



International Journal of Institutional Leadership, Policy and Management
Volume 3, Issue 1, pp. 106-133. 2021

ISSN: 2735-9220

www.ijilpm.com.ng



TASK DEVELOPMENT PROCEDURES FOR EFFECTIVE EDUCATIONAL MANAGEMENT

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ABSTRACT

The development of task procedures in educational management has become a fundamental process in education. This is due to the complexities of today's education as a result of high increase in demand for formal education at all levels, but most importantly, the technological advancement and globalization has brought lots of innovations in the ways of doing things in all spheres of human society; be it political, social or education etc. These changes have indeed posed great challenges on management of educational institutions that must endeavour to produce quality graduates who can meet the global competitiveness. In order to cope with these demands, managers, administrators or principals of schools, should be pro-active, foresighted, have knowledge and technological skills to be able to systematically and objectively plan to realize the policies and programs of education in Nigeria; organize, coordinate and integrate the human and material resources of an organization towards goal attainment. It is for these reasons that the paper attempted to look into the task development procedures for effective educational management. Educational management involves the process of forecasting, planning, decision making, supervision, implementation and evaluation of educational policies with the sole aim of attaining set educational goals. Furthermore, the paper gave conceptual clarification of some terms such as: procedure, task development, effective management, management, educational management and managerial roles were explained in details. Again, the paper looked at the scientific management and human relations management theories to explain the management processes and principles in educational management. Conclusively, developing task procedure in education is key that creates the road map for the employer, manager, and the employee in the business of educational management. The ability of the manager to assign the right task to the right persons will increase optimal production. Among others, the writer suggested that managers or principals of schools should be people who are well informed with vast knowledge of managerial skills and principles. They should be seasoned educationists who are pro-active, intelligent and willing to adopt the participatory and transformational management techniques, as well as care for the social and psychological welfare of the workers.

Keywords: Procedure, Task Development, Effective Management, Education, Educational Management, Managerial Roles.

Reference to this paper should be made as follows:

Nwanakezie, I. S., & Ogon, I. K. (2021). Task development procedures for effective educational management. *International Journal of Institutional Leadership, Policy and Management*, 3(1), 106-133.

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INTRODUCTION

Education in Nigeria is seen as a tool or instrument for excellence for national development. Education determines the pace of development and growth all over the world. It is important for political, Social, scientific, technological and economic advancement of a nation (Akpan, 2011). Skills, knowledge, abilities and competences for self-development and societal growth are acquired through education.

According to the Federal Republic of Nigeria (FRN, 2013:2) the specific goals of education in Nigeria are to:

- To maintain and ensure unhindered access and equity to education
- To maintain quality of education delivery at all levels
- To promote functional education for skills acquisition, job creation and poverty eradication or reduction.
- To ensure periodic review, effectiveness and relevance of the curriculum at all levels in order to meet societal needs and the world at work.
- To collaborate with development partners, the private sector, non-governmental organizations and local communities to assist and fund education.
- To promote information technology capabilities to all level.

The goals stated are desirable but the challenge is in implementation. In order to realize the objectives of the educational institution, or any other organization, there is need for effective management, pro-active and dynamic manager who should do the right things. Austin (2019) cited in Nwanakezie (2020) confirmed that managers are people who do things right, while leaders do the right things. The cultural focus of institutional or organizational management is the ability to harness both the human, material and other resources available towards the realization of the desired objectives. The manager has to understand and apply the best technique in the development, co-ordination and effective application of the various tasks to be carried out in the organization. This indeed calls for creativity, ingenuity, resourcefulness, critical thinking, objectivity and prudence on the part of the educational or organizational manager at various levels. The educational manager or administrator must exercise the ability and the necessary skills, to carefully manage the limited available educational resources for the successful accomplishment of the national educational objectives (Akpan, 2012).

Management of education in recent times in Nigeria has become more complex. The reason is because of the rapid increase in demand for formal education right from the kindergarten to tertiary level. Again, technological advancement and globalization has brought a lot of changes in the society, and in the ways of doing things. This has brought great tension on the managers of educational institutions who are on their toes not only to be able to produce the best graduates who can compete with their peers globally, but also to lay emphasis on quality of education. Quality education in Nigeria that can meet the global competitiveness may not be realized if we lack managers who have skills, knowledge, exposure and the technological know-how on how to plan objectively, organize and coordinate the human resources or teams to their specialized areas of tasks, monitor, encourage and motivate them to work with unity of mind and purpose. A manager who has the flare for transformational management skill can do the magic. This is an approach where the manager leads the institution or organization through a transformation of directing guiding, interacting and encouraging cordial relationship with in the

process of operation. The manager should not only guide the good changes taking place in the organization, but also take care of the employees' morale which could be a challenge in time of change.

This management style needs the use of modern management approaches and technological tools in organization or school management to bring about changes in the system. For the transformational approach to apply, the manager needs to have the required attributes and capabilities of a transformational manager. Such qualities include intellectual acumen, feeling for others or individual consideration, being inspirational, motivational and caring for others. When this approach is applied, changes from quantity to quality will be achievement as organization fulfills the desired goals.

Managers or administrators of institutions, schools or organizations are leaders, and also implementors of educational policies. Such manager should exhibit managerial capabilities needed for effective functions done through a lot of interdependent activities called administrative process which was propounded by Henri Fayol in 1916, otherwise, called the "Elements of Management" (Okeke, 1985). They include planning, coordinating and controlling which was called administrative functions or tasks. However, later authorities have brought more of such elements to include supervision, evaluation, etc. These components are still referred to as administrative process used for effective and efficient management of organizations for goal attainment (Okeke, 1985). Campbell et al (1975:89) cited in Okeke, (1985:5) defined the 'elements of management' as "the way by which an organization makes decisions and takes actions to achieve its goals". A manager with good skills, and competences to effectively coordinate the managerial tasks in educational or organizational system will always realize the desired goals or objectives which are the main essence of every organization.

THEORETICAL CONSTRUCT

Every research work is backed up or established on one or more theories. Based on this, this paper however, adopted the Scientific Management Theories of Fredrick Winslow Taylor, Henry Fayol and Human-Relations Movement of May Parker Follott.

Scientific Management Theory

This was pioneered by Fredrick Winslow Taylor (1866-1917), who was regarded as the father of scientific management theory. He believed in the development of procedures in the management of organizational tasks; and improving the working relation of the workers with the management as this would lead to better job understanding and high productivity. He advocated that less friction between the management and workers would increase output (Oioiube, 2019). Taylor stressed on educating the employees to be able to acquire more skills, increase their intellectual ability and for maximum performance and high yield.

He believed that increase in output means more money and low cost for the workers needs and services. He made sure all forms or areas of waste and inefficiency are reduced by making sure workers acquire the training and skills needed for efficient and effective performance at work. As a result, the intuition ways of handling issues were reduced with scientific methods which is based on observation, experiment, standardization, selection, training, payment by results, co-operation, gathering of data, analyzing and making inferences with accurate data in management process.

Taylor's Guides

Taylor's guides agree with the management principles geared towards improving educational management. It could be summarized as:

- Employees at all levels should be given specific job or duty to carry out each day. There should be conformity to specification which would yield great increase as already calculated. Workers put in their best to work at low cost to them but high output to the organization. Managers here are task oriented as all attentions are focused on work and increase in production.
- Workers failure to accomplish task as stipulated attract reduction in payment in wages and benefits. There is no element of consideration for workers, even for their emotional needs. There is no job satisfaction from Taylor's scientific theory.
- Employees are made to know the standards of job performance, and all working materials are provided for them. The employee has the skills and he is specialized in the area of his job. With the provision of the materials for work by the manager, increased output and efficiency are guaranteed.
- Workers are paid in commiserate with their input or task performed.
- Co-operation between the management and employees ensure high output.
- Conflict is eliminated with cordial relationship and good communication flow, vertically and horizontally (Ololube. 2019).

