Age	Frequency	Percentage (%)
25years below	10	20%
25-30years	12	24%
31-35years	15	30%
36-40years	7	14%
41-46years	4	8%
46 and above	3	6%
Total	50	100%

Source: Questionnaire Administered 2021

Table above shows that 20% are below 25 years and 24% are between 26years to 30 years to 40 years and range of 31 years to 35 years are 30% and 36years to 40 years are 14% and 41years to 46years are 8% and 46years and above are 4%.

Table 4.3

Marital status:

Status	Frequency	Percentage(%)
Single	30	20%
Married	14	50%
Divorced	4	10%
Widow	2	20%
Total	50	100%

Source: Questionnaire Administered 2021

The above table shows that 20% are single, while 50% are married and 10% are divorced and 20% are widows.

Table 4.4 educational background

Education	Frequency	Percentage (%)
Primary	7	14%
Secondary	25	50%
Higher institution	15	30%
Qur'an schools	3	6%
Total	50	100%

Source: *Questionnaire Administered 2021*

From the table above 14% are primary school leavers, 50% are secondary school leavers while 30% are graduates from universities and other polytechnics and Qur'anic students.

Table 4.5

Staff cadre

Cadre	Frequency	Percentage (%)
Junior	15	30%
Middle	25	50%
Senior	10	20%
Total	50	100%

Source: *Questionnaire Administered 2021*

From the above table, it's indicating that staff was interviewed 30% are junior staff while 50% are intermediate staff and 20% are senior staffs.

Table 4.6 year in service

Year	Frequency	Percentage (%)
1-5	5	10%
6-10	10	20%
11-15	15	30%
16-20	16	32%
26 and above	4	8%
Total	50	100%

Source: *Questionnaire Administered 2021*

The above table shows that 10% spends 1-5 years in service while 20% are between 6-10 years, 30% of the respondents spend 11-15 years and 32% are 16-20 years while 8% are 25 years and above.

Table 4.7 how did the style affect your organization?

Respondents	Frequency	Percentage (%)
Positive	30	60%
Negative	10	20%
All of the above	5	10%
None of the above	5	10%
Total	50	100%

Source: *Questionnaire Administered 2021*

This shows that 60% of the respondents answer the style affect them positively, while 20% said in negative, 10% have answer will all of the above and the remaining 10% said none of the above.

Table 4.8 what type of leadership style do you think is being practiced in your organization?

Respondents	Frequency	Percentage (%)
Autocratic	10	20%
Democratic	30	60%
Lessier-fair	6	12%
Conniving	4	8%
Total	50	100%

Source: *Questionnaire Administered 2021*

The above table shows that 20% agreed that their organization is practicing autocratic leadership style, 60% shows democratic leadership is practicing in their organization, while response in lesser-fair goes to 12% only, and the rest 8% of respondents said conniving leadership style is being practiced in their organization.

Table 4.9 what is the standard of productivity in your organization in the present of your leader?

Respondents	frequency	Percentage (%)
High	29	58%
Average	19	38%
Low	2	4%
Total	50	100%

Source: *Questionnaire Administered 2021*

From the above table 58% of the respondent's shows that the productivity is high, while 38% shows that is average and 4% said is low.

Table 4.10 what if the leader is absent?

Respondents	Frequency	Percentage (%)
Still High	25	50%
Low	15	30%
Very Low	10	20%
Total	50	100%

Source: *Questionnaire Administered 2021*

The above table shows that 50% of the respondents shows that productivity is still high in the absence of their leader, while 30% said is low and 20% said is very low.

Table 4.11 is your management ready to work with your suggestion?

Respondents	Frequency	Percentage (%)
Yes	40	80%
No	10	20%
Total	50	100%

Source: *Questionnaire Administered 2021*

This shows that 80% of the total respondents agreed that management is ready to work with suggestion, while 20% shows that the management is not ready to work with suggestion.

Table 4.12 Is the attitude of your leader pleasing to you?

Respondents	Frequency	Percentage (%)
Yes	45	90%
No	5	10%
Total	50	100%

Source: *Questionnaire Administered 2021*

This shows that 90% of the total respondents agreed that the attitude of the leader is pleasing them, while 10% shows that the attitude of their leader is not pleasing to them.

4.13 What do you understand by leadership?

A leader is a social influencing process for the people to perform duties competently and willingly.

4.14 What are the ways your management consider best in motivating it's subordinates

The respondents views this question is that, the management considered best ways of motivating its subordinates through incentive theory.

4.15 how satisfied are you with your management?

Very satisfied.

4.16 how strong is your management exercise its authority?

The highest response from respondents view shows that the management exercises its strong authority very strong.

4.2 other comments

From the response of the respondents appraises how the style affects their performance, and shows their managements use extra allowances to motivate its employees. Also they show their management exercises its authority very strong without any discrimination. And they interested in staying with their present employers.

Moreover, they also advice their management to implement ways of motivational strategies in such a way that employees will put much of their best for attainment of the organizational goals, such strategies includes, sending staff over advanced course, promotion, housing loan, furniture loan, vehicle loan as well as the provision of advanced payment should be made to help the staff in solving some of their immediate problems before salary.

Also medical claims should be paid to the staff and promote their general welfare both within and outside the organization.

