STRATEGIES FOR INSPIRING SCHOOL STAFF BY THE SCHOOL MANAGER, FOR EFFECTIVE JOB PERFORMANCE.

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Abstrat

This paper discusses staff inspiration as a necessary tool for effective job performance. This is due to the writer's conviction that effective job performance of school staff depends largely on how they are inspired to carry out their duties diligently and purposefully. The writer has discussed how leadership could be used to inspired school workers. This inspiration is not without challenges. The challenges of a school manager in school management are also hereby discussed. These include development of a vision and ethnics. The components of school ethics are identified and discussed in the paper. The paper concludes that school managers or leaders should not see themselves as leaders who are out to issue out instructions to their subordinates. They should be leaders that could use their positions to inspire their staff towards the achievement of the school goals and objectives.

Keywords: Strategies, School Manager, Inspiring School Staff and Components of Leadership.

Introduction

Nigerian employees generally have a poor attitude to work. The average employees of an educational institution are always with full of excuses such as attending wedding, church programmes, burials, going to bank, bringing children back from school or attending to one social function or the other. For the fact that most of the school managers are poorly trained, inexperienced or lack the basic principles of motivating those staff, they tend to decline greatly in their performance. Hence most of the school managers lack the skills to inspire their staff, such managers create an impression in the minds of the employees that getting along with the supervisor or school manager is more important that their performance. Such a school manager who lacks inspirational skills creates a scenario that the promotions, favors from the school are all dependent on "god fatherism" and not performance. The situation appears to be different where, Such a manager accomplishes programs easily because the school staff are inspired to do the work. To inspire means "to breathe life into" Bhakta (2011). Therefore if school staff are to perform effectively, the school manager has to

breathe life into them. According to Nwachukwu (2009) what is lacking in the main time is the experienced manager to harness the talents and abilities possessed by Nigerian workers. In this case Nigerian schools workers.

It is a popular view that the failure or success of any organization like the school depends largely on the management in place. There may however, be some factors that influence the performance of mangers. It is equally true that good managers anticipate change, exploit opportunities, correct poor performance and lead their organizations towards their objectives, which may be changed if necessary.
Suffice is to say that the school manager alone cannot inspire the school staff for a greater performance. The school manager needs the co-operation of other members of staff of the school, students, teaching and non-teaching staff, community and the State Ministry of Education. The extent to which the school manager can get the co-operation depends mostly on the ability of the school administrator to inspire the workers. This inspiration could come from the leadership of the school administrator.

Using Leadership to Inspire School Workers for Effective Performance.
Generally speaking, a leader is one in a position to influence the action of other towards the accomplishment of a task. The school manager as the leader of an institution cannot achieve the set goals and objectives alone. The school administrator needs the co-operation of all staff both academic and non-academic to succeed. This is evident because leadership is a rational attribute which emphasizes the behavior of the person being led, leadership entails fellowship. In other words it is the willingness of people to follow that makes a person a leader. Moreover, people tend to follow those whom they see as providing a means of achieving their own desires, wants, need and aspirations. Weihrich, Cannice and Konntz (2008) define leadership "as the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals".

In the same vein, Adesina (1990) as cited in Okwori and Ede (2012) stipulates that leadership connotes the ability to get things done with the support and corporation of other people within the institution. Leadership can therefore be seen as the act of influencing the behavior of others. Leadership is therefore the force that directs and coordinates organizational resources towards attainment of its goal and objectives. This means that there must be a force to propel the activities of both the staff and students of an institution in fulfilling their aspirations. Ideally people should be encouraged to develop not only the willingness to work but also willingness to work with zeal and confidence. Good leaders do not stand behind a group to push them to work, they place themselves before the group as they facilitate progress and inspire the group to accomplish organizational goals. Weihrich et al (2008). Hence the school head or manager cannot stand behind to push his followers to work, there are necessary components of leadership that the school head is to imbibe. The school administrator's success depends largely on how those components are applied in the management of school personnel.

Components of School Leadership
Leaders envision the future. An organization like the school needs leaders who will guide them to the future and show that they can be trusted. Such leaders inspire the members and chart the course of the organization. Courage rather than complacency is what school leaders needs today.
The components of this courage that school leaders need are:

Power: In any organization, there are people who are responsible for issuing out instructions and there are others that carry out the instructions. Power which is the ability to act, enforce a decision or to do something is an important component of leadership. Leadership without power is needless. Power is therefore a vital tool of school administration. Nwosu (1985) sees power as the capacity to enforce decisions. For a school administrator to enforce power, such administrator may have some reasonable level of confidence and good leadership qualities. Power could be effective in school management when the school leader is able to influence other to do something against their will. This is achievable through the use of rewards and punishment. There are mainly three types of power; coercive power, legitimate power and reward power.

The coercive power is the use of force on someone in order to compel him to behave in a particular way. It uses physical sanctions such as pains, denial promotions, salary increment, suspension or loss of job. The protagonists justify the use of this type of power by asserting that human beings generally do not like work and they have to be coerced however that power has to be used sparingly in the management of educational institutions. Most school personnel are adults and as adults they could be persuaded to behave in a particular way than the use of force.

