

Leadership and Strategy Development for Goal Attainment in the 21st Century Educational Institutions

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ABSTRACT Effective leadership motivates individuals to accomplish goals or makes positive changes in their lives and work empowerment. It causes individuals to meet challenges, take responsibility and become involved in what they are doing. It involves doing careful planning, organizing, controlling and staffing the organizational structure with people who are as competent as possible. Leadership has been considered one of the most important elements affecting organizational performance. This is so because goals and objectives of the organization are accomplished. It has also been the focus of attention of behavioural scientists because the leader has a significant effect on the behaviour, attitudes and performance of employees. So leadership has been studied and researched for a number of years resulting in numerous theories and models. However, all these leadership functions accomplish little if the leaders do not know how to lead people and to understand the human factors in their operations in such a way as to produce results. The paper therefore examined bases and characteristics of a leader, Leadership theories and management techniques. It was then recommended that the school administrator should orchestrate the various leadership styles, strategy development, and school vision, focuses on team building and creates a collective school vision that is clear, compelling and focuses on the needs of all the stakeholders.

INTRODUCTION

Leadership according to Ani and Umeroh (2014) is that ability to know what one wants as a leader, where he wants to get it and how he wants to get it. Ani (2007) cited in Ani and Umeroh (2014) defines leadership as the ability to stimulate, motivate, sensitize and galvanize one's subordinates into achieving effectively a stated objective. It also borders on the ability to inspire others to bring out the best in them with the main aim of achieving a set goal. Leadership is an important concept in educational administration because it plays a major role in achieving school programmes, objectives and goals. Indeed every human organization small or large is structured to have leaders and followers. An organization without leadership can at best be described as a scene of confusion and chaos. In the industry according to Iluno (2010), the leader is the motivating factors and magnetic force that binds man and machines together such that the objectives of the group can be realized. The educational leadership provides the required focus and thrust for people to work. When the leadership in an organization is seen to be effective, there is progress but when it is seen to be defective, the organization declines.

The following basic concepts can be deduced from the various definitions of leadership: It involves other people, followers or subordinates; it involves the use of influence; leadership process involves unequal distribution of power among leaders and followers; it is an ongoing activity engaged in by certain individual in an organization, and it focuses on the achievement of goals. The bases of a leader's power could include the ability of a leader to influence, persuade and motivate the followers. It depends on the perceived power of the leader and there are five different sources or bases of leaders' power according to Akinloye (2008). Reward Power derives from the ability of the leader to control and administer rewards to those who comply with directives. The rewards may be in form of salary increase, promotion, recognition, praise etc. Coercive Power is derived from the ability of the leader to administer punishment in form of reprimands, suspension without pay, termination of appointment, dismissal, and forced retirement for workers who fail to comply with the directives of the leader. Legitimate Power is derived from the individual's position or role in the hierarchy of the organization. It could be considered as the power of lawful or formal au-

thority. Expert Power is the power derived from superior competence or special ability, skill or knowledge. So, the leader is recognized and respected because of his expertise. Referent Power is derived from the attractiveness, appeal and charismatic traits of the leader. The charismatic leader has the charisma to inspire and attract the followers (Iluno 2010).

Research Objectives

The study was specially designed to investigate into the leadership and strategy development for goal attainment in the 21st century educational institutions. The study is also expected to make suggestions and recommendations that could enhance management and attainment in the 21st century educational institutions. Specifically the focus was mainly on characteristics of an educational leader, forces in the school administrator, management techniques, staff motivational strategies and student management techniques.

METHODOLOGY

This paper is a desktop study that adopts theoretical approach of reviewing record keeping management practices and legal issues in the school system

OBSERVATIONS AND DISCUSSION

Characteristics of an Educational Leader

Leadership at any level of management must take responsibility for preparing, reviewing and monitoring the organizations and policy. The leader should also take part in regular improvements of the organization to ensure it is understood at all levels of the organization. Some of these characteristics could be more naturally present in the personality of a leader. However, each of these traits could be developed and strengthened. Some of the characteristics of a good leader are thus highlighted below:

Authority is the legal, legitimate or formal right of a leader to issue instructions and directives and disseminate them. A leader without authority will not be able to direct and control his subordinate to the extent of achieving set goals. The Rector of a Polytechnic or Provost of a College of Education or the Vice Chancellor of

a University may not be able to award the certificates and degree if the authority to do so is not vested in him (Iluno 2010).

Power is the leadership ability that makes subordinates take instruction from the leader or superior and obey it instantly. It is the leadership ability to influence the subordinates. The leader must have capability to query inefficiency and punish the erring subordinates. Expertise / Competence is the Leadership ability, skill, expert knowledge competence, capability, intelligence, wisdom, knowledge, qualification of the leader must exceed those of his subordinates in the organization. This is required to gain the cooperation of his subordinates and to solve problems.

