
Meeting the Challenges of Educational Leadership Through Functional Viable Education

PERPETUA NGOZI ENWEREUZO

*Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria*

Abstract

Various scholars in administration and management have written on the issue of leadership, educational leadership and how they can be employed in administration of organizations in order to achieve desirable educational goals; to create room for individuals that will showcase first class mentality in the society. Scholars have as well presented papers that will go a long way to throw light reasonably for the realization of a functional viable education via leadership in our institutions of higher learning. Meeting the challenges of educational leadership through functional viable education is what gave rise to this paper. The paper used descriptive approach to review what some other scholars have written concerning leadership as a tool for the actualization of functional viable education in institutions. Attempt was also made through this paper to discuss the role of educational leadership in relation to meeting the challenges of educational leadership in actualization of educational goals in order to achieve functional viable education; the paper discussed the functions of educational leadership, challenges of educational leadership and key qualities of educational leadership. Functional education and principles of functional education was equally reviewed in this paper. The paper concluded that information in the paper if well appropriated will tremendously transform educational institutions in an attempt to actualize stated educational goals in the face of functional viable education. The paper among other things suggested that educational leaders should create room for workshops and seminars periodically; short in-service trainings should be encouraged as well. Innovations (use of ICT) that will help to realize functional viable education should be embraced by educational leaders.

Keywords: Leadership, Educational Leadership, Functional Education, Challenges of Educational Leadership, Key Qualities and Principles of Functional Education

Functional education is viewed as the total process of bringing up individuals to develop their potentials (cognitive, affective, and psychomotor) to the fullest and consequently be able to contribute maximally to the development of the society. Functional viable education points to how educational leadership is capable of working successfully in realizing the educational goals which is geared towards enabling the individual to develop their potentials as stated above (Ololube, 2017). In line with this, it is very vital to note that no organization can function well neither continue to exist nor

succeed or realize educational goals without good leadership. This is very obvious for the fact that individuals ought to be convinced, persuaded and directed to pursue clear and distinct objective exuberantly as well as rhapsodically in order to attain notable progress as well as develop God given potentials and the only way to achieve all these is through leadership (Ololube, 2018).

Leadership deals with establishing and perception of vision, culture and bilateral association, and management issues which involve the coordination, support and monitoring of schools as an organization (Chukwu, 2015). With so many educational challenges starting from inadequate funding to the current rapid rise in student population, good and effective educational leaders are needed to save the situation. Consequently, to refer to current day issues in educational management to the progress level of education is an undeniable facet because over the years there is increasing need for our educational institutions to be redirected towards the actualization of the educational goals in line with functional viable education. This is possibly and not only for the fact that the development of any nation largely depends on the level of literacy but because this likewise implies that if the soundly educated individuals are few compare to those who are not, such a country stand the chance of experiencing distorted development and may eventually remain underdeveloped for a long time, Ekpoh and Akeke, 2017).

Basically, the rate of development for any country is dependent on the literacy level and achievement of the citizens. With this at the back ground it becomes pertinent to note that it cannot be over emphasized that there is every need for the leadership of the various educational institutions to measure up to expectation by showcasing ingenuity in their approach of leadership (Ololube, 2018). They must as a matter of urgency pilot the affairs of the educational institutions in such a way that the outcome will suit the expectant result, functional viable education. Although this is not just possible without some challenges which must as matter of urgency be dealt with if a functional viable education is realistic (Ololube, 2013 & Rowe, 2007).

Leadership as a process is by no doubt cumbersome as well as challenging at all levels especially in the education institutions; yes, it is and that is why the adage which says 'to whom more is given more is expected' fits in in this scenario (Yukl, 2002). And as such, it is the sole responsibility of the leadership in the educational institutions to work assiduously to realize the stated educational goals in the national policy on education without taking chances. It is only by so doing that the educational institutions should be able to measure up both national and internationally in terms of the global expectations as the need arises and more so the functional viable education. Presently, leadership is most studied but least comprehended (Almohaimeed, 2014, Burns 1978). This is in agreement with James and Maria (2006) as they asserted that leadership is a labyrinthian procedure preoccupied by the challenges as well as difficulties of scheduling, predicaments, and persons.