Criticism

Taylor's scientific management approach has been highly criticized as being insensitive to the psychological and sociological factors by trying to turn human beings into mere rational machines. There is great barrier to creativity, innovation, good communication, and development of workers skills as the whole process looked too rigid and structure oriented. However, most of the features of classical theory are still being practiced in various educational organizations till date (Nwaham, 2020).

Henry-Fayol

This was another proponent of the scientific management approach. He was a French mining engineer, an industrial executive and an administrator. His interest was on top management cadre of administration, and was acclaimed as the father of administrative process. He had the following administrative processes, thus:

- Planning,
- Organizing.
- Commanding.
- Co-ordinating
- Controlling (Nwaham, 2020:40).

He stressed on the establishment of hierarchy of authority and good communication channel for effective administration. Henry summed up the fourteen general principles of management as;

- **Division of Labour:** Jobs are shared into smaller units and assigned to workers according to their areas of specialization. This increases output and reduces the time of completion of tasks as the worker has mastery over the job.
- **Authority and Responsibility:** Authority is the right to give orders and power to execute obedience. Appropriate authority is needed to guide the behaviour of workers in an organization. Sanctions or punishment are used to discourage bad behaviour while encouragement and reward are used to encourage good job performances by the workers. Managers have official authority associated with their position as well as personal authority based on their good relationship with the workers, experience and mastery of the work.
- **Discipline:** Good discipline is key in every organization. Indiscipline will always attract chaos, mistakes and low productivity to an organization. Therefore, managers should apply sanction whenever rules and regulations are violated by workers. It is expected that all workers must be obedient to the rules, regulations and objectives of the organizations by being disciplined and working diligently towards the realization of the organizational goals. Disobedience must be discouraged through penalties and some other punishments like suspension, demotion or expulsion in extreme cases. In the same vein, obedience especially in the area of self-discipline should be rewarded by the use of praise, promotion, or gifts.
- **Unity of Command:** Formal organizations such as schools, churches, government, offices, etc. are structured and operate in hierarchy. An employee therefore should know the superior he reports to, or takes orders from. This method reduces problem, conflicts and indiscipline within the organization. A worker receives instruction from only one superior and is accountable to him.
- **Unity of Direction:** There is one central authority and one plan with organizational activities. When there is unity in an organization, every member has the same purpose and all work towards the achievement of a common goal.
- **Subordination of individual interest to common goal:** No individual or group of employees should have their personal interest or goals. All individual interests are superseded by organizational interest. In other words, the interest of the organization overtakes all individual or group interests as all work to achieve only the organizational goals.
- **Remuneration of Personnel:** This has to do with the payment of salary of the employees who should be well compensated for the work they do in an organization. The management should adequately reward the workers so that their input should be commensurate with their output. Perhaps, their incentive should build into their pay package in other to boost their commitment. Salaries to employees should be adequate enough to provide satisfaction to the workers (Ololube, 2019).
- **Scaler Chain:** This talks about authority that exists in an organization from the topmost to the lowest rank. The hierarchy in the organization should try and link the various levels according to their unity of command or the superior each person reports to.
- **Order:** Every organization executes order for material and personnel. There is need for the right material and right workers to be employed for each organizational function and activity. Workers should be placed in the right place where they can perform maximally with the right materials for work supplied to avoid confusion. There is need for

systematic order or function for every personnel and material in an organization. This is very important.

- **Equity:** Equity talks about justice, fair play and uniformity based on the existing rules in an organization. However, the use of rules and regulations must go with kindness and justice. Thus, equality and treatment to all workers should be same without favouritism and injustice to others.
- **Stability of Personal:** For an organization to progress and produce maximally, there is need for stability of the workforce. New workers or employees should be given time to acclimatize as well as have job security in terms of income and reward to better job performance.
- **Initiative:** Creativity, critical thinking and proactiveness are needed at all levels of an organizational management. Managers should bring new ideas that should facilitate or ensure the success plan. Thus, initiative is an important ingredient to both employer and employees in an organization.
- **Esprit de Corps:** This talks about cooperation, collaboration and team work in an organization. Working as groups encourage teamwork which means unity, and it is said that unity is strength. Unity can exist where there is harmony, fair play and cooperation/
- **Centralization:** Centralization refers to the hierarchy level within an organization that has authority to make decisions. When decision-making is kept at the top level, the organization is centralized. There should be a balance between concentrating too much powers on the top and decentralization of authority and power. In other words, delegation of authority should apply here (Ololube, 2019:129-132).

Human Relations Movement (1930–1950):

This was propounded by May Parker Fallot. He was the pioneer of Human Relations Movement who explained that managers should have cordial relationship with employees at work. The group showed great interest in the human factor in an organization. They cared for the socio-psychological aspect of organizational life that contributes effectively and efficiently in the achievement of organizational management and productivity (Nwaham, 2020).

Researchers like Effon Mayo et-al cited in Nwaham, (2020:45) asserted that “Good human relation will improve and enhance productivity and interest of workers, regardless of actual changes in working conditions...”. Workers wellbeing appeared paramount, as the consideration of the welfare will make them develop the feeling of belonging which will increase productivity as they put in their best.

Human Relations Contributions:

- It has helped managers, principals, administrators to see workers as human being who have feelings and not machines;
- It promotes motivation of workers based upon economic, individual and societal situation;
- There is participatory management or decision-making which is very important in the growth of every organization;
- Bureaucracy is de-emphasized;
- The idea of one best way to get work done is unpopular;

- Great emphasis is placed on the psychological and social needs of workers;
- Democracy is enjoyed in the organization;
- Informal groups are allowed and given recognition in the organization.

Criticism

Human Relations Movement has been criticized equally for the following:

- For tending to manipulate workers in the organization;
- Accused of being insufficiently scientific;
- They placed too much emphasis on workers needs at the expense of the tasks, etc.

CONCEPTUAL CLARIFICATION

Concept of Procedure

Procedure could be explained as a particular way of accomplishing something or of action. Merriam Webster's English Language Learners defined procedure as "a series of actions that are done in a certain way or order; an established or accepted way of doing something (<https://www.myaccountingcourse.com/accounting>).

Procedure is defined as basically sequential actions that are designed to complete a task. In an organization, operations are broken down into categories called processes. The processes then form the building blocks for the organizational procedures. Procedures are therefore carried out orderly in order to provide standardized consistent end results. A manager does this through guiding, training, supervising, evaluating, tutorials etc, which are some of the typical methods of communicating processes to the worker or employee of an organization; so that they can implement the procedures adopted to achieve the organization's goals. These procedures are made very clear to the workers and leaves minute grey areas to their interpretation.

Characteristics of a Clear Procedure include but are not limited to the following:

- They must be clear and fact-driven;
- They are concise;
- They are concrete;
- Procedures are instructional and relevant;
- The manager has to provide the laid down procedures for action that require A or B effects if certain actions are rightly or wrongly performed; their consequences and how to correct it.

