



INTEGRATING GOOD CHARACTER IN INSTITUTIONAL LEADERSHIP

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ABSTRACT

This study investigated integration of good character to institutional leadership. Concepts such as leaders, institutions, functions, good character, ethical behaviour, qualities, subordinates, character, institutional leadership, transformational leadership approaches etc. were clearly and logically presented and discussed. Great and successful leaders in institutions have such qualities and features such as trust worthiness, honesty, reliable, virtue-driven, dynamic, transformational, motivating and inspiration were highlighted. Their approach is process- driven, conversational or dialogue, share knowledge and ideas with employees or subordinates. The study identified that successful leaders are usually well behaved, disciplined, authentic, and servant leaders with CSR (Corporate Social Responsibility), dynamic and value-driven, they share ideas with subordinates. It recommends that institutional leadership should be integrated with good or ethical character to ensure provision of good working conditions for achievement of desired results.

Keywords: Leadership, Subordinates, Good/Ethical Character, Qualities, Transformational, Authentic, Servants Leaders, Workplace Conditions, Leader's Functions, Educational Leaders.

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INTRODUCTION

Leadership involves relationships between the employer and the employees; the leader and the followers and the nature of this relationship is determined by the character of the institutional leader or administrator. For someone to be a leader he or she should have followers or supporters and for the leader to be effective and efficient, he needs to acquire adequate leadership skills through education, training and practical experiences.

It is suggested that the greatest and effective power of any leader comes from his character and hence, integrating good character to leadership relates positively with institutional leadership. The motivating factor in this study is based on the question "how does the institutional leader's character influence his relationship with the institutional workers / subordinates?" The leader needs the trust and confidence of many of his followers.

The greater the number of people who trust the leader, the greater the power he commands. The need to have the trust on the leader, leads to his acceptance by employees or subordinates and also for the employees to have a positive perception, that their leader's character or behaviour is satisfying their needs. When employees or subordinates identify their leader's character or behaviour as satisfying, motivating, inspiring and empowering, by meeting their expectations, they will be motivated towards achievement of set institutional goals. A leader with good character engages in behaviour that complements employees' abilities and compensates for their deficiencies.

Baporikar (2018) citing Spillane (2006) indicates that leaders with good character or who behave well are responsible, accountable and they make sure that education in their area is at its best. To him, effective leadership makes a difference in any educational institution by improving learning and quality of teacher performance. Baporikar (2018) maintained that an effective and efficient education leader shares much of the same characteristics as a successful business leader. He outlines the following leadership characteristics which include among others; dynamic, participative, moral, transformational, strategic, instructional etc. Instructional leadership character clearly specifies particular leadership practices which impact on education institution and on the students. It is important to integrate good character in educational leadership. That is why House and Mitchell (1975) proposed that if the behaviour/character of the leader clarifies the goals and makes them more attractive, then people should expect good performance, satisfaction and increase in leader acceptance by followers.

However, the relationship between these three factors; performance, satisfaction and leader acceptance by subordinates, depends on the personality of subordinates and available task environment. This study addresses the question- "how does the institutional leader's character (good or bad) influences his relationship (or leadership effectiveness) with the institutional workers/subordinates?". This leads us to conceptual definition of character, leadership and their associated functions or impact, for effective and efficient institutional / educational leadership.

CONCEPTUAL CLARIFICATION

Character

Some of these qualities may be internal dispossession like talents or special natural skills while other qualities may be learnt through education, training and experience. Burgoyne (2010, p.42) indicates that "the will to lead is largely innate but the ability to do it well is largely learnt". This clearly shows that institutional leadership is influenced by both the innate characteristics of the leader and leadership characteristics learned.

Character is also defined in the Oxford Advanced Learner's dictionary (2006) as the opinion people have about somebody, for instance, a person who is trustworthy, a man or woman of good character, a reliable and disciplined person, a person who has integrity. Institutional leaders are expected to reflect or command these elements of good character honesty, trustworthiness, truthfulness, reliability, integrity and one who gives others confidence, loving and friendly. The character of the leader is the power-base of all successful leaders because the more subordinates trust their leader the more powerful the leader becomes. There are some basic characteristics in a leader that predisposes him to be considered by others to make him a leader. In situations where the character of a leader is good, has values, ethical behaviour and admirable, the leader commands support from followers. Now, if the leader's characteristics are so significant and admired in terms of

inspiring, motivating, stimulating and providing enthusiastic response from subordinates, it is likely for him to succeed.