4.3 test of hypothesis

Base on the questionnaires that have distributed to various respondents and from their responses views of mind. It indicates that a democratic leadership style in an organization is a key to organizational growth. Because table 4.8 shows that 60% chooses democratic style is practicing in the organization which has the highest number of respondents.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter is showing that the research project has been concluded from the beginning to the end. During its completion, the topic has been introduced with scope and limitation, also the area of the study was stated.

5.2 SUMMARY

However, as a summary or a democratic leadership, as first task in this research work is to set out objectives which will help to identify and analyze the style and how to bring about the organizational growth into exercise.

To this part of the research work, when looked at literature related to the subject matters. The term leadership simply means a social influence process of achieving things done through others.

Moreover, in trying to find out how much effective, democratic leadership style towards the organizational growth, several responses were received and have shown that the organization is trying its best by using or adopting good leadership style in developing it's human resources where as some of the respondents opinion that the style is doing little or no attempt to develop organizational resources.

5.3 CONCLUSION

Leader has become the most important factor to be considered in any given organization of the present world. And also play a good role in development of the organization.

Having enough and qualifies administrative as well as adequate working materials in organization and individual a dream of growth from all part of life will become into reality.

From the fact obtain through analysis. It comes to conclusion that democratic leadership style leads to the organizational growth better than authoritarian and conniving styles.

Managers in their own interest should try as much as possible to the more democratic in their decision-making for the development and smooth running of their organization. They should

always consider the advice or suggestions given by their employees with good faith and implementation them for efficient and effective administration of their organization.

5.4 RECOMMENDATION

In carrying out this research, the researchers views spelled out on how democratic leadership style is, and what is it's effect to the subordinates some factors has been identified that necessary measures should have to be taken especially in Dutse local government council in particular. These measures are as follows:-

- i. Employees' salary should be increased for them, in order to have fewer problems so that they can face the job with seriousness.
- ii. Employees have to be sent for different courses such as advancement courses, seminars/workshops for the employees to acquire more knowledge on their job, and having promotion as at when due.
- iii. Staff quarters should be provided to the employees so they can be comfortable accommodated, or loan should be provided to them in order to build their own houses (personal owner occupier).
- iv. Those concerns have to be the general life of employees such as paying them their claims on medical expenses on right time, provision of vehicle loan, or staff bus for their transportation from house to office, also the management should provide a good communication between the management and its employees so that the management will be aware of their views.

Appendix "A"

Jigawa State Polytechnic,
College of Business and Management Studies,
Department of Public Administration,
P.M.B 7040,
Dutse,
Jigawa State.

Dear respondent,

REQUEST TO FILL QUESTIONNAIRE

The researcher is a student of College of Business and Management Studies in the above named polytechnic carrying out research on the topic "DEMOCRATIC LEADERSHIP STYLE IN AN ORGANIZATION AS A KEY TO ORGANIZATION GROWTH" (a case study of Dutse Local Government). The research is for the fulfillment of the requirement for the award of higher national diploma in public administration.

The questionnaire is intended to gather valid and reliable information for the study, and all responses will be treated with utmost confidentiality.

It should be highly appreciated if you would answer the following questions on the attached questionnaire.

Please tick (✓) or comment where appropriate.

Thank You.

Yours faithfully,

BASHIR ATTAHIR

APPENDICE "B"

QUESTIONNAIRE

SECTION A:

Personal Information/Bio-Data

1. Sex: Male Female

2. Age Range

a) 25yrs-26yrs b) 26-31yrs c) 31-46yrs d) 46yrs & above

3. Educational qualification

(a) F.S.L.S (d) PGD/Masters and above

(b) WASCE/SSCE

(c) OND/HND/BS.C

4. Marital Status

(a) Single (b) Married (c) Divorced d) Widowed

5. Years of Service

(a) 1-5yrs b) 6-10 years (c) 11-15 years (d) 16-25 years

6. Level/position

a) Junior staff

b) Senior staff

SECTION B RESEARCH QUESTIONS

Questions on the democratic leadership style in an organization as key to organization growth in Kazaure Local Government.

7. How did the style affect your organization?

a) Positive

b) Negative

c) All of the above

d) None of the above

8. What type of leadership do you think is being practiced in your organization?

a) Autocratic

b) Democratic

c) Leissser-fair

(d) Conniving

9. What is the standard productivity in your organization?

a) High

b) Low

c) Average

10. What if the leader is absent?

a) Still high

b) Low

c) Very Low

11. Is your management ready to work with your suggestions?

a) Yes

b) No

12. Are the attitude of your leader pleasing to you?

a) Yes

b) No

13. What do you understand by leadership?

14. What are the ways your management consider best in motivating its subordinate?

- a) Yes b) No

9. Do you think training can lead to efficient discharge of public service?

- a) Yes b) No

10. Which of the following do you think will increase your productivity?

- a) More responsibility b) Training c) Good condition of service
d) All of the above

11. What type of training is more efficient?

- a) On-the-job training b) off-the-job training c) Part-time training
d) Full time training

12. What is the impact of training on your attitude to work?

- a) Positive b) Negative

13. It is general belief that training makes public service more effective?

- a) Yes b) No

14. Does the training given to you adequate in carrying out your duties?

- a) Yes b) No

15. Is it true that training is the most effective means to embrace changes?

- a) Yes b) No

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