Decisiveness is key to leadership. The leader must be able to make wise decisions and act without hesitation in respect to them. He must be able to choose the best out of alternatives before him. The leader must be able to use his initiative at all times and recognize when an action is required and implement it without delay because the subordinates depend on his directives. A leader must be committed and conscious of his responsibility. The glory and success of the organization are usually shared with the members while the blame as a result of failure lies on him. A good leader must be able to delegate authority for optimum achievement of the organizational goals. The leader must be friendly, cheerful, sympathetic and understand every member of his organization (Iluno 2010).

A leader must be disciplined; an indisciplined person does not fit to be a leader. A good leader must be trustworthy and live a life of honesty and integrity. A good leader must have probity. He must not call himself what he is not. He must be trustworthy, lives a life of honesty and integrity. He should at any level of management be enthusiastic about his work and roles as a leader. He/she needs to display passion, dedication and sense of inspiration to motivate the subordinates to put in their best in spite of the fact that leadership responsibilities and roles differ from organization to organization, the leaders need to be seen to be part of the team working towards the goal attainment (Ani and Umeroh 2014).

Confidence is the key to effective leadership. To lead and set direction, a leader needs to appear confident as a person and in the display of leadership role. Confidence in the leader will

inspire confidence in the subordinate and draws out the trust and best efforts of the team to complete the assigned task well. The leader needs to function on orderly and purposely manner during the times of crises and uncertainty. This is because the subordinates will look into the leader to find reassurance, direction and security when the leader portrays confidence and a positive demeanour at this critical period. A good leader tolerates stormy situations, emotional displays and crises. He/she does that because they are not permanent, they will come and go and a good leader takes these as part of the journey and keeps a cool head, composed and steadfast to the main goal (Ani and Umeroh 2014).

A good leader keeps focused to the main goal and thinks analytically. While keeping to the goal, the leader breaks the goal into manageable bits and steps and makes progress towards it. A good leader should be committed to excellence and in service for the best. Second best is not good enough for him/her. He maintains high standard and he is proactive in raising the bar in order to achieve excellence at all times in all areas. Closely linked with excellence is that the leader needs to be sincere, straight forward, approachable and always at alert to get the best out of people with being unnecessarily aggressive (Ani and Umeroh 2014).

A leader must be continuous learner and be willing to learn to improve himself and encourage others to learn, understand the complex social, political, cultural and economic situations of administration for effective use rather than exploitation. He should avoid unnecessary envy, jealousy and accept blames for his mistakes. He should not be proud or stubborn in making judgment and decision. Good Leaders are outspoken and they know what, how, when, where to say the right thing. They are always prepared and not leaving things to chance. Instead they control situations through preparations. Good leaders do not display egos and they are concerned about others as against being a self centered individual. They are great mentors and know how to train others. Finally, good leaders concentrate on staff's strengths and not their weakness. Traits Theories are referred to as the "great man" approach to the study of leadership. It is based on the belief that leaders are born not made. Leaders are believed to possess certain traits that made them effective leaders which include: intellectual,

emotional and physical characteristics. Leaders are believed to be more intelligent than the followers. Effective leadership is characterized by alertness, integrity, originality, self-confidence, initiative, self-assurance, ability to act and initiate actions independently. There is a positive relationship between supervisory ability and leadership effectiveness (Iluno 2010).

Leadership Behaviour Approach explores the relationship that exists between the leader's behaviour and the work group performance. It sought the one best style as leadership that would be effective in all situations and ignored situational factors. Leadership style is defined by the extent to which the leader seems to show concern for, focuses on or seems oriented towards the needs or feelings of people and his or her relationship with them. Two types of relationships were identified: Task-oriented refers to the tendencies the leader shows for work accomplishment while Relationship-oriented refers to the leader's tendency to show concern for people in displaying leadership behaviour (Kazeem 2014).

Situational/Contingency Leadership Theories

These theories agree that neither the personality trait approach nor the search for the best Leadership style or behaviour was adequate to deal with the complexity of the leadership task. The theories believe that effective leadership depends on the leader's actions or attributes as well as situational or organizational behavior (Ani and Umeroh 2014).

Akinloye (2008) noted that leadership effectiveness depends upon the fit between personality, task, power, attitudes and perceptions. Akinloye (2008) maintain that a leader should not choose a strict "autocratic" or democratic style; rather, the leader should be flexible enough to cope with different situations. They suggest that a school administrator should consider three sets of "forces" before choosing a particular leadership style that is forces in the management of subordinates and forces in the situation.

Forces in the School Administrator

The behaviour of a leader in any particular situation is influenced by forces operating within the leader such as his value system, background, experience, knowledge, confidence in subordinates, leadership tendencies and security. A school administrator who strongly val-

ues individual's freedom, is self-confident and has trust for himself and may allow subordinates a great deal of independence in their duties.