Good character/behaviour is associated with self-discipline, a disciplined individual who promotes order, obeys rules and regulations. Sule-Dan and Alegbeleye (2015) indicate that several studies like Mohammed (2013) presented arguments and they tied discipline to strict adherence to rules and regulations. That is, a situation where workers are expected to cooperate and behave in a normal way. Sule-Dan and Alegbeleye (2015) see self-discipline to have a superior impact than enforced discipline in an organization.

Discipline as a good character in an organization is as a situation where workers are expected to cooperate and behave in a normal and orderly way, as any reasonable person would expect an employee to do". (Sule-Dan and Alegbeleye, 2015, p. 19). To them, this is imperative since the organizational goals are to enhance workers satisfaction and this would lead to higher productivity and profitability. This, by implication, involves leadership effectiveness and high performance.

The institutional leader who desires effectiveness and efficiency in the operation of the organization goals should be concerned with organizational discipline or good character to ensure achievement of set goals. Sule-Dan and Alegbeleye (2015) indicate that it is appropriate to limit consideration of discipline to three areas which include:

- Self-discipline: This is concerned with self-control of the individual to adjust to certain needs and demands;
- Esprit de corps: This is concerned with orderly behaviour (character) within group;
- Judicial process: This is concerned with monitoring performance and applying corrections to avoid future occurrence of an undesirable act in any institutional leadership.

An institutional effective leader should be concerned with self- discipline, group-discipline and efforts designed to keep the staff always in line with individual and organizational goals. Ohaechesi (1998), cited by Sule-Dan and Alegbeleye (2015) defined discipline as normal behaviour or orders of conduct that is based on principles of natural justice, which modifies or controls behaviour in order to reduce misbehaviour and make goals accomplishment possible. Harris (1976) in Sule-Dan and Alegbeleye (2005, p. 92) reported discipline to be "the process of training workers so that they can develop self-control and become more effective in achieving set organizational goals". By all indications, integrating good character to organizational leadership has the central concern of relating favourably with subordinates in order to motivate, empower and encourage the attainment of set individual and organizational goals. The above concern of discipline centers on accomplishment of goals.

The definition of discipline above is concerned with personal traits (self-discipline/control), training of workers by the organization and inculcation of ethical behaviour (Sule-Dan & Alegbeleye, 2015). These are attributes of good character required for effective institutional leadership. Apart from sharing ethical justice and self-control, good behaviour or character has several components required for institutional leadership effectiveness.

Components of Good Character

Knowles (1978) cited by Nzeneri (2008) listed some basic components of good character of an effective leader which influence the relationship between the institutional leader, the task and the subordinates. These qualities are many, changeable, hard to measure and to control.

The leaders in education programmes and processes are expected by their subordinates, like teachers, learners and researchers to demonstrate the following leadership qualities:

Characteristics or Qualities of Effective Educational Leader

Institutional leader with integrated good character is expected:

- To inspire subordinates to have the desire and enthusiasm towards the achievement of individual and institutional goals. That is, he should be able to motivate and arouse their consciousness that makes their work interesting and pleasurable.
- To identify subordinates needs. To do this, the leader should be fully aware of subordinates different interests and difficulties if they could be helped to maximize their performance in the workplace.
- To exhibit tolerance: The education leader — principal, provost and the vice-chancellor of education institutions are expected to exhibit tolerance by recognizing that the subordinates are heterogeneous in nature. These leaders are expected to be kind, patient, sympathetic and flexible in their relationship with the employees of their institutions. These attributes encourage effective participation of employees in decision which influences their work or tasks designed to achieve set education goals.
- To exhibit understanding of employees' training and education needs, aspirations, priorities, special problems and difficulties in attaining personnel growth and institutional goals. They should adopt suitable strategies for resolving employees' problems and difficulties.
- To have good personality by being knowledgeable, versatile, communicate effectively with employees and should have cordial relationship with subordinates and education stakeholders.
- To exhibit humility — Educational leaders should be prepared always to learn from the experiences of their subordinates who may be older or more experienced than them.
- To protect and help subordinates: The leader protects the employees from ridicule and abuse in all teaching and learning tasks. Their integrity must be preserved because they are respected individuals in their society. The leader helps the employees by removing all bottlenecks and obstacles hindering their personal and institutional development or attainment of set goals.
- To be resourceful: Like principals, head teachers, students, teachers, head of departments, lecturers etc, to ensure effective leadership, he must be resourceful. This is a very important quality or attribute of a good leader or administrator because educational resources (human and material) are scarce relative to demand for them. As resourceful persons, institutional leaders should manage and improve all teaching-learning situations and programmes through effective control and decision-making processes.

