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INTRODUCTION

TO

SCHOOL MANAGEMENT

BY

DR. (MRS.) G. T. U. CHIAHA

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INTRODUCTION

According to Loomba in Adewole & Olaniyi (1992), management concept involves the sum of organizations regardless of their specific objectives, type of work, geographical or cultural environment must be managed. As a matter of fact, management is the central activity needed for human progress and survival. The effective management of organization is therefore one of the most important and central tasks of the society. Management could be discussed as a function and as a process. As a function, management refers to the tasks and activities that are performed by managers. The specific nature of the activities are determined by such managerial functions as planning, organizing, directing, leadership and control. The functional view of management implies that managers of organizations (public or private) that are producing goods and services, must essentially perform the same basic tasks and functions. They must establish organizational goals and objectives, secure sufficient financial and human resources, assemble materials,
total of all activities undertaken to achieve the goals and objectives of an individual or an organization. It is simultaneously the integration of efforts, the design of organizational structure, the acquisition and judicious use of resources, motivating people, providing leadership, planning strategies, controlling, innovating etc.

Management is not a static concept according to Griffith in Adewole & Gianiyi (1992), but rather, it is a dynamic, complex and a social phenomenon. It is dynamic because it is not independent of time, change or value system. It is complex and social because it involves people, the totality of their interpersonal relationships, aspects of leadership, and activities that are performed by managers. The specific nature of the activities are determined by such managerial functions as planning, organizing, directing, leadership and control. The functional view of management implies that managers of
by proof-reading all the pages. I also thank the entire family for their support and encouragement.

I continue to render my sincere appreciation to my sisters, Mrs. M. U. Tuoyo and Mrs. F. A. Ifudu (U.S.A) who without their help, the writing of this book could have not been impossible.

Lastly, I render my gratitude to the Almighty God for his mercies and great upliftment.
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recording, commanding, motivating, evaluating and budgeting.

Ozigi (1992) defined management as the process of integrating the efforts of a purposeful group or organization whose members have at least one common goal.

School Management
Having known the concept of management, it is easy to apply this in schools; hence school manangement is the art of utilizing human and material resources through co-operative effort, effective and adequate leadership styles processes, principles and techniques to achieve the goals of the school organization.

The focus of school management is to improve the teaching and learning activities and achieve school goals with ease.

School managers need the help of certain groups to make their work less tasking and successful. Such groups include: teachers, parents, Board Governors,
P. T. A. Ministry of Education (Local, State and Federal) and the other various educational bodies.

School Managers

School Managers are those who are in charge of running and controlling the affairs of the schools. They are responsible for the achievement of school objectives. In primary schools they are the headmasters and their assistants. In secondary schools they are the Principals and their vices. Due to the complicated and multifarious work of the principals and headmasters they are known by various names e.g. head teacher, principal, headmaster, boss, Chief Executive Officer, disciplinarian, school leader, school manager, school administrator, school coordinator of activities, school public relation officer.

**THE SCOPE OF SCHOOL MANAGEMENT**

This entails

a) Process of management
b) Tasks
c) Policy integration.
CHAPTER ONE

SCHOOL MANAGEMENT

In developing countries such as ours, educational systems are undergoing fast and tremendous changes. The educational systems structures, the school systems roles, their organizational services, the public expectations for education, the programmes etc. are fast changing. It is no longer easy, safe or even possible for the school managers to rely on their experiences alone to manage modern educational institutions. The modern managers need the use of relevant management theories and appropriate techniques to successfully manage the modern complex educational institutions. According to Nwankwo (1982). the system of appointment of principals and headmasters of schools on the grounds that they are experienced is no longer adequate for effective management of schools. It is now very imperative that school managers must have both adequate experience and proper
management training in order to cope with the complex demands of school management.

Concept of Management

To manage connotes control, to organize, regulate, be in charge of affair, succeed in controlling, succeed in achieving, or be able to cope with a situation. Management therefore is the utilization of human and material resources through co-operative efforts to achieve a defined objective. According to Obaro (1990), management is a process whereby human, material and financial resources are mobilized and organized, personnel motivated and inspired and co-operative working environment created to accomplish organizational goal. Resser in Nwankwo (1982), maintains that management is the utilization of physical and human resources through co-operative effort accomplished by performing the functions of planning, organizing, staffing, directing, coordinating, controlling,
management training in order to cope with the complex demands of school management.

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Resser in Nwankwo (1982), maintains that management is the utilization of physical and human resources through co-operative effort accomplished by performing the functions of planning, organizing, staffing, directing, coordinating, controlling,
organized in such a way that work goes on smoothly. This prevents clashes, conflicts, delays and despairs that can arise in work situation.

Planning: Planning is deciding advance what is to be done. Here goals and objectives of organizations are clearly defined and well understood. In planning programmes of activities are arranged, facilities, personnel, work scheduling, evaluation etc., are thoroughly considered for the success of the organization. It involves making preparation for logistics and for casting as well as making arrangement for future outcomes.

Controlling: This is a means of creating avenue of success, smooth working of the organization and goal achievement. Efficient leadership is also required in control procedure. Through control it is possible to ascertain the extent to which resources allocated is efficiently used to achieve the desired goals.

Directing: This entails the provision of appropriate leadership style (Adewole, Olaniyi and Tuoyo 1994).
The school manager should make good decision and show good examples.

**Reporting:** This is a means of making oneself knowledgeable of various activities through inspection, observation, research and study. The principal should be able to disseminate information on latest development, new findings and other things, which could help in work improvement.

Information on progress and problems should be disseminated to all members of the organization. He should also keep accurate information of events and personnel. It involves a lot of documentation and record keeping. Reporting in management also implies feedback to superiors by subordinates. This will necessitate supervision and control, accountability and assessment.

**Budgeting:** There should be adequate knowledge of fiscal management, example financial planning, accounting and control. He should map out his yearly budget on repairs of school materials, facilities, finance and equipment and other school need.
The scope of school management is very wide and extensive. It entails the elements of administration and management process of planning, organizing, staffing, directing, coordinating, recording, commanding, controlling, budgeting, evaluating, communicating, motivating and decision making.

In addition to the above, management embraces various tasks such as

(a) Policy making and programme planning,
(b) Curriculum development and instructional programme
(c) Supervision of instruction
(d) Record-keeping
(e) Staff personnel services
(f) Pupil welfare services
(g) School community relationship
(h) Financial management
(i) Evaluation of institution and instruction
(j) Effective leadership
(k) Innovating activities.
Processes of Management and Administration:
The Processes of management and administration involve planning, organizing, staffing, supervision, coordinating, planning controlling, directing, reporting, and budgeting.

Organizing: This implies establishment of the formal structural line of authority, which defines what is to be done, and by whom and how. It also entails departmentation, and sharing of resources and material for achievement of objective.

Staffing: It the Regular supply and maintenance of personnel as well as staff training. It involves favourable conditions of services as incentives and motivators.

Supervision: Is the Provision of effective overseeing, by making right decisions. It implies guiding, correcting and directing.

Coordinating: This refers to harmonization of functions, activities, interest and assignments. Activities and functions etc. are arranged and
Figure 1 shows that the main functions of management and administration are policy making and execution. It could be seen from the figure that both functions are performed at different degrees, while the managers perform more for policy making than execution, administrators do more execution than policy making. Nwankwo observed that:

School administrators are interchangeably called school managers in the present day concept of educational management. Before the take-over of schools by government, and during the colonial
administration in Nigeria and in the first decade of independence in Nigeria. Those referred to as school managers were in fact, private individual proprietors of voluntary Agency Schools. Since the take-over of school, the concept of school proprietors being referred to as school managers has therefore changed.

Ojelabi (1981) pointed out that principals of secondary and teachers colleges are patently referred to as school managers. As was earlier, they are also called school masters, head teachers, public institutions, administrators, executives, curriculum developers and a host of others. This is because the principal has a multiplicity of functions that he performs within and outside the school.

The term school manager may be applied to the primary school headmasters and headmistresses who manage primary school at this level of the educational pyramid.

The school principal like other chief executive is an executive head of his organization with particular
THE IMPORTANCE OF STUDYING SCHOOL MANAGEMENT

1. Through the study of school management a learner becomes a future manager who can effectively manipulate all aspects of school administration and planning.

2. One is made knowledgeable in solving management problems of schools.

3. All the tasks of management are made easy and less complicated by studying them.

4. Processes of management are introduced to learners during the study of school management.

5. The learners know how to utilize both human and material resources in effective management.

6. The principles of management are exposed to learners of school management.
7. Through the study, one is made knowledgeable of how to use innovative activities instead of being static.

8. It helps in producing good personnel who can manage the classroom effectively through supervision of instructions.

9. It helps in training competent managers who are equal to the tasks of dynamic and rapid societal changes with high expectations.

10. It gives motivation for managers to face the challenges of school management especially healthy competitions in institutions.

11. Financial management is also introduced to future managers during the study of school management.

12. It fosters positive changes in school administration and planning.

13. It ensures good and desirable form of human relationship.
that should help in Training of

gers

Institutions

- National Institute of Educational Administration and Planning, Ondo
- National Education, Research and Development Council (NERDE)
- State Ministry of Education
- Federal Ministry of Education
- The National Education Research Council
- Professional Bodies and Associations and
- State School Boards. E. G. NUT, Conference Principals etc.
- Role of the School Principals. E. g training of non-intakes into cadre of school managers.
(1) Awareness Needs: Studying school management exposes the strategies, principles, skills, methods and various intricacies needed by student manager to be a successful manager. Even if the learner is a born-manager, it goes further to give him the required expertise in the process. The learner hence acquires much needed acumen in management of his business.

(2) Understanding the project: Before any project is successful, one needs to properly understand the project processes and methods of implementation. Being aware of the project's heading as a guideline could avoid failure.
reference to the school setting. The principal is called the school manager because he runs the affairs of the school. As an administrator, he takes decisions, makes and implements policies and programmes of government. He can be called a disciplinarian as well because he handles disciplinary matters and imposes punishment. To some he is seen as a coordinator of school activities. By and large, the school principal is both a school manager and in one sense a school administrator in another. He makes policies for his school to be executed by the vice and the teachers. He sets goals to be achieved by the school in this case he is a manager.

Training of School Managers

The training of school managers should naturally begin from the formal school system. This is because he is a qualified teacher and a member of teaching profession. His training therefore must run through the pyramid of the educational structure
namely; primary, secondary and tertiary institutions. Consequently, special emphasis should be placed on management training in the programme of studies in the Colleges of Education whether teachers training or advanced teachers colleges; the institutes and departments of education in our universities.