Forces in the Subordinates

Individual characteristics, behavioural pattern and expectations affect subordinates personalities. A good administrator can allow greater participation under the following conditions: When the subordinates seek independence and freedom of action, When the subordinates want to achieve decision making – responsibility, When the subordinates identify with the school's goals, When the subordinates are knowledgeable and experienced enough to deal with the problem effectively, When the experience of the subordinates with previous bosses leads them to expect participative management, the school administrator may have to adopt an authoritarian style when these conditions are missing but can vary his/her behaviour once the subordinates gain self-confidence in their duties (Iluno 2010).

The situational forces to be considered by the school administrator include the school climate, nature of the subordinates, duties, attitude of the staff towards constituted authority, effectiveness of the work group, the pressure of time and the nature of the problem. For example, in an emergency case, it might be difficult to involve others in decision making, thus making participatory style unworkable. Also, a complex problem that requires highly specialized skill and knowledge may not give room for participatory management style. There are three types of followers according to Saka (2009) in which followers in the school system can fall into and they are as follows: Neutral Followers: In a school system if the followers are neutral, it may be that the principal is making irrelevant point or there may be communication gap or the followers are the responsible type who do not need anybody to supervise them before doing their work. Hence there will be problem in the school if the principal fails to check his mode of administration. To cope with neutral followers, the principal needs to identify and emphasize the relevance of the speech to the followers' lives, information must be presented in a clear and precise manner, when the followers are not properly informed about what is going on, the leader needs to educate them by presenting his facts, illustrations, in-

stance, and data on the subject, when the followers are indecisive on a particular issue, the speaker should present more information on the side of the argument towards which he wants his followers to learn. He should present stranger argument in support of the particular side he favours (Ani and Umeroh 2014).

According to Iluno (2010), in a school system if the followers are hostile, the leader may be jeered at or physically affected followers do not agree with principal as a leader. In this case, the school will not be conducive for learning again, this can even lead to riot and the objective stated will not be achieved. There will always be the need to change the leader. To cope with the hostile followers, the leader must understand the cause of the hostility so as to know how best to approach his topic, avoid raising the point of disagreement or controversy until most of his major points have been made, identify and emphasize areas of agreement. If a hostile audience realizes that it shares some ideas with the speaker, the follower is likely to listen to them, present facts, data, statistics and quotations rather than engage in making general statements and establish credibility. The principal should be believable, sincere, reasonable and broad minded. Some attention should be given to his dressing, position and tone of voice (Ojo 2012).

In a school where followers are favourable, there will be little or no problem. The leader and followers relate with each other and they are both in agreement. The followers recognize the leader as there leader and also the leader recognizes his followers. Even when the leader has his own personal mistakes a favourable follower is likely to overlook. A leader who faces a favourable follower is lucky in certain respects: Both the leader and the followers are in agreement about the issue(s) to be raised, the fact that both the leader and his followers are favourably disposed to each other means that both the speaker and speech are most likely to be acceptable to his audience, even when the leader has his own personal weaknesses or makes mistakes, his favourable followers are likely to overlook such shortcomings. However, a favourable follower is not a problem free fellow for the leader. Indeed the fact that both the leader and his followers agree on many issues, poses a challenge to the leader because the followers may be passive. Therefore, whenever a favourable follower is to be addressed, the leader must make sure

that, he appeals to the follower, adopts an aggressive posture, challenges the followers into activity, make concrete and specific suggestions about what the follower must do concerning topic.

The followers should obey and respect their leaders; they should be loyal to their leader and their society. Followers should criticize constructively bad leadership, contribute to the success of society through their hard work and sacrifice, be committed and dedicated to the achievement of their group goals. But they should not allow themselves to be cheated and used to attain the private interests of their leader; followers should obey the laws made for the benefit of their society. Such laws include those that guide the family, school, village or town life and traffic. Their obedience makes the task of the leader easier. With the increased complexity of educational administration, it thus becomes more apparent that administrators must make use of many techniques that are available. Some of these management techniques according to Saka (2010) are:

The Delphi Technique

This technique is a method of assessing group opinion by individuals through responses to a series of successive questionnaires rather than through a series of group meetings. This provides a more objective means to: assess the range of ideas about goals and objectives, give priority ranking to these goals and objectives and establish the degree of consensus about goals and objectives. The method consists of a set of procedures for eliciting the opinion of a group of expert people. The procedure includes: Participants are to list their opinion on a specific topic in form of brief written statements to prepared questionnaires, for example recommend activities or projection predictions for the future; Participants are to comment on the desirability, suitability, feasibility and timing of these developments; Their statements are received and clarified by the investigator; In the second round, the investigator gives each expert a refined list and a summary of responses to the items and if in the minority he or she is asked to revise or indicate reasons for reminding in the minority; The investigator repeats step 3 and 4 as often as necessary until consensus is reached; the investigator receives the last round of the questionnaires which he then summarizes in a final report (Ani and Umeroh 2014).

