

CHAPTER TWELVE

LEADERSHIP IN SCHOOL SYSTEM: FOCUS ON E. O. NWADIALOR'S LEADERSHIP STYLE

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INTRODUCTION

No doubt, the issue of leadership has been with us right from birth, within our families and communities. Fathers, mothers and elders are the traditional leaders who socialize the young ones into adulthood. These leaders inform the young ones what is expected of them and their reward for performing appropriately, as well as punishment, as the case may be. Invariably, leadership is as old as life, therefore, not peculiar to school alone, but in businesses, offices, hospitals, army, church, mosque, in fact, anywhere people gather for their social or work, leadership function also emerges. It is so because there must be someone to guide, control and leads the group. Ojo and Olaniyan (2008) explained that "the art of leadership is as old as age itself, and covers all aspects of life may it be simple one unit or extended family, social and religious organization, business, small or large industrial firms and politics". Oke (2008) also states that "leadership is as old as life, historically from the early-times of life, as far back as the biblical days of Adam and Moses, leadership was in existence".

Leadership is very crucial in management and educational administration because of its social process, concerned with identifying, maintaining, stimulating, controlling and unifying, formally and informally organized human and material energies within school system for the accomplishment of educational goals. Peretomode (2012) stated that "Leadership is a complex concept. In spite of the numerous studies and writings on the

subject, there is yet to emerge a universally accepted definition, a comprehensive and empirically tested theories of leadership. He therefore define leadership as an art or process by which a member of a group or organization persuades, inspire, influences the attitudes, behavior and actions of others and directs their activities so that the group or organizational members work willingly, cooperatively and enthusiastically towards the accomplishment of set goals and a new and improved position.

Leadership as an art of maintaining and influencing a group of people to act towards achieving a common goal has long been a focus of study by students, theorists, researchers and practitioners. Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. As the world changes, especially in the era of post-COVID 19 pandemic, leaders in school system need skills that should enhance their potentials in order to adapt to the new normal. They should concentrate on the issues and trending life-style like wearing face-mask, use of hand sanitizers and maintaining social distance within school environment. Leadership focuses on getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals.

CONCEPT OF LEADERSHIP

Leadership is a dynamic concept. It is an exciting topic but has no precise, universally accepted definition or meaning. According to Eneasator (1989) – Robert-Okah (2014), Leadership is a process through which leaders influence their followers to act for certain goals that represent the values, wants, needs, aspirations and expectations of both leaders and followers. A leader is a member of the group who helps the group to develop ways of interacting that facilitate the achievement of the goals that members share Robert-Okah (2014). Hodgets and Altman (1979) in Peretomode (2012) view leadership as the process of influencing people to direct their efforts towards the achievement of some particular

goals. Burns (1994) states as follows:

Some define leadership as leaders making followers do what they would otherwise do, as leaders making followers do what the leaders want them to do. I define leadership as leaders including followers to act for certain goals that represent the value and the motivation – the wants and needs, the aspirations and expectations of both leaders and followers. Leadership, unlike naked power-welding, is thus inseparable from follower's needs and goals.

From the foregoing definitions of leadership, a number of basic concepts of the term are evident:

Leadership involves other people – followers or subordinates. There can be no leader without followers. Any definition of leadership which does not contain this essential element is often considered inadequate for instance, Lipham's definition of leadership “as that behavior of an individual which initiates a new structure in interacting within a social system has been widely criticized as missing an essential ingredient. That element has failed to recognize that leadership depends on fellowship and that the followership determining the leadership is a function of cooperation of mutuality with the leader rather than forcible domination and coercion by the leader. Leadership involves the use of influence; it is a means to an end rather than an end itself. The leadership process involves an unequal distribution of power among leaders and group members (Fiedler and Chemers, 1994). Leadership is a process, i.e., an ongoing activity engaged in by certain individuals in an organization.

Leadership focuses on the accomplishment of goods; in other words; the outcome of the leadership process is goal accomplishment. It is a set of interpersonal behavior. However, in examining the leadership phenomenon of school system, the concern primarily is with the concept and theories of leadership

that are applicable to those who hold decision-making positions (principals, Head-teachers and school supervisors). According to Ukeje and Okorie (1990), leadership is the process of influencing, directing and coordinating the activities of other people in an organization. In the educational organizations, leadership involves the capacity to influence others in the school towards the achievement of school goals/objectives.