The reward refers to the ability of a leader to withhold or apportion a reward to an individual. Here the use of material reward such as money, praises, letter of commendation among others are used to solicit some behaviours from the followers. School heads could imbibe the use of this reward to motivate or inspire their staff in achieving the set objectives of the school. Caution should however, be applied in the use of money hence it is not good motivating factor.
Legitimate power on the other hand is power acquired due to position and not the person in the position. School staff are to be given an orientation on this aspect of power. School personnel are to know that the power exercise by the holders of the various offices in the school is not because of their right but the offices they occupy. Other types of power which include referent power which is based on the personal qualities of the leader and expert power which is power that is acquired from specific knowledge and skills possessed by a particular group of people or professionals.
The achievement of set objectives of the school depends largely on the type of power that is applied on the followers. Situation showed however, demand the type of power to be used.

Knowledge of your Subordinates: The ability of the school leader to understand that people or human being have different motivating forces at different times and in different situations is an important ingredient or component of school leadership. It is pertinent to mention in this paper that school leaders need motivation theories, and the knowledge of motivation theories alone is not

enough. What is of paramount importance is that school leaders have to develop the skills of applying these theories to people and situations. A school leader who understands the elements of motivation is more aware of the nature and strength of human needs and is better positioned to design ways of satisfying them in order to get the desired responses. The desired responses from staff would be feasible if staff are encouraged to apply their full capabilities.

Inspiring followers to Apply their full Capabilities: As a school leader, inspiration of your followers to apply their full capabilities is essential in school management. The leader has to display a high level of confidence in all that such a school administrator does. The school administrator has to show endurance in mental, physical and spiritual stamina in order to inspire others to reach their new heights. As a leader, the school administrator is to be fair to all, knowing that to prejudice is injustice. A display of high level of sensibility to the feelings, values, interests and well being of others is a necessary tool towards success. As Weihrich et al (2008:46) put it:

> The use of motivators seems to center on subordinates and their needs, inspiration comes from group heads, who may have qualities of charm and appeal that give rise to loyalty, devotion and a strong desire on the part of followers to promote what leaders want.

It is good to point out here that for leadership to be effective or being capable of inspiring followers, it should make them render unselfish or unconflicting support to the leader. This is dependent on the style of the leader and the work climate created by the school leader.

Beside, the school as a social institution comprises of administrators, teachers, students, parents, support staff, and the community in which it is cited. All these groups of people perform functions that are distinct from one another which are all geared towards attainment of set objectives. The level at which these objectives could be achieved is dependent on the kind of climate created by the school leader. If the behavior of the school leader is such that employees can satisfy their personal goals, the more effective the leadership will be. Such a school leader has to create an open door where the teaching and non-teaching staff are free to work in the school, use their initiatives in accomplishing task as well as create a good interpersonal relationship with other colleagues. When such a school climate is created, teachers have job satisfaction in their work and are proud to identify themselves with the school. The school administrator however, has challenges in the attainment of this fact.

The Challenge of a School Manager in School Management.
A school manager is someone who is well trained in school administration. The school administration is responsible for directing the efforts of school staff aimed at achieving the goals and objectives of the school. A specialized training for school managers should be seen as a sinequa-non to educational development. The management skills acquired during training will propel the school administrator to consciously and continually shape the school on the path of achieving the set goals and objectives. The school organization need people who are responsible for helping others to achieve their goals and needs. These may be

Head Teacher, Principal, Provost, Rector and Vice-Chancellor. When schools are not properly managed by these people, such schools are likely to fail. On the other hand objectives of these schools could be achieved when staff commitment to work is prompted by the inspirational leadership. It is important to mention that staff commitment to work can be achieved when managers of the school make work to be fun for staff to enjoy it and also show that work in the school is important and should not be spoiled by them. Their commitment to work could be more aroused when school managers prove to them that they are important aspect of the school system and the absence of any of them makes a difference.

The management of a school as a dynamic entity requires carefully selected approaches to issues. As asserted by Adeleke (2001) that management is the basic integrating process of the work activities that surround the work environment for the achievement of the goals. School managers are continually expected to adjust to the changing conditions in the school system. They however, have challenges which are discussed thus:

Vision: It is a common factor that most organizations do develop or coin their visions. These visions are usually forgotten due to their broad nature on such organizations. At times because of their broadly nature, they are not easily accomplished. School administrators today need vision. The world today is shrinking, new technologies continue to evolve and the world is being re-shaped by this technology. It is therefore imperative to note that school administrators without a vision will not be able to benefit from these challenging circumstances. Rather than fashion out a permanent vision for the semester or for the session. This approach perhaps will stream line the administrators' actions and make the school administrator more focused together with the staff towards attainment of the vision. A school administrator with a vision will rather not look at teaching-learning process as an exercise between a teacher and a learner. He would rather consider the use of technology in enhancing teaching and learning process. Just as a publisher will envision that various new technologies such as CDS can bring to the distribution of information rather than equating "publication" with a book only. A versioned school administrator will consider possible or new ways of motivating staff such as consideration of all staff as managers. This could manifest in the involvement of school workers in the design and control of their work, thereby increasing motivation and job satisfaction in the work place. Communicating is sure way to systematize continuous improvement. This is achievable through the following ways:

i. Continuous improvement in the quality of work in the school.
ii. Development of full human potential through regular training and retraining.
iii. Development of team work.
iv. Treating any staff as a manager.
v. Building mutual trust in staff
vi. Ensuring a stable state of livelihood for all staff.