However, the educational leadership so far do not exist without some challenges, these ranges from internal to external challenges; the schools at different levels are faced with poor leadership, poor staffing, poor remuneration for staff, poor funding, incessant strike by teaching staff, examination malpractice, unnecessary/unhealthy interference from the government etcetera. All these are part and parcel of the challenges of educational institution as an organization. In the same vein it is equally

believed that things can be turned around for good with functional viable education in place. Scholars have reaffirmed the issue of challenges encountered by leaders in education as an indisputable fact concerning the challenges faced by present educational leaders in management (Ofoegbu and Obiwechiorzor 2015, Robert, 2015, Ekpoh, and Akeke, 2017).

Leadership is a careful goal oriented strategy mapped out to realize the desired change in a group through commitment of both the leader and followers. In line with this Hughes R. L. et al. (2002 p. 8), rightly defined leadership as “the process of influencing an organized group toward accomplishing its goals”. Leadership is a process of persuading opinions and administration of persons in an organization; it is often seen as an interpersonal blueprint and course of action that is effective and strong, stimulating as well as exciting followers geared towards long-term institutional goals and transformations, (Brymam, 2007) in (Aideyan, O. D. 2019, Bennis & Nanus, 1985; Conger & Kanungo, 1990). Leadership is further described as directing and coordinating a group of people in a specific situation, with the view to attaining the objectives of the group, (Paul, 2011).

Leadership is also viewed as a frank attempt through a guided process to change individuals for a common good, it is a process which provides for the followers a better way to achieve expected goals either in short or long terms (Enwereuzo, P. N. 2021). Leadership should only be able to actualize this in the organization through a good articulated administration that is not self-seeking in any way but holistic in approach and style; this idea is supported by (Mulford B. 2008, Wolinski, 2010).

Nevertheless, the term leadership is viewed differently by different people, including researchers. However, the meaning and interpretation of leadership also differs from individuals; leadership is therefore fixed on the realization of designed goals. Peretomode (2006) designated leadership as a process involving two or more people in which one makes effort to influence the others behaviour towards the attainment of some goals. According to him, leadership revolves around the following:

- The idiosyncrasies or characteristics of a position or an office
- The quality or attribute of a person
- The classification or sort of actual behaviour
- Dependent upon the person’s personal stands of the character of the social context based on the context of the exercising of leadership

The presumption of this definition above is that leadership is concerned mainly with the attitude of one person towards others which has the ability of controlling them to carry out specific actions as may be directed by the leader for the actualization of certain group or goals (Chowdhury, 2014, Owens, 2001, Rost, 1991). Apparently, leadership should likewise pay attention to the welfare of the entire institution through the persons that work there as well as students and this is the role which educational leadership is out to play in educational organizations (Odibia, 2007).

Educational Leadership

Educational leadership is the process of enlisting as well as guiding the talents and energies of teachers, learners, and parents toward achieving common educational goals. This term is often used synonymously with school leadership in the United States as well as other places not mentioned here and this has supplanted educational

management in the United Kingdom. Several universities in the United States offer graduate degrees in educational leadership. Certain obstacles of educational leadership can be overcome. Educational leadership is the science of helping students to achieve academic success through managing and improving educational programmes. Educational leaders work with students of all ages and strive to help them reach their academic goals (Baporikar, N. 2008).

The capacity of the educational leader is fundamentally and predominantly to:

- i. work closely with educators and administer curriculum direction and guidance;
- ii. reinforce and support educators to effectively accomplish and complete the cycle of planning to intensify programmes and practices,
- iii. lead the development and accomplishment of an effective educational programme in the service.

Furthermore, educational leadership is a collaborate process that unites the talents and forces of teachers, students and parents. The goal of educational leadership is to improve the quality of education and the education system itself. The primary purpose of educational leadership is to ensure academic success through process, material and training improvements. This is mainly accomplished through collaboration with different individuals, such as educators, parents, students, public policy makers and the public. Educational leadership from a business perspective is a form of academic management and a quality control.

Educational Leadership is the interaction among individuals or groups towards the attainment of some pre-determined educational goals. Hence, educational leadership (EL) involves the process of directing and coordinating the activities and efforts of the learners and staff in line with the realization of educational goals, it also means the ability of an accomplished person to influence others to achieve an objective.