These are some of the basic attributes of good character required to be integrated to educational leadership to ensure confidence of the employees or subordinates. Great leaders in educational institutions command the above listed qualities and more. In order to improve interpersonal effectiveness, the leader needs to be fully aware of the consequences of his behaviour and decide whether or not the consequences and the feedback received from others match his intentions or objectives. Great leaders' characters are usually democratic, ethical, charismatic, influential, transformational and impressive. Some basic leadership styles like transactional, transformational and democratic when integrated with good leadership

character will provide proper decision making, policy formulation and implementation in their institutions for effective and efficient management. Good and well behaved leaders seek out self-development opportunities that will assist them to learn, train and practice new leadership skills taught in education institutions. Well planned and executed leadership training programmes in institutions (education, military and professional) promote leadership effectiveness and efficiency.

Institutional Leadership

The pivot of any nation's meaningful development depends on the quantitative and qualitative nature of its education provided for the nation's citizenry. The acquisition of knowledge and skills required in harnessing human and natural resources that benefits the nation's citizenry lies in the quality of education provided. Scholars Todaro (1980); Nzeneri, (2008) specifically indicate that education transforms the human resources and this in turn transforms other natural resources of the nation. It is the education leadership's responsibility to galvanize the human and natural resources in order to achieve the full dividends of the nation's or society's potentials. Successful achievement of educational or institutional goals depends to a large extent on how well behaved institution leaders sufficiently and effectively manage education or organizational industry.

Educational leadership/management is perceived as the rock-base of education policy formulation, declaration and implementation. It is the value and significance attached to education, as an instrument for speedy development of all that brings about good and quality life, that ushers in leadership performance in institutions of higher learning. Leadership involves exercising influence over groups, followers or subordinates. Stogdill cited in Akinwumiju and Agabi (2013, p. 26) defined institutional leadership as "the process of influencing group activities towards goal setting and goal achievement". It is the institutional heads' initiatives that are designed to influence, guide, and coordinate all institutions' activities and its personnel towards achieving its goals and objectives.

Institutional leaders like Deans, principals and I-leads of departments are executive partners in ensuring that changes and innovations take place in their respective institutions. Their responsibility requires that they share in managing institutions' personnel by using team building and helping staff develop themselves. This guides people in the understanding of how to use institutional decision making process. Leadership is defined as institutional head's ability to maintain cohesion and to ensure satisfaction among the personnel, promote, motivate and encourage interdependence among them. The most essential goal of school leadership, to Akinwumiju and Agabi (2013) is to influence school personnel in the process of collective decision-making, goal setting and working towards achieving the set goals.

Leadership is defined as a process of leading people, to inspire, influence and guide them towards goal achievement in their work place. It is the ability to persuade others to willingly behave differently. Armstrong (2012) defined institutional leadership as a process of getting people do their best in achieving desired results. This involves developing and communicating an institutional vision for the future, motivating and securing their engagement.

Armstrong (2012) listed some of the things good leaders do. They include among others:

- Defining tasks clearly to his team;
- Achieving tasks by ensuring that group goals are achieved, otherwise the group disintegrates;
- Maintain effective relationship between them.

