

Inspiring Effective Educational Leadership in Africa: Towards Improving Students' Academic Achievement against all Odds

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Abstract

Scholarly researches across the world have reported educational leadership to be a predictor of students' achievement at all levels of education. This position is a reflection of the educational standards and prospects of nations with such qualities and an infraction to nations yet to device workable leadership structure. This manuscript reviewed characteristic problems associated with educational leadership in African and the role of government, teachers and relevant stakeholders in the present-day anomaly. This research work enumerated peculiarities of structures and standards in two countries. A critical examination of educational leadership policies and structures obtainable in Australia and Japan as case studies. Notable similarities and differences in culture, values and traditions of the examined countries were basic, unique and also catered for the need of these societies. However, what Africa can learn as a continent from the leadership qualities of these countries were succinctly outlined.

Introduction

Efforts made by relevant stakeholders in the education sector in Africa has ever been to evolve teaching and learning process with a view to improve students' educational achievement in terms of performance or achievement. These efforts are directed towards producing internationally competitive students at all levels of education and eventually world-class citizens able to succeed in their chosen carriers without limitations in global representation. Similarly, maintaining a