Benefits of Delphi Techniques

It eliminates many of the interpersonal problems associated with other group decision-making approaches; It enlists the assistance of experts and provides for the efficient use of their time; It allows for adequate time for reflection and analysis of a problem; It provides for a wide diversity and quantity of ideas and it facilitates the accurate prediction and forecasting of future events.

Planning Programming, Budgeting System (PPBS)

This system was designed for the management of educational resources in local school districts by the Association of School Business Officials. It is an approach to cost-effectiveness which seeks to make the best use of available resources in the attainment of organizational goals through budgeting on a programme rather than on a line – item basis. The objectives are: Priorities are weighed and stated in operational terms among alternatives; Identified objectives are analyzed and choice is made considering efficiency in terms of resources; It is set to accomplish the stated objectives of the organization by comparing the cost of programmes and relate these to current activities, evaluate them in terms of priority and allocated resources to ensure maximum effectiveness; It gives room for improving on how limited resources are to be allocated among various programmes. The procedures in Achieving the Objectives are: Identification and definition of objectives; Development of programme structure; Allocation of resources; Operation of programmes; Evaluation of programmes and Feedback Report (Ojo 2012).

PPBS budget clearly establishes what a programme is expected to do and what its cost will be and the system makes use of man intuition and judgment by stating problems more precisely by discovering new alternatives and by making explicit the comparison among alternatives. The system pointed out clearly five major categories of data which must be developed in order to estimate, evaluate and report within the multi-year framework of PPBS. These are: (a) pupils' data (b) programmes' data, (c) personnel data (d) facilities data and (e) finances (Ani and Umeroh 2014).

Management by Objectives (MBO)

Management by objectives has been described as a process whereby the superior and subordinate managers of an organization jointly identifying its common goals, define each individual's major area of responsibility in terms of the result expected of him and use these measures as guides for operating the unit and assessing the contribution of each of its members. The following key elements of a good MBO programme performance appraisal plan have been identified by Gray and Burns. The participants must be skilled in the process and committed to seeing it through. The system must define the jobs of all participants, Each person's performance objectives must be tied to larger organizational goal, appraisal must be used as a staff development process as well as a vehicle for achieving organizational goals, the system must provide certain rewards and sanctions for the achievement or non-achievement of objectives, the system must be constrained as little as possible by negotiated contracts, sufficient resources must be allocated to support the programme, sufficient time must be provided and paper work should be kept to a minimum and that the system must be flexible and allow for crises situations.

The Benefits of MBO

It allows the subordinate participation in the goal setting process; It makes provision for a better statement of what is to be done and how performance is to be measured; MBO could be used by actually any organization, public or private; It leads to mutual respect between superior and subordinate; It provides the basis for effective decision making, communication and control through its emphasis on participative decision-making and two-way communication.

Queuing Technique

This is one of the problems which are solved with the use of operation research or techniques. Others include: Allocation, Inventory, Sequencing and Coordination, Replacement, Routing and Search. Problems arise when people queue in order to be served or when paid employees have to wait to use organizational resources which cannot go round. Here, people waiting for service could lose their patience and walk away. This leads to loss of customers and produces a bad image for the organization. On the

other hand, the academic staff, non-academic staff and other workman who have to wait to use tools/machines is paid for the minutes/hours for which no work is done while waiting. This may likely result in higher overhead costs for the organization and eventually the customers. Therefore, there is need to minimize waiting time of points of service. But there will also be times when there may be none at all to be attended to and it is impossible to predict exactly how many people that will be at any given time. At the same time, the organization may want to incur additional staff salaries for people who may be under- utilized. The problem therefore is to find an option balance between making available adequate facilities to minimize any delay waiting and providing some facilities that the long waiting causes on both sides of the organization and the customer (Ojo 2012).

Programme Evaluation and Review Technique (PERT)

Steps Involved include the Identification of the activities involved in the project and determining the sequence in which the activities must be completed. Network showing the sequence could be drawn and estimating the needed time for the completion of each activity. Any unit of time could be used (e. g. hours, days, weeks). Computing the time required to complete the project and determining the time at which each activity must be completed in order for the entire project to be completed on time.

Usefulness of Programme Evaluation and Review Technique (PERT)

It can improve the planning, controlling and decision making skills of the school administrators. It helps an administrator to arrive at decisions in an objective manner that will enable more prudent utilization of resources available for the completion of a project in a given period of time. It can be used in planning and developing internal and external audits. It forces managers to plan because it is difficult to make time event analysis without planning and seeing how the pieces fit together. It forces planning down the line because each subordinate manager must plan the event for which he is responsible. It concentrates attention on critical elements that may need correction. It makes possible a kind of

forward looking control. The network system with its subsystem makes possible reports and pressure for action at the right spot and level in the organizational structure at the right time. The weakness of PERT are that, It cannot be useful when a program is nebulous, It is not possible for routine planning of recurring event, it could be expensive to plan and implement and It emphasizes time not costs (Akinloye 2008).