The manager has to plainly and firmly explain, which procedure comes first and subsequently in an orderly manner. These procedural instructions, guide the subordinate properly on how to carry on with the tasks assigned to them. These procedures must be acceptable to the organizational or institutional objectives, and approved by the manager before being considered as "Standard" (<https://www.myaccountingcourse.com/accounting>). So many complications or issues occur in an educational institutions' processes because of the misuse or misinterpretation of procedures

and areas left for assumption which could bring confusion to end-users. Procedure could be seen as a group of tasks typically done in a standard order to achieve a task. The manager should as a matter of necessity explain carefully to the workers or teachers the rules of the game or the do's and don'ts of the job before taking off. The how, when, where and why must be stated to avoid conflict or misuse which could lead to failure to achieve the goals.

CONCEPT OF TASK DEVELOPMENT SKILLS

School management is a social process that involves the art of influencing and promoting human behavior with the firm purpose of achieving the defined goals of the school organization. The following specific management tasks if carefully and effectively coordinated by the manager will lead to easy goal attainment. These tasks include but not limited to:

Curriculum and Instruction: Here, the purpose of school management or manager is the promotion of teaching and learning. To be successful in this, the manager needs to be apt in the management of the school curriculum and instruction. As the instructional leader of the school, he should exhibit the leadership roles needed to lead the teachers and the students in the appropriate way to be able to select the right school activities that would enhance the instructional programs. He should design, element and evaluate the programs in the school. In the Nigerian Educational System, the nation designed the broad curriculum policy based on the socio-economic and cultural needs. The school manager or principal should therefore work in collaboration with teachers and students as well as the inspectors of education to implement and evaluate the changes in the instructional programs. The manager assigns reasonable work load to teachers, provides suitable infrastructural facilities for teacher's use, and provides co-curricular activities for the learners or students to create an enabling learning environment (Akpan, 2011).

Staff Personnel Management: Staff personnel management is an aspect which deals with the people who do the work in an organization. They are regarded as the workforce, staff personnel, manpower resources, human resources or employee (Amadi, 2020). The American Management Association in Ekeh and Okoro (2016) defined staff personal administration as the responsibility of all those who manage people. This is the section of management that is involved with people at work and with their relationship with each other within the enterprise. This managerial skill applies to all fields of employment, and equally sees it a specialized field of management concerned with the development and effective utilization of human resources so as to achieve organizational objectives. Personnel management involves the productive use of people in achieving the organization's goals and the satisfaction of individual employee's needs. This affirms that staff personnel management is an indispensable aspect of educational management. In a school environment, the management of school personnel's (teachers, non-teaching staff, students) could be seen as a way the manager or principal tries to maintain and satisfy the workforce. It concerns the employees at work and their relationship with the work environment as the workers are the human resource of the organization who work to contribute to meet the individual's growth, organizational and societal goals. Flippo (1979) sees staff personnel management as the planning, organizing, compensation, integration and maintenance of people for the purpose of contributing to educational, individual and societal growth.

The managers task here involves the orientation of staff, training and development, assignment of duties and evaluation or appraisal of performance. The manager or the principal has to maintain cordial relationship with staff or the subordinate to raise their moral for effective

job performance. The manager should equally know that the success of the school and achievement of educational goals depends largely on the quality and level of professionalism the managers bring to bear in the management of the school personnel. He has to adopt participatory and transformational leadership theories if efficiency is to be attained.

Students' Personnel Management: David (2020) explained that human resources activities in a school system which includes principals, teachers and non-teaching staff focuses on students who are at the center of all educational processes. However, students' personnel have often received lip service in schools. The task of correcting this mistake falls squarely on the manager who should employ his managerial ability in the selection, placing, guiding, advising and counselling the students (David, 2020). He equally opined that student's personnel service, otherwise known as pastoral or student's welfare is "the administrative and management processes for ensuring access, equity, motivation, welfare and opportunities for success for all students from admission to post graduate state" (David, 2020:105).

Managers should be abreast of the ethical issues or rules to be observed in students' personal services which are often neglected. School managers, principals and teachers should view students as people with basic rights embedded in the constitution of the Federal Republic of Nigeria (2011) as amended, and UNICEF (2013) which includes among others: "... right to survival and protection, right to dignity, right to parental care, protection and maintenance, right to free, compulsory and universal primary education, ... and right to protection against abuse and torture." It is presumed that if the rights of students are observed and protected by the school managers, principal and teachers, students will enjoy their stay in school with their emotional and physical development for effective learning. All these will be done with the management of students' support services that would enhance good learning outcome. The services among others include: guidance and counseling services, students' orientation programs, maintaining students' discipline, introducing co-curricular activity, provision of health and safety services etc. The school leader, manager or principal should equally make sure that the effective management of students' rights are protected. In the same vein, students' admission classification into classes, provision of students' inventory services, etc. should be accommodated too. Since students are at the center of educational process, it is expected that school managers should devote greater attention to the management of students' personnel services aimed at trying to develop a holistic educated individual. The services to students here should lead to the development of the student's cognitive, affective and psychomotor domains (Akpan, 2011).

School Community Relations: The management of school-community relations is another major task of an institutional manager who should realize that the school is established in a community that expects great benefits and vice-versa. The school manager should ensure positive communication flow and cordial relationship within the school and members of the community. Parents, members and the leaders of the community should participate in school activities such as Inter-House Sports, and the school representatives (teachers or students) in return should attend community activities. The manager should endeavor to promote viable projects that will attract individuals' attentions through the P.T.A. Meetings.

School Facilities Management: Akpan (2001) described school physical facilities as essential materials that should be provided and properly guided for the successful execution of the school curriculum. They are important instruments or components of the school system provided to assist, realize the achievement of educational goals. they include the variety of infrastructural facilities necessary for continuity of the school and for enhancement of effective teaching and learning (Igwe, 2006). The school manager therefore has to determine the physical activities needed for the school and make the financial resources available for the procurement and management. Good programs should be introduced and the staff should provide custody, supervision and proper maintenance of the facilities. There should be policies put in place to ensure orderly and proper use of the facilities. From the explanations, school facilities are the various instruments used outside and inside the school for better educational outcome. They include such equipment's as; Computers, library, charts, and other equipment's outside for physical activities. They equally give aesthetics to the school environment.

School Financial Management: The school manager should realize that no organization can stand without sufficient funds and prudent management of the scarce resources available. He should have the availability to source for funds for the management or running of the school or organization. He should have knowledge of planning and implementation of a financial plan, budgeting, reporting and of course protection of assets from loss; damage or fraud. All purchases, payment account for school income and expenditure should be in the custody of the manager or principal. It should be prudent with money and also have a good system of financial accountability as the chief accounting officer of the school.

Decision-Making: Decision-making is a very important function of a school manager. Management must take decisions that will guide the operation of the organization; and Taylor therefore, decision making covers the entire management task of a school or organizational manager. Igwe (2006), explained that decision making is the cumulative index of all the processes, methods and strategies carefully employed to arrive at a seasoned sound judgement or agreement aimed at solving identified problems. Decision making could be viewed as an activity that permeates the entire planning processes. This agrees with Hoy and Miskel (1978) cited in Igwe (2006) who noted that “decision making is a complete cycle of event by which an organization makes and implements decisions”.

Taylor, (2008) in Akpan, (2011) described decision management process as involving:

- Identifying the need of the organization;
- Evolving externalities;
- Examining and identifying possible obstacles and hindrances;
- Improving the rules decided upon with a searched data;
- Making a trial test of the decision before full implementation;
- Implementing and looking for feedback.

