



THE PERSPECTIVE OF LEADERSHIP IN EDUCATIONAL MANAGEMENT IN NIGERIA

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ABSTRACT

This paper theoretically examined the perspective of leadership in educational management in Nigeria. The success of any educational institution is dependent on the effectiveness of leadership style employed. Educational institutions demand a specific kind of leadership that should respond productively to the challenging opportunities created in the system. Educational leadership is centered on improving productivity in terms of students' achievement. The paper, however, looked at the general perspective of leadership, approaches to leadership, leadership styles, dimensions of leadership, educational leadership, determinant of leadership styles, leadership and management, characteristics of educational leadership, purpose of leadership, relevance of leadership to schools, core concept of leadership, and barriers to effective leadership. The paper concluded that educational leadership is a necessity as it is bent on improving effectiveness in educational practice. It was therefore suggested that: seminar and conferences on educational leadership should be always organized for mentees in our educational institutions, mentorship in leadership is necessary and should be made compulsory for all trainee leaders so they can fit into the educational leadership appropriately, the leadership should sometimes test the ideas introduced by young leaders as this will give them a sense of belongingness in the organization, responsibilities should be given to young leaders to ascertain their improvement in leadership occasionally.

Keywords: Leadership, Educational management, Perspective of Leadership, Mentorship, Effectiveness, Situational leadership, Improvement.

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INTRODUCTION

The emancipation of the term 'leadership' begins with creation. God himself after designing the Garden of Eden looks for a caretaker to control the affairs of both human and other material components in it. The proliferation of the human race and institutions also generates complexity

in the management of human and material resources. Human beings ordinarily want to live a carefree (*laissez fair*) attitude devoid of control and direction. Hence, the need for a person or group of persons who will ensure that people's actions and aspirations are controlled and guided towards a desirable direction.

A central phenomenon in an organizational setting is leadership. It stands pivotal in the success and failure of organizational activities. Leadership describes one's ability to coordinate, control and influence the action and intention of others towards a described area of interest. It is a goal-oriented activity through the use of other members of an organization. Robert-Okah (2014) observed that the term leadership as the ability to coordinate, motivate and inspire individuals or groups of workers to achieve predetermined goals. By this definition, the need to achieve goal calls for leadership. Goal achievement is a motivator and the essence for coordinating people in an organization.

Educational management cannot thrive without leadership as well as the molding of character and attitude for the future generation is a concern. Educational management centers on the formulation of policies and programs guiding the administration of education in a state or nation. Educational managers, therefore, include the ministers, commissioners, and directors of education.

Ololube (2013) and Amanchukwu (2018) explained educational management to mean the planning and formulation of educational policies or programs to achieve educational goals. Leadership at the educational management level seeks to accomplish national education objectives. This level of leadership demands highly trained educational leaders or managers that will professionally plan an education system that will incorporate the societal and humanitarian needs of the people or nation it is meant for.

BACKGROUND

The leadership perspective in education tries to express the approaches educational leaders employed in achieving broad and specific educational objectives. The educational perspective of leadership is the educational view of leadership as compared to other areas of leadership like organizational leadership, religious leadership, and political leadership, etc.

To Amanchukwu (2018), leadership in education unlike other profession is a unique form of activity that needs utmost priority because it has to do with molding of the man to understand himself and his immediate environment in particular, and his society in general. Leadership in educational management seeks to identify educational problems, formulate policies, programs, and procedures for solving such identified problems for the overall benefit of the citizenry. This is because a leader who fails to solve a problem is a problem himself.

In recent times, there is a need for leaders who are trained educationally to use human and material resources available to improve and accomplish broad educational goals. As a matter of importance, the method of achieving an educational goal is unique to education but not unrelated to other corporate establishments. The difference between educational management and leadership is that other leaders lack the pedagogy required to influence educational human resources to achieve educational goals. The reason for these lapses is simple: their area of training and goal expectation differs significantly from that of education.

The need to coordinate, direct, influence and guide the activities of members of the organization towards achieving the educational objective in educational ways chronicled educational leadership. According to Anunobi (2018), leadership arises from the need to have

one who can coordinate and direct the activities of members of an institution to achieve the goals of the organization. Most leaders failed to take cognizance of the followers as the major contributors to realizing organizational objectives. Educational leadership has a bilateral focus:

- The satisfaction of the individual needs, and
- The achievement of organizational goals.

From the educational point of view, a leader must induce followers to work with zeal, put in their best to accomplish difficult tasks. It is the human factors that bind an organization together and motivate employees to achieve organizational goals. Therefore, the actualization of human resources needs leads to organizational goals achievement.