Leadership in the learning institutions is the process of guiding and enlisting energies of lecturers, students, parents and guardians or institution stakeholders towards achieving common educational goals and objectives. Institutions of learning are required to provide good records of students, their achievements, performance and reform. In reality, leadership conveys dynamism and pro-activity. A successful institutional leader is one who is able to move the institutions towards becoming a true learning institution by establishing a shared identity and is able to clearly convey this identity to all the members of the institution. It is good to note that every institution has mission, vision and desired objectives. It requires collaborative efforts of good leaders and their followers to achieve set objectives. A leader with good character operates on the basis of ethical principles and motivates the followers towards achieving desired results. The leaders have specific responsibilities in their collaborative efforts with others to ensure success.

Institutional leaders perform some specific functions or responsibilities which go a long way in promoting organizational success. Nzeneri (2008) outlined some of these responsibilities which include strategic planning, organizing, controlling, decision-making, resource managing, inspecting and supervising. This study identifies those obvious functions a well behaved education leader/manager performs to enable him achieve set objectives of education system. Such functions include provision of conducive teaching-learning environment, taking joint and appropriate decisions, proper management of educational resources, making strategic planning, etc.

Strategic Planning Function

Strategic planning is an essential role or function of an education leader as a means to ensure the effectiveness and efficiency in the system. The purpose of strategic planning in education according to Ololube (2013) is basically to ensure that the system is efficient in its activities. Agabi and Ogah (2010) saw it as the output of the plan itself, while Hinton (2012) define strategic planning as a blue print of action that describes the activities needed for the education to realize its goals. McNamara (2016) as reported by Ololube (2018) indicated that strategic planning gives guidance and direction to members of an organization with particular emphasis to their role of products and service delivery. The process is to ensure effectiveness and efficiency in education system. Education strategic planning, to Hinton (2012) as reported by Ololube (2018) provides a basis for all its activities, as well as the process that outlines the activities which are necessary to achieve the goals of education. Education planners (leaders), through it, regulate and determine how education resources should be distributed and how activities of education system will be assigned to individuals and work groups (Chance & Willians, 2015). From the above views of strategic planning and its relevance in education system, an educational leader should be in the forefront in promoting and ensuring application of strategic planning for the success of the system.

Organizational Function

As an organizer, the education leader arranges individual, group and institutional programme resources to ensure that employees or subordinators are helped to satisfy their personal and institutional needs or goals.

Controlling Function

An institution leader should be able to control teaching and learning process, as well as educational programmes. The leader should be able to prevent all that lead to reduction in quality and quantity of programme inputs, process and outcomes. As a controller, his function involves coordinating, monitoring and attainment of programme goals. The education leader as a decision-maker scales preferences (of students' needs, interests and aspirations) in the programme, in resources, processes and performance criteria and then selects the alternative course of action considered best for maximizing output of expected programme objectives (Nzeneri 2008). Appropriate choice of the alternative courses of action by the leader determines the success of any on-going education programme. The leadership function of the education leader involves the ability to motivate subordinates, raise consciousness and enthusiasm towards acquiring knowledge and skills.

Supervisory Function

Supervisory responsibilities of Secondary School Principals have been highlighted by Amadi (2016, p. 37) as he outlined the cardinal roles of principals in the administration of secondary schools. These roles include:

- Supervision and curriculum development;
- Maintaining staff motivation;
- Policy formulation and planning;
- Establishment of school and community relationship;
- Assessment of staff;
- Enhancing school programme.

The secondary school leader (the principal) is according to Mohammed (2016) saddled with many responsibilities for achieving the goals of secondary school. The supervisory roles of the principal which guarantee effective secondary school management include the following:

- The principal supervises the teachers' use of instructional materials;
- The principal ensures that equipment and facilities are maintained;
- The school plant is maintained under the watch of the principal;
- The principal plays important role in staff development for quality education delivery;
- He evaluates students' academic performance (Nwabueze & Abraham, 2017, p. 640).

The above functions/responsibilities are really not different from those of the Provost of colleges, Deans of faculties and Head of departments of tertiary institutions for effective management of their institutions. In line with the above functions of the education leadership, Abraham (2013) highlights that the functions of school administrator (leader) are not different from the functions of administrators in any other organization, which are planning, staffing, organizing, directing, coordinating, reporting and budgeting. Supervision is defined by Ogunsaju cited in Onasanya, (2013); Nwabueze and Abraham, 2017, p. 140) as "a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups in the hope of seeking their co-operation in order to ensure that supervision is successful". To them, inspection and supervision are seriously used interchangeably. Successful institutional leader uses inspection/supervision specifically to monitor the performance of staff in the task of attaining educational goals.