From the above, it is clear for a school manager to succeed in decision making, he should have the ability to identify the area the school management needs urgent decision making and those that do not. He should be able to identify problem areas in the school that require decision making in order to be able to solve the problem since decision making is a problem-solving process. This should not be manager centered alone as participatory decision-making process is

the best. The manager needs to collaborate, seek opinion of the subordinate or teachers, students and at times educated members of the community where the school is cited. Decision-making is risk taking and therefore should be holistic by involving all the people concerned. If the decision taken is on the use of new method of teaching, assessment of students' performance and introduction of change in management production. Such decision should be tasted before full implementation. Tasting could help dictate weaknesses which can provide feedback for improvement. The knowledge of strategic decision that involved strategic planning

Supervision: Supervision is an aspect of school management and it focuses on ensuring that the efforts of school personnel are properly directed toward school goal achievement. The school administrator should be able to supervise and monitor the instructional activities to ensure school effectiveness. School supervision is a practice designed to enhance teaching and learning. The school manager is a supervisor as well as a leader and therefore, has the responsibility of providing expert assistance and directive to teachers to enable them acquire more skills and competencies for effective teaching. This means that a leader, the school manager should be able to guide, direct, help and motivate the teachers in order to improve on quality of instruction as quality instructional delivery enhances learning outcomes. Supervision therefore, involves assessing tasks performance and providing the workers with needed support to perform well.

Evaluation: Evaluation in school management includes evaluation of students, staff and instruction. Generally, evaluation involves appraising or determining the extent to which the proposed objectives have been realized (ie.) determining the extent to which a person is succeeding in achieving the goal of an assigned task and it is done against set standards. The purpose of evaluation in education includes:

- To improve performance;
- To provide information and data for decision making;
- To determine the weaknesses and strength of an educational programme;
- To improve staff job satisfaction;
- To provide remedial action if deficiencies are identified in an effort to implement educational programmes and in teaching and learning.

It is important to state that evaluation is committed to the principle of utility. This means that if it does not contribute to decision-making, then, it is an exercise in futility. There is no evaluation if it does not look at the significance of teaching, project and programme in the school. Evaluation is an end in itself but a means to an end in the purpose of evaluation for improvement.

General Management Tasks: The general duties of a manager involve:

- Attending to correspondences;
- Organizing staff meetings from time to time;
- Publicizing the work of the school to stakeholders and other members of the public;
- Organizing meeting with the students;
- Arranging for school functions, e.g. (inter-house, cultural day, science day, etc).;
- Scheduling duty roster for staff;

- Attending to students' complaints and grievances;
- Settling conflict in school, etc.;
- Making sure the guidance section corrects and instructs the students on the right attitudes and skills.

CONCEPT OF MANAGEMENT

In this paper, the term management and administration will be used interchangeably. The central focus of administration is the coordination of both human and material resources towards realizing some predetermined goal. It is a process of achieving formal goals through the use of human efforts. Administration is the practices of executive directives like policy implementation and decisions to fulfil organizational purpose, as a result of everyday controlling and running of the organization (Igwe, 2006). Management on the other hand involves a set of activities which can be grouped as planning, organizing, controlling, staffing, directing and coordinating. Management is an act of getting things done through people. It is a process that is sequentially coordinated. Sherkeler (1984) cited in Igwe (2006) explained management as guidance, leadership and control of efforts of people towards some common objective. It is a social interactors and economic process that involves a systematic and coordinated event like planning, organizing, controlling and leading in a way that the scarce resources available is applied judiciously and effectively to achieve the desired outcome in the best and most efficient way (Igwe, 2006). According to Akpan (2011), every organization or institution has a person or a group that look after the running of affairs of the organizations. These persons could be called the managers, leaders, administrators who carry out the organizational tasks through planning, organizing, controlling and coordinating human activities for goal attainment. Efficiency and effectiveness is their watchword as they focus on achieving standard and the objectives of the institution. No wonder the saying that the growth, efficiency and effectiveness of any organization, is dependent upon the management.

Management in its broad sense is all about the following:

- Setting direction, policies, aims and objectives;
- Planning how progress could be made or goal achievement
- Organizing all resources (human material, time) to achieve the set goal economically in the planned way.
- Controlling the process that is to measure the achievement against plans, taking corrective measures where necessary
- Setting standards and improving on them (<https://core.ac.uk/download/pdf/34221694pdf>)

UNESCO cited in Ogunu (2000) defined management as a social process designed to facilitate cooperation, participation, intervention and making use of other people in the effective realization of a given objective. As Fayol (1916) in Akpan, (2011) posited to manage is to forecast, to plan, organize, command, coordinate and to control.

The understanding these definitions bring is that management is a continuous and dynamic process that involves systematic and careful coordination of the organizational resources, as well as its utilization. It is a goal achievement oriented and involves the

harmonization of the different interrelated programs or tasks of planning, organizing, leading and controlling which are carried out by the manager.

Terry (2013) agreed that management is a distinct process that consists of planning, organizing and coordinating activities by the use of people and resources to achieve the goals. This also shows that management has a progressive method or process of doing things; functional concept that involves the task of planning, controlling and directing the movement and efforts of people toward realizing the organizational goals. Management involve interaction amongst people because of their involvement in getting tasks done. Therefore, for management or a manager to be successful, both the human element and the material resources of the organization must be effectively applied and managed to realize the general aim. Both the execution of the work and the arrangement of the resources must be carefully done.

In other words, Akpan (2011) opined that for a manager to succeed, the following tasks should be put in place, thus:

- Tasks have to be assigned to individuals in their skilled areas; and they will perform the jobs
- There should be provision of the materials to be used by the people to carry out the tasks
- Tasks carried out should be investigated, supervised or monitored to ensure compliance to the rules and policies in order to maintain and improve standards of achievement.

Thus, management is not a one-man function or an activity done haphazardly. The manager has to employ the skill of collaboration by cooperating with other members of the team for progress to be made. The manager needs to establish an organizational climate where subordinates can willingly and cooperatively out in their efforts toward realizing the goals set by the institution. Management could be explained as a set of tasks or activities grouped as planning, organizing, controlling, staffing, directing and coordinating the human and material resources of an organization to realize their predetermined goals. It has various definition based on the contexts and perspectives of the author. Some authors opined that management could be viewed as the force or engine that moves an organization which could be responsible for its success or failure. However, others claimed that management is the act that deals with the realization of the desired goals by the use of human resources (Ololube, 2017). Additionally, Ololube (2017) in Ololube (2019) explained that management is a systematic process applied to accomplish a pre-known objective by the use of human and material resources. The human resource could be considered most important because in the management process. It establishes, achieves results and exists in all forms of human activities such as homes schools, colleges, universities, hospitals, government circles, prison etc. it ensure that the non-human elements (materials, money, machines, markets and time) are carefully and effectively coordinated through the motivation of the human elements in other to get their support, to display their professional know-how of the work force. It is a simple logic that when the human work force of an organization are satisfied, the realization of the goals of the enterprise is assured.

Concept of Educational Management

The concept of educational management explains almost the same thing with management except that it is channeled toward the management of education as a system. Educational management deals with the planning and formulation of educational policies and programs

aimed at realizing educational goals. Management can be conceptualized as the use of human, financial and material resources made available for educational programs in a systematic and stated laid down rules and policies to realize educational objective (Igwe, 2006). From the analytical definition, it is evident that educational managers are those that carry out the task of planning educational policies and programs at macro levels. It is also recognized that administrators in one way or the other could be engaged in such function as well but on a micro level; as educational administrators equally engage in planning, organizing, coordinating, controlling and evaluation. They even assist in the policy formulation in the process of implementing policies (Igwe, 2006).