In addition to other courses of study like educational theory and practice, educational psychology, study of society, curriculum studies and education philosophy, specific courses in educational management and school management should be available for potential school managers. These courses must be included in the degree programme contents for all undergraduate education (Arts or Science), Post-Graduate Diploma courses as well as higher degree courses in appropriate doses for would-be school managers. In addition, the university establishments should provide in-service training courses for fresh school principals and refresher courses for the experienced hands.
other aspect of leadership outside the school environment.

(9) **Responsibility:** It makes one responsible in task performance. One learns perseverance and determination. One also learns to aim for high aspiration.

(10) **Competition Inclination:** Through the knowledge of school management a would-be manager would learn how to compete successfully with schools near and far from his and sets the pace for all to follow. This he is able to do with the knowledge that it is the school manager that can uplift the school or bring the school down. He uses this knowledge to work hard in order to uplift his school hence sets pace for others to follow.

(11) **Management of School Problems and Needs:** The learning of school management makes a would-be manager competent with management of problems and needs of the school. This is one vital area which can make
the manager fail easily. Knowledge of school management educates him on techniques of managing the problems with complete success if he is prudent enough.

12) Consideration of Exceptional Children:

Good school management must address the issue of exceptional children in regular schools. The study would therefore make students aware of such children and that during instruction their needs should be properly addressed (both the gifted and the handicapped). There is no need boasting that your regular students are performing fantastically well while the exceptional children are relegated to the background. A would-be school manager would through the study of school management make the exceptional children to achieve to the best of their abilities.
(3) **Achievement of School Goals**: Study of school management would help the learner to achieve the school goals. The student manager knows all the techniques and protocols governing every process. He has a good grasp of all the management functions.

(4) **Good Management Atmosphere**: This study makes the learner to be able to create good management atmosphere for himself and his subordinates. Good atmosphere would include peace, unity, understanding, respect, motivation, reinforcement, acceptance and maintenance of the environment in the organization.

(5) **Inducement of Confidence**: The learner would have a lot of confidence in himself as a manager and confidence on the subordinates. This is because he is knowledgeable and knows what to do and what not to do to his subordinates. He also has good acumen in
maintaining discipline of his personnel (pupil and staff).

(8) Good in Public Relation: Study of school management makes the learner a good public relation officer of his school. He knows how to relate easily, peacefully and successfully with both the members of the school and members of the public. This can attract much assistance from various public quarters.

(7) Proper Organization: The study of school management makes one organized and knowledgeable in proper organization of the school system. Duties, routines, personnel, rules and regulation, venues, curriculum, games, health services and instructions are all properly organized to avoid confusion and frustration.

(8) Exposure to Successful Leadership: knowledge of school management helps one to be a good school manager. This type of leadership can also make him successful in
administrator should delegate duties to their subordinates.

(c) Communication: Easy and fast flow of information is most needed in all organizations. It is very important for people to know the why's, what's, how's, where's and who's of organizational activities. Communication, both vertical and horizontal must be continuous and must follow the most expedient channel for a particular situation (including the use of conference, meetings, discussions, circulars, notices, interpersonal communication or contracts, announcements with electronic devices etc). It enhances democratic administration because it encourages deliberation, consultation, and opinion among all those who have responsibility for aspects of the administration.
2. HUMANITARIAN PRINCIPLES

These group of scholars maintain that the worker should be seen first as a human being and thereafter as a worker. They have decision making as their focus. The educational manager should be able to know when and how to make decisions for himself and when and how others should make it for him, or assist in making such decisions.

Humanitarian principles are made up of the following:

(i) Democracy
(ii) Justice
(iii) Human relations,
(iv) Equal Opportunity
(v) Security

(i) Democracy Principles: individual worth is the focus. It is of the view of this school of thought that all those that will be affected
CHAPTER THREE

PRINCIPLES OF SCHOOL MANAGEMENT

The principles of management can be regarded as general guides to possible action in specific situations. The wise and modern administrator is one who can identify and use the principles if and when relevant to particular situations. This is because there can be no rule of the thumb in the application of principles and no one principle can suit all management situations.

The following principles are offered as a guide to the organization and control of educational practices.

1. FUNDAMENTAL PRINCIPLES: These are referred to as "Universal principles". They include:

(a) Responsibility: This is being responsible in performing one's duty. All workers are required and expected to have the spirit of being industrious staff see themselves as trustees of the
school keeping offered secrets, observing the rules and regulation code of conduct and Ethics of their profession.

(b) Delegation of Authority: By this, departmental sectional functions are entrusted to a person or a group of persons on the basis of geographical location, expertise, position or roles. Delegation of authority is essential to educational administration because no person can do everything in any complex educational organization. Excessive centralization of authority weakens a system and makes room for incompetence and inefficiency. It ensures ease of administration and encourages the use of expertise while also ensuring participation and support of collaboration among members. Such
resources cautiously and expeditiously. Prudential management relies on economy, responsibility loyalty and proper methods of staffing.

(a) Economy: It is wise to use resources with caution and very optimally, especially in the use of funds equipment or facilities. Economy particularly use of funds demands provision for checks and balances, accurate accounting, proper planning and optimal utilization.

(b) Responsibility and Authority

This principle maintains that all responsibilities must be accompanied with commensurate authority to exercise it. Each worker should know to whom and for what he is responsible. He should also be given support and material to accomplish it.

(c) Loyalty: This calls for devotion to work without being exploited by no one.
Loyalty should be given to the organization and tasks.

(d) Employment of Staff or Staffing: This calls for the right man in the right place. There should be adequate staff development and personnel policies. Staff should be properly maintained and catered for based on proper personnel policies. In relating with the staff, there should be no bias, nepotism, tribalism, avowalism etc.

4. PRINCIPLES OF CHANGE

These group of thought feel that there should be change when necessary. In considering the principles of change, there are three aspects worthy of consideration namely:

(i) Adaptability: This group of thought holds the view that an educational organization must be adaptable to change to ensure its
by a decision (law, rule, regulation, decision) must have a say in the formulation and development of such decisions. The application of collective and individual participation in the organization is paramount. In the school setting the students, parents and staff must participate in decisions regarding rules, regulations, school activities, discipline and extracurricular activities. Each student should have a say in the decision of his own programme of study. All segments of the school community should have a say in the decision of his own programme of study. Establish procedure are apt such as meetings, unions, societies.

(ii) Justice: This demands equity, fair play and no favour. The school manager should use his discretion in conscientiously applying the norms, rules, laws or regulations on individuals or groups taking individual
by a decision (law, rule, regulation, decision) must have a say in the formulation and development of such decisions. The application of collective and individual participation in the organization is paramount. In the school setting the students, parents and staff must participate in decisions regarding rules, regulations, school activities, discipline and extracurricular activities. Each student should have a say in the decision of his own programme of study. All segments of the school community should have a say in the decision of his own programme of study. Establish procedure are apt such as meetings, unions, societies.

(ii) Justice: This demands equity, fair play and no favour. The school manager should use his discretion in conscientiously applying the norms, rules, laws or regulations on individuals or groups taking individual
management acts and rules are recorded in writing. All events and activities as well as personnel must be recorded and all members are expected to follow recorded rules, regulations and procedures. Documentation is also very much emphasized. This means filing and keeping of vital information.

SUMMARY

Principles are descriptive guides, which help management to make sound and useful decisions. These guides are termed principles of management, administration or organization. They include the following:

(a) Fundamental principles
(b) The Humanitarian principles
(c) The Prudential principles
(d) The Principles of change
(e) Bureaucratic principles
management acts and rules are recorded in writing. All events and activities as well as personnel must be recorded and all members are expected to follow recorded rules, regulations and procedures. Documentation is also very much emphasized. This means filing and keeping of vital information.

SUMMARY

Principles are descriptive guides, which help management to make sound and useful decisions. These guides are termed principles of management, administration or organization. They include the following:

(a) Fundamental principles
(b) The Humanitarian principles
(c) The Prudential principles
(d) The Principles of change
(e) Bureaucratic principles
utility and relevance to the society. Modern school manager must identify and harness change both in the objectives, structure, functions, programmes and techniques of school system. It is important that only and carefully considered and experimented upon changes should be adopted.

(ii) Flexibility: This implies that the manager must be flexible ready to adapt to useful changes. He must act according to the prevailing circumstance. He should be a transactional leader.

(iii) Stability: This is the need to conserve the good in the past. Certain educational goals, practices and programmes have proved very useful in the past. Such may be preserved to ensure stability in the organization.

(iv) BUREAUCRATIC PRINCIPLES
Bureaucracy is a rational response to administrative strategy for the demands of complex organization. Bureaucratic principles are made up of:
(ii) Stipulated Rules: The rules are meant to save effort by obviating the need for deriving a new solution for every problem and case.

(iii) Division of Labour: Organization requires a specific sphere of competence. Roles are allotted according to our competence. According to Nwankwo (1962) the division of labour should be based on functional specialization. It involves:

a. Sphere of obligation to perform function
b. Provision of incumbent with necessary authority to carry out the function.
c. That the necessary means of compulsion are clearly defined.

(iv) Hierarchy of Authority: Each lower office is under the control and supervision of a higher one. It is the job of the higher officers to supervise and control the junior officers.
CHAPTER FOUR

TASKS OF SCHOOL MANAGEMENT

INTRODUCTION

The task of school management is essentially the functions of the school manager. The function has an extensive scope. Generally the manager is expected to deal with the personnel (student and staff), as well as members of the public. He should be responsible with the moral and spiritual tone of the school and the maintenance of discipline. He should be an effective organizer in academic and non-academic activities, maintenance of good human relationship and good in financial management.

The tasks of the manager therefore can be highlighted according to Nwankwo (1982) as the following:

1. Programme Planning and Policy Making
2. Curriculum Development and programme of instruction.
3. Supervision of instruction.
4. record keeping
5. staff personnel services
6. Pupil/Student personnel services
7. School Community Relationship
8. Financial Management
9. Evaluation of Instruction
10. Effective School Leadership

1. PROGRAMME PLANNING AND POLICY MAKING

This implies that school manager contributes in the formulation of plans and policies for specific aspects of activities in the particular school. It is also the duty of the school manager to interpret and implement educational plans and policies at the state, local and school level. Nwankwo (1981).

PLANNING: the manager plans multiple activities in the school. This initial planning makes the tasks
Principles are not necessarily laws: They reveal to the manager or administrator some of the most common ways of viewing and taking actions.