Performance and Cost Evaluation (PACE)

PACE is aimed at assessing the effectiveness of a group assigned to a task and also for controlling the input of the human factor in the production equation. PACE is divided into two parts: PACE measurement which is an index based on four factors which are: Number of persons assigned to a job, Number of person idle, Persons outside the task area and Group effort rating. PACE programme which is a graphic analysis showing the PACE measurement index and other related indices viz: a. Personnel requirements. b. Budget realization. c. Scheduling. d. Quality control. e. Parts shortages. PACE does not measure individual neither do names of individuals appear in records rather the purpose of PACE is to control the human effort factor and the idle time of employees (Ekundayo 2010).

Brainstorming

It is a technique for creatively generating alternative solutions to a problem. The unique feature of brain storming is the separation of ideas from which managers, school administrators can choose when evaluating alternatives and making their decisions. The following rules are central to this technique. Other people's ideas are not evaluated, discussed or criticized until later. Freewheeling is encouraged, it encourages and welcomes quantities of ideas, and it encourages "piggybacking". Group members should try to combine, embellish or improve on an idea (Ani and Umeroh 2014).

Nominal Group Technique

Unlike brainstorming, the nominal group technique is concerned with both the generation of ideas and evaluation of these ideas. The process of decision making in nominal group has six steps which are: Silent Generation of

Ideas. Five to ten minutes are allowed for this phase; Round – Robin Recording of Ideas: The main objective of this step is to get before the group an accurate list of ideas that can serve as a compilation of group ideas; Discussion of Ideas: The leader reads each item and asks the group if there are any questions, needs for clarification, agreement or disagreement; Preliminary Vote on Item Importance. The average of these judgments is used as the group's decision; Additional Discussion: The voting patterns are analyzed and reason examined to determine if a more accurate decision can be made and the final voting occurs in the same manner as the preliminary vote, by secrete rankings. This decision completes the decision procedure and provides closure. The nominal group technique provides for both greater expression and evaluation of creative ideas by group members than either brainstorming or ordinary group decisions (Ani and Umeroh 2014).

Dialectical Inquiry

The procedure for dialectical Inquiry is that the process begins with group formation of two or more divergent groups to represent the full range of views on a specific problem; each group meets separately, identifies the assumptions behind its position and rates them on their importance and feasibility; Each group debates other groups' position and depends its own; information provided by all groups is analyzed and an attempt to achieve consensus among the positions occurs. Strategies are sought that will best meet the requirement of all positions that remain viable. A full consensus does not always follow. Nevertheless, the procedure can produce useful indicators of the organizations planning needs (Akinloye et al. 2008).

Dynamic Programming

This technique divides the problem into a number of sub-problems or stages. The decision made at each stage influences not only the next stage but also every stage to the end of the problem. The defect of this technique is that it does not have standard ways to formulate problems and solve them unlike the linear programming which makes use of standard ways of formulating problems and solve them (Ojo 2012).

Staff Motivational Strategies

It may not be enough to staff the school adequately in quality and quantity but it is utmost concern that the staffs are mobilized to ensure effectiveness and efficiency of the educational system. The school leader needs to be more concerned about the job behaviour of staff by directing his/her attention to both homothetic and idiographic dimension of the job. Both the school needs for achievement and staff needs for promoting their welfare is equally relevant and complementary and not mutually exclusive. Adeyemo et al. (2011) identify the same key motivational techniques that are discussed below:

Staff Development

All types of jobs require some form of training for effective and efficient performance. So all employees - new or old should be trained and retrained regardless of the previous training, education and experience. The training and retraining are necessary to prevent redundancy and obsolescence. Staff training and development help to make a significant contribution to the overall effectiveness and profitability of an organization. The need to perform the job efficiently and know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity makes training and development absolutely compulsory. Some of the available development programmes include sandwich programmes, workshops, conferences and seminars, study leave with or without pay (Adeyemo et al. 2011).

Evaluations of Teachers Performances: These are necessary to determine the extent to which the system is keeping with the standards and objectives for which it was established. Evaluation takes the form of formative or summative approach. The formative evaluation will improve the professional competence of staff while the summative is to provide the basic information needed for decision making. The purpose of staff evaluation is to promote professional excellence and improve the skills of teacher, improve student learning and growth and provide a basis for the review of teacher performance (Adeyemo et al. 2011)

Staff Remuneration: The ministries of Education at Federal, State and Local levels, the teaching services commissions and other stakeholders should be encouraged to ensure improved condition of service for teachers especially with regards to early payment of salaries and benefits, hospitalization, entitlement, sick leaves, study level, retirement benefits etc.