General Perspective of Leadership

The idea of leadership springs up where there are more than two people. The nature of human relationships has been so customized to the extent that two persons are not always the same at each material time. One must be either overpower another based on the date of birth, sex, education, economics, religion, and social placement, etc. as the case may be. One who is higher than others by position or otherwise stated is recognized as the leader.

There are pertinent features to note about leadership include:

- Leadership takes place among a group of people (organization)
- There must be one that gives directives (leader)
- There must be followers (the led)
- Every leadership is aimed at something (goal)
- There must be enabling environment (material resources)
- There must be a mean of controlling behavior (rules)

Leadership revolves around the ability of a leader to tactically influence the resources in an enabling environment to accomplish organizational goals. Kaegon (2014) explained leadership as a broad term that denotes the state of being part of key stakeholders in an organization, social groupings, society, state and the ability to measure up to duties and responsibilities that goes with it. This definition is deficient in human relationships and creates a gap between the people and management.

Leadership is a human factor that binds a group together and coordinates the group towards realizing set goals. In education, the human resource's behavior needs to be influenced, controlled and guided intelligently through motivation to perform that which will yield change of attitudes to achieving broad educational objectives.

Approaches to Leadership

Leadership has been viewed differently by different people. The variation of these views changes with the passage of time and societal needs. There are major characteristics that differentiate between leaders from non-leaders. Most leaders today have innovated from traditional trait or personality-based theory to situation theory which specifies that the situation in which leadership

is exercised is determined by the leadership skills and characteristics of the leader (Avolio, Walumbwa & Weber, 2009).

In leadership parlance, different approaches are available. Some of which include the Great Man Approach, Trait Theory, Behavioral Approach, Situational Approach, Contingency Approach, Participative Approach, Transactional/Management Approach, Relationship or Transformational Approach, Full Range Approach, and Skills Approach.

Great Man Approach

The great man approach was propounded by Carlyle in the year 1840. The approach believed that leadership is an inherent trait of a person who is destined to become a great leader by birth and they prove themselves when the great need arises. This approach portrays leaders as heroic, mythic, and destined to rise to leadership when needed. Examples are Hitler, Gandhi and Ken Saro Wiwa of Ogoni, etc. the term great man was used because all the time leadership was thought primarily as a male quality, especially military leadership (Ololube, 2013). This approach from all indications was male-centric and could not satisfy all that is needed in leadership hence, the advent of the trait approach.

The relevance of the trait approach is that the school and students have great innate abilities in them which can be unveiled when such students are allowed to lead.

Criticisms

- The approach is male-centric. It failed to identify the fact that women can also lead.
- The approach posits that leadership cannot be learned or taught, that leaders are born.

Trait Approach

This is the first approach to leadership because it looks at a series of physical, mental or personality traits that effective leaders possess such as intelligence, a sense of responsibility, and creativity. These physical attributes of leaders are absent in ineffective or non-leaders. The trait leadership according to Robert-Okah (2014) tends to be slightly intelligent than the average of the group led, economically mature to exhibit self-confidence. They see people as essential for goal achievement.

Criticisms

- If a particular trait is identified as a feature of leaders and leadership, how can we differentiate people who possess similar qualities but are not leaders?
- This trait and leadership do not guarantee performance.

Contingency Approach

Leadership is a reflection of both the leader's personality and behavior. Leaders may not need to change a leadership style in operation but rather when the situation changes, leaders adopt other leadership strategies suitable for such conditions to achieve the result.

According to Okorie (2009), the realization that leadership cannot be treated as either born or learned but rather as a function of the combination of these two factors plus a third factor- the situation in which the leader operates began to gain increasing acceptance. For instance, each person is born with mental and physical characteristics which represent a potential leadership. It is only potential because, without learning, it remains dormant in an individual until the individual lean skills, knowledge, and techniques bring these leadership potentials to realization. This approach stressed that no agreed leadership style fits all situations.

Sequel to this, educational leaders need to be versatile and analyze the situation and adopt the appropriate leadership or supervisory style suitable depending on the situation at present.

Situational Approach

Robert-Okah (2014) viewed the situational approach as a mid-way between the trait and behavioral approach to the study of leadership. Since the trait approach is inadequate to deal with the complexity of leadership phenomenon, the situational approach has become available because effective leadership behavior varies from one situation to another. Leadership effectiveness depends on the actions and the attributes of the leader within a given situation. The variables postulated to be situational determinants of leadership include:

- The structural property of the organization such as size, hierarchical structure, and formalization.
- Organizational climate – openness, participativeness, and group atmosphere.
- Role characteristics – position, power, the difficulty of the task, and procedural rule.
- Subordinate characteristics – knowledge and experience, tolerance for ambiguity, responsibilities, and power.