In the words of Akpan (2011), educational management involves the process of forecasting, planning, decision-making and formulating of educational policies with the aim of attaining set-educational goals". It follows the process of a whole lot of tasks like planning, organizing, coordinating, controlling, supervising and evaluating of human and material resources with the main purpose of achieving organizational goals. Babalola (2006) cited in Akpan (2011) asserted that educational management is a concept that agrees with the quest to align the formal educational system under control, regulation and supervision. Idoko, (2015) viewed educational management as a process which uses educational institution for the promotion of human personality. According to Nwankwo cited in Idoko (2015) educational management is defined as the process concerned with using methods, principles and practices to establish, develop, and execute the goals, policies, plans and procedures necessary to attain the objectives of education.

Management in education could mean deciding the goals of educational institution and the programs to be carried out in order to realize the objectives. From the above, it can be deduced that educational management revolves amongst others:

- Planning, taking decision, putting in place educational policies, rules, goals and programs to be executed.
- Coordinating and managing educational resources (human and materials) to attain educational goals.
- Mobilizing the right people in the educational system and motivating them to work effectively for the realization of goals.
- Planning, organizing, controlling, coordinating, supervising and evaluating activities or tasks in the system for goal achievement (Akpan, 2011)

Educational management can therefore be defined as the systematic process of planning and directing of educational goals and programs, harmonizing and guiding the resources available and effectively utilizing it towards the realization of the already established objectives. This process involves the coordination, controlling and leading the inter-related tasks in the educational system to realize the educational goals. Idoko (2005) stated that school management involves arranging the efforts of people using human and material resources to achieve the objectives of educational enterprise. School managers act as implementers of the policies, as well as controlling the daily activities in the school.

However, educational management has two classifications, namely:

- External education management; and

- Internal education management

External Educational Management: This talks about the planning of the educational policies, programmes and, goals, as well as handles the setting of standards, forecasting of human and material resources for the successful implementation of educational programmes and policies geared towards realized educational goals. The government agencies, like the Minister of Education, Commissioners, policy makers and educational agencies such as NUC, and others do the monitoring and evaluation of educational policies to determine the extension of implementation.

Internal Educational Management: Here, the management of schools or educational institutions by the managers are x-rayed. It covers a whole lot of areas such as the management of curriculum, library science, school facilities, human relations, finance, school climate and institution to ensure quality of teaching and learning in the system (Akpan, 2011). Educational administration is an aspect of educational management. Nwankwo cited in Peretomode (2012) defined educational administration as the systematic organization of both the human and material resources and programmes available for education; and the careful use of the approved guidelines or policies to achieve educational needs. It contributes to educational policy formulation process; and like educational managers, also works with and through people to achieve institutional goals. This explains why some authors agreed that the term educational administrators and managers can be used interchangeably. Thus, educational administration or management can be defined as a process involving the co-ordination and harmonization of people (human resources) and material resources to realize educational goals.

Concept of Managerial Roles or Functions

Managers are those who coordinate the activities in an organization or educational institution in order to realize the organizational goals. They coordinate both the human and the material resources of the organization judiciously and effectively in order to realize the predetermined objectives. The position of a manager gives him the power and authority to lead others, and understand the tasks in the organization. He looks at how things are done, administer control, focus on status quo, manage the system and structure, ask questions on how to get things done and makes sure it is done correctly (Ezeh & Opokiri, 2019). The educational manager who is also called the executive personnel, performs some basic managerial functions or tasks. These tasks are fundamental and must be systematically organized and coordinated in order to achieve success. This is because, proper and effective coordination leads to the realization of educational goals. Ololube (2019) opined, that the very first thing to consider by the manager is the objective to be accomplished which could grouped into two thus; top managers themselves and top managers and associate and then participation with all.

However, Rosser, (1973) cited in Igwe, (2006:2) suggested the tasks managers should carry out in the course of their managerial duties to include among others:

- Setting of objective with resources available;
- Identifying the activities or tasks to be carried out;

- Arranging the activities in groups;
- Defining the tasks to be done by each unit;
- Grouping tasks into job specifications
- Staffing or assigning jobs to subordinates with adequate skills,
- Initiating work programmes/activities;
- Supplying incentives to boost high productivity;
- Taking remedial actions when the need arises.

Having established the objectives as listed, the next best step is to see the accomplishment of the job which requires action plan; integrated arrangement for future activities, the manager's foresightedness and the ability to look ahead which is called planning (Ololube, 2019). These functions, if effectively carried out by the school manager or any other organizational manager; will ensure that the goals and policies are properly set, and appropriate means and procedures are put in place for goal attainment. It is also absolutely necessary that adequate quantity and quality of personnel are recruited and assigned to tasks they are suitable. There is also the need for the manager to provide the right quantity and quality of materials needed for carrying out the job. In the same vein, staff motivation is necessary as this will encourage workers to put in their best for goal attainment (Akpan, 2011).

In practice, four fundamental functions of management have been identified. The functions are interrelated and interwoven that each affects the other in function as their intimate interrelatedness form the management process (Ololube, 2019). Situations determine which function is to be carried out. They are planning and organizing which occupy the high management levels, while actuating and controlling take the lower levels. However, some other additional management functions include: coordinating, counselling, directing, evaluating, leading, motivating, staffing, etc. This could go on and on and to avoid too long a list, since most of the facts appear to have been subsumed in the four basic functions (Amaewhule, 2006, cited in Ololube, 2019). Each of these functions will be explained thus:

1. **Planning:** This is the fundamental task or function of management; which is very basic to other management functions. It determines what to organize, actuate, direct or coordinate. If planning is removed, every other activity in the organization dies or runs in shambles. According to Ololube (2019:59) "planning is the selecting and relating of facts and making and using of assumptions regarding the future in the visualization and formulation of proposed activities believed necessary to achieve desired results". This suggests that planning is the bedrock that facilitates the realization of organizational objectives. However, Goetz in Koontz et-al. (1980) cited in Igwe (2006) contended that plans must be backed up by action for an enterprise to operate. Plans are focused on purpose and without plans, actions become mere random activities that produce chaos (Igwe, 2006). Thus, for plans in education to be effective and efficient, it has to be anchored on good framework related to all the implementation processes and stages. This fact appears to suggest that the success or failure of the educational programmes depends on quality of planning as well as how the programme is monitored through the implementation stages. Planning equally depends upon the availability of or alternatives and the right decisions that should be made as regards the following:

- What to do;

- How to do it;
- When to do it;
- Who to do it;
- What resources to be used (Igwe, 2006:332)

Ololube (2019) credence to this when he affirmed that planning is determining in advance what is to be done and how to do it. From the discussion therefore, planning could mean x-raying the future and designing a pathway or course of action for achieving specific goals. It affirms that planning involved tasks to be done, the procedures for carrying them out, getting the qualified personnels, assigning the right person to the right job, providing the resources needed and making judicious use of them to ensure that the pre-determined goals of the organization are achieved.

Akpan (2011) disclosed that the planning tasks of an educational manager includes policy formulation, setting of goals, determining future manpower needs for the school, future enrollment, facilities needed for the successful operation of the school. Planning is an intelligent preparation for the future action which is considered very crucial because it is through planning that educational objectives are initiated, translated into programmes and activities, and finally implemented. Other educational managers such as the Ministers of Education, Commissioners of Education, Directors of schools Boards are involved in performing these major tasks of formulating policies, principles or guidelines that govern the running of the educational system towards the achievement of educational goals.

