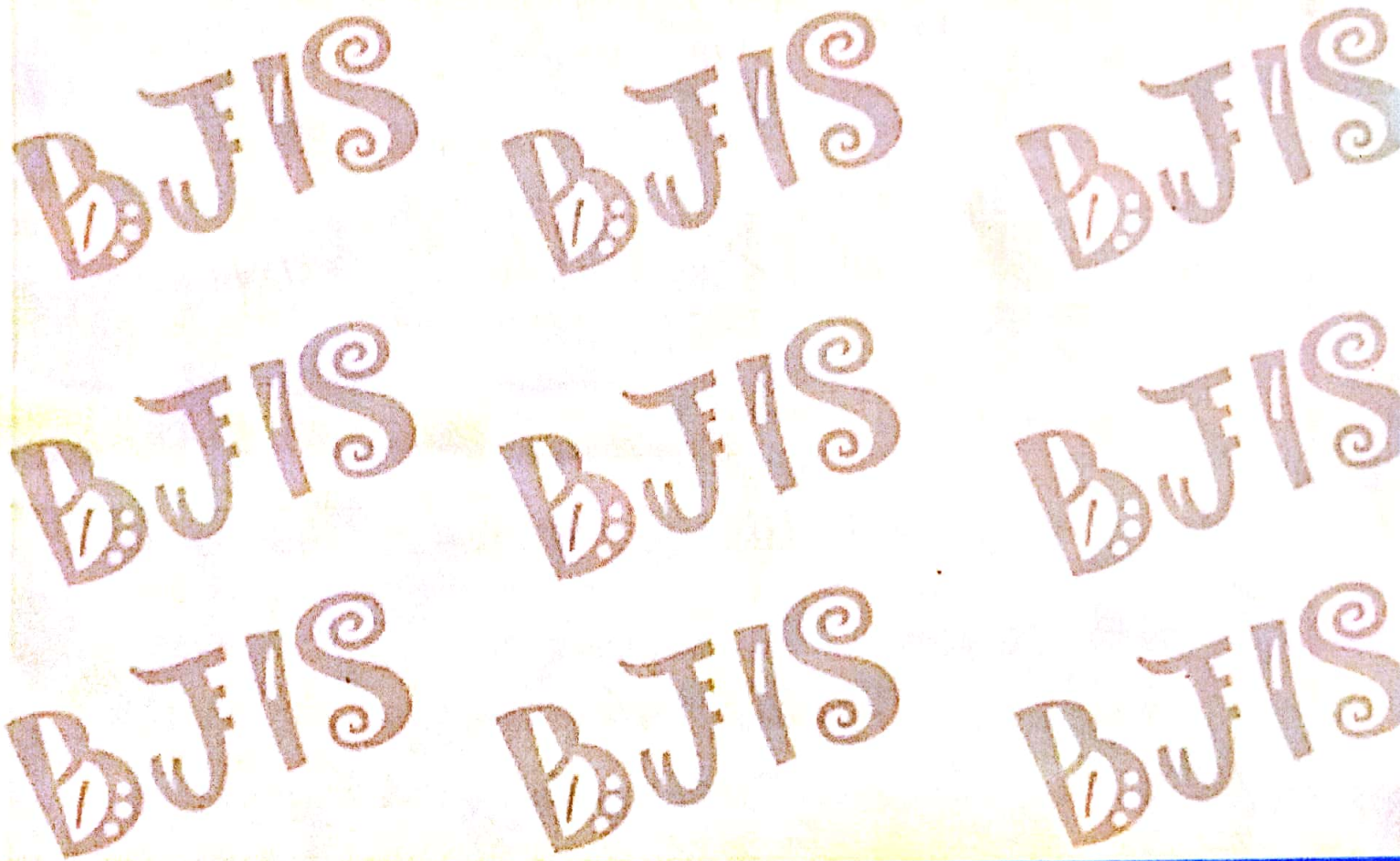


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# LEADERSHIP BEHAVIOUR OF VOCATIONAL AND TECHNICAL COLLEGE ADMINISTRATORS IN NORTH CENTRAL STATES OF NIGERIA