In a similar development, Ukeje, Olorie, and Nwagbara in Kaegon (2014) explained that the situational approach attempts to predict the types of leaders that will be effective in different types of situations. The focal point of situational leadership is that the situation a leader finds himself determines the leadership style.

Behavioral Approach

This approach according to Robert-Okah (2014) opined that a leader's behavior and the style with which relates to other people affect his effectiveness. A good leader maintains a good relationship with his followers even when emphasizing productivity. This approach stresses that the behavior of a leader influences the productivity of his subordinates. It maintains a dual capacity of ensuring a balance between productivity and worker's welfare.

Participative Approach

The participative leadership approach opined that the ideal leadership style is one that considers the opinion of others into account. The school manager should encourage opinions and input from teachers. This singular action will make them feel relevant and committed to the decision making the process. In participative leadership, the principal reserve the right to welcome the contribution of teachers. According to Barnard (1980), the first function a leader should perform

is the creation or formulation of the organization's basic purpose and its objectives. This implies that a leader should be able to form a clear vision for the organization and then allocate a task to help the organization accomplish that vision.

Transactional or Management Approach

This style involves a correspondence between the leader and followers daily (Idowu, 2003). Such a leader is patient, purposeful, listening and conscious of priorities. The transactional leadership rewards exceptional contributions from subordinates and intervenes when there is a deviation from the standard. In a transactional relationship of the style of leadership, the leader promotes the compliance of his followers through the administration of rewards and punishment (Schultz & Duane, 2010). The exchange between the leader and his followers will determine the level of rewards and punishment that will be suitable for a task.

Transactional leadership will enhance the exchange of ideas daily on terms and conditions of employment and any other contract relating to employment.

This approach is based on the system of reward and punishment (Cherry, 2012). The work of the leader here is to create a structure that makes clear what is expected of the followers and the consequences (reward and punishment) associated with meeting or not meeting expectations. This implies that the theory is linked with the concept of the practice of management and it continued to be an extremely common component of many leadership models and organizational structure. Its application in the school system implies that when employees are successful, they should be rewarded; and when they fail, they should be reprimanded. Effective teachers should be rewarded while ineffective ones are punished in the discharge of their duties. This leadership approach focused on the role of supervision and organizational group performance.

Relationship or Transformational Approach

This leadership approach changes the belief system of followers. Transformational leadership implies those leaders that transform their subordinates into becoming future leaders themselves. That is, transformational leadership creates valuable and positive change in the followers. Transformational leadership style enhances elevation and mobilization of follower's interests and makes the followers key into the interest of the corporate group over and above their interest. It is worthy to note that transformational leadership is capable of moving subordinates to exceed targeted performance. It also leads followers to a high level of satisfaction and commitment to group and organization objectives.

Bass (1998) identified four (4) components of transformational leadership namely: Idealized influence (Charismatic); Inspirational motivation; Intellectual Stimulation; and Individualized consideration. Those leaders that adopt such style are believed by the followers as being good. The style could lead to employee satisfaction, commitment, loyalty, innovativeness and creativity amongst all cadres of workers. The transformational leadership style leads to a high-performance level. The implication is that this leadership is capable of being applied to all kinds of workers.

This approach focused not on trait, character or functions leaders and followers but on the type of relationship and connection that develops between leaders and followers. In the school setting, it focuses on the relationship that exists between the principals and the teachers. In this

approach, the principals motivate and inspire teachers by helping them to see the importance of their tasks.

Though principals are focused on performance, they also want each teacher to fulfill their potentials. In the view of Cherry (2012), a leader is focused on the performance of group members, also on each person to fulfilling his or her potentials. The leader in this style has an ethical and moral standard. Workers and organizational needs are emphasized respectively.

Full Range Approach

According to Engard (2017), this theory of leadership seeks to improve employee motivation by connecting an individual employee sense of identity to the health and prosperity of the organization. The ideas behind the Full Range Approach is divided into four perspectives:

- Individualized consideration: The degree of the leader's attention to the follower's need and act as a mentor to them.
- Intellectual situation: The degree to which leaders take a risk and solicit follower's ideas
- Inspirational motivation: The degree to which leaders articulate a vision that is appealing and inspiring to the followers.
- Idealized influence: The degree to which leaders provide a role model for high ethical behavior instills pride and gains respect and trust.