Furthermore, leadership always involves attempts of a leader to affect or influence the behavior of followers in a specific activity. Therefore, a leader is always in a position to direct the groups or individuals towards the achievement of some goals. Leadership in education is in charge of planning and implementing the educational process. Olorube (2018) described leadership as an integral part of management that is dynamic in nature, the human factor that binds groups together and motives towards the attainment of goals. A leader is a person that directs others and takes charge of the affairs of the organization. Therefore leadership uses various processes to manage the educational system. Olorube (2018), citing Olorube (2017) depicted that managers manage from their head, while leaders lead from their heart.

KINDS OF LEADERSHIP

There are two kinds of leadership; they are:

Formal/Situational Leadership – Formal leaders are members of an organization who occupy well-defined positions in an organization and by virtue of their position are given authority by the organization to influence other organizational members to achieve organizational goals. They assume their leadership role by achieving certain titles, abilities or qualifications considered essential for the culture or custom of the group. For example, the Kings, Queens, Obis, Obas, Chiefs and Emirs are formals or situational leaders. People such as prince and princess are born to rule and occupy leadership positions since it is hereditary, but for someone, regardless of his place of birth to qualify for a leadership position, must meet the required conditions for such position. Put in another way, many managers are formal leaders because they have the authority to influence their subordinates and are expected

to use it (George & Jones, 1999).

Functional/Informal Leadership- They are organizational members with no formal authority to influence others who nevertheless exert considerable influence because of special skills or talents (Peretomode, 2012:139). Leadership role is that upon a person by virtue of his possession of certain social, political or economic competencies considered essential for the survival of the group and necessary for goal achievement of the organization (Robert-Okah, 2014:116). While management or King-makers appoints the formal leader, the informal leader is chosen by the group itself.

Energies Required by the Leader

There are four energies a leader needs to create vision, engage and deliver, to be effective and to grow faster (Drucker, 2014; Uche&Agabi, 2020)

Leadership is a continual job of energy; spending, handling and harnessing. These four energies are:

Intellectual Energy: Linking the energies to future engage - deliver framework indicates that intellectual energy helps the leader in thinking, making analysis and logical rationality; to debate, argue and convince others. It helps to recognize, though with caution because too much of it will suppress passion and enthusiasm.

Emotional Energy: is the human connection and relationships. When it is strong and positive, it helps people to feel listened to, belonged, valued, cared for. It is the binding energy that brings belongingness to a group and feeling of inclusiveness. However, when it is less positive people will feel frustrated, anxious, upset and angry. This energy is essential for effective teamwork, partnership, alignment and collaboration. It is most required in the application of the 3rd level of hierarchy of needs in Maslow's motivation theory (belongingness, love and social needs).

Spirit Energy: This is the breath of life. It is the energy of vitality, of being alive, of being in touch of what you care about. It is linked to one's passion, the future and a sense of possibility. When one is in high spirit, all things seem possible but low spirit makes you feel that nothing is possible. Spirit energy is crucial leadership energy because it brings hope and optimism to people and make them feel more ready and confident to build future. Spirit energy makes one have a sense of purpose, being inspired and having aspiration, treating life into yourself and others. When spirit energy is missing, people can feel boned, indifferent and work can seem meaningless, a chore and difficult.

Physical Energy: Is energy of action, to get things done and making things happen. The energy is the essential part of our vitality which helps people to be alert and maintain concentration and commitment. When this energy is absent people feel tired, restless, worn/burn out and stressed, especially if combined with low spirit energy and loss of direction. Therefore, it is important to notice the magnitude of energy needed to work and care about in life. Managing these energies well both in yourself and others around you makes a lot of different in leadership.

APPROACHES TO THE STUDY OF LEADERSHIP

1. ***Trait Approach:*** Trait theory approach is based on personal qualities and characteristic of the leader. This theory state that leaders are born and not made. This theory has three variants.

(i) Leadership by personalities such as intelligence, social maturity and breath;

(ii) Leadership by activities **i.e. what** they do and how successfully they do **it (leadership by function)**.

(iii) Leadership by skills **e.g.** Technical human and conceptual skills.

2. ***Situational/Contingency Approach:*** The situational approach to leadership recognizes the fact that there exists an interaction between the group and the leader. Situation leadership theories

approach is also known as contingency approach to leadership which takes the position that the variables in each situation must be analyzed before and optimum leadership style is selected.

3. **Behavioural Approach:** the style is based on the leaders' behaviour at work unlike the trait theories which are based on the leaders' personality, knowledge and skills. This approach emphasized mainly on people – oriented versus task oriented techniques. The human relation and social psychologist considered this approach in formulating their theories. Some of the models relevant to educational management include: Blake and Mouton's managerial Grid and McGregor's Theory X and Theory Y model of leadership (Edobor, 2006).

