"Sustainable Leadership for Technical and Vocational Education and Training in Developing Nation"

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Abstract

Leadership has become a key component of an organization, management and administration of educational organizations and systems, and this development is reflected in both academic and educational policy statements throughout the English speaking countries and world over. Governments are investing substantial sums in leadership development because they believe that it will produce better leaders and more effective schools system. Individuals are also contributing their own professional development because they think that it will enhance their career prospects and make them better leaders. Without leadership, things will be very difficult and we would have not been here today. Technical and vocational education is one of the organizations that have been enjoying leadership of different types. The paper is a library based research work; the data were collected using textbooks, journal articles and internet search. But yet, the information is authentic and reliable and can serve the purpose for which it intends to serve. The paper is design to look into the impact of leadership on technical and vocational education and training (TVET) as the topic implies. It will also touch models of educational leadership, factors for assessing educational leaders as well as the principles of sustainable leadership. The importance of leadership in technical and vocational education cannot be overemphasizing, because without proper leadership in TVET programs, the goals which are to prepare people to be self reliance will not be possible. Therefore, the need for good and perfect leadership has become imperative in TVET development. Effective school leadership has become a dominant theme in contemporary educational reform. Effective leaders are needed to sustain innovation and are the heart of capacity building for school improvement most especially in technical and vocational education and training (TVET) programs that need sustainability for its development.
KEYWORDS - Education, Leadership, Sustainable, (TVET.- Technical and Vocational Education, Training

Introduction:

Leadership can be seen as an ability of a person to influence a group of other people toward the achievement of targeted goals of an organization. However, the term leadership has been defined by different authors and in different ways. Leadership as the act of working with a group of individual to achieve communal goals. Leadership involves a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization. defined leadership as the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organization. Leadership is the process of making sense of what people are doing to gather so that people will understand and be committed. Leadership is the ability to step

outside the culture to start evolutionary change processes that are more adaptive. Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose. Leadership is about articulating visions, embodying values and creating the environment within which things can be accomplished. Leadership can be seen as the process of influencing the activities of an organized group toward goal achievement. leadership as the process whereby one or more individuals succeed in attempting to frame and define the reality of others leadership is exercised when persons, mobilize, institutional, political psychology, and other resources so as to arouse, engage, and satisfy the motive of followers Good leaders are informed by and communicate clear sets of personal and educational values which represent their purposes for the school .Vision is increasingly regarded as an essential component of effective leadership. Leadership four of which relate directly to vision;

 Outstanding leaders have a vision for their organizations. Vision must be communicated in a way which secures commitment among members of the organization. Communication of vision requires communication of meaning. Attention should be given to institutionalizing vision if leadership is to be successful. These generalizations are essentially normative views about the centrality of vision for effective leadership.

Objective Of Research paper :-
1. Identify principles of sustainable leadership and how to apply them in running technical and
    vocational schools.
2. To find out suitable leadership styles for technical and vocational schools.

Method Of Research paper :-
Review of relevant literature was used to collect data for this article. Relevant articles were assessed or downloaded from on open access journals via prominent search engine such as Google , and yahoo. Related content information from textbooks, journal articles, conference proceedings, discussion papers, reports and policy documents have been read and analyzed to form part of this paper.

Sustainable Leadership :-
 Technical and Vocational Education and Training (TVET) needs a sustainable leadership for its development and provision of quality training to its apprenticeship so that they can be self-reliance. John Due, says, "sustainable leadership matters, spreads and last. It is a shared responsibility, that does not unduly depute human or financial resources, and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Sustainable leadership has an activist engagement with the forces that affect it and builds an educational environment of organizational diversity that promotes across-fertilization of good ideas and successful practices in communities of shared learning and development". The seven principles of sustainable leadership that is needed in (TVET) programs development.

1) Sustainable leadership creates and preserves sustainable learning :-
In TVET programs, the first principle of sustainability is to develop some things that is self-sustaining. To sustain, means to nourish. Sustainable training and learning are therefore learning that matters, that last and engages students intellectually, socially and emotionally. It is not achievement results, but the learning behind them that matters most. The prime responsibility of all educational leaders is to sustain learning . Paradoxically,

sustainability leadership that promotes sustaining learning goes beyond temporary gain in achievement scores to create lasting improvements in learning that are also measurable.

