

**INFLUENCE OF DEMOCRATIC LEADERSHIP STYLE PRACTICES OF  
PROVOSTS ON MANAGEMENT OF RESOURCES IN COLLEGES OF  
EDUCATION IN NORTH-WEST ZONE, NIGERIA**

**BY**

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the Doctor of Philosophy in Educational Administration and Planning Section,**

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**FEBRUARY, 2021**

## **DECLARATION**

I wish to declare that this Thesis titled “INFLUENCE OF DEMOCRATIC LEADERSHIP STYLE PRACTICES OF PROVOSTS ON MANAGEMENT OF RESOURCES OF COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA” has been conducted by me in the Department of Educational Foundations and Curriculum under the supervision of Prof. B.A. Maina, Dr. M.I. Harbau and Dr. J.O. Egbebi. The information derived from the literature was duly acknowledged in the text and a list of references provided. No part of this Thesis was previously presented for another Degree or Diploma at any University.

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## **CERTIFICATION**

This Thesis titled “Influence of Democratic Leadership Style Practices of Provosts on Management of Resources in Colleges of Education in North West Zone, Nigeria” by Suraj MAGAJI meets the regulation governing award of Doctor of Philosophy (PhD) Degree in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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## **DEDICATION**

This work is dedicated to my mother, Hajiya Khadija Muhammed, for her contributions towards my achievement in life.

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First and foremost, thanks and praises be to Almighty Allah for his love, guidance and protection throughout the period of this study. My profound gratitude also goes to my amiable supervisors Prof. B.A. Maina, Dr. M. I. Harbau. and Dr. J. O. Egbebi whose relentless guidance culminated into the successful completion of this research work, may Almighty Allah reward them beyond human imagination. My profound gratitude also goes to my able Head of Department in person of Dr. M. I. Harbau for his love, support and encouragement. I pray that Almighty Allah grant him his ultimate desires. My lecturers in the Department are also worthy of appreciating for different dimensions of knowledge they impacted in me during this programme. These include late Chief Dr. E. I. Makoju, late Dr. Abdulhadi Jega, Dr. A.A. Igunnu, Prof. D. O. Otu, Dr. A.M Jumare, Dr. M. M. Ibrahim, Dr. M. S. Hussain, Dr. F. A. Kera, Dr. Suleiman Ismaila, Mal. Abubakar, S. Magaji, Dr R.S. Ahmed among others for their contribution toward my academic pursuant.

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## ABSTRACT

*This study investigated the Influence of Democratic Leadership Style Practices of Provosts on the Management of Resources in Colleges of Education in North-West, Nigeria. The study specifically determined the Influence of democratic leadership style practices of provosts on human resource management in Colleges of Education in North-West, Nigeria; ascertained the Influence of democratic leadership style practices of provosts on material resource management in Colleges of Education in North-West, Nigeria; examined the influence of democratic leadership style practices of provosts on financial resource management in Colleges of Education in North-West, Nigeria, among others. The corresponding research questions raised in this study were: what is the influence of democratic leadership style practices of provosts on human resource management in Colleges of Education in North-West, Nigeria; what is the influence of democratic leadership style practices of provosts on material resource management in Colleges of Education in North-West, Nigeria, What is the influence of democratic leadership style practices of provosts on financial resource management in Colleges of Education in North-West, Nigeria; among others. Corresponding null hypotheses were formulated according to the research questions. Related literature was reviewed in relation to the variables in the objectives. The design of this study was descriptive-survey. The population of the study was 5678 while the sample size comprised 42 Management Staff, 147 senior non-teaching Staff, 357 Teaching Staff drawn from seven Colleges of Education (one College each from the seven states of the North-West, Nigeria), which made up 546 sample size for the research. The study used questionnaire which was developed by the researcher and validated by the research supervisors. The questionnaire was made up of 5 constructs covering human, material, financial, time and curriculum resources. All the constructs were designed using five-point Likert's scale. The instrument was pilot tested and data obtained from the process were analyzed using Alpha Cronbach and reliability index of 0.76 was obtained. To give the general description of data, frequency counts, mean scores and standard deviations were used. To test the five formulated null hypotheses, Analysis of Variance was used. Four out of five formulated null hypotheses were rejected while one was retained showing that there is significant difference in the opinions of respondents that participated in the study. Major findings of this study are: democratic leadership style practice of provost influenced proper management of human resources, materials resources, financial resources, time resources and curriculum resources in most Colleges of Education. The study recommended that for better management of human, material, financial, time and curriculum resources in Colleges of Education in the North-west Zone, provosts' leadership should be characterized by democratic practice such being friendly and broad-minded in interaction with their subordinates. They should also be competent and dedicative in their administration through good decision making and accountability. They should also be dedicative and create time to listen and share ideas with subordinates.*

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### **List of Abbreviations**

UBE	-	Universal Basic Education
NECO	-	National Examination Council
WAEC	-	West African Examination Council
SSCE	-	Senior Secondary Certificate
GCE	-	General Certificate of Education
NCE	-	National Certificate in Education
FCE	-	Federal College of Education
SSCOE	-	State College of Education
JAMB	-	Joint Admission and Matriculation Board
OECD	-	Organization for Economic Cooperation and Development
I.T	-	Information Technology
UNESCO	-	United Nation Educational, Scientific and Cultural Organization
NEEDS	-	National Economic Empowerment and Development Strategy
MIS	-	Management Information System
MBO	-	Management by Objectives
CPM	-	Critical Path Method
PERT	-	Programme Evaluation Review Techniques
NTL	-	National Training Labs
NERDC	-	Nigerian Educational Research and Development Council
TMPI	-	Time Management Practices Inventory
NUC	-	Nation Universities Commission
NCCE	-	National Commission for Colleges of Education

## **Operational Definition of Terms**

Some related terms as used in this research were defined as follows:

Provost	Somebody who is assigned responsibilities of controlling the affairs of Colleges of Education
Colleges of education	An institution of higher learning that provide training to teachers
Democratic	A form of ruling in which decision-making and other responsibilities are shared among the various stakeholders in the college
Administration	A process of the activities of ruling the affairs of colleges
Leadership	A process in which a leader can direct, guide and influence the behaviour of workers in the college
Management	Is the science and arts of getting people together to accomplish desired goals and objectives by controlling available resources
Resource	A productive factor required to accomplish organization activities to achieve desired goals
Planning	Thinking and mapping out details of any given act or event prior to its actual performance.
Staffing	Process of hiring eligible candidates in colleges
Recruiting	Process of attracting, short listing, selecting and appointing suitable candidate
Incentive	Object, item or value, or desired action or event that spurs an employee to do more.
Wages	A monetary compensation paid by an employer to an employee in exchange of work done
Administrations	Range of activities connected with organizing and supervising the way an institution functions

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background to the Study**

Existence of organization predated modern civilization. Man has been managing his time, shelter, consumable resources and family members for the achievement of set goal of personal security, food security and live long security of the members. The modern time organization is more advance in nature and its approach to the management of resources can be said to be sophisticated. Extension in knowledge and understanding on how nature of leadership shapes ones' behavior has made the study of Democratic leadership style practices of provosts on the management of resources in Colleges of Education more pronounced. The atmospheric tranquility of the democratic leadership style practices of provosts is said to have direct influence on how various resources are being managed. More researches in this age such as Cheng (2013), Fayo, (1999), Gonder & Hymes (1994) among others have conducted researches for the sole aim of diagnosing Democratic leadership style practices and its influence on resource management in an organization.

A democratic Provost in the Colleges of Education synergistically maintains the organization's sensitivity. Effective communication is one in which customer service, employee diversity, and organizational justice are all recognized as critical imperatives that will determine the effectiveness of the organization in the long run.

Democratic administrative nature of the provost is passively described as energetic, lively organization which is moving toward its goals, and which provides satisfaction for the staff members' social need Hoy and Sabo (2008) stated that democratic leadership reflects the head and the followers' cooperative, supportive and receptive attitudes to each other's idea and their commitment to work". Democratic Leadership acts emerge easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task achievement nor social needs satisfaction; on both counts seem to be obtained

easily and almost effortlessly. The main characteristic of democratic leadership is the authenticity of the behavior that occurs among all the staff members.

Democratic leadership nature is the favorable and internal quality that is unique and peculiar to an organizational resource management. Democratic leadership is the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner (Dorathi, 2011; Kao, 2015). In the view of West (2002), democratic leadership is a set of attributes specific to a particular leader that may be induced from the way and manner he democratically deals with its members and its environment. In generalized term, democratic leadership prevails in social and psychological satisfaction and conducive atmospheric condition that characterizes a particular organization. This implies that democratic leadership style practices comprises sharing of responsibilities and perceptions about organizational norms, beliefs, values, practices, and procedures that can be observed at general or specific levels (Sinha and Guldenmund, 2015). It is therefore not an aberration to examine the influences of democratic leadership style practices of provosts on the management of resources in Colleges of Education in North-West, Nigeria.

The Colleges of Education in Nigeria as organizations exist for the sole purpose of planning, managing and coordinating various educational resources of its environment towards the achievement of some predetermined educational goals. For the Colleges of Education to carry out their functions effectively there is the need to efficiently manage its entire resources at various units to enable it harness the various resources towards achieving its optimal goal of educating the society. Also, for the educational administrators of the Colleges of Education in Nigeria to efficiently coordinate the various activities highlighted above it is mandate to them to prevail a democratic leadership style practices of provosts within their managerial activities.

Resources are all kinds of organizational inputs comprising of human, material, financial, time and curriculum resources (Hoy & Sabo, 2008). These resources are very necessary in any educational management; they are indeed needed for a strategic approach for their management and utilization. For instance, human resource management and how it relates to the management process, and how it is changing in response to trends in the workplace (Hoy & Sabo, 2008). It illustrates how all managers can use human resources concepts and techniques, human resources role in strategic planning and improved organizational performance, the competencies required of human resources managers, and the plan of the book. Human resources play a key role in helping organization to meet the challenges of global competition. Strategic objectives to lower costs, improve productivity, and increase organizational effectiveness are changing the way every part of the organization, including the human resources department, does business (Sinha & Guldenmund, 2015).

The human resources management process involves planning, organizing, staffing, leading, and controlling the staff towards the organizational objectives. The “people” or personnel aspects of management jobs involve conducting job analyses; planning labour needs and recruiting job candidates; selecting job candidates; orienting and training new employees; managing wages and salaries; providing incentives and benefits; appraising performance; communicating; training and developing managers; building employee commitment; being knowledgeable about equal opportunity, affirmative action, and employee health and safety; and handling grievances and labor relations. Human resource management process includes several functions such as planning, organizing, staffing, leading and controlling of the affairs Neal, Griffin and Hart (2000). In the statement of Neal, Griffin and Hart (2000), human resource management is the process of acquiring, training, appraising, and compensating employees, and attending to their labor relations, health and safety, and fairness concerns. Human resources management important to all managers don’t want to make personnel

mistakes, such as hiring the wrong person, having their organization taken to court because of discriminatory actions, or committing unfair labor practices. Human resources management can improve profits and performance by hiring the right people and motivating them appropriately.

The material resource management and utilization is an integral part of the overall management of the school. Education in a school is determined by provision of resources, their maximum utilization and management. Advance in science and technology necessitate the school manager to adopt modern methods of facilities management in order to improve the quality of teaching and learning. The quality of school facilities, teaching and learning materials, teaching personnel and the education process will eventually determine the instructional programmers and performance of the school (Silver, 2013).

The financial resource in Nigerian Colleges of Education is much different than conventional business or profit making organization. They consider financial functions as a basic activity to manage funds for development and maintenance of the institution; despite the profit making approach was not adequately encourage in the financial function of the colleges of education. Hoy and Miskel (2001), stated that financial function is focused at systematic acquisition, development and management of funds within the organizational ranges; the purpose of finance function is stabilization of financial position of the organization. It is because of regulatory frame work for governance the Colleges of Education and the principle source of revenue for educational institute are related with fees and certain other sources like grant in aid, donations etc.

Time resource is very essential in organizational management being it educational or otherwise, the main focus here is its allocation to activities according to the organizational schedules and priorities. For example 7.00am is 7.00am and 06.00pm is 06.00pm everywhere in Nigeria. If two persons want to start an activity at a particular place they use the same time

for the task. However, if they are at different locations their time for starting the job may differ. One important thing about time is its specificity of functions. As one chooses to start by 07.00am another may start by 07.10am. The choice of an individual or group determines to great extent the use of time in that particular situation. West (2002) observed that time resource is very useful for goal setting activities and helps in crisis management which ensures activities are measurably, realistically and specifically carried out. There is obvious need for administrators to be conscious of the value of time, and the need to timely apply administrative and interpersonal skills to the benefit of the school. A time management schedule boosts job efficiency and reduces tension. Most often we embark on unimportant task and neglect the critical activities. A time management process mends this. Time management enables placing more emphasis on results and careful monitoring of progress through task delegation, team management and cooperative skills in accomplishing school goals.

The management of curriculum resource in any organization refers to the organizing, coordinating and implementing academic content in accordance with the provision of guiding principles of educational courses or programmes. According to Halphin in Ikediugwu (2008), curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. Based on the aforementioned resources the study embarked to find out the influence of democratic leadership style practices of Provosts on

their effective management and utilization with particular reference to the Colleges of Education in North-West, Nigeria.

## **1.2. Statement of the Problem**

The existence of incessant staff disputes within the colleges of education, students' acts of violence and riots hijacking academic activities of many tertiary institutions in Nigeria has been presumed to be inimical administrative style that eventually affects management of human, material, financial, time and curriculum resources of Colleges of Education in North-West, Nigeria.

With regards to the Human Resource management, the leadership styles in most of the Colleges of Education in North-West, Nigeria seems to be undemocratic which has decisively led to poor staff welfare services such as irregular payment of salaries and wages as well as other allowances. Alongside, un-unanimous management of human resource in most of Nigerian educational institutions, mostly in Colleges of Education that is affecting staff performance and service delivery. This could be attributed to poor leadership style as well. It also attributes to inadequate friendly atmosphere in working environment and inadequate cooperative leadership styles. Scott, Mannion and Davies (2003) observed that the poor Administrative styles of leaders in most of the higher institutions of learning, has produced great dissatisfaction and agitations among workers in many organizations in Nigeria.

In terms of Material Resources, most Colleges of Education in North-West have been experiencing students' riots, subsequent definite and indefinite strikes by staff which is linked to inadequacy and poor management of the available material resources in these institutions as a result of poor leadership style of the provost (Olagboye, 2004). Perhaps, the challenges of inadequate material resources for welfare services has strongly diffused the inspection of students' activities in Colleges of Education in North-West; there by jeopardizing teacher-students' relationship and opens the door of indiscipline through exam malpractices,

absenteeism, truancy, cultism and other related menaces in the schools. For instance, many libraries in Colleges of Education appear not to have current e-lab sections, outdated books/materials are commonly installed, the available furniture are either inadequate or not in good shape to accommodate students. Oboegbulem (2001) observed that most problem with the higher institutions in Nigeria is the government inability to provide the needed resources that would guarantee a conducive environment of learning to take place. As such, students either cook inside their rooms or depend on food vendors for their feeding. Students have been reported to repeat a semester or even an academic year due to the fact that the records of results of examinations they wrote and passed got lost. Students stand outside to listen to lectures because the lecture rooms are insufficient. Based on literary reviews and observations, it was projected that these poor maintenances which is a result of poor leadership style has significantly affect management of material resources.

In terms of Financial Resources, the Colleges of Education in North West are battling with inadequate rational and purposive growth as well as insufficient and adequate funds to meet infrastructure and other development needs. Okoye (2002) observed that poor management and lack of democratic leadership in the administration of Colleges of Education can lead to a serious pitfall in financial resource such as inadequate provision of systematic and efficient financial management service. With regard to the Aforementioned constraint there is a need to make this Research as a contribution towards solution to the above mentioned problems, often do not have adequate sources of funds, balance between receipts and payment are hardly matched. Often the dearth of funds is major constrain in development of these institutions. The need for efficient financial management arises due to resources scarcity, inadequacy of funds and limited to every concern section. This requires rational and purposive growth. It also requires sufficient and adequate funds to meet infrastructure and

other development needs. Therefore, a systematic and efficient financial management service is a need for Colleges of Education whether for profit or not for profit (Hilgard, 1990).