THE BASIC LEADERSHIP STYLES

1. **Autocratic leadership style:** In using this style the leader usually dictates the particular work task and work companion of each member. For instance, he appoints the committee and determines the work task, the time and the place. Authoritarian leader determines all policies. Leadership style is the behaviour a leader exhibit while leading / guiding members of the organization to the achievement of specific objectives (Aigboje, 2013).

2. **Democratic leadership Style:** A democratic leader encourages and assists the group to discuss and determine all policies and joint goal setting. In a democratic leadership setting, the members are free to work with whom they choose and divide the tasks as they see fit. In a school setting, a democratic school manager encourages all teachers to take part in decision making process of the school and also have a listening hear to solving their problems.

3. **Laissez-faire leadership style:** This is a style of leadership whereby the leader allows complete freedom for group or individual decision, with minimum or complete absence of leader supervision. The Laissez-faire leader finds it difficult to assert his/her authority on school personnel, and therefore allow things drift. That is, he allows the staff and students to work at their own pace in accomplishing the goals and objectives of the school (Ogunu, 2000).

4. *Charismatic leadership style*: The charismatic leadership style connotes a characteristic of a leader who has some natural abilities, qualities which enable him to encourage the followers to work effectively. Sometimes the charisma could be improved upon by learning and experience. These leaders always have good followers because of their naturally pleasant disposition

TASKS AND ROLES OF A GOOD LEADER IN SCHOOL SYSTEM

Leadership is in fact, administration and has to do with general managerial functions. These functions must be directed towards achievement of equality and quality education performance, management of human and material resources, as well as maintenance of discipline. The roles of school administrators have been on the increase. School administrators presently serve as supervisors, classroom teachers, community leaders, government's representatives etc. In the words of Barth in Sergiovanni (2001), school principals too often must deal with these aspects of work superficially. The reasons for this can be understood as one examines the full range of responsibilities that principals have. He further describes the extent of such responsibilities as almost everything that happens in school and out. In that case, principals are responsible for personnel, making sure that employees are physically present and working to the best of their ability. As a matter of fact, principals should be accountable for academic achievement of all children, their minimum standards at each grade level, for the gifted, and of those who are neither. The principal has become a provider of social services, food services, health care, recreation programs, transportation and even security and expected to do more in inclusive programme, with all children, abled and disabled, learning together in the same classroom.

School leaders are indeed the most important people in our secondary schools, as they have the potential for improving and maintaining quality and equality education. Success or failure of

our school programmes, depends on the individual principals' ability and skills to utilize school resources towards achievement of the set goals as they perform the following major management functions.

Planning: Planning should be the most important role of any school leader. The main reason for planning is to develop strategy for future action to ensure efficient and effective implementation of all educational programmes. This explains why (Adesina, in Ogunsaju 1983) states that educational planning is the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and effectiveness of the educational system. Also Coombs, in Nwagwu(2000) opined that educational planning is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. Therefore, everybody concerned with education must be "planning conscious". As success or failure of new programmes, like inclusive programme actually depends on effective planning.

Funding and Accountability: Although, principals in Nigerian public schools have no control over the source of funds for their schools but many of them can actually influence the provision of funds and other resources by effective negotiations, lobbying, fund raising and donations, for the benefit of all children, abled and disabled.

They are responsible for all resources available in their schools. They must ensure that both funds and other facilities are efficiently and effectively managed to achieve school goals and objectives. Consequently, Ogunsaju (1993,) advised that Nigerian principals should learn to use their position to create an environment conducive to the release of human potentials.

Checks and balances should be part of the lifestyle of every public school leader for proper accountability. This is very necessary in

view of widespread corruption in almost all government agencies. It is now common for government officials, including those of education to not only misappropriate, mismanage but also embezzle money meant for school programmes especially new programmes like inclusive education, which usually results to poor management and inadequacies in school resources. This is why Udoh (2013) affirms that, it is certainly true that funds are important but the basic issue in Nigeria is not that of the funds alone but how to manage and account for the funds.

No matter the cause, a well-trained educational administrator must live above board and with high sense of accounting responsibilities, in view of the fact that the lives and future of these leaders of tomorrow depend on school leaders. Therefore, reckless and irresponsible educational administrators are not only guilty of wasting efforts and resources but destroying our children's lives and future of our nation. In view of the seriousness of this offence, no excuse whatsoever can exonerate any school administrator from such serious offence, not even poorly paid teachers and school administrators. As Denga in Bebia (2000) stated, —one of the challenges of the principals today, therefore, is to exhibit a prudent and adroit management behaviour capable of justifying the huge investment in education by the Nigerian parents and taxpayers, generally. Therefore, school administrators must be above board, highly disciplined, prudent with public funds, transparent, decent, honest, and indeed people of integrity with selfless ideas.