(a) FUNDAMENTAL PRINCIPLES
   (i) Responsibility
   (ii) Delegation of authority
   (iii) Communication

(b) HUMANITARIAN PRINCIPLES
   (i) Democracy
   (ii) Justice
   (iii) Human relations
   (iv) Equal Opportunity

THE PRUDENTIAL PRINCIPLES
   (i) Economy
   (ii) Responsibility and authority
   (iii) Loyalty
   (iv) Staffing

(c) THE PRINCIPLES OF CHANGE
   (i) Adaptability
   (ii) Flexibility
   (iii) Stability

(d) BUREAUCRATIC

(e)
PRINCIPLE

(i) Stipulated rules

(ii) Division of labour (based on functional specialization)

(iii) Hierarchy of Authority

(iv) Employment and promotion of staff based on technical knowledge (expertise)

(v) Impersonality in official matters

(vi) Emphasis on documentation and written documents (record keeping).
School managers are expected to be knowledgeable in curriculum development and innovation. The school manager should plan, build and work on a curriculum suitable for the background of the pupils and to the fulfillment of educational goals.

CURRICULUM DEVELOPER AS INSTRUCTIONAL LEADER

As curriculum developer the Principal should be well informed in the process of instructional innovation and improvement (Ojelabi, 1981). He is also of the opinion that a good curriculum developer must teach a few lessons in a week. The principal should take initiative to get his teachers to plan, build and work out suitable curriculum with him. He should never do this all alone.

Ojelabi also exposed the highlights of curriculum responsibilities of the principal which include the following:

1. Introducing the process of curriculum planning to teachers.
(2) Encouragement of innovations
(3) Development of valid instruction.
(4) Helping teachers with evaluation, restructuring and adaptation of current ideas and practices in curriculum development.
(5) Getting current ideas by visiting other schools.
(6) Development of suitable well-equipped library.
(7) Encouraging teachers to visit other schools, attend seminars and workshops.

Programme of Instruction
The programme chosen should be directed towards achieving educational goals and national objectives.

Types of Instruction
In choosing the type of instruction, readiness age, class subject and background should be put into consideration. This also should take the syllabus,
easier, non-complicated and not too confusing. Different things that have to be done are taken care of and planned accordingly. All the important activities for the new term are carefully taken care of. All items to be used for students and teachers are carefully noted. Such activities as staff meetings for the new term are arranged for. Teaching equipments are also arranged for such as syllabuses, register, chalk, stationery, general timetable.

Planning in the school entails:
- Definition of objectives
- School plant and infrastructural planning
- Programme and activities planning
- Resource, facilities and budget planning
- Allocation of duties and functions to staff
- Work scheduling (timetable)
- Other miscellaneous activities.

POLICIES: Policies are also mapped out for efficie school management. Achievement of national gr
can be made possible if teachers can adopt a philosophy that emphasizes the utilization of knowledge rather than mere success in examinations (Mbiti, 1982). The philosophy of education, which a classroom teacher holds, reflects his belief of what education really is. This belief in turn determines his sincerity and perseverance in his work as a teacher. Since there are various concepts of philosophy of education by teachers, it is important therefore that the school maintains a common philosophy, which all the teachers will abide by. In order to avoid management by expediency, there should be policies made by the school manager. Other aspects that require policies include pupils' academic activities, mode of admission, placement, discipline etc.

2. CURRICULUM DEVELOPMENT AND PROGRAMME OF INSTRUCTION
scheme of work and record of work into consideration. The programme of instruction should contain all categories of instruction such as academic instruction, moral instruction, guidance counseling, co-curriculum activities such as debating, excursion, games and sports, arts and drama etc. The sequence of instruction should be programmed from known to unknown, simple to complex. It should be arranged in such a way that one experience reinforces the other.

3. SUPERVISION OF INSTRUCTION, MATERIALS AND OTHER SCHOOL ACTIVITIES

Supervision of Instruction: The most important supervisory work of the head teacher is that of instruction. He has to see that the lesson is thoroughly prepared by checking the lesson and unit plans, and supervising the actual teaching activities and making necessary constructive corrections.
Class Supervision: He has to see that the classes are enriched with learning materials, well ventilated, not over-crowded and has good sitting materials. The chalkboard should be positioned at a good distance range for all to see. The children with special learning needs should be considered especially the visual and the auditory impaired. They can be made to sit in front no matter their sizes.

Formative and Summative Evaluation: Teachers should be encouraged to use the above two evaluative method so as to achieve the class goals.

 Provision of working tools for teachers is very important here.

Other School Work Supervision: The principal should also supervise the infra-structural materials, co-curricular activities, neatness of the compound and personnel as well as health services.

RECORD KEEPING IN SCHOOL

Record keeping implies recording all the events, materials, personnel students and even school
community members who interact with the school. Keeping records helps to reduce the complexity and confusion in any organization. It removes doubts and makes for accurate accountability. It goes with facts and figures buttressed with date and sometimes time. It helps the principal in the school system to remember details. It makes for prudential management in the school. It is most vital in financial management.

The principal should be very knowledgeable in record keeping. He should encourage the teachers to keep the pupils records accurately. The other records are his responsibility. If he keeps all school records consistently and accurately, it will help to minimize his problems. He should sign and date all records, which require these. Treating record keeping with levity is playing with one's responsibility as a whole. Even when record keeping is delegated, the principal must ensure that it is properly carried out by doing a close supervision on record keeping. There must be drawers for various files and a
separate room for all records that must be securely locked up and only opened up by the principal and no one.

In primary schools, the registers and diaries or other important records must be submitted in the principal's office after the school hours. The principal should lock them up in the record room only to sort and file them the next morning.

RECORD KEEPING

School record is the documentation of logistics and school activities and events. The principal should keep records that will reflect information on the daily activities of the school.

For record to be reliable and useful these conditions are fulfilled. They must be used, they must be available, they must be complete. The used must be honest. The class record can be kept by teachers e.g. Attendance Register, Marks book, Class Timetable,
teachers but as was earlier on emphasized at the beginning of this topic, the principal can greatly influence it, after all since the principals are the managers of these teachers, the issue of giving them the responsibility of recruiting will have to be addressed, rather than those who may have never been in the classroom. The policies regarding selection procedures and quality and quantity of staff can be used by these principals as is now being done by the Teaching Service Board (Commission).

The following issues in recruitment have to be noted:

(a) qualification

(b) degree of experience

New staff can be highly experienced with many years of operation in schools but he may just be transferred from another school. They are placed on scales according to the above factors. Subjects are allotted according to areas of specialization.
Orientation Procedure

There is need to orientate the new members so as to make them feel fully accepted and adapt to the new environment. It will also help them work efficiently as it eliminate asking various questions before acting, trying to find out places with difficulties, making a lot of mistakes and learning later from their errors. It may also create a kind of phobia both for the job and for the school. To avoid this the first phase can be the introduction of the new staff to the older ones. Then the older ones can be introduced to the new ones. Furthermore, the principal can arrange for welcoming parties, seminars, conferences, matches, or educative talk by a member of the school or other institution in honour of the new members. The newly appointed teaching staff will have to fill certain forms, which constitute part of school records. Ojelabi (1981) some of these forms include the following:

(a) Assumption of duty certificates
(b) Individual teacher particulars
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(a) Assumption of duty certificates
(b) Individual teacher particulars
Staff Discipline

This simply means the production of correct attitude in staff for maximum working efficiency. Teachers need to be treated with respect by teachers. He must regard them as colleagues rather than subordinates. They are human beings with personal idiosyncrasies. Show example and learn by that then when you halt they will stop. Make them achieve through professional enhancement.

Finally, any teacher who commits offence against teacher's code of conduct should be disciplined accordingly.

THE NON-TEACHING STAFF

The services of the non-teaching staff is highly recommended in schools. The high cadre non-teaching staff are employed by the state school
Board while the low cadre (01 - 03) grade level are employed by the principal with approval from the authorities.

Previously, the non-teaching staff were regarded as unestablished staff. They were non-pensionable staff. Presently they are now absorbed as permanent staff with definite scheme of service and are now pensionable. This triggered a lot of improvement in their performance.

The non-teaching staff are as follows:

The Bursar (sometimes the Bursar can be chosen from the teaching staff) Matrons, Account-Clerk, Clerk/Typist, Library Attendants, Laboratory Attendants, Office Messengers, Store Keepers, Drivers, Cooks, Gatemen, Gardeners, Day and Night watchmen. Grade I boarding schools can employ nurses, dispensary attendants, carpenters, electricians, cleaners.

The number of each category to be employed depends on the size and status of the school. Big schools employ more staff than small schools.
Staff Meeting: The principal has the responsibility of meeting with his teachers for interaction, advice, guidance, counseling, and improvement. He is free to talk to them at any time on matters pertaining to his management duties. He should be more of a listener than a talker. Organized staff meeting on the other hand provides another opportunity for communication and exchange of ideas among staff. It improves relationships.

Staff meetings are power centers for decision-making in schools and therefore should be taken seriously by the principal.

STAFF ADVANCEMENT AND PROMOTION

Principals of schools do the task of staff advancement and promotion together with the State School Boards and the Teaching Service Commission. It is the existing financial regulations for annual salary increment that determines the staff advancement by the principal and when it is due.
Promotion is determined by the type of recommendation given to one by the principal and sent to the appropriate authority. The principal must adopt a clear policy and principle of justice and equity for promotion recommendation. The personnel record should contain information on the performance, experience, status and other vital information need to be known by the principal. He should utilize these information judiciously. Promotion should not be for teaching-staff alone but also for the non-teacher staff.

Specimen of Job Evaluation Report
TERMLY JOB PERFORMANCE EVALUATION REPORT FOR TEACHERS .................... TERM 20.................. SESSION
A. This section should be completed by the teacher.
1. Names in Full: ............................................. (State Mr., Mrs., Miss)
2. Date of Birth: .............................................
3. Present School: .............................................
4. Date of First Appointment as a Teacher: .........................
5. Date of Posting to the School: ......................................
6. Present Post: ............................................................
7. Date of Promotion to the Post and Scale: .........................
8. Qualification(s) with Dates: ........................................
   (Specify the month)
9. Subject Taught and Classes: ........................................
10. No. of Periods Taught Per Week: ............................... 