School Management - Staff Relationship: The school management has the responsibility for identifying with the social and psychological needs of the staff. The school management should be able to establish good working relationship with the staff both academic and non-academic thus promoting their morale and commitment to the systems goal.

Effective Communication: Effective communication is the key to good management while ineffective communication inevitably leads to administrative chaos. This is because effective communication is a prerequisite for implementing organizational strategies as well as for managing day to day activities through people. At the secondary school level, the principal is the pivot of the communication network and obviously the liaison officer between the school, the parents, the board of governors, the school community, the ministries of education and other stakeholders in education. Communication gap should be avoided between the principal and the staff. So, all relevant information communicated to him must be disseminated in turn to teachers, parents, students and other interest groups accordingly.

Participative Management: An effective leader would always strive to involve the staff in the decision making processes and the general administration of the school. This is capable of improving staff commitment, morale, job satisfaction and the resultant school effectiveness. Staffs need to be involved in the democratic process of staff meeting, selection and procurement of school facilities, participation in curricular and co-curricular activities in the school.

Infrastructural Material: The secondary school management as headed by the principal and should mobilize for the necessary provision of essential instructional materials to supplement teaching learning process. He could solicit for the cooperation of Parent Teacher Association, alumni Association, the School Community, Private individuals, philanthropic and voluntary

organizations for the provision of some basic amenities in the school.

Avoidance of Prejudice: The school principals, provosts, rectors and vice chancellors should avoid prejudice. Students and staff should be assessed on their merits without necessarily bringing biases and sentiments.

Initiative, Creativity and Innovations: Creativity, originality and innovations should be encouraged. Teachers should be given enough incentives to introduce novel, creative and dynamic approach to teaching and learning especially with regards to curriculum, instructional aid and improved technology to all subjects. This helps to make education more relevant. Staff should be current with relevant books, magazine, periodicals and journals for them to digest in order to provide the relevant inspiration for creativity.

Appeal to Basic Emotion: The primary emotions include love, honour, duty, gain, success and cam-spirit. School administrators perform better when they show love and intrinsic interest to the staff, given them honour, identify with their success, gain and encourages team spirit.

Equity: Common yardstick should be used to assess the staff by the school administrator and should avoid double standards as they are capable of generating bad blood among the staff.

Staff Supervision: It is quite important to stress that supervision of instruction and administration should be accorded the equal needed priority in the allocation of time. This will help the school administrators to determine the strength and weaknesses of the school.

Delegation of Responsibility: The school administrators cannot be effective, efficient and even succeed without delegating some important functions to the Vice Principals/ Heads of Departments, Unit Heads, Year Tutors, Committee Members. However, the principal should provide the necessary resources for carrying out the authority delegated.

Commendation: Money is not everything; school principal should learn to praise and commend staff for job done satisfactorily while unsatisfactory performance should be politely corrected not condemned. Verbal praises and commendations are necessary to manage the ego of the staff.

Good Examples: The principal should be an embodiment of decency and diligence in all their

ramifications. He/she should show good leadership styles in punctuality and attendance in school, financial matters, relationship with staff and students, personal emotion, teaching and supervision. He as the leader should comply with the laid rules and regulations in the school to enable other members of staff to emulate him/her.

Student Management Strategies: Students are the major beneficiaries of the school system and the school administrator has the responsibility to ensure that students derive maximum benefit from the school. The main concern according to Adeyemo et al (2011) is to ensure total development (cognitive, psychomotor and affective domains) of the students and the main focuses of school management of students include:

Management of Student Admission: No matter the procedure for admitting students into the school, it is so important that admission process should be objective, rational and should be given to qualified and teachable candidates. It is very important that enough attention should be given to this vital aspect of human resources management. The main aspects of student academic service that need the close attention of the school administrator include (Kareem 2014).

Special Ability: These are usually gifted students with special ability to learn faster with relative ease in a particular subject or skill. For instance, some students are good in science subjects while some are good in Arts or commercial subjects. As a result, students are carefully grouped into science, Arts and commercial classes. These grouping system demands the careful monitoring of the school counsellor, subject, teacher and even the school principal to ensure that students are appropriately classified (Kareem 2014).

General Learning Ability: This is mainly used for grouping an admission to primary schools and the former secondary school. Because of the student age, all the students are made to offer the same subjects without necessarily giving them the opportunity for option. Their mental age is a major criterion here. The student is later given the opportunity to make choice of subject in the senior secondary schools according to their ability and interest. Other grouping criteria could be based on age, gender, physical appearance, socio-economic background, social maturity, counselor and teacher rating of student academic ability of intelligence.