The determinant of Leadership Style

There has been no answer as per what particular leadership style is most necessary for adoption in educational institutions in particular and other organizations in general. Some scholars attempt to make input by breaking new grounds or reviewing other relevant works. Owing to this, the argument of what determines effective leadership has not provided answered for. In a similar development, Jacob (2004) mentioned some of the followings as a determinant of leadership style; these includes:

Size of the Organization

As an organization grows larger and gets more complex, there is a tendency for decision making to be centralized, leading to very limited participation or no participation at all. It is different where the organization is small and consultation is very easy. Large organizations tend to follow the line of authority very rigidly, leading to a strict adherence to the principle of unity of command.

Degree of Interaction

The degree of interaction in an organization influence the style of leadership where the employee must co-operate to accomplish a task, there is bound to be an open channel of communication.

Personality of members

Some people react more to a certain style of leadership than others. Individuals who like to depend on others do not like to participate since their need for security and direction are answered by rigid organizational structures. Individuals who have a clear sense of direction and wish to get ahead live to participate in decision making.

Level of decision making

In a centralized organization, there is little or no provision for the decision to be made by people of the lower levels of the organization. Directives are handed down and strict compliance is expected. The style of leadership tends to be directive rather than participation or laissez-faire.

The State of the system

When the productivity of an organization is high and the company profit target is being met, there is a tendency for the organization to be moved democratic. When the situation is the difference, the leadership style to be adopted will be such as to encourage high productivity. Leadership becomes authoritative, while unproductive employees will have to be dismissed and some organization expense items may have to be cut to improve the profit picture.

Skills Approach

This approach explains followers as individuals who have the requisite skills but still need their leaders for motivation and as such, supporting leaders should go about creating an organizational environment that fosters these follower's motivation. This approach emphasized that learned knowledge and acquired skills are important factors in the practice of effective leadership. According to Wolinski (2010), a strong belief in the skill theory often demands that considerable effort and resources be devoted to leadership training and development.

Educational Perspective of Leadership

The idea of school leadership came into existence in the 20th century. School leadership is synonymous with educational leadership in the United State and has supplanted educational management in the United Kingdom. Several reasons begat the introduction of school leadership:

- Demands were made on schools for higher levels of pupil achievement.
- Schools were expected to improve and reform.

The above reasons were orchestrated by the need for accountability at the school level and also for the fact that the maintenance of *the status quo* was no longer considered acceptable.

From the management and administrative point of view, directing educational human resources was done based on the laid down procedure and methodology. But the emergence of educational leadership introduces an improved and more effective way of achieving the result. The educational perspective of leadership goes beyond mere influencing followers towards achieving

organizational objectives. The effect of leadership is likely to be maximally felt in schools where the education need of students is majorly heightened.

Educational leaders guide and influence other educators in carrying out their administrative assignment. He works towards finding ways of improving learning and the art of educating learners. In another development, educational leadership involves the art and science of guiding the talents and energies of teachers, pupils, and parents towards actualizing educational aim. Educational leadership is bent on improvement in educational service delivery of educational leaders as compared to the traditional method applied by the administrators. Those in educational leadership roles tend to go above just management and administrative task. Consequently, they are trained to advance and improve the educational system in creating or enacting policies.

According to Anunobi (2018), institutional leaders are school managers who are responsible for the management of staff and students. They are also responsible for providing good educational policies and programs, adequate facilities, staff; in quality and quantity. Educational leadership takes into consideration the formulation of quality programs and policies guiding the operation and activities of schools in the country or state. Effective leadership in educational management goes to the needs of education, make provision for them and as well embark on proper monitoring to ensure adequate use and implementation to achieve broad and specific educational objectives. Principally, educational leadership is considered in terms of official organizational roles as such, the bigger the challenge of the leaders, the bigger the consequences of their dealings on learning.

Leadership and Management

The terms leadership and management are most time misconstrued. Most people use them interchangeably. However, these concepts need an independent explanation. Management is a subset of the broader process of leadership. Kotter in Nwagu (2018) described managers as those who plan, budget, control; while leaders set direction, manages change and motivate people. In explaining the dichotomies that exist between management and leadership, Barkinshaw (2010) argued that leadership is a process of social influence, concerned with the trait, style, and behavior of individuals that causes others to follow them; while management is the act of getting people together to accomplish desired goals.

Management is a coordinated activity involving planning, organizing, directing, and guiding the activities of the organization to determine and accomplish stated objectives with the use of human-being and material resources, (Walson as cited in Anunobi, 2018). Management is the process of achieving organizational objectives through the combination of effective use of both material and human resources.