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## **Abstract**

*The study is designed to investigate the leadership behaviour attributes of vocational and technical colleges' administrators and the effective leadership behaviour attributes necessary for successful administration of vocational and technical colleges in North Central states of Nigeria. A 25 – item questionnaire was used to collect data. Stratified sampling techniques was used to select 51 Administrators, 220 Teachers and 86 Non-Teaching staff of vocational and technical colleges in Benue, Kwara, Niger States and Federal Capital Territory. Mean, standard deviation, t-test analysis of independent sample and Analysis of Variance (ANOVA) was used to analysed the data. A finding of the study includes the following: the principals possess tasks focus goal, principals do not motivates their staff, administrators must be visionary and they should possess positive maintenance culture of school facilities and equipment. It was recommended among others that: Transactional and Transformation leadership behaviours should be adopted by the principals and they should possess non-challant attitudes to maintenance of school facilities and equipment.*

## **Introduction**

The issues of leadership in any organisation or society be it education, religion, industry, traditional and others cannot be overemphasized. The school principal (administrator) is essentially a leader of the staff and the students of the school under his control. The success of a school to accomplish the goals depends upon the ability of the head to lead members of the staff. Darting (1992) noted that the administrator holds the highest position in the school. The tone of the school is mainly influenced by the behaviour and personality of the administrator, and affects the attitudes, climate, progress, co-operation, and direction of efforts in the school. Basically, the administrator is the hub around which the educational activities revolved. There is no denying the fact that a school is essentially a co-operative enterprise in which every member, big or small higher or lower has a vital role to play.

Burns (1979) cited in Homring (2001) perceived leadership as leaders inducing followers to act for certain goals that represent the values and the motivations, the wants and the needs, the aspirations and expectations of both leaders and the lead. In



support to the view of Burns, Nwankwo (1982) emphatically stressed that leadership is concerned with the initiation, organisation and direction of the actions of the members of a group in a specific situation toward the achievement of the objectives of the group. The administrators of technical and vocational schools have a great role to play in meeting up with goals and objectives of vocational and technical education. The programmes of Vocational and Technical Education inculcate the three domains of learning which have to do with cognitive, affective and psychomotor skills. To enable the administrators to fulfill this mandate, their leadership behaviours ought to be effective and that has to do with transformational and transactional leadership behaviours.

Yuki (1994) defined transformation leadership as the process of influencing major changes in the attitudes and assumptions of an organisation, members and building commitment for the organisation's mission, objectives and strategies. Transformational leadership can be seen as a leader who engages with others in such a way that leader and follower raise one another to a higher level of motivation and morality. Bass (1997) in Homring (2001) suggested four interrelated components that he views as essential for leaders to move followers into the transformational style. These components are as follows:

- (i) **Idealized Influence:-** That the genuine trust must be built between leaders and followers, it must be characterized by high moral and ethical standard.
- (ii) **Inspiration Motivation:-** Articulating an appealing vision of the future, dialogue with the followers, talks with optimism and with enthusiasm and provide impetus for all to move forward.
- (iii) **Intellectual Stimulation:-** It helps the follower question assumptions and to generate more creative in providing solutions to problems. It also helps in expression of ideas and reasons.
- (iv) **Individual Consideration:-** Considers the individual differences of the followers, their needs, abilities, and aspirations and provisions of opportunities for development.

Transactional leadership can be seen or based on the exchange of something of values. The leader possesses or controls that the follower wants in return for his or her service. Musa'azi (1982) opined that transactional leadership represents a compromised between the nomothetic (stressing organizational demands) and the idiographic (emphasizing individual needs). The leader stresses the requirements of the institution to achieve the goals of the institution and also make sure the needs of individual are not ignore as they strive to achieve success of the institution.

In other hand *laissez – faire* leadership, which *laissez – faire* is a French expression which literally means "let people do what they wish". There are practically no rules in the organization; it is type of leadership that grant absolute freedom to group or individual without the leader's direction or participation. Nwankwo (1982) perceived



it as the leader that takes passive stand point toward the problems of the institution or the group. This makes the subordinates to do what they wish or feel.