Teachers Signature and Date

B. ASSESSMENT FORM
(USE GRADES A, B, C, D, E)
1. Intellectual ability and competence: ..............................
2. Quality of Work: .....................................................
   (i) Notes of Lesson: ..............................................
   (ii) Record of Work: ..............................................
   (iii) Teaching Ability: ...........................................
   (iv) Written Work given to students: Effectiveness: ...........
3. Punctuality at School:
4. Attendance at Classes:
5. Attitude to Curricular Activities:
6. Attitude to Assignments:
7. Personal Appearance:
8. Other Remarks:

Teachers Signature and Date
Overall Grade:
Name of Principal:
Signature:
Date:

STAFF TRANSFER
Transfer can be made on the request of the teacher or by the principal through the State School Board. The teacher fills the necessary forms. He or she is issued his or her last-pay Certificate to help the station he or she is being transferred to.

The information in the transfer form include: Full name of teacher, school being transferred to, former school, qualifications with dates, teaching subjects, whether bonded or not, whether being owed or not, whether the staff is owing such as vehicle advance,
loans, reasons for transfer (medical certificate attached if on health ground), signed by applicant and signed and dates by the principal.

Annual Leave

The duration of annual leaves depends on status. Some teachers have only few weeks' annual leave while others have 30 days. The annual leave is mostly during the Christmas vacation. This makes the impact not to be very much though it is felt in classroom instruction. Teachers on leave are paid salaries as well as and not a right. Where there are official duties to do a staff annual leave can be deferred but he will still be entitled to the leave allowance study leave.

Study Leave

It is expedient for teachers to be given time off for professional enhancement. Teachers who are duly motivated request for study leave. It can be study leave with pay or study leave without pay. Whichever it is the school manager should be understandable enough to grant their request without much strain. If
it is with pay and the management can afford it and the school involved really and rightfully needs it, it should be quickly granted. The approval for all these are usually through the State School Board for public institutions' and Division of the Ministry of Education. The things that determine granting of study leave are as follows:

(i) experience and duration in teaching service
(ii) relevance of the course in question.

Maternity Leave:
This leave is only for the female staff and given only if the woman is pregnant. The woman first of all applies for the leave and hence fills a maternity leave form. It is accompanied by medical certificate from approved medical practitioners of government hospitals.

The applicant is expected to take six weeks before putting to bed and another six weeks after. This excludes working days, but Some women usually prefer to merge the two forty-two days to make
eighty four days after putting to bed. This enables them to look after the baby until it is properly weaned. This week's practice is illegal and should not be encouraged.

Formerly half month salary is paid to women during maternity leave but now they are entitled to full payment if the leave is duly approved. In addition, new mothers are allowed to close for not by to enable her practice mother-friendly.

Retirement From Service

Retirement time is the period when teachers should rest from teaching job take other less straining personal work so as to take care of their health. They are usually paid gratuity, which duties between 100 to 300 of one or two salary paid at once so that such retiring teacher can rehabilitate himself and prepare for his old age period thereafter monthly the persons are paid. His depends on how long the staff has served.
The claims are guided by the Federal Government Ministry of Establishment regulation on pensions. A notice of three months is made before retirement through the principal to the State School Board for forwarding to pension division of State Ministry of Education.

As from 1st April 1977 the Federal Military Government approved the following offices:

- Gratuity for officers who served for five years or less than five years are not eligible for gratuity.
- Less than 10 years is not eligible for pension.
- Service of 5 years and above eligible for gratuity with rates of 100% from 10 years to 35 years service eligible for gratuity between 100-300%.
- Premature retirement (voluntary retirement) of less than 10 years service or more is eligible for appropriate pension but will only be due for pension till he attains 50 years.
The table below shows the calculation of pension and gratuity rates from 5 years to 35 years.

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ALLOWANCES

Allowances are discussed here as they ought to be given but in Nigeria most of the allowances are not available to teachers due to lack of fund. Some of them are highlighted below:

(a) RENT SUPPLEMENT ALLOWANCE

Teachers are entitled to rent supplement allowances but those who have residential accommodation already are not entitled for this. The Nigerian is referred to the Ministry handling.

The approval is normally from the Ministry of Education through the principal and terminates after 5 years. After this, it can be granted again after proof of road worthiness by issuing a certificate. The last
(c) HOUSEMAID/MISTRESS ALLOWANCE
The rate is currently N30 flat. The last rate before the present minimum wage was N30 flat.

(c) HOUSE/MAID/MAISTRESS ALLOWANCE
This is paid bi-annually to encourage science teachers.

(e) LEAVE BONUS ALLOWANCES
This is paid annually to enable teachers enjoy their annual leave.

CLAIMS AND SALARY PAYMENT VOUCHERS
There will normally be various forms of claim or the other in the school system. They are formal prepared on designed formats.
submitted to the Grant Section of the Ministry of Education by the principal.

The salary vouchers should be signed with dates by teachers when receiving their salaries. The principal should see that teachers receive their salaries early. The delay caused in processing and submitting the voucher may affect payment but when it is not their fault, then proper explanations have to be made to teachers with an appeal to be patient. The condition where teachers salaries are delayed without explanation is unjust.

From the foregoing, it would be observed that the responsibilities of the principal to the working personnel are really extensive.

RETENTION OF STAFF

This aspect of staff personnel service is very essential to principals. The philosophy a principal adopts will determine his relationship with his staff. Since it is not the principal that post teachers directly, he has no direct power over their retention.
dismissal but indirectly, he has a lot of power. A
t depend on his attitudes and management policies
out staff. In encouraging the staff to remain in his
stitution he has to adopt the following strategies:

- Use of principles of equity and fairness
- Use of staff personnel policy
- Use of transactional leadership style
- Provision of opportunities for professional
growth
- Create avenues for promotion
- Use of incentives
- Use principles of no favouritism and tribalism
- Create rapport between you and them
- Equip teachers with working materials
- Pay promptly
- Communicate effectively
- Show teachers that he cares
- Participative approach
grouped into school House of (Blue, Red, Green, Yellow, etc.). They should be made knowledgeable with the importance of co-curricular activities.

Instruction of Lessons

The principal should make sure that lessons are properly delivered by teachers. Teachers should prepare their lessons seriously. Lesson notes and experiments should be supervised and constructive corrections given to teachers. There should be emphasis on good instruction, good instructional materials, libraries, laboratories, good classrooms. Generally, everything pertaining to instruction should be properly taken care of. Instruction should be the priority for all school community. In all, the guiding principles should be student development and welfare.

Provision of Facilities and Materials

The principal should see that the school is properly equipped with all facilities and materials for conducive learning. There should be properly
equipped classrooms, adequate space, neat compound, laboratories, libraries, playing grounds, toilets, source of water, public address system, good equipped hostels for boarders. Generally, physical environment in the school should help to promote teaching and learning and hence help in attainment of goal of school.

Provision of Recreational Activities

Outdoor activities are helpful for the general development of the body. Socially, emotionally, physically, intellectually and even psychologically. Without outdoor activities, indoor activities cannot be reinforced. "All work and no play make Jack a dull boy". Students should be introduced to games, clubs, excursions and other outdoor activities. All these are part of education and make for problem solving in ones life.

Some of the outdoor activities that can be introduced to children in schools are many. Some of them are such things as debating society, Boys Brigade, Boys
Scouts, Girls Guides, Camera Club, Barbing Society, Swimming Society, drama society, dancing society, musical society, tailoring society and different subject societies. Teachers should show keen interest in these outdoor activities. A committee can be given the responsibility of outdoor activities and this committee can organize price for the best society or club in the school.

Provision of Food For Boarders
Inadequate supply of food is usually vehemently detested by youngsters especially boys. It is very sensitive issue to students who cannot tolerate inconsistency in the supply or preparation of their food. An intelligent principal should be smart enough to do a thorough job in that aspect of his task. He should employ honest, hard-working and good cooks. He should particularly take interest in what is provided for students both in quantity and in quality. He should make sure that students commend the food they are provided. He should always interview
them to make sure that areas of defects are detected.
The dining hall should be very neat and students should be made to use cutlery.
Balanced diet should comprise of carbohydrates, proteins, mineral, vitamins. Hence, they should be given meat/fish/vegetable and fruits at each meal.

Health Care
The health service should start from the school environment. Students should be made to practice all the hygiene practices taught to them. The compound should be kept clean and tidy. They should maintain personal hygiene. The principal should see to the provision of first aid materials as well as health center programme in the school.

Suggestion Box
Student welfare services can be enhanced through the provision of suggestion box for school community. From the suggestion box for school community. From the suggestion box, the principal gets idea of what the students want or what their
grievances are. He can then arrange for a way to remedy the situation. He can on the other hand talk to them and explain the situation to them. Some time students may tend to understand certain condition wrongly. The principal uses the opportunity to give them the right concept of the situation.

**Student Government**

This is a forum by which students are introduced to school governance. This should be done under the effective guidance of the school management. Edem (1982) stresses the need for students government should be modeled on the pattern of government existing in the wider society in the country of such school. For example, according to him, in boarding schools in Nigeria, it is necessary to establish a 'house' government, a joint house government (student council) and a staff general assembly to correspond respectively to the local, state and central level of government in the country. Each 'house' government may be made responsible for such functions as maintenance of order, election
of student leaders, representatives to the student council, selection of students football players, preparation for inter house competitions, sanitation and house social activities.

In the class, students should be gradually trained for this governance by making them elect their prefects or class officers as the case may be. In choosing their overall president, it should be left for them but those who are to be chosen as presidents, vice president, Public Relation Officer (PRO), Secretary, Treasurer etc. should mainly be those with exemplary academic records and belong to the top class of the school especially the president. The other should be at least above average in academic performance. This practice helps the students to know how to vote intelligently, respect and tolerate others point of view, develop self control and accept responsibilities.
Right To Unionism

Students can be given right for unionism but principals should be very prudential about this. It is normally preferred when children are fully matured adults. To allow unionism in adolescent period for youths could be risky. Therefore unionism should be allowed when they are in tertiary institutions so as to express their rights when the need arises. There must be a form where this should be expressed. They should be guided so as not to erupt violence. They should learn to use dialogue in expressing their grievances. Their needs must be seriously looked into but at the same time they should not be encouraged to demand impossibilities as well as things which are not their rights.

Students' Council

Students' council is essentially made up of the representative body of students including the students chosen houses and classes and the school prefects. This body is given the responsibilities of
approving school rules and regulations making recommendations for improved quality of meals (for borders), attitudes of school prefects, water, electricity, generator, magazines, paintings, chapel or mosque, hostel, halls, inter-house sports, publication, corporal punishment, teachers relationship with students issues, shortage of logistics etc. The president can be the head boy or girl but with close guidance of a staff coordinator.

The minute book of a students council meetings are properly recorded and submitted for approval by the academic staff during staff meetings.

