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LEADERSHIP IN EDUCATIONAL MANAGEMENT

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ABSTRACT
Education is very crucial in achieving national growth and development consequently deserves effective and efficient leader. A leader is someone who guides and directs others to willing work assiduously towards the realization of educational goals. The leader serves as the propeller that inspires others towards goal fulfillment. The leader dictates the pace and allows participatory decision making so as to make the subordinate feel belonged thus work without persuasion for optimal goal realization. Where the leader is ineffective, there is laxity among the workforce leading to epileptic goal achievement. It is in light of this that this article discusses the concept of educational leadership, types of leadership in education, leadership qualities, challenges restricting effective and efficient leadership in education and possible suggestions.

Keywords: Role, Leadership, Education and Management.

Introduction
Education has been acknowledged all over the world as the fountain of growth and development. This explains the importance attached to education globally and Nigeria inclusive. For the mere fact that education is the key to success in achieving national aim and objectives, the role of leadership is of essence. The role of leadership in educational management is the rigorous administrative processes which plan on how to guide and direct the talents, experiences, knowledge and energies of the teachers and even parents towards the attainment of educational goals. This guidance, direction and coordination of the teaching staff involves sourcing for the appropriate and recent curriculum, assisting the teachers to break it down to scheme of work and supervising them to ensure full implementation that guarantee quality teaching and learning delivery process.

Okaforcha and Okeke (2019); Ezeaku (2014); Ucheagwu-Okoye and (2021) lucidly put that the school as a social organization is a collection of people from various places. According to the scholars, the school human factors are the students, teachers, non-teachers and the school leaders. In view of the complexity of the nature of people that made up the school community, Ezeaku (2012); Okoye (2021); Ani, Iloka and Nwakoby, (2021), noted that it is only good educational leadership that could guide and direct various

crops of people towards achieving educational goals. Ilodigwe and Nwakoby (2021); Iloka (2021); Nwakoby (2023) gave credence to the above expression when the scholar stressed that there is this common idea that the quality of leadership makes an important difference to school and students' result.

The concept of educational leadership

Educational leadership is the process of guiding, directing, inspiring and motivating others in the field of education towards working jointly to achieve educational objectives. Nwogu and Nwakoby (2021); Ughamadu, Okaforcha and Okeke (2015) posited that leadership is the ability to create an enable environment that allows the leader to manage effectively and efficiently all the human factors in the organization in such a way that encourages them to work in harmony to achieve predetermined goals. In like manner, Nwakoby (2024); Nwakoby and Chukwujekwu (2020) defined leadership as a process of ensuring that there is mutual cooperation between the superordinate and the subordinate void of persuasion and coercion. Ojimba (2021); Okaforcha and Okeke (2018); Ezeaku and Obikeze (2018) also espoused that school leader as the leader that is responsible for leading the entire school community to target and attain organizational goals.

Types of leadership in education

Educational leadership occurs in different ways depending on the individual leaders, educational qualification, knowledge and experience which gave rise to different leadership styles. According to Okaforcha and Okeke (2018); Ezeaku (2019); Nwabashili, Iloka and Ucheagwu-Okoye (2022); Okeke (2022); Nwakoby and Nwakoby (2022); Ojimba (2020); Ehigiator and Ucheagwu-Okoye (2021); Okaforcha and Okeke (2019); Ezeaku (2012); Okeke (2023); Okoye (2018)

the following leadership styles were outlined:

1. Transformational leadership: transformational leaders are proactive and they are interested in high expectations consequently inspire the employees to put in their best. They have the following skills: ability to inspire, an open mind, innovative, flexibility, admirable communicator and audacity. This type of leadership behavior set clear vision that is goal driven and lures the staff to aspire to not only achieve the predetermined goal but also to exceed such expectations. This leadership behavior acts like change agent and initiator. Success under this leadership style is based on creation of positive and motivating environment.
2. Transactional leadership: this is a type of leadership that lays emphasis on motivation to arouse the workforce to work willingly towards goal attainment. In this type of leadership job description is explicitly stated to the employees and they are compensated according to the organizational success. It employs reward and punishment approach. It maintains an exchange relationship whereby good performance attracts rewards such as praises, promotion, bonuses, and improved salaries while poor

performance is visited with punishment such as query, warning letters, demotion, reprimands, surcharges and/or eventual firing of the staff. Transactional leader listens to the workforce to ascertain their needs and aspiration so as to determine reward mechanisms once there is progress in the organization