On the other hand, leadership centers on influencing followers' actions and intentions towards the achievement of organizational objectives. Burgoyne (2010) posited that both management and leadership are needed and need to work closely together often through the person or group. Leadership brings about changes, shaping goals, motivate or influence the action of others towards goal achievement; management is seen as an activity aimed at maintaining organizational *modus Operandi* effectively and efficiently.

The two concepts work synergistically towards achieving organizational goals. Leadership and management are twin brothers. They seem to relate in the following areas:

- Both are concerned with leading people
- They both work towards achieving organizational objectives
- They both achieve a result through people
- They both use management styles based on the prevailing condition

On the other hand, few differences exist between them. These include:

- Leadership uses influence to get people to do their work; while management uses the command to get people to do their work;
- Leadership seems to be too human-centered; while management works with both human and material resources to achieve organizational objectives;
- Management is nomothetic, while leadership is idiographic;
- Leaders who do not lead are boring and dispiriting; while a manager who does not manage is distant and disconnected,
- In the view of Nwagu (2018), leadership is linked with stating values and purpose; while management is linked with implementation.

Dimensions of Leadership

The dimension of leadership is looking at the extent leadership can be seen. Leadership is seen from different perspective according to Reeves (2006) from the dimensions where leadership in away allows leaders to capitalize on their weakness, that great leaders are not mythological composites of every dimension of leadership instead they have self-confidence, they acknowledge their deficiencies and fill their subordinate ranks not with lackeys but with exceptional leaders who bring complementary strength to the organization. This means that in the school system, the principal looks for very efficient teachers to work with to strengthen the school for better results. In line with the above, there are many dimensions to leadership that make leaders operate uniquely, these include:

Visionary Leadership: this has to do with a vision for the future; they set up a blueprint that challenges the status quo with terminology that is clear and vivid. The visionary principal in a school can decide that for the student to perform better, they should all have a computer system. This is clear and he will push all to accept the vision and work towards it and in no time, this will be achieved.

Relational Leadership: This has to do with human relationships and emotional intelligence in some leadership circles. In education, the presumption that self-esteem is a characteristic to be nurtured and developed in students and adults has moved them to insulating people from honest feedback that is necessary for improved performance. Relational leaders listen to their colleagues without interrupting or prejudging their statements. Relational leaders respect confidence, never betraying a secret or private conversation. They practice empathy through deliberate inquiry. They ask questions directly to know what will make people (students) come out of low self-esteem and are encouraged to make students self-confident and teachers better equipped to teach. The principal is interested in the teacher's wellbeing and this spurs them to be more efficient.

Systems Leadership: looks at the exit in the school and work with it to achieve desired goals. Systems leadership understand how bus drivers, administrative support staff. Cafeteria workers, financial specialist and a host of other people influence student's achievement and core organizational objectives. For instance, the bus driver who understands and applies lessons on student motivation and discipline will deliver students to school on time, safely and ready to learn.

Reflective Leadership: They reflect and take time to think about the lessons learned, record their small wins and setback, document conflicts between values and practice, etc. Reflective leadership encourages leaders to reflect on their proud moments which will help them to accomplish more. They know when a personal revelation can have a profound impact. The principal can always let teachers and students know that they can achieve more especially if they have worn any competition. He will use that to go all involved and more serious to get a better result.

Collaborative Leadership: This implies shared decision making and a willingness to concede one's agenda, while leadership requires asserting a vision, accomplishing a mission, and where necessary and appropriate, exerting authority and making unilateral decisions. Here, there is a collaboration between the principal and teachers in decision making. They come to the roundtable. Table their issues and come to a decision, no imposition of any sort.

Analytical Leadership: Here leaders are analytical, asking a lot of questions that help them drive toward achieving goals. Their questions require the admission of ignorance, not assertions of knowledge, they are aware of the multivariate nature of life, systems and organizations and they drive for collaboration. In this analogy to education. The analytical leader is one who will challenge assertions about student demographics being the cause for student's achievement. That is where students live can affect them in achieving desired goals.

Communicative Leadership: This has to do with the leadership being in communication with their subordinates. Their ability to articulate their ideas and the ability to put them into action for the benefit of stakeholders (teachers and students) is important.

Leadership Styles

Leadership style connotes practical approaches or methods employed by a leader in dealing with the follower's character depending on the prevailing conditions. The unique characteristics exhibited by the followers are controlled using any of the following leadership styles:

Autocratic Leadership Styles

This leadership style is leader centered, where he makes all the decisions, determines the policies and uses the order in directing the group activities. Okorie (2012) described this as task-oriented and characterized by control and highly directive.

