



SELINUS UNIVERSITY OF SCIENCES AND LITERATURE

**EFFECT OF SHARED LEADERSHIP ON TEAM EFFECTIVENESS IN SCHOOL
ADMINISTRATION OF HARVARDE COLLEGE OF SCIENCE BUSINESS AND
MANAGEMENT STUDIES, ABEOKUTA, OGUN STATE, NIGERIA.**

A DISSERTATION BY

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SUPERVISOR

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DECLARATION

I do hereby attest that I am the sole author of this project/dissertation titled “**EFFECT OF SHARED LEADERSHIP ON TEAM EFFECTIVENESS IN SCHOOL ADMINISTRATION OF HARVARDE COLLEGE OF SCIENCE BUSINESS AND MANAGEMENT STUDIES, ABEOKUTA, OGUN STATE, NIGERIA**”, submitted for the award of Doctor of Philosophy (Ph.D.) in Business Administration to the Faculty of Business and Media, Selinus University of Sciences and Literature, is my original work.

The contents are only the result of the readings and research I have done.

I hereby declare that all the information in this research was obtained and presented in accordance with academic rules and ethical conduct.

All the materials, various school of thoughts and other academics consulted and quoted in this research work and dissertation are fully and duly acknowledged.

Date: _____ 2022

STUDENT SIGNATURE:



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DEDICATION

**This research work is dedicated to my loving family - my darling husband and
beautiful princesses**

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My immense appreciation goes to God, the most High, my maker, the pillar that holds my life, for wisdom, knowledge, provision and most importantly, the gift of life to start this research and finish successfully.

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TABLE OF CONTENT

	Page
Declaration -----	2
Dedication -----	3
Acknowledgement -----	4
Table of Content -----	5
Abstract -----	8
CHAPTER ONE	
INTRODUCTION	
1.1 Background to the Study -----	9
1.2 Statement of the Problem -----	15
1.3 Objective of the Study -----	15
1.4 Research Questions -----	16
1.5 Research Hypotheses -----	16
1.6 Significance of the Study -----	17
1.7 Limitations and Delimitations -----	17
1.8 Scope of the Study -----	17
1.9 Definition of Terms -----	18
CHAPTER TWO	
REVIEW OF RELATED LITERATURE	
2.0 Introduction -----	21
2.1. The Research Conceptual Model -----	22
2.2 Conceptual Framework of Shared Leadership -----	22
2.2.1 Meaning of Shared Leadership -----	22
2.2.2 Characteristics of Shared Leadership -----	25

2.2.3	Comparison of Shared Leadership and Traditional Leadership ----	25
2.2.4	Comparison of Shared Leadership and Team Leadership -----	26
2.2.5	Comparison of Shared Leadership and Traditional Leadership in School Administration -----	26
2.2.6	Role Differentiation in Shared Leadership -----	27
2.2.7	Importance of Shared Leadership -----	27
2.2.8	The Shortcomings of Shared Leadership -----	30
2.2.9	The Development and Implementation of Shared Leadership -----	31
2.2.10	Reasons Leaders Should Adopt Shared Leadership Model -----	35
2.2.11	Shared Leadership in School Administration -----	36
2.2.12	How to Create Strong Teams in Shared Leadership System -----	44
2.3.	Empirical Review of Related Studies -----	47

CHAPTER THREE RESEARC METHODOLOGY

3.0	Introduction -----	49
3.1	Research Design -----	49
3.2	Area of Study -----	50
3.3	Population of Study -----	50
3.4	Sample and Sampling Technique -----	50
3.5	Instrumentation -----	50
3.6	Validation of Instrument -----	51
3.7	Reliability of Instrument -----	51
3.8	Procedure for Data Collection -----	51
3.9	Method of Data Analysis -----	51

CHAPTER FOUR DATA PRESENTATION AND RESULT

4.1	Respondents' Profile and Bio-data -----	52
4.2	Analysis of Hypotheses Based on the respondents' responses -----	55
4.2.1	Analysis of Hypothesis One -----	55
4.2.2	Analysis of Hypothesis Two -----	62
4.2.3	Analysis of Hypothesis Three -----	71
4.2.4	Analysis of Hypothesis Four -----	79
4.3	Discussion on Findings -----	87

CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATION

5.1	Summary -----	92
5.2	Conclusion -----	94
5.3	Recommendations to Educational Administrators -----	96
5.4	Recommendations for Further Studies -----	99
	References -----	100
Appendix I	Tables and Figures -----	107
Appendix II	QUESTIONNAIRE -----	109

ABSTRACT

This study was descriptive research which was based on the opinion of team leaders and team members. This study examined the effect of shared leadership on team effectiveness in school administration. Shared leadership has been defined as a dynamic, interactive influence process among group members with the aim of guiding one another toward the accomplishment of group, organisational, or both goals. The samples of this research were 34 respondents; which comprised of the principal officers, administration heads, faculty heads, and departmental heads in Harvarde College of Science Business and Management Studies, Abeokuta, Ogun Sate, Nigeria.. These respondents and the schools were selected using purposive sampling technique, a non-probability sampling technique. The respondents included the Provost, Deputy Provost, Registrar, Deputy Registrar, Bursar, School Administrator, Administrative Officers, Admission Officers, Examination and Record Officer, The Deans, and The Head of Departments. The responses of the respondents show that shared leadership is practised in the general school administration of Harvarde College of Science Business and Management Studies, Ogun State, Nigeria, as well as among teams within the school, which is the focus of this research's study in the area of school administration.

Keywords: Shared Leadership, Team Effectiveness, Team Trust, Team Commitment

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Given that many businesses have been influenced by social media and more recent online technologies and have started to facilitate the exchange of information, business management is quickly shifting from outdated, authoritarian models to more open ones. In the 21st century and the age of high technology, nothing is more important than having a diverse pool of knowledge and talent to draw from when merging, restructuring, expanding, and managing daily business operations. The more adaptable the leadership model you use, the more equipped your business will be to handle a variety of situations. Using a shared leadership model enables everyone in a company to work toward a common objective by integrating their knowledge, thinking, and creativity, according to various research on the importance of shared leadership above the traditional leadership of superior to subordinate. Simply expressed, shared leadership is when two or more team members take on the role of team leader in an effort to influence and guide team members in order to maximize team effectiveness.

The behaviour of an individual and their relationship to their followers has historically been used to describe leadership in all contexts. This has led to a focus on the behaviour, traits, and activities of leaders in both training and academia. The high-tech, quick-changing environment that defines the 21st century will force successful organizations to depend more and more on highly independent, knowledgeable people who collaborate in multidisciplinary teams. In light of this, shared leadership can be characterized as a team-wide endeavour that supports this manner of operating. Alternatively, shared leadership can

be described as a dynamic, interactive influencing process among group members with the aim of guiding one another toward the accomplishment of group, organizational, or both goals. The idea of shared leadership presents leadership as an active collective effort. It does not depend on top-down control but is multidirectional and cooperative. Every participant has the ability to influence ongoing organizational transformation, from conception to execution. People at all levels of a company can adopt the shared leadership concept.

"The digital revolution is creating an entirely other management model where the presumption is that the smartest organizations have instant access to the collective knowledge of the company," writes Rod Collins, author of *Leadership in a Wiki World* (Dog Ear Publishing, June 2010). With shared leadership, everyone is given the opportunity to lead in the capacity in which they are most skilled. It essentially takes a collective approach to responsibility sharing. It promotes group decision-making with an emphasis on ongoing growth and progress and is in part based on trust. Experts may be divided into teams with team leaders (two or more members may be the influencers), spreading power and authority rather than relying on a single function to lead. Each person's knowledge can be utilized, giving them a chance to highlight their unique skills.

The strongest instances of shared leadership, according to Greg A. Chung-Yan, professor in the Department of Psychology at the University of Windsor in Ontario, are when decision-making is distributed among several people. Anyone who takes the time to think about the issues facing businesses in the twenty-first century will realize that things change too quickly for one person to know how to react. Any event might have a number of causes, and it takes a variety of viewpoints to fully comprehend its significance and determine the best

course of action. The long-term success of businesses depends on having a pipeline of potential leaders. It makes sense that businesses today are drawn to the advantages of shared leadership rather than leadership that is focused in a single charismatic person. Whatever the name or specifics of the organizational structure, the times appear to demand leaders who can be first among equals. Delegation is not all that this is. It has to do with a team having a shared sense of mission and ownership over the overall direction of the business. The team's work may be led by many individuals in different capacities, but everyone is always in charge.

Shared leadership is defined as "broadly sharing power and influence among a set of individuals rather than centralizing it in the hands of a single individual who acts in the clear role of a dominant superior," according to a study published in the *International Journal of Artificial Intelligence and Agent Technology*. Compared to the conventional vertical hierarchical management style, shared leadership is different. In a vertical management structure, people in management jobs make the majority of the decisions, while those in inferior posts have minimal influence over those decisions. Shared leadership involves more cooperation. Even if there is still just one person in command, there is sharing of authority and influence. This could imply that people have greater discretion over decisions affecting their jobs or that there is more of an open-door approach where everyone's opinions are taken into account.

Declan Fitzsimons states in the 2016 issue of the *Harvard Business Review* that shared leadership improves organizational performance. A company's operations are positively impacted by shared leadership. This philosophy appreciates and promotes individual

initiative. Employee productivity and job satisfaction both rise when they feel empowered to take action on what they know needs to be done rather than waiting to be told what to do. People have a greater drive for success when they feel like they have an impact on the organization, that they have some authority, and that they have some responsibility. People work harder on everything they are personally committed in because goals become more personal to them.

In the Roman Empire, a group of people shared authority through the Senate, establishing the earliest foundations of shared leadership. However, organizational efforts to manage people in teams and a focus on self-leadership, whereby people "lead others to lead themselves," led to the concept of sharing power and influence among a number of people emerging (Cox & Sims, 1996).

As opposed to the idea of a team being led by a singular leader, shared leadership refers to how team members influence one another and share responsibility for tasks. This makes it necessary to distinguish shared leadership from team leadership. When a group of people work together to lead each other to achievement, it is called shared leadership (Carson, Tesluk, & Marrone, 2007). The fact that the influence process encompasses more than simply the downward effect of subordinates by a positional leader is a major contrast between shared and traditional models of leadership. Instead than being concentrated in the hands of one person acting as the leader, leadership is spread among a group of people (Pearce and Conger, 2002: 1-3). In order to distribute or share the responsibility of leadership within the team in response to each situation and problem being addressed, the team values each member's unique experience, expertise, and capacity. Teams and leaders

must be aware of and understand the characteristics of a strong team since weak or inefficient teams can be annoying and potentially poisonous. The organizational unit inside today's organization that is increasing at the highest rate is the multidisciplinary team. One person or one discipline can no longer possess the knowledge and experience necessary to address the complexity of today's situations. To find a solution to the complex issue of global warming, for instance, governments must make sure that scientists, engineers, geographers, meteorologists, biologists, botanists, oceanographers, doctors, computer programmers, ecologists, and manufacturers all contribute their specialized knowledge and experience. Instead of one profession working alone, the breakthroughs are more likely to result from the interplay between all the other disciplines.

Recent studies on change management teams, virtual teams, and new start-up teams have shown that leadership should be shared among team members rather than being vested in a single person. These studies have used quantitative techniques to show that shared leadership can and does improve organizational performance. Anyone who has attempted to divide the responsibilities and rights of leadership among their teams is likely aware of how difficult this task can be.

Changing to shared leadership alters relationships between team members and changes how choices are made. Executive VPs may like having the power to manage the entire company, but they will struggle to manage one another. They may be reluctant to accept and use the authority to hold each other accountable for the performance of their function or business unit because they are accustomed to reporting directly to you. They might agree to stop berating one another while they wait for you to intervene. Unless you make it obvious that

they must support and challenge each other rather than performing the former only, this will force you into the role of the messenger of bad news.

The discomfort of these new relationships can be handled by groups in a few different ways, each of which has its own dysfunctions. The first is for team members to divide into smaller groups and speak mostly with people they already feel at ease with, ignoring or undermining the others. The second is to single out a specific person or group of people and blame them for all delays and problems. Though HR and IT are popular choices, anyone could be chosen. Joining in is the worst thing you can do. It is your responsibility to determine when creating subgroups is a constructive strategy to divide the team's workload and when it is a detrimental way to sidestep contentious problems. When a team member or group seems to be performing below average, it's important to determine how much the scapegoat actually isn't up to standard and how much the team is just using their incompetence as an excuse to feel superior.

Considering all of these factors together, this study aims to improve our knowledge of the mechanisms behind shared leadership and explores whether it is associated with improved team performance in higher educational setting. Teams make up schools, and when these teams collaborate, they form the larger team that is the school as a whole. While it has been noted that teachers are generally viewed as being stereotypical because they like to work alone, secluded in their classrooms, they are now starting to embrace working inside a team—at least within a great team.

1.2 Statement of the Problem

Recent leadership studies have revealed that the administration of businesses is quickly shifting from outdated, authoritarian models to more flexible ones, one of which is shared leadership. In these high-tech times, nothing is more important than having a wide range of knowledge and expertise to draw from when it comes to combining, restructuring, expanding, and managing day-to-day business activities. Educational sector is not exempted from this leadership system which encourages autonomy participation in decision making, collaboration, supportive group climate and exchange of diverse ideas. However, so far leadership researches have paid little attention to the use of shared leadership in educational sector. Hence, this research work intends to examine whether shared leadership is positively related to team effectiveness in the Higher Educational system, specifically at the Harvarde College of Science Business and Management Studies, Abeokuta, Ogun Sate, Nigeria.

1.3 Objective of the Study

The main objective of this study is to examine the effect of shared leadership on team effectiveness in school administration of Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria. In line with this main objective, the following are the specific objectives of this study:

1. To assess the adoption level of shared leadership in Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria.
2. To examine if there is any relationship between shared leadership and team effectiveness.
3. To examine if there is any relationship between shared leadership and team trust.

4. To examine if shared leadership enhances team commitment in Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria.

1.4 Research Questions

The following research questions have been raised:

1. Is shared leadership adopted?
2. Is there any relationship between shared leadership and team effectiveness?
3. Is there any relationship between shared leadership and team trust?
4. Does shared leadership enhance team commitment?

1.5 Research Hypotheses

The following research hypotheses have been formulated and written in null form:

1. Shared leadership is not adopted Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria.
2. There is no relationship between shared leadership and team effectiveness
3. There is no relationship between shared leadership and team trust
4. Shared leadership does not enhance team commitment in Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria.

1.6 Significance of the Study

There are studies on shared leadership but this research work is significant because it studies the Effect of shared leadership on team effectiveness in the Higher Educational system, specifically at the Harvarde College of Science Business and Management Studies, Abeokuta, Ogun Sate, Nigera. The study after completion will be of benefit to team leaders

and prospective team leaders in schools, Educational policy makers and the Educational sector at large. It will enrich their understanding of the mechanisms of shared leadership and how it can enable them build a strong and effective team. More so, this study will be a source of enlightenment to leaders in sectors other than Education as well.

1.7 Limitations and Delimitations

The limitation of the study is in terms of the data collection for the study. The study adopted an online means of distributing the questionnaire which made the researcher to have poor responses from the respondents, and also caused a lot of delay in the data collection process. This was discovered to have been a result of factors such as poor internet connectivity, poor power supply in Nigeria which caused irregular access to phone and computer by the respondents.

1.8 Scope of the Study

The scope of this study was limited to Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria. Harvarde College of Science Business and Management Studies, is an higher institution of learning, established in Ogun State, Nigeria; which offers National Diploma and Higher National Diploma. The college's administrative structure includes the Principal Officers of the College, The administration Unit, The Admission Unit, The Examination and Records Unit, as well as the Academic Unit.

1.8 Definition of Terms

Leadership: The capacity of a person or group of people to influence and direct subordinates or other members of an organisation is known as leadership. Leadership, according to Pratt (2017), is the capacity of a person or a group of people to influence and direct subordinates or other members of an organisation. Making wise — and often challenging — decisions, building a clear vision and communicating it, setting realistic goals, and supplying followers with the information and resources they need to reach those goals are all aspects of leadership.

Shared leadership: Shared leadership is the practice of delegating authority while maintaining a single point of control. The performance of an organisation is improved through shared leadership. Shared leadership can be established through being open, encouraging autonomy, and being attentive to other people's viewpoints. Shared leadership, as defined by Bergman, Rentsch, Small, Davenport & Bergman (2012), occurs when two or more team members assume the position of team leader in an effort to guide and influence other team members in order to improve team effectiveness.

Traditional leadership: A traditional leadership style is one in which authority is granted to the leader in accordance with long-standing customs. King, dictator, and many modern corporate leaders are contemporary examples. Nearly all leaders in the past were seen as traditional, and their influence was derived from their predecessors (Burley, 2017). In a traditional leadership style, the leader inspires subordinates to complete their tasks by offering them support, direction, and encouragement. The primary goal of a traditional leader is to strengthen the organization's or company's competitive position in the market.

Team: A team is described as a collection of individuals that collaborate on duties in order to carry out a shared mission or particular goal. A design team creating a new product or a continuous process improvement team set up to address a specific issue are two examples of teams with a finite shelf life. Determining how a special group of people can use their skills to achieve a goal at a particular time is the goal of a team. Individuals might be inspired to action by a clear collective aim. Knowing a team's goal has several advantages, such as: promoting inclusivity and knowledge.

School Administration: All aspects of school operations, including the management of the school budget and the creation of a secure learning environment, fall under the purview of school administration. The various aspects of school administration and the people who carry out these tasks must be taken into account in order to better define school administration. School administration is a vast profession that covers practically any subject linked to running an academic institution, from running a preschool to creating doctoral programmes at universities. As they gain experience and work in a range of various work situations, administrators can discover numerous enjoyable methods to advance their professional skills. Although it is feasible for experienced teachers or other professionals to go into an administrative career, these roles are often held by people with a degree in school administration and relevant work experience.