Educational Leadership is aligned on certain key principles; first, educational leadership creates a vision of academic success for all students. This is important because there has always been a historical gap between students on different socio-economical levels and high and low achieving students.

Second, educational leadership strives to maintain a safe and receptive learning environment. That is a healthy school environment is key to providing comfortable, orderly and structured classrooms.

Third, educational leadership delegates responsibility to others. This means that teachers, parents and even students are empowered to take responsibility and accept accountability.

Fourth, instructional methods and curriculum content must be continually improved.

Fifth, the field of education must borrow and adapt modern management tools, processes and techniques.

The Functions of Educational Leadership

- Collaborate with educators and provide curriculum direction and guidance.
- Support educators to effectively implement the cycle of planning to enhance programmes and practices.
- Lead the development and implementation of an effective educational programme in the service.
- Ensure learners learning and developments are guided by the learning outcomes.

The Challenges of Educational Leadership

It is an unequivocal and incontrovertible fact that leaders in education particularly currently are faced with assorted and varied challenges in the process of school management. Ofoegbu and Obiwehiozor (2015) and Robert, (2015) observed that most educational institutions in Nigeria are faced with serious financial handicaps which include the following:

- Immense rise in students' population
- The doubtful quality of teachers
- Insufficient funding
- Substandard facilities for Learning
- Universal and technological changes
- Contradictory Practice
- Examination malpractice

Immense Rise in Students' Population:

In recent times there has been notable immense rise of students' population. According to Ofoegbu and Obiwehiozor (2015), National Centre for Education Statistics (2016) has it that post-secondary school awarding degree programme swelled up by 18% 1993 to 2003. Then between 2003 and 2013, it rose by 20%, the figure was 16.9 million to 20.4million. This was a major challenge to educational leaders due to the fact that the rise did not cogitate or reflect on other complementary areas including facilities, teachers, equipment etcetera; this spells out more tasks for leadership (Ekpoh, U. I. and Akeke, 2017).

The Doubtful Quality of Teachers:

The quality of teachers in any school is likely going to be the quality of students which will be produced. Researches have shown that when there is lack of adequate number of teaching staff in a school there will be deficiency in the handling of the students' needs in terms of teaching and learning that will be result oriented. Therefore, the uncertain quality is yet a problem school leaders are faced with in educational leadership.

Insufficient Funding:

Insufficient or inadequate funding affects virtually every aspect of school management; this cannot also be over-emphasised due to the fact that everything about school leadership or administration involves finance. Provision of adequate fund in school administration fuels the extent educational leaders will be able to make notable input in the realization of the educational goals. Procurement of necessary equipment, facilities, educational resources, hiring qualified teachers, development programmes for staff require funding. The lack of adequate or proper funding in Nigeria schools remains a major challenge to educational leadership but if sufficiently checked then the possibility to actualizing the big picture painted with functional viable education as a way of meeting the challenges of educational leadership will realizable (Akuegwu, B. A. 2019).

Substandard Facilities for Learning:

Currently the emphasis on education in 21st century is geared toward a functional viable education but in the actual sense we are not yet there as expected and one of the reasons which made it so could be the fact that our schools still make use of substandard and poor facilities for teaching and learning. For instance, this is technological era but it is very embarrassing that most of the schools in the country both public and private alike do not have the needed facilities to meet this current trend in education; this is another challenge which educational leaders are faced with in the administration of schools at all levels and this will reflect in the output.

Universal and Technological Changes:

Emphasis is been placed on the provision as well as the utilization of information/communication technology in an attempt to advance knowledge by the government of Nigeria; the skill appropriate for effective functioning was not also left out, (Ajayi and Ekundayo, 2010). The provision of some of the relevant technological gadgets and matching them up with the employing qualified personal to man them will surely go a long way to improve teaching and learning and if possible lunch the educational system to the global requirement in education.