2) Sustainable leadership secures success over time

Leadership succession is the last challenge of leadership. It is the challenge of letting go, moving on, and planning for one own obsolescence. Sustainable improvements are not fleeing changes that disappear when their champions have left. Sustainable leadership is not achieved by charismatic leaders whose shoes are too big to fill. Instead, it spreads beyond individuals in chains of influence that connect the actions of leaders to their predecessors and successors.

Leadership succession events are almost always "emotionally charged with feelings of expectation, apprehension, abandonment, loss or relief Frequent and repeated successions aggravate these anxieties. Sustainable leadership, therefore plans and prepares for succession, not as an after though, but from the first day of leaders appointment. It also regulates the rate and frequency of successions so that a staff does not suffer from the cynicism that is brought on by the fatigue. Sustainable leadership demands that serious attention be paid to leadership succession. Successful succession is achieved by grooming successors where there is a need for continuity, by keeping successful leaders in schools longer when they are making great strides in promoting learning by resisting the temptations to search for irreplaceable charismatic heroes to be saviors of our schools, by requiring all school improvement plans to includes succession plans, and by showing down the rate of repeated successions so that teachers do not cynically decide to "wait out" all their leaders.

3) Sustainable leadership sustains the leadership of others :-

One way for leaders to leave a lasting legacy is to ensure it is developed with and shared by others. Leadership succession therefore means more than grooming principals successors. It means distributing leadership throughout the schools professional community-so it can carry the torch once the principal has gone, and soften the blow of principal succession. In a highly complex world, no one leader, institution or nation can control everything without help Sustainable leadership is a distributed necessity and a shared responsibility.

4) Sustainable leadership addresses issues of social justice :-

Sustainable leadership benefits all students and schools-not just a few at the expense of the rest. Sustainable leadership is sensitive to how lighthouse, magnet or charter schools and their leaders can leave others in the shadows, and how privileged communities can be tempted to skim the cream off the local leadership pool. Sustainable leadership is an interconnected process. It recognizes and takes responsibility for the fact that schools affect one another in webs of mutual influence . In this respect, sustainability and succession are inextricably tied up with issues of social justice. For instance, the school is our study that was established as a learning organization took great care not to raid all the best teachers, leaders and students from schools around it. Sustainable leadership is therefore not only about maintaining improvement in ones own school and the students that ones own actions affect in the wider environment. It is about social justice.

5) Sustainable leadership develops rather than deputes human and material resources :-

Sustainable leadership provides intrinsic rewards and extrinsic incentives that attract and retain the best and brightest of the leadership pool; and it provides time and opportunity for leaders to network, learn from and support each other, as well as coach and mentor their successors. Sustainable leadership is thrifty without being cheap. It carefully husbands it resources in developing the talent of all its educators rather than lavishing rewards on selecting and rotating a few already- proven stars. Sustainable leadership systems know how to take care of their leaders and how to get leaders to take care of themselves. Teachers and school leaders who are „burned out" by excessive demands and diminishing resources have neither the physical energy nor the emotional capacity to develop professional learning communities. The emotional health of leaders is a scare environmental resource. Leadership that drains its leaders dry is not leadership that will last.

6) Sustainable leadership develops environmental diversity and capacity

Promoters of sustainability cultivate and recreate an environment that has capacity to stimulate continuous improvement on a broad front. They enable people to adapt to prosper in their increasingly complex environment by learning from one another's diverse practices. Standardization is the enemy of sustainability. Sustainable leadership recognizes and cultivates many kinds of excellence in learning, teaching and leading and provides the networks for these different kinds of excellence to be shared in across-fertilizing processes of improvement . It does not impose standardized templates on every one.