Characteristics of Planning

Educational manager should be vast and understand these characteristics that are associated with planning. They include among others:

- **Personal or organizational identification:** Planning is a blueprint action, has to be complete, involves future action to be taken, implementation and by whom are explained.
- **That planning relates to condition of certainty and uncertainty:** The probability of events taking place could be established under normal condition but under unfavourable situation, it might not work out. The manager should be able to strategize and re-strategize in the face of situations since planning looks into the future which is unknown. Therefore, applying creative ability, critical thinking and collaboration, the manager could wither through any eventuality in the future plan.
- **Planning is intellectual in nature:** It needs a lot of critical and objective thinking, mental application of one's vast knowledge, reflective thinking and collaboration, imagination, pro-activeness and having foresight. The manager should have all the necessary skills and potentialities to be able to contend with the set tasks.
- **Planning is futuristic:** Both the manager and the subordinates should be able to look ahead; be ready and prepared to address any eventuality that might come up. Contingency plans to be made and kept in orderly sequence of how to achieve the objectives.
- **Planning is continuous:** The manager should be pro- active in thinking and be ready always to roll out plans or fresh strategies on how best to tackle issues at hand or as new ones spring up. This is a never-ending task a manager has to face and over come in the course of his managerial duty. All plans are subject to review as new facts emerge.

Variables are to be assessed always and are subject to re-evaluation with new findings too.

Major Steps for Planning

For planning to have any impact, systematic steps has to be followed to make it attainable. They include:

- **Clarity of the problem:** This has to be determined to avoid ambiguity from the onset. The problem should be stated, clear and straight forward.
- **Information about the activities involved:** Every information relating to the problem should be known. The experiences of such problems in the past and how it was handled. The activities of other organizations to be known. Observation, data or records regarding such through research will help to build your knowledge base.
- **Analyze and clarify the information:** Make formal examination of all aspects of the information gotten and then x-ray them as a whole. Some important information is discovered as regards data to the planning discovered and evaluated.
- **Establish planning premises and constraints:** Here, data needed for the problem is established and every thought necessary in determining the plan are put together. The premises and constraints provide the background on the stage of planning and clearly understood to avoid mid-way abandonment of plans.
- **Have alternative plans:** This could be explained as having option A, B or C ready to be able to realize the goal. Intelligence, creativity, flexibility and mastery of the manager in collaboration with others is brought to bear.
- **Choose the proposed plan:** Here decision is reached as to the plan to use. All the necessary factors such as cost, adaptability, etc must have been considered.
- **Arrange adequate timing for the proposed plan:** Plans are now translated into workable activities here. The details of where, by whom and when are concluded. The method to be adopted and timing is done.
- **Provide check-up for the plan:** Since the resultant output determines the measure of success, there has to be provision for follow up to ensure compliance furthermore, effective planning should involve giving answers to the basic questions popularly called the “five w’s and the how” already cited in the work. All these functions form parts of the tasks to be effectively carried out by the manager in the cause of his duties. (Ololube, 2019).

Organizing: This is another fundamental task of management. Both planning and organizing are continuous actions needed for accomplishment of tasks by the team. The manager must demonstrate his ability to lead and develop managers construct which will help the subordinates to improve their capabilities at work through creativity and compensation. (Ololube, 2019). Organizing could be explained as involving building up structures and human and material resources in an organization to attain the goals. Organizing as a managerial role deals with knowing what is to be done, by whom and the procedure for going about it. There should be structural line of authority indicating the methods of doing a particular job. This involves the presence of adequate communication flow in the organization (Okwori, 2011).

Coordinating: Coordinating involves the task of interpreting the various organs or departments of the organization and their works toward the realization of the pre-determined objectives. It involves team work, collaborating, unifying and harmonizing all efforts in a school organization for purposeful end. Akpan (2011) stated that coordinating is a process of making sure all efforts and activities of workers are carefully directed to achieve organizational goals. An education manager or Principal therefore should have all it takes to harness the available educational resources and utilize them efficiently for the achievement of school objectives.

Controlling: Controlling explain how good an actual operation agrees with actual results. Where the result of the activities does not meet the expected end, attempts to discover the reason for failure should be made by the manager and remedial actions taken. Here, manager ensures that things occur in conformity with the plans, objectives and standards set by the enterprise. Workers' performance is evaluated compared to plan. The managerial skill here ensures effective acquisition and use of organizational resources to realize the goals

Staffing: Staffing is a whole personnel function of hiring, training employees and maintaining a favorable condition for work. It involves all activities concerned with making sure that educational institutions have adequate personnel both in quality and quantity. For instance, the principal makes sure that qualified and adequate number of teachers or staff work in the school. It involves selecting new employees, orienting them and developing training programs for them so as to attain a higher level of efficiency the work demands, and more so to be able to meet the competitive global standard directing. The function of the manager here involves making decisions and carrying them both in specific and general areas of instructions which serve as guide in an organization. In educational management, the school manager has to provide leadership in dealing with the subordinates as individuals or as teams. The task here requires the manager to give others and directives to other people and expect compliance. For a manager to successfully achieve this, implies that he or she understands the complex process of leadership which involves the ability to influence others to work willingly and cooperatively in carrying out institutional tasks. Directing however involves supervising and making sure that adequate communication line is established so that work process could carry on effectively. The manager has to make the people successful and so becomes yourself in the leadership knowing fully well that a good manager manages change, process, strategy, progress and balance. (Templar, 2005)

Reporting: Here, the manager has the responsibility to inform his subordinate about what is going on in the school. This could be done through the records, research and inspection. The manager has to effectively communicate information and school reports to his superiors as well. This could be seen as giving account of stewardship to those the manager is responsible to.

Budgeting: Education industry is financed from funds and the public maybe interested in knowing how the school funds are managed, and the need for continued public support for education. This implies that managers or school principals who are concerned with the management of school must be people of proven ability, integrity, transparency and honest to be inspire confidence in the public for continued support for the school system, morally and financially. Enaohwo (1990:181) cited in Igwe (2006) defined budget "as a planning instrument and a decision model for the management of the school or organization". The budget is an important item in all educational organization because it is an action planned for the immediate

future, representing the operational and tactical end of corporate planning chain in education institutions or organizations (Igwe, 2006). From the ongoing, budget involves forecasting of future expenditure of an organization based on an expected income. It concerns everything in terms of physical planning and accounting of control needed to implement organizational programs and activities within a given period of time. The educational manager should be familiar with the principles of school financial management to able to cope.

These are some of the tasks educational manager has to tactfully adopt, and systematically followed in the running of the organization in other to achieve organizational goals. When any of these steps is skipped, there is bound to be confusion and mistakes which will affect adversely not only to the workers or the manager, but could lead to the crumbling of the institution or organization. That is why a manager or principal of a school should be ready and articulate to do things right by following all the procedures accordingly.

Managerial Skills in Educational Management

The leadership of various government in Nigeria has come up with changes and reforms in the education sector with the hope of achieving quality education. This has resulted in the introduction of new ideas in the area of educational policies and programmes, school structure funding approaches, school management and new method of assessments for students' academic performance as well as the use of modern technological tools. For the educational manager to be effective in the management of educational institutions or schools, there is need for him to acquire certain skills that will enable him be efficient in carrying out the job organizational management.

Management skills are the abilities, knowledge, competencies needed by an educational manager to carryout management functions and tasks. Fullan (2005) defined managerial skills as the competencies needed for effective and efficient planning, staffing, organizing, coordinating, controlling and decision-making. Egboka, Ezeugbor and Enueme (2013) in their study defined the following as managerial skills of educational manager.

- Ability to create a healthy culture for continual improvement in quality education;
- Ability as a team with other individuals in the school system to achieve set goals;
- Ability to communicate goals, policies and procedures to staff;
- Ability to modify their practice and school structure to accommodate quality expectation;
- Ability to ensure that curriculum leadership opportunities are created for staff;
- Ability to actively and personal guide specific initiatives for improvement of students' achievement;
- Ability to involve staff in decision-making.