### **Statement of the Problem**

Unemployment among the graduates of vocational and technical colleges is disheartening as they suppose to possessed relevant skills before graduation. Atsumbe (2002) and Okoro (2006) stressed on the view that the craftsmen trained by National Board of Technical Education Curriculum are unuseable without serious retraining; this is as a result of ineffective skill acquired. This questioned the roles of leadership of vocational and technical colleges. Nwankwo (1982) opted that the saying "as the leader so the group" is very true in educational administration. He emphasised that having good educational plan, adequate facilities, adequate qualified staff and well conducive environment, what is required is good administrative leadership to harness these for success of the school. But bad administrative leader will likely render effective plans ineffective. Oluremi (2008) said that the educational stakeholders in Nigeria observed that the education system at all levels is riddled with series of problems which includes high failure rate, examination malpractice, cultism and poor attitude of teachers to teaching, all these could be attributed to failure of administrators to exhibit appropriate leadership behaviour to solve these perennial problems besieging education system. Okoro (2006) advocated for the need of effective leaders who have strong beliefs in the importance and relevance of vocational and technical education and who can communicate such beliefs to others. Hence, the need to assess the leadership behaviours of vocational and technical colleges administrators in North Central states of Nigeria.

### **Research Questions**

The following research questions were addressed in this study:-

1. What are the leadership behaviours attributes possess by vocational and technical college administrators in North Central states of Nigeria?
2. What are effective leadership behaviours attributes necessary for successful administration of vocational and technical colleges in North Central states of Nigeria?

### **Hypotheses**

The following null hypotheses were formulated to guide the study and tested at  $P < .05$  level of significance.

1. There is no significance difference in the mean ratings of vocational and technical colleges' teachers and non-teaching staff on the leadership behaviours attributes possessed by vocational and technical colleges' administrators in North Central states of Nigeria.
2. There is no significance difference in the mean ratings of vocational and technical colleges' administrators, teachers and non-teaching staff on effective leadership behaviours attributes necessary for successful administration of vocational and technical colleges in North Central states of Nigeria.

## Methodology

The geographical area of the study was North Central states of Nigeria, which include Benue, Kogi, Kwara, Nassarawa, Niger, Plateau States and Federal Capital Territory (FCT). The population for the study comprised of all the principals/vice principals, teachers and non-teaching staff of the vocational and technical colleges in North Central states of Nigeria. Stratified random sampling was used to select 51 principals/vice principals, 220 teachers and 86 non-teaching staff from Niger, Kwara, Benue States and FCT. A questionnaire was developed and validated by the researchers to collect data for the study. The data collected were analysed using mean, standard deviation, t-test and Analysis of Variance (ANOVA). The mean cut-off point was 2.50. Therefore, any item that receives a mean score of 2.50 and above was regarded as agreed while any mean below 2.50 was regarded as disagreed.

## Results

**Hypothesis 1:** there is no significance difference in the mean ratings of vocational and technical colleges teachers and non – teaching staff on the leadership behaviours attributes possessed by vocational and technical colleges administrators in North Central states of Nigeria. In order to test this hypothesis, t- test was used to analyse the collected data. The t-value is 1.96 at  $p < 0.05$  level of significance. So any calculated value that is less or equal to t-value was considered accepted otherwise rejected.



Table 1: The Mean, Standard Deviation and t-test of Teachers and Non-Teaching Staff on Leadership Behaviour Attributes Possessed by Vocational and Technical College Administrators in North Central States of Nigeria

S/N	Item	N <sub>1</sub> = 220; N <sub>2</sub> = 86				t	Remarks	
		$\bar{x}_1$	$\bar{x}_2$	S.D <sub>1</sub>	S.D <sub>2</sub>			
1	He is a passive leader	2.03	3.21	1.34	1.28	2.62	2.021	Rejected
2	He is a visionary leader	2.41	2.71	0.96	0.82	2.56	-1.280	Accepted
3	A leader that possess task focus goal	2.68	2.82	1.23	0.96	2.75	-1.18	"
4	Principal is willing to listen to others	2.78	2.89	0.77	0.97	2.84	-0.921	"
5	He motivates his staff and students	2.31	2.40	1.10	1.23	2.36	-0.872	"
6	Principal allow academic competition among students	2.61	2.71	0.98	0.38	2.66	-0.977	"
7	He focuses on the performance of staff and students	2.74	2.60	0.76	0.68	2.67	-0.842	"
8	He monitors the teachers to avoid mistakes	2.54	2.61	1.11	1.23	2.58	-0.698	"
9	He shows favouritism to staff and students	3.21	3.36	0.84	0.76	3.29	-1.001	"
10	A leader that considers suggestions made by sub-ordinates	2.48	2.56	0.89	0.79	2.52	-0.876	"
11	He delegates responsibilities to staff	3.20	2.98	1.32	1.20	3.09	1.286	"
12	The principal permits staff to express themselves during meetings	2.57	2.67	1.37	1.10	2.62	-1.081	"
13	He initiates laws and ensure that they are enforced	2.74	2.81	0.89	0.96	2.78	-0.786	"