Democratic Leadership Styles

This is also known as the participatory style that demonstrates respect for group members and is involved in collective decision making. A democratic leader involves his subordinates in decision making and they have a good human relationship, they do not abuse their staff even when they make mistakes and workers feel free to be part of the organization. Before any decision is taken, the principal will consult the teachers to know their opinion, he does not run the school alone. Here, the staff meeting is common for a brainstorm to ensure that students do better and the teacher's welfare is not left out. Robert-Okah (2014) explained some of the characteristics of a democratic leadership style to include:

- Decision making is shared by the leader and the group;
- Ideas and changes are welcomed;
- Leadership responsibilities are shared;
- The leader is employee-oriented and the group appears generally successful under the democratic leadership;
- Power and authority are derived from the governed;
- The leadership considers the feelings of the subordinates;
- Decision making and communication are based on consultation, deliberation, and participation among the group;
- When forced to take a unilateral decision, his reasons are explained to the people.

The advantages of a democratic style of leadership are that it achieves greater cooperation of worker's morale and productivity. It increases membership morale and support for democratically elected decisions. There are quality decisions, shared information, and ideas among group members. On the reverse side, its disadvantages include the slower decision, diluted accountability for decisions and too much compromise design to please group members to the displeasure of the system.

Laissez Fare Leadership Style

Another name for this style of leadership is called free reign leadership which allows subordinates to decide with minimum direction. Subordinates have a high degree of autonomy and the leader allows things to sort themselves out (Robert-Okah, 2014). The leadership hates a crisis, tries to satisfy everybody and no degree of control over his subordinates. Here the principal sees teachers as colleagues that can handle anything on their own. This style occurs when there is a general dissatisfaction with the system or maybe the principal and teachers just work to make ends meet. No commitment is seen in the long run, the student suffers but some students can become better from this because they will be committed to their study to achieve results. The following are the characteristics of the laissez-faire leadership style:

- The leader has no confidence in his leadership ability.
- Decision making is performed by any member of the group who wants to accept it.
- He takes a passive stance, productivity is low and works sloppy.
- He is nonchalant, less concerned, has the problem of making up his mind in decisions.

- Exhibits a lukewarm attitude towards administrative matters in school.
- Moral and teamwork are generally low.

Characteristics of Educational Leadership

Leadership is responsible for the establishment and accomplishment of group objectives. The disparity in organizations defines the leadership style as well as goals to be achieved. Goal achievement is an intellectual and synergistic task that requires certain innate or learned characteristics on the part of the leader. In spite of the proliferation of leadership characteristics that are associated with leaders; good educational leaders according to Igbogi (2018) possess the following characteristics. These include visionary, emotional intelligence, commitment, flexibility, communicator, life-long learner, courageous/Assessment, creativity, and Innovation.

Visionary: A leader should see ahead of others in terms of areas of needed growth and improvement in the educational system.

Emotional intelligence: A psychological understanding of the emotions of organizational members can be instrumental in fostering effective leadership in educational institutions.

Commitment: Dedication to organizational duties forms a core value of the leader. Leadership in an organization is a serious task that requires a high level of concentration. The achievement of a goal is paramount hence dedication.

Flexibility: Followers are distinct and unique personalities who deserve to be treated with some level of flexibility. In pursuance of group objectives, some level of leniency on the part of the leader is required. The rigidity can be useful when it is aimed at correcting certain behavior on ethical conditions.

Communicator: Communication is an essential tool for organizational leadership. It tries to bridge the information gap in the organization. A leader should be one who can interact professionally with the followers. New policies and programs can always be transmitted to members of the organization using appropriate media. Instructional communication demands that the content of the subject matter be professionally transmitted to achieve teaching objectives.

Life-long learner: A leader is one who is a life-long learner. Learning, of course, is a continuous process. The changes that take place daily in the educational system need to be adjusted to by the leader to transfer current information to students accordingly.

Courageous/Assessment: Leaders are expected to exercise a high level of boldness in executing programs and policies concerning the growth of educational institutions. A timely assessment of performance is required to ascertain the performance of students and staff.

Creativity/innovation: Change is permanent in an organization, especially in the education system where the curriculum is improved upon as the day goes by.

Core Concept of Leadership

In addressing the core concept of leadership, Ololube (2015) identified 5 concepts of leadership to include:

- Competence;
- Courage;
- Clarity;
- Coaching;
- Character.

Competence: A leader should be able to work according to his area of strength. A good demonstration of expertise should be exhibited by a leader in tackling educational problems.

Courage: Courage is the boldness that is made of a leader. Where others failed, a leader should be brave enough to overcome challenges and produce positive results.

Clarity: A leader must have a vision that will not only be known by him but be communicated to his followers. This is because the achievement of school goals is a collective one that involves both the leader and the followers.