The planners of inclusive education must take cognizance of available resources on ground to avoid failure of inclusive programme due to inadequacies of resources. Certainly, human and material resources are elements in planning and implementation of any new programme like inclusive education, especially in Nigeria, where public schools and older educational programmes are suffering severe financial crises.

Record Keeping: School record is one of the most important

aspects of the school principals' duties. It is information about the school; such as students enrolment, finance, academic, statutory, staff, maintenance and general records. These pieces of information are highly dependable, factual and reliable. It is in fact, a vital and accurate knowledge of the past and current events. Also all schools, private and public are mandated by law to keep school records as it may be required by education ministry or inspecting officers, any time. Oke (2011) explained that the school record is a repository of information for the society. The purpose is to save time and cost, improve the efficiency of storing and maintain records, as well as providing adequate and accurate information about the school. It is therefore very vital for operation of the school.

Reporting: Report writing is in fact, a skill that every school leader must possess. All school principals must pay serious attention to report writing. School administrators must be able to prepare readable reports, be able to identify vital and trivial issues and how to present their findings objectively, meaningfully and truthfully. Also, annually or quarterly, school administrators could write reports on their own performances, that of staff, students and the entire school, such reports can be sent to education ministry as an account for their stewardship. School principals therefore, should not only be highly knowledgeable but must possess report writing skills to be able to prepare readable reports. According to the National Teachers' Institute (2008). All whose work involves report writing cannot afford to neglect paying serious attention to writing skills. School administrators are among this group as their job is mainly report writing. They write inspection and supervision report, end of year report, school budget report, recommendation report, financial and activities reports. Therefore, school administrators must be mindful of their grammar and language and avoid careless errors, especially spelling, punctuation, long sentence and style. Generally, school reports should be objective and factual, devoid of emotion and sentiments.

Supervision: School administrators' roles are majorly administrative and professional, either way; their most important function remains supervision. Okoli (2004) states that Supervision is the process of improving all elements and conditions surrounding teaching and learning to produce better learning through providing the leadership necessary to effect improvement in the work of teachers. Therefore, the principal must see it as his responsibility to help teachers improve their instructional skills, boost teachers' morale and motivation by provision of adequate welfare services for staff and students. Such services may include accommodation, good health-care services, end of the year bonus and loans. Even the environment must receive adequate attention. Material resources, which may include playground, cafeteria, classrooms, toilet facilities, libraries, laboratories, school clinics and school buses. As a matter of fact, some researchers view these infrastructural facilities as more important than instructional supervision. This is why Murphy and Amanda, in Ojo and Olaniyan (2008) assert that, there is no question over the supervision of infrastructural facilities which they say is the most important role of principal which he must play. The key things here are the functions (professional and administrative) aimed at realizing the goals and objectives of establishing the school. Therefore, planners of inclusive programmes must take seriously these factors mentioned above into consideration. Most importantly, school supervision in public secondary schools is of great importance, as stated in the National Policy of Education (2004) that the objective of supervision is to ensure quality control through continuous supervision of instructional materials, teaching and learning environment. This is relevant to inclusive programme, to ensure that all students, abled and disabled are together in the same classroom under the same teacher, which may end segregation and lead to promotion of equality and quality education, friendship, respect and understanding among the

Nigerian children.

NWADIALOR AND LEADERSHIP IN SCHOOL SYSTEM

Nwadiolor's Outstanding Qualities as a Good Leader in School System

We all have an image of what the modern school system should be. This image is characterized by certain important leadership qualities. The following personal qualities are generally considered as desirable qualifications of an effective school leader which Prof Eugene Nwadiolor possess:

1. *Intelligence:* Prof Nwadiolor's intelligence involves maturity and sound judgment, broad-mindedness and the ability to foresee and examine problems or tasks and be able to provide appropriate solutions to it.

2. *Self-Confidence:* He deals with staff, students, management, University board members, parents and the general public with confidence in himself and his ideas as he interacts with these people. Making mistakes does not make him lose confidence; instead he shows determination and the will to succeed in his work.

3. *Sociability:* Prof Nwadiolor interact with many individuals and groups of people. He has the ability to relate with human beings; he has human relations skills. He is friendly, cheerful and sociable and always interested in the welfare and problems of his staff and students. Certainly Prof Nwadiolor have a listening ear.

4. *Consideration for others:* People desire respect and consideration from their fellow human being. Respect for human dignity requires consideration; these are what Prof Nwadiolor values most. He likes to create a sense of respect and trust in every member of staff, Most importantly he is an example of courtesy, politeness and trust towards the people with whom he works. In

fact, he is a considerate leader that shows sympathy and concern for staff and students.