Rapport Between Management Students

Another important service the principal has for students is the creation of relative closeness between the two parties. It is the responsibility of the principal that there is rapport between him and the students. All differences should be solved amicably. He should see the students as developing and need to be guided and helped. Any mistake on the part of
students should be treated with caution and all the prudence it requires.
He should also make sure the same applies between the staff and students.

Freedom of Student Press
The principal can support the operation of press club by students. A properly organized press can be a good means of educating, entertaining and informing the student body and public on the progress and prospects of the school. It can be a means of advertising and popularizing the school.
Some problems of riots, strikes etc. emanate from wrong information or students' not being properly informed hence there is misunderstanding of situation. The press can go a long way to remedy these situations. It can be the on-set of journalism for some students. It can also help in disciplining students and staff by consistently cartooning people who do bad. It can also reduce the incidence of students' unrest.
Unfortunately, many school do not tolerate the existence of student press because they feel that the press are spies and would not release information to them. They detest these students as they feel that the press would probe into their affairs and hence publicize the school corrupt practices. The press students may be given guidelines and given limited areas to operate on. Often they are harassed, queried and banned especially if they operate outside the limit they were given.

Moral Instruction

A lot will still be at stake if the academic, social, physical, emotional aspects of instruction are taken care of while the moral aspect is grossly neglected. Though moral instruction may not be as successful as desired due to the corrupt society for which these children are part of, yet the school should try to bring to the fore front, the need to show special examples to these children informing them that most of the things they hear, see and experience in the society
are wrong. They should know that the society is made up of good and evil. They should be introduced only to the good aspects and made to abide by them.

Teachers should act as models to them. The principal on the other hand should be a model for the whole school community and that is a challenge to him.

Protection for Students

The principal has the responsibility of seeing to each child's safety in the school. He should teach the teachers to help in monitoring dangerous instruments in the compound so that they can quickly be disposed of for the safety of the students.

All equipment should be examined to find out if they will cause any injury to students and the remedy should be quickly effected.

There should be such things as fire extinguishers, first aid boxes, day and night watchman and other elements of protection in the school.
Attention to Children With Special Learning Needs

The school might have special students, such as gifted or the handicapped. Care should be taken to give attention to these children both academically, socially, emotionally and medically.

Guidance and Counselling Practice

This should be directed towards planning the student's career. Students can also be counseled on the issues pertaining to their psychological problems. This also can take care of placement issues.

To be effective the counseling relationship must be voluntary and confidential though the school can appoint a counselor generally on certain problem issue.

Students' Discipline

The things that make for discipline should be carefully noted by the principal. He should try to take care of students welfare generally. There should be provision of rules and regulations. Teachers serve as
models. There should be rapport between the staff and students. The staff should treat the student like their own children (they stand in loco parentis) for these children.

Any act of indiscipline should be treated without delay but only after proper investigation. The disciplinary measure should be without any bias. "Fairness and equity" should be the watchword. Punishment should be used sparingly. The staff should serve as model to the students. The school can organize a prize for the best well-behaved in the school.

Supervision
This embraces physical and academic evaluation. Students should be neat from head to toe. They should dress well and their wearer should be neat and well ironed. They should wear the right type of sandals. They should be generally neat and tidy.
As was mentioned earlier, classroom work should be properly supervised by both teachers and the principals.

After evaluation, feedback should be promptly given to the students and to the public.

Students' Documentation Services
All records containing students should be properly kept in the school. These records go a long way in helping students in attaining their goals.
For instance, the lesson notes, report cards, the testimonials, transfer certificate and academic certificates are but a few of records that benefit students in schools.

Public Address System
This is important especially where the population is large. It will help the students during lessons, election, meetings, conventions, assemblies and any other time of mass congregation. The system should be both electricity and battery operated.
Break Period

Some days off should be provided for students to release tension and put them in a relaxed mood for their academic activities. In some schools it can be termed as mid-terms while in some it is called break. This is very essential to them in the right psychological condition for their studies.

The practice by which nursery children are subjected to "marathon" lesson from 8 a.m. to 4 p.m. is totally wrong and should be stopped in Nigeria. Children have limited attention span which when reached could lead to a point of diminishing return. It may lead to psychological problems for these children in future.

Due to the fact that some parents have no time to look after these children after their normal closing time which is 12.30 p.m. pressurize the administrators of nursery schools to introduce another session which lasts from 1 p.m. to 4 p.m. They are ready to pay a fortune for this. As if this is not enough, these children are also not allowed to go
on their normal vacation. They are made to rest for three to one week then another holiday session called "Summer School" starts such that the children never have enough to relax their brain. This practice should be frowned at as it is against the principles of children's development.

**Special Motivation Strategies**

The principal should from time to time organize social activities in the school specifically for students. These activities may be Annual Prize-Giving or Speech Day, or get together day, Festival of Arts, Foundation Day Ceremony, Inter-House Sports, Science Fair, Bazaar Day, School Drama/Art Day, Christmas Carols, Service Songs, Launching of School Bus, Laying Foundation of the school chapel or Hall, Music Festival, Valedictory ceremony for final year students, Harvest Thanks Giving ceremony etc. This can make the students have special regards for the school.
Riot Management Strategies

Strikes portrays outright displeasure of school management. Some riots are peaceful while others are violent. It may take the shape of boycotting of classes, refusal of meals, deserting school compound, chanting of war songs, burning staff cars, burning tyres, destruction of other school properties, attacking staff members and or their wards.

The prudential management of strike is a good service for both students and school as a whole. It can only be managed if the principal exhibits maturity in his management, takes interest in student's welfare, takes to dialogue in time of tension and maintains clean and just management as well as transparent honesty in all his activities.

Discouragement of Cult Activities

Cult operation in school is a recent menace. The goal is not properly defined except that of destruction, vengeance and disruption of school activities.
The military presence in government for thirteen years in Nigeria according to Ojelabi (1981) has accentuated a latent propensity to violence among youths in post primary and tertiary institutions.

The operations of cult members are deadly and devilish. However the school-head is faced with the challenge of managing this. He can still utilize the method for riots but the tactful enough to detect few of the members so that they can "fish" out the rest. Decision can then be taken on them in other to stamp-out the evil practices.

Prefectorial System
This is a way of making student participate in the management of the school. Each class elects a student for a particular post, then the staff make final selection during the staff meeting.

For prefects, lists of school officers are drawn up. Three of the candidates nominated for each post is voted for by the whole students. The result is announced after it had been deliberated upon by the
(b) To promote relationship through participation of community in school social activities and projects and make school to interact in community activities e.g. visits to places of interest e.g. factories, stadium, places, mountains, springs, industries, zoo and other social centers.

(c) That school managers should prepare and supply information about the school to interested members of the community.

(d) That school managers should endeavour to maintain regular contact with some outside institutions, organizations, industries and educational bodies in order to motivate their interest.

Finally, the school manager should understand that success without the cooperation of the community is
staff during staff meetings, the criteria being good behaviour, high academic performance and ability to control.

Instrument of Students in School Committee System

The principal can allow school committee system. It is a way of training student in management process. At the same time they are made to render service to the school management. Some of the committee include: student welfare committee, games committee, house committee, staff/pupil committee.

SCHOOL COMMUNITY RELATIONSHIP

The school manager should note that a lot of progress could be achieved through good relationship of the school with the neighbouring community. It is important:

(a) to maintain good relationship with parents, members of local community, officials and all visitors.
impossible. The school and the community should be partners in progress.

FINANCIAL MANAGEMENT
The school manager should realize that whether or not he has a bursar he has the responsibility of seeing that adequate financial provision is made in the budget for his school. If he has a say in the school fiscal policy or the preparation of its budget, either within or outside the school, he should ensure that sectional and departmental heads have prior notification and consultation about their departmental needs.

Allocation should be spend according to directives of employer and in accordance with financial regulations and procedures it is good to decide on the order of priority for expenditure. Imprest holders should keep accurate records for the items of expenditure.

Maintenance of a good system of accounting in any school is very essential. Though it may be the
responsibility of the employer yet you have the role of proper supervision. This aspect of function is termed as school business administration/management and it is one of the most crucial functions. Though most of school managers have limited control over the sources of funds for schools. Many of them of course influence the provision of funds and facilities by careful, and studied budgetary system, accounting, reporting and effective negotiations.

It is essential that funds and facilities are effectively used and well maintained to achieve desired goals.

Evaluation of Instruction
In the course of evaluating the institution various groups have to be evaluated by the school manager. These include the pupils/students, teachers and the school itself. In evaluation of pupils the school manager ascertains to what extent pupils achieve progress in their school learning continuous
assessments and examination are used to evaluate students. Evaluation of teachers yields information on how far teachers strive to improve the learning of pupils/students. Teacher's competency is measured by the number of lesson notes, relationship with school manager and colleagues, records of work, workload and the number of students that pass his subjects. In other words teachers evaluation is based on ability in subject areas, competency in classroom management, ability to use initiatives, relationship with students, ability to motivate students and his resourcefulness. It is effectiveness of teacher in the classroom. It should be continuous.

In the evaluation of the school, the performance of the school is ascertained in terms of goals and aspirations. All failures are assessed for amendments. The successes are highly encouraged.
EFFECTIVE SCHOOL LEADERSHIP

Here the leader knows his roles as a leader and maps out good strategy to accomplish them. He accomplishes his responsibilities of programme planning, policy making, curriculum development, programming instructions, supervision of instruction, record keeping, staff and pupil personnel services, school/community relationship, financial management, evaluation of school and school plant equipment. He does all these willingly and uses adequate leadership styles in dealing with his subordinates. He shows good examples, works hard, loves his staff and humbles himself down knowing that they are all colleagues. He finally achieves his goals with ease. It is important to note that the leadership role is demonstrated in all aspects of duties. It has to do with initiation, organization, motivation and direction of the actions of the members in a specific direction towards achievement of goals.
SCHOOL PLANT EQUIPMENT

School plant being is a conducive designed structural environment for school activities. It consists of site of school, the buildings, machineries, consumable and non-consumable materials in school. Such thing as classroom blocks and other various blocks, laboratories for science, language or for special students, libraries, various halls, laundry rooms, hostels, dining rooms, lawns, recreational fields, gymnasium, bathrooms and toilets, visitors rooms which are permanent structures as well as semi permanent structures such as laboratory equipments, machines, audio visual materials, sits, various tools as well as consumable items such as chalk, dusters, books, pens etc. are all termed school plant.