7) Sustainable leadership undertakes activist engagement with the environment

In the face of standardized reform, al the traditional school has become exaggerated and less motivated version of their former selves. Meanwhile, the innovative schools have lost of their edge. But of all of them, Durant proven the most resilient-not just because of its innovativeness or its strength as a learning community, but because it engages assertively with its environment. Durant is driven by activist leadership. It influences the environment that influences it.

leadership and Institution Improvement :-

Leadership is often linked to school improvement. Almost two decades ago, Bearer et al. stressed its importance: Outstanding leadership has invariably emerged as a key characteristic of outstanding schools (TVET). There can be no longer being doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority. The evidence on school effectiveness and school improvement during last 15 years has consistently shown the pivotal role of school leaders in securing high quality provision and high standards, effective leadership is a key to both continuous improvement and major system transformation. effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students. The relationship between the quality of leadership and

school effectiveness has received global recognition. The head plays the most crucial role in ensuring school effectiveness. An everyday definition of effectiveness is that, the intended outcomes of an activity are achieved. Leadership in (TVET) programs and activities need to be judged against this criterion. These criteria are:
 They produce beneficial effects on students learning, as measured by test scores.
 They produce beneficial effects on student's attitudes and engagement.
. They produce improvement in employee, and particularly teachers, motivation, capacity and performance.
 They promote equity and diversity.
 They encourage democracy and participation

● **Managerial leadership**
This assumes that, the focus of leaders ought to be on functions, tasks and behaviors and that if there functions are carried out completely the work of others in the organization will be facilitated. Formal models are assumed that organizations are hierarchical systems in which managers use rational means to peruse agreed goals. Heads possess authority legitimized by their formal positions within the organization and are accountable to sponsoring bodies for the activities of their institutions. argues that manager and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions:
* Goal setting
* Needs identification
* Priority setting
* Planning
* Implementing
* Evaluating
Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for the school. It has certain advantages notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers. If teachers do not own innovations but are simply required to implement externally imposed changes they are likely to do so without enthusiasm, leading to possible failure .

● **Transformational leadership**
This type of leadership assumes that the central focus of leadership ought to be commitments and capacities of organizational members. High levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity . He conceptualizes transformational leadership along eight dimensions:
* Building school vision
* Establishing school goals
* Providing intellectual stimulation
* Offering individual support
* Modeling best practices and important organizational values
* Demonstrating high performance expectations
* Creating a productive school culture

* Developing structures to foster participation in school decisions
 Transformational leadership is essential for autonomous school: Transformational leaders succeed in gaining the commitment of followers to such a degree that, higher levels of accomplishment become virtually a moral imperative. The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school criticized as being a vehicle for control over teachers and more likely to be accepted by the leaders than the led.

● **Participative leadership**
It assumes that the decision making process of the group ought to be the central focus of the group . The model is underpinned with three assumptions:
* Participation will increase school effectiveness.
* Participation is justified by democratic principles.
* In the context of site-based management, leadership is potentially available to any legitimate stockholder points to the importance of a participative approach. This will succeed in bonding staff to gather and in easing the pressures on school principals. The burdens of leadership will be less if leadership functions and roles shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership.

● **Instructional leadership**
This differs from the other models because it focuses on the direction of influence, rather than its nature and source. Instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth. Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students. Leaders influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself. effective instructional leadership .behavior comprises three aspects:
* Talking with teachers (conferencing).
* Promoting teachers" professional growth.
* Fostering teachers" reflection.
three strategies were particularly effective in improving teaching and learning:
* Modeling.
* Monitoring.
* Professional dialogue and discussion.

● **Contingent leadership**
The models of leadership discussed above are all partial. They provide valid and helpful insights into one particular aspect of leadership. Some focus on the process by which influence is exerted while others emphasize one or more dimensions of leadership. However, none of these models provide a complete picture of school leadership. Contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a one size fits all stance. This approach assumes that what is important is how leaders respond to unique organizational circumstances or problems, there are wide variations in the contexts for leadership and that, to be effective, these context require different leadership responses, individual providing leadership, typically

those informal positions of authority, are capable of mastering a large repertoire of leadership practice. Their influence will depend, in large measure, on such mastery .

CONCLUSION

Leadership can be seen as a process of influence based on clear values and beliefs and leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stockholders to the ideal of a better future for the school, its students and stockholders. Improving the quality of learning and teaching requires strategic which focus on change at the school and classroom levels. Principals can no longer simply wait for instructions or decisions from government. The pace of change and the need to be adaptable and responsive local circumstances requires that principals develop new skills and ways of working. Improving the quality of learning and teaching also requires an approach to leadership development which focuses on instructional leadership. This means attempting to change the mindset of leaders to regards the process of teaching and learning as central to their role, rather than simply leaving such matters to classroom teachers.

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