Adair (1973) reported by Armstrong, (2012) expressed three areas of needs which leaders must satisfy. The three areas are task needs to get the job done; individual needs to harmonize their needs with that of the task and the group and finally the group maintenance needs. This is to build and maintain team spirit which is necessary for effective institutional leadership and administration.

Environmental Management Function

Good and well behaved education leader is concerned with ensuring that educational environment is conducive if he must be successful. This is an area that requires adequate and efficient management for the institutional leadership. It is the joint responsibility of the school leadership and community leaders or representatives to provide and manage school environment. The community leaders and representatives, the Parents Teachers Association (PTA) and educational stakeholders contribute in the formulation of policies. They take major decisions as the situation or environment demands. Once there is peace and harmony in the community, the education leaders or managements' success is guaranteed. Wise and humble institutional leader works jointly with his host community to achieve efficiency, effectiveness and success.

Personnel Management Function

It is the responsibility of a disciplined educational leader to effectively manage institutional personnel. The education leadership cannot manage the institution alone. As a good leader, he guides and directs the new line of action in the institution. It is his responsibility, therefore, to harness the potentials of his staff to his greatest advantage. He does this by putting in place, structures and allows his staff to participate in institutional governance especially in the areas that affect their work and welfare. The education leadership should create and maintain good institutional climate that guarantees a sense of belonging to his colleagues by adopting participatory decision-making approach. In this situation, therefore, harmony and discipline will naturally emerge among colleagues. This is because the institutional leadership is able to carry his staff along and this makes for smooth running of the institution. Staff commitment, satisfaction and high morale, according to Obasi (2004), usually result into high productivity and effectiveness to the glory of the leader.

Resource Management Function

The function of effective, efficient and successful institutional or organizational leader is to manage its available resources. These resources include, human, material and financial resources. The educational leadership who is the 'primus inter pares' of the organization plans and directs the human or personnel management of the institution. By engaging his expert colleagues or staff in participatory governance of the institution, peace and harmony emerged and success takes place. With participatory decision-making process, discipline and harmony is ensured in the organization. In the area of material management function, the institutional leader focuses on effective procurement and maintenance of educational facilities and plants in order to achieve educational goals.

Jordan (1969) in Ndu, Ocho, and Okeke (1997) as cited by Obasi, (2004, pp. 1-4) summarized the following functions or responsibilities of the educational leader in the maintenance of educational plant facilities:

- Providing a favourable environment for learning and adequate care of school facilities;
- Clearly defining the responsibilities for the various personnel in organization plant management and developing job descriptions for all personnel;
- Clearly defining the responsibilities and communicating some to all concerned, institution heads and various supervisors and workers in the institution plant management programmes;
- Providing sufficient manpower to ensure that the institution plant operates at the desired level of efficiency and provides the necessary services;
- Making all institution staff to recognize that the physical condition of the plant is the symbol of the total institution curriculum for both parents and the general public.

The above functions clearly indicate the importance of maintaining institutional resource facilities. In the area of financial management function, the wise and humble institutional leader focuses on budgeting and properly articulating on cash that came in and cash outflow in the education institution. He must be wise and knowledgeable in financial management of the allocated funds to the institution. In times of low funds, the leader shall source for funds through appeals made to cooperate organizations, community members and patriots. The leader can equally generate funds internally through Council or PTA and through other educational programmes.

The education leader distributes the available funds among institutional needs. The leader's accounting and financial reports or documents should be straight forward and should be backed by relevant receipts. As the life-wire of the education institution, the leader should be transparent in his accounting system by keeping all the relevant financial books up to date. In the area of instructional management function of the effective and successful leaders, Obasi (2004) observed that the leaders provision of conducive and suitable environment, financial and infrastructure facilities with well-qualified and harnessed personnel, guarantees success to the institution. The education institution leader is expected to inculcate to education stakeholders and the future generation sustainable skills, values and attitudes.