The school manager has the responsibility to see to the planning, equipping and maintenance of school plant are carried out effectively.
SUMMARY

The tasks of primary school management or administration are part of the scope of school and educational management. They include the following:

(a) Programme Planning and Policy Making

This is future preparation and decision making on objectives, programmes, policies, staff and students, funds, and physical facilities required in the school.

(b) Curriculum Development and Programme of Instruction

This section involves the processes of curriculum planning, staff assignments, programming for good instruction for learners, staff and student supervision and evaluation.

(c) Supervision of Instruction, Materials and Other School Activities

Through general supervision of various activities, events and personnel, quality control is emphasized.
in the school and educational system. Instructional supervision is the most important; hence classroom supervision should aim at increasing efficiencies and eradicating poor performance in both teachers and learners. Such things as the infra-structural materials, co-curricular activities, neatness, health services should be supervised.

(d) Record Keeping in School
This is documentation of school logistics, activities, events and finances. There are class records, school records and financial records. It helps for easy management and in proper accountability.

(e) Staff Personnel Management: Under this are issues of:
- recruitment
- orientation
- discipline
- staff meeting
- staff professional advancement and other motivations
- staff promotion, transfer, leave, salaries, retirement
- staff supervision, staff retention, solving staff problems.

(f) Pupil/Student Personnel Services: this include:
- orientation of new students
- instruction of lessons
- provision of classroom facilities and materials
- provision of recreational activities
- provision of food and other amenities for boarders
- provision of health care
- provision of suggestion box
- introduction of student government forum
- provision of moral instruction
- provision of protection devices for students
- Special attention for children with special learning needs
- Provision of guidance and counseling practices in school
- Provision of student discipline
- Supervision of students welfare services
- Pupils/student record/documentation
- Student council
- Provision of public address system for students
- Provision of break periods for students
- Creation of rapport between students and management
- Provision of freedom for student press
- Motivational strategies
- Riot management strategies
- Discouragement of cult activities
- Prefectorial system
- Involvement of student in school committee system
(g) **School Community Relationship**: Good rapport should be between the school and community such as parents, public agencies, the community at large etc. In summary, the principal should:

(i) be accessible to parents and members of the public

(ii) school should participate in social activities and extra moral programme

(iii) some school facilities can be made available to the community.

(h) **Financial Management**: School manager sees to adequate provision of finance in school budget. He is concerned with provision, allocation and utilization of funds for the accomplishments of school objectives.

(i) **Evaluation of Instruction**: Both formative and summative evaluation of instruction are necessary. Feedback should be given to learners and the community.
(j) Effective School Leadership: This calls for adequate grasp of one's roles as a leader. Since leaders are responsible for the achievement of organizational goals, school manager has the challenge to achieve school goals through good school leadership. The manager should be knowledgeable in the art of decision-making and adequate control.

(k) School Plant and Equipment Maintenance: This is the organization and direction of facilities such as school lands, buildings, machinery, equipment, and other non-consumable facilities. This should be provided both in quantity and in quality. The buildings, fields, and other physical facilities should be well maintained.
CHAPTER FIVE: SCHOOL LEADERSHIP

Leadership is concerned with the initiation, organization and direction of the actions of the members of a group in a specific situation towards the achievement of its objectives. The leadership of the school manager is demonstrated in his activities. The saying "as the leader so the group" (Nwankwo, 1982) is very true in educational management. Given good educational plans, good school programmes, adequate facilities, adequate qualified staff etc., what is required is good management/leadership to harness these for the success of the school. A bad manager/leader could mismanage the best thought out and planned school programmes, with adequate resources and the most motivated personnel. Hence, there is need for proper school administration which school heads (principals and headteachers) are expected to provide.
The concept of Leadership

In the view of many modern writers, leadership is primarily the ability to change the action of others, thereby to achieve a desirable goal. It is a status of influence and prestige acquired by ability to initiate or set desirable pattern of behaviour among others. The leader is responsible for the accomplishment of group's objective.

Nwankwo (1960) defined leadership as the activity of influencing people towards a desirable goal. According to Nwankwo it is a status of dominance characterized by ability to initiate, motivate, direct others towards achievement of a desirable goal. Success is readily achieved through team spirit, which a leader should take into consideration. It is an act of guiding others towards the achievement of group goals. Therefore in school atmosphere, a leader is simply constituted authority in a school or secondary or other post primary school who has the responsibility to initiate.
organize, motivate and direct others towards achievement of school set goals. He is normally the headmaster or the principal. He is the leader of both staff and students of the school. The leadership role of both staff and students of the school. The leadership role of the school administrator is demonstrated in his activities. Ozigil (1977) maintains that given good educational plans, good school programmes, adequate facilities, adequate qualified staff etc., what is required is good school management or administrative leadership to harness these for the success of the school. Obanya (1983) stresses that poor administration may render ineffective even the best school programmes, the most adequate resources and the most motivated staff and students. In conclusion, there is need for good and effective school leadership.

Views of Some Writers on Leadership

Different writers have tried to conceptualize leadership in different though often identical ways...
depending on their perspectives on the meaning of organization. Generally speaking, leadership is concerned with the initiation, organization and direction of the actions of the members of a group in a specific situation towards the achievement of the objectives of such group. Leadership may therefore, be most usefully studied as:

(a) process of activity concerned with influencing the behavioural of others.
(b) The motivation efforts in a specific situation towards achieving goals.

In explaining what leadership is, some writers stressed on the 'types' while others stressed on the 'styles'. However, types are more emphasized in recent research studies.

KINDS OF LEADERSHIP
It is a well-known assertion that 'some are born great; some achieve greatness and others have
greatness thrust upon them”, William Shakespeare.

(1) Charismatic Leadership: The charismatic leaders are those who have natural capacity and personality traits or qualities to lead (Nwankwo 1979). They have special endowments in them that make them to be so loved, adored, admired and cherished by the majority of people. They are born great. Anyone opposing a charismatic leader will be trying an impossibility. Masses are always fully behind them, something about them is so appealing that all they say are accepted as dogmatic truth (Ozigi, 1982).

Charismatic leaders are often honest, straightforward, selfless individuals who fight for the course of others especially ordinary people. Examples of such individuals are Jesus Christ, Napoleon, Fela Ransome Kuti. Rarely, they may be those admired through other sources e.g. art of heroism, eloquence example, Mohammed, Hitler, Ayetollah Khomeni Mogabi etc.
(2) Formal or Situational Leader: these merit leadership by achieving certain titles, abilities or qualifications considered essential for the culture of such group. E.g. queens, kings, Ezes, chiefs, Nzes, Obas, Obis etc. are all formal or title leaders. It is situational since it depends on specific culture, because the king or chief in one group or situation may not satisfy the criteria for such status in another situation. Leadership are thrust upon them.

(3) Functional Leadership: The leader here has the leadership role, thrust upon him or her by virtue of his possession of certain technical, social, political and economic competencies considered essential for the survival of the organization. Newell (1978) in school situation, functional leaders would be those appointed, selected or nominated among equals for achieving school goals. These are the principals, headmasters.

(4) Institutional Leadership: This depends on the kind of institution. In the family, the institutional
leader is the father, in the church is the priest, in the primary school, it is the headmaster, in secondary it is the principal and in tertiary institutions it can be the provost for colleges of education, the rector for polytechnics and the vice chancellor for universities. These leaders are appointed for such posts with legal authority to act in that capacity. They acquire greatness.

(5) Usurptive Leadership: This is a type of leadership achieved by purposely taking over leadership from another either by force, lobbying or through bribery and corruption. Hence one prevents another to complete his leadership duration but instead takes over as the leader. This can be done through bloody or bloodless coup. In school situation, it can be through lobbying, bribery or any other inglorious manner. Other leadership may be termed according to organization in question such as social leader, political leader, religious leader etc.
STYLES OF LEADERSHIP

Through the work Lewin and his co-workers, emphasis is shifting from kinds to examining the styles of leadership and their effects on issues of productivity, staff motivation, organization development. Kurt Lewin in Nwankwo (1982) studied the social climates created by various leadership styles among 11 year old children. Many more investigators have tried to examine the differential contexts of leadership role. The present era characterized by a greater sensitivity to the social interpersonal influence by merely being ("big") or influential without regard to the processes at work and ends achieved (Hollander and Julian, 1973). They styles of leadership therefore include the following:

(a) Autocratic leadership style
(b) Democratic leadership style
(c) Laizze faire leadership style
(d) Pseudo-democratic leadership style
(e) Transactional leadership style
(a) Autocratic Leadership Style: This leader is also called authoritarian dictator. It is a very coercive type of leadership. This leader is a "hard-build autocrat" who emphasizes production even at the expense of human considerations. Decisions are made exclusively by the leader. In summary, he uses strict control, close supervision, hard instruction and trust no one, maintains wide social distance. School leader of this nature dampens staff initiative. In school situation, students and staff are not reckoned with in decision-making. The school leader discourages meetings and initiates most activities himself. Goals and objectives are defined by him alone and these are imposed on students and staff hence it encourages low staff and student morale. Sometimes the leader employs dichotomy in his style.
(b) Democratic Leadership Style: This leadership style demonstrates respect for subordinates. The leadership responsibilities are shared and subordinates feel that they belong to the organization. They are involved in all decision-making. Decision-making and communication are based on consultation, deliberation and participation (Halpin, 1959). This leader makes constructive criticism. Rapport is created between the leader, students and staff. Though times are wasted in consultations, meetings and decision-making yet goals are amicably achieved. This leader normally puts himself in the position of his subordinates and hence justice, equity and fairness reign in his organization. Subordinates feel comfortable, wanted and belonging. There is a lot of participation in decision making.

(c) Laizze-faire Leadership Style: According to Nwankwo (1962), the leader takes a passive stance towards the problems of the organization (school) "anything goes" is the watchword. Normally this type
has no confidence in himself as a leader. He exhibits non-challant attitude towards the problem of the organization and have the attitude towards the problem of the organization and have the attitude of "what will bail the cat?" The organization experiences lack of discipline. Lawlessness and disorderliness invades the organization so that discipline is far from being practiced. Teachers in this school atmosphere do their work without proper guidance or correction. The leader is very tolerant and allows high degree of teachers freedom. The leader has no set goal. Due to the fact that teachers are not guided, works are rarely done well and may not be done at all. Hence poor production is recorded (Julian, 1975).

(d) Pseudo-Democratic Leadership Style: the leader claims to practice democratic but in reality and in practice uses autocratic style. He asks for suggestions and opinions of members but later abandons them.

(e) Transactional Leadership style: The leader using this style has implicit interest in the welfare of
both workers (teachers) and the achievement of organizational goals. In school situation he determines that the need of teachers and that of school must be reconciled: Here the teachers are satisfied and the goal is also achieved.