5. Professionally minded: As a professional person, he is always prepared to safeguard his profession from those who might degrade public education. He accepts the responsibility especially his career to master and to contribute to the growing body of specialized knowledge, concepts, and skills which characterize the profession. Thus he has the professional obligation to attend and organize conferences, seminars, workshops and other learning activities, which can help in contributing to his professional growth and development for the upliftment of the university. He possesses teaching skills; he is a master teacher and a 'scholar' of our time.

6. Moral Integrity: Prof Eugene Nwadiakor upholds high ethical and moral standards. He always sticks to the truth and is honest in dealing with staff, students and the public. He practices what he says by showing good example. He is very humble, never for one day belittled his staff, knowledgeable and capable with essential requisites for maximum effectiveness.

I might not exhaust all the leadership qualities of Prof Eugene Okoye Nwadiakor, but certainly have mentioned the best seen in him.

PROF NWADIALOR'S ELEMENTS OF LEADERSHIP

The following elements must be available to the leader to enhance efficiency in his leadership performance.

1. Power: Power is described as the capacity of the leader to use force. Power is also the use of authority in the control, direction and utilization of wealth and resources of the organization by the leader.

2. Authority: Authority refers to the right conferred on an administrator in an organization in discharging his duties/responsibilities. It is this authority that makes the subordinates to

obey him when he/she enforces it. It is the power to make decisions which guide, the actions of the subordinates.

3. Responsibility: Responsibility here refers to the fact that the leader/ administrator must assume responsibility for his actions and functional activities of his sub-ordinates. This is a situation whereby he must display moral integrity and a sense of maturity in the discharge of his duties.

4. Expertise: By this it means that, the leader should have a good knowledge of the organizational aim/objectives and programmes; so that he/she can make high quality decision for the wellbeing of the organization. It should be noted that expertise is achieved through specialization and experience.

5. Delegation of Responsibility: this entails the transference of responsibility of taking certain decisions and actions in certain areas by some of the leaders' subordinates. People who were assigned to such duties are delegated to carry-out such duties on behalf of the leaders but the ultimate responsibility and accountability lie with the leader.

6. Decision making: Decision making is an element of leadership position that is highly commendable, showing the capacity of the leader to make decisions to solve organizational problems. Therefore, it is necessary for the leader to possess a good knowledge of problem - solving techniques and conflicts resolution skills.

PROF NWADIALOR'S CHALLENGES TO EFFECTIVE LEADERSHIP IN SCHOOL SYSTEM

Effective leaders envision what they want and how to get it but there may be barriers for the actualization of the stated educational goals. These are as follow:

1. Ineffective use of human and material resources.
2. Inadequate funding
3. Poor management as a result of over-centralization of authority

4. Inappropriate selection and organization of school policies
5. Inefficient implementation and evaluation of academic programme.

SUGGESTIONS

The following are therefore suggested for effective leadership in school system:

1. Government should provide necessary equipment, tools and materials that are essential for the effective operation in school system for instance, computers and other gadgets should be provided to enable the school administrators/leaders enhance the process of teaching and learning.
2. Government should involve the school administrators/leaders in the formulation and implementation of policies that are related to education.
3. School administration should be left in the hands of trained and qualified personnel. Moreover, more school administrators should be trained and better conditions of service offered to them to attract them to remain in the school system.
4. Occupying the office of the school administrators should be done by merit. Bias and sentiments from political office holders should be neglected.
5. Government should provide adequate funds for the implementation of educational programme as much as possible organize leadership seminar, conferences and in-service training especially in this pandemic period to enable them inculcate the same to their teachers and students.

SUMMARY

Leadership in school system covered the Concept of leadership, kinds of leadership, Energies required by the leader, Approaches to study of leadership, Basic leadership style, qualities of a good leader in school System, Elements of leadership, Roles and Barriers to effective leadership in school system. Based on various aspect of leadership discussed, it is accepted that a group is

affective as its leaders. For instance, educational managers like Prof Eugene Okoye Nwadiakor are responsible for leadership that affects the capacity of the school system to perform effectively and obtained the desired results. The school management practices in Nigeria, creates a need for an increased number of educational leaders, who have the competence for planning, coordinating and evaluating programmes for improved outcome of schooling.

CONCLUSION

School leaders must therefore, exhibit positive attitude to parents, children, staff and entire public who must be educated on the gains of administrative input. As stated by Ozoji in Oriade (2009) effective public information is needed to combat prejudices and to create informed and positive attitudes for the public to support education programme

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