Keys:-

N<sub>1</sub> = Number of Teachers

N<sub>2</sub> = Number of Non-Teaching Staff

S.D<sub>1</sub> = Standard Deviation of Teachers

t = t-test of Teachers and Non-Teaching staff

$\bar{x}_1$  = Mean of Teachers

$\bar{x}_2$  = Mean of Non-Teaching Staff

S.D<sub>2</sub> = Standard Deviation of Non-Teaching Staff

$\bar{x}_t$  = Average mean

Table 1 revealed that the respondents agreed with all the items except item 5, on whether an administrator motivates his staff and students. In t-test analysis fail to reject the null hypotheses of each item except item 1, on whether administrator is a passive leader at,  $P < 0.05$  level of significance, meaning that there is no significance difference in the mean rating of teachers and non-teaching staff on leadership behaviour attributes of vocational and technical college administrators in North Central states of Nigeria.

Table 2: *The Mean of Principals/Vice Principals, Teachers and Non-Teaching Staff on Effective Leadership Behaviour Attributes Necessary for Successful Administration of Vocational and Technical Colleges in North Central States of Nigeria*

S/No	Item	N <sub>1</sub> = 220;		N <sub>2</sub> = 86		N <sub>3</sub> = 51		Remarks
		$\bar{x}_1$	$\bar{x}_2$	$\bar{x}_3$	$\bar{x}_t$			
14	Principal should be friendly to staff and students	3.34	3.41	3.20	3.32	Agreed		
15	He must be visionary	3.42	3.08	3.61	3.37	"		
16	He must be a discipline leader	3.01	3.21	3.14	3.12	"		
17	He must ensure effective communication in his administration	3.34	3.09	3.54	3.36	"		
18	He ought to motivate his staff	3.64	3.58	3.39	3.39	"		
19	He must ensure proper delegation of authorities	3.28	3.11	3.34	3.24	"		
20	The principal monitors the staff work	3.01	3.42	3.72	3.38	"		
21	He involves staff in decision making	3.62	3.45	3.54	3.84	"		
22	He possess positive maintenance culture of school facilities and equipment	3.15	3.00	3.38	3.18	"		
23	The principal allow staff to contribute to the development of the school in whatever way possible	3.21	3.11	3.20	3.17	"		
24	He should genuinely trust his subordinates' ability to deliver	3.23	3.61	3.31	3.38	"		
25	He must possess good moral and ethical standard	3.60	3.38	3.62	3.53	"		

Keys:-

N<sub>1</sub> = Number of Principals/Vice Principals

N<sub>2</sub> = Number of Teachers

N<sub>3</sub> = Number of Non-Teaching Staff

$\bar{x}_t$  = Average Mean

$\bar{x}_1$  = Mean of Ratings of Principals/V.P

$\bar{x}_2$  = Mean of Rating of Teachers

$\bar{x}_3$  = Mean Rating of Non-Teaching Staff

Table 2 revealed that the respondents agreed on all the items as an effective leadership behaviour attributes necessary for successful administration of vocational and technical colleges in North Central states of Nigeria.



**Hypothesis 2:** There is no significance difference in the mean ratings of vocational and technical colleges administrators, teachers and non-teaching staff on effective leadership behaviours attributes necessary for successful administration of vocational and technical colleges in North Central states of Nigeria.

In order to test this hypothesis, analysis of variance was used to analyse the data collected. The calculated F ratio value was compared with F critical (table value at 0.05 level of significance). If the value of F ratio (calculated) is less or equal to F critical (table 3.30) was regarded accepted, otherwise rejected.