Transactional leadership style is thus a process through which the task and human dimensions of organization are reconciled and integrated (Newell, 1978).

(f) Idiographic Leadership Style: This leader takes care of individual welfare of workers. He is purely democratic which is applied to individual workers (Ohikena and Anam, 1974). The need of the workers are uppermost in the mind of this leader yet he sees that the goal is achieved.

(g) Nomothetic Leadership Style: Halpin (1959) stresses that the interest of the leader is practically for the work rather than work. He is hence practicing autocratic style.

Below is a chart summarizing the three types of leaderships, their characteristics.
**Authoritative Dictatorship Leadership Style**

1. Dominates and makes all decisions.
2. Organization is task oriented.
3. Strict control.
5. Hard instruction.
6. Trusts no one.
7. Discourages meetings, consultations, and participations.
8. Kills staff initiation.
9. Respects only industrious workers.
10. There is set objective.
11. Staff obey without question.
12. Feels tensed up.
13. Feels used.
14. Feels unsafe.
15. Feels uncomfortable.
16. Production is good only at leaders’ presence.
17. Staff initiation highly reduced.
(8) Staff have low morale  
(9) There is set goal.  

B. DEMOCRATIC LEADERSHIP STYLE  
(1) Freedom of staff to contribute in decision-making  
(2) Demonstrates respect for all staff.  
(3) Organization is personnel oriented.  
(4) Friendly but firm.  
(5) Supervises but gives concession  
(6) Gives useful instructions to staff to achieve goals.  
(7) Trusts and delegates authority.  
(8) Guarantees basic needs, rights and freedom of staff.  
(9) Uses human relations.  
(10) Gives staff professional enhancement motivation.  
(11) Has set goals.  
(12) Staff are happy and have a feeling of belonging.
(13) Obey willingly
(14) Productivity is high both in the absence and presence of the leader
(15) Staff are relaxed and comfortable
(16) Staff feel wanted and respected.
(17) Staff are very initiative in their work.
(18) Staff achieve job satisfaction.

C. LAIZZEZ-FAIRE

1. Lacks self confidence as a leader
2. Demonstrates passive stance for organizational problem
3. "Anything goes" type of attitude
4. Allows complete freedom of staff to behave anyhow.
5. Organization neither task not personnel oriented
6. Exhibits nonchalant attitude towards goal setting
7. Lack of discipline in organization
8. Attitude of "who will bail the cat"
9. No set goal hence nothing is achieved.
1. Staff feel unsafe
2. There is probability of friction among staff
3. Staff feel unwanted and lost because of lack of guidance
4. Productivity is low
5. Goal is not achieved.

OTHER TYPES OF LEADERSHIP STYLES

Ojelabi (1981) postulated other interesting leadership styles in addition to the aforementioned which are listed below:

(1) Open climate style
(2) Controlled climate style
(3) Paternal climate style
(4) Close climate style
(5) Familiar climate style
(6) Autonomous climate style

(1) Open Climate Style:
In this situation, nothing is hidden from any worker. All is satisfied with work situation and personal contribution in the school or organization. Decision is by group action. It is another aspect of democratic climate style.
(2) Controlled Climate Style:
This style is where the principal is more concerned with the work of school. All cooperative tasks are directed towards achieving the set goals. Personal problems of the staff and pupils are given little or no consideration. Role playing take precedence over personal dispositions even though staff appears to cooperate well in such circumstances. Teachers are not made happy. Good results are often achieved at the expense of every one being kept busy and at alert. This is the positive dimension of the authoritarian approach.

(3) Paternal Climate Style:
This can operate where the school leader is chronologically older than teachers. Though teachers are left to do what they like individually. They cannot influence decision as a group. The leader listens to staff but fails to apply them due to the fact he feels he has more experience and is more knowledgeable than all. Hence, decision process is monopolized. Teachers' initiative is killed, cooperation is pawned
discipline suffers. This is because students and teachers look up on the school leader for everything. This is laissez faire approach reconciled with negative aspect of the authoritarian style.

(4) The Closed Climate Style:
according to Ojelabi, the school head and staff in a school with close climate are like bad carpenters quarreling with their tools. They are frustrated, disgruntled and highly apathetic. There is lack of commitment and dedication to work. There is lawlessness and disorder. This is an extreme type of laissez faire style.

(5) The Familiar climate Style:
in this situation every individual satisfies his own personal needs at the expense of school goal achievement. The school leader is insensitive to the needs of school. The parents and students are the loosers. This style resembles the open climate type
but differs in the fact that it is the simplified form of the laissez faire style.

(6) Autonomous Climate Style:
Everyone is part and parcel of the leader. The emphasis is on group leadership. It resembles the "open" type but the leadership is not easily recognized in this type.

ELEMENTS OF LEADERSHIP

(1) Authority: Leadership needs power and authority to be successful. The term authority is the power of one to make himself obeyed. It is the power to make decisions, which guide the actions of another. It is the power to give orders and (power to exact obedience).

(2) Power: This is the force behind authority since it can be used to restore authority. This is a sort of legal right or permission to act.

(3) Responsibility: It is seeing that one's own share of job is satisfactorily done. It is also the art of displaying moral integrity and loyalty to
one’s employer and a sense of maturity in carrying out one’s duties.

(4) Delegation of Authority: this is sharing out works to people and giving them authority to do them.

(5) Decision Making: The potential to decide on vital issues in order to enable the organizational progress is termed decision.

(6) Expertise: This is degree of specialization and experience. The more the expertise the more one is qualified to lead on organization. Education should be lead by a teacher not a medical doctor. Likewise, Public Health Services, which should be lead by Medical experts not teachers.
CHAPTER SIX

SCHOOL RECORDS

Concept: School records are written accounts of facts, events, personnel's of school activities with accurate dates and duly signed by the recorder or others involved as the case may be.

Education law demands that every educational institution should keep certain school records. It is important that one should go through the provisions of the education law to see what these are. There are other records not required by the law but are all the same very helpful and informative for both the school community and outside community.

Employers for example may be interested in having particular information about pupils they want to employ. Tertiary institutions may demand for pupil's scholastic achievements; parents may be interested in knowing the performance and general behaviour of their wards. Ex-students may sometimes seek from the school various information on their duration.
Financial transactions may be sought, for checking by some auditors. Due to one reason or another inspectors may demand the record of work or lesson note of some staff or for those facing disciplinary action. The school head may need to collate information on a pupil or member of staff to back up a case being sent to School Board. Due to the fact that the records are important, they should be easily accessible and should be properly taken care of and void being destroyed. Care should also be taken to make them accurate, keep them complete and make sure they are reliable (Ozag., 1977).

School records can be grouped into three main types: these include the following:

(a) School, Organizational, Administration Records

(b) Class/Teachers/Pupils Records

(c) Financial Records
Organizational/School/Institutional/ Administrative Records
School Admission Register
The Log Book
School General of Master Time Table
Cumulative Record
Attendance Notice Board
Official Correspondence Files
School Committee Minutes Book
Staff Meeting Minutes Book
Staff Attendance Register
Store Ledgers
A copy of Education Law
Visitors Book
Corporal Punishment Book
Health Record Book
Staff Record Book
Testimonials and School Leaving Certificates
Pupils Personal Files
Syllabus
School Admission Register

All school or administrative records are kept by the head teacher. The admission register is for the purpose of recording all particulars of a child for admission into a new school. It becomes useful when issuing of letters of recommendation are needed for old pupils of such school.

It is usually better to open individual files for admission to accommodate spaces for comments on individuals pupils character ability and responsibilities in school.

Ad. No. Pupil's Name, Sex, Date of Birth, Date of Admission, Home Add. Date Leaving.

Log Book

School General or Master Time Table

This is a very essential record. It is a source of work scheduling for personnel. All classes, all subjects, time of lesson and breaks reflects clearly in the master time table.
This is a daily record of significant events when schools is in session. E.g. absence from duty of staff, reasons and when expected, and endorsed by the head teacher. Important official visitors are recorded in the log book. A column is provided for their comments. Another event that can be recorded, is any important function taking place in the school e.g. sports, trips or P.T.A programmes. This record book therefore forms school history book over the years.

Cumulative Record: This deals on comprehensive information of each pupil e.g. career, date of admission, class performance, attendance, family background, health record, social activities and interest. It is an aggregation of many records of a pupils, combined together in one. It is also called pupils permanent record, or individual record cards.

(a) Particulars of Pupils In Cumulative Record

Name of Pupil, Home Address, Admission Fee, Sex, Date of Birth.
(b) Academic Record in Cumulative Record Book:

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<td>Etc.</td>
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</table>
Attendance Notice Board: The attendance of all boys and all girls are taken separately and then totaled up to present the total population in the school.

Official correspondence File: Several files are required for all correspondence of various types e.g.: circulars from the Ministries of Education and other necessary correspondence e.g. NUT, School committee, staff, confidential file, school orders etc.

Minute Books: These are for up-to-date records deliberations of certain groups. There are minute books for school committee and another for staff meetings and other such meetings.

Staff Attendance Register: This records the time and daily attendance of each staff.

Store Ledgers: All items of school tuition equipment are called stores. The records books for all school property are called ledgers. Respective record books for various school property are termed store ledgers.
e.g. permanent, consumable, expendable and inventories.

A Copy of Education Law: This will help in regulation of school management. The head teacher becomes acquainted with national policies.

Health Record Book: It is important that health record is kept. Those that are sick should be recorded, the name of the sick, the type of illness, the date he fell sick, type of treatment, where and who treated him, date of recovery.

Visitors' Book: A visitors book records the names, dates, comments and signatures of all important visitors in the school.

Corporal Punishment Book: The name of recipient, date, type of punishment, reason and the given of the punishment are recorded.

Staff Record Book: This is essential. All the names of all staff, date of appointment, qualifications, teaching experience, interests, date of leaving, retiring or dead should be properly recorded.
Testimonial and School Leaving Certificate:
Testimonials are issued by the head teacher but the certificates are issued by the Ministry of Education.
There is a standard form for filling the testimonials, which contains necessary information to be filled and signed.

Pupil's Personal Files: These contain all correspondence and documents about each pupil. The report for each examination and cumulative records are filed in these files. Each file should have a reference number to help in easy location.