Coaching: Mentoring or coaching is important to educational leadership. A leader who is guided can easily accelerate in his leadership growth.

Character: A leader without character is not worth following. Character is like an indelible act or mark, a leader leaves behind. According to Anunobi (2018), the character of a leader should be such that motivates, stimulates and draws largely on our traditional values. Such values include respects, morals and other progressive updates to meet modern development.

Purpose of Leadership

Leadership goes beyond the position that one occupies in an organization. It can also not be restricted to the mere leading people. Jonah (2018) posits that there are seven purposes of leadership. These include:

To transform: leaders are an agent of transformation. A leader is so placed to be at the forefront of the transformational agenda in a school organization. They help to create and implement positive change.

Solving problems: Leaders are meant to proffer solutions to educational problems. When a leader stops to solve problems, he becomes a problem himself.

Leadership is for a purpose: people and organizations have a purpose. It, therefore, behooves the leader to help people and organizations to achieve their purpose for existence. Educational leaders look for the best (purpose) in people – followers.

Produce more leaders: Leaders, apart from influencing people and organizations to achieve their dreams, also train leaders with skills for organizational continuity. Education is aimed at transferring societal cultures, norms, and values from one generation to another. Educational leaders embark on the train-the-trainer programs which prepare the younger people to take over leadership as the elderly retire.

Vision fulfillment: Educational leaders help workers to fulfill their mandates. A leader is a visionary, hence has the knowledge or expertise in vision fulfillment. An educational leader should have the ability to articulate a viable vision and goal for an educational system. He should come up with a viable plan to achieve such a goal or vision

Think: The leader initiates the idea through constructive thinking. Due to the sophisticated nature of our society, the organization seeks to engage those who think positively towards bringing sustainable development.

Take the lead: Leadership provides direction. A leader is believed to know organizational predetermined goals; therefore, he directs and influences the activities of the followers to achieve such a goal.

The Relevance of Educational Leadership to Schools

Strong leadership is a necessary condition for improvement and curriculum development: Since educational leadership has been supplanted for administration and management, there is a high focus on it for educational improvement and development.

Promoting and participating in the development of teachers—for school leaders to make a difference in the educational system, they must be subjected to development activities that would yield reasonable educational outcomes on the students. School leader needs to develop themselves with a view of reciprocal development on their teachers.

Practical Steps to Supporting Educational Leadership

Cambridge Assessment International Education stated some practical tips on how schools can support educational leadership as follows:

Firstly, training and developing leaders must be a priority. In school, there is a need to train and develop leaders to meet up with current trends in education. Effective leadership development is school-based and on the job. Leaders can also be trained by out-of-school activities which will increase the leader's knowledge of a range of leadership approaches. In the course of this training, they can have interaction with colleagues from other learning environments. Professional development and ethics have been put into consideration because it forms the fundamental part in illustrating an effective leadership style.

Secondly, mentoring and coaching can be of immense benefit to newly appointed leaders. Mentoring in the school system is essential for leaders to improve their performance in line with the school goals and objectives.

Thirdly, school management can resort to using the skills and expertise of leaders with a proven track record of success in schools. This will serve as indices to prove the leaders' sense of accepted contribution to organizational development.

Fourthly, the school principals should identify the talent and leadership potentials as their responsibility. Organizations should help to liberate leadership talent. Any organization that fails to manage talents will stifle the growth and enthusiasm of staff members. Talent not recognized irrespective of staff's input will lead to demoralization and ineffectiveness in their task delivery.

Fifthly, developing a leadership team is another vital way of supporting educational leadership. Allocating leaders to head various groups in the school system is a strong motivator. Of course, leaders who are assigned to carry out one responsibility or the other needs to be supervised to ascertain their compliance and acquaintances with predetermined standards. The principal should be known for establishing stringent rules and regulations to be followed but also be the first person to observe them. Every teacher is always a leader in his capacity. However, the principal is the head who should ensure that these leaders should work together in agreement.

Lastly, organizing student's leadership programs can also contribute to widening their knowledge horizon. The application of their leadership knowledge in managing other students is an epitome of what they would likely encounter as they graduate to the wider world.

Barriers to Effective Leadership in Education

The quality of education depends on the establishment of effective leadership. Building effective educational leadership is one of the most challenging endeavors for principals. In the course of helping students to achieve improved instructional excellence through leadership has not been without challenge. As a matter of necessity, some barriers have been identified to deter leadership in education. They include: lack of support, lack of clear definition of leadership roles, lack of training and access to leadership information, and lack of mentorship (Essays, UK, 2013)

Unclear definition of leadership role has remained one of the problems to leadership in the Nigerian education system. This barrier has left many school leaders unaware of the task required of them. Often, it's quite difficult to differentiate between the administrative, management and leadership roles in education. There is, however, a kind of unconscious administrative trespasses and increasing confusion as there is no clear cut view on what leadership tasks school principals are expected to carry out.