Time Resources has been a problem in most of the Colleges of Education in Nigeria, to the extent that crash-programmes are very common in courses allocations and time framing for other managerial services which has a link with the administrative style of the colleges accordingly, some lectures are missing students' records and evaluation are mixing-up due to poor time allocations and management. Onuselogu (2007) observed school managers have taken time resource management for granted while it is the prerequisite resources that must be managed in all aspect of school administration.

With regards to Curriculum Resources Management, Money (2007) observed that newly introduced policies are unanimously imposed, even if they were basically introduced, there were little conflict between the policies and the societies where these colleges are situated as well as the policy makers and the lectures due to the absence of involving the stakeholders in the process of introducing the new policy. This is eventually affecting academic standard and carrying capacity of many of these institutions. The assumption of these problems calls for the in-depth investigation to find out the extent of how democratic leadership style practices of provosts' influences the management of resources in Colleges of Education in Nigeria with a view to improving the situation in these remarkable institutions of learning.

### **1.3. Objectives of the Study**

The specific Objectives of this study are to:

1. determine the influence of democratic leadership style practices of Provosts on human resources management in Colleges of Education in North-West, Nigeria;
2. ascertain the influence of democratic leadership style practices of Provost on material resource management in Colleges of Education in North-West, Nigeria;

3. examine the influence of democratic leadership style practices of Provosts on financial resource management in Colleges of Education in North-West, Nigeria;
4. determine influence of democratic leadership style practices of Provosts on time resource management in Colleges of Education in North-West, Nigeria; and
5. Determine influence of democratic leadership style practices of Provosts on curriculum resource management in Colleges of Education in North-West, Nigeria.

#### **1.4 Research Questions**

The following research questions were raised in order to guide the study:

1. What are the influence of democratic leadership style practices of Provosts on human resources management in Colleges of Education in North-West, Nigeria;
2. How does democratic practices of the provosts influences material resource on the management of Colleges of Education in North-West, Nigeria;
3. What are the influences of democratic practices of the provosts on financial resource management in Colleges of Education in North-West, Nigeria;
4. How does the democratic practices of the provosts influence time resource management in Colleges of Education in North-West, Nigeria;
5. In what ways does democratic practices of the provosts influence curriculum resource management in Colleges of Education in North-West, Nigeria;

#### **1.5 Research Hypotheses**

In line with the research question the following hypotheses were formulated for the study:

- <sup>Ho1</sup>: There is no significant difference in the opinions of management staff, teaching staff, and non-teaching staff on the influence of democratic leadership style practices of Provosts on human resources management in College of Education in North-West, Nigeria;

<sup>H<sub>0</sub>2</sup> There is no significant difference in the opinions of respondents on the influence of democratic leadership style practices of Provosts on material resources management in College of Education in North-West, Nigeria;

<sup>H<sub>0</sub>3</sup> There is no significant difference in the opinions of respondents on the influence of democratic leadership style practices of Provosts on management of financial resources in College of Education in North-West, Nigeria;

<sup>H<sub>0</sub>4</sup> There is no significant difference in the opinions of respondents on the influence of democratic leadership style practices of Provosts in management of time resources in College of Education in North-West, Nigeria;

<sup>H<sub>0</sub>5</sup> There is no significant difference in the opinions of respondents on the influence of democratic leadership style practices of Provosts on management of curriculum resources in Colleges of Education in North-West, Nigeria;

## **1.6 Basic Assumptions**

The study was on the assumptions that Democratic leadership style practices of Provosts influenced the management of:

1. Human resources in the Colleges of Education in North-West, Nigeria.
2. Material resources in the Colleges of Education in North-West, Nigeria.
3. Financial resources in the Colleges of Education in North-West, Nigeria.
4. Time resources in Colleges of Education in North-West, Nigeria and
5. Curriculum resources in Colleges of Education in North-West Nigeria.

## **1.7 Significance of the Study**

The findings of this study would be of benefit to management staff, academic staff, and senior non-teaching staff as this will enable them to understand the democratic leadership

style practices of provosts and its influence on the management of Resources in Colleges of Education in North-West Nigeria.

The study can enlighten staff and management of the Colleges of Education in North-West as well as Nigeria on the types of leadership styles and the nature of democratic leadership style practices in an organization that occur in their administration. It can also give the management of the Colleges of Education in Nigeria an insight into how to tackle colleges leadership style problems and resource management in order to handle them so that they don't result to crisis situation. The study will expose staff and management to the democratic style of leadership and resources management that often occur among staff and management of Colleges of Education in North-West Nigeria.

The findings of the study can help the staff members of the management board of colleges of education to develop a better habit of interaction with the provosts through a democratic practice in term of management of resources. This is expected to guarantee an overall development of colleges of education. The findings can also create a room of cordial relationship among provosts, teaching and non-teaching staff as well as management staff.

The findings of the study could also help in better utilization of the available scarce resources in the colleges thereby government will not spend much fund on provision of new resources. The outcome of the study could also help the local community. This is because colleges are directly influenced by the community. Thereby, when time, material and curriculum resources are adequately managed by the stakeholders of colleges, the students who are the products of the local would not be trained to the point of expectation. Also, the research served as additional reference to the researchers for further investigation.

### **1.8. Scope of the Study**

The study was scoped to the influence of democratic practices of the provosts on the management of resources in Colleges of Education in North-West, Nigeria. Thus, it covered

only management staff, teaching Staff, senior non-teaching staff of these colleges. This confinement is necessary due to the work difficulties such as financial resources to cover expenses of the research work, the timeframe within which the research is to be completed, the enormity of the task of obtaining information and collecting data for the research work and the geographical spread coupled with absence of much experience to cope with a research of such wide magnitude. Also, these categories are the immediate stakeholders responsible for managing human, material, financial and timing resources in the Colleges of Education in North- West, Nigeria. As such, the study cover the influence of democratic leadership style practices of Provosts on the management of human, material, financial, time and curriculum resources for effective management of colleges of education in the North-West, Nigeria.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

This chapter covered the following sub-headings:

- 2.1. Introduction
- 2.2. Conceptual framework
- 2.3 Theoretical framework
- 2.4 Influence of democratic leadership style practices of provosts on resources provision and utilization in Colleges of Education
- 2.5 Influence of Democratic Leadership Style Practices of Provosts on Management of Materials Resources
- 2.6 Influence of democratic leadership style practices of provosts on time resources management in Colleges of Education
- 2.7 Democratic leadership style practices of provosts and its influence on curriculum resources management
- 2.8 Review of Empirical Studies
- 2.9 Summary

#### **2.2 Conceptual Framework**

The following conceptual definitions were reviewed to guide the study:

##### **2.2.1. Concept of Leadership**

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. This definition is similar to Wildly, Forster, Loudon, & Wallace, (2004) that Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.

Leaders carry out this process by applying their leadership knowledge and skills. This is called Process Leadership (Jago, 2012) in (Strickler, 2009). However, it is known that human beings have traits that can influence their actions. This is called Trait Leadership, in that it was once common to believe that leaders were born rather than made (Wildly, Forster, Loudon, & Wallace, 2004). While leadership is learned, the skills and knowledge processed

by the leader can be influenced by his or hers attributes or traits, such as beliefs, values, ethics, and character, Knowledge and skills contribute directly to the *process* of leadership, while the other attributes give the leader certain characteristics that make him or her unique. Leader must have an honest understanding of who he is, what he knows, and what he can do. Also, it is the followers, not the leader or someone else who determines if the leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful he has to convince his followers, not himself or his superiors, that he is worthy of being followed.

### **2.2.2 Concept of Democratic Leadership**

Democratic leadership, also known as participative leadership or shared leadership is a type of leadership style in which members of the group take a more participative role in the decision-making process. This type of leadership can apply to any organization, from private businesses to schools to government (Strickler, 2009). In this type of leadership, everyone is given the opportunity to participate, ideas are exchanged freely, and discussion is encouraged. While the democratic process tends to focus on group equality and the free flow of ideas, the leader of the group is still there to offer guidance and control. The democratic leader is charged with deciding who is in the group and who gets to contribute to the decisions that are made (Money, 2007).

The democratic leadership style practices is one of the most effective types that leads to higher productivity, better contributions from group members, and increased group morale. Nwogwugwu, (2006) identified the following as being characteristics of democratic leadership: Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions. Members of the group feel more engaged in the

process. Creativity is encouraged and rewarded. However, Money, (2007) suggest that good democratic leaders possess specific traits that include:

- i. Honesty
- ii. Intelligence
- iii. Courage
- iv. Creativity
- v. Competence
- vi. Fairness

Strong democratic leaders inspire trust and respect among followers. They are sincere and base their decisions on their morals and values. Followers tend to feel inspired to take action and contribute to the group. Good leaders also tend to seek diverse opinions and do not try to silence dissenting voices or those that offer a less popular point of view. Oredein (2006) identified the democratic leader as one who shares decision making with the other members and therefore, democratic leadership is connected with higher morale in the majority of the situations. He denied that democratic leadership is associated with low productivity and high morale and that authoritarian leadership is associated with high productivity and low morale. Newman, (2005) supported Anderson's explanation of the relationship between democratic leadership and productivity.

Democratic leadership is related with increased followers' productivity, satisfaction, involvement, and commitment (Hackman & Johnson, 2006). Member satisfaction and nominations for leadership are greater under democratic leadership (Bass, 2009; Stogdill, 2004).

Although the significant drawbacks to democratic leadership are time consuming activities and lengthy debate over policy, participation plays a key role for increasing the productivity of leadership (Denhardt & Denhardt, 2006; Hackman & Johnson,

2006). Consequently, the primary characteristics of democratic leadership signifies that group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions and members of the group feel more engaged in the process leading to encouragement of creativity . Participation is a core characteristic of democratic leadership; and the ideal of democratic leadership is friendly, helpful, and encouraging participation (Luthar, 2006). Again, Wilson, George, Wellins, and Byham (2014) categorized autocratic leadership, participative leadership, and high involvement leadership by the level of participation encouraged by the leader. Chemers (2014) also defined democratic leadership as emphasizing group participation. Thus, participation is the major characteristic of democratic leadership (Bass, 2009).

### **2.2.3. Democratic practices of the provosts**

The success or otherwise of any organization depend on the leadership style. Therefore, academic success of colleges depends on the leadership style of the provosts. Democratic Provosts has to provide a more detailed list of the duties and responsibilities of chairs of departments and directors of schools. Therefore, democratic provosts always make sure that all heads of department check with their deans for additional information. Links to tools that may help with implementing these duties appear throughout the document. Oakes, & Guiton, (2005) explains that a provost with democratic leadership style practices has the following characteristics:

#### **Strategic Planning**

1. Lead the formulating and implementing of a departmental strategic plan that is consistent with the college and University strategic plans.
2. Develop and sustain excellent, potentially multiple-disciplinary, programs in the plan.
3. Actively participate in the dean's leadership team.
4. Regularly attend the college meeting of chairs.

5. Help to develop and implement the college's strategic plan especially within departments.

### **Communications**

1. Communicate with the dean.
2. Communicate the department's needs and issues affecting it.
3. Advocate for the department.
4. Communicate with the faculty, staff and students.
5. Regularly schedule and lead departmental meetings.
6. Communicate information received from the dean to the faculty, staff and students.
7. Inform departmental personnel of university and college goals and strategic plans.

### **Budget**

1. Responsibly manage the departmental budget (workshop on 'Managing your Units Budget') and understanding the college's budget
2. Ensure that those responsible for grants or other departmental budgets do not overspend their budgets.

### **Students**

1. Recruit, retain and develop the best possible students at both the graduate and undergraduate levels.

### **Faculty and Staff**

1. Recruit the best possible faculty and staff.
2. Select areas of recruitment based on the department's strategic plan and goals. Do not merely replace the person who left.
3. Select an appropriate search committee.
4. Build a good pool of diverse candidates.
5. Ensure that well-organized and thorough interviews are conducted.

6. Select the right candidate.
7. Negotiate the offer.
8. Make a good impression on the candidate (workshop on ‘College Overview: Faculty Recruitment, Mentoring and Retention’).
9. Write an offer letter that will be appropriate for many years. It is a contract.
10. Develop the potential of the faculty (workshop on ‘Faculty Performance Reviews’) and staff. Ensuring the optimal development of junior faculty members is an important responsibility of a department chair or school director.
11. Encourage your faculty to attend New Faculty Orientation.
12. Conduct annual reviews that are developmental as well as evaluative.
13. Work with faculty members who receive poor reviews to correct problems.
14. If problems persist consider disciplinary action per the Faculty Manual and consult your dean, the Provost’s Office (for most faculty issues), the Vice President for Research (for research misconduct), Human Resource Services (for staff), the Dean of Students (for undergraduate students), the Dean of the Graduate School (for graduate students) and/or the University Assistant Attorney General, as appropriate, before taking action.
15. Make salary recommendations based on the annual review, the criteria in the Faculty Manual and any additional instructions from the Budget or Provost’s Offices.
16. Help to select and then appoint internal and external mentors for assistant and associate professors.
17. Prioritize requests for Professional Leave and staff training.
18. Know and provide information about the College’s Faculty Friendly Policies.
19. Nominate faculty and staff members for college and university awards.
20. Nominate faculty and staff, when appropriate, for leadership development.

## **Curriculum**

1. Supervise the delivery and assessment of the department's curriculum.
2. Plan for both short- and long-term curricular needs.
3. Work with the dean's office to resolve enrollment management issues.
4. Oversee the design, implementation, and use of assessment of student learning in the department's programs to support high quality education and student achievement.
5. Make teaching assignments for faculty and graduate students. Teaching loads need not be identical across faculty members. Instead, loads should be:
  - a. Consistent with agreed upon performance expectations for individual faculty members.
  - b. In the best interests of the department.

## **Resource Management**

1. Assign offices and research space in a manner that makes optimal use of the space. Space assignments need not be equal in terms of square feet.
2. Manage departmental equipment.
3. Make departmental committee assignments without abusing those who are willing to serve or indulging those who are reluctant to serve.
4. Foster a departmental culture of civility, collegiality and teamwork with an appreciation and respect for diversity.
5. Organize team-building departmental activities as necessary (e.g., retreats, social gatherings).
6. Communicate in a positive and optimistic manner with departmental personnel.
7. Manage faculty (workshop on 'Dealing with Faculty Personnel Issues'), staff (workshop on "Dealing with Staff Personnel Issues") and student (workshop on "Dealing with Student Issues") conflicts in an appropriate manner.

8. Conflict Resolution (workshop on ‘Conflict Resolution and Negotiations’)
9. Grievance procedures
10. Manage the department’s external accreditation efforts.
11. Compile information about the status of the college.
12. Relative to comparable departments in other colleges.
13. Relative to comparable departments within the colleges.
14. Work with faculty, staff and administrators on the other campuses (workshop on ‘Working with other campuses’).
15. Periodically visit department members at distant locations (e.g., at annual review time).
16. Understand and implement university policies and procedures.
17. Graduate Students at the right time
18. Understand legal issues and risk management.
19. Assist the dean in development activities.
20. Undertake other tasks assigned by the dean.

(Office of the Provost Washington State University)

#### **2.2.4 Concept of Management**

This implies that management is a hierarchy of persons, ranging from the Chairman/person of the board and various staff especially first level officers. Looking at management from the views point of management resources Ngu, (2008) stressed that management is the ability to have full control of human and material resource in specific organization within a period of time. This invariably shows that the scope of management covered with the risk taking of unforeseeable circumstance that may occur in the organization. In line with this, management referred to the six elements of management function such as planning, organizing, coordinating, directing, controlling and staffing that are combined to

build the organization. This show that organization cannot function without the use of any element stated in achieving the goals and objectives of the organizational structure.

#### **2.2.5. Concept of Resources**

Organization for Economic Cooperation and Development (OECD) generalized resources as “anything directly used by human beings” resources cover a broader field. Resource management is the process by which businesses manage their various resources effectively. Resource management is the efficient and effective development of an organization's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources, or information technology (IT) (John, 2013). Those resources can be intangible-people and time—and tangible-equipment, materials, and finances. It involves planning so that the right resources are assigned to the right tasks. Managing resources involves schedules and budgets for people, projects, equipment, and supplies. Resource is a process of ensuring adequate utilization of the acquired resources in achieving organizational goals (Wright & Nishii, 2010).

##### **2.2.5.1. Concept of Human Resources Management**

Human resource management involves the use of several policies and practices. Human resource practices can be summarized into these specific groups: entry, performance, and exit practices (Verburg & Den Hartog, 2006). Entry practices include practices that are aimed at the recruitment and selection of new employees, performance practices at managing and developing employee performance, and exit practices at managing the exit of employees. Top and line management play a central role in human resource management (Verburg & Den Hartog, 2006). Top management uses human resource management as an integrated part of their business strategy, translated in a human resource management strategy. Line management, on the other hand, is responsible for managing the employment relations.

Human resource professionals have an important advisory role to line with management supporting the management and helping to develop and distribute human resource policies and practices. Line managers, however, recruit new employees, do the performance appraisal, and are responsible for the development of the core employees, making them the actual practitioners of human resource management. Ideally, the Human resources strategy top management has in mind is transferred exactly as intended to the lower employee levels; however, this is often not the case. Wright and Nishii (2010), developed a model to represent the Human Resources practices implementation process by making a distinction between intended Human Resources practices, actual human resources practices and perceived Human Resources practices. The intended Human Resources practices are the outcomes of the human resources strategy developed by top management and intend to achieve employee reactions that are necessary for organizational success. Middle management implements the intended human resources practices. Often, the intended practices are implemented in a different way as intended by top management or they are not implemented at all.

The practices that are actually implemented by middle management are the actual human resources practices. Actual human resources practices are interpreted and perceived by employees, resulting in perceived human resources practices. Thus, top management is responsible for establishing the human resources strategy of the organization, while middle management interprets and distributes the human resources strategy among the organizational members using several human resources practices.

#### **2.2.5.2 Concept of Material Resources**

The discipline of organization resource management concerns the utilization of available resources which are scarce in influence to the needs to achieve the goals of the

education system (Ehiamentor, 2003). The report of UNESCO (1994) also affirmed that material resource management in schools is a specific activity of school administration to achieve positive end results. The material resources are the instructional materials such as writing materials, the tables, chairs, board, books, indoor and outdoor games, toys, the classrooms, the play field and other infrastructural facilities in the school. Resource management in preschool involves a coordinated effort to effectively manage the available material resources in the school to promote learning through careful planning, organizing, controlling and evaluation of available material resources in the school. Resource utilization and management in school setting is one of the main emphases of Education resource management.

The material resources for the achievement of preschool's goals include indoor and outdoor play materials, flashcards, toys, clay, paint, sand, pram or tricycle among others. These material resources are important at the NCE level because student cannot comprehend facts presented in abstract forms. Ehiamentor (2003) identified the required material resources in NCE to include equipment, buildings, money and instructional materials. These resources are so important that no NCE system can give qualitative learning without them. Since these resources are scarce, their effective utilization and management requires attention and skill (Nakpodia, 2010). The demand for educational facilities and resources is on increase in Education system. This, according to Nwadiani (2001), is partly due to the Federal Government's efforts, through educational policies such as National Certificate in Education, to bring all categories of citizens into school and to ensure their retention till graduation. Also, the Government is highly committed to the actualization of objectives of developmental programmes such as 'National Economic Empowerment and Development Strategy' (NEEDS), the 'Seven-Point Agenda, and the Millennium Development Goals, The

commitment, as demonstrated in the implementation of educational policies, implies a further increase in number of schools and consequently in material resources required.

Nwadiani (2001) observed that the material resources in NCE in Nigeria Colleges are not only over utilized, they are also poorly managed. Sharing his view, Olagboye (2004), maintained that material resources in education refer to nonhuman and non-financial resources. According to the author, they include all movable and immovable materials which are used for teaching and learning. They are synonymous with school physical facilities, school material resources, College plant and College facilities. Ojedeke (2004), stated that material resources in NCE programme consist of instructional resources such as audio and visual aids, graphics, printed materials, display materials and consumable materials. The application of appropriate management techniques in material resource management would assist in taking care of all available facilities (Aigboje, 2007).

In other words, facilities which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and lack of resources for management of lecturers would be prone to damages material resources which that well managed are likely to be durable (Ojedeke, 2004). This will save us the cost of replacement within a short period of procurement. In addition, there would be safety from danger, disaster and theft when material resources in schools are well managed.

#### **2.2.5.3 Concept of Financial Resources Management**

Financial management is a process, discipline and techniques of effective fund utilization. As such financial management covers a large number of functional areas related with different activities of the institute. Following explain the functional areas of financial management, determining financial needs—Ascertained various purposes for which funds will be utilized; determining sources of funds – Identifying the sources like fees, donation, grants

etc. iii) financial analysis – Ascertained areas where funds shall be deployed and optional capital structure to design suitable capital structure that meets current as well as future requirements of institute. Fixed assets management–To identify various equipments and their effective utilization

There are silent features of financial management in educational institute which according to (Osuala, 2005) are to anticipating financial needs in order to estimate financial requirements; acquiring financial resources-to procure funds through select sources of receipts; allocating funds in business -to ascertain requirements and allot funds; administering the allocation of funds-to maintain control of process, fund utilization; analyzing the performance of funds-to measure the extent of achievements of goals; accounting and reporting to management; to justify the fund utilization and supplies the report of the same.

The term finance is indicated explaining importance of finance, funds and money in particular institution or for a particular activity. Nothing can be simply achieved unless and until every institute works out for efficient financial management. The function of finance is usually comprises of their basic activities; These are:- Acquisition; Allotment and Distribution of profit or surplus.

The concept of financial resources in educational institution is much different than conventional business or profit making organization. The educational institution looks at finance from a different point of view. They consider financial functions as a basic activity to manage funds for development and maintenance of institute. The growth and profit making approach in the finance function of the educational institution. Following are the characteristics of finance function in educational institution.

- i. Finance function is focused at systematic acquisition and development of funds

- ii. The purpose of finance function is stabilization of financial position.
- iii. Sources of finance in educational institution are restricted by nature.
- iii. It is because of regulatory frame work for governance the educational institute.
- iv. The principle source of revenue for educational institute are related with fees and certain other sources like grant in aid, donations etc.

The fees are defined by the regulatory institution) (Hamid and Rahim, 2013; William et al, 2015). As such the education institution cannot change fees more than as what is guided by regulatory institute or bylaws of institute. It is not the discretion of the institute to revise the fees at will. Educational institution cannot take unspecified fees without prior permission of the regulatory bodies. Especially fees like capitation fees or fees based on donation or donation related objectives. Often it is not permitted by regulatory authority without prior sanctioned. Other fees and sources of revenue like grants are decided a formula set by the government. The grants are offered for the specific purpose and cannot use for the purpose other than specified purpose.

#### **2.2.5.4 Concept of Time Resources**

Despite the type of activity to be performed, time is the most crucial resource first to be considered. From primordial to modern administrative settings challenged by technological innovations time still remains major determinant of successful or unsuccessful completion of task. Every activity following due processes of life is facilitated by appropriate allocation of time (McKim, 2010). Islamically Allah has created and completed creation of earth in six days; even the Great Noah Ark was built timely as directed by God before the great flood destroyed the world at that period (Qur'an, 6). All these are time elements. Time determines the imperativeness of any other resources in accomplishing organization set out objectives and goals. Without time management the efficient and effective use of all resources will be impossible. Mullins (2005), points out 'that whatever, the attributes or qualities of a

successful manager, or the quality of subordinate staff, one essential underlying criterion is the effective use of time’.

Hence Drucker (2008), refers to time as ‘the limiting factor for effective executives’. Therefore, time management stands as an effective tool necessary for organization effectiveness in realization of set out objectives and goals. In economics, all resources are inadequate relative to the available demand and pressure. This makes it exigent in economic sense for consideration of time as the scarcest resource administrators must look out in the day to day administration of their organization. Based on this Drucker (2008) emphasized that time is a ‘*unique resource* which cannot be rent, hire, buy or otherwise obtain more time. He maintained that time is totally irreplaceable and everything requires time and its supply is totally inelastic. To me, time is a valuable resource one has to efficiently use to accomplish stated objectives or goals. In both private and public profit organizations time is crucial and lead resource in effective running of the system. For example the opening and closing periods of work is based on the individuals and organization agreed time. There must be maintenance of status quo especially the ideographic and no mothetic dimensions to avoid time conflicts between the employer and the employees, (Mullins, 2005).

Believing Drucker, time itself cannot be rented, hired, bought or obtain more time, but only the personnel or services can be rented, hired or bought for the specific time. For instance in business organizations personnel are paid for extra time used as overtime because it is the personnel that is rented, hired or bought for the time used. Incidentally, this practice is witnessed in the school organization where an extra mural class is privately organized for that purpose the teacher could be paid for the services rendered. An effective school administrator ensures that school planned time are not arbitrarily abused by staff .as a bureaucratic organization time management is necessary for enhancing productivity, (Mullins, 2005). Time management philosophy tends to x-ray the importance and appropriate utilization of time as a

resource in accomplishing organization objectives and goals. Managing time appropriately leads to achieving results easily with limited resources. Consequently, any productive system, whatever its structure, human, technology or financial support requires efficient and effective time management procedure. To improve quality of school activities requires cooperative effort of all members through time management. Obviously time is very important administrative tool in carrying out daily duties by the administrators, teachers, students, community and government. A time management plan enables effective administrator to identify if he is using his time effectively and doing important activities with the highest energy levels in the system. The time required in accomplishing given task is carefully analyzed; other resources are also mobilized with time to achieve the desire result.

Management techniques are time dependent like Management Information System (MIS), Management by Objectives (MBO), Critical Path Method (CPM), and Programme Evaluation Review Techniques (PERT). Based on this, Mullins (2005) refers time as one of the most valuable, but limited resources and it is important that managers (administrators) utilize time to the maximum advantage. For not realizing time as a scarce resource most administrators run out of time before expected result is achieved. Time management is also important for effective inspection and supervision of school in bringing the much needed quality. Effective time management ensures unambiguous objectives, proactive planning, well defined priorities and actions; participatory and successful delegation of activities.

Nevertheless, time is continuum and all activities or roles performance depend on it whether voluntarily or involuntarily in avoiding conflicts. Time management facilitates the symbolic relations between the school and society in efficient and effective use of available school resources (Hamid and Rahim, 2013 & William et al, 2015). Without this mutual relationship realization of school needs would be difficult, untimely and other resources wasted as the community may starve it of facilities and assistance required from them. Hence

the school success is made easy or destroyed by extension of relations and services timely or untimely from the wider society. Time management appropriately adopted by school administrators helps to improve standard,

Save costs, remedy poor situations, leads to value and above all, harmonizes organization focus. Improving school administration requires time to provide all it takes to make a quality school (administrators, teaching and non-teaching staff, classrooms, libraries, desks, chairs, tables, environment and entire school plant management etc). It upholds the principle of Just-in-Time approach in managing school process for quality assurance at various levels of education. Improper use of time has been attributed to poor administrative styles by most administrators in handling organizational task, (Mullins, 2005).

#### **2.2.5.5. Concept of Curriculum Resources**

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. When the terms curriculum or curricula are used in educational contexts without qualification, specific examples, or additional explanation, it may be difficult to determine precisely what the terms are referring to mainly because they could be applied to either all or only some of the component parts of a school's academic program or courses (Uche, 2010).

In many cases, teachers develop their own curricula, often refining and improving them over years, although it is also common for teachers to adapt lessons and syllabi created by other teachers, use curriculum templates and guides to structure their lessons and courses, or purchase prepackaged curricula from individuals and companies. In some cases, schools purchase comprehensive, multi-grade curriculum packages often in a particular subject area, such as mathematics that teachers are required to use or follow. Curriculum may also encompass a school's academic requirements for graduation, such as the courses students have to take and pass, the number of credits students must complete, and other requirements, such as completing a capstone project or a certain number of community-service hours (Uche, 2010). Generally speaking, curriculum takes many different forms in schools too many to comprehensively catalog here.

It is important to note that while curriculum encompasses a wide variety of potential educational and instructional practices, educators often have a very precise, technical meaning in mind when they use the term. Most teachers spend a lot of time thinking about, studying, discussing, and analyzing curriculum, and many educators have acquired a specialist's expertise in curriculum development i.e., they know how to structure, organize, and deliver lessons in ways that facilitate or accelerate student learning. To non-educators, some curriculum materials may seem simple or straight forward (such as a list of required reading, for example), but they may reflect a deep and sophisticated understanding of an academic discipline and of the most effective strategies for learning acquisition and classroom management:

1. **Reform:** Since curriculum is one of the foundational elements of effective schooling and teaching, it is often the object of reforms, most of which are broadly intended to either mandate or encourage greater curricular standardization and consistency across states, schools, grade levels, subject areas, and courses. The following are a few

representative examples of the ways in which curriculum is targeted for improvement or used to leverage school improvement and increase teacher effectiveness:

2. **Standards requirements:** When new learning standards are adopted at the state, district, or school levels, teachers typically modify what they teach and bring their curriculum into “alignment” with the learning expectations outlined in the new standards. While the technical alignment of curriculum with standards does not necessarily mean that teachers are teaching in accordance with the standards—or, more to the point, that students are actually achieving those learning expectations—learning standards remain a mechanism by which policy makers and school leaders attempt to improve curriculum and teaching quality. The Common Core State Standards Initiative, for example, is a national effort to influence curriculum design and teaching quality in schools through the adoption of new learning standards by states.
3. **Assessment requirements:** Another reform strategy that indirectly influences curriculum is assessment, since the methods used to measure student learning compel teachers to teach the content and skills that will eventually be evaluated. The most commonly discussed examples are standardized testing and high-stakes testing, which can give rise to a phenomenon informally called “teaching to the test.” Because federal and state policies require students to take standardized tests at certain grade levels, and because regulatory penalties or negative publicity may result from poor student performance (in the case of high-stakes tests), teachers are consequently under pressure to teach in ways that are likely to improve student performance on standardized tests e.g., by teaching the content likely to be tested or by coaching students on specific test-taking techniques. While standardized tests are one way in which assessment is used to leverage curriculum reform, schools may also use rubrics

and many other strategies to improve teaching quality through the modification of assessment strategies, requirements, and expectations.

4. **Curriculum alignment:** Schools may try to improve curriculum quality by bringing teaching activities and course expectations into “alignment” with learning standards and other school courses a practice sometimes called “curriculum mapping.” The basic idea is to create a more consistent and coherent academic program by making sure that teacher teach the most important content and eliminate learning gaps that may exist between sequential courses and grade levels. For example, teachers may review their mathematics program to ensure that what students are actually being taught in every Algebra I course offered in the school not only reflects expected learning standards for that subject area and grade level, but that it also prepares students for Algebra II and geometry. When the curriculum is not aligned, students might be taught significantly different content in each Algebra I course, for example, and students taking different Algebra I courses may complete the courses unevenly prepared for Algebra II. For a more detailed discussion, see coherent curriculum.
5. **Curriculum philosophy:** The design and goals of any curriculum reflect the educational philosophy whether intentionally or unintentionally of the educators who developed it. Consequently, curriculum reform may occur through the adoption of a different philosophy or model of teaching by a school or educator. Schools that follow the Expeditionary Learning model, for example, embrace a variety of approaches to teaching generally known as project-based learning, which encompasses related strategies such as community-based learning and authentic learning. In Expeditionary Learning schools, students complete multifaceted projects called “expeditions” that require teachers to develop and structure curriculum in ways that are quite different from the more traditional approaches commonly used in schools.

6. **Curriculum packages:** In some cases, schools decide to purchase or adopt a curriculum package that has been developed by an outside organization. One well-known and commonly used option for American public schools is International Baccalaureate, which offers curriculum programs for elementary schools, middle schools, and high schools. Districts may purchase all three programs or an individual school may purchase only one, and the programs may be offered to all or only some of the students in a school. When schools adopt a curriculum package, teachers often receive specialized training to ensure that the curriculum is effectively implemented and taught. In many cases, curriculum packages are purchased or adopted because they are perceived to be of a higher quality or more prestigious than the existing curriculum options offered by a school or independently developed by teachers.
7. **Curriculum resources:** The resources that schools provide to teachers can also have a significant effect on curriculum. For example, if a district or school purchases a certain set of textbooks and requires teachers to use them, those textbooks will inevitably influence what gets taught and how teachers teach. Technology purchases are another example of resources that have the potential to influence curriculum. If all students are given laptops and all classrooms are outfitted with interactive whiteboards, for example, teachers can make significant changes in what they teach and how they teach to take advantage of these new technologies (for a more detailed discussion of this example, see one-to-one). In most cases, however, new curriculum resources require schools to invest in professional development that helps teachers use the new resources effectively, given that simply providing new resources without investing in teacher education and training may fail to bring about desired improvements. In

addition, the type of professional development provided to teachers can also have a major influence on curriculum development and design.

8. **Curriculum standardization:** States, districts, and schools may also try to improve teaching quality and effectiveness by requiring, or simply encouraging, teachers to use either a standardized curriculum or common processes for developing curriculum. While the strategies used to promote more standardized curricula can vary widely from state to state or school to school, the general goal is to increase teaching quality through greater curricular consistency. School performance will likely improve, the reasoning goes, if teaching methods and learning expectations are based on sound principles and consistently applied throughout a state, district, or school. Curriculum standards may also be created or proposed by influential educational organizations such as the National Science Teachers Association or the National Council of Teachers of Mathematics, for example with the purpose of guiding learning expectations and teaching within particular academic disciplines.
9. **Curriculum scripting:** Often called “scripted curriculum,” the scripting of curriculum is the most prescriptive form of standardized, prepackaged curriculum, since it typically requires teachers to not only follow a particular sequence of prepared lessons, but to actually read aloud from a teaching script in class. While the professional autonomy and creativity of individual teachers may be significantly limited when such a curriculum system is used, the general rationale is that teaching quality can be assured or improved, or at least maintained, across a school or educational system if teachers follow a precise instructional script. While not every teacher will be a naturally excellent teacher, the reasoning goes, all teachers can at least be given a high-quality curriculum script to follow. Scripted curricula tend to be most common in districts and schools that face significant challenges attracting and retaining

experienced or qualified teachers, such as larger urban schools in high-poverty communities.

10. The discipline of organization resource management concerns the utilization of available resources which are scarce in influence to the needs to achieve the goals of the education system (Ehiamezor, 2003). The report of UNESCO (1994) also affirmed that material resource management in schools is a specific activity of school administration to achieve positive end results. The material resources in the Federal Colleges of Education are the instructional materials such as writing materials, the tables, chairs, board, books, indoor and outdoor games, toys, the classrooms, the play field and other infrastructural facilities in the school. Resource management in preschool involves a coordinated effort to effectively manage the available material resources in the school to promote learning through careful planning, organizing, controlling and evaluation of available material resources in the school. Resource utilization and management in Federal College of Education setting is one of the main emphasis in Federal College of Education resource management.
11. The material resources for the achievement of preschool's goals include indoor and outdoor play materials, flashcards, toys, clay, paint, sand, pram or tricycle among others. These material resources are important at the NCE level because student cannot comprehend facts presented in abstract forms. Ehiamezor (2003) identified the required material resources in NCE to include equipment, buildings, money and instructional materials. These resources are so important that no NCE system can give qualitative learning without them. Since these resources are scarce, their effective utilization and management requires attention and skill (Nakpodia, 2010). The demand for educational facilities and resources is on increase in Education system. This, according to Nwadiani (2001), is partly due to the Federal Government's efforts,

through educational policies such as National Certificate in Education, to bring all categories of citizens into school and to ensure their retention till graduation. Also, the Government is highly committed to the actualization of objectives of developmental programmes such as 'National Economic Empowerment and Development Strategy' (NEEDS), the 'Seven-Point Agenda, and the Millennium Development Goals, The commitment, as demonstrated in the implementation of educational policies, implies a further increase in number of schools and consequently in material resources required.

12. Nwadiani (2001) observed that the material resources in NCE in Nigeria Colleges are not only over utilized, they are also poorly managed. Sharing his view, Olagboye (2004), maintained that material resources in education refer to nonhuman and non-financial resources. According to the author, they include all movable and immovable materials which are used for teaching and learning. They are synonymous with school physical facilities, school material resources, College plant and College facilities. Ojedeke (2004), stated that material resources in NCE programme consist of instructional resources such as audio and visual aids, graphics, printed materials, display materials and consumable materials. The application of appropriate management techniques in material resource management would assist in taking care of all available facilities (Aigboje, 2007).

13. In other words, facilities which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and lack of resources for management of the lecturers would be prone to damage. Colleges of Education material resources which are well managed are likely to be durable (Ojedeke, 2004). This will save us the cost of replacement within a short period of procurement. In addition, there would be safety from danger, disaster and theft when material resources in schools are well managed.

## **2.6. Theoretical Framework**

This section presents the theoretical foundation for this study, their principle, tenet and recommendation will be adopted in carrying out this study.

### **2.6.1 Lewin's Leadership Theory**

Kurt Lewin (1902 – 1947) is considered to be the father of social psychology. He founded what was to become the National Training Labs (NTL), which created such fields as organization development, diversity awareness, T-Groups, and contributed much to leadership theory, particularly democratic leadership. Lewin was forced out of Germany by the Nazi's, lost many in his family to the holocaust, and vowed that such issues of diversity must never get to that ugly level of action again. This became the central vision in Lewin's leadership journey. Lewin is still influential over 60 years after his death. In 1939 Lewin conducted a classic study of leadership, and this involved three styles of leadership: *autocratic*, *democratic*, and *laissez-faire* (Kavanagh, 2013).

Lewin's study focused on the training of graduate assistants in the leader behavior styles below (Manning & Kurtis, 2009).

Autocratic: Tight control over the group and its activities; decisions made by the leader Democratic: Group participation and majority rule. Laissez-faire: Low levels of any kind of activity by the leader. The results of the study included the discovery that democratic leadership was more effective for group performance than the other two styles. The study emphasized the impact of the leader's behavior, as well as the value of group participation. Lewin grew to favor the democratic style of leadership, as espoused below (Lewin, 1939). Democracy cannot be imposed on a person; it has to be learned by a process of voluntary and responsible participation. Changing from autocracy to democracy is a process which takes more time than changing in the opposite direction. The learning of democracy in the case of a change from another pattern contains, therefore, a kind of paradox, which is similar to the

problem of leadership in democracy. The democratic leader does not impose his goals on the group as does the autocratic leader: the policy determination in democracy is done by the group as a whole. Still the democratic leader should “lead” (Friedman, 2007).

Bass (2009) offers a comparative description of the three leadership styles. Let start with the democratic leader, who exists between two opposing poles of authoritarian and laissez-faire leadership practices. Bass writes that the democratic leader is socially close to followers, and participative. He or she is consultative, participative, relations oriented, and shares power, is delegated and consensual, practices consideration of others’ ideas and situations, and is largely centered in egalitarian and affiliated practices with followers. The authoritative leader is centered in an authoritative and coercive mode of practice with followers. He or she initiates structure, is production oriented and task-concerned, is directive and manipulative, socially distant, is arbitrarily controlling and power-oriented. The laissez-faire leader is centered in a hands-off approach to leadership. He or she is isolated and passive, uninvolved and withdrawn, unconcerned and inactive, and abdicating.

### **Relevance of the theory to this research**

Lewin’s leadership theory is relevant to this research in the sense that the theory identifies behaviors and represents a shift away from the “Great Man” sensibility that provided a more mystical and vague description of leadership as individual traits. It is also a relatively simple theory on which the researcher can build a set of competencies through behavioral change and reflection. This makes the research valuable for executive and leadership coaching. The theory can also be integrated with other theories, and can serve as an organizing framework for this research.

#### **2.6.2 Maslow Hierarchy of need Theory**

Abraham Maslow in (1954) propounded the need theory. The theory is composed of five human motivational needs namely: physiological needs, safety/security needs, belonging and love needs, esteem needs, and self-actualization needs. This theory accurately describes many realities of personal experiences. It is believed that humans strive for an upper level of capabilities, which means that, humans seek the frontiers of creativity, the highest reaches of consciousness and wisdom. This has been labeled "fully functioning person", "healthy personality", or as, "self-actualizing person. Maslow has set up a hierarchy of five levels of basic needs. Beyond these needs, higher levels of needs exist. These include needs for understanding, esthetic appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on.

From this set of hierarchy or model developed by Maslow it means that basic low-level needs such as physiological requirements and safety must be satisfied before higher-level needs such as self-fulfillment are pursued. Therefore, only needs not yet satisfied can influence behaviour and when such needs are satisfied the person will be motivated to pursue the next higher need in the order. Our need comes up the moment one need is satisfied. Maslow's basic needs are as follows: (a) Physiological Needs: consist of needs for air, food, water, sleep and a relative constant body temperature; (b) Safety needs: comprise need for security, job security, medical insurance and financial reserves; (c) Social needs: include needs of love, affection and belongingness; (d) Needs for esteem: some esteem needs are self-respect, achievement, attention, recognition and reputation; lastly, (e) Need for self-actualization: This level of need is the basis of the quest to reach one's full potential as a person.

To motivate any human resource, the manager must be able to recognize the needs level at which the human resource is operating, and those needs as levels of motivation. These

needs are ranked according to the order in which they influence human behaviour in hierarchical fashion ascending from the lowest to the highest level of needs. This theory is related to this study because democratic leadership style practices of provosts could be influenced by the extent to which these need are met by the virtue of working in the institution, when one is met there is always aspiration for the other. The manner in which the institution enhance the movement may influence the workers description of the institution leadership this influence their general work life.

### **2.6.3 Theory of Management**

Theory of management is postulated by Fayol and Bernard in 1961. Management is the art or science of achieving goals through combination of the available organizational or institutional resources. Management refers to the development of bureaucracy that derives its importance from the need for strategic planning, coordination, directing and controlling of large and complex decision making process. Fayol and Bernard (1961) listed management principles to include:

- i. Division of Work: Specialization allows the individual to build up experience, and to continuously improve his activities. The consequence is that he can be more productive.
- ii. Authority: The right to issue commands, along with which must go the balanced responsibility for its function.
- iii. Discipline: Employees must obey, but this is two-sided: employees will only obey orders if management plays their part by providing good leadership.
- iv. Unity of Command: Each worker should have only one boss with no other conflicting lines of command.
- v. Unity of Direction: People engaged in the same kind of activities must have the same objectives in a single plan.

- vi. Subordination of Individual Interest: Management must see that the goals of the firms are always paramount.
- vii. Remuneration: Payment is an important motivator although by analyzing a number of possibilities, Fayol and Bernard pointed out that there is no such thing as a perfect system.
- viii. Centralization (or Decentralization): This is a matter of degree depending on the condition of the business and the quality of its personnel.
- ix. Scalar Chain (Line of Authority): A hierarchy is necessary for unity of direction. But lateral communication is also fundamental, as long as superiors know that such communication is taking place.
- x. Order: Both material order and social order are necessary. The former minimizes lost time and useless handling of materials. The latter is achieved through organization and selection.
- xi. Equity: In running an organization or institution, a 'combination of kindness and justice' is needed. Treating employees well is important to achieve desired goals of the institution.
- xii. Stability of Tenure of Personnel: Employees work better if job security and career progress are assured to them.
- xiii. Initiative: Allowing all personnel to show their initiative in some way is a source of strength for the organization.
- xiv. Esprit de Corps: Management must foster the morale of its employees. This suggests that the real talent of employee is needed to plan, coordinate, organize and evaluate the progress made in the achievement of organizational goals and objectives. Fayol and Bernard looked at management as constituting the following functions: planning, organizing, directing, coordinating and evaluating. In relation to this study, Fayol and

Bernard's principles as presented above were meant to provide preschool teachers with the necessary guidelines for managing available material resources in preschools towards the achievement of the stated objectives of preschool system.

## **2.7. The Structure and Management of Nigerian Colleges of Education**

Colleges of Education were brought into existence either by means of Military decrees or by acts of parliament. The laws establishing all the Colleges of Education provides a Governing Council; Membership; Tenure and Powers of the Council; The Academic Board and its functions; Powers of Minister to give directions to the Council; the Provost; the Registrar and other staff (Federal Colleges of Education Act, 1986).

### **a) The Governing Council**

The Governing Council is the body of the College which plans all activities, programs of studies, courses, research; annual estimates and investment plans of the College. It consists of the Chairman. The Director-general (or his representative) of the Federal Ministry of Education; a representative of the Nigerian Society of Engineers; a representative of the National Commission for Colleges of Education; six persons of note in the areas of Science and Technology.; a representative of the alumni association of the College; are representative of the Academic Board of the College; a representative of the Armed Forces; and the Provost of the College. The Council can amend the statutes of the College, manage and regulate the finances, accounts, investment and property of the College, provide or approve the provision of building and equipment, appoint and discipline staff. In performing most of these functions, the Council appoints advisory Committees on such matters including Finance and General Purposes Committee, Appointment and Promotions Committee, staff Disciplinary Committee and the like (Federal Colleges of Education Act, 1986).

### **(b) The Academic Board**

The Academic Board is the most powerful academic body of the College. It consists of the Provost, all Heads of Departments, the College Librarian, and not more than two members of academic staff other than heads of Departments. The Board is responsible for the direction and management of academic matters of the College including the regulation of admission of students, the award of certificate.

Scholarships, prizes and other academic distinctions making periodic reports and such academic matters to the Council as the Council may from time to time direct, and discharging any other functions which the Council may from time to time delegate to it (Federal Colleges of Education Act, 1986).

#### **c. The Provost**

The most influential person on the management of Colleges of Education is the provost. He is charged with general responsibility or matters relating to the day today management operations of the College [Colleges of Education Act, 1986]. He advises the Council on matters of policy, finance and administration of the College. He ensures that efficiency is maintained, and regulations are enforced to maintain good order (Colleges of Education Act, 1986).

#### **d. The Registrar**

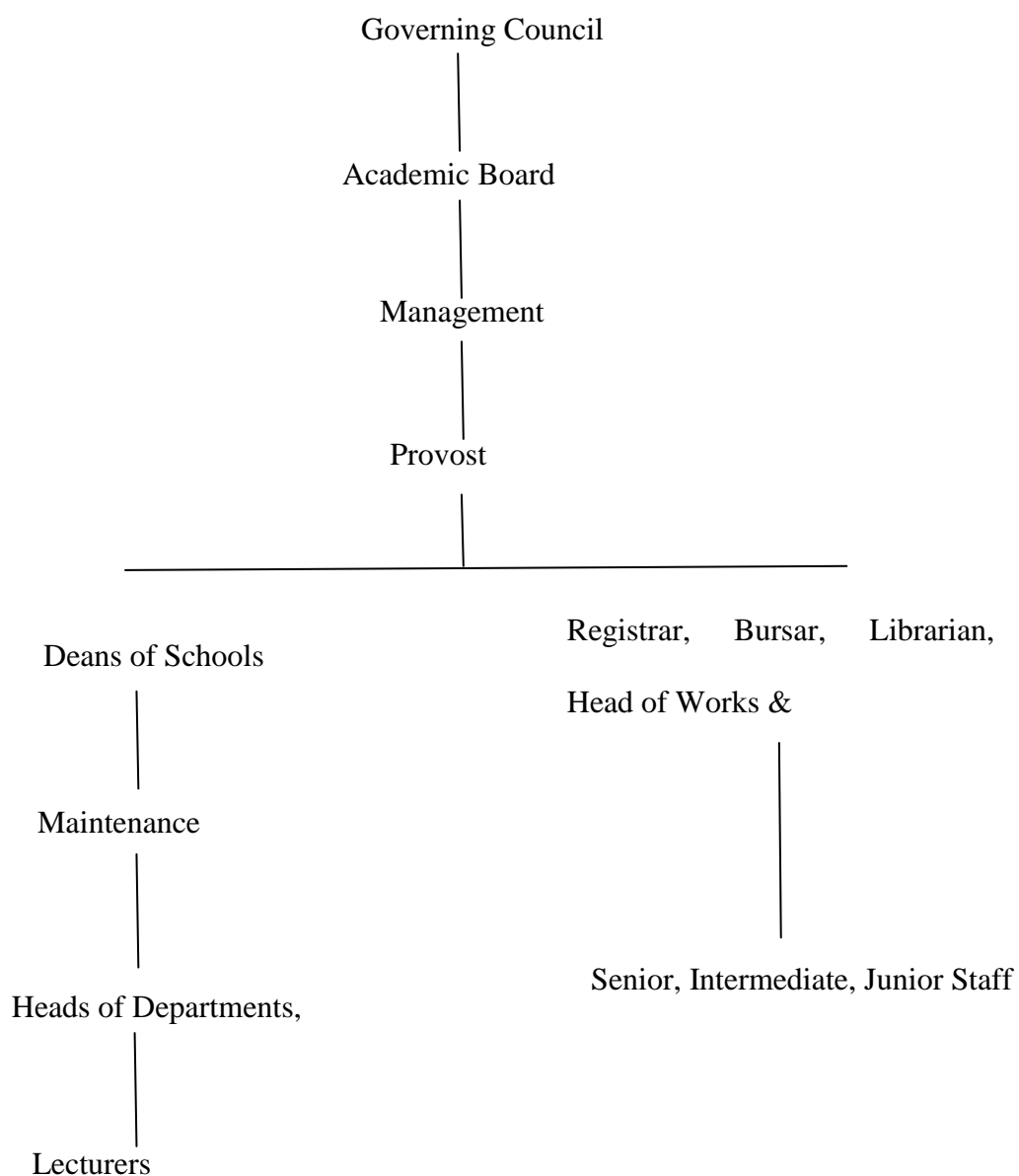
The Registrar is the Chief Administrative Officer of the College. He is responsible for keeping all the records and conducts the correspondence of the Council. The Registrar is also the Secretary to the Council, the Academic Board and any Committee of the Council.

It is important to note that the primary vehicle of administration in the Colleges of Education is the Committee system. This management system is used for administering the College on the democratic principles. The central idea is to reduce uncertainty resulting from the centralized activities of the large and complex administrative structures of the Colleges to

make them more responsive to the challenges of the time (Federal Colleges of Education Act, 1986).

Figure 2.1 shows the administrative structure of Nigerian Colleges of Education. Where there are variations from one College to Another, they are more to do with nomenclatures of the units than the structure.

**Fig. 2.1: Administrative Structure of Colleges of Education**



**Source: Decree No.4 of 1986**

Kabir, (2000) opined that, the way lecturers and students feel about the Colleges of Education and themselves is a direct result of the leadership patterns and styles of administrators. Through their leadership, administrators should provide a belief in staff, positive reinforcement, high expectations, job and role diversity and celebrations of good performance (Osman, 2012). Remondini (2001), explained that a significant relationship existed between leadership styles and organizational climate for supportive principal behavior and intimate teacher behavior. This means that leadership style can influence the behavior of both lecturers and the staff in Colleges of Education. Oredein (2006), added that the quality of work and learning in school depend, to a large extent on the leadership' capacities, leadership styles and organizational climate. Thus, the idea of democratic leadership style practices of provosts provides an understanding of how the leadership style impact on members of organization, the work achieved by it and the health of it (Aksu, 2014). The attitude of individuals is an important factor in educational institutions where human components have the greatest importance (Gul, 2008).

Sweeney, (2012) shows that interpersonal relationship which is also an attribute of democratic leader promotes a culture of peace in Colleges. The level of interpersonal relationship significantly influences sustainable peace culture in work organizations. This suggests that a cordial interpersonal relationship in school is necessary for a harmonious and peaceful work environment. In other words, a positive Colleges of Education leadership makes a difference in creating the right environment for peace to strife. Merger-Adams and Conner (2008), explained that a democratic leadership significantly influences school members' attitude towards a culture of peace and correlated significantly with decreased students' absenteeism.

Zhang & Liu, (2010) democratic leadership have identified matters such as recruitment, selection, training, salary or performance appraisal and benefits, as important issues essentially related to lively welfares of employees.

Ren, Huang & Zheng, (2001) added that human resources management conditions was a critical factor for the employees. Thus, the managerial styles have to pay attention to the expectations of employees and changeability of their motivations from time to time. In real sense, democratic leadership is one of significant issues that may influence perceptions of members of any organization on anticipation and performance. It supports to establish the attitude of the organization and can exert to smooth or weaken employee performance (Shadur, Kienzle & Rodwell, 2009). Essentially, democratic leadership is crucial for employee to improve or decrease their performance.

Furthermore, Berkowitz & Bier, (2006) had indicated that Colleges of Education leadership style influenced the beliefs, values and actions of lecturers and students towards promoting a peaceful culture and critical to effective risk prevention. In a related study, Wang, Selman, Dishion and Stormshak (2010), found that in schools where students perceived a better structured school administration, school discipline and more positive student-teacher relationships, there were lower associations with the probability and frequency of subsequent behavioural problems and violent actions. This means that the nature of teacher-student interaction can directly affect students' behavioural and emotional engagement. When teachers support and interact positively with students, then students are more likely to be engaged and behaved appropriately. Institutional administrators therefore should establish a disciplined school environment for positive interactions that can enhance a culture of peace. Orderly behaviour among staff and students and a favorable learning environment are two of the numerous advantages of effective communication in school. This orderly behavior among

members of the school organization is termed discipline. If a culture of peace is to be enhanced in school, there must be effective maintenance of discipline.

This is an onerous task of the institutional administrator. Therefore, in College, discipline should not only be seen as an instrument for success in administration, but also as a means of promoting peace culture. Adesina (1990), referred to school discipline when students are taught to respect the school authorities, to observe the school laws and regulations and to maintain an established standard of behavior. Discipline as a component of democratic leadership is viewed by Aghenta and Omoregie (2006), as behavior which involves such characteristics as self-sacrifice, diligence, cooperation, integrity, truthfulness, patriotism, consideration for others, trust, sympathy and respect. Thus, discipline is the maintenance of the quality of the atmosphere necessary for the achievement of school goals. Kohn (1996), in his study reported that discipline should be seen as involving socialization and this can be achieved by the College administrator by providing a positive College climate for the subordinates to ensure the expression of good behaviour and attitudes that can promote a culture of peace.

Asagwara (2012), reported that discipline involves the orderly performance of activities and good behaviour which take into account honesty and healthy social interactions. This means that the College administrator should establish a stimulating school climate that is welcoming, accompanied by adequate communication with staff, students and parents. This would foster sustainable peace culture in school. Ezeocha (1985), in his study reported that discipline should recognize the inherent dignity and rights of everyone, be devoted to humanitarian provost and ideals, offer self-direction and be founded on understanding of acceptable goals on which to base appropriate behavior Building a culture of peace in higher institutions through effective management of school leadership is posited as a process that enables the practice of dialogue and participation in democratic structures to work as tools for

change, for achieving deep transformation and for promoting peace (Al-Smadi, AbuQudaus & Manhasbeh, 2010).

Osman (2012), in his work reported that communication adequacy in organizations was a necessary requirement for promoting peace culture. Therefore, there should be open communication and transparency if peace is to reign in our institutions of higher learning. Communication should be relatively distortion-free. Communication should be vertically, horizontally and across the boundary of the institution to and from the surrounding environment. According to Sergiovanni and Starrat (1998), this type of communication makes people to have information they need without exerting undue efforts. Research by Stronge and Jones (1991), showed that effective and open communication enhanced a peaceful atmosphere in school and this enable both teachers and students to discharge their responsibilities effectively.

Oreiden (2006) described school leadership as embracing both the physical and social structures of the school with which much concern is on the administrator who saw to the management and coordination of both human and material resources. The physical setting has to do with the appearance and physical structures of the school which must be effectively managed to provide a congenial teaching and learning environment. Researcher has shown that many of the violent demonstrations by students and strikes by lecturers in higher institutions occurred as a result of the poor state of infrastructural facilities (Ngurukwem, 2000; Ikwuazon, 2000; Ololobou, 2007 & Akpan, 2001). Cornell, Gregory and Fan (2011) reported in their study that the physical environment of the school significantly influenced students' attitude toward a culture of peace. This means that the way students perceive the physical environment of the college, would affect their cultivation of a culture of peace.

Much of the literature dealing with morale, satisfaction, and related concepts is based upon the assumption that the democratic leadership in an organization is in some way related

to motivation, aspiration, and eventually, job proficiency. The leadership of an organization, on the other hand, is often viewed 'as having its origin, in important part, in the community that the organization serves. Defining democratic leadership style practices of provosts in .the study .by Hipin and Croft, we investigated two possibilities: that democratic leadership was a function of the socio-economic status of the school community, and that the output of the school, as measured by standard achievement-tests, was a function of the democratic provost as well as the socio economic status of the college community.

### **2.7.1 Influence of democratic leadership style practices of Provosts on Resources Provision and Utilization in Organization**

Part of the role of the provost is to ensure provision of adequate resources and utilization for effective management of the colleges. Akinwumiju and Orimoloye, (1985) pointed out that educational institutions from nursery to higher institutions require basic structure for their effective operations. These include classrooms, offices, assembly halls, laboratories, staff quarters, library and general examination hall. Within the basic structure, it was suggested that there should be fixtures and fittings to make them usable. These facilities are not only to be adequate in number but should be in good condition for the school to function properly. Other factors which need prompt attention, raised by Nigerian Educational Research and Development Council (NERDC, 1980) and quoted in Akinfolarin, (2008) before good qualities can be attained during expansion include; the creation of adequate physical facilities such as well-equipped library and teaching aids, the education and training of the necessary cadres of staff with adequate knowledge of what to teach and the methodology to be used. To realize these objectives however, it will depend largely on availability, quality and effective utilization of educational resources which is possible only under a democratic provost of the college.

Certain constraints are, however, observed. These could be attributed to the shortage of qualified staff, inadequate physical resources, which are made available for the NCE programmed. These facilities are proven to be utilizing for more output under democratic provost who has zeal to share responsibility within the various unit and section of the institution. Physical resources are crucial influence to the realization of educational objectives. It is perhaps for this reasons that both government and private operators of the education industry strive towards ensuring maximization of the benefit of education through prompt provision of essential resources and its judicious use in achieving literacy in the Nigerian collages of education. Fields (1974), Taiwo (1983), Bonch (2001), Behinder (2004), Akinfolarin (2008) and Ehinola (2009) submitted that physical resources are essential inputs required in influencing the attainment of goals and the satisfaction of human needs; education is probably not excluded from this fact.

Adeogun (1999) examined the influence democratic leadership on resources provision on students' academic performance in Nigerian Federal Collage of Education. In the study, it was discovered that physical and material resources were not adequate and the available ones were over utilized. It was established that students' performances were not encouraging due to inadequate supply of these resources. The study finally concluded that adequate provision and utilization of resources for teaching and learning in Federal Colleges of Education in Nigeria need to be provided for effectiveness. It is, therefore, observed that effective teaching and learning could be attained with the use of adequate available resources in Federal Colleges of Education in Nigeria. Bandele, (2003) opined that quality in teaching is achieved when the instructional resources are available and used appropriately because, lecturer cannot utilize resources that are not available.

Levacic (2001) reveal the influence of adequate provision of resources on learning outcome in college subjects. It was observed that students learning outcomes were easily

attained and sustained when essential resources are provided to achieve stated educational goals. These resources according to this scholar can only be fully utilized when they are properly allocated in such a way that it is seen, felt and adequately utilized to ensure quality education. Taylor (2008); Esposito (1999); Hannum (2000) and Goddard, Hoy and Hoy (2000) concluded that a good democratic leader motivates readiness to learn as well as promoting better learning and students' academic performance.

### **2.7.2 Democratic leadership style practices of the provosts and staff motivation in Nigeria Colleges of Education**

There are factors that can influence democratic leadership for being favorable in Nigerian Colleges of Education. These factors are motivation, communication and morale. Hollander (2007) regarded motivation as state of arousal which influences behavior sequence aimed at attaining goals. Ibunkun (2009) also refers to motivation as those things and situations that induce and sensitize individuals to perform and they may be in form of incentives or sanctions. It is when an organization could provide, induce and sensitize individual for incentives that the democratic provost is favorable.

Communication could influence good and sensing or detection of internal strains within organization. Absence of or inadequate communication among the Federal Colleges of Education in Nigeria personnel could create an environment of rumor, counter rumor; all of which are unfavorable to the College health. Coleman, (2007) agreed that conflict is encouraged in an organization when channels of legitimate expression or communication is closed. This could be attributed to unfavorable climate.

Olaitan, (2010) pointed out that in any organization, an atmosphere of peace and harmony is a pre-requisite for achievement of set goals and objectives. In the institutional organization, an atmosphere of peace is needed for effective teaching and learning. However, Nigerian Colleges of Education in particular appear to be devoid of a culture of peace. This is evident in students' frequent crisis resulting in vandalism, staff protracted strikes and cult

activities which have become the order of the day in Nigerian Federal Colleges of Education (Okeke & Emenalo, 2010). Peace is a condition in which there is no social conflict or antagonism and individuals and groups are able to meet their needs and expectations (Okeke & Emenalo, 2010). According to Oke (2006), peace is a process involving activities that are directly or indirectly linked to increase development and reduce conflict both within specific societies and in the wider international community. This means that peace is the absence of social violence and crisis. It refers to tranquility of order.

In the school organization, peace is a situation where the school environment is calm, orderly and stable and all the subsystems or units are attuned, reconciled and harmonized to work as a team for the success of the colleges of education in Nigeria. On the other hand, a culture of peace refers to the values, attitudes and behavioral patterns emanating from non-violence and respect for the human rights. It refers to a culture where values, norms and ways of behaving encourage the non-violent resolution of conflicts and tackle the root causes of these conflicts (Rivera, 2009). In the context of this research, peace culture is viewed as the practices, norms, activities and values that promote harmonious relationship and peaceful co-existence among administrators, staff and students in Nigerian Colleges of Education. It refers to those practices that give Nigerian colleges of education their identities and standards for expected behavior thereby preventing violence and violent conflicts.

Rivera (2009) emphasizes that building a culture of peace in any organization revolves around participative management, tolerance, gender equality, respects for human rights, open communication and peace education. However, the extent to which peace culture can be sustained in a Nigerian Colleges of Education depends greatly on the organizational climate of the institution. In other words, the school climate has great influence on promote or mar sustainable peace culture in Nigerian Colleges of Education.

Researchers have pointed out that promoting democratic leadership positively lead to higher quality of good citizens (Shield, 2004; Furman & Grunewald, 2003). Karcher (2002) and Goldstein, Young and Boyd (2008) have shown in their researches that democratic leadership is associated with reduced aggression and violence. Although researches have been carried out on the impact of organizational climate and students' academic performance and teachers job effectiveness, but little or no work has been done on organizational climate and effective resource management in Nigerian Colleges of Education in Nigeria.

Education and training play a vital role in supporting the individual and society to improve their social, economic and cultural aspects, as well as in promoting the development of human capital that is essential for economic growth. Modern education, federal collage of education in particular, aims to communicate knowledge, skills and behavior required by young people in order to become functional in society. Basically, schools are institutions where students learn to appreciate what society wants them to contribute to their advancement and development.

### **2.7.3. Democratic leadership style practices of the provosts and its Influence on Human Resources Management in Nigeria Colleges of Education**

Organizational success is largely dependent on the quality and effort of the people that work for the organization. Flexible, productive and knowledgeable people within an organization are a source of (sustainable) competitive advantage for companies. Top managers increasingly acknowledge that the people within the organization make the difference by creating value for the organization (Verburg & Den Hartog, 2006). Human resource management concerns the management of people within organizations. Regardless of the type of organization, all firms need to manage their workforce using appropriate policies and practices. Policies and practices need to be coordinated with each other, as well as with the needs of the organization. The latter is also known as strategic human resource management, and is based upon the recognition that organizations can be more effective if they influence

their human resources in such a way that they deliver the right number of people with the appropriate behaviors, the necessary competencies, and the right levels of motivation to the organization (Schuler & Jackson, 2007).

Several studies examined the influence of human resource management and organizational performance (Becker & Gerhart 2006; Huselid, 2005; Arthur, 2004). The common thought of these studies is that human resources practices have great influence on organizational performance. However, choosing the type of human resource practices is only part of the total human resource management process. According to Wright and Nishii (2010), not the human resource practices as intended by management will be determinative for organizational outcomes, but the human resource practices as perceived by organizational members.

This is confirmed by Den Hartog, Boon and Verburg (2009) who found that perceived human resource management mediates the influence actual human resource management (what is implemented) and performance. Thus, actual human resource management influences perceived human resource management, and perceived human resources affects performance. According to the organizational climate definition of Bowen and Ostroff (2004), organizational climate is ‘a shared perception of what the organization is in terms of practices, policies, procedures, routines and rewards’. Practices and policies, procedures, and rewards are integrated aspects of the human resource management practices of the organization. Organizational climate, thus, is a representation of the employee perception of these practices. This idea is supported by Rogg, Schmidt, Shull and Schmitt (2001) and Gelade and Ivery (2003) who found the influence human resource practices and organizational outcomes is mediated by organizational climate. Thus, rather than a direct impact between human resource practices, their results indicate that human resource practices influence organizational climate, and that organizational climate influences performance.

Management plays a crucial role on employee's perception of organizational climate, as management is responsible for implementing the human resource practices. Thus, management can create a desired organizational climate using specific human resource practices, but employee perception of these practices is crucial for realizing the organizational climate as intended. Therefore, I consider democratic provost as predictor for organizational performance, rather than the human resource practices themselves.

The Management process involves the following functions: planning, organizing, staffing, leading, and controlling. The "people" or personnel aspects of management jobs involve conducting job analyses; planning labor needs and recruiting job candidates; selecting job candidates; orienting and training new employees; managing wages and salaries; providing incentives and benefits; appraising performance; communicating; training and developing managers; building employee commitment; being knowledgeable about equal opportunity, affirmative action, and employee health and safety; and handling grievances and labor relations.

#### **2.7.4. Managerial Roles of Democratic provosts and its Impact on Human Resources in Nigeria Colleges of Education**

Managers don't want to make personnel mistakes, such as hiring the wrong person, having their organization taken to court because of discriminatory actions, or committing unfair labor practices. Human resources can improve profits and performance by hiring the right people and motivating them appropriately. Most firms have a human resource department with its own manager; all managers tend to get influence in activities like recruiting, interviewing, selecting, and training. Line Managers' Human Resources Duties – Most line managers are responsible for line functions, coordinative functions, and some staff functions. Human Resource Manager's Duties – Human Resource Managers also have line, coordinative, and staff functions. However, they exert line authority only within the Human

Resources department. They have implied authority with line managers due to the fact that they have the ear of top management on many important issues contributing to organizational health.

**New Approaches to Organizing Human Resources** – Employers are experimenting with offering human resource services in new ways. For example, some employers organize their Human Resources services around the following four groups: transactional, corporate, embedded, and centers of expertise. **Cooperative Line and Staff Human Resources Management: An Example** – In recruiting and hiring, it's generally the line manager's responsibility to specify the qualifications employees need to fill specific positions. Then the Human Resources staff takes over. They develop sources of qualified applicants and conduct initial screening interviews. They administer appropriate tests, then refer the best applicants to the supervisor (line manager), who interviews and selects the ones he/she wants.

#### **2.7.5. Trends Influencing Human Resources Management in Nigeria Colleges of Education**

Human Resource responsibilities have become broader and more strategic over time in response to a number of trends. The role of Human Resources has evolved from primarily being responsible for hiring, firing, payroll, and benefits administration to a more strategic role in employee selection, training, and promotion, and an advisory role to the organization in areas of labor relations and legal compliance:

1. **Globalization and Competition Trends:** – Globalization refers to the tendency of firms to extend their sales, ownership, and/or manufacturing to new markets abroad. Globalization of the world economy and other trends has triggered changes in how companies organize, manage, and use their Human Resources departments. The rate of globalization continues to be high, and has several strategic implications for firms. More

globalization means more competition, and more competition means more pressure to lower costs, make employees more productive, and do things better and less expensively.

2. **Indebtedness (Leverage) and Deregulation:**– In many countries, government stipends stripped away rules and regulations. In the United States and Europe, for example, the rules that prevented commercial banks from expanding into new businesses, such as stock brokering, were relaxed. Technological Trends – Virtual online communities, virtual design environments, and Internet-based distribution systems have enabled firms to become more competitive. Human Resources face the challenge of quickly applying technology to the task of improving its own operations. Trends in the Nature of Work – Jobs are changing due to new technological demands. Dramatic increases in productivity have allowed manufacturers to produce more with fewer employees. Nontraditional workers, such as those who hold multiple jobs, “contingent” or part-time workers, or people working in alternative work arrangements, enable employers to keep costs down.
3. **High-Tech Jobs:**– More jobs have gone high tech, requiring workers to have more education and skills. Even traditional blue-collar jobs require more math, reading, writing, and computer skills than ever before.
  1. Service Jobs – Most newly created jobs are and will continue to be in the service sector.
  2. Knowledge Work and Human Capital – This refers to the knowledge, education, training, skills, and expertise of a firm’s workers. The Human Resources function must employ more sophisticated and creative means to identify, attract, select, train, and motivate the required workforce.

#### **2.7.6. The Changing Roles and its Influence on Human Resources Managers**

Managers are competing in a very challenging new environment. Globalization, competition, technology, workforce trends, and economic upheaval confront employers with

new challenges. In that context, employers expect and demand that their human resource managers exhibit the competencies required to help the company address these new challenges proactively (Ojedele, 2004). Management expects Human Resources to provide measurable, benchmark-based evidence for its current efficiency and effectiveness, and for the expected efficiency and effectiveness of new or proposed Human Resources programs (Ojedele, 2004). Management expects solid, quantified evidence that Human Resources is contributing in a meaningful and positive way to achieving the firm's strategic aims. They Focus More on Strategic, Big Picture Issues – Human Resources Managers are more concerned with creating and administering Human Resources policies that assist the organization in achieving its strategic objectives. They Use New Ways to Provide Transactional Services – Human Resources Managers have to be creative in how they offer services. Technology has drastically changed the way Human Resources can deliver services such as benefits and recruiting information (Avelino, 2003). They Take an Integrated, “Talent Management” Approach to Managing Human Resources – Employers do not want to lose great talent to competitors, so managing employees involves creating an integrated process of identifying, recruiting, hiring, and developing high-potential employees. They Manage Ethics – Many ethical issues in organizations today are human resource issues. Human resources Managers must understand the ethical implications of their decisions.

1. They Manage Employee Engagement - Human Resources Managers need the skills to foster and manage employee engagement. People who are emotionally and mentally invested in the company are more successful.
2. They Measure Human Resources Performance and Results – Many companies are expecting Human Resources, like other departments, to take action based on measurable results. For example, measuring the effectiveness of recruiting sources and then improving recruitment based on these results.

3. They Use Evidence-Based Human Resource Management – This involves the use of data, facts, analytics, scientific rigor, critical evaluation, and critically evaluated research/case studies to support human resource management proposals, decisions, practices, and conclusions.
4. They Add Value - From top management's point of view, it's not sufficient that Human Resources management just oversee activities such as recruiting and benefits. Human Resources must add value, particularly by boosting profitability and performance in measurable ways.
5. They Have New Competencies - Adding value, strategizing, and using technology all require that human resource managers have new competencies. Human Resources Managers still need proficiencies in functional areas such as selection, training, and compensation, but they also require broader business competencies.

Human Resources Certification – Earning certification human Resource through the Society of Human Resource Management is increasingly important as human resource management becomes more professionalized. Certifications of Human Resources (Professional in Human Resources), human resources (Global Professional in Human Resources), and human resources (Senior Professional in Human Resources) are earned by those who successfully complete all the requirements of the certification program.

#### **2.7.8 Democratic Provosts on decision making in Nigerian Colleges of Education**

Decision making is one of the most important activities in which Democratic school administrators engage daily (Lunenburg, 2010). While decisions are made at all levels of a school organization, college provosts are paid to be the leaders of the school decision making process. The decision making process of the college provost affects the performance of a college and the welfare of its stakeholders: students, lecturers, parents, and the community (Lunenburg, 2010). Provosts are influenced by personal and social values during decision-

making (Campbell-Evans, 1991). Provost relies on professional knowledge that has been accumulated through experience (Sergiovanni, 1991).

According to Simon (1976), every decision involves factual and value elements. Campbell-Evans describes the role of facts and values in decision-making: Facts are *the* component of experience and they are interpreted through an individual's system of values. Facts provide an information pool that is important when an individual is faced with making a choice between alternatives: the essence of decision-making. Inclusion of values in discussion of administrative decision making provides a more comprehensive description and understanding of the process, as well as recognizing their role in Provosts practice" (1991, p. 168). The study by Campbell-Evans (1991) found that fifteen values influenced leaders', provost inclusive decision making. The individual values were: knowledge, helping others, happiness, respect for others, survival, responsibility, carefulness, fairness, participation, cooperation, sharing, solidarity, respect for authority, commitment, and community. Golanda and Evans (1995) described a study in which eighty-nine elementary, middle, and high school leaders were interviewed regarding their decision making practices. The study revealed that 79% of the head teachers, principals & provost used intuition when making decisions. Principals and provosts indicated that intuition was always used for important decisions, but yet the principals reported they had no formal preparation or in-service that dealt with the use of intuition in decision-making. While decision-makers in leadership positions rely on their personal experiences and intuition (democratic), principals or provosts do not have an extensive body of literature to rely on that describe the factors that drive or influence decisions (Nolte, 2001).

"A decision is a conscious choice made between two or more competing alternatives" (Johnson and Kruse, 2009). The work of an educational leader is defined by decision making. While democratic provosts are expected to involve others in decisions, the ultimate

responsibility for success or failure of the decision rests firmly with the provost (Wildly, Forster, Loudon, and Wallace, 2004). The provost has to make a range of decisions concerning students, staff, financial and external matters that often require compromise and a balance between competing internal and external factors. Decision making in the administration of organizations was recognized as early as 1938 (Barnard, 2008). When principals were considered “managers”, the classical model of decision making was the most prevalent. According to Jones and George (2008), the classical model is one of the earliest models of decision-making and is considered prescriptive because it specifies how decisions should be made. Jones and George (2008) further emphasize that the classical model is based on the assumption that “managers have access to all the information needed to make the optimum decision, which is the most appropriate decision possible in light of what they believe to be the most desirable future consequences for the organization.” In those years, leadership was considered adequate by being a school site manager, i.e. budget maintenance, scheduling, student discipline, etc. (Tyler, 2014). Over time, the role of the college provost evolved. “School leaders are challenged to make difficult decisions while coping with high stakes pressures from political leaders and the public, along with school accountability” (Tyler, 2014).

### **2.7.9 Democratic Provosts and his Role on Decision-Making in School Improvement**

Gupton (2003), explained data driven decisions and research-based strategies must be more than the stuff about which articles are written if school leadership is ever to be instructionally focused. He further elaborates that democratic leaders must understand what data is important, the multiple sources of relevant data, alternate methods of assessing and analyzing data, as well as using the results to make sound decisions which are all important aspects of maximizing data to improve teaching and learning. “The concept of decision

making has been transformed into a complex endeavor suggesting the need for a certain level of expertise to engage in the process” (Cramer, Little, and McHatton, 2014).

Cramer further state “data-based decision making is a foundational skill to college reform (2014). “The decisions educational leaders are called on to make occur in social systems that are complex and contingent” (Johnson & Kruse, 2009). McCall 1994) found the democratic provost to be the determining factor for the set of values which would guide the school as it sets a direction. He further states, “the leader’s values joined with those of other stakeholders will ultimately determine the destiny of the school”. College provosts play a big part in what beliefs, values, and assumptions are the most important in the existing college culture, as they determine what is communicated to whom, who receives resource allocations, and who is in receipt of rewards and disciplinary action (Sergiovanni, 2012).

As previously established, the college provost is the leader of effective college reform and shapes the decision-making process of the school. Simon (2005) states that “decision-making is the heart of administration and the task of deciding pervades the entire administrative organization as much as the task of doing.” Johnson and Kruse (2009) identify two critical challenges that appear common to all educational leaders: (1) determining how to make difficult choices wisely and (2) determining how to create a more desirable, improved state of educational affairs within the organization. By setting the policy regarding enrollment practices, the decisions made by the provost set the expectation for the student which in turn may influence not only how teachers interact with the student, but also how the student perceives himself. For educational leaders, effective decision making involves deliberate thought and deliberate choices, choices informed by the best available data and ideas (Johnson & Kruse, 2009).

## **2.8 Influence of democratic leadership style practices of Provosts on Management of Materials Resources**

The discipline of organization resource management concerns the utilization of available resources which are scarce in influence to the needs to achieve the goals of the education system (Ehiamentor, 2003). The report of UNESCO (1994) also affirmed that material resource management in schools is a specific activity of school administration to achieve positive end results. The material resources in Colleges of Education are the instructional materials such as writing materials, the tables, chairs, board, books, indoor and outdoor games, toys, the classrooms, the play field and other infrastructural facilities in the school. Resource management in preschool involves a coordinated effort to effectively manage the available material resources in the school to promote learning through careful planning, organizing, controlling and evaluation of available material resources in the school. Resource utilization and management in College of Education setting is one of the main emphasis in resource management.

The material resources for the achievement of preschool's goals include indoor and outdoor play materials, flashcards, toys, clay, paint, sand, pram or tricycle among others. These material resources are important at the NCE level because student cannot comprehend facts presented in abstract forms. Ehiamentor (2003) identified the required material resources in NCE to include equipment, buildings, money and instructional materials. These resources are so important that no NCE system can give qualitative learning without them. Since these resources are scarce, their effective utilization and management requires attention and skill (Nakpodia, 2010). The demand for educational facilities and resources is on increase in Colleges of Education system. This, according to Nwadiani (2001), is partly due to the Federal Government's efforts, through educational policies such as National Certificate in Education, to bring all categories of citizens into school and to ensure their retention till

graduation. Also, the Government is highly committed to the actualization of objectives of developmental programmes such as 'National Economic Empowerment and Development Strategy' (NEEDS), the 'Seven-Point Agenda, and the Millennium Development Goals, The commitment, as demonstrated in the implementation of educational policies, implies a further increase in number of schools and consequently in material resources required.

Nwadiani (2001) observed that the material resources in NCE in Nigeria Colleges are not only over utilized, they are also poorly managed. Sharing his view, Olagboye (2004), maintained that material resources in education refer to nonhuman and non-financial resources. According to the author, they include all movable and immovable materials which are used for teaching and learning of Education. They are synonymous with school physical facilities, school material resources, College plant and College facilities. Ojedeke (2004), stated that material resources in NCE programme consist of instructional resources such as audio and visual aids, graphics, printed materials, display materials and consumable materials. The application of appropriate management techniques in material resource management would assist in taking care of all available facilities (Aigboje, 2007).

In other words, facilities which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and lack of resources for management of the Federal Colleges of Education lecturers would be prone to damage. Also, Colleges of Education material resources which that well managed are likely to be durable (Ojedeke, 2004). This will save us the cost of replacement within a short period of procurement. In addition, there would be safety from danger, disaster and theft when material resources in schools are well managed.

### **2.8.1. Material Resources and its influence on Colleges of Education**

Students learn naturally through the following: doing, discovering, exploring, asking questions, talking and listening, imitation, trial and error and practice, learning from other and

student and play (Avelino, 2003). According to Castle (2013) imitation, curiosity, self-assertion, and especially the constructive tendency, can all be seen in student's play. This, quite naturally, brings together many of the essential growing points of a student development. Conveying ideas skillfully to student is another important task for the lecturer of Federal Colleges of Education student. Words have different meanings to different individuals, but pictures, drawings, models and charts can go further to convey what we have in mind. Therefore, instructional materials are needed to convey ideas to the student to enhance their understanding (Caples, 2006).

Instructional materials are the basic components in teaching at all levels of education, especially Colleges of Education. They help the student to understand what is being taught when they see and handle the object itself Shankar (2008). The instructional materials provide opportunities for student to broaden and deepen their knowledge by providing a variety of firsthand, developmentally appropriate experiences and by helping student acquire symbolic knowledge through representing their experiences (Allison, 2009). According to Croft (2000) a visual presentation of an idea or a concept using pictures, charts and models helps the child to develop mental images of the object that the lecturer is talking about. As an old oriental saying goes, Anini (2011) while emphasizing the relevance of appropriate instructional materials for lecturing Federal Colleges of Education student commented that: If I hear, I forget; If I see, I remember; If I do, I understand." If the child could "see" what the lecturer is talking about, it helps him understand what the lecturer exactly mean in words. Seeing, hearing, touching, smelling and manipulating things in the environment tells the student what the world is like. Materials such as toys, charts, pictures, maps, diagrams are basically materials of sight offer a variety of experiences, which stimulate the senses and promote self-activity in children (Anini, 2011). Instructional materials should possess the qualities above in order to help student understand what is being taught. Measures should be put in place to

ensure effective teaching and learning at this level and the kind of instructional materials to be used. Caples (2006), states that materials, which are durable and easy to maintain, should be selected for Colleges of Education student. Key concepts in material resource management in schools according to Abdulkareem and Fasasi (2013) include provision, utilization, maintenance and improvement of educational facilities and material resources.

### **Concepts in Material Resources Management in Schools**

- 1. Provision of Educational Material Resources** Execution of educational programmes demands that material resources are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide the required material resources (Ojedele, 2004). The provision of material resources is one of the most neglected areas in the Colleges of Education system (Olagboye, 2004). As a result, there is disparity in provision of facility from one school to another in urban centers. While the schools located in rural areas are neglected (Abdulkareem and Fasasi, 2013).
- 2. Utilization of Educational Material Resources** The utilization is the-degree or extent to which material resource in Colleges of Education setting has been put into effective use to effect lecturing of the Colleges of Education student. According to Adeboyeje (2000), various degrees of utilization include non-utilization, under-utilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a material resource is not put into use at all. When a material is not used in its full capacity, under-utilization occurs. There is over-utilization when a material resource in the school is used more than its capacity. These degrees of utilization constitute a waste of resources and are counter-productive. On the other hand maximum utilization occurs when materials in school are put into effective usage in line with NCE objectives (Adeboyeje, 2000).

- 3. Maintenance of Educational Material Resources:** Material resources in Federal Colleges of Education and other level of education tend to depreciate as soon as they are provided-and put into use. Therefore, there is need for maintenance through repair and servicing of components in order to restore their physical condition and sustain their working capacity. Maintenance of the material resources by Federal Colleges of Education lecturers in the Federal Colleges of Education setting enhances performance and durability of the materials for teaching the NCE Student. The maintenance of the material resources according to Adeboyeje (2000), are preventive, corrective, breakdown and shutdown maintenance services. Preventive maintenance occurs regularly by checking and rechecking the available material resource use for educational purposes (Abdulkareem and Fasasi, 2013). Prevention is not only better: it is also cheaper than any other measures, it is proactive in nature. Corrective maintenance involves reactivation or replacement of material resource in order to normalize their performances. When a material or equipment breaks down completely, a major repair or replacement may be needed by the school management (Adeboyeje, 2000).
- 4. Influence of Educational Material Resources** Apart from depreciation, material resource tends to be outdated as a result of changing needs of the society which necessitate a change in school curriculum. In this regard, material resources will need to be improved different periods. Olagboye (2004), noted that improvement of material resource implies alteration or modification of the material resources to suit a new demand, new situation or new programme in the school system. Whenever there are changes in any part of the education system, Adetoro (2009) stated that the existing material resources will require modification or replacement.

## **2.8.2 Influence of Democratic leadership style practices of Provosts on Financial Resources Management in Colleges of Education**

Financial management is the core aspect of any organizational management. Educational institute acquires funds from certain select and define sources. These sources cannot be modified and enhanced with each case. On the contrary there are still many limitations on procurement of funds. Whereas educational institute are expected to provide multiple educational services for which huge amount of funds is required, this cannot be rightly meet. Thus there is a significant gap between sources of finance and their application in educational institute which demands a more systematic and rational concept of financial management (Osuala, 2005).

Educational institutions usually are organized and managed with philanthropic objects. The purpose of this Colleges of Education is to promote and developed and enhance the quality of educational services. As educational institution are not organized and managed for profits. The financial aspects of this often remain neglected. Even today we presume that these are the institutes for charities. As such, they did not have a sound system of financial management. For such institute finance should be a secondary aspect of management (Hilgard, 1990). Development of sound financial management system however being neglected. It affected institute's development. Many good educational institutions having an objective of development often could not expand properly resulting in loss to the society. It is necessary that institution with quality standard must grow and other variety of services to every concern section. This requires rational and purposive growth. It also requires sufficient and adequate funds to meet infrastructure and other development needs. Therefore, a systematic and efficient financial management service is a need for every institute whether for profit or not for profit (Hilgard, 1990). Educational institute often do not have adequate sources of funds, balance between receipts and payment are hardly matched. Often the dearth

of funds is major constrain in development of these institutions. The need for efficient financial management arises due to resources scarcity, inadequacy of funds and limited sources of revenue. Therefore, every educational institute must go for efficient and systematic financial management.

There are silent features of financial management in educational institute which according to (Osuala, 2005) are to anticipating financial needs in order to estimate financial requirements; acquiring financial resources-to procure funds through select sources of receipts; allocating funds in business -to ascertain requirements and allot funds; administering the allocation of funds-to maintain control of process, fund utilization; analyzing the performance of funds-to measure the extent of achievements of goals; accounting and reporting to management; to justify the fund utilization and supplies the report of the same.

### **2.9.3. Financial Management and its Influences in Educational Institutions**

The term finance is indicated explaining importance of finance, funds and money in particular institution or for a particular activity. Nothing can be simply achieved in. In any organization or institution unless and until every institute works out for efficient financial management The function of finance is usually comprises of their basic activities; These are:- Acquisition; Allotment and Distribution of profit or surplus.

1. **Acquisition** – Unless and until an institute acquires fund, it cannot allot it to any activity as we all know sources of funds are limited. Money surplus is restricted and no one can generate money at will. Acquisition of funds therefore is a tough and critical task. More the sources of finance better will be the scope of acquisition of funds. However, no institution can acquire finance and funds at will. The capacity to acquiring funds depends on following factors i) Nature of the Institute/business ii) Tenure of services iii) Reputation and credibility acquire iv) Types of services offered

v) Cost of production and generation of services most likely set of users or beneficiaries vi) Type and nature of stakeholders vii) Willingness and ability of users and beneficiaries to pay for the services offered viii) Continuity or perpetuity of demands for services ix) Internal strength of institute to generate its own funds x) Patronage or benevolent assistance available The acquisition of fund is also determined by certain other features such as i) Philosophy of the institute ii) Vision, mission and goals of the institute iii) Regulatory framework iv) Competitive environment The concept of acquisition thus has many dimensions. It will be difficult to rely on one particular factor to decide the sources of funds or mode of acquisition of funds.

2. **Allotment of Fund** Educational institution and even other institute not working for profit find it difficult to make a rational, judicious and adequate allotment of funds to variety of activities. There are many constraints and factors that restrict proper allotment of funds. The tangible factors restricting allotment of funds are i) Nature of activity undertaken ii) Revenue and capital aspects of expenditure iii) Needs for various departments or services iv) Availability of funds v) Requirement and expectation of beneficiaries and users vi) Regulatory requirements vii) Managerial requirements viii) Necessary expenses for effective organization and working of the system.
3. **Distribution of Funds** It is one of the important aspects of financial management. The institute has to be rational while distributing its profit and surplus. It is especially for institute not working for profit because such institute usually has limited sources of earnings. These institutes cannot sustain the pressure of shortage or scarcity of funds. These institutes have selective priorities which they need to satisfy in order to sustain or grow (Hilgard, 1990). Therefore these institutions have to design their strategies for survival and development. Educational institutions have to be more

cautions and judicious while distributing of funds. Following are the determinants that decide the distribution aspect of financial management, the educational institutions usually do not have sustainable long term financial sources; they have to depend upon earning on certain revenue sources; as such, their choice of earnings is restricted. The sources of revenue are determent and specific. It is very difficult for educational institutions to change these sources. The heads of earnings are often regulatory system; therefore educational institutions have limited heads to enhance the earning sources. The heads of expenditure are also predetermined. Educational institutions cannot reduce expenses on certain basic areas of activities. This is also restricting their freedom of distribution. The volume of surplus of educational institution is often very scanty; as such allocation of funds is definitely challenging issues. The margin of surplus has to be allocated to capital reserves and general reserves funds. Often the bylaws of such institution do not permit distribution of funds unless and until the provision is made for such reserve. Though educational institute do not pay a part of profit to their stake holders in form of dividend or share of profit. However, there is a limited surplus available even for general welfare. For educational institution distribution of funds or welfare and general development or expansion is one option. However, there are limited chances for diversification and expansion of educational activities.

#### **2.9.4. Finance Function and its influence on Educational Institutions**

Finance in educational institution is much different than conventional business or profit making organization. The educational institution looks at finance from a different point of view. They consider financial functions as a basic activity to manage funds for development and maintenance of institute. The growth and profit making approach in the finance function of the educational institution. Following are the characteristics of finance

function and its influence in educational institution as outlined by (Hamid and Rahim, 2013; William et al, 2015).

- i. Finance function is focused at systematic acquisition and development of funds
- ii. The purpose of finance function is stabilization of financial position. iii. Sources of finance in educational institution are restricted by nature.
- iii. It is because of regulatory frame work for governance the educational institute.
- iv. The principle source of revenue for educational institute are related with fees and certain other sources like grant in aid, donations etc.
- v. The fees are defined by the regulatory institution).

As such the education institution cannot change fees more than as what is guided by regulatory institute or bylaws of institute. It is not the discretion of the institute to revise the fees at will. Educational institution cannot take unspecified fees without prior permission of the regulatory bodies. Especially fees like capitation fees or fees based on donation or donation related objectives (Hamid and Rahim, 2013; William et al, 2015). Often it is not permitted by regulatory authority without prior sanctioned. Other fees and sources of revenue like grants are decided a formula set by the government. The grants are offered for the specific purpose and cannot use for the purpose other than specified purpose.

#### **2.8.5 Democratic Provosts in Financial Environment and its influence on Educational institutions**

Every institute whether profit or non-profit unit works with the help of finance, unless and until there is an adequacy of funds. The institute cannot survive. The level and availability of funds is determined by financial environment. For educational institution, financial environment means external and internal factors influencing the sources and application of finance (William et al, 2015). He further identified the silent features of financial environment in educational institution: Educational institution usually not works out for profits-this none-profit motive of educational institution changes their finance. As such, their approach towards

finance is very narrow and restricted. The institutes do not work for profit, the fund management system do not focused on higher revenue generation or generation of extra surplus. More so, there is no owner's equity and concept of profit sharing in a conventional manner in educational institution or public charity institute. Therefore, generation of revenue is not the prime function of these institutes. The concept of finance is driven by resource utilization and not by resource generation. So also the concept of wealth maximization is not also implemented in large scale because maximization of wealth is not the prime motive of these institutes. The conventional educational institution also does not give priority to rapid or large scale expansion. Often most of the institute continues with same scale and mode of functioning. Retention of earnings and creating of reserves has also a limited scope. The type of financial information required by this institute is very limited because of low dimensions and limited flexibility in approach. The stake holders are diversified in nature and have different ends to meet. However, none of the stake holders have any financial purpose to perceive.

#### **2.8.6 Democratic Provosts in Financial Information and its influence on educational institutions**

Each institute requires a variety of financial information. This information is collected from different sources to meet the current and future requirements of the institute. Financial information is not a static. It is a dynamic that required on a continuous basis. Therefore every institute has to generate and used this information on a perpetual basis. The institute that does not create appropriate set of financial information cannot survive for long. They often face challenge in decision making process. In many cases they fell to meet the challenge of contemporary situation (Hamid and Rahim, 2013; William et al, 2015). Well managed institute avoided this dilemma of want of appropriate financial information and survival in a

competitive economy. Their success depends on swiftness, acumen prudence ability to acquire and used financial information.

In true sense well managed educational institution are the institute that maintained right set of required financial information. Getting desired, necessary and timely information is the principle challenge before most of educational institution. The roll of finance department in acquiring this information is very critical unless and until educational institute acquire this financial information, their survival cannot be ensured. Hamid and Rahim, 2013; William, (2015) have identified the various types of financial information required by educational institute:

1. Information regarding financial challenges happening in economy at large.
2. Information regarding various rules and regulations influencing functioning of financial information.
3. Deciding the right sources to procure financial information.
4. Ascertaining the accuracy and reliability of financial information.
5. Deciding the utility and application of information so procure.
6. Establishing appropriate system of information processing setting.
7. Establishing right procedure of management reporting system.
8. Identifying the important information required by management and providing necessary data inputs.
9. Benefiting the information to meet regulatory requirement and developing suitable reports as well as formats.

#### **2.8.7 Democratic Provosts in Sourcing Information and its influence on Colleges of Education**

There are different sources of financial information used by educational institute. These sources are directives, circulars, notifications, government resolutions and other orders

issued government agencies from time to time. Directives and reports of the educational department, published annual reports and other financial data of the educational institute, internally generated financial report receipts, pay statements and other financial statement. v) Observation, reports and articles published in journals related with education. vi) Guidelines issued by UGC and other apex educational institute (McKim et al, 2010)

### **2.8.7. Functional aspect of Financial Management and its influence on Colleges of Education**

Financial management is a process, discipline and techniques of effective fund utilization. As such financial management covers a large number of functional areas related with different activities of the institute. McKim, (2010) explains the functional areas which include financial management, determining financial needs—Ascertaining various purposes for which funds will be utilized; determining sources of funds – Identifying the sources like fees, donation, grants etc. iii) financial analysis – Ascertained areas where funds shall be deployed. Optional capital structure –To design suitable capital structure that meets current as well as future requirements of institute, fixed assets management—To identify various equipments and their effective utilization.

### **2.8.8. Democratic Provosts in Functional Areas of Financial Management and its influence on Colleges of Education**

Some of the functional areas in the Colleges of Education where democratic provost is expected to play roles for their effective management as outlined by Bahrami, Taheri, Montazeralfaraj and Tafti, (2013) include: determining financial needs, determining sources of funds, financial analysis, optional capital, structure fixed assets, management capital, and budgeting capital, to decide long term requirements of the funds area in which competency of the manager be measure. Financial decision process in educational institute and the process

of financial decision making in educational institute are also very well define and regulated by certain laws, rules and procedures.

Bahrami, Taheri, Montazeralfaraj & Tafti added that there are defined systems for decision making and every decision has to go through the same system. The authorities and bodies are controlled by selected set of procedures and every decision passes through same set of decision making steps. Following are the financial decisions taken by educational institutes:

- (i) Financial requirement decision – These are the decision related with sources of funds, mode of procurement and extent of funds to be procure.
- (ii) Investment decision – These are the decision related with deployment of funds for various revenue and capital activities.
- (iii) Regulatory decision – These are the decisions regarding monitoring and maintenance of effective control on fund utilization.
- (iv) Appropriation decision – These are the decisions related with appropriation of funds and distribution of surplus to various financial purposes. One of the most important aspects of financial management of educational institute is systematic financial planning.

Availability of sufficient funds is not the only condition. There are many other issues associated with systematic utilization of funds (Karimil, 2016; Bahrami, Taheri, Montazeralfaraj & Tafti, 2013). The major problem before educational institute is not only availability of funds but at the same time how to plan for these funds. In most of the cases educational institute do not have proclivity of funds but is want of situation and effective planning which mars their change of success of growth. The reasons for proper financial of educational institute can be attributed as follows Educational institutions have very narrow

approach towards financial system. Often there is a misconception that finance is not the prime domain of activities of educational institution and therefore they need not work for efficient management funds. ii) Requisite skills and competence are not often available with educational institute for efficient manage of finance. iii) Most of the educational institute looks at finance as a secondary function and therefore they are unwilling to devote requisite time for utilization of fund (Karimil, 2016).

#### **2.8.9. Democratic Provosts and his/her Influence on Financial Planning in Educational organizations**

Educational institute need to perform will and they are the backbone of modern society. For efficient and perpetual good performance, it is necessary that educational institute must maintained financial soundness. This is not possible without having a good successful financial planning. Good educational institute develop appropriate provisions for systematic fund management. This requires proper understanding of funds and utilization of funds. Educational institute cannot maintain the health and strength, it the funds are scarcity and therefore these institutes need to work for development of a suitable financial planning. Financial planning can be addressed many challenges before educational institute Features of sound financial planning for educational institute. Though financial planning is required an essential by every educational institutions (McKim, 2010). However, it must be based on sound principles and appropriate policy. A soundness and appropriateness of financial system of planning depends upon variety of factors. McKim, (2010) came up with the principle features of good financial planning in educational institute which can be identified as follows. Steps in financial planning; deciding the philosophical basis of financial management, Estimating objectives, policy formulation, forecasting, developing appropriate procedures.

1. **Philosophical basis of financial management** – Every organization works with a particular philosophy and set of principles. Educational institutions are not exception

to it. They usually established and work with philosophy of service towards society. Profit making is not the criterion.

2. **Estimating objectives** – It is another critical area. It is estimating goals and objectives. Every financial function has to have certain goals. These goals are tune in philosophy of the organization. Its goals give a direction to the functioning of the organization and its approaches to address functional and operational products.
3. **Policy formulation** – Finance is a matter of perpetual monitoring and performance, as such it is necessary. It is that policy formulated to execute the decision.
4. **Forecasting** - This involves estimation of demands, fund requirement and management in which the funds shall be utilized. Forecasting minimize risk and gap in demand for funds.
5. **Development of procedures** – functional aspect cannot be rightly executed without efficient, systematic and well-defined procedures. That is now the financial function is rightly performed.

## **2.9. Influence of democratic leadership style practices of Provosts on Time Resources Management in Colleges of Education**

Despite the type of activity to be performed, time is the most crucial resource first to be considered. From primordial to modern administrative settings challenged by technological innovations time still remains major determinant of successful or unsuccessful completion of task. Every activity following due processes of life is facilitated by appropriate allocation of time (McKim, 2010). Biblically God completed creation on earth for seven days; even the Great Noah Ark was built timely as directed by God before the great flood destroyed the world at that period. All these are time elements. Time determines the imperativeness of any other resources in accomplishing organization set out objectives and goals. Without time

management the efficient and effective use of all resources will be impossible. Mullins (2005), points out 'that whatever, the attributes or qualities of a successful manager, or the quality of subordinate staff, one essential underlying criterion is the effective use of time'.

Hence Drucker (1988), refers to time as 'the limiting factor for effective executives'. Therefore time management stands as an effective tool necessary for organization effectiveness in realization of set out objectives and goals. In economics, all resources are inadequate relative to the available demand and pressure. This makes it exigent in economic sense for consideration of time as the scarcest resource administrators must look out in the day to day administration of their organization. Based on this Drucker (1988) emphasized that time is a '*unique resource*' which cannot be rent, hire, buy or otherwise obtain more time. He maintained that time is totally irreplaceable and everything requires time and its supply is totally inelastic. To me, time is a valuable resource one has to efficiently use to accomplish stated objectives or goals. In both private and public profit organizations time is crucial and lead resource in effective running of the system. For example the opening and closing periods of work is based on the individuals and organization agreed time. There must be maintenance of status quo especially the ideographic and nomethetic dimensions to avoid time conflicts between the employer and the employees, (Mullins, 2005).

Believing Drucker, time itself cannot be rented, hired, bought or obtain more time, but only the personnel or services can be rented, hired or bought for the specific time. For instance in business organizations personnel are paid for extra time used as overtime because it is the personnel that is rented, hired or bought for the time used. Incidentally, this practice is witnessed in the school organization where an extra mural class is privately organized for that purpose the teacher could be paid for the services rendered. An effective school administrator ensures that school planned time are not arbitrarily abused by staff. As a bureaucratic organization, time management is necessary for enhancing productivity (Mullins, 2005). Time

management philosophy tends to x-ray the importance and appropriate utilization of time as a resource in accomplishing organization objectives and goals. Managing time appropriately leads to achieving results easily with limited resources. Consequently, any productive system, whatever its structure, human, technology or financial support requires efficient and effective time management procedure. To improve quality of school activities requires cooperative effort of all members through time management. Obviously time is very important administrative tool in carrying out daily duties by the administrators, teachers, students, community and government. A time management plan enables effective administrator to identify if he is using his time effectively and doing important activities with the highest energy levels in the system. The time required in accomplishing given task is carefully analyzed; other resources are also mobilized with time to achieve the desire result.

Management techniques are time dependent like Management Information System (MIS), Management by Objectives (MBO), Critical Path Method (CPM), and Programme Evaluation Review Techniques (PERT). Based on this, Mullins (2005), refers time as one of the most valuable, but limited resources and it is important that managers (administrators) utilize time to the maximum advantage. For not realizing time as a scarce resource most administrators run out of time before expected result is achieved. Time management is also important for effective inspection and supervision of school in bringing the much needed quality. Effective time management ensures unambiguous objectives, proactive planning, well defined priorities and actions; participatory and successful delegation of activities.

Nevertheless, time is continuum and all activities or roles performance depend on it whether voluntarily or involuntarily in avoiding conflicts. Time management facilitates the symbolic relations between the school and society in efficient and effective use of available school resources (Hamid and Rahim, 2013 & William et al, 2015). Without this mutual relationship realization of school needs would be difficult, untimely and other resources

wasted as the community may starve it of facilities and assistance required from them. Hence the school success is made easy or destroyed by extension of relations and services timely or untimely from the wider society. Time management appropriately adopted by school administrators helps to improve standard,

Save costs, remedy poor situations, leads to value and above all, harmonizes organization focus. Improving school administration requires time to provide all it takes to make a quality school (administrators, teaching and non-teaching staff, classrooms, libraries, desks, chairs, tables, environment and entire school plant management etc). It upholds the principle of Just-in-Time approach in managing school process for quality assurance at various levels of education. Improper use of time has been attributed to poor administrative styles by most administrators in handling organizational task, (Mullins, 2005).

### **2.9.1 Democratic Provosts and Time Management**

Time is very unique in any particular time zone. The difference in time is its allocation to activities according to one's priority. For example 7.00am is 7.00am and 06.00pm is 06.00pm everywhere in Nigeria. If two persons want to start an activity at a particular place they use the same time for the task. However, if they are at different locations their time for starting the job may differ (Karimil, 2016 & Bahrami, Taheri, Montazeralfaraj & Tafti, 2013). One important thing about time is its specificity. As one chooses to start by 07.00am another may start by 07.10am. The choice of an individual or group determines to great extent the use of time in that particular situation. Time however, is very useful for goal setting activities and helps in crisis management which ensures activities are measurably, realistically and specifically carried out (McKim et al, 2010)

There is obvious need for administrators to be conscious of the value of time, and the need to timely apply administrative and interpersonal skills to the benefit of the school. Time

is a part of the measuring system used to sequence events, to compare the durations of events and the intervals between them, and to quantify rates of change such as the motions of objects. Time is an evolving thought and it constantly changes as we live and carry out our daily activities. On the other hand, time management is defined as the planning, organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity (Lara, 2003). A time management schedule boosts job efficiency and reduces tension. Most often we embark on unimportant task and neglect the critical activities. A time management process mends this. Time management enables placing more emphasis on results and careful monitoring of progress through task delegation, team management and cooperative skills in accomplishing school goals.

### **2.9.2 Influence of Time Management in School Administration**

There are four main ways administrators can apply time management principles in school administration. They are planning, organizing, implementing and evaluating.

#### **Planned School time**

According to Charles Richard in Lara (2003), states that 'the time we have depends on the time we use'. In order to manage time successfully, administrators must have self-knowledge and set out goals to achieve. Such an awareness of what goals to be achieved helps to prioritize activities. Planning school time involves adequate patterning of time according to activities in order to enhance role performance and accomplishing tasks within a set out period. Planning helps to avoid conflict among use of resources based on the fact that resources are limited including time. Time is planned in such a way to enable easy goals achievement with the available limited resources to the administrator. Planned school time therefore means a designed way by school organization to arrange all its activities for efficient and effective role performance in realization of school results. In school organization, time is

managed through the use of time table. Time table is a specific arrangement of time scheduled according to specific activity. It is used to show the uniqueness of activity in every formal organization. In typical school situation time is arranged for various activities to be performed ranging from opening and closing devotion, classroom work, agricultural work, craft, examinations, labour, sports, recreation, prep, dining and closure etc (Lara, 2003).

All these are ways of planned school time. Internal school administration can effectively be done with proper planned time for the various activities utilizing the available resources toward their realization. Education planners make policies and programmes while Administrators see that policies made are carried out within specific period for the effective functions of the school. One problem of planned school time is the hasty approach to policies by the school planners without given considerable time for planned policies and programmes to be actualized. Changes are made without considerations to obvious facts. Basically the implementation processes of planned school system are not timely leading to transparent failures in the system. For instance, the movement from 6-3-3-4 to UBE (9-3-4) system is still ill prepared. There are crises of insufficient trained administrators, lecturers, school facilities and fund to manage the school as pupils are found in most areas learning under deplorable and congested situations. Where some facilities exist like so called modern primary schools built there are pressures due to improper planning. This poses great question on the prospect of the UBE scheme, obviously it appears that changes made do not have enough difference in the system. For instance the introduction of UBE has been criticized as appearing to be a new system but it follows the 6-3-3-4 system of education because both have true resemblance in terms of common problems.

This situation appears like putting old wine in a new keg. Planned time is important to avoid failure. It is a Just – in –time Approach that ensures errors detection and correction in time before advancing next stage of the process. The educational changes going on require

proper control and management to assure quality timely, so that they do not have unpleasant effect on the system. Even the 6.3.3.4 does not have the full weight of technical base it requires, if they have, necessary facilities to facilitate technical skills are not easily found in the schools. Changes in the school system must be line with timely societal needs. Reliably, Maduagwu (2008), assertion that ‘education is one of the tools to effect a society’s goal towards development’ supports this reason. The school requires proper time management for good teaching and learning process to take place (enough time to plan enough time to implement). Therefore planners and administrators must budget and legitimate the time to accomplish set out goals as well as compare the total estimated time for expected maturity.

### **Organized school Time**

Organizing is the next stage after successful planning. Organizing involves ordinarily arrangement of all planned activities. At this stage of time management, organizing has to do with time in bringing all the required resources together. It deals with assemblage of resources for facilitating the easy realization of set out goals. Organizing time in its simplest meaning relates to putting time into jobs according to people, place or needs. In this regards, administrators involved in internal school administration must in this process assign role responsibilities to staff accordingly with targets. There must be date line for any administrator to have target met. Organized time helps (i) analyze allocated time to events (ii) evaluate time for each event (iii) cost time for total events (iv) pressing events to be identified (v) coordinate all events (vi) improve standard (vii) team participation process (viii) easy task implementation. There is no one best way to organize school time by any administrator but the school as a formal organization is regulated through the instrumentality of the state or federal ministry of education who determine externally school time like reopening and closure of school, period for external examinations (WAEC, NECO).

The school internally allocates time to different activities like curriculum, classes, sports, labour and internal examinations among others. Time management provides an opportunity to create work schedules for easy goal accomplishment. It involves the school organization developing and maintaining a corporate, flexible schedule which leaves room to include the things that are most important to the school. There are different types of schedule for different activities including personal and corporate activity schedule. The resources available to are not only limited but can be efficiently and effectively managed when activities are properly organized, coordinated and controlled by the administrator.

Organizing school time facilitates easy teaching and learning. This Idu (2004), points that organizing helps the provost after planning to ensure that the lecturer are lecturing what they are supposed to teach. It also ensures that all the materials including classroom furniture are maintained for future usage. Organizing time helps to achieve all these purposes in College administration.

### **Implemented time**

Time planned and organized helps to accomplish not only set out objectives and goals but enables its operators to go extra mile in achieving what necessarily would have not been achievable. Planned and organized time is easily implemented, and engenders facilitative actions. For example, time table indicates planned and organized time for classes, recreation, labour, examination, opening and closure of school to mention but a few. One greatest importance of time table is creation of space for simultaneous activities which helps activities to be implemented without conflicts like classroom allocation to various periods and subjects (Lara, 2003). Implemented time ensures complete mobilization of all planned activities according to schedule. Educational planners and administrators must ensure use of time

appropriately in the school through team work. Implementing planned time requires collaborative efforts by staff for quality implementation of school activities.

### **Evaluated time**

Time cannot only be planned, organized and implemented but must also be evaluated to show its efficient use in accomplishing set objectives and goals. This helps to find out the workability of planned activities whether they can be accomplished within the time allocated to them. For example, a teacher covers the class syllabus planned for 10 weeks before the end of term examination is administered to the students establish that the period of teaching – learning has been effective on one hand. On the other hand, their performance in the weekly test or examination may proof whether the whole time served its purpose because poor performance may indicate wasted period. A review of allocated time to activities indicates where deficiency exists. Evaluated time also helps to determine saved periods at the end of each session, the problem encountered as well as the capabilities of the teachers and students in effective teaching and learning (Mindtoos (2013).

Today, the efficiency and effectiveness of school administration is determined by the level of students' performance during examinations like NECO, SSCE, Junior WAEC, and GCE (Mindtoos, 2013). Efficient time management is an assurance for accomplishing school activities in time. Time evaluation serves a lot of purpose by seeking answers to this basic question i) whether time plan worked for the accomplishment of goals? ii) Did it help in accomplishing school result? iii) What next needs to be done? iv) Are there any changes to be made? v) What will be the future of the system? (BookBoon, 2010.

### **2.9.3 Democratic Provosts and Time Management Principles**

The efficient and effective use of time is a prerequisite for accomplishing task easily. Therefore, Harshman, (2011) advised that the following principles need to be adopted.

- 1) **Using a proper time schedule:** This helps to avoid conflict among major actors carrying out school activities and ensure each task is fully accomplished as planned.
- 2) **Avoiding too much procrastination:** All planned activities must be carried out according to specific time allocated like subject periods, labour, sports, prep and siesta etc. no particular activity should be put off without sufficient reasons because this may affect time allocated for other activities.
- 3) **Adopting good method of task delivery:** Planned activities can only be accomplished timely if the process of performing the task is well defined. This tends to put self-confidence on the people undertaking the task. This is the basis for equal opportunity of academic and nonacademic personnel participation in school decision process.
- 4) **Using appropriate tools for the job:** For instance, classroom, blackboard or pen board, table, chairs, desks, books etc those are required for effective teaching and learning by the teacher and pupils. Basically, where they are lacking accomplished of result will take to time to actualized.
- 5) **Evaluating different task levels:** For instance the senior classes require more teachers and time because of different courses than junior classes'. Likewise larger classes are to be allocated larger classroom than smaller class. This gives room for proper management of school time.
- 6) **Initiating good school climate:** Good climate allow appropriate use of time than sterile climate. Good school climate here refers to the favourable conditions prevailing for effective participation of members in realization of school set out goals. A school where time is not organized there is bound to be poor relationship existing and wastage of resources.

- 7) **Simplifying time evaluating process:** Assessment procedures must be standardized, reliable and valid in testing what it intends to test within the allocated time. If the process is ambiguous much time will be wasted for the particular activity to be achieved.

#### **2.9.4 Time Management as an Instrument of Change**

In critically evaluating contingency approach, it has shown realistic instance of changes in variables that constitutes organization structure. It considers the situational variables rather than a number of classical and human relations propositions. Despite its limitations, contingency model depicts the idea of innovative changes in organization management. Schmidt (1968) in Uche (2010) notes ‘‘that an organization that lacks viability cannot hope to survive in the world of today and will never see the world of tomorrow’’. Change therefore is an instrument of time in organization development. It becomes imperative that for innovative changes to occur time use must be appropriate, else, the expected results may not be achieved. Planned change may not be accomplished in event of poor time management; else, other activities may overrun it. It is absolute necessary that school planners follow the change processes through timing societal changes.

#### **2.9.5. Time Management as Characteristic of Effective Goal**

Effective goal contains a time element (Mills and Friesen, 2001). In school, goal is achieved when those been empowered knows when their progress will be measured. This gives them focus and work towards it. This is why examination bodies like WAEC, NECO and JAMB fixed the examination dates and schedule ahead for the students and schools to prepare on time. The performance of the school in general and students in particular is determined by summation of their level of preparedness before examinations. Even the internal school examinations are scheduled with specific dates and time. Without this process school set out goal cannot be easily achieved. Significance of time is very important in school administration as Uche (2010), pointed that organization development needs deliberate

planning of school resources such as time, energy, money more so longer period of time is required for serious and self-sustaining projects to be achieved.

#### **2.9.6 Democratic Provosts and Time Management as Effective tool for Capacity Building**

Time management creates self-assured behaviours on what to be done and when it will be done. In the internal college administration the provost is saddled with a lot of tasks which require proper attention. In meeting this demand there is need for delegation of tasks to lecturers like labour, sports, social and disciplinary masters and or committee to assist in the running of the College which the provosts cannot do alone. These functions are rotated periodically amongst staff thus building confidence in achieving set out school goals. Effective delegation process enhances capacity building as time is given to role participants to develop particular skill on the job. It has been shown that many administrative problems are self-generated by administrators who failed to delegate task to staff members. The ability to delegate successfully determines the effective use of time in developing other organization members (Uche, 2010).

#### **2.10. Democratic leadership style practices of provostss and its Influence on Curriculum Resources Management**

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. When the terms curriculum or curricula are used in educational contexts without qualification, specific examples, or additional explanation, it may be difficult to determine precisely what the terms are referring to mainly because they could be applied to either all or only some of the component parts of a school's academic program or courses (Uche, 2010).

In many cases, teachers develop their own curricula, often refining and improving them over years, although it is also common for teachers to adapt lessons and syllabi created by other teachers, use curriculum templates and guides to structure their lessons and courses, or purchase prepackaged curricula from individuals and companies. In some cases, schools purchase comprehensive, multi-grade curriculum packages often in a particular subject area, such as mathematics that teachers are required to use or follow. Curriculum may also encompass a school's academic requirements for graduation, such as the courses students have to take and pass, the number of credits students must complete, and other requirements, such as completing a capstone project or a certain number of community-service hours (Uche, 2010). Generally speaking, curriculum takes many different forms in schools too many to comprehensively catalog here.

It is important to note that while curriculum encompasses a wide variety of potential educational and instructional practices, educators often have a very precise, technical meaning in mind when they use the term. Most teachers spend a lot of time thinking about, studying, discussing, and analyzing curriculum, and many educators have acquired a specialist's expertise in curriculum development i.e., they