These skills indicate that school management is concerned with the skillful organization and utilization of educational resources for the achievement of set goals. Akpan, (2011) reported that school managers/administrators should possess the following skills for effective operation of educational institutions.

Technical Skill: This skill needs technical knowledge, procedures or methods in carrying out the job. Much of the job of a school manager needs the application of technical skill that can be acquired through training in an educational institution, (e.g. university), workshop or experience on the job. The manager needs these skills for effective management of school financial accounting, maintenance of school facilities, school procedures and service activities. These skills are needed to effectively lead the school personnels. Managers high technical ability earns him respect from the workers (Akpan, 2011).

Human Relations Skill: This refers to the ability of the manager to understand, communicate and integrate the workers. The skill enables the manager to understand himself and his subordinates. The manager is able with this skill to communicate with this process and be able to apply it in all his work relationship. Failure to apply this skill, can jeopardize the attainment of the school goals (Ololube, 2019).

Conceptual Skill: Conceptual skill is the ability and competence of the manager to see the school in terms of broad relationships such as long term plans for the provision and utilization of educational resources. This skill enables the manager to work with creativity, innovation and to relate events and activities of resources management and trends in the environment to the school organization (Akpan, 2011)

Decision-making Skill: Decision-making skill refers to the ability of the school manager in taking effective and appropriate decision relating to school administration. This skill helps the manager to:

- Differentiate among types of decision;
- Determine the type of information and data needed for decision making;
- Determine the category of personnel that should take part in decision making;
- Decide on the approach to a problematic situation;
- Establish the priorities for action and anticipate intended and unintended consequences of decisions taking (Igwe, 2006).

Communication Skills: Communication is a very vital element in school management for effectiveness of decision-taking or plans drawn up for implementation which depends greatly on how well they are communicated to those who will carry out the job. Good communication skill is key and it enables the manager to:

- Establish good channel of communication that will help him relate effectively with subordinate, keep them properly informed of school plans, policies and programs;
- Communicate information clearly without ambiguity;
- Choose appropriate words to use in communicating with personnel's;
- Design the medium he uses so that personnel receive the information without distortion (Igwe, 2006).

Diagnostics Skill: This is the skill for investigation which will enable the school manager handle some tactful managerial problems in the school such as conflict resolution and management,

treating lateness to school by staff and students etc. it is equally the skills adopted in knowing the symptoms, remote and immediate causes of a problem and how to proffer solution.

Analytic Skill: This enables the manager to examine and understand a particular recurring problematic situation in the school. The skill helps the leader to take the right decision in managing educational institution and problem situation.

Organizing Skill: The competence of a school manager, is exposed in his organizational ability and the way he builds structures in the school both of human and material resources in order to attain organizational goals. He has to state clearly the methods for carrying out the procedures for doing a particular job using the appropriate equipment's.

Supervisory Skills: This involves the capabilities of an educational manager to effectively carry out the supervision of instruction, programs and activities in the school system. Some school managers are deficient in this area which has resulted in ineffective supervision, poor quality of instructional delivery and others. The manager therefore, needs a whole lot of skills to be able to cope in the supervision of the following:

- Various department in the school to ensure team work and achievement of school goals
- Guiding and directing school teachers on how to draw their scheme of work, fill school registers, diaries etc.
- Supervise instructional activities in the school
- Supervise student learning activities to bring quality learning
- Provide solution to teachers' problems
- Guide and assist teachers to use new approaches to teaching and learning.
- Guide teachers in the assessment of students.
- Work with teachers to improve teaching and learning process.
- Work with teachers to enhance effective organization and administration of non-academic activities in school (Akpan, 2015: 3583-3588).

ICT Skill: This involves the knowledge and ability of an educational manager to use effectively the various information and communication tools in the management of the school. In this age of knowledge driven society in which modern technological tools are used in all aspects of human endeavour including educational management, it becomes necessary for the school manager to have competency in ICT to enable him to effectively integrate ICT in school management. This will expose them to the use of devices such as internet for browsing, e-mail for communication and exchange of information, printers, scanners, laptops, desktops and other types of computers for processing, storage, retrieval of information etc. The use of ICT in educational management will make for faster and easier job accomplishment. Again et al. (2019) cited in Nwenekezie (2020) expressed that effective use of ICT in schools cannot be overstretched because it will expose and uplift children with new ideas and fortified them for the global competitiveness.

Instruments for Effective Management in Educational Organization

These instruments are the abilities, skills and intellectual capabilities needed for a good manager for effective delivery for the job. These abilities amongst others are:

- **Collaboration:** According to Nwanekezie (2020), collaboration plays a fundamental role in upholding and driving the organization forward. The manager's ability to discuss with others, and share ideas of common interest with others is key to organizational growth. Brain storming with others will make them feel accepted and open to put in their best willingly towards the realization of the planned goals.
- **Good Budgetary Strategy:** For organizational effectiveness to be achieved, the manager should be able to adopt this tool effectively in planning and controlling the financial resources for future plans of action which are always expressed in financial terms over time (Akpan, 2011).
- **Accountability:** this forms the distinguishing mark of a manager in an organization. An administrator or manager should be ready to account to the greatest details, the running cost of an organization. Ogbu, (2019) cited in Nwanekezie, (2020) explained that accountability is the willingness of an individual to accept his or her actions, accept responsibility for them and disclose the result in a transparent way and asking for help where necessary. From the above, Ninalowo in Ogbu (2019) cited in Nwanekezie, (2020) advised that government functionaries should adopt the character of accountability in their dealings to the public to justify their actions at the level of moral and ethical standard. Managers of Educational institutions should therefore keep clean records of their transactions within and outside, and to be ready to give account when called upon.
- **Transparency/ Honesty:** these should be the watch words of all managers as they attract Godly rewards. The manager should be ready and willing to attest to the truth on any issue concerning the organization that needs clarification. It does not matter if the truth goes against the leader or manager. The best attitude is for the manager to stand on the grounds of truth. These may save the organization instead of compromising with lies that may put the organization to bad light if discovered later. Ololube cited in Igwe (2019) said that a leader's capacity for honesty can help personnel work constructively on solving issues and problems.
- **Responsibilities/ Integrity:** responsibility should be one of good qualities needed for educational managers. A manager should be ready to face challenges, accept responsibilities and not shy away from his jobs by delegating authority. These lapses are seen when a manager lacks the competence and knowledge of the job (Nwanekezie, 2020). Also, Ololube in Igwe (2019) cited in Nwanekezie (2020) expressed integrity as being consistence in words and deeds' which is seen in leaders that have deep commitments to do the right thing irrespective of circumstances. Managers must be firmly equipped for the job both in managerial approach, skills, planning, organizing and coordinating of human and material elements in an organization towards the realization of pre determine goals. By getting involved, managers take charge and lead the younger generation by doing. This supports the slogan that says "do as I do, and not as I say". committed managers go extra miles to make things better in the organization. The contributions of such a manager could be measured in the achievements of goals, motivating and satisfying the needs of workers. He also enhances free flow of communication, achieves harmony in decision making process and by adopting the transformational management approach.
- **Humility:** this is another great virtue that could help a manager to excel and build love around him as he builds empathy and understands others.

- **Justice:** The manager works on the rule of equity by giving all people equal treatment and upholding the truth at all times. There is no perversion of justice, nepotism, tribalism or undue favouritism to any worker.
- **Courage:** This shows the ability of the manager or administrator to make tough decisions that counter others and pushes it through.
- **Temperance:** Leaders ability to take calculated and rational risks.
- **Transcendence:** this shows the managers sense of purpose, steadfastness and optimism (Nwanekezie, 2020:770-771)
- **Good research knowledge:** A manager should be ICT compliance. This will expose him to acquire numerous skills needed in the day to day managerial duties.