The principal should therefore ensure that student interest, ability, aptitude and peculiar needs are carefully taken into consideration in the process of student grouping in the school (Adeyemo et al. 2011).

Planning of Curricular Activities: The Principal or vice principal does the allocation of teachers into classes. The interest of teachers and student should be put into consideration. Other considerations for effective management include the available instructional facilities, student number, teacher student ratio, instructional content to teach and method of evaluating the effectiveness of teaching learning in the school. School time-table is done either by the vice principal or delegated to a senior tutor or Head of Department. Factors to consider include student age, nature of the subject, weather, space, sex and other related environmental factors. The principal should also ensure the provision of standard library, adequately equipped, staffed and located to promote teaching and learning in the school.

Supervision of Instructional Programme: Most school administrators devote more attention to administrative supervision to the detriment of instructional supervision. The supervision of instruction should not be limited to the teachers alone but should be extended to the students. The principal needs to conduct regular random supervision of student attendance in classes to see classroom performance quality and quantity of instruction. The quality of instructional supervision is a reflection of importance attached to effective management of students for the accomplishment institutional goals and objectives.

Evaluation: The principal should place emphases on continuous assessment of students and terminal examinations to determine their academic progress, promotion and subject selection. Evaluation should be in the areas of cognitive, affective and psychomotor domains of teaching which make a total child. Assessment forms could also be administered to randomly selected students to ascertain the effectiveness, relevance and adequacy of the school programmes. Evaluation helps to verify the extent to which the set goods have been achieved and to appraise the total system in terms of available educational resources, the school system, relationship with the school system and recycling of system objectives. Emphases should be

placed on continuous assessment of students and end of term examinations to determine student progress, promotion and subject selection.

Management of Student Counselling Services: The school principal, counsellor and teachers should offer career, health, occupational, educational information, placement and follow-up counselling service for the total development of the students. The principal and his/her team need to show greater interest in securing, recording and interpreting data concerning student total development. As a result of this, there is the need for cross longitudinal case studies; clinical and observational records of the students. In doing these, the social, physical, moral and intellectual well-being of the students should be of great concern.

Management of Student Welfare Services: This is capable of generating crisis in the school system if not properly handled. The important areas of student welfare service include:

Appointment of Co-ordinator of Student Affairs: The principal should appoint an experienced and responsible teacher as the coordinator of student affairs and report back to the principal on regular basis for implementation on action on student needs.

Prefectoral System and Student Council: The principal should appoint a committee to be headed by a senior member of staff to see to the appointment, responsibilities and performance of the school prefects. The student council could be instituted and they could be represented in some of the school decision that border on student welfare.

Student Welfare Committee: This committee could comprise of the coordinator of student affairs as chairman, representatives of the staff, parent teacher association, Alumni, Ministry of Education, staff secretary or any member of staff as secretary. The committee should focus special attention on general welfare of students such as provision of classrooms, free from communicable disease, hostel accommodation, catering services, light, fuel, water, health, sanitation, entertainment and recreational services. The decision of this committee should be communicated to the school board of governors through the principal for approval.

Student Disciplinary Committee: This is a very important committee in the school system. The committee is concerned with disciplinary matters and should ensure moral excellence of

the students. The committee should be headed by the vice principal and recommend accordingly to the principal. In spite of principals' duty as the chief administrator of secondary school, the school system in Nigeria and other developing nations are often influenced by constant changes in the political institutions. There is rapid expansion in student enrolment. In view of the constantly changing political and economic landscape, secondary school principals are often confronted with various challenges militating against standard school management. Some of them according to Adedamola (2014) include:

Teacher Related Challenges: Low level of productivity of some teachers, absenteeism and teachers' relocation are problems of school administration. The need to bring teachers with different styles together to create a progressive climate and collaborations among teachers with different philosophies about best practices is a major challenge for school principals. Low staff morale due to irregular promotion, low pay package, societal perception of the job could reduce teacher level of commitment and the general and specific objectives of the school may not be accomplished in spite of the best strategy. This could weaken the principal's strategic management since these issues are beyond what the principal single can handedly do much about.

Student Related Challenges: The student related problems are mainly indiscipline, absenteeism, student poor health, misconduct – smoking, examination malpractices and disrespect for teachers. Holding and keeping students in schools, student discipline and inculcating an element of respect for all as well as, ability to view selves positively were found to be more challenging these days for school administration.

Parent Related Challenges: Challenges posed by parents range from lack of parental positive involvement in school issues especially with regards to the well-being of their children or ward, weak follow up of parents on their children academics and insistence on meeting the school principal for matters that do not require such. All these affect effective administration towards achieving the set goals and objectives of the school.

Fund Related Challenges: This appears to be a major obstacle to effective management of schools. Principals are not given adequate funds to run the school. Where funds are provided, the funds are neither adequate nor provided at

the appropriate time. Therefore, principal are always short of fund to carry out some key administrative activities.