Contradictory Practice:

Some of the contradictory and perverse practices seen in education in our society today are corruption, nepotism, favouritism, tribalism, bribery and examination malpractices etcetera. Irrespective of how demeaning these vices could be still persons who are involved in these things do not event fault or caution themselves especially when they are master minders and director beneficiaries of such misconduct, misdemeanour and malfeasance. However this is the scenario where educational leaders carry out their duties on daily basis and the implication being that if they do dance to this evil set up in our society it is likely to be used against them. In the face of these entire issues one will not expect the educational leaders to perform magic in their bid to realize the educational goals as expected if this misconduct is not checked (Koko, C. 2020).

Examination malpractice:

This implies the use of fraudulent means to succeed in an examination; various ways are applied in examination malpractice such as coping in small piece of paper, writing in some parts of the body so as to copy from there during examination, writing on the writing materials before taking them to the examination hall, exchange of question papers in the examination hall, etcetera. This phenomenon has eaten deep in the fabrics of the educational system in Nigeria and the educational leaders are faced with as a big threat to education in terms of viable way to realize the expected educational goals in the midst of this monster.

Supposing examination malpractice is nipped in the bud at all levels in education it will sincerely make learners gradually appreciate the need for healthy competition, hard work, and meritorious reward as against cheating and pursuit of paper certificate. In turn, school leaders should be able to turn out into the society individuals who will likely contribute their own quarter in nation building as envisage through functional education.

Erasing examination malpractice will go a long way to justify any viable approach to education that is functional in relation to the contribution of educational leadership; viable or realistic functional education may continue to be a mirage in the face of this monster called examination malpractice if not totally dealt with.

There are also some other areas of challenges to educational leaders such as these mentioned below:

- Increasing pressures on student achievement
- The breakdown of communities
- School conditions
- Change of assessment and curriculum
- Improving attainment
- Mission creep management
- Maturing the self-improving systems

Key Qualities of Educational Leadership for functional viable education

These key qualities supposedly stand the chance of positively aiding educational leaders at all level of education to meet the challenges of educational leadership through functional viable education if applied accordingly. The key qualities discussed below are:

▪ **Innovative**

An innovative leader is not afraid to implement new ideas and take risks. Without the belief that failure is an essential component of real success, a school can never reach its full potential.

▪ **Confident**

Confidence is contagious; without right amount of confidence leading a school, staff and students are guaranteed to follow suit, inspired by the portrayal of inner strength and fearlessness that says: “I can achieve anything” (Ololube, 2017, & Koko, C. 2020)

▪ **Collaborative**

A great leader knows that success comes only through effective collaboration. By including staff-members in decision-making, and confiding in teachers for ideas, suggestions, and support, an idea can become a movement.

▪ **Creative**

A creative mind sees the world differently. A great leader will imagine new possibilities, and visualize new in everything that they do. This inspires others to think in the same way, build a school full of original thinkers, visionaries, and leaders.

▪ **Open-minded**

A great leader knows the importance of being open-minded, allowing others to experiment with new methods, investing in new technology, and developing a growth mind set. Building a team based on openness, students are never denied an opportunity to excel.

▪ **Lifelong learning**

Every great educational leader sees themselves as a lifelong learner with a growth mind set. Leading by example, a lifelong learner encourages learning in all aspects of life, as something fun, stimulating, and empowering.

▪ **Proactive**

All leaders need to be proactive. Without waiting for things to get done, a great leader will take control and make it happen. By getting staff-members on board and building a combined attitude of pro-activeness, there is no telling what your school could achieve.

▪ **Motivational**

As a role-model for both staff and students, an educational leader needs that motivational attitude that drives change, difference, and optimism. This encourages a school body to stretch towards every goal, giving 100% in every single challenge.

▪ **Positive**

A positive atmosphere tends to cling to the school walls, encouraging staff and students to uphold this joyful ambiance at all costs. While an educational leader does need to display strength and authority, this does not have to come at the expense of positivity. By instilling a positive school atmosphere, a brighter outlook will prevail, no matter how dark the walls.

▪ **Different**

A great leader knows that to create your own success, you need to first discover what makes you unique. By promoting difference as something to be celebrated, students are encouraged to stand out, be original, challenge convention, and not to fear the judgement of others. Want to become a great educational leader? Introduce adaptive learning to your school, and let your students know that it is good to be different. Observations supported by (Lorna Keane, 2015).