3. Laissez-Faire leadership; this type of leadership behavior is also called delegative leadership. This type of leadership type positions the leader as a ceremonial leader because the leader has very minute involvement and gives the subordinates enough room to make their contribution. Supervision by the leader is somewhat insignificant as the members operate on their own capacities. This leadership style allows members to work independently without interference with the leader. This type of leadership style derails attainment of educational goals due to excess freedom giving to the staff.
4. Autocratic leadership: this is the type of leadership style where one person takes control of the decision making and allows minimal contribution from the employees. It is often referred to as a "one man squad". This type of leadership is not participatory leading to formation of cliques in an organization which is not friendly with goal attainment. It is also known as authoritarian leadership. Autocratic leadership style generates tensed atmosphere in the school environment and calls for eye-service among the workforce. This type of leadership style does not allow any contribution from the followers during decision making, gives command and expects compliance.
5. Democratic leadership: democracy is the type of leadership that allows the led to participate in leadership through involvement in decision making process. It is for this reason that it is often called participative leadership. Under this type of leadership, the followers have as a sense of belongingness thus devoted and committed to their duties for optimal results. Decision making under this leadership behavior is time consuming while on the other hand improves problem solving. There is room for open door policy, members are encouraged to make inputs during decision making. It also seeks collaboration and teamwork among the workforce.

Leadership Qualities

Educational leadership is very demanding and requires not just educational qualification but also good personal quality. This is affirmed by Iloka (2023); Nwakoby and Ilodigwe (2022); Ibe (2022); Chike Okosa, Ibe and Ojimba (2023); Okeke and Okaforcha (2018); Ibe, Nwakoby & Ihediuche (2024); Okaforcha and Okeke (2020); Ibe and Udeoji (2019) Ucheagwu-Okoye (2019) as follows:

1. Empathy; a good leader should be able to feel for his/her followers so as to accord them humane treatment and lead them towards goal realization. Empathy is the ability to comprehend the feelings of others as if the leader is directly affected. In an organization, the workers are in some instances besieged by a good

number of challenges. These problems could be associated to the job duties, these challenges could pose a stumbling block in the process of job performance which in turn results to poor output. The workforce needs to communicate to the leaders these bottle-necks for necessary action. The leaders need to understand the feelings and problems of others and proffer possible solutions. The leader should equally create room for employers' personal needs and aspiration in the allocation of duties as to enable them attends to their personal and family related matters.

2. Integrity; Integrity is the act of being straightforward, truthful and simple which portrays a constant and inflexible loyalty to sturdy ethical and decent principles. Integrity is seen as sincerity, frankness and exactness in one's dealings.
3. Communication skills; communicates effectively with the subordinates to ensure smooth flow of information for organization's success. Communication is the gate way to information dissemination. It is only through effective communication that the workforces get to know the target goals and the job allocations to attain set goals. Once communication is distorted, the staff finds it difficult to realize your mission, goals, and dream.
4. Active listening; a good leader listens actively to the members and handles their problem accordingly.
5. Courage; the leader is courageous and as such a pacesetter. He leads while others follow. Leadership sometimes deals with formation detested decisions which need a certain level of valor. If you want to be more courageous you need to be innovative, instill more trust and confidence in others, as well as be able to face difficult situations that others would leave unmet.
6. Collaboration; a good focus on relationship-building for goal attainment. The leader collaborates with other leaders for effective competitive spirit that extol not just high productivity but also the quality assurance.
7. Adaptability; a good leader adapts easily to changing situation which education is known for. In the face of change and innovation, the leader should be able to adapt and encourage the workforce to follow suit.
8. Ability to take informed decision; a good leader should not just be futuristic but one who takes informed decision that could stand the test of time.
9. Problem solving: leadership position is saddled with a whole lot of challenges consequently the leader must possess the ability to solve existing and in-coming challenges all of the time.
10. Creative; this is the process of being initiative and creative. Creativity and innovation is to be brought about in the implementation of tasks.
11. Resilience; this implies the abilities to pull through promptly from troubles.