Facility Related Challenges: The manifestation of poor funding of the system is shown in the state of infrastructural decay in many schools. The materials which would facilitate the teaching and learning process are not being provided adequately in secondary schools by principals due to insufficient fund.

Administrative Bottleneck: Administrative bottlenecks include heavy workload, centralized decision making, limited financial resources have been reported as bottlenecks to quality administration of school administrators.

Political Related Challenges: Political instability shows it devastating effects on the educational system with frequent changes in the educational policies and programmes. Closely related to this is the plurality nature of some multi-ethnic and multi religious countries like Nigeria do not help the situation as managing education becomes a tedious task because of varied number of interests to satisfy.

Socially Related Problem: Such social problems include examination malpractices, student cultism, incessant strike actions, sexual abuse, total or partial breakdown of societal value system.

Technical Related Problem: These problems revolve around dearth of reliable educational data to carry out meaningful researches, poor management system etc.

Future Challenges

Having identified some challenges facing leadership, and strategy development in the 21st century. It is equally very essential to highlight the new challenges to get the educational institutional leaders prepared fully. Some of the challenges according to Oladejo and Ige (2014) are discussed below.

Relevance: The local cultural values seem to have been totally neglected in favour of forgiveness. If this happens, it then become a serious challenge to the educational administrators to make sure that education is managed and administered in such a way as to be more relevant to the host community's culture, needs and aspirations. Oladejo and Ige (2014) submit that "Nigerian education must of necessity, relate to the needs and aspiration of the child, the com-

munity and the nation as a whole and also be tailored towards the rediscovery of our cultural heritage. The rich cultural heritage needs to be integrated into the curriculum by the school administrators.

Quality and Standard: There seems to be some glaring inadequacies on the different levels of educational system especially in Nigeria. It is quite difficult to believe that meaningful teaching-learning activities take place in schools. Hence, emphasis needs to be really laid on how to maintain quality and standard. This will further boost the image of certificate and educational institutions outside the country.

Student Enrolment: There has been a great increase in the student overall enrolment yearly in Nigerian primary, secondary and tertiary institutions implying that educational demand is simply greater than supply. This is a challenging area because students need not be denied education because education is basic, natural and fundamental human right to all.

Human Resources Development: Proper development of human resources in education is a new challenge in the management and administration of educational institution. Human resources must be thoroughly developed to harness other resources towards the realization of the set educational goals.

Result Oriented Leaders: It is a serious challenge if our educational administrators lack the vital managerial and administrative skills required to succeed. In this situation therefore, it is a challenge to really source for educational managers and administrators that can deliver the results to achieve the set educational objectives.

Discipline: It is a great challenge to ensure discipline in the school system. School administrators, teachers and students, all should be disciplined. To achieve this, the school supervisors and the school host communities should be at alert to the responsibilities. To achieve these, the school administrator should ensure judicious utilization of school fund to provide and maintain the physical facilities. The school administrator gives it a duty to modify the attribute of the staff and motivate them to put in their best at achieving educational goals through effective teaching learning process. The school administrator should also be a curriculum, instructional and administrative supervisor. Finally, the school administrator must be a change

facilitator with regards to efforts to improve the quality of the school. The school and administrator is the key – supporting agent for positive change (Ekundayo 2010).

CONCLUSION

In order to be effective, a school manager must possess leadership skills and knowledge of strategy development in a wide variety of areas. The concept of team building is essential in order to bring the groups of dedicated individuals at a school site together. Team work provides cohesiveness as well as a sense of vision. The school culture/climate is what sets the learning tone within a school. People are empowered through a good vision for the school. By working and communicating through teams and a vision, in a positive climate good change would occur. With a focus on these elements, school and community spirit can improve as well as students' achievement. It is a challenge of the school administrator to orchestrate the various leadership styles and strategy developments, the school vision, focused on team building and create a collective school vision that is clear, compelling and focuses on the needs of all the stakeholders. When this is accomplished the success of such school is eminent, students' achievement increases and all who share in the process will benefit thus creating a school that positively affects the whole of the community that it serves.

RECOMMENDATIONS

From the conclusion drawn from the study the following recommendations were made: Relevant educational bodies should ensure that teachers' welfare packages are improved upon and promptly administered. There should be diversification of training programs to meet the needs of teachers in their various subject areas and different ministries of Education and other stakeholders should do everything possible to motivate school leadership who in turn should motivate teachers in the areas of conducive environment, staff welfare, appropriate and regular remuneration. School leadership should make their offices open to the staff and should welcome constructive criticisms from the staff and encourage teachers to go for seminars and work-

shops to upgrade their knowledge and adopt new ideas; likewise they should also recommend duty posts that befit educational standards of teachers to boost their status for instance, making them year tutors, departmental heads etc.

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