Functional Education

The Meaning of Functional Education or Instruction

According to Yehudah Zeilberger(2021) functional education that is viable can be viewed in any of the following ways:

1. In the USA and Germany functional education started around 1920, the attribute ‘functional’ points to education that emanates deliberately and enthusiastically from the influence of the environment, it is a kind of unsystematic, ‘conventional and natural’ education, that is different from the deliberate, goal-oriented education, that is guided by humans.
2. Within Western Europe this term makes reference to education that comes from the child’s needs, and that uses the child’s interest as a mechanism for activating them and towards their desirable activities; its intent is to develop the life of the mind, that acts from the completeness and entirety of organic or fundamental life, with application to practical life in the immediate and in the subsequent time.
3. However, functional instruction that arose in the United States and England, takes as its foundation the activity of the child and it is based on a practical work-plan that is prearranged to have the child master the subject-matter. The subject matter to be taught is considered according to the importance in the life of the human in his childhood and adulthood. The instruction is contingent on phases in the life of the student: the country, the environment, the lifestyle circumstance.

Directed (Career-minded) education and functional education are two essential, basic and indispensable methods and means in shaping a human, and they hold to be combined. For his educational success, a teacher has to consider functional education in its first meaning, that is present everywhere and at all times (equally devoid of organized

Ngozi Enwereuzo

educational institutions), and its essence; the mutual influence of the members of society and of their lifestyle that acts on every human. The exceptionally example teaches, even without intention. Consequently, there is need to differentiate between traditional school and the natural school, where way of life is the source of instruction.

Functional Instruction

Some of these ideas can be found in the functional way that is on-going in Anglo-Saxon countries. This method is against the traditional formal training that claims to develop academic skills by drilling, without respect and consideration to the student's interest, and that presumed that most of the training should be in efforts that develop the brain. Contrastingly, the theory of Material Education accentuates the mastering of specific subject-matters. The functional way differs from both of these strategies. Nevertheless, it refuses to checkup the psychological skills "as machines that could be directed to any object or subject" (Dewey in Yehudah Zeilberger, 2021). Nonetheless, it is also contrary to the opinion that takes education as merely learning the subject-matter.

Functional Instruction links all study with specific needs and roles, as regards to where the child's interest should be directed. In such manner the child will gain thinking habits, critical thinking and also develop the technical means needed for them that will improve as time goes on, and that will aid them in solving their practical problems. Formal Knowledge has no educational value, due to the fact that the activity of the mind is separated from life, and does not awaken interest in the outcome of the performed work. In that manner, learning becomes an end for itself. This is not the case in functional education that attempts at non-formal goals; to train students towards a practical mastery of the subject, to get them into the habit to adapt to any situation, to bring them to experience directly with the studied subject by self-build works and experiments. The teacher is just a 'go-between' between the subject and the student, and he enables the functioning- the live relation between the student and the studied subject, and the relation between them. The Functional way has spurred important innovations, for instance, functional grammar in the teaching of foreign languages, the way of the subject, and the method of operation in teaching methods etcetera,(Yehudah Zeilberger, 2021).

The Principles of Functional Education

1. Educational leaders should emphasis that the child has to be judged from the standpoint of their own world-view, and to describe them in terms of concepts drawn from their experience and to teach them according to their criteria, they should be related to as people that should be esteemed and helped.
2. The functional education is based on the natural need of the child to enquire and to know, to observe and to work, and especially to play; it strives to awaken in the child spiritual longing, like the love of the good and of work, that will not come by force, but instead in an unrestricted atmosphere and in desirable living conditions; for this reason, the school should create a viable, lively and happy environment, where the child will act enthusiastically.
3. Educational leaders should consider putting the child in the center of the curriculum as that will no longer be made according to principles exterior to the child; this will form a 'Copernican transition in education'.