The writer affirms that the above listed attributes if exhibited by educational managers in their day to day running of schools, the whole educational system will be transformed and some unnecessary challenges surmounted. Therefore, educational managers should endeavour to make accountability, transparency, humility etc. their key which would bring the much-expected light into the management of schools in Nigeria.

Factors That Bring About Ineffectiveness of Educational Managers

Most managers in educational institutions do not operate maximally due to some factors that bring about inefficiency in management. These factors include among others:

- **Challenges of skills development of educational managers:** most educational managers lack the competence required for effective school management and this could constitute huge problem in coping with the new techniques and knowledge needed for effective administration.
- **Poor funding:** funding of education in Nigeria has always been a problem. Funds are not made available for the training programs for educational managers. This has negative effect in the development of the skills of educational managers. Development of capacity building program for managers in organizations will need huge funding, and it is through such programs that managers acquire the right knowledge, skills and competences to effectively management schools.
- **Poor incentives:** educational managers are inadequately motivated to develop interest to learn new skills. There is no reward for achievements to spur them to action.
- **Traditional and belief system:** most educational managers lack the will power to embrace change and innovation in the management of schools. They should better stick with the old method of management using transaction and coercive approaches they are used to. They resist change and forget that the only constant thing in life is change (Nwanekezie, 2020). This belief system of sticking to the traditional or reactive approach, affects the adoption of innovation in the management of schools.
- **Lethargy:** laziness of some educational managers hinders them from engaging in self-professional development to update their knowledge and skills in school management. They do not attend conferences, workshops and seminars to update and get new managerial skills. In the higher institutions, such managers are bound to perish for lack of publication as they will neither be promoted to the next level nor have the will power to publish and move on.

- **Lack of research knowledge:** most managers lack the zeal to discover new areas of skills brought about through research findings to improve their competences.
- **The dynamics of management:** change is constant. As changes come, they affect everything in the society which includes management of work or activities in organizations. Skills and strategies adopted in the past are now obsolete and can no more be applied in the contemporary management of education. Discovering of new knowledge through research has posed big problem to organizations; and therefore, education managers of this era will need to adjust to the use of new discoveries in order to meet up with the demands of the advancing society.
- **Appointment of unqualified personnel.** A great number of people appointed as managers either in educational circle or otherwise have little or no basic qualification in educational management. Some have no certificate in education and therefore, are not professionally and intellectually endowed to handle school management job (Akpan, 2011).
- **Lack of ICT training:** Nowadays, the knowledge of ICT has become an indispensable tool which all organizational managers should run with in order to meet with the global standard. Some educational managers have no knowledge of ICT. This could act as barrier to effective management of schools in Nigeria. Most managers have computer phobia and therefore are afraid to work with the computer (Nwanekezie, 2020:772).
- **Managers lacking Knowledge:** This shows in the wrong decision making by the manager who could carelessly delay matters that needs prompt attention. This situation could easily create problems in an organization.
- **Being Re-active:** the manager sees himself in the organization as ‘be all’ and ‘know all’. He claims to be right all the time and can never make any mistake. Such managers fear to take responsibility but finds it comfortable to blame others. All mistakes and blames are shifted to the teachers, students or other subordinates. This attitude leads to ineffective management of the educational system.
- **Compromise:** managers that compromise standards or the truth attract low quality accreditation or assessment externally from the supervisors whom they may wish to offer inducement in order to cover their loop holes. Such managers cut corners and usually bribe their positions through. On a serious note, they usually end up in self-destruction with very poor reputation to themselves and to the organization at large.
- Lack of humility, lack of courage, inability to take risk, lack of self-confidence, lack of modernization and many more are some of the factors that hinder effective management.

Simply put, fear must be addressed for development to take over. There is no gain saying that technology and modernization have come to stay. Educational managers should embrace the new approaches and trends that came with modernization so that they can be at par with their counterparts in the developed nations. They should be able to equip themselves with the current technologies by being ICT compliant, visionary, proactive and intellectually ready to be able to move the educational system forward in Nigeria.

Measures for Improving Managerial Skills of Educational Managers

- **Encouragement and Reward:** Educational managers should be adequately encouraged and rewarded so as to motivate them to seek and develop interest in acquiring new skills for effective management of educational institutions. This could be achieved through

recognition and commendation of those who performed well. The recognition could attract promotion; salary increase and by issuing certificate of recognition.

- **In-service training:** Government should provide in-service programs, seminars and workshops for educational managers. Such training should involve the use of modern managerial techniques in school management. They could be sponsored to attend conferences or workshops outside Nigeria for exposure and interaction. In these ways, new knowledge, skills and abilities are acquired for effective management of schools.
- **Training in ICT:** This could be made to be a requirement for promotion to education manager. Provision should be made for ICT training for school managers. This will help them acquire new skills needed for improvement in their managerial work.
- **Encouragement for self-development:** Educational managers should be encouraged to show interest in self-professional development through reading of management text books, journals dealing with management skills and other technical reports.
- **Appointing qualified people as educational managers:** Here, government should appoint people who are specialized in educational management to serve as educational managers and not the other way round.
- **Proper funding of education:** The education sector of the Nigeria economy should get the adequate funding needed from the government. Money is needed to cater for the cost of research, in-service training, workshop and conferences meant for the development of educational managers. The budgetary allocation that has never gotten to expected percentage is never enough for the management of educational system. The government therefore needs to increase budgetary allocation to take good care of all educational needs in Nigeria (Akpan, 2011).

CONCLUSION

This paper discussed task development procedures for effective educational management. Among others, educational management was categorized into internal and external educational management. The concept of educational management and the roles of educational managers were extensively discussed. The qualities needed for effective management of schools by the managers or principals were listed thus, being foresighted, being proactive, intelligent, knowledgeable in ICT technology and adopting the democratic and transformational leadership approach in the management of the school system.

The functions of the manager which includes among others: policy implementation, planning, organizing, coordinating, supervising and evaluating of educational programmes and activities in schools were x-rayed. Other functions include the manager's ability to care for the psychological wellbeing of both the subordinate, teachers, non-academic staff and the students, for the progress of the schools in particular and the realization of the broad educational goals in general. Managers should be firm in making sure that the programmes of the school are achieved as planned so that the stakeholders of the school and the society will feel the impact of the school successes in the lives of the graduates who have acquired the right skill through their training, and can now contribute positively to the development of the society.

Suggestions

In the course of writing this paper, the writer made quite a number of observations and based on that, would like to make the following suggestions:

- Most of the people appointed as managers in educational circle or otherwise have little or no basic qualification for the managerial position. Some do not even have certificates. It is therefore advised that government should appoint people who are specialized in the area to serve in that capacity to ensure quality performance.
- It is seriously suggested that the knowledge of ICT be a condition for promotion or appointment to the post of educational manager. This may spur those who are computer phobia to brace for self-professional development not only by being computer compliant, but also to help managers develop the culture of reading magazine and text books, journals, etc. that treat managerial skills.
- Government should provide in service training centers, seminars, and workshops that would treat managerial technics in school management.
- Government should be determined to properly fund education in Nigeria. If the government would comply with appropriation of the 26% of the national budget recommended by the UN for education, much of the problems such as procurement of funds needed for research, in-service training, workshops and conferences for mangers could easily be sponsored.
- The 21st century educational mangers should learn to adopt democratic and transformational leadership approach in the course of their management, so as to carry their subordinates along for unity, cooperation, that leads to high productivity and realization of educational goals.

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