Challenges

Educational leaders are often times faced with enormous challenges which distort the

objectives attainment as outlined by Ojimba (2023); Okeke and Okaforcha (2020); Iloka (2022); Ojimba (2024); Okoye (2017); Okoye (2016); Ibe (2019); Okoye (2017); Ezeaku (2013); Okoye and Ucheagwu-Okoye (2021); Nwakoby and Nwakoby (2023):

1. Responding to changing technology; one of the challenges facing educational leaders is the inability to respond swiftly to changing technology. This is because every change requires planning and it is through planning that logistics are sourced and provided. In this context, most change in technology comes impromptu as a result, no trained staff in the needed area and no facilities to properly effect the change. This has been a problem to the school administrators.
2. Insufficient teaching staff: most schools are without adequate number of teaching staff to the extent that some are allowed to teach subjects outside their study area. This has resulted to the poor academic performance of students in most cases. The educational leaders are incapacitated in the face of low numerical strength of the teaching staff.
3. Lack of educational facilities; facilities just as the name suggests is mover in education industry. It facilitates the smooth implementation of the school programmes, events and activities leading to maximal goal realization. It is therefore very necessary that educational leaders be equipped with sufficient educational facilities both in quality and quantity. It becomes a problem to the educational leaders when these facilities are insufficiently provided or totally lacking.
4. Government policies; government policies have been a stumbling block for the educational leaders as it comes with every change in government. These incessant changes in policies drastically affect educational programmes and events especially in an unstable government. Most times the interest of the government on educational matters also affects educational policy.
5. Lack of funding: insufficient fund provision in education has posed a very big hindrance to educational leaders. Almost every programme or activity in school requires fund for it to be executed and when this fund is not sufficiently provided, the school administrator becomes paralyzed in carrying out the legitimate duties.
6. Misappropriation of fund: most educational leaders lack the ability to control fund allocated to them for educational purposes. Some either involve in extravagant expenses while yet others appropriate the fund to themselves for personal use.
7. School community: sometimes, the host community where the school is located appears to be hostile thereby attack the school administrator in various ways which include but not limited to; land dispute, vandalism etc.
8. Members of the school community: some of the school personnel tend to be against the school leadership especially when the administrator is autocratically inclined.

This leads to clique formation which means the leadership acumen.

9. Government appointment of educational leadership: most of the time, the government in power appoints educational leaders based on party affiliation irrespective of area of specialization the competency. This has made leadership a dilemma in the hands of those appointed by the political big-wigs which has traumatized the entire educational system.
10. Insecurity: insecurity is one the major challenge facing education/school leadership. In many parts of the country. Schools have been attached in various ways, there has been series of school children being kidnapped even the educational leaders are not left out. This has remained a source of worry to the lovers of education most especially the school administrators.

Conclusion

Education is the key to success consequently requires an effective and efficient leader who is goal oriented. Exploring various leadership styles enables the leaders and potential leaders as well to ascertain the most adoring leadership style that imbues with the staff that spirit of cooperation, oneness, team work, commitment and devotion to the performance of their job for maximal outcomes.

Suggestions

Following the challenges facing the educational leadership, the under listed suggestions were made:

1. The government or appropriate educational agency should be proactive and ensure that change in technology is planned and fund set aside for its implementation. This done by ensuring that specialists are trained and needed facilities provided for effective change when need be.
2. The government should ensure adequate provision of qualified teachers according to the school's population to meet up the standard teacher/student ratio.
3. There is urgent need for the ministry of education to provide adequate necessary educational facilities to enhance full implementation of educational policies leading to objectives attainment.
4. The government should be made to be aware of her incessant policy changes to educational leadership in particular and to the learners as well as other stakeholders in general.
5. The government should see education as the basics for national growth and development and as such provide adequate fund for effective and efficient educational leadership.
6. The educational bodies should device measures to control the educational leadership in financial disbursement by ensuring that auditors are sent to schools to ascertain the financial position of school administrators as well as the usage. Accounting is very crucial in this regard.
7. The educational leaders should ensure that there is mutual relationship between the school and the host communities so as

to guide against intrusion and other unwanted acts from the communities.

8. The educational leaders should deem it fit to establish level playing ground for both the teaching and non-teaching staff so as to avoid formation of clique which distorts administrative flow.
9. Appointment of educational leaders should be based on educational qualification in relevant field and competency not on political, religious and tribal affiliation.
10. Digital security measures should be speedily installed in schools by the school authority since the traditional ones in use do not give desired protection. This is to ensure security of the lives of the school community members.

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