4. The educational leaders should get to know properly the child's interests and the changes that they undergoes as he grows up physically and emotionally; hence the teacher should adapt his teaching to the natural growth of the child.
5. Educational leaders should see it as one of their important function that no one demands from the child an action, unless he has a natural need for it. In order to activate the child, the teacher has to place the child in conditions that will naturally induce that action, by satisfying a need. The motivation of the child should not be external (fear of punishment or hope for a reward), but internal (out of genuine interest in the discussed question and in the activities connected with it). The internal (self-) discipline (from his own volition) will replace the external, forced, discipline; hence, the prohibition of corporal punishment in schools.
6. The Education will develop the intellectual and moral abilities of the child rather than force-feeding them many facts that are quickly forgotten, or are accumulated in the memory like a foreign substance, without any connection to their life and this has to be enforced by the educational leadership in order to actualize functional viable education especially in this 21st Century. Any fact is interesting, if it is related to the current social activity of the one learning it. Hence, one should not separate between theoretical studies and the child's natural action.
7. An active school is needed, where the classroom would be a kind of laboratory, then the role of the educational leadership is to enforce it. The art of the teacher will be reflected by his ability to bridge between the studied material, that is not very attractive, and the natural needs of the child the best way for achieving that goal could be to engage the child in various activities that could be multi-tasking in nature.
8. Because the child must in the future live in a social framework, educational leaders in their leadership responsibilities should introduce the child to work and to subjects that prepare for social activity, By so doing the nation will be rest assured that functional education is viable to prepare the child for the further in the environment or society.
9. The teacher should stimulate moral and spiritual needs, cooperate with learners, rather than lecture at them; he will aid them in acquiring knowledge through self-study and personal experiences; his main quality should be enthusiasm rather than scholarship; and this requires a completely new kind of teacher training, that would be mainly psychological, and will focus on the understanding of the child and of their needs.
10. Educational leaders in an attempt to realize functional viable education should ensure that skills that developed should be the ones everyone has a talent for; the school should have a minimum of a common, core, curriculum, and leave other subjects as free electives; the ideal should be 'a school made to fit the size of the child' in every stage of their development; because every individual is different from another to a certain extent, in his physical and psychological traits. Therefore, this is a method of teaching of the gifted: Democracy needs moral and educated elite, and hence it should be interested in developing gifted children in conditions that are suitable to their talents. Education is not preparation for life, but life itself (Claparede in Yehudah Zeilberger, 2021). Only to the extent that the future trends express themselves as present needs, is functional viable education a preparation for their life as an adult.
11. Educational leaders should consider the importance of not administering exams to learners which are rather a burden on the memory; instead they have to introduce an 'achievement summary' that was achieved during the school year. For that the teacher

Ngozi Enwereuzo

has to use diagnostics and tests, in order to check his own teaching method and to summarize the achievements of his various learners.

Conclusion

Meeting the challenges of educational leadership through functional viable education seek to align with all the ideas put together in this paper and if well appropriated it will tremendously transform educational institutions in an attempt to actualizing stated educational goals.

Suggestion

Educational leaders should create room for workshops and seminars periodically; short in-service trainings should be encouraged as well. Innovations (use of ICT) that will help to realize functional viable education should be embraced by educational leaders.

References

- Akuegwu, B. A. (2019). Institutional Leadership and Motivation in Higher Education in Nigeria. in N. P.
- Ololube & G. U. Nwiyi (Ed.), *Encyclopedia of institutional leadership, policy and management Volume II: A handbook of research in honour of Professor Ozo-Mekuri Ndimele* (pp. 709-731). Pearl Publishers.
- Almohaimeed, S. & House, A. (2014). *Leadership Development for Young People*. University of Edinburgh Publishers.
- Aideyan, O. D. (2019). *Leadership in higher institutions: Reflections on motivation, standards and creativity for educational reforms in Nigeria*. In N. P. Ololube & G. U. Nwiyi (Ed.), *Encyclopedia of institutional leadership, policy and management Volume II: A handbook of research in honour of Professor Ozo-Mekuri Ndimele* (pp. 681-692). Pearl Publishers.
- Ajayi, I. A & Ekundayo, H. T. (2010). *Contemporary issues in educational Management*. Bolabay publications.
- Baporikar, N. (2018). Educational Leadership: A Global Perspective. In N. P. Ololube (Ed.). *Encyclopedia of Institutional leadership, policy and management: A handbook of research in honour of professor Ozo-mekuri Ndimele* (pp. 111-133). Port Harcourt: Pearl Publishers.
- Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. Harper & Row.
- Burns, J. M. (1978). *Leadership*. Harper and Row.
- Chowdhury, G. R. (2014). *A study on The Impact of Leadership Styles on Employee Motivation and Commitment*. Doctoral Dissertation. Padmashree Dr. D. Y. Patil University.