Decision-making Function

Decision making is seen by Amanchukwu (2013) as the centre or the core of the administrative process which influences the performance of any subsequent function. The educational leadership in this function should provide his subordinates or followers the opportunity to participate in decision-making concerning their work and welfare. This offers them the sense of belonging which enhances institutional efficiency, effectiveness and success. The education leader should carefully and properly involve his expect staff or colleagues in participatory decision-making. This ensures peace and harmony in the organization which in turn, promotes high productivity and job efficiency.

Institutional Leaders and Good Character

There are certain basic characteristics that are easily observed and associated with institutional leaders who have good character. They share ideas, learning and life experiences with their subordinates. They do this through awareness creation and communication process or by using inclusiveness approach, based on peoples' life experiences.

The greatest teachers or leaders like the humble wisdom incarnate Jesus Christ in the Bible used conversational or dialogue approach while sharing knowledge or ideas with his followers. This was equally the Socratic dialogue approach in sharing ideas and knowledge

using adult to adult way of experiencing or exploring life. These approaches of inclusiveness and conversational/dialogue are not only democratic, ethical, servant leadership but also transformational. Leaders with these basic characteristics are usually successful.

Ways of Integrating Good Character into Institutional / Educational Leadership

Good character expected of any institutional or educational leader should involve the practice of ethical behaviour/justice, servant leadership as Jesus Christ instructed His disciples, the principles of authentic leadership as well as those of transformational and transactional leadership styles.

Ethical Behaviour

Institutional leadership is essential for effective relationship between the leader and his followers. An institutional leader is expected to understand and practice the principles of Corporate Social Responsibility (CSR) which is universally recognized and accepted by all stakeholders of every society (Nzeneri, 2018). To him, CSR simply implies that an educational institution, or business operating in a given environment or condition should conduct its activities in an ethical and socially responsible way by taking into consideration the social, economic, environmental and cultural impacts of its operations in the institution or society. An institution is tolerable if its values, gains, achievements of set goals and ethical justice have contributed to the wellbeing of its members, followers and society. Integration of ethical behaviour or good character in education leadership promotes effectiveness and motivates outstanding performance or productivity.

Servant Leadership

This is concerned with the leader who is not self-serving or who desires to gain more privilege through acquiring position (Greenleaf, 1991). The focus of the servant leader is on the greater good of the institution and that of individuals in the institution that drives towards shared vision and desired change. The servant leader by his actions and ability to put others first, gains trust and respect of others who support his vision (Greenleaf, 1991).

Greenleaf (1991) gives brief synopsis of the components of servant leadership and these include among others:

- **Listening:** This requires leader's ability to receive feedback and inputs from followers to enable him provide inspiration, desired change and empower followers.
- **Awareness:** The leader should know himself and the followers, when to reward or reprimand followers; the individuals and the organization as a whole, takes inventory of current state of things, provides strength and direction to ensure confidence and moral of individuals in the institution.
- **Persuasion:** The leader here takes inventory of feedback and inputs of his followers. The key factor here is leader's capacity to initiate and drive change without the use of power of his position.
- **Empathy:** The leader here displays humanity and social awareness by having compassion towards the needs and aspirations of the followers. He connects with followers in order to address human factors in the institution.
- **Growth and Development of Followers:** The servant leader is committed to the training, teaching and mentoring of his followers. He motivates the followers to turn their weakness into strength, grow into leadership responsibilities and to think

independently of an institution with specialized individuals with ability to move the institution forward.

These are some of the characteristics or the components of servant leadership outlined by Greenleaf (1991) which promote effective and successful institutional leadership.

Authentic Leadership: This reflects the morals and the values of the leader and that of the organization. Johnson (2012) sees authentic leadership as a situation the leader has an in-depth connection of how he or she thinks, acts and observed by followers based on his personal values and character. This leadership style has some ethical implications in the sense that the leader must have good understanding of his followers, the organization and reflects the idea of how to treat those around him as he would like to be treated. The focus of the authentic leader here is strengthening followers rather than looking on their weaknesses and failures or shortcomings in the institution. Through this process the institutional leader, based on good character, ethical behaviour and humility drives change, motivates followers and achieves shared vision and desired goals. Transformational and transactional leadership styles are equally relevant in this integration process.