Ethnics: Any social organization that has a number of workers would require

carefully controlled regulations of its activities. This call to mind the bureaucracy that stresses the need for a strictly defined hierarchy governed by clearly defined regulations and lines of authority. Ethnics have something to do with people's rights and duties. It also refers to how the decisions of people affect others and the nature of relationship among them. Ethical issues occur daily in our schools. Decisions on staff welfare, promotions, training, retirement and the share of responsibilities by the school leader are most times considered to have been carried out unethically by the school leader. The school is not expected to be bias in handling these ethical issues in the school. Hence human beings view life situations differently, conflict could arise as a result of the internal policy introduced by the school management. Strict adherence to the lay down policies and regulations of the school will eliminate staff restiveness and make them more focused on the achievement of set goals and objectives. These goals and objectives could be realized when the component of school ethics are imbibed by the school leadership.

Components of School Ethics
The day to day management of the educational institutions involves some kind of ethical reasoning. School managers consciously or unconsciously indulge in this. A school manager who values the place of work will develop values as component of school ethics. Values are desires that seem to be good in themselves. They add meaning to one's wishes. A school has values such as producing good examination results, producing quality graduates and the maintenance of a good school community relationship among others. These values can be achieved through respect for one another, encouragement of team work, dedication to duty, innovations et cetera. These values will become realizable only when the ethic of good inter-personal relationship is enshrined in the school system through adherence to rights and duties of staff.

Rights and duties are essential components values. A right is what empowers a person to take an action. Rights are rarely absolute. This entails that the rights of an individual are limited by the rights of others. A duty on the other hand is an obligation to take specific steps. Rights connote duties. This means that whenever someone has a right another person has a duty to respect it. If the school manager has a right, it is the duty of the subordinates to respect the right. Therefore this right duty correlation is important in staff management. The rights of the school head are not expect to infringe on those of staff. Just as staff rights are not to over shadow those of the school manager. They are to carry out their duties diligently and purposefully towards the achievement of school goals and objectives.

Relatedly, moral rules which are rules that an individual develop within him to direct the course of actions are another strong components of school ethics. They are guidelines that can resolve disagreement. Stoner, Freeman and Gilbert (2009). School personnel with good moral rules can resolve disagreements where competing interest collide hence they are rules for behavior. The school manager with good moral rules will be better positioned to guide the school administrator's behavior in the school. The administrator's guided behavior will prompt the staff to obey the administrator's line of actions which will invariably contribute to the

school development. Besides, moral rules relate to some basic principles of common morality which according to Stoner et al (2009) are promise keeping, non malevolence, mutual aid, respect for persons' and respect for property.

Promise Keeping: The keeping of promise is very vital in school management. Promise keeping allays the fear of re-occurrence especially of a bad behavior. Both the school head and staff are expected to keep their promises hence without the simple convention of promise keeping, social interaction would grind to a halt.

Non malevolence: School as a social organization should adopt rights and duties which are ways of preventing violent conflict. The use of violence in settling disputes in the school system should not be encouraged. Rather, the use of positive conflict resolutions techniques are to be employed in the school.

Mutual aid: No human being is dependent. People depend on others for life substance. According to the principle of mutual aid, individuals should help one another if the aid is not detrimental to them. The school management could use vertical and horizontal aid among school staff.

Respect for persons: The constitution of Federal Republic of Nigeria provides for dignity of person. That is people are not expected to be subjected to inhuman treatment or subjected to dehumanizing jobs. The principle of respect for persons holds that people should be respected for who they are and their interests should be accepted as legitimate. School managers who cultivated this principle in them will consider their staff first as human beings and accord them the desired respect. They will not be considered as processing tools for end results.

Respect for property: Though individual property is not always located in the school, it is a common phenomena today that handsets, vehicles, personal books et cetera are commonly seen at school compounds. The consent of the owners should be sought before they are put to use by the school management.

Conclusion: The paper has identified leadership as a source of staff inspiration for effective performance. The components of school leadership as well as the challenges of school management have also been discussed. It is the contention of this paper that leaders should not think of themselves as simply managers or supervisor but rather as team leaders who are delineated from the traditional authority based solidly on respect for the position. They should be leaders who are out to inspire school staff towards the attainment of school goals and objectives.

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