- Chukwu, C. L. (2015). *Leadership in educational management: The way forward. International Journal of Educational Administration Planning and Research*, 7(1), 259-280.
- Conger, J. A., & Kanungo, R. N. (1990). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13, 471 – 482.
- Enwereuzo, P. N. (2021). Educational leadership style and teachers' attitude in relation to the actualization of educational goals. *International Journal of Scientific Research in Education*. 14 (2), 336-351.
- Ekpoh, Uduak Imo, Akeke, Mercy N. G. (2017). *Challenges of Educational Leadership in Nigeria. In book: Education for careers in the 21st Century (A Festschrift in Honour of Professor Daniel I. Denga)* (pp.347-356). University of Calabar Press. www.researchgate.net
- James T. & Maria De Lourdes Machado-Taylor (2006). *Tertiary Education and Management* 12(2): 137 -160 DOI: 10. 1007/s11233-006-0003-3 (2022, February 9).
- Hughes, Richard L., Robert C. Ginnett, Gordon J. Curphy (2002 p. 8), *Leadership: enhancing the lessons of experience– 4th ed. McGraw – Hill Higher Education*, The McGraw –H companies, Inc.
- Koko C. (2020). *Leadership Issues, Challenges and Prospects. In G. U. Nwiyi (Ed.), Managerial Psychology and Educational Leadership*. Akanso Publishers.
- Lorna Keane, (2015). The top 10 Qualities of Great Educational Leaders – www.fishtree.com
- Mulford, B. (2008). *The leadership challenge: Improving learning in schools. Camber well, Vic: Australian council for educational research*.
- Odiibia, A. I. (2007) *Classroom management and organization. The teacher's guide*. Euneeks and Associates.
- Ofoegbu, F. & Obiweluozor, N. (2015). *New and unexpected demographic challenges to educational leadership in Nigeria. Journal of Educational and Social Research*, 5(1), 39-44.
- Ololube, N. P. (2013). *Educational Management, planning and Supervision: Model for Effective Implementation*. Spring Field Publishers.

Ngozi Enwereuzo

- Ololube, N. P. (2017). *Is the character of institutional leadership central to the quality of higher education (HE) management? International Journal of Strategic Decision Sciences*, 8(1), 46-64. DOI: 0.4018/IJSDS.2017010104.
- Ololube, N. P. (2018). *Educational leadership and management: institutional leaders value functions and effective management of universities*. In N. P. Ololube (Ed.). *Encyclopedia of Institutional leadership, policy and management: A handbook of research in honour of professor Ozo-mekuri Ndimele* (pp. 111-133). Pearl Publishers.
- Owens, R. g. (2001). *Organisational behaviour in education: Instructional leadership and school reform*. (7th ed). Pearson Education
- Paul, R. H.(2011). *Leadership under fire: The challenging role of the Canadian university presidents*. Montreal, McGill-Queen's University Press.
- Peretomode, V. F. (2006). *Educational Administration: Applied concepts and theoretical perspectives*. Joja educational research and publishers.
- Robert, H. (2015). The next five years: 10 Challenges for school leaders. From 10clondblog.wordpress.com/2015/05/19/the-next-five-years-10-challenges-for-school-leaders. Rost, J. C. (1991). *Leadership in the 21st Century*. Praeger.
- Rowe, W. G. (2007). *Cases in Leadership*. Thousand Oaks, Sage Publications.
- Wolinski, S. (2010). *Leadership Theories*. (2014, June 14). [www.https://:managementhelp.org](http://www.managementhelp.org) Yehudah Zeilberger.(2021, September 22). *Functional Education*. <https://sites.math.rutgers.edu/~zeilberg/family/EncKhi1.html>
- Yukl, G. A. (1994). *Leadership in organizations*. NJ: Prentice-Hall
- Yukl, G. (2002). *Leadership in organizations* (5th ed.). NJ: Prentice-Hall