Syllabus: This should be kept by both the head teacher and the class teacher. It is provided by the Ministry of Education for schools and contains all the subjects required for the school level and the content to be taught for each subject throughout the course of study for a particular school level. The contents are normally divided according to the number of years required in a particular school level. In secondary schools, there are separate syllabus for JSS and another for SSS.
CLASS/PUPIL'S OR TEACHER'S RECORDS

These include all the records needed and recorded by the teacher in the classroom, examples:

- Class Attendance register
- Syllabus
- Scheme of work
- Record of Work/Weekly Diaries
- Terminal Report Forms
- Class Time Table
- Lesson Note
- Mark/Assessment Book
- Class Inventory

Class Attendance Register: The daily attendance of each pupil is recorded in this book. It contains the details of total number of pupils per class, date, attendance in the morning, attendance in the afternoon and total attendance for a day, for a week and for a term. It also records pupils admission register, name and address of parents and the age of the pupil.
The Syllabus: This is also important for a teacher. From this record he makes his record of scheme of work.

Scheme of Work: the body of knowledge in the syllabus for a class for a year is divided into termly work. Each term work is organized and broken down into sequence and arranged into weekly activities. This term work of weekly grouping for a particular class is called scheme of work.

Record of Work/Weekly Dairy: The teacher records his weekly instructions according to how they are taught in the book called record of or instructions weekly dairy. This shows what he has taught on weekly bases throughout the term and consequently throughout the year. It is recorded on Fridays during closing hours.

Terminal Report Sheet or Cards: These record examination results with dates, subjects marks, grades, positions, teacher that taught each subject, comments of teachers, head-teachers, house masters etc. as well as signatures of all are recorded
in this sheet. They are good sources of feedback to parents and society on the progress of the pupil.

**Class Time Table:** This is made from the master timetable by the teacher or the captain of the class. It contains all subjects, time and break for a particular class.

**Lesson Note:** This is very essential working tool for any teacher. It contains the details about the class, pupils, lesson and duration. The teacher presents the lesson in a comprehensive manner so that even in his absence, another can easily deliver the lesson using this lesson note. The specific objective of each lesson must be made known to the pupils. The details include, the name of teacher, school, class, average age of pupils, date, time, period, duration, main topic, specific topic, behavioural objective, specific objective, teaching aids, reference books, entry behaviour, introduction, presentation and (steps of presentation).
Marks/Assessment Book: This is a book for recording the marks of each test for each class. It contains all names of pupils per class, their marks, grades, position and dates for every test done in the class.

Class Inventory: The class inventory consists of all the permanent and expendable equipment used in the class from the store ledgers. Examples are furniture, textbooks, mathematical sets, brooms, dusters, basins etc.

SCHOOL FINANCIAL RECORDS
These include the following:
Class books
Receipts books for expenditures and payments
Bank account books
Cheque books
Account ledgers
Invoices
Receipts for payments and expenditures
Vouchers
W-1- You Must Keep Records

(1) Keeping record can be of immense help to a new administrator who gets first hand information from records kept by former head teacher.

(2) Through records, one easily assesses the standards of a school.

(3) Information for all personnel and pupils are easily made available and known for any school through record keeping.

(4) Can serve as motivation to pupils and workers since everyone’s progress or performance can be known by the record.

(5) Activates all head teachers because it is a task that must be performed hence they have to brace equally to this task and so it gingers them to act and makes them vigilant.

(6) Record keeping is a storehouse for any form of information about a school and can help in all ramifications of information to all sundry.

(7) Can help in enhancing progress by looking into the former problems of the pupils, teachers and school so that the head, teacher can find suitable
ways to solve all the problems in order to make things better and smoother.

(8) It can help to ginger pupils into competition as well as teachers and thus promoting the general performance of the school.

(9) It helps in getting the right information for transfer of teachers and pupils. Without records this might be difficult.

(10) Keeping makes the task of administration confusing and tedious.

(11) Records and the community get clear picture of events, personnel, pupils and their performance in the school through records.

(12) It is immense help to employers who through the past school records make decisions on whom to employ. This also applies to admission into higher institutions.

(13) Through record keeping one gets clear picture of how funds are being expended in a school.
IMPORTANCE OF RECORD KEEPING

(1) Records help the storage of vital information of personnel, materials, resources, and activities.

(2) Records in school tend to make complicated work of management easy and less confusing.

(3) They help the management to be aware of when, where, how, and who of activities.

(4) They provide useful information to an employer of labour.

(5) They help parents and the community to have insight on the performance of their children.

(6) The school manager can use them for compilation of facts and figures for appraisal.

(7) Inspectors of education can access pupils and teacher through school records.

(14) Without records, achievement of goals is quite impossible.
They help in ascertaining pupil's scholastic achievement.

School records aids the financial management of the school.

Through school record the teachers can help one another in their work by using previous record of one another.

Records make each personnel's ability clear. It can motivate pupils into competition.

Records enhance the progress of various activities such as evaluation, teaching, admission, transfer, meetings etc.

A new school manager can get first hand information through record keeping of the former.
SCHOOL ORGANIZATION

THE CONCEPT OF ORGANIZATION

An organization is a system of cooperative effort by a body of individuals for the purpose of achieving a set goal. It provides the only efficient means where basic resources are converted into products and services needed. Mbeki (1982) maintains that organization is the formalized system which is intended to control, supervise, plans make decisions about various activities of an organization on the basis of established authority.

TYPES OF ORGANIZATION

There are two main types of organizations:

(1) FORMAL, and

(2) INFORMAL ORGANIZATIONS
Formal Organization: This is formed deliberately for the purpose of achieving a set goal.

Examples include:
1) School system  
2) Military establishment  
3) Railway corporations  
4) Postal-communications systems  
5) Companies  
6) Industries

Other institutions

Informal Organization: This develops spontaneously through association between people. It is mainly through social, religious and political interactions. It is not formalized.

defined informal organization as an interpersonal and unofficial association within the formal structure which sometimes may obstruct it but usually makes a positive contribution to its health. Examples are Mobs and Cliques.
DELEGATION OF POWER AND AUTHORITY
An administrator cannot be able to do all the work of administration alone. He needs people to do certain things on his behalf.

Meaning of Delegation: Assigning work to others and giving them the authority and resources to do it.

SIGNIFICANCE
a) Reduces the administrator's workload.

b) Provides for efficiency and quick performance.

c) Promotes decentralization and decision-making.

c) Encourages freedom of direction of activities for workers, and enhances state of responsibility in workers.

PRINCIPLES OF EFFECTIVE DELEGATION
1. Definition and scope of responsibility, authority, and power.
2. Provision of facilities and materials
3. Supervision and evaluation
4. Adequate communication channel.
The teacher has various duties in the school. These include the following:

1. **The teacher is the classroom leader:** As the leader of the classroom, he plans, organizes, coordinates, motivates, controls and directs classroom activities.

2. **Instructor:** The teacher sets objective plans for the lessons, uses good teaching methods and teaching aids. He plays both the roles of the teacher and also that of the parents. He is full of concern for learner's welfare.

3. **Recognition of individual differences:** A teacher takes cognizances of individual differences in learners which embraces all aspects of life example, intellectual; physical, emotional, social, moral aspects, there is also difference in interest, inheritance, environment likes and dislikes, sex and health disposition. Teachers should use these differences to influence the learning processes.
(4) Motivating: Teacher should use motivation strategies in achieving their goals.

(5) Discipline: Discipline is the first step for achievement of classroom goals. Teachers have the duty to instill discipline in learners.

(6) Inculcation of Good Morals: Teachers should introduce learners into good morals. This will help learners adapt fully in the society.

(7) Cooperation: Teachers should train learners to have a sense of cooperation and team spirit.

(8) Inculcation of Cultural Values: Certain subjects should be introduced to learners to help them understand and maintain their culture. Cultural values should be made knowledgeable to learners. This will help them not to be strangers to their own tradition.

(9) Recording: Teachers are responsible for recording all class activities and should be fully accountable for them.
(10) **Supervising:** The teacher has the duty of supervising and monitoring all classroom activities. He also gives adequate corrections where necessary.

(11) **Evaluation:** Teachers assess the achievement of learners from time to time. He should correct and give feedback.

The Teacher as a Classroom Manager

The word ‘discipline’ is used very frequently in everyday discussions. Like most widely used words, its exact connotations are often not very clear. To most people, when someone complains that there is no discipline in a particular educational institution, it means that nobody inflicts corporal or other forms of punishment on the pupils. In short, the term ‘discipline’ is generally synonymous with punishment and, more specifically, with punishing the learner.

These days’ educationalists seek to develop in the learner the art of disciplined behaviour. It was pointed out in Chapter One that every child comes into the
world endowed with certain traits. It is the purpose of education to help the child develop these traits to enable him to use them in ways that are socially acceptable. The person whose various traits are fully developed will be expected to use them to behave responsibly. Disciplined behaviour therefore means responsible behaviour. It is responsible in the sense that the individual does not give full vent to his hatred, anger, resentment and so on, but instead ensures that his behaviour does not harm other people. At the same time, he does what he knows to be right without necessarily seeking reward, just as he would avoid doing what he considers to be wrong not merely because he wants to avoid punishment.

The type of discipline we are talking about is usually said to be internally imposed, that is, the individual has accepted certain codes of conduct and behaves according to them. It is also possible for discipline to be externally imposed. This happens when the individual behaves in a particular way because some external force (parents, teachers, elders) has
imposed a particular code of behaviour on him. Internally imposed discipline is generally preferable to externally imposed discipline because the latter usually results from fear and, once the object of fear is removed, the individual lapses into his earlier code of conduct. For example, the person who stops stealing merely because he is afraid of being ridiculed or imprisoned for doing so will continue to steal once he is sure that stealing will not result in public ridicule or imprisonment. On the other hand, the person who stops stealing because he has come to accept that stealing is not right is not likely to start stealing again.

The teacher and the school help in the task of educating the child have also to contribute to the task of developing disciplined (or responsible) behaviour in the learner. In doing this the teacher should, generally speaking, avoid two extreme forms of action. One is the total absence of control on the child (a phenomenon usually referred to as laissez-faire). The other is complete external control on the
child's behaviour (a phenomenon known as authoritarianism). These two extremes represent the two ends of a scale of possible course of action. Between the two extreme positions the teacher should find the ideal compromise. The amount of external control will be determined by a number of factors, prominent among which are:

1. The age of the learner (generally speaking, the older the learner the less external control on his behaviour will be needed. Form I pupils will
therefore need more external control, generally speaking, the Form V pupils).

2. The type of home the learner comes from (generally speaking, children who are allowed some degree of freedom of action in their homes, often those from middle class homes, would need to have the same level of freedom in school).
BIBLIOGRAPHY