Table 3: Analysis of Variance (ANOVA) on the Mean Ratings of Administrators, Teachers and Non-Teaching Staff on Leadership Behaviour Attributes Necessary for Successful Administration of Vocational and Technical Colleges in North Central States of Nigeria

Source of Variation	Sum of Squares	df	Mean Squares	f-cal	f-table	Remarks
Between	0.0093	2	0.00465			
Residual	1.47	354	0.042	0.107	3.30	Accepted
Total	1.4793	356				

From the F ratio distribution, the critical value of F with 2 and 33 degrees of freedom at 0.05 level of significance is 3.30. Since the calculated value of 0.107 is less than the critical value of 3.30. It fails to reject the null hypothesis that is, there is no significant difference in their mean ratings of administrators, teachers and non-teaching staff on leadership behaviour attributes necessary for successful administration of vocational and technical colleges in north central states of Nigeria

### Major Findings

Leadership behaviour attributes possess by the vocational and technical colleges administrators in North Central states of Nigeria.

1. The principals possess the tasks focus goals.
2. The principals do not motivate staff and students.
3. They use to delegates responsibilities.
4. They shows favouritism to staff and students.

Effective Leadership behaviours attributes necessary for successful administration of vocational and technical colleges in North Central states of Nigeria.

1. The principals must be visionary.
2. He must ensure effective communication.
3. The principals must motivate their staff and students.
4. He should possess positive maintenance culture of equipment and facilities.



### **Discussions of Findings**

The findings of this study indicated that the principals possess tasks focus goals, meaning that the administrators of vocational and technical colleges have zeal of meeting the goals and aspirations of the institution. It had become clear that, as they desire to meet the goals of their institutions the teachers are left not motivated. This suggests the nomethic form of leadership as postulated by Musaazi (1982). The fact becomes visible in that if the staffs are not motivated they will not sincerely work-hard to achieve the goals of the school. Since the desire of the principals is to see the students passing or succeeding while staffs are not. That usually creates lukewarm attitudes in teachers and might have led many to involve in examination malpractice. The findings also revealed that the administrators show favouritism to staff and students, which may be due to ethnic or religion differences and situation like this does not favour academic institutions. The administrators delegates responsibilities to staff and students. Musa'azi (1982) and Oladimeji (1999) stressed the fact that delegation of responsibilities helps staff and students to develop a sense of participation in the running of the school and that will ignite the moral to do well in a given task.

The findings of the study further show that administrators must be visionary. Newman (1997) sees leadership as knowing what to do next; knowing why that is important and knowing how to bring appropriate resources to bear on the need at hand. Vision moves one to capture the goal that has been set. The findings also reveal that there should be effective communication in the administration. This was also supported by Oladimeji (1999) who point out that communication can be seen as a fabric that holds people together in any social group be it family or organization. It helps to give true picture of school to the people concerned. It is also clear that for successful administration, subordinates ought to be motivated as motivation is related to morale and a prime factor to achieve good morale. It was also found in the study that administrators of vocational and technical colleges must possess the positive maintenance culture of facilities and equipment to enhance acquisition of skills. Saba (2006) opined that the administrators, supervisors and staff must not lose sight of the importance of maintaining tools and equipment in their schools.

### **Conclusions**

In view of the findings of this study the following conclusions are drawn. Good leadership behaviours of vocational and technical college's administrators are directly proportional to excellent performance of students in both internal and external examinations and the world of work. It also boosts the morale of staff to achieve the goals of the institution. It is a fact that bad administrators can render effective plans ineffective. There is need for administrators of vocational and technical colleges to wake up to the challenges to improve the standard of vocational and technical colleges by changing their leadership behaviour positively.

### **Recommendations**

Based on the findings, the following recommendations were made:-

1. Administrators in vocational and technical colleges have to practice transactional leadership behaviours which includes nomethic that is goal focus and idiographic leadership behaviour which is needs oriented.
2. The leadership of vocational and technical colleges should endeavour to practice transformational leadership behaviour, that is a situation that leaders and followers raise one another to a higher level of motivation and morality.
3. The administrators should continue to ensure proper delegation of responsibilities to staff and students.
4. There should be effective communication of the school activities to staff since communication is seen as fabric that holds people together to achieved se down goals.
5. The leaders should ensure they show non-challant attitudes toward government properly.



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