Transformational Institutional Leadership

Transformational leadership is recognized to be linked to institutional management and it is seen as a shift from leader centered leadership style to a more current process-centered leadership style (Benwari & Dambo, 2014). To them, this process centered leadership style seems to be humanistic, virtue driven and considerate to the needs of the employees. From these outlined attributes are the attributes associated with good character integrated with institutional leadership. Transformational leadership style incorporates the ethical behaviour, value driven and inclusiveness of the needs and opinions of the employees or subordinates.

The institutional management model to which transformational leadership is linked and which has good character integrated attributes of the leaders are listed by Benwari and Dambo (2014) as follows:

- Participatory democracy which allows all to express themselves;
- Everyone is granted opportunity to take part in the formal process;
- Responsibility is assigned to all irrespective of their cadre in the system;
- People are also encouraged to take responsibility independently;
- Everyone is accorded respect and the atmosphere is relaxed;
- Eventually, individuals show commitment, belief and trust in the democratic process.

The above list have not only reflected basic attributes of good character but also the attributes of transformational institutional leadership style which is humanistic, dynamic, virtue -- driven and it gives consideration or recognition to the needs and aspirations of the employees, workers or subordinates. This leadership style which integrates elements of good character and institutional leadership is seen as a process of innovation and change that leads to effectiveness and efficiency in educational leadership or management. It is considered by Benwari and Dambo (2014) to affect curriculum and classroom instruction, students, personnel, and general data management, institution and stakeholders' relationship as well as management of facilities.

Effective institutional leadership like the one with the characteristics indicated above (transformational leadership), clearly indicated the roles of such successful leaders. Effective

leadership roles focus on management of change and reconciling with oppositions, such a change may cause.

The essential role of such successful leaders include among others:

- providing guidance and vision of where the institution should be going;
- persuading external bodies to contribute fund for the up-keep of the institution;
- encouraging innovations and entrepreneurial culture as well as ensuring that institutional processes support and not to hinder this process;
- maintaining commitment to instructional goals.

Institutional leaders should insist that these key roles that lead to the success of the institution are observed and implemented. Achieving success on the basis of desired results is the key to all institutional leaders' targets. Integrating good character- and institutional leadership is necessary for achieving institutional harmony and objectives. Apart from integrating good character to institutional leadership, certain conditions are necessary to ensure effectiveness and efficiency in leadership. For instance, Fiedler (1967) in Armstrong (201 2) emphasized that if we wish to increase institutional and group effectiveness, we must learn to train leaders more effectively and build institutional environment that will enable leaders to perform their best. That is, conditions for successful leadership should be established for leaders to perform.

Yukl (2006) suggested the following conditions for successful leadership development or training. These include setting:

- Clear learning objectives;
- Clear meaningful content;
- Appropriate sequencing of content;
- Appropriate mix of training methods;
- Opportunity for active practice;
- Relevant, timely feedback;
- High trainee confidence;
- Appropriate follow-up activities.

The institution or organization should provide good conditions for the leader to play his role properly by supporting and providing good working environment. The provision of good conditions should not be overemphasized for it is as good as integrating good character to institutional leadership.

CONCLUSION

Institutional leadership involves relationships and the nature of these relationships depends on the character of the leader. Leaders' good character relates positively with institutional leadership. Character is defined as the qualities and features that make a person what he is or the opinion people have about somebody. That is, trustworthiness, truthfulness, honesty, reliable person/leader, man or woman of integrity. Great leaders' character is usually democratic, ethical, value-driven, charismatic, influential, transformational and impressive. Leadership is the process of influencing, inspiring, motivating and stimulating group activities towards achieving desired results. Institutional leadership involves developing and communicating institutional vision for the future, motivating and securing their engagement.

Good transformational leaders adopt OCCSS centered approach which is humanistic, virtue driven, dynamic and takes into consideration the needs and aspirations of employees or subordinates. Effective and efficient institutional leadership, combined with good character, provides opportunities for proper training of leaders and conducive conditions necessary for leaders to perform their best. This study recommends that institutional leadership should be integrated with good character and good working conditions that are motivating, stimulating, value-driven, inspiring, dynamic and transformational to ensure effectiveness and efficiency in the workplace.

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