To update and acquaint leaders with current issues in the leadership parlance, there is a need to organize the timely training of the leaders for improved productivity. This is related to the inadequate resources committed to leadership in education. Based on this, the most school does not have access to leadership training, and those who are opportune to be trained do not do it regularly due to limited resources. The reciprocal effect is that leaders lack the technical expertise and experience to improve on education as they supposed. Absent of training also debars them from useful information about leadership skills.

In another development, the lack of training facilities for school leaders is a significant barrier to the improvement of effective leadership. Even though some leaders are born, most leaders are made through constant training and retraining, mentorship and coaching. All leaders either born or made need training to access the most current information on leadership.

Leaders alone cannot achieve the organizational objective in isolation, they need the support of other educational stakeholders. In Nigeria's education system, leadership lacks the necessary support from fellow teachers and this culminated in difficulty in the implementation of change in the school management. In extreme cases, some teachers decline appointments into leadership positions. Educational reform will be effective in improving the learning of students

only when leadership in the schools and community leaders agree with the functions of such reforms and understands what are necessary to bring them to accomplishment. If leadership is aimed at training others to lead, how can those who are not willing to take up these roles now be effective leaders in the absent of present leaders? This situation created a very big lacuna between the present leadership and the future. The resentment we have now towards one another spells great danger to our education system in the future.

The place of mentorship in educational leadership is very important in developing leaders. It is quite unfortunate that some schools do not have or plan to have mentorship programs to nurture young leaders in education. The overloaded curriculum on teachers has made them lose concentration on the importance of leadership development and mentorship. Most leaders undertake classroom responsibilities, management and administrative responsibilities which make them lose focus on mentorship. Mentorship is a serious business and those who do it are not compensated in any form. Because of this, even those who should have dedicated their time for it are demoralized.

CONCLUSION

Leadership plays a very important role in educational management in Nigeria. The concept of leadership became pronounced wherever there are more than two persons. In managing education, people need to influence the actions and activities of members of the organization towards achieving set objectives.

The idea of leadership cuts across the sphere of human organization. Each of these organizations has predetermined goals to be achieved. The approaches of actualizing their goals are dependent on the leadership composition. Organizations producing physical products influence the actions of their human and material resources in that direction. The end product of educational management is the molding of the man to be useful to himself in particular, and the society in general. Educational leadership precisely seeks to address the issues of improvement in the whole educational system through the coordination of human and material resources.

Educational leadership guides and influences or convince other educators to act in line with organizational predetermine objectives. He works towards finding ways to improve the learning and teaching process in educational institutions in Nigeria. In another development, educational leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents towards achieving a common educational aim.

Future Research Directions

This paper talks about the perspective of leadership in educational management in Nigeria. Its focus is so broad but does not treat the contents in detail. As a matter of necessity, it is recommended that subsequent studies be carried out in detail in areas such as classroom leadership and instructional leadership in schools.

Suggestions

After taking a critical view of the paper, the following suggestions were made:

- Seminars and conferences on educational leadership should be always organized for mentees in our educational institutions;
- Mentorship in leadership is necessary and should be made compulsory for all trainee leaders so they can fit into the educational leadership appropriately;
- The leadership should sometimes test the ideas introduced by young leaders as this will give them a sense of belongingness in the organization;
- Responsibilities should be given to young leaders to ascertain their improvement in leadership occasionally;
- Besides the fact that leaders are born, timely training is necessary for all kinds of leaders to abreast of new trends in the educational field.

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KEY TERMS AND DEFINITION

Leadership: This is the act of influencing followers towards achieving organizational objectives.

Educational Management: This concept is explained to mean the process of planning, controlling, directing, and coordinating the human and material resources towards actualizing educational predetermine objectives.

Leadership Style: This defines the various leadership style employed in influencing members towards achieving corporate objectives.

Educational Leadership: This is the process whereby an educational leader influences their followers to work for educational goals achievement.

Effective Leadership: effective leadership is a leadership that can utilize available educational limited resources to achieve stated objectives.

Organizational goal: Educational goals are the broad and specific objectives or targets that the educational system is set to achieve in a given time.

Mentorship: This is a service of bringing up young leaders by more experienced leaders according to the practice and principles required by an organization.