Higher Education: Higher education can be defined as learning that goes above the secondary level, particularly learning that is received at a college or university. Higher education is tertiary instruction that results in the award of a degree. After completing secondary education, there is an optional last stage of formal learning known as higher

education, also known as post-secondary education, third-level education, or tertiary education. Typically, it is categorised as either an undergraduate or graduate degree (though there are other options).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 This chapter comprises of the review of related literatures which are written under the following headings and subheadings:

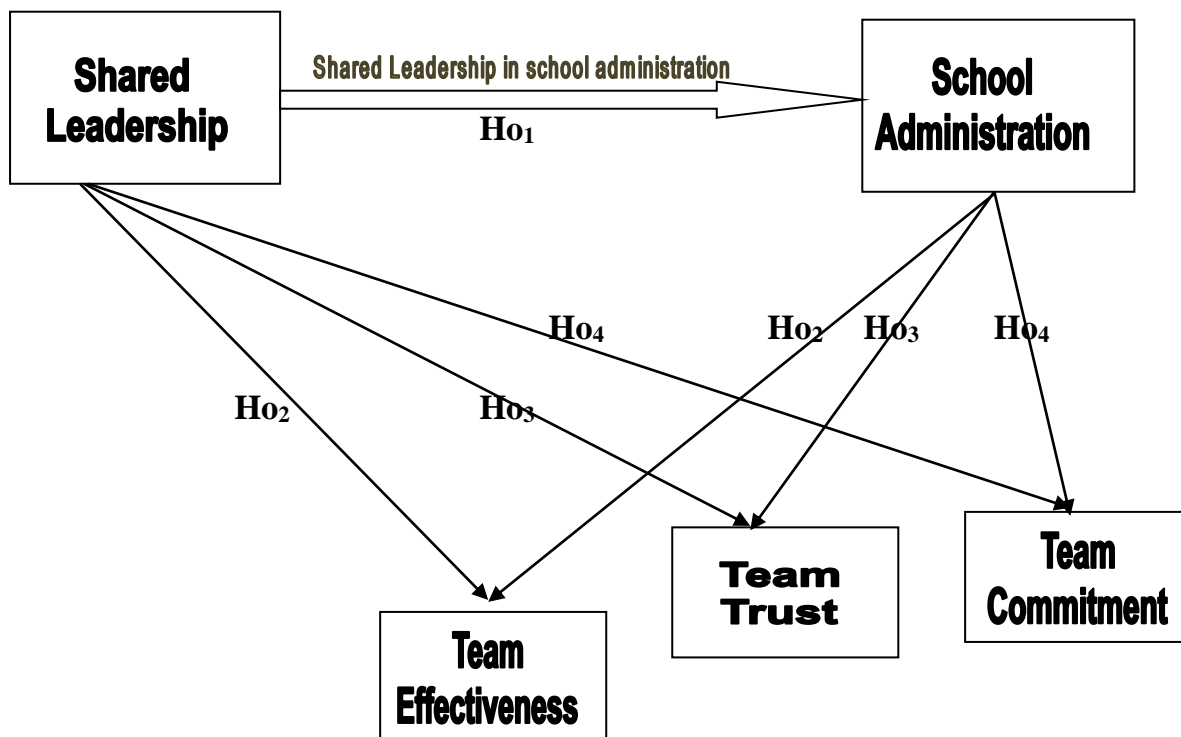
1. The Research Conceptual Model

2. Conceptual Framework of Shared Leadership

- Meaning of Shared Leadership
- Characteristics of Shared Leadership
- Comparison of Shared Leadership and Traditional Leadership
- Comparison of Shared Leadership and Team Leadership
- Comparison of Shared Leadership and Traditional Leadership in School Administration
- Role Differentiation in Shared Leadership
- Importance of Shared Leadership
- The Shortcomings of Shared Leadership
- The Development and Implementation of Shared Leadership
- Reasons Leaders Should Adopt Shared Leadership Model
- Shared Leadership in School Administration
- How to Create Strong Teams in Shared Leadership System

3. Empirical Review of Related Studies

2.1 The Research Conceptual Model



2.2 Conceptual Framework of Shared Leadership

2.2.1 Meaning of Shared Leadership

Gaining a competitive edge and fostering employee happiness depend heavily on leadership. Organizational structures were vertically organized for a long time, with the formal leader being positioned above the followers in the hierarchical framework. According to this idea, leadership is a downward process in which the formal leader of a team or organization influences his or her subordinates (Pearce and Conger, 2003; Bass and Bass, 2008). However, since the turn of the millennium, businesses have had to deal with rapidly shifting surroundings and rising workloads that include complex activities (Day et al., 2004). These modifications put unwarranted demands on formal leaders, as it is doubtful that one individual can successfully carry out all leadership duties (Yukl, 2010). Organizations have consequently begun to seriously consider alternatives to the traditional single-leader model.

This discussion gave rise to a shared leadership strategy, which contends that it is more practical and efficient to rely on the skills of the team members to share these leadership responsibilities rather than placing all the responsibility on one person. "An emergent team property that comes from the distribution of leadership influence across many team members" is how shared leadership is defined (Carson et al., 2007, p. 1218). According to this strategy, leaders cannot simply be formally appointed to their position and given explicit, official authority over it (e.g., managers and directors). Instead, because of their regular encounters with their subordinates, leaders can also become unofficial leaders (Pearce and Conger, 2003).

Sharing duties with team members is one way formal leaders can manage the multitude of obligations that come with their position (i.e., shared leadership). Business management, including management in education, is transitioning quickly from outdated, authoritarian paradigms to more open practices. These shifts were motivated by social media and more recent online technologies that encourage information sharing as businesses look for new avenues for innovation and expansion. The interest in shared leadership has grown significantly over the past ten years, and performance psychology has given the topic significant attention. In fact, studies of organizational teams have shown that shared leadership has an advantage over vertical leadership structures in a number of areas, including goal commitment, team confidence, and observable performance measures like productivity (e.g., Hoch, 2007; Parker et al., 2015). Shared responsibilities have a beneficial effect because they encourage the sharing of values and norms and create a greater sense of team competence, according to literature in particular concentrating on contemporary shared leadership structures in businesses, such as self-directed and agile teams (Solansky, 2008;

McIntyre and Foti, 2013). Furthermore, it has been discovered that shared leadership acts as a buffer against team conflict (e.g., Bergman et al., 2012).

Sharing power and influence while keeping one person in control, is known as shared leadership. Transparency, promoting autonomy, and being receptive to other people's views all help to establish shared leadership.

One definition of shared leadership is "broadly sharing power and influence among a set of individuals, rather than concentrating it in the hands of a single individual who acts in the clear role of a dominant superior." This definition comes from a joint research study that was published in the International Journal of Artificial Intelligence and Agent Technology.

The idea of shared leadership presents leadership as an active collective effort. It does not depend on top-down control but is multidirectional and cooperative. Every participant has the ability to influence ongoing organizational transformation, from conception to execution. People at all levels of a company can adopt the shared leadership concept.

With shared leadership, everyone is given the opportunity to lead in the capacity in which they are most skilled. It essentially takes a collective approach to responsibility sharing. It promotes group decision-making with an emphasis on ongoing growth and progress and is in part based on trust. Experts may be divided into teams with team leaders (two or more members may be the influencers), spreading power and authority rather than relying on a single function to lead. Each person's knowledge can be utilized, giving them a chance to highlight their unique skills.

2.2.2 Characteristics of Shared Leadership

The shared leadership approach emphasizes the notion that works are shared through a team setting that depends on (Carson, 2007). The cornerstones of shared leadership are these three facets(Figure in the Appendix I).

- A shared purpose,
- social support, and
- voice.

Shared purpose: Understand and appreciate collective goals

By developing a sense of shared purpose, team members make sure that everyone is aware of and supportive of the primary goals of the team project.

Social support: Provide emotional support to each other

In order to provide social support, team members must encourage one another or acknowledge each team member's unique contributions. Social support: Offer emotional support to one another

Voice: Appreciate each team member's contribution

The capacity of each team member to contribute to the team's process is the final tenet of voice. When a team values and prioritizes each member's contribution, voice occurs (Carson et al., 2007).

2.2.3 Comparison of Shared Leadership and Traditional Leadership

Compared to the conventional vertical hierarchical management style, shared leadership is different. In a vertical management structure, people in management jobs make the majority of the decisions, while those in inferior posts have minimal influence over those decisions.

Shared leadership involves more cooperation. Even if there is still just one person in command, there is sharing of authority and influence. This could imply that people have more discretion over decisions affecting their jobs or that there is an open-door policy where everyone's opinions are fairly considered.

2.2.4 Comparison of Shared leadership and Team leadership

If there are teams in existence, many individuals believe they have shared leadership. While the hierarchy is broken down, shared leadership isn't really achieved. There is often still a team leader within a team; but, in the absence of a team leader, the shared power only applies to the team and not to the organization as a whole.

However, when creating a company culture, teams might be a fantastic way to introduce shared leadership. Teams provide more manageable spaces and can help workers get experience in a leadership role. A study published in the Academy of Management Journal found that for shared leadership to be effective, the team must already have a strong sense of camaraderie, clear goals, and a culture of support for one another.

2.2.5 Comparison of Shared Leadership and Traditional Leadership in School Management

The principal is ultimately responsible for everything that happens in the school—from staff and student safety, to the operation and maintenance of the physical plant, to student achievement. How, then, can a principal share leadership, and what are the benefits and drawbacks?

First, for those unfamiliar with the concept, here is a comparison—including a few of the potential differences—between shared leadership and the ways in which most principals work with a traditional leadership team (see Table 1 in Appendix I):

2.2.6 Role Differentiation in Shared Leadership

A clear definition and distribution of roles has been said to be crucial to the effectiveness of a shared leadership system (Bray and Brawley, 2002). The team structure is most frequently employed. It was discovered that a team structure with both an expressive and an instrumental leader reduced time, effort, and psychological tensions between team members (Pearce and Conger, 2003). In addition to these well-established recommendations on various leadership responsibilities, numerous other studies have shown that differentiating roles within an organizational team improves the team's effectiveness (Lee et al., 2015). It should be noted, nevertheless, that the majority of research on role differentiation has only ever centered on the duties of formal leaders (e.g., Kozlowski and Bell, 2013). Despite repeated requests from academics in the field to establish leadership positions for peer leaders inside organizational teams (e.g., Lee et al., 2015), there is currently a dearth of such a set of leadership roles for team members.

2.2.7 Importance of shared leadership

Nothing is more important when merging, restructuring, growing, and managing daily business operations than having a wide range of knowledge and skills at your disposal. The more adaptable your leadership model is, the better equipped your business will be to tackle a variety of problems. By combining their knowledge, ideas, and creativity, everyone in

your organization may work toward a single objective by using a shared leadership approach.

A Harvard Business Review article claims that shared leadership improves corporate performance as a whole. Shared leadership fosters and promotes individual initiative, which has a good impact on how a firm runs. Employee productivity and job satisfaction rise when they have the freedom to take action on what they know needs to be done rather of waiting to be told. Additionally, a happy workforce creates a more conducive environment for the operation of the business.

People have a greater motivation for success when they feel like they have an impact on the organization, have some power, and are responsible for something. People naturally work harder at something they are personally committed in because goals become more personal to them. Simply defined, when decision-making is distributed across several people, that is when shared leadership is best demonstrated.

Due to their capacity for quick responses and rapid adaptation to changing conditions, it is said that organizations with this kind of structure are better able to maintain their competitiveness. 2016 (Northouse) Additionally, shared leadership improves businesses' performance, increases their efficiency, and benefits teams by reducing conflict and fostering greater cohesion and trust. It is also believed that when organizational leadership is used in businesses, this shared team notion becomes the secret to their success.

Even the strongest leaders require assistance with making decisions, which is another factor supporting the value of shared leadership. It seems uncommon for organizational leaders to be fully qualified to make all decisions. The idea of shared leadership is essential to a functional company because of this. The complexity and ambiguity that teams frequently face, according to Carson et al. (2007), make it improbable that a single external leader can successfully carry out all necessary leadership functions. (pg. 1217)

Many employees, especially those with advanced knowledge and skills, aspire for autonomy in their work. These workers aim to provide this knowledge and talent for the benefit of the group. These team members "want to have more influence over and involvement in the leadership roles of their teams" (Carson et. al 2007). It is advantageous for the team bonding as well as the autonomy of the team members. "Teams with shared leadership had less conflict, more consensus, more trust, and more coherence than teams without shared leadership," according to research (Northouse, 2016, pg. 365).

Because of the many benefits that were previously outlined, shared leadership is a notion that organizations may employ to their advantage. There are additional advantages as well, according to Carson et al. (2007), who wrote that "shared leadership can provide organizations with competitive advantage through increases in commitment, in the personal and organizational resources brought to bear on complex tasks, in openness to reciprocal influence from others, and in the sharing of information" (pg. 1217). These justifications give specifics on why, in my opinion, the team concept of shared leadership is the secret to the efficiency of every high-quality organization.

A properly developed and implemented leadership strategy can significantly impact a company's performance and elevate its outcomes to exceptional levels, claims Kim Cameron, author of the book *Positive Leadership - Strategies for Extraordinary Performance*. Organizations from all business sectors have realized this.

Positive leadership techniques have a significant impact on a company's goals and desired outcomes regardless of the industry, be it healthcare or financial services, public or private businesses, global corporations, or educational institutions.

- When team members share leadership, it encourages creative and devoted behavior; Shared leadership positively transforms the composition of verticalized companies, reintegrating teams; Example of positive behavior and the proactivity of shared leadership affects everyone within the company, broadly motivating teams;
- Through the practice of shared leadership, employees at the company forge links of interdependence that support teamwork;
- When members are free to express themselves and participate in group activities, levels of happiness and sense of belonging to the group rise;
- When shared leadership practices produce positive outcomes, teams become aware of how actively each member contributed to that accomplishment, which motivates them to work toward the company's expansion.

2.2.8 The shortcomings of shared leadership

In general, studies on shared leadership have shown that it has favorable effects on both team and individual outcomes. There aren't many studies that examine shared leadership's drawbacks. One or more of shared leadership's reported drawbacks include the following:

1. **Slow Decision Making:** As decision-making is a collaborative process, it may take groups longer time to reach choices than it would under traditional leadership. The development of relationships and communication between team members require more time, but these decisions typically have better results than hasty ones.
2. **Peer Attitude:** Another drawback of implementing shared leadership in an organization, particularly a school, is the response of other staff members who are not designated team leaders or given leadership responsibilities. There is a taboo in our field against one instructor elevating themselves over the others, according to Roland Barth's (2013) writing. You may see it in talks about merit pay, but you can also see it when one teacher takes ownership of a situation at the school while the other instructors are only thinking about their own 30 students. Teachers will discipline any teacher who assumes a leadership position.

2.2.9 The Development and Implementation of shared leadership

There are three basic principles in creating shared leadership:

- Encouraging transparency
- Providing a safe environment
- Supporting autonomy

The foundation of employee pleasure and trust is transparency. It also makes it possible for everyone to communicate effectively. Transparency, with a 93 percent correlation rate, was found to be the decisive factor in employee happiness, according to a Tiny Pulse poll that was reported in Forbes.

Employees who feel safe to express their opinions are more likely to do so. Because they are the most skilled at what they do, the folks doing the day-to-day work frequently have the best ideas. They are frequently the first to detect problems when something isn't operating as it should. The team gains from the observations of its members when they believe that their ideas are valued and heard.

Employees must have the ability to decide on some aspects of their work in order to support autonomy. Not many businesses will follow Gore-example Tex's and allow employees to select the occupations they want. However, most organizations would profit from granting greater discretion in a few key areas.

Giving people responsibility for things and ensuring that their managers are receptive to their staff members' opinions on the matter could be the first steps in this new management style, according to Chung-Yan. He clarified, "It's not the same as assigning equal accountability or the same responsibility to multiple people. The goal is to ensure that managers have an open door policy and that employees who take a chance and approach them with an idea or report a problem are not penalized.

Organizations must already have a strong foundation in place before implementing shared leadership, since this will ensure its success. According to empirical study, a number of antecedents must be developed for shared leadership to develop into a productive system.

Natural leaders don't always easily give in to sharing leadership. Here are some ways an organization can adopt a shared leadership model:

- Give the best candidates more authority, develop their skills, and specify the parameters and mechanics of the decision-making process.
- Foster an environment where employees feel free to take the initiative on tasks.
- Don't question people's decisions; instead, let them competently and independently manage the tasks and resources at their disposal.
- Evaluate your team's and the decision-makers' efforts to monitor development and implement corrective action as necessary.
- Make more time for yourself by letting more staff take on tasks that will put them in contact with customers rather than managing projects.

Structural support to implement shared leadership in an organization is needed and includes

- team support,
- rewards, and
- information.

It is crucial that team members feel supported in their work by their coworkers and that the group is dedicated to and values each member's contribution (Hoch & Dulebohn, 2013).

The provision of resources to team members by organizations is crucial in the implementation of shared leadership. These tools may offer details and incentives that encourage participation in shared leadership (Hoch & Dulebohn, 2013).

Organizations must ensure that team members have access to information that enables them to comprehend organizational and team goals as well as how team duties relate to these goals.

In order for the team to be able to make decisions and have the same degree of understanding as the formal leader, it is crucial to ensure information is shared with them honestly and transparently (Hoch & Dulebohn, 2013).

Organizations must make sure that individuals are compensated for their individual team performance and shared leadership behaviors in order to hold them accountable. Compensation is an important factor in the implementation of shared leadership.

Finally, for the effective implementation of shared leadership, it is crucial that leaders in formal positions exhibit inspiring and empowering leadership traits that foster the development of shared leadership by raising teamwork morale, communicating the organization's vision, and promoting self-management abilities among team members (Hoch & Dulebohn, 2013).

2.2.10 Reasons Leaders Should Adopt a Shared Leadership Model

I. Joint decisions are wiser decisions

More people being involved in the decision-making process generally results in better results. This is due to the fact that people frequently aren't aware of the underlying biases that affect their judgment and thought processes. True accountability is also built on shared leadership, whether the results are favorable or unfavorable. Being held responsible for outcomes that they have no control over is unfair, counterproductive, and certain to cause conflict and resentment.

ii. Sharing Power Builds Trust

Co-leadership boosts respect and loyalty, which in turn fosters healthy, low-conflict relationships. This is because people feel capable and trusted when a leader gives them authority. Through shared leadership activities, a leader can show that they value what their team members have to say and are somewhat humble by asking for their ideas and advice. In contrast to an arrogant "know-it-all" who won't accept any dissent or criticism, leaders who are prepared to confess they don't know everything are much more likely to win their employees' trust and support.

iii. Including Others Helps Them Develop Leadership Skills

Planning for succession will fail if power is not shared! People come and go, but wise companies always have a solid strategy in place to replace their essential personnel. However, such a strategy must guarantee that people being prepared for increased responsibility are given the chance to develop the abilities required for shared leadership and advance by taking on more responsibility. Leaders can play a mentoring role by giving high-potential employees the authority to make decisions, better preparing them for their upcoming positions as leaders.

iv. Sharing Responsibility Equals Sharing Power

Power-loving leaders actually establish self-support networks for themselves. These leaders profit by relying on their team while being certain that the task will be completed rather than acting as "lone rangers." Leaders can rely on their team to "have their back" without fail since they have invested in their growth and are always accessible to offer advice when necessary.

2.2.11 Shared Leadership in School Administration

In order to create organizational cultures that encourage, nourish, and support leadership and leaders, Duignan et al. (2003 - SOLR Project) argue that there must be a significant change in the definition, perspective, and scope (depth and breadth) of leadership in schools. Building a Culture of Shared Leadership in an Organization is how they describe this development.

Many educational leaders—particularly principals—find themselves alone and alone because they feel that they are ultimately in charge of providing leadership in their respective schools. Such an attitude reflects a very constrained understanding of leadership. Principals, in particular, must feel confident enough in themselves to freely delegate leadership responsibilities to teachers and other important stakeholders. By doing this, they increase the likelihood of developing school environments in which important constituencies, particularly teachers, students, and parents, voluntarily assume responsibility for the leadership of their own school communities. The literature on educational leadership is quite supportive of such a cooperative approach to leadership in schools. The most prominent piece of research on parallel leadership in Australia is that of Crowther et al (see Crowther, et al. 2002a; Crowther, et al. 2002b). As a result, it appears appropriate to reexamine the process through which a shared leadership capability is created in schools. It is important to redefine shared leadership to take into account the contributions of all employees in the organization. No one, including The Boss, group, or individual is entitled to leadership (Executive Team). It develops from the shared goals, convictions, and initiatives of a dedicated group of teachers who respect their place in the school community, have a strong sense of belonging, and are deeply committed to working together for the success of the entire institution (Crowther et al. 2002b). While the language of leadership is rife with expressions of sharing and cooperation (such as inclusivity, compassion, cooperative decision-making, empowerment of followers, shared vision and goals), all too often the language is just empty rhetoric that never materializes. This rhetoric must become the reality for all staff members, particularly instructors.

Shared leadership is the method of controlling a school by involving more people in key decisions regarding the structure, operation, and curriculum of the institution. Generally speaking, shared leadership means giving teachers, staff employees, students, parents, and community members the opportunity to take the lead or make decisions. In contrast to more conventional forms of school governance, where the principal or administrative team exercises executive authority and makes most governance decisions without necessarily seeking input from other members of the school or community, shared leadership is frequently seen as an alternative.

Sharing leadership with others necessitates reevaluating what makes for a practical philosophy and framework for leadership in schools as well as the most effective means of fostering a strong sense of commitment and belonging among all school workers, especially teachers. There's no denying that the complexity and unpredictability of life and work in schools are constantly evolving, forcing educational leaders to collaborate with an increasing number of people. This entails developing fresh, cooperative learning environments that can accept paradox and uncertainty. Because of the chaos of our world, complicated and paradoxical issues cannot be separated from their surroundings. According to Duignan et al. from the 2003 SOLR Project and Duignan and Collins from 2003, the majority of difficulties in schools include complex scenarios full of moral dilemmas and paradoxes that frequently lack a single logical resolution. Therefore, principals can no longer rely on management techniques and leadership philosophies that were created for earlier situations and conditions and that tended to emphasize the principal as the school's manager or leader.

Shared leadership may actually be defined differently from school to school and take many different shapes. A leadership team, which consists of administrators, teachers, staff members, and others who routinely gather to discuss crucial school choices and/or plan an improvement program, is one of the most popular examples of shared leadership. Shared leadership can also take the shape of formal committees established to oversee a particular program or provide feedback to the school principal and administration; teams of teachers grouped by subject area or academic department who meet regularly and make recommendations on instructional choices or the layout of the academic program; or community meetings where school leaders hear the views and opinions of community members, including teachers, students, parents, and other members of the public. However, these illustrations represent just a small portion of potential shared-leadership structures.

According to a current perspective, effective leadership in a complex organization like a school necessitates the effort, dedication, and contributions of every employee. According to this viewpoint, shared leadership is a byproduct of the continual interactions and negotiations that take place amongst all students at the school as they work to create and reconstruct the reality of coexisting in harmony and productivity on a daily basis. Therefore, leadership can be seen as a shared, communal phenomena that results through group interactions and relationships. In their argument that "the quality of connections strongly determines everything else that happens in organizations, including the quality of leadership," Duignan and Bhindi (1997: 201) made a similar claim. Therefore, it would seem that a new paradigm of the principalship for the twenty-first century is developing. Schools are become complicated organizations that principals cannot manage alone. True sharing of leadership is unlikely to happen, however, as long as the notion that "the buck

stops on the principal's desk" remains prevalent. In order to establish and nurture leadership as a shared phenomena in their schools, those in formal leadership positions will need to "let go" of the notion that it is allocated hierarchically. They will also need to have more thorough understandings of the shared leadership's nature and the elements affecting teachers' attitudes toward cooperation. They must help people learn how to learn collaboratively in order to create shared and cooperative mental models and meanings that bind them together as teams in a learning community in order to fulfill these prerequisites. The main focus is on collaborative learning, sharing, and developing procedures and environments that motivate everyone in the school community to act as useful learning resources for one another. In a school community, sharing leadership essentially means doing this. Teachers must be actively involved in decisions concerning instruction and learning under such shared leadership. Teachers, as educational professionals, must be in the forefront of decisions regarding the nature and content of the curriculum as well as the approaches to and processes of pedagogy, learning, and teaching. Of course, students, parents, and the community are also stakeholders and should have an input in such decisions.

When a school adopts shared leadership, the model's specific elements are frequently codified in school policies and integrated into the institution's official duties. In perhaps its most fully developed form, shared leadership goes far beyond routine managerial and operational concerns to include leadership duties like long-term planning, coordinating school improvements, creating academic programs, and making choices regarding the types of professional development offered to teachers and staff members. For instance, some schools are totally run by teachers, with administrative positions like principal and associate

principal held by several teachers on a rotating basis. See teacher-leader and school community for relevant topic.

The idea of voice in education is connected to shared leadership. In this situation, shared leadership is a workable way to incorporate the "voices" of students, teachers, parents, and community members in the leadership decisions made by a school. The "voices" refer to the opinions, viewpoints, feedback, insights, and wisdom.

The majority of the time, the choice to reject top-down, administratively-driven, or hierarchical systems of school governance is what leads to the adoption of a shared leadership model or the creation of chances for shared leadership in a school. Shared leadership is motivated by a range of factors as a school reform technique, including the following illustrative examples:

- By distributing leadership roles and responsibilities throughout an organization, principals and administrators will be less managerially burdened and able to devote more time to bigger-picture leadership responsibilities related to the overall condition and performance of the school—for example, making sure that the school culture is positive and productive, that teachers continue to develop and improve their teaching abilities, that student achievement improves, that important r
- When administrators give individuals the chance to lead, take on more responsibility, and participate in key decisions, faculty, staff members, students, and parents will show more support and understanding for them.

- By encouraging more individuals to collaborate, discuss, and exchange critical information, sharing leadership duties makes schools more inclusive and self-reflective.
- By dividing up leadership roles, teachers, staff members, and others are encouraged to feel more personally invested in the success of the school and more accountable for its performance and outcomes. People will become more committed to their work and more engaged if decision-making power is shared inside the organization.
- Administrators can foster the development of leadership experience and abilities inside the school and, as a result, foster the next generation of school leaders by fostering the professional aspirations and growth of other members of the school organization.
- Through shared leadership, schools can access a wider range of talent, insight, knowledge, and experience than just a single principle or a small group of administrators. The entire company, and the students in particular, will gain from allowing people concentrate their attention, energy, and abilities on what they do best.

Although a school might gain from shared leadership in many ways, it can also bring about a number of difficulties and complexities that might be avoided under a top-down leadership paradigm. For instance, shared leadership might make it more difficult to navigate and manage all the various personalities, relationships, and skill levels involved in making crucial school decisions; it might make internal management-related communications more complex and frequent to the point where they become burdensome or

ineffective; or it might cause crucial decisions to be postponed while people try to schedule meetings or get majority support. In these situations, it's more probable that disagreements over shared leadership would originate from the shortcomings of a particular leadership model or from how that model has been applied, rather than from a philosophical objection to the notion or strategy in general. Shared leadership's success or failure, as with any concept or approach for school reform, frequently rests on the effectiveness of its conception and implementation, as well as, of course, on the qualifications and skills of the leaders engaged.

As leaders, teachers In recent years, there has been a growing body of study on the idea of teachers as leaders. It has occasionally been brought up in relation to the debate over whether teaching has become a vocation that is respected and accepted (Institute for Educational Leadership, 2001: 6). Other studies have concentrated on the leadership roles that teachers play in pastoral care and teaching and learning. This is backed up by research from authors like Darling-Hammond (1999), Hill (1993), and Crowther (2002a & 2002b), among others, who emphasize how important teachers are in affecting students' academic performance and results. The "Teachers As Leaders" framework was created by Andrews, Crowther, Hann, and McMaster (2002: 25) and emphasizes the significance of two key elements focusing on the leadership of teachers, namely: • the values base in the work of teachers who seek to elevate their schools and communities to enhanced outcomes and quality of life; and • the power of teaching and teachers to create new meaning in the lives of people in schools and communities. They described teacher leadership as: [behavior] that supports moral pedagogical action for the benefit of the whole school. It comes from the

unique ability of teaching to mold meaning for kids, teens, and adults. In the long run, it improves the quality of community life. (2002) (Andrews et al., p. 25)

They draw a crucial distinction between leadership that supports whole-school reform and improvement and leadership that serves teachers as leaders in a specialized area, such as pedagogical and (subject) discipline leadership. A recent Federal Government pilot project of a shared leadership model in schools in Australia placed a strong emphasis on school development (Chesterton & Duignan, 2004). The "IDEAS Project" project included a framework and philosophy based on the idea of "parallel leadership" (Crowther et al. 2002a & 2002b), which encourages teachers to assume leadership responsibilities "in parallel" with the executive and the principal, within a framework for whole school improvement.

The idea that leadership should be evenly divided among important stakeholders in a school is a major argument in such a shared approach to leadership. A number of scholars have looked into the characteristics and framework of what they refer to as "distributed leadership," including Lashway (2003), Pearce and Sims (2002), Harris (2002), Spillane, Halverson & Diamond (2001), and Elmore (2000).

2.2.12 How to Create strong teams in Shared Leadership System

There isn't a step-by-step manual for building good teams, but there are certain general expectations and rules that can make teams more efficient. The following are some essential components of a successful team:

i. Trust is the basis of strong teams. The most important thing is trust. Teams that get along well are aware of this and check to see whether there is trust before proceeding. This occasionally entails that groups establish behavioral standards that everyone agrees to follow. Although some teams don't formally recognize it, it does exist. The foundation of trust in effective teams is the proverb "do what you say you will do."

ii. Effective teams embrace outsiders. Never consider new team members to be a threat or rival to the original group. This is regrettably occasionally the case, though, in dysfunctional teams. In addition to welcoming new members, strong teams view novel ideas as a strength rather than a danger.

iii. A few of the powerful teams share objectives. I've worked with incredibly varied and successful teams before. These teams' ability to collaborate effectively is largely due to the shared, well-defined objectives they share. Teams that can concentrate on cooperating can have a significant impact on pupils, even when they have different working styles or beliefs. However, when it comes to collaborating as a team, the team goal takes precedence over the individual goal. This is not to say that instructors don't have specific goals for their own classrooms.

iv. Effective groups strive for advancement. Some of the best teams I have worked with are always coming up with new ideas, taking on new challenges, or planning their upcoming year's strategy. This is more a result of an innate desire to do better than a lack of effectiveness. These groups collaborate to get better as a whole.

v. Effective teams like their work. Although it won't alter quickly, this can have an impact on how we hire. If a teacher or principal doesn't enjoy their work, we shouldn't hire them. In order to build a good team, it can sometimes come down to having the right individuals in the appropriate positions. Teachers who naturally prefer working with young children may not "enjoy" teaching fifth graders. The team is strengthened by having all of the team members appreciate the subject matter and grade level.

vi. Strong teams pay attention. This has a significant connection to the development of trust inside the team, which is necessary for great teams. But it's important to listen to those outside the team. School teams should pay attention to the other teams and the school administration because they don't work in a vacuum. We don't describe "listening" as only paying attention during a meeting; rather, it refers to attempting to comprehend the perspectives of other participants. When meeting people outside of the educational system, the same rules apply (i.e. parents). The success of pupils over the long run depends on teachers and parents working together.

vii. Effective teams know when to slow down and when to speed up, as well as how to distribute the task. Although this one can be challenging, the top teams handle it with ease. There are instances when groups need to work together to accomplish goals. There is also a period for connecting and fostering teamwork. Delegation can be essential for productivity as long as a shared job is fair and realistic and takes into account the individual strengths of team members. If your team hasn't mastered this one yet, have patience. It also takes time to grow.

viii. Strong teams may not be able to articulate what makes them strong. A strong team may be unable to explain how they got there, despite the fact that they are aware of their strength. It can be challenging to ask a great teacher to explain their methodology in order to describe what makes them a great instructor. Over time, really great teams develop as they work through challenges related to personality, priorities, and preferences.

2.3 Empirical Review of related studies

Only a small number of researches have looked at how shared leadership affects team effectiveness in the context of education.

In a study by Mike Wallace, (2021), the study developed the empirically supported normative argument that, in an ideal world, school leadership should be shared among staff. However, the study also found that the level of sharing that is acceptable in practice depends on various contexts and potential risks, especially for head teachers. Results of study into senior management teams (SMTs) in British primary schools are discussed, demonstrating how the heads in different ways shared leadership by establishing guidelines for teamwork. A model is proposed that connects interactions between heads and other SMT members in accordance with how strongly they support a management hierarchy, equitable contribution, and various degrees of team synergy. On the basis of this model, a contingent approach to leadership sharing is justified, and training implications are noted.

Kimani, (), a study on the impact of shared leadership on the effectiveness of teams among international undergraduate students, looked at how shared leadership affects the effectiveness of teams among these students. In order to examine the temporal evolution and

the many elements impacting shared leadership, the study employed a longitudinal design with five successive measures over a six-week period. The statistical study revealed that shared leadership persisted over time and that team performance was predicted by both shared leadership and the personality characteristic conscientiousness. team performance and motivation are correlated. It was not possible to confirm a correlation between motivation and team performance, an interaction effect between motivation and team performance, or a relationship between motivation and shared leadership.

Wang and associates (Wang, Waldman & Zhang, 2014) investigated the link between shared leadership and team productivity. They discovered that the type of leadership that is demonstrated within teams is associated to team effectiveness, with charismatic leadership having a higher association to team effectiveness than starting structure and thoughtfulness. Overall, shared leadership had the strongest correlation with effective team performance (Wang et al., 2014). Compared to team performance, shared leadership revealed a higher association with team attitudes and behaviors.

Chiu and colleagues (Chiu, Owens & Tesluk, 2016) discovered that shared leadership was associated with team task performance in a study of 62 teams from various Taiwanese firms. They discovered that teams with shared leadership benefited from their members' diverse knowledge, abilities, and skills (Chiu et al., 2016). According to the study, formal leaders on those teams who exhibited shared leadership exhibited humility by, for instance, admitting their own shortcomings and were more willing to let team members accept accountability. Team members adopted shared leadership in this way (Chiu et al., 2016).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research methodology comprises of the systematic approach given to the research work. In this chapter, research methodology and procedure were discussed under the following sub-headings:

1. Research Design
2. Area of Study
3. Population of Study
4. Sample and Sampling Technique
5. Instrumentation
6. Validation of Instrument
7. Reliability of Instrument
8. Procedure for Data Collection
9. Method of Data Analysis

3.1 Research Design

The study is a quantitative research in which Descriptive survey design was adopted shall be. The research was based on the perception of the respondents (team leaders and assistant in the college). on the effect of shared leadership on team effectiveness in the Higher Educational system, specifically at the Harvarde College of Science Business and Management Studies, Abeokuta, Ogun Sate, Nigera. The researcher used primary source of data collection.

3.2 Area of Study

The area of study used in this study was Harvarde College of Science Business and Management Studies, Abeokuta, Ogun Sate, Nigera.

3.3 Population of the Study

The population of the study comprised of all the administrative and academic staff of Harvarde College of Science Business and Management Studies, Abeokuta, Ogun Sate, Nigera.

3.4 Sample and Sampling Technique

The samples of this research were 34 respondents; which consisted of the principal officers, administration heads, faculty heads, and departmental heads in Harvarde College of Science Business and Management Studies, Abeokuta, Ogun Sate, Nigera.. These respondents and the schools were selected using purposive sampling technique, a non-probability sampling technique. The respondents included the Provost, Deputy Provost, Registrar, Deputy Registrar, Bursar, School Administrator, Administrative Officers, Admission Officers, Examination and Record Officer, The Deans, and The Head of Departments

3.5 Instrumentation

This study shall make use of a modified adopted survey questionnaire to get the perception of team leaders and team members on the subject matter of this research. The adopted questionnaire shall be modified to suit the research hypotheses to be tested. The

questionnaire shall collect demographic data of the respondents as well as their opinion on the subject matter, which shall be in accordance with the variables in the research topic.

3.6 Validation of Instrument

In order to ensure the instrument tests what it is meant to test, the researcher shall ensure that content validity is carried out on the research instrument. It shall be submitted for scrutiny by the research supervisor.

3.7 Reliability of Research Instrument

Internal consistency reliability shall be used to test the reliability of the research instrument. This is as a result of the challenge of collecting the data.

3.8 Administration of Instrument

Due to proximity, the researcher used electronic mode to administer the questionnaire. The questionnaire was sent to the respondents via email. The questionnaire was designed and administered with the use of Monkey survey. The researcher first contacted the school Registrar, who later delegated to the school administrator. The researcher was able to collect the respondents email addresses through the school administrator. The questionnaire was sent to 34 respondents, out of which only 29 were completed and submitted. This made the return rate 85.3% of the total respondents.

3.9 Method of Data Analysis

The data collected from the respondents was sorted, coded, scored and analysed. Simple percentage was used to interpret the data on the questionnaire. The hypotheses were tested based on the analysis of the respondents' responses to the questions on the questionnaire.

CHAPTER FOUR

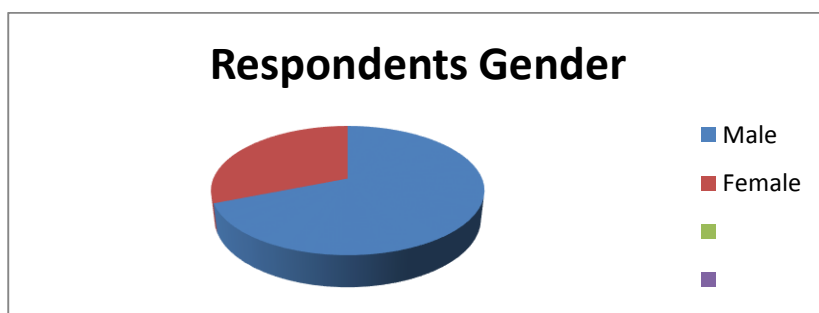
DATA PRESENTATION AND RESULT

The data collected from the respondents was analysed and presented using frequency and percentage distribution based on responses collected from all the respondents during survey, here are reports of the findings.

4.1 Respondents' Profile And Bio- Data

Table 1 Respondents' Gender

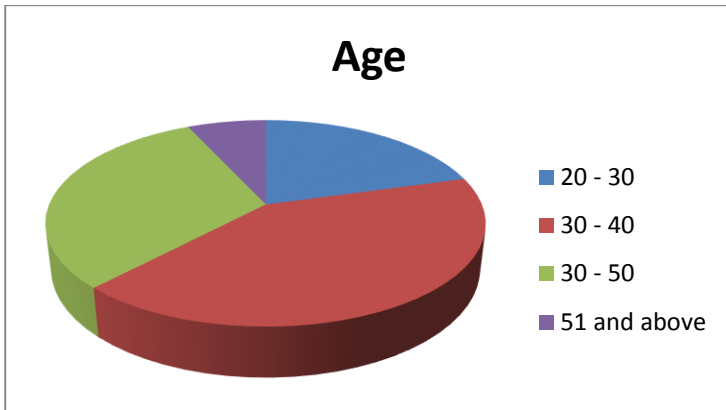
Gender	Frequency	Percent
Male	20	69.0
Female	9	31.0
Total	29	100.0



The table above shows that 20 of the respondents which accounted for 69% were male, while the other 9 which accounted 31% were female respondents.

Table 2 Age Category

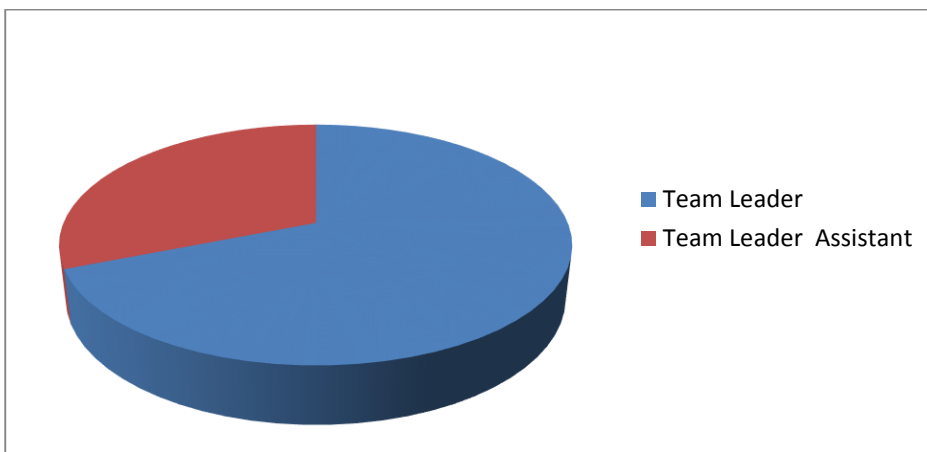
	Frequency	Percent
20-30	6	20.7
31-40	12	41.4
41-50	9	31.0
50 and above	2	6.9
Total	29	100.0



Age category of the respondents showed that 6 (20.7%) are within the ages of 20-30 years, 12 accounted for (41.4%) are within the ages of 31-40 years, 9 (31%) are within the ages of 41-50 years, while 2 (6.9%) are 50 years and above.

Table 3 Respondent's Status in the team

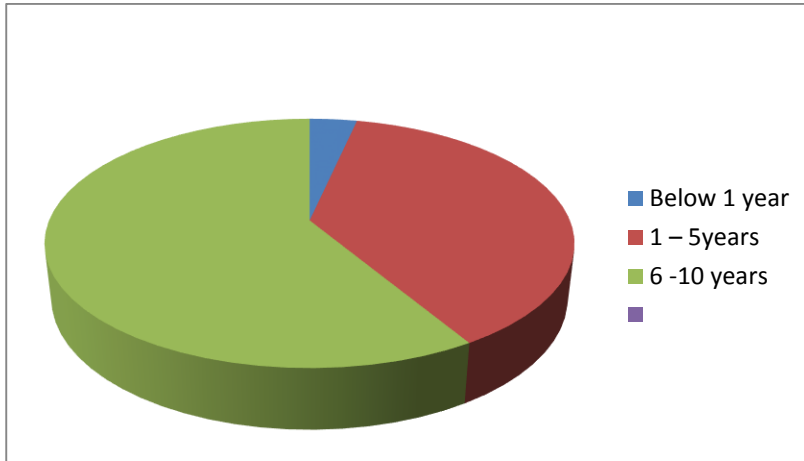
	Frequency	Percent
Team Leader	20	69.0
Team Leader Assistant	9	31.0
Total	29	100.0



With regards to the respondents' status in the team, 20 (69.0%) are team leaders, while 9 (31.0%) are team leader assistant.

Table 4 Work Experience

	Frequency	Percent
Below 1 year	1	3.4
1 – 5years	11	37.9
6 -10 years	17	58.6
Total	29	100.0



11 (37.9%) of respondents stated they have work experience within 1-5 years, 17 (58.6%) reported to have work experience within 6-10 years, while just 1 respondent reported to have had less than a year work experience.

Table 5 Educational Qualification

	Frequency	Percent
O' Level	1	3.4
HND/Bachelor Degree	6	20.7
Master's Degree	20	69.0
Doctorate	2	6.9
Total	29	100.0

In terms of respondents' educational qualification, majority of the respondents 20 (69.0%) have attained the level of Master's degree, 6 (20.7%) have HND/Bachelor Degree, 2 (6.9%) of the respondents have Doctorate degree while 1 reported to have O' Level.

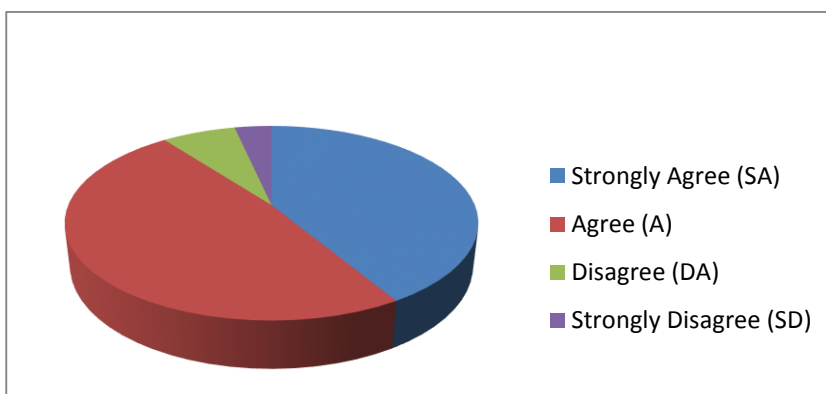
4.2 ANALYSIS OF HYPOTHESES BASED ON THE RESPONDENTS' RESPONSES

4.2.1 Hypothesis one: Shared leadership is not adopted Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria.

Questions to examine shared leadership were asked and reported by respondents during the survey, these are reports of findings based one each question.

Table 6: My team members clearly understand the hierarchy/structure of the team

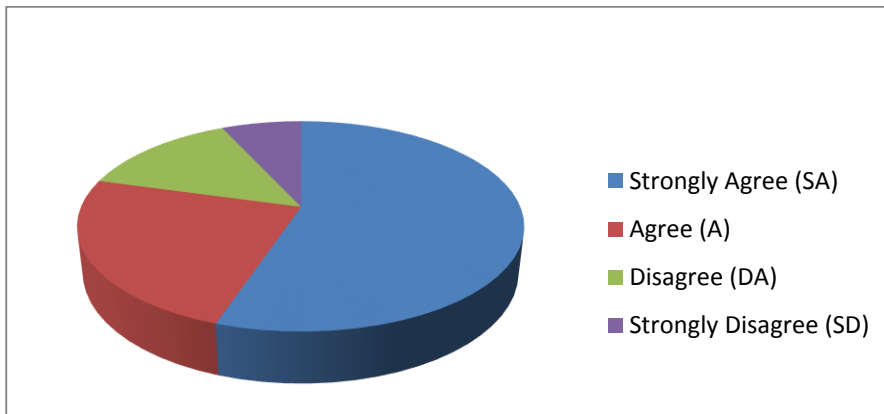
	Frequency	Percent
Strongly Agree (SA)	12	41.4
Agree (A)	14	48.3
Disagree (DA)	2	6.9
Strongly Disagree (SD)	1	3.4
Total	29	100.0



12 (41.4%) of the respondents strongly agreed to team members clearly understanding the hierarchy/structure of the team, 14 (48.3%) agreed, 2 (6.9%) disagreed while 1 (3.4%) strongly disagreed to their team members clearly understanding the hierarchy/structure of the team. Hence, most of the respondents agreed to the statement.

Table 7 My team members are psychologically empowered to express their opinions and make key decisions

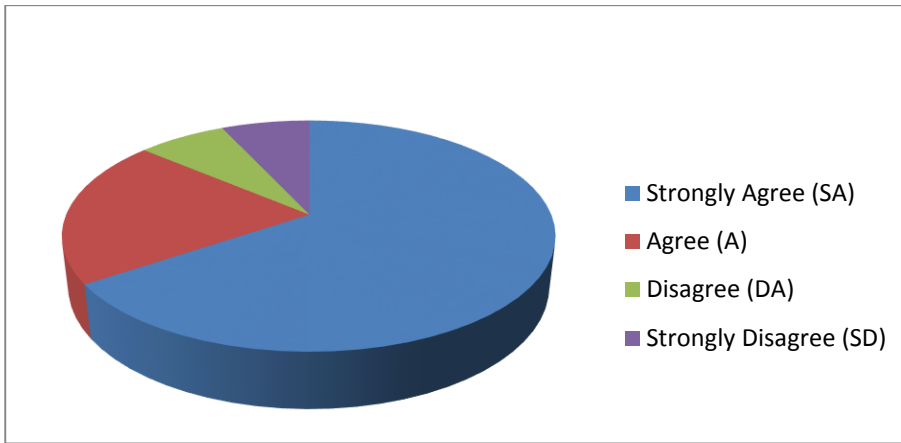
	Frequency	Percent
Strongly Agree (SA)	16	55.2
Agree (A)	7	24.1
Disagree (DA)	4	13.8
Strongly Disagree (SD)	2	6.9
Total	29	100.0



16 (55.2) of the respondents strongly agreed that team members are psychologically empowered to express their opinions and make key decisions, 7 (24.1%) agreed to the statement, 4 (13.8%) disagreed and 2 of the respondents (6.9%) strongly disagreed that team members are psychologically empowered to express their opinions and make key decisions. Hence, most of the respondents agreed to the statement.

Table 8 I provide intensive oversight and close monitoring to ensure results are delivered in my team

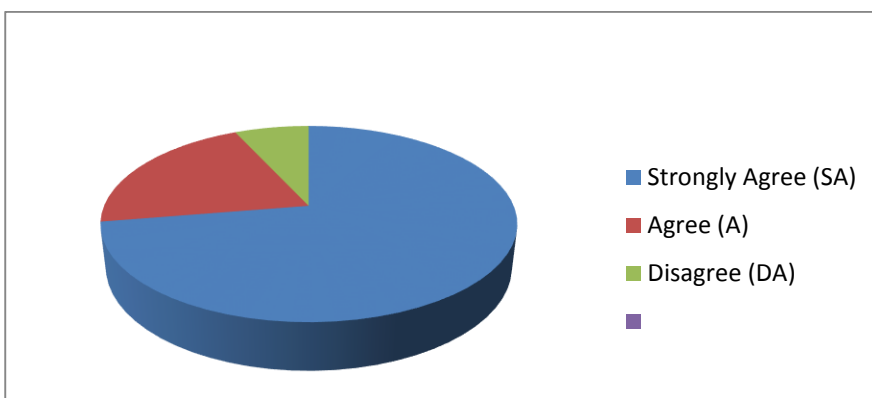
	Frequency	Percent
Strongly Agree (SA)	19	65.5
Agree (A)	6	20.7
Disagree (DA)	2	6.9
Strongly Disagree (SD)	2	6.9
Total	29	100.0



On the question of providing intensive oversight and close monitoring to ensure results are delivered in their team, 19 (65.5%) of the respondents strongly agreed, 6 (20.7%) agreed to the statement, 2 respondents (6.9%) disagreed and 2 respondents (6.9%) strongly disagreed respectively. Hence, majority of the respondents agreed to the statement.

Table 9 Team goals are clearly defined and shared across all team members

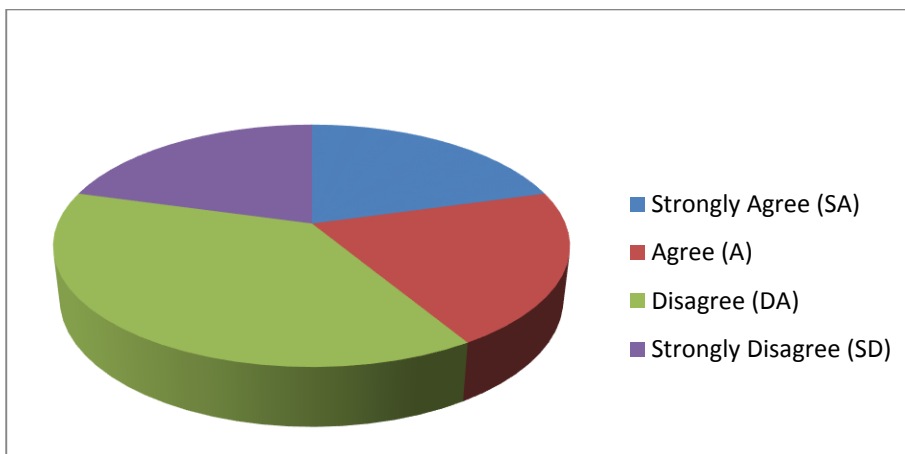
	Frequency	Percent
Strongly Agreed	21	72.4
Agree (A)	6	20.7
Disagree (DA)	2	6.9
Total	29	100.0



21 (72.4%) of the respondents strongly agreed that team goals are clearly defined and shared across all team members, 6 (20.7%) agreed and 2 (6.9%) disagreed to the statement. Hence, majority of the respondents agreed to the statement.

Table 5 Team coaching in our team is mainly internal, not by external coach or persons

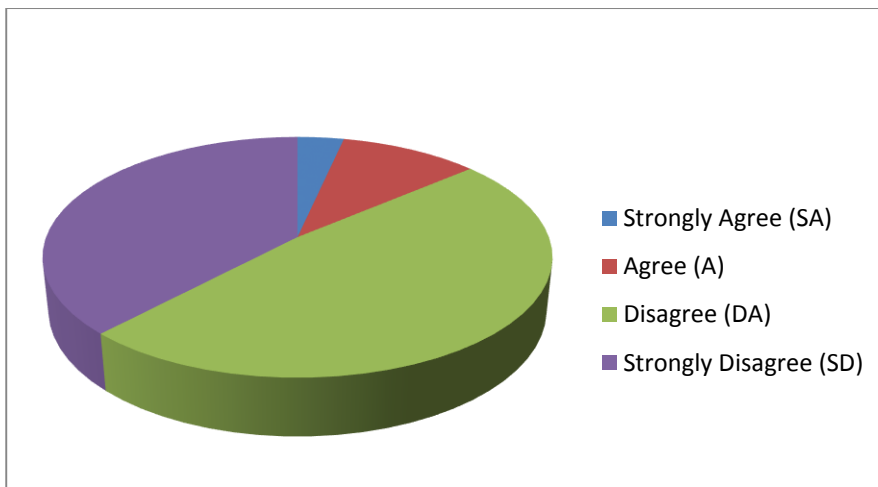
	Frequency	Percent
Strongly Agree (SA)	6	20.7
Agree (A)	6	20.7
Disagree (DA)	11	37.9
Strongly Disagree (SD)	6	20.7
Total	29	100.0



On the statement that team coaching in our team is mainly internal not by external coach or persons, majority of the respondents disagreed. 11 (37.9%) of the respondents disagreed, while 6 (20.7%) of the respondents strongly disagreed. On the other hand, 6 (20.7%) of the respondents strongly agreed and 6 (20.7%) of the respondents agreed that team coaching in their team is mainly internal, not by external coach or persons.

Table 11 My team structure does not include performance measures and regular reporting.

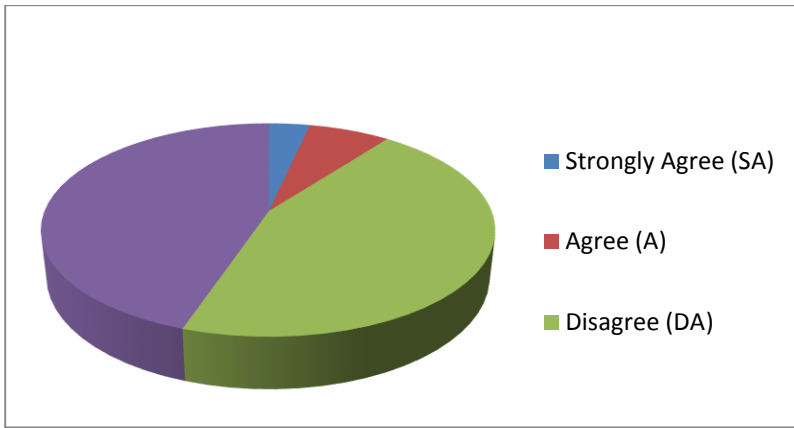
	Frequency	Percent
Strongly Agree (SA)	1	3.4
Agree (A)	3	10.3
Disagree (DA)	14	48.3
Strongly Disagree (SD)	11	37.9
Total	29	100.0



Majority of the respondents disagreed that their team structure does not include performance measures and regular reporting. 1 (3.4%) strongly of the respondents strongly agreed that their team structure does not include performance measures and regular reporting, 3 (10.3%) agreed, whereas 14 (48.3%) disagreed while 11 (37.9%) strongly disagreed to the statement.

Table 12 My team members are independent and do not necessarily need each other.

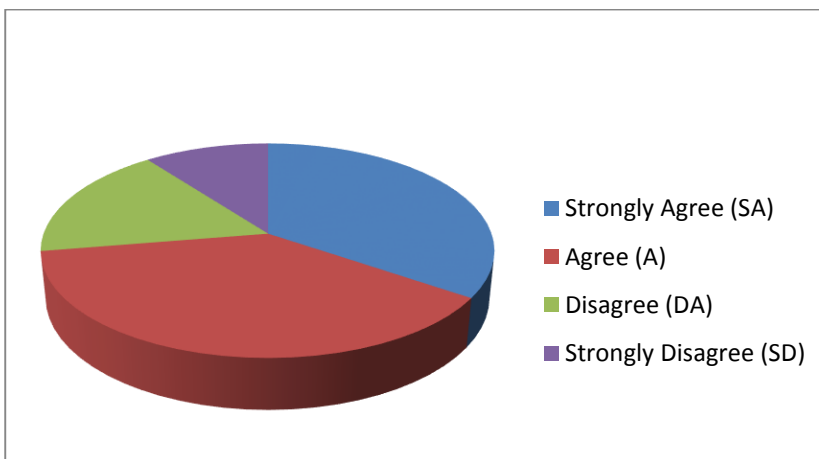
	Frequency	Percent
Strongly Agree (SA)	1	3.4
Agree (A)	2	6.9
Disagree (DA)	13	44.8
Strongly Disagree (SD)	13	44.8
Total	29	100.0



1 (3.4%) of the respondents strongly agreed that team members are independent and do not necessarily need each other, 2 (6.9%) agreed to the statement, while 13 of the respondents (44.8%) respectively disagreed and 13 of the respondents (44.8%) strongly disagreed that team members are independent and do not necessarily need each other. Hence, majority of the respondents disagreed to the statement.

Table 13 My team members are periodically rewarded for their work of contributing to the overall team goals

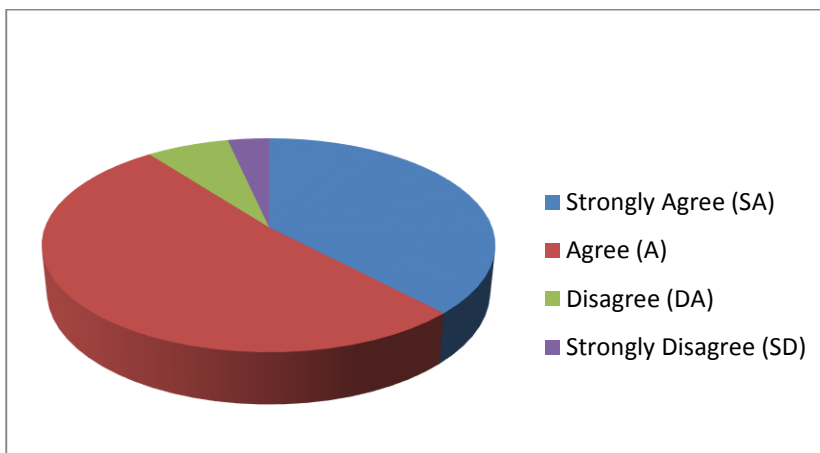
	Frequency	Percent
Strongly Agree (SA)	10	34.5
Agree (A)	11	37.9
Disagree (DA)	5	17.2
Strongly Disagree (SD)	3	10.3
Total	29	100.0



10 (34.5%) of the respondents strongly agreed that team members are periodically rewarded for their work of contributing to the overall team goals, 11 (37.9%) agreed to the statement, 5 (17.2%) disagreed and 3 (10.3%) strongly disagreed to team members are periodically rewarded for their work of contributing to the overall team goals. Hence, majority of the respondents agreed to the statement.

Table 14 Team members are aware of their own cognitive processes and are able to understand and manipulate them.

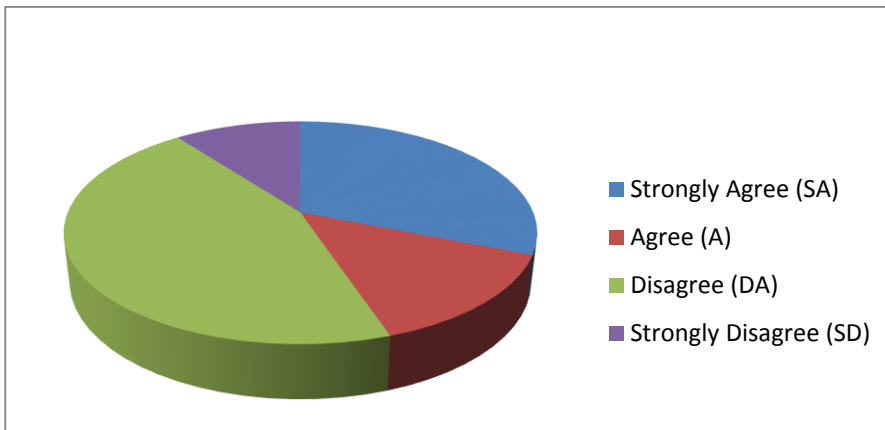
	Frequency	Percent
Strongly Agree (SA)	11	37.9
Agree (A)	15	51.7
Disagree (DA)	2	6.9
Strongly Disagree (SD)	1	3.4
Total	29	100.0



The question about team members being aware of their own cognitive processes and are able to understand and manipulate them, 11 (37.9%) of the respondents strongly agreed to the statement, 15 (51.7%) agreed, 2 (6.9%) of the respondents disagreed, 1 respondent (3.4%) strongly disagreed to the statement. Hence, majority of the respondents agreed to the statement.

Table 15 My members work together as a team, hence roles and responsibilities do not need to be defined for each member.

	Frequency	Percent
Strongly Agree (SA)	9	31.0
Agree (A)	4	13.8
Disagree (DA)	13	44.8
Strongly Disagree (SD)	3	10.3
Total	29	100.0



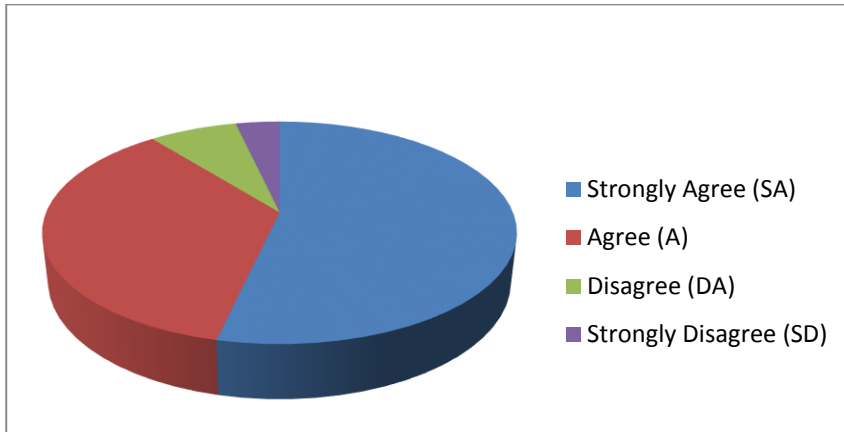
9 (31.0%) of the respondents strongly agreed that members work together as a team, hence roles and responsibilities do not need to be defined for each member, 4 (13.8%) agreed to the statement, 13 (44.8%) disagreed and 3 (10.3%) strongly disagreed that members work together as a team, hence roles and responsibilities do not need to be defined for each member. Therefore, majority of the respondents disagreed to the statement.

4.2.2 Hypothesis Two: There is no relationship between shared leadership and team effectiveness

Questions to examine the relationship between shared leadership and team effectiveness were asked and reported by respondents during the survey. These are reports of findings based on each question.

Table 16 My team is effective because....my team members clearly understand the hierarchy/structure of the team

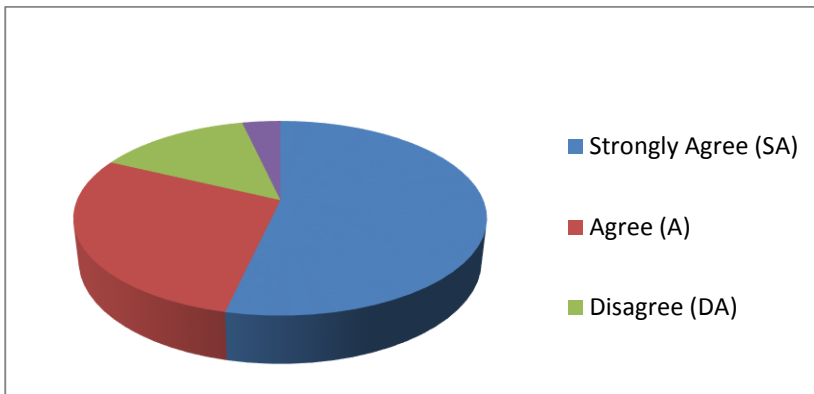
	Frequency	Percent
Strongly Agree (SA)	15	53.6
Agree (A)	10	35.7
Disagree (DA)	2	7.1
Strongly Disagree (SD)	1	3.6
Total	28	100.0



Majority of the respondents agreed that their team is effective because their team members clearly understand the hierarchy/structure of the team. 15 (53.6%) of the respondents strongly agreed to team members clearly understanding the hierarchy/structure of the team, 10 (35.7%) agreed, 2 (7.1%) disagreed while 1 (3.6%) strongly disagreed to their team members clearly understanding the hierarchy/structure of the team.

Table 17 My team is effective because....my team members are psychologically empowered to express their opinions and make key decisions.

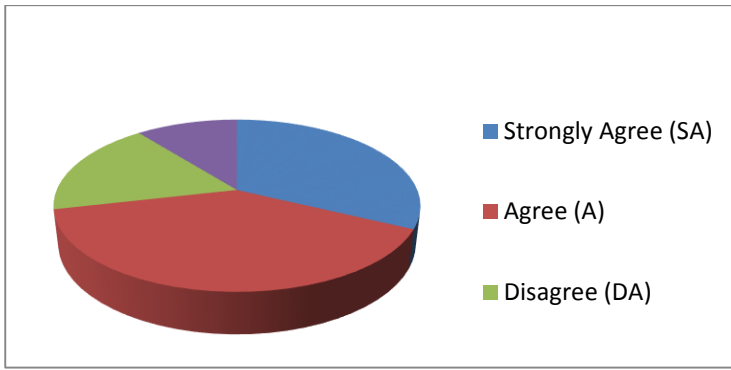
	Frequency	Percent
Strongly Agree (SA)	15	53.6
Agree (A)	8	28.6
Disagree (DA)	4	14.3
Strongly Disagree (SD)	1	3.6
Total	28	100.0



Majority of the respondents agreed that their team is effective because their team members are psychologically empowered to express their opinions and make key decisions. 15 (53.6%) of the respondents strongly agreed that team members are psychologically empowered to express their opinions and make key decisions, 8 (28.6%) agreed to the statement, 4 (14.3%) disagreed and 1 of the respondents (3.6%) strongly disagreed to team members are psychologically empowered to express their opinions and make key decisions.

Table 18 My team is effective because....there is less intensive oversight or close monitoring, yet results are delivered

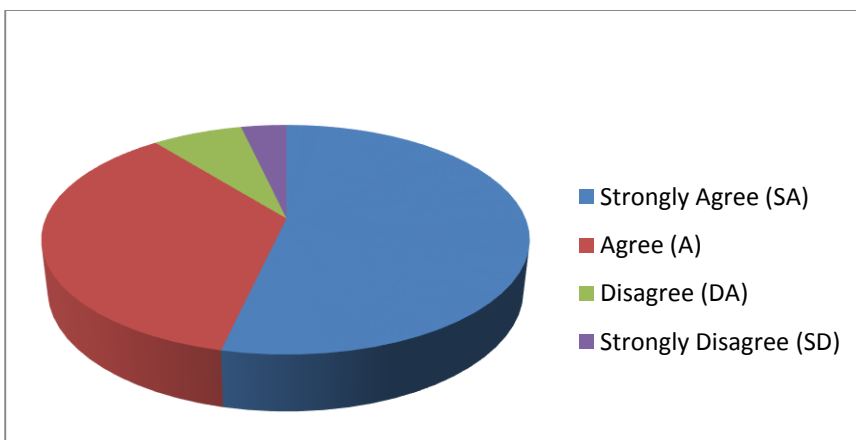
	Frequency	Percent
Strongly Agree (SA)	9	32.1
Agree (A)	11	39.3
Disagree (DA)	5	17.9
Strongly Disagree (SD)	3	10.7
Total	28	100.0



Majority of the respondents agreed that their team is effective because there is less intensive oversight or close monitoring, yet results are delivered. 9 (32.1%) strongly agreed that is there is less intensive oversight or close monitoring, yet results are delivered, 11 (39.3%) agreed with the statement, 5 (17.9%) of the respondents disagreed, while 3 (10.7%) strongly disagreed with the statement.

Table 19 My team is effective because....team goals are clearly defined and shared across all team members

	Frequency	Percent
Strongly Agree (SA)	15	53.6
Agree (A)	10	35.7
Disagree (DA)	2	7.1
Strongly Disagree (SD)	1	3.6
Total	28	100.0

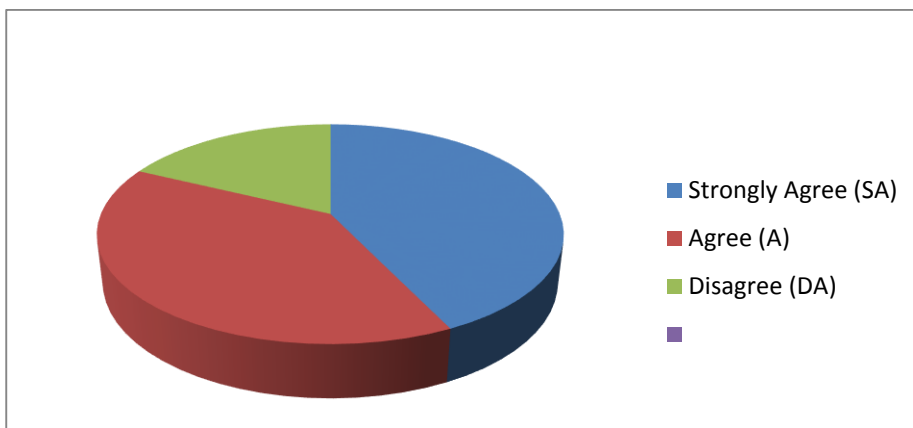


Majority of the respondents agreed that their team is effective because team goals are clearly defined and shared across all team members. 15 (53.6%) of the respondent strongly

agreed that team goals are clearly defined and shared across all team members, 10 (35.7%) agreed, 2 (7.1%) disagreed, 1 (3.6%) of the respondents strongly disagreed to the statement.

Table 20 My team is effective because....team coaching in our team is both internal (i.e by me) and also by external coach (i.e other resource persons)

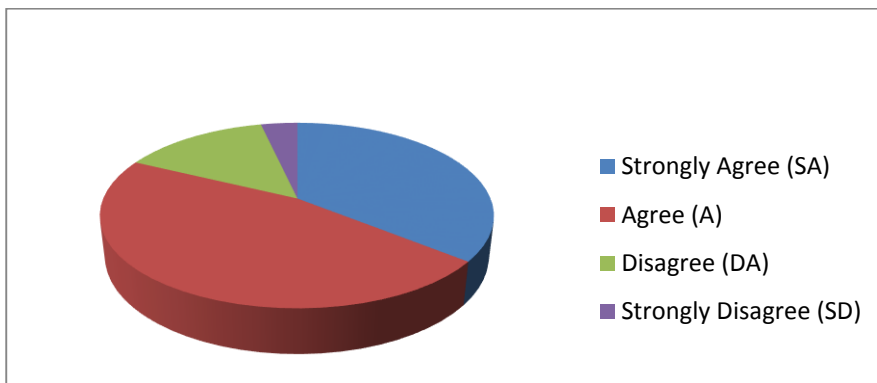
	Frequency	Percent
Strongly Agree (SA)	12	42.9
Agree (A)	11	39.3
Disagree (DA)	5	17.9
Total	28	100.0



Majority of the respondents agreed that their team is effective because team coaching in their team is both internal (i.e by them) and also by external coach (i.e other resource persons). On the question team coaching in our team is both internal and also by external coach, 12 (42.9%) for the respondents strongly agreed, 11 (39.3%) agreed, and 5 (17.9%) disagreed to the statement.

Table 21 My team is effective because....my team structure includes performance measures and regular reporting.

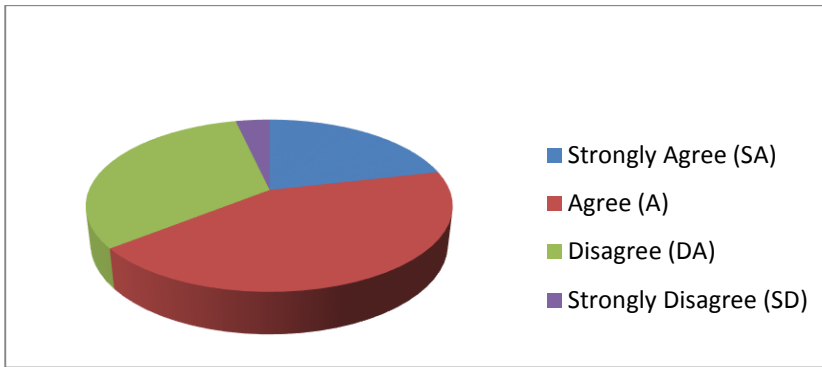
	Frequency	Percent
Strongly Agree (SA)	10	35.7
Agree (A)	13	46.4
Disagree (DA)	4	14.3
Strongly Disagree (SD)	1	3.6
Total	28	100.0



Majority of the respondents agreed that their team is effective because their team structure includes performance measures and regular reporting. 10 (35.7%) of the respondents strongly agreed that their team structure includes performance measures and regular reporting, 13 (46.4%) agreed, 4 (14.3%) disagreed while just 1 (3.6%) strongly disagreed to the statement.

Table 22 My team is effective because....my team members are dependent on each other to complete their tasks

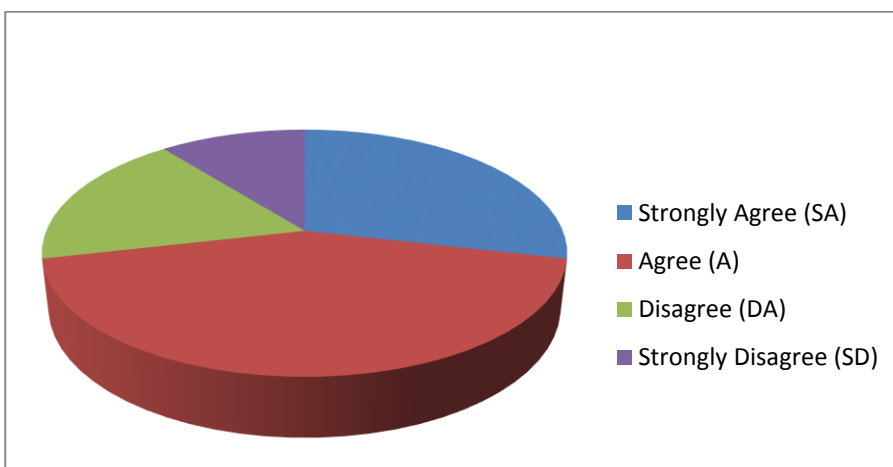
	Frequency	Percent
Strongly Agree (SA)	6	21.4
Agree (A)	12	42.9
Disagree (DA)	9	32.1
Strongly Disagree (SD)	1	3.6
Total	28	100.0



Majority of the respondents agreed that their team is effective because their team members are dependent on each other to complete their tasks. 6 (21.4%) of the respondent strongly agreed that team members dependent on each other to complete their tasks, 12 (42.9%) agreed to the statement, 9 of the respondents (32.1%) disagreed and while 1 (3.6%) strongly disagreed that team members dependent on each other to complete their tasks.

Table 23 My team is effective because....my team members are periodically rewarded for their work of contributing to the overall team goals

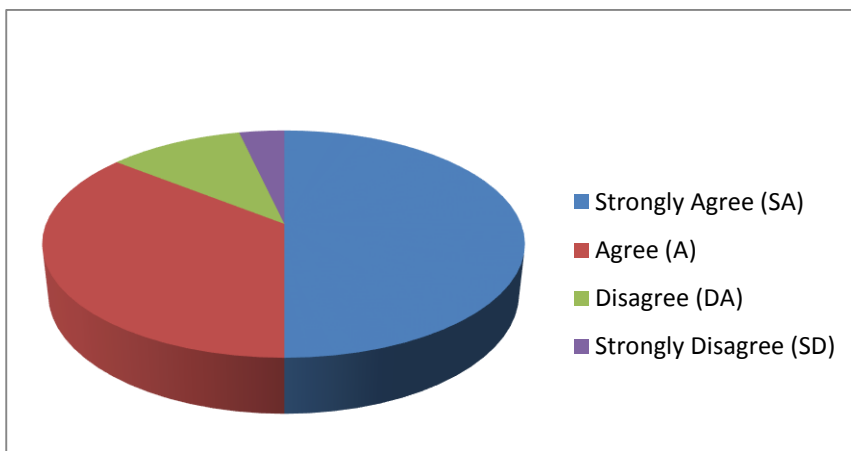
	Frequency	Percent
Strongly Agree (SA)	8	28.6
Agree (A)	12	42.9
Disagree (DA)	5	17.9
Strongly Disagree (SD)	3	10.7
Total	28	100.0



Majority of the respondents agreed that their team is effective because their team members are periodically rewarded for their work of contributing to the overall team goals. 8 (28.6%) of the respondent strongly agreed that team members are periodically rewarded for their work of contributing to the overall team goals, 12 (42.9%) agreed to the statement, 5 (17.9%) disagreed and 3 (10.7%) strongly disagreed to team members are periodically rewarded for their work of contributing to the overall team goals.

Table 24 My team is effective because....My team members are aware of their own cognitive processes and are able to understand and manipulate them

	Frequency	Percent
Strongly Agree (SA)	14	50.0
Agree (A)	10	35.7
Disagree (DA)	3	10.7
Strongly Disagree (SD)	1	3.6
Total	28	100.0

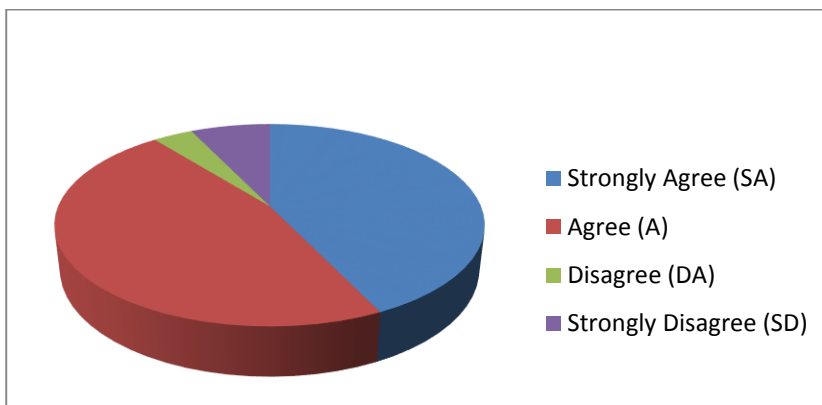


Majority of the respondents agreed that their team is effective because their team members are aware of their own cognitive processes and are able to understand and manipulate them. The question about team members being aware of their own cognitive processes and are able to understand and manipulate them, 14 (50.0%) of the respondent strongly agreed with

the statement, 10 (35.7%) agreed, 3 (10.7%) of the respondents disagreed, and 1 respondent (3.6%) strongly disagreed with the statement.

Table 25 My team is effective because....Roles and responsibilities are defined for each member.

	Frequency	Percent
Strongly Agree (SA)	12	42.9
Agree (A)	13	46.4
Disagree (DA)	1	3.6
Strongly Disagree (SD)	2	7.1
Total	28	100.0



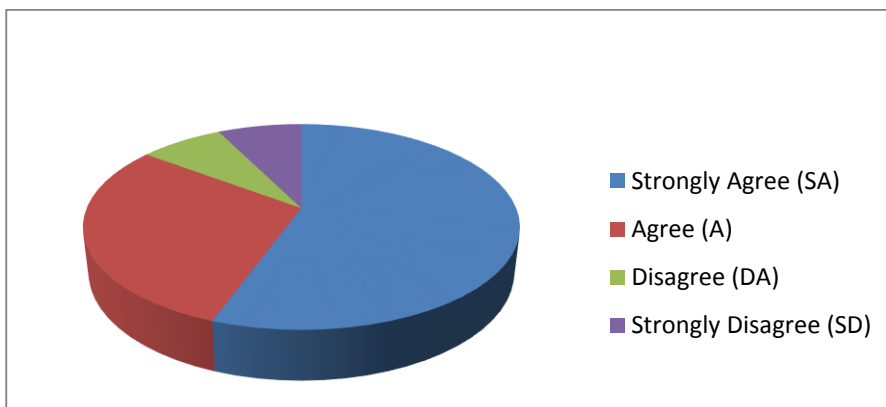
Majority of the respondents agreed that their team is effective because roles and responsibilities are defined for each member. 12 (42.9%) of the respondent strongly agreed that roles and responsibilities are defined for each member, 13 (46.4%) agreed to the statement, 1 (3.6%) disagreed and 2 (7.1%) strongly disagreed that roles and responsibilities are defined for each member.

4.2.3 Hypothesis Three: There is no relationship between shared leadership and team trust

Questions to examine the relationship between shared leadership and team trust were asked and reported by respondents during the survey. These are reports of findings based on each question.

Table 26 There is trust in my team because.... my team members clearly understand the hierarchy/structure of the team

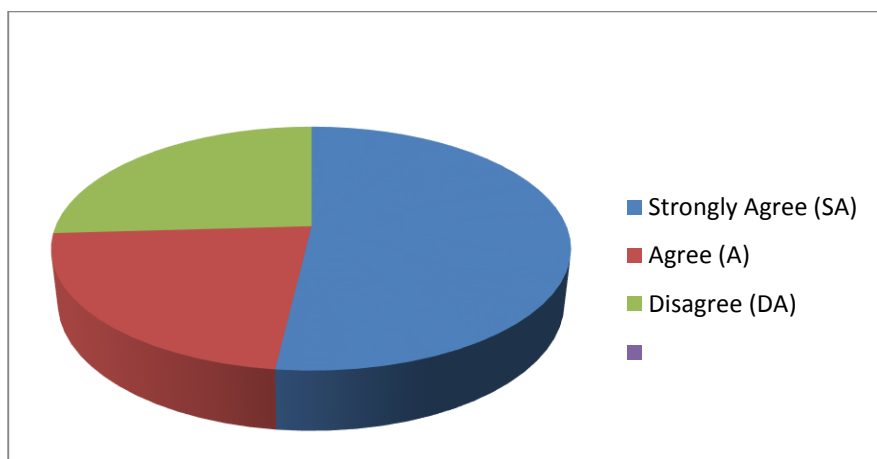
	Frequency	Percent
Strongly Agree (SA)	15	55.6
Agree (A)	8	29.6
Disagree (DA)	2	7.4
Strongly Disagree (SD)	2	7.4
Total	27	100.0



Majority of the respondents agreed that there is trust in their team because my team members clearly understand the hierarchy/structure of the team. 15 (55.6%) of the respondent strongly agreed to team members clearly understanding the hierarchy/structure of the team, 8 (29.6%) agreed, while 2 (7.4%) respectively disagreed and strongly disagreed to their team members clearly understanding the hierarchy/structure of the team.

Table 27 There is trust in my team because....my team members are psychologically empowered to express their opinions and make key decisions.

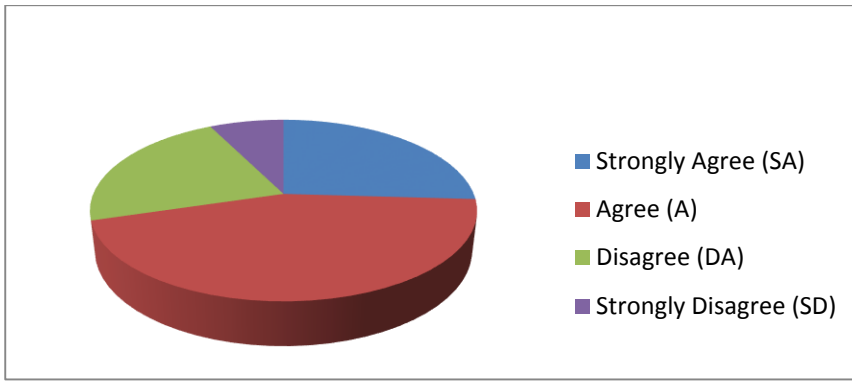
	Frequency	Percent
Strongly Agree (SA)	14	51.9
Agree (A)	6	22.2
Disagree (DA)	7	25.9
Total	27	100.0



Majority of the respondents agreed that there is trust in their team because their team members are psychologically empowered to express their opinions and make key decisions. 14 (51.9) of the respondents strongly agreed that team members are psychologically empowered to express their opinions and make key decisions, 6 (22.2%) agreed to the statement, and 7 (25.9%) of the respondents disagreed to team members are psychologically empowered to express their opinions and make key decisions.

Table 28 There is trust in my team because....there is less intensive oversight or close monitoring, yet results are delivered

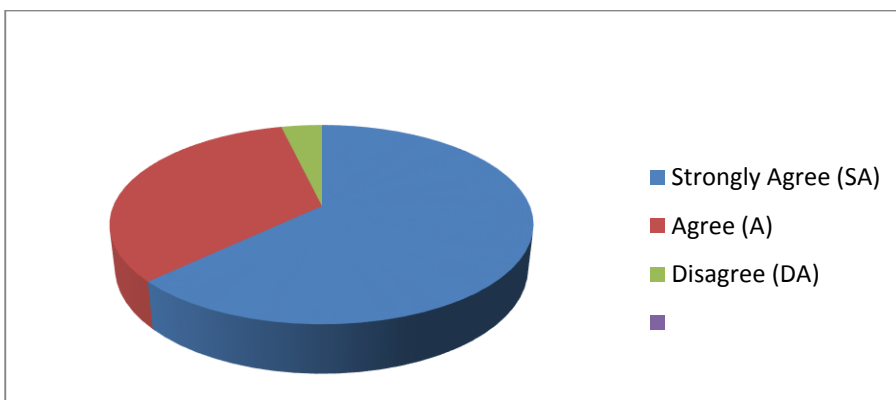
	Frequency	Percent
Strongly Agree (SA)	7	25.9
Agree (A)	12	44.4
Disagree (DA)	6	22.2
Strongly Disagree (SD)	2	7.4
Total	27	100.0



Majority of the respondents agreed that there is trust in their team because there is less intensive oversight or close monitoring, yet results are delivered. 7 (25.9%) strongly agreed that is there is less intensive oversight or close monitoring, yet results are delivered, 12 (44.4%) agreed with the statement, 6 (22.2%) of the respondents disagreed, while 2 (7.4%) strongly disagreed with the statement.

Table 29 There is trust in my team because....team goals are clearly defined and shared across all team members

	Frequency	Percent
Strongly Agree (SA)	17	63.0
Agree (A)	9	33.3
Disagree (DA)	1	3.7
Total	27	100.0

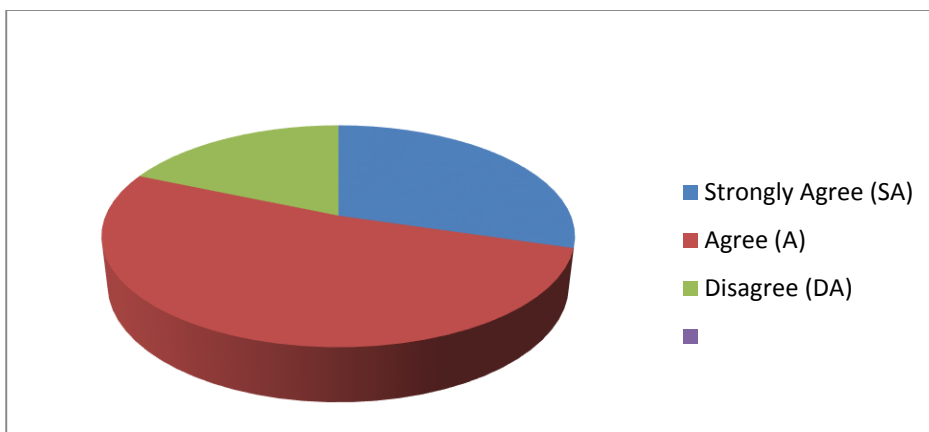


Majority of the respondents agreed that there is trust in their team because team goals are clearly defined and shared across all team members. 17 (63.0%) of the respondent strongly

agreed that team goals are clearly defined and shared across all team members, 9 (33.3%) agreed while 1 (3.7%) disagreed to the statement.

Table 30 There is trust in my team because....team coaching in our team is both internal (i.e by me) and also by external coach (i.e other resource persons)

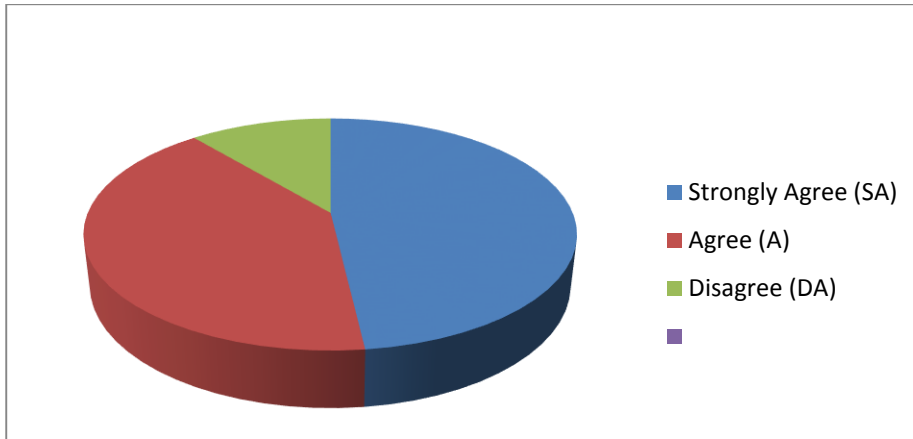
	Frequency	Percent
Strongly Agree (SA)	8	29.6
Agree (A)	14	51.9
Disagree (DA)	5	18.5
Total	27	100.0



On the question team coaching in our team is both internal and also by external coach, 8 (29.6%) for the respondents strongly agreed, 14 (51.9%) agreed having majority of the respondents, and 5 (18.5%) disagreed to the statement. Majority of the respondents agreed that there is trust in their team because team coaching in our team is both internal (i.e by me) and also by external coach (i.e other resource persons).

Table 31 There is trust in my team because....my team structure includes performance measures and regular reporting.

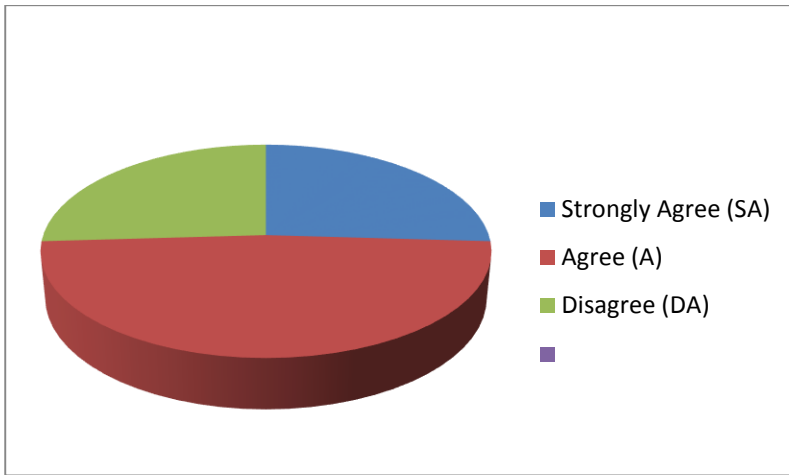
	Frequency	Percent
Strongly Agree (SA)	13	48.1
Agree (A)	11	40.7
Disagree (DA)	3	11.1
Total	27	100.0



Majority of the respondents agreed that there is trust in their team because their team structure includes performance measures and regular reporting. 13 (48.1%) of the respondents strongly agreed that their team structure includes performance measures and regular reporting, 11 (40.7%) agreed, whereas 3 (11.1%) disagreed with the statement.

Table 32 There is trust in my team because....my team members are dependent on each other to complete their tasks

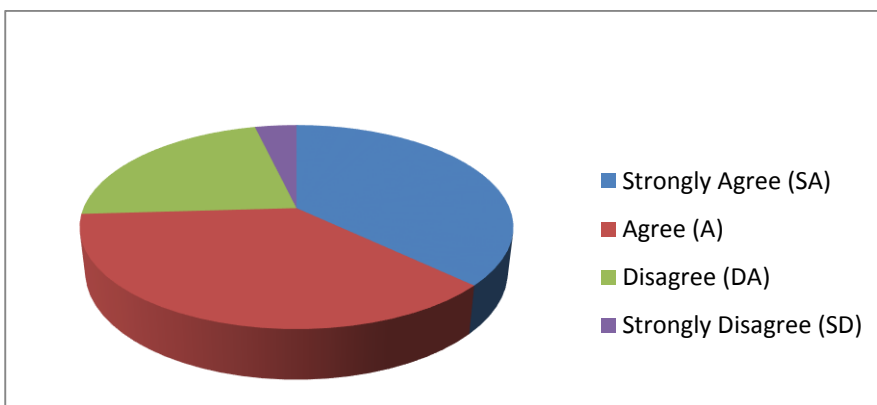
	Frequency	Percent
Strongly Agree (SA)	7	25.9
Agree (A)	13	48.1
Disagree (DA)	7	25.9
Total	27	100.0



Majority of the respondents agreed that there is trust in their team because their team members are dependent on each other to complete their tasks. 13 (48.1%) of the respondent strongly agreed that team members dependent on each other to complete their tasks, 10 (37.0%) agreed to the statement, whereas 7 of the respondents (25.9%) disagreed that team members dependent on each other to complete their tasks.

Table 33 There is trust in my team because....my team members are periodically rewarded for their work of contributing to the overall team goals.

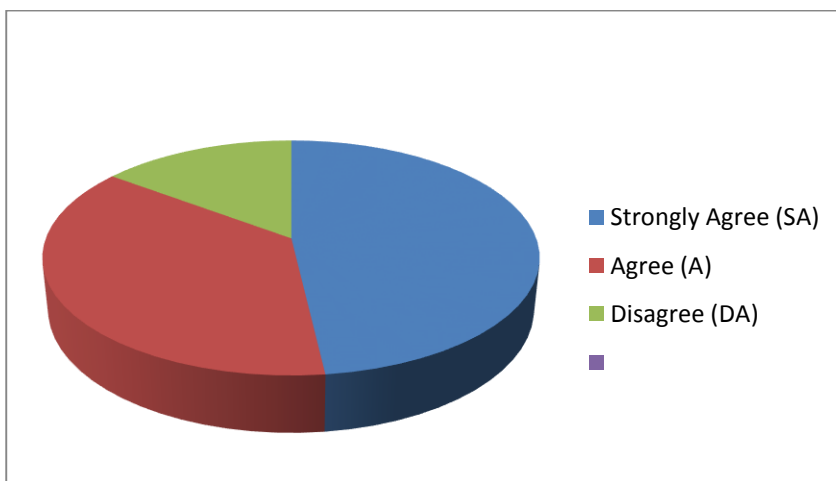
	Frequency	Percent
Strongly Agree (SA)	10	37.0
Agree (A)	10	37.0
Disagree (DA)	6	22.2
Strongly Disagree (SD)	1	3.7
Total	27	100.0



Majority of the respondents agreed that there is trust in their team because their team members are periodically rewarded for their work of contributing to the overall team goals. 10 (37.0%) of the respondent strongly agreed and 10 (37.0%) of the respondent agreed that team members are periodically rewarded for their work of contributing to the overall team goals, 6 (22.2%) disagreed with the statement, and 1 (3.7%) respondent strongly disagreed to team members are periodically rewarded for their work of contributing to the overall team goals.

Table 34 There is trust in my team because....my team members are aware of their own cognitive processes and are able to understand and manipulate them

	Frequency	Valid Percent
Strongly Agree (SA)	13	48.1
Agree (A)	10	37.0
Disagree (DA)	4	14.8
Total	27	100.0

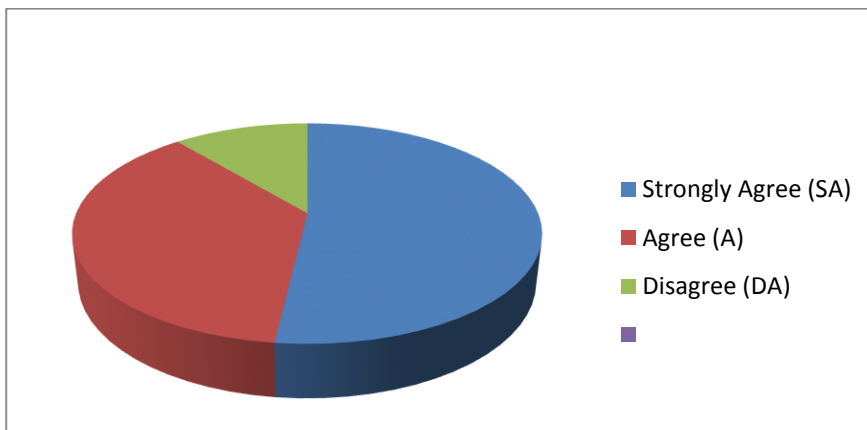


Majority of the respondents agreed that there is trust in their team because their team members are aware of their own cognitive processes and are able to understand and manipulate them. The question about team members being aware of their own cognitive

processes and are able to understand and manipulate them, 13 (48.1%) of the respondent strongly agreed with the statement, 10 (37.0%) agreed, while 4 (14.8%) of the respondents disagreed with the statement.

Table 35 There is trust in my team because....roles and responsibilities are defined for each member.

	Frequency	Percent
Strongly Agree (SA)	14	51.9
Agree (A)	10	37.0
Disagree (DA)	3	11.1
Total	27	100.0



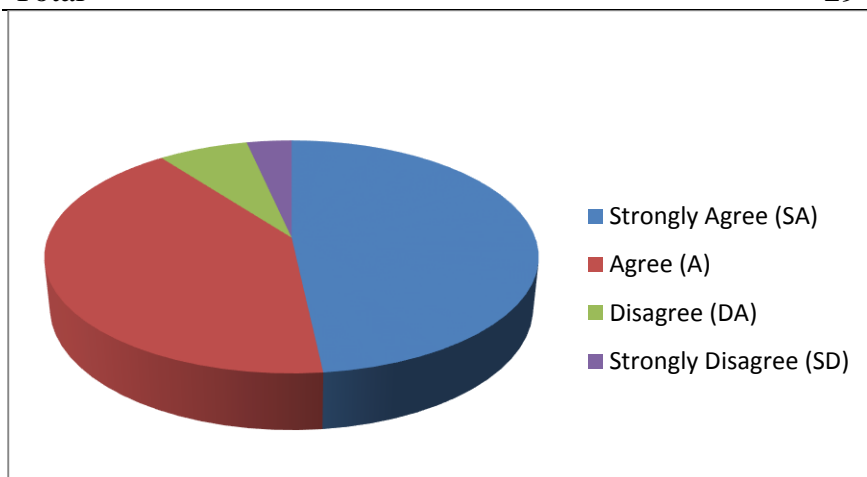
Majority of the respondents agreed that there is trust in their team because roles and responsibilities are defined for each member. 14 (51.9%) of the respondent strongly agreed that roles and responsibilities are defined for each member, 10 (37.0%) agreed to the statement, and 3 (11.1%) disagreed that roles and responsibilities are defined for each member.

4.2.4 Hypothesis Four: Shared leadership does not enhance team commitment in Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria.

Questions to examine the relationship between shared leadership and team commitment were asked and reported by respondents during the survey. These are reports of findings based on each question.

Table 36 My team members are committed because..... my team members clearly understand the hierarchy/structure of the team

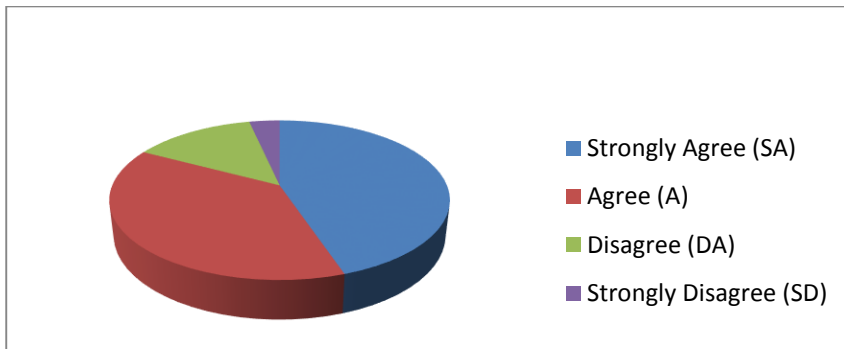
	Frequency	Percent
Strongly Agree (SA)	14	48.3
Agree (A)	12	41.4
Disagree (DA)	2	6.9
Strongly Disagree (SD)	1	3.4
Total	29	100.0



Majority of the respondents agreed that their team members are committed because their team members clearly understand the hierarchy/structure of the team. 14 (48.3%) of the respondent strongly agreed to team members clearly understanding the hierarchy/structure of the team, 12 (41.4%) agreed, 2 (6.9%) disagreed while 1 (3.4%) strongly disagreed to their team members clearly understanding the hierarchy/structure of the team.

Table 37 My team members are committed because.....my team members are psychologically empowered to express their opinions and make key decisions.

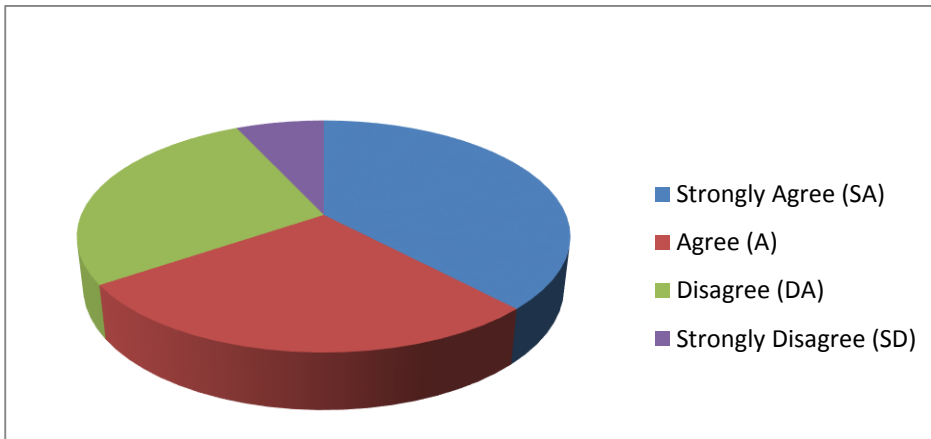
	Frequency	Percent
Strongly Agree (SA)	13	44.8
Agree (A)	11	37.9
Disagree (DA)	4	13.8
Strongly Disagree (SD)	1	3.5
Total	29	100.0



Majority of the respondents agreed that their team members are committed because their team members are psychologically empowered to express their opinions and make key decisions. 13 (44.8%) of the respondents strongly agreed that team members are psychologically empowered to express their opinions and make key decisions, 11 (37.9%) agreed to the statement, 4 (13.8%) disagreed, while 1 (3.5%) of the respondent strongly disagreed to team members are psychologically empowered to express their opinions and make key decisions.

Table 38 My team members are committed because.....there is less intensive oversight or close monitoring, yet results are delivered

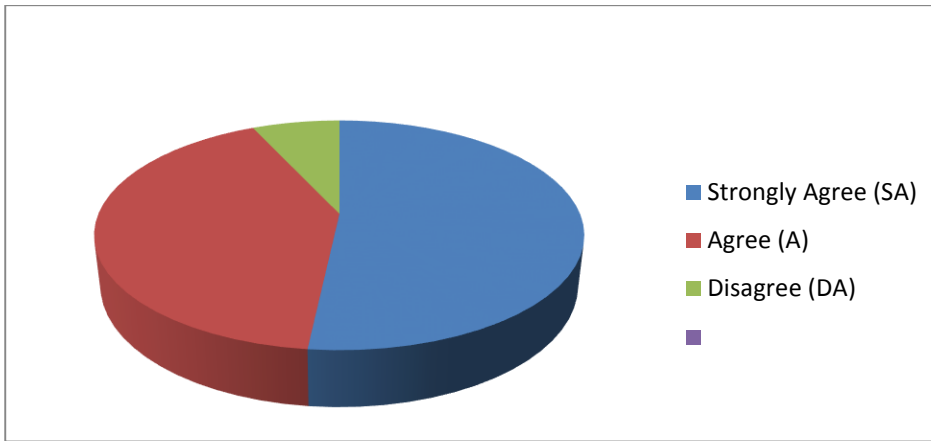
	Frequency	Percent
Strongly Agree (SA)	11	37.9
Agree (A)	8	27.6
Disagree (DA)	8	27.6
Strongly Disagree (SD)	2	6.9
Total	29	100.0



Majority of the respondents agreed that their team members are committed because there is less intensive oversight or close monitoring, yet results are delivered. 11 accounted for (31.9%) strongly agreed, 8 accounted for (27.6%) had respondents who agreed, while 8 (27.6%) and 2 (6.9%) disagreed and strongly disagreed respectively.

Table 39 My team members are committed because.....team goals are clearly defined and shared across all team members

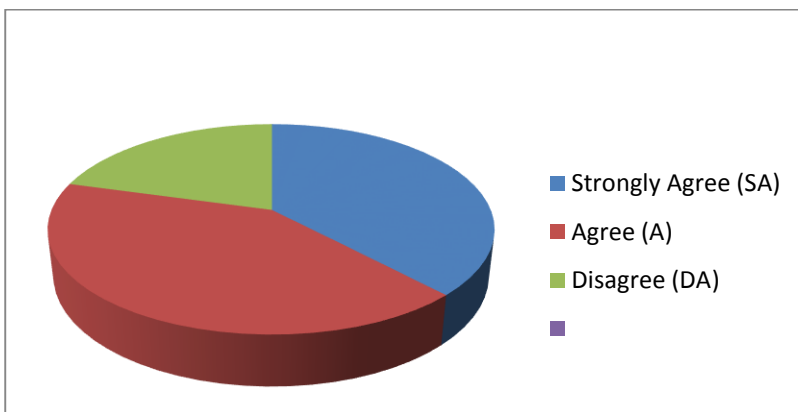
	Frequency	Percent
Strongly Agree (SA)	15	51.7
Agree (A)	12	41.4
Disagree (DA)	2	6.9
Total	29	100.0



Majority of the respondents agreed that their team members are committed because team goals are clearly defined and shared across all team members. 15 (51.7%) of the respondent strongly agreed that team goals are clearly defined and shared across all team members, 12 (41.4%) agreed while only 2 (6.9%) disagreed with the statement.

Table 40 My team members are committed because.....team coaching in our team is both internal (i.e by me) and also by external coach (i.e other resource persons)

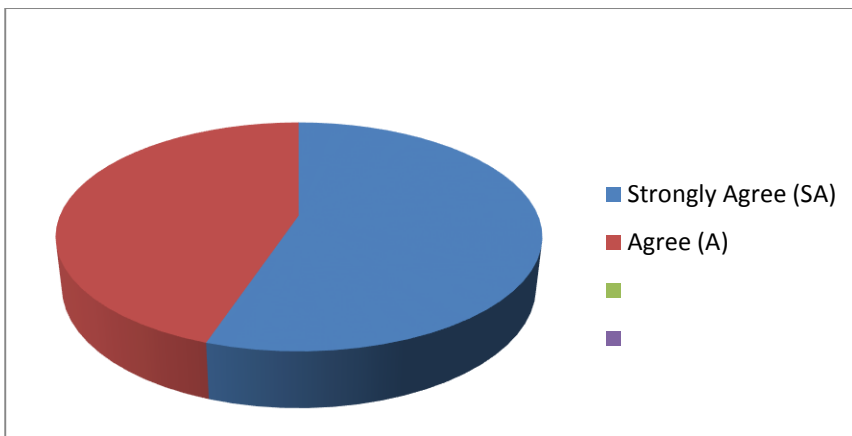
	Frequency	Percent
Strongly Agreed (SA)	11	37.9
Agree (A)	12	41.4
Disagree (DA)	6	20.7
Total	29	100.0



Majority of the respondents agreed that their team members are committed because team coaching in our team is both internal (i.e by them) and also by external coach (i.e other resource persons).On the question team coaching in our team is both internal and also by external coach, 11(37.9%) for the respondents strongly agreed, 12 (41.4%) agreed, and 6 (20.7%) disagreed to the statement.

Table 41 My team members are committed because.....my team structure includes performance measures and regular reporting.

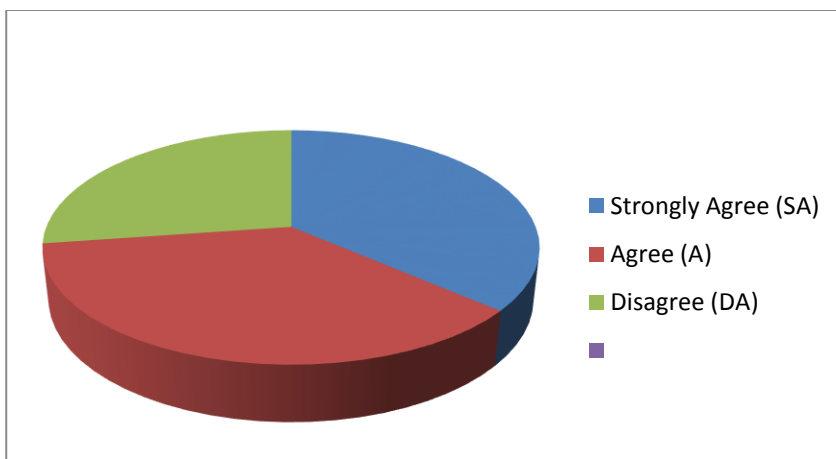
	Frequency	Percent
Strongly Agree (SA)	16	55.2
Agree (A)	13	44.8
Total	26	100.0



Majority of the respondents agreed that their team members are committed because their team structure includes performance measures and regular reporting.The report shows that 16 (55.2%) had respondents who strongly agreed and 13 (44.8%) agreed with the team structure includes performance measures and regular reporting.

Table 42 My team members are committed because.....my team members are dependent on each other to complete their tasks

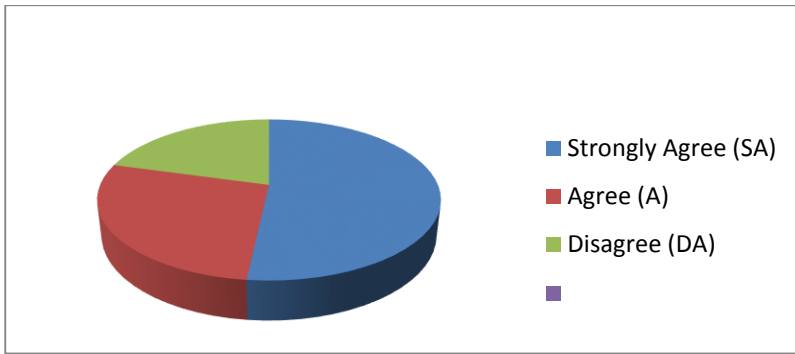
	Frequency	Percent
Strongly Agree (SA)	12	41.4
Agree (A)	12	41.4
Disagree (DA)	5	17.2
Total	29	100.0



Majority of the respondents agreed that their team members are committed because their team members are dependent on each other to complete their tasks. 12 (41.4%) of the respondent strongly agreed that team members dependent on each other to complete their tasks, 12 (41.4%) agreed to the statement, whereas only 5 of the respondents (17.2%) disagreed that team members dependent on each other to complete their tasks.

Table 43 My team members are committed because.....my team members are periodically rewarded for their work of contributing to the overall team goals

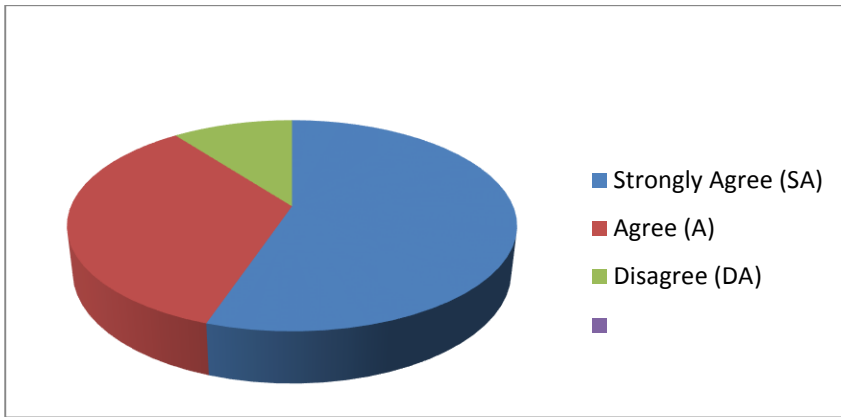
	Frequency	Percent
Strongly Agree (SA)	15	51.7
Agree (A)	8	27.6
Disagree (DA)	6	20.7
Total	29	100.0



Majority of the respondents agreed that their team members are committed because their team members are periodically rewarded for their work of contributing to the overall team goals. 15 (51.7%) of the respondent strongly agreed that team members are periodically rewarded for their work of contributing to the overall team goals, 8 (27.6%) agreed to the statement, while 6 (20.7%) disagreed to team members are periodically rewarded for their work of contributing to the overall team goals.

Table 44 My team members are committed because.....my team members are aware of their own cognitive processes and are able to understand and manipulate them

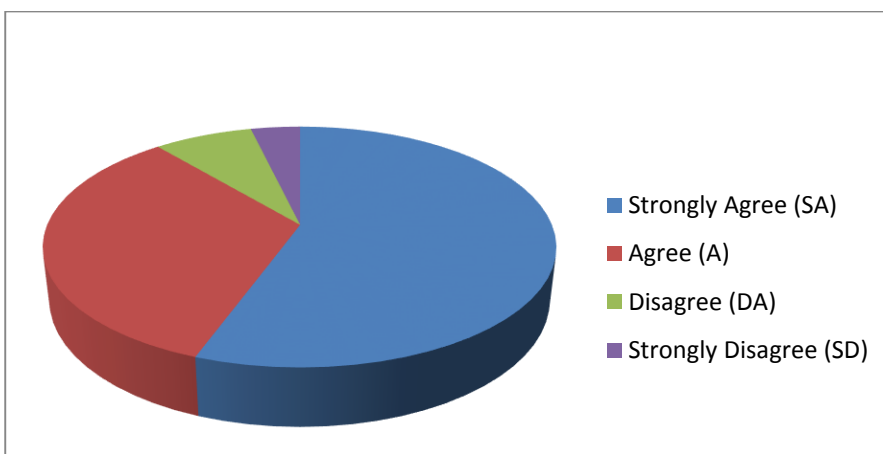
	Frequency	Percent
Strongly Agree (SA)	16	55.2
Agree (A)	10	34.5
Disagree (DA)	3	10.3
Total	26	100.0



Majority of the respondents agreed that their team members are committed because their team members are aware of their own cognitive processes and are able to understand and manipulate them. The question about team members being aware of their own cognitive processes and are able to understand and manipulate them, 16 (55.2%) of the respondent strongly agreed with the statement, 10 (34.5%) agreed, and 3 (10.3%) of the respondents disagreed with the statement.

Table 45 My team members are committed because.....Roles and responsibilities are defined for each member.

	Frequency	Percent
Strongly Agree (SA)	15	51.7
Agree (A)	9	31.0
Disagree (DA)	2	6.9
Strongly Disagree (SD)	1	3.4
Total	29	100.0



Majority of the respondents agreed that their team members are committed because roles and responsibilities are defined for each member. 15 (51.7%) of the respondent strongly agreed that roles and responsibilities are defined for each member, 9 (31.0%) agreed to the statement, 2 (6.9%) from the respondents disagreed while 1 (3.4%) strongly disagreed that roles and responsibilities are defined for each member.

4.3 Discussion on Findings

Hypothesis One states that Shared leadership is not adopted Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria. The area of study of this research was Harvarde College of Science Business and Management Studies, Ogun State, Nigeria. The structure of the college has various departments(teams), both in the academic and administrative units of the school. The academic unit has four broad teams, which are the schools under which the smaller teams are. The smaller teams are the departments. The schools are headed by Deans, while the departments are headed by the Heads of Departments (H.O.D.). The responses of the respondents, which comprised of 20 team leaders, 9 assistant team leaders (see 4.1.1), showed that over 70% of the team leaders adopted shared leadership. The responses of the respondents as analysed in 4.2.1 to 4.2.10, clearly shows that shared leadership is adopted in the administration of the college, especially at the top management level.

According to Hypothesis 2, there is no relationship between shared leadership and team effectiveness. Shared leadership is praised as a method that improves performance and has applicability in many management disciplines, including educational management. This study demonstrates a strong link between effective team leadership and shard performance.

The 29 respondents' replies unmistakably demonstrate that shared leadership is related with better team task performance. Through the use of team assets including the knowledge and skills of group members, shared leadership increases the social capital of the team, which in turn promotes team performance. The conclusion of this study also explains why group members provide more of their own and the organization's resources to the task at hand, share more information, and feel more committed when they take on leadership roles for others and the group's mission or purpose. When members of a project team are more willing to take on mutual leadership roles and actively participate in positive communication and decision-making, it enables people to provide more resources, share more information, and demonstrate higher levels of commitment. These effects taken as a whole would boost team productivity. Additionally, because there are fewer time and resource constraints at the beginning, team members are more likely to take the initiative to improve their own leadership capabilities as well as those of others, which ultimately enhances the effectiveness of their task. Teams that display these qualities can perform at higher levels overall. This concept is supported by a number of empirical research. For instance, shared leadership was found to be positively correlated with team performance as judged by clients by Carson et al. (2007) in a study of 59 consulting teams. In a study of 66 senior management teams, Ensley et al. (2006) showed that shared leadership is a more important predictor of new venture performance than vertical leadership when taken into account in terms of revenue and staff growth. Additionally, Drescher et al. (2014) provided evidence in favour of the beneficial impact of shared leadership on team task performance through their longitudinal study of 142 teams who participated in a strategic simulation game. Shared leadership, as proposed by Wood and Fields (2007), has a number of

beneficial effects on team members' perceptions of their jobs, including low levels of role overload, role conflict, role ambiguity, and job stress and high levels of job satisfaction.

According to Hypothesis three, there is no relationship between shared leadership and team trust. This study demonstrates unequivocally that shared leadership and team trust are significantly correlated. This simply means that trust is fostered among team members when shared leadership is properly utilised in a school system. Within a department, faculty, college, or even the administrative entity, this is possible. Teamwork is enhanced when group members are inspired by one another because there is a high level of respect and trust among them. For a number of reasons, shared leadership should be closely tied to team members' trust in their virtual team. The more a team relies on shared leadership, the more probable it is that its team members have kept their promises to take the lead. Bergman et al. (2012) also showed that teams with shared leadership experience less conflict, more consensus, and higher intragroup trust and cohesion. As members of shared leadership teams experience greater interdependence, more collaboration, and higher levels of happiness, this may promote team viability. The ability to effectively coordinate and collaborate among team members carrying out leadership tasks also makes it simpler for them to pinpoint possible disputes' root causes and suggest potential solutions. As a result, it lessens conflict and fosters team consensus and trust (Balkundi and Harrison, 2006). As a result, team viability—which keeps members on board and sustains effective teamwork over time—could be improved. Members of teams that rely on shared leadership should have proven themselves trustworthy by carrying out their leadership duties and responsibilities or by helping others to do so. By watching whether their coworkers have kept their promises, a team can develop trust. Consequently, the degree to how well its members have adhered to

their leadership responsibilities should be positively correlated with whether teams use shared leadership. In teams with members who have not kept their word on leadership, however, shared leadership should be lower. When team members fail to carry out their leadership tasks and obligations, teams in schools may rely less on shared leadership. This is in line with the findings of Bergman et al. (2012), who hypothesised that teams with high degrees of shared leadership are examples of instances in which members have proven to be both trustworthy of one another and willing to place their faith in them.

Hypothesis Four states that Shared leadership does not enhance team commitment in Harvarde College of Science Business and Management Studies, Abeokuta, Ogun State, Nigeria. This study reveals that, at the Harvard College of Science Business and Management Studies in Abeokuta, Ogun State, Nigeria, shared leadership does increase team commitment. Shared leadership fosters a sense of belonging among team members and heightens their degree of commitment to the group, both of which increase the efficacy of the team. The conclusion of this study also explains why group members share more information and feel more committed when they take the initiative to guide others and toward the goal or objective of their organisation. When members of a project team are more willing to take on mutual leadership as they actively participate in positive communication and decision-making, it enables people to provide more resources, exchange more information, and feel higher levels of commitment. These effects taken as a whole would boost team productivity. Teams that display these traits collectively may also show higher levels of dedication. According to Wood and Fields (2007), shared leadership results in low levels of role overload, role conflict, role ambiguity, and job stress as well as high levels of job satisfaction. It also has a number of positive effects on team members'

perceptions of their jobs. Shared leadership strengthens team commitment among members of a school administration as a result.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study was descriptive research which was based on the opinion of team leaders and their assistants. This study examined the effect of shared leadership on team effectiveness in school administration. Shared leadership has been defined as a dynamic, interactive influence process among group members with the aim of guiding one another toward the accomplishment of group, organisational, or both goals. The responses of the respondents show that shared leadership is practised in the general school administration of Harvarde College of Science Business and Management Studies, Ogun State, Nigeria, as well as among teams within the school, which is the focus of this research's study in the area of school administration. This practise is shown to support the various definitions of shared leadership. The dynamics of distributed power have become more prevalent as a result of the democratisation of informational power under shared leadership. The shared leadership strategy, which does away with the reliance on a single vertical leader, places a focus on the significance of teams as potential sources of leadership in the company (Pearce, 2004;Ensley et al., 2006;Pearce et al., 2009). According to Pearce (2004), shared leadership is "a manifestation of fully developed empowerment in teams" in which more than one person can perform leadership behaviours that "guide, structure, or facilitate the group" at once, and more than one person can execute the same leadership behaviours at various times.

According to the results of this study, the analysis of hypothesis one demonstrates that shared leadership is used at Harvarde College of Science Business and Management Studies in Abeokuta, Ogun State, Nigeria. Shared leadership is used in the college's administration,

particularly at the highest management level, according to the replies of the respondents as analysed in 4.2.1 to 4.2.10.

The analysis of hypothesis two clearly shows that there is relationship between shared leadership and team effectiveness. The majority of the respondents agreed that their team is effective because of the following factors: their team members clearly understand the hierarchy/structure of the team, their team members are psychologically empowered to express their opinions and make key decisions, team goals are clearly defined and shared across all team members, team coaching in their team is both internal and external coaches, their team structure includes performance measures and regular reporting, their team members are dependent on each other to complete their tasks, periodically rewarded for their work of contributing to the overall team goals, their team members are aware of their own cognitive processes and are able to understand and manipulate them, and roles and responsibilities are defined for each member.

The majority of respondents in the analysis of hypothesis three agreed that there is trust in their team because my team members clearly understand the hierarchy and structure of the team; their team members feel psychologically empowered to express their opinions and make important decisions; and there is less intensive oversight or close monitoring, but results are still delivered (see 4.4.1 to 4.4.3). More significantly, the majority of respondents concurred that there is confidence in their team since team goals are clearly defined and shared by all team members (see 4.4.4). The majority of respondents concurred that there is confidence in their team because team members are occasionally acknowledged for their efforts in furthering the aims of the entire team (see 4.4.8).

In the analysis of hypothesis four, majority of the respondents agreed that their team members are committed because team goals are clearly defined and shared across all team members (See 4.5.4.). The majority of responders concurred that their team members are devoted because of internal and external coaches, or other resource people, who both coach our team internally, i.e., by them (see 4.5.5). Because they depend on one another to perform their tasks, the majority of respondents agreed that their team members are devoted (see 4.5.7). This means that the team leaders let the team members to work freely, allowing them to have a feeling of belonging to the team's functionality and encouraging member dedication to the efficient completion of team tasks. The majority of those surveyed concurred that the reason why their team members are dedicated is because they are occasionally acknowledged for their efforts in advancing the team's objectives as a whole (see 4.5.8). The majority of respondents concurred that their team members are dedicated because they are aware of their own cognitive processes and have the ability to comprehend and influence them (see 4.5.9).

5.2 Conclusion

The results of this study clearly demonstrate that shared leadership improves organisational performance as a whole. In recent years, it has become more and more obvious that the traditional top-down model of leadership needs to be expanded upon. While there is growing interest in the shared leadership area, studies focusing on school teams are still scarce, it was found during the course of this study. Shared Leadership in Teams and its Impact on Team Effectiveness When team members provide their leadership to others and to the objective or purpose of their team, they feel higher dedication, bringing in greater personal and organisational resources to bear on difficult tasks, and sharing more. When team members interact, exchange ideas, and help one another through difficult situations,

they grow to trust and respect one another, which becomes a further asset for enhancing team performance. The association between shared leadership and team effectiveness is well established in this study, and other factors like member proximity and team diversity act as moderators. Shared leadership fosters and promotes individual initiative, which has a good impact on how a firm runs. The current study provides insight into the question of whether shared leadership is positively correlated with team performance by merging ideas from shared leadership, team effectiveness, and school administration.

More specifically, this research investigated the practice of shared leadership in a higher education system, and the opinion of the respondents clearly explains that there is a positive relationship between shared leadership and team effectiveness in Harvarde College of Science Business and Management Studies, Ogun State, Nigeria. The findings also show that shared leadership helps builds trust among team members and also enhances commitment from the part of the members. Nobody will follow a leader they cannot gain their trust. The main quality of a good leader is trust, and a group's performance can suffer when that trust is lost. People are not likely to follow someone they believe to be deceitful or out to get them. In his book *Leadership: Theory and Practice*, Peter Northouse said that teams with shared leadership experience less conflict, more consensus, more trust, and greater coherence than teams without shared leadership (Sage Publications, 2015). Deciding better is improved by trust. In other words, while managers trust their teams, employees have more faith in their supervisors and fellow executives. Employees have the confidence and guts to make decisions when there is such synergy, and managers are more willing to give their staff that freedom. For both individual employees and the corporation as a whole, shared leadership has significant advantages. The organisation is able to react to change

more rapidly and generate creative new ideas thanks to it, which also increases employee engagement and job happiness.

5.3 Recommendations to Educational Administrators

Based on the outcome of this research work, the following recommendations are made:

1. Team leaders should define and communicate the team vision with the team members.

Any leader that accepts shared leadership in an organisation should be able to describe the future of their company to their followers. It is measurable and long-term. Ideally, you already have a vision for your company and yourself, along with a motivation for what you do on a daily basis. But can you convey that vision to others and implement it so that it produces results? When you don't have a clear vision for the team, everyone still works hard, but significant objectives might not get accomplished. Your vision unites the group behind a single objective, allowing you to function as a team rather than just working individually. Where are we going? is answered by your vision. Even if you do not yet know exactly how you are going to get there, you must be very clear in your concept of what that destination entails. With this leadership technique, you and your team will always be able to pinpoint your specific location within the bigger picture and determine whether you are moving forward or backward in terms of reaching your goal.

ii. Team leaders should encourage recognition in their team

Employees want to feel appreciated. They want to feel valued. It instills a sense of commitment and engagement. When individuals and teams work above and beyond

expectations to achieve great results, celebration and recognition are how you encourage continued commitment to the organization's vision, mission, and goals. It is how excellence is encouraged over time, and how it stays strong even in times of high production volume and stress. There is a common saying that "What gets rewarded gets repeated". This statement has become a business maxim, yet managers still often overlook the positive impact of this simple, yet effective leadership strategy, especially in shared leadership system. The plain truth is that, while your team may not need recognition, recognition does inspire people to do more and better work. Even better, when you create a culture of gratitude and recognition on your team, they will pick it up and start to recognize each other on their own. This creates a great sense of community and cohesion that motivates everyone to perform at their highest level.

iii. Team Leaders should ensure they speak to their team members from the heart

Do you describe your business from the bottom of your heart or from your budget? The misconception that certain people are born with the ability to lead and others are not is widespread. Leadership is, in fact, a decision. Leadership cannot be handed to you or imposed on you; it is a decision that only you can make. Your staff can tell whether you are sincerely committed to being the leader by the way you talk to them about the vision, mission, and objectives of your business. Your commitment to their growth and development should be as vital to you as it is to yourself, as they can see by your everyday interactions.

iv. Team leaders should delegate responsibilities to their team members and also empower them.

Giving your staff more authority and responsibility may be the finest leadership tactic for motivating them. Being given a position of responsibility can be exciting, so if something gives you a feeling of self-worth, share that feeling with the other team members. You should look for places where you can delegate authority and, more crucially, responsibility. Have you ever been informed by your team that they are unable to complete their assignment because they are awaiting you? Do they need your review or approval before they submit their work? It's possible that you might think about letting go of that particular region. They should be encouraged, coached, empowered, and, if necessary, rewarded. Consider a situation in which you have been granted a unique assignment that will keep you away from the workplace for the next three months. You still have three months to complete all of your job, but you are not permitted to bring on any new employees during that time. You only have thirty days to decide how you will spread your effort, and the assignment only lasts for three months. The fact is that a leader cannot constantly complete all of the necessary tasks. You require assistance and other people with the authority to perform important jobs.

v. Team leaders should commit to continued coaching, training and education

Great leaders make a commitment to lifelong learning, skill application in the real world, and networking both within and externally. As a leader, you can always learn more. This means imparting your wisdom and insights to others. When we take on the roles of coach and mentor, we are actually living up to our potential as leaders because, as they say, you never learn as much as when you are teaching. If you make a commitment to enhancing

your team's leadership abilities on par with your own, you will not only experience gratitude and fulfilment but you will also build the groundwork for a robust leadership pipeline.

5.4 Recommendation for Further Studies

This study geerally sought to examine the impact that shared leadership has on the effective performance of team in educational administration in Nigeria, especially higher education. In respect of the limitation of thi study, in terms of funding, data collection, not using of all all the colleges and universities, the paucity of empirical data on the subject matter in relation to Nigeria suggests a strong recommendation for future studies is to investigate a number of issues for a variety of directions for he subject matter. Therefore, a further study may be done with a different case study or geographical location outside realm of this study and with different variables or same variables so as to validate the findings of this study.

More so, based on the study findings and conclusions of this research, further studies and research is highly recommended through the expansion of the data collection to covr the whole of Nigeria and not just being represented by an institution, in order to make it more holistic. Further studies and research should also be done on other factors that measure impacts of shared leadership on the team effectiveness in the administration of higher education in Nigeria.

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APPENDIX I

Fig 1: Corner Stone of Shared Leadership.

Adapted from <https://www.ckju.net/en/dossier/shared-leadership-fundamentals-benefits-and-implementation>

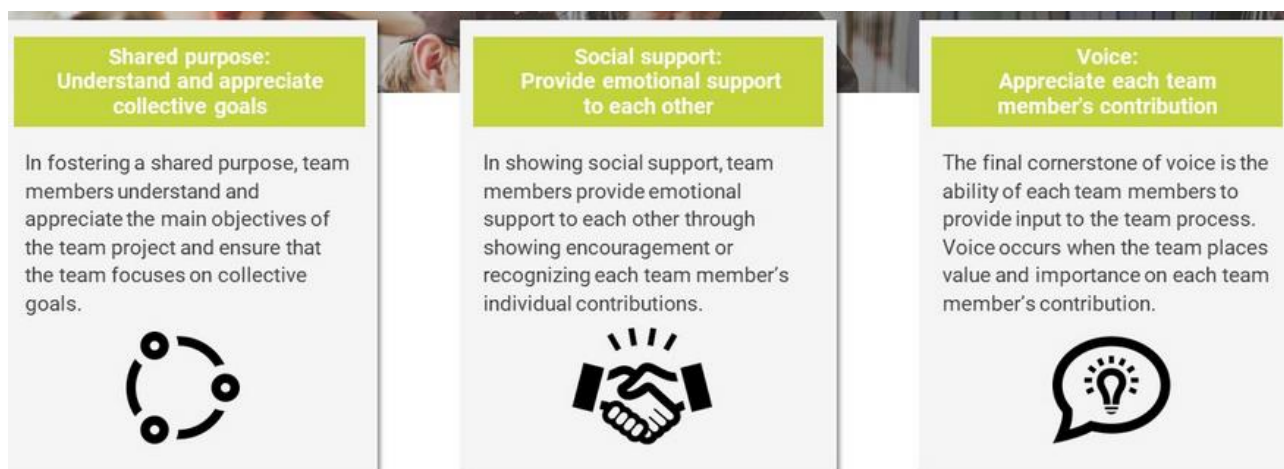


Table 1: Comparison of Shared Leadership and Traditional Leadership in School Management

	Traditional Leadership Team	Shared Leadership Team
Principal ultimately responsible for everything in the school.	X	X
Teacher leaders provide input for some administrative decisions.	X	X
Principal routinely makes many operational decisions about the day-to-day running of the school with no teacher input.	X	X
Teacher leaders hold position of symbolic leadership.	X	
Teacher leaders share leadership in substantive ways in curriculum, instruction, and assessment.		X

Teacher leaders regularly make specific decisions through consensus process with the principal.		X
Elementary teacher leaders represent grade level teams.	X	X
Secondary teacher leaders are the department heads.	X	
Secondary teacher leaders are responsible for small, course-alike teams.		X
Teacher-by-teacher student outcomes (e.g. quiz and test scores, work samples) are regularly and frequently shared and discussed in order to prevent student failure and plan for improved success in upcoming instruction.		X
Teacher leaders meet regularly for professional learning with the principal (the “lead learner”), especially to develop and practice skills for leading teams of colleagues.		X
Teacher leaders assume ownership of team-wide and school-wide outcomes for student success.		X
Teacher leaders lead teams of colleagues whose purpose is to continuously study and apply teaching/learning methods to ensure the success of every student in the team.		X

APPENDIX II

QUESTIONNAIRE

SELINUS UNIVERSITY OF SCIENCES AND LITERATURE

Open University Bologna, Metropolitan City of Bologna, Italy

Faculty of Business and Media

Dear Respondent,

I am a PhD student in the department of Business Administration(PhD by Research), at Selinus University of Sciences and Literature. I am conducting a research on EFFECT OF SHARED LEADERSHIP ON TEAM EFFECTIVENESS IN SCHOOL ADMINISTRATION OF HARVARDE COLLEGE OF SCIENCE BUSINESS AND MANAGEMENT STUDIES, ABEOKUTA, OGUN STATE, NIGERIA.

I hereby humbly request that you help me complete the attached questionnaire on the subject matter above. I assure you that your responses will be kept confidential and will only be used for educational purposes.

Yours sincerely,

Oluwafunmilola R. Oluwatosin

SECTION A

Instruction: Please tick as appropriate in the box (✓) from the options below, where your answer were not provided please feel free to provide yours. Please note that all information requested in this questionnaire is strictly for research purpose, thereby, high level of confidentiality is promised.

Profile and Bio- Data

1. Gender: Male () Female ()
2. Age bracket: 20-30years () 31 – 40years () 41 – 50 years () 51years above ()

3. Department/ Team:

4. Respondent's Status in the team:

Team Leader() Team Leader Assistant () Team Member ()

5. Work Experience: Below 1 year () 1-5years () 6 -10 years () 11 years and above ()

6. Educational Qualification: O' Level() Diploma () HND/Bachelor Degree. () Masters Degree () Doctorate () Others ()

SECTION B

The respondents are to indicate their opinion on the list of statements in the table below.

The responses are tallied under the following: SA - Strongly Agree A - Agree D – Disagree and SD – Strongly Disagree. Kindly respond to every section and statement.

	SHARED LEADERSHIP	SA	A	D	SD
1	My team members clearly understand the hierarchy/structure of the team				
2	My team members are psychologically empowered to express their opinions and make key decisions.				
3	I provide intensive oversight and close monitoring to ensure results are delivered in my team.				
4	Team goals are clearly defined and shared across all team members				
5	Team coaching in our team is mainly internal, not by external coach or persons				
6	My team structure does not include performance measures and regular reporting.				
7	My team members are independent and do not necessarily need each other.				
8	My team members are periodically rewarded for their work of contributing to the overall team goals				
9	team members are aware of their own cognitive processes				

	and are able to understand and manipulate them				
10	My members work together as a team, hence roles and responsibilities do not need to be defined for each member.				
	SHARED LEADERSHIP AND TEAM EFFECTIVENESS				
	My team is effective because....				
1	My team members clearly understand the hierarchy/structure of the team				
2	My team members are psychologically empowered to express their opinions and make key decisions.				
3	There is less intensive oversight or close monitoring, yet results are delivered				
4	Team goals are clearly defined and shared across all team members				
5	Team coaching in our team is both internal(i.e by me) and also by external coach (i.e other resource persons)				
6	My team structure includes performance measures and regular reporting.				
7	My team members dependent on each other to complete their tasks				
8	My team members are periodically rewarded for their work of contributing to the overall team goals				
9	My team members are aware of their own cognitive processes and are able to understand and manipulate them				
10	Roles and responsibilities are defined for each member.				
	SHARED LEADERSHIP AND TEAM TRUST				
	There is trust in my team because....				
1	My team members clearly understand the hierarchy/structure of the team				
2	My team members are psychologically empowered to express their opinions and make key decisions.				
3	There is less intensive oversight or close monitoring, yet results are delivered				
4	Team goals are clearly defined and shared across all team members				
5	Team coaching in our team is both internal (i.e by me) and also by external coach (i.e other resource persons)				

6	My team structure includes performance measures and regular reporting.				
7	My team members dependent on each other to complete their tasks				
8	My team members are periodically rewarded for their work of contributing to the overall team goals				
9	My team members are aware of their own cognitive processes and are able to understand and manipulate them				
10	Roles and responsibilities are defined for each member.				
	SHARED LEADERSHIP AND TEAM COMMITMENT				
	My team members are committed because.....				
1	My team members clearly understand the hierarchy/structure of the team				
2	My team members are psychologically empowered to express their opinions and make key decisions.				
3	There is less intensive oversight or close monitoring, yet results are delivered				
4	Team goals are clearly defined and shared across all team members				
5	Team coaching in our team is both internal (i.e by me) and also by external coach (i.e other resource persons)				
6	My team structure includes performance measures and regular reporting.				
7	My team members dependent on each other to complete their tasks				
8	My team members are periodically rewarded for their work of contributing to the overall team goals				
9	My team members are aware of their own cognitive processes and are able to understand and manipulate them				
10	Roles and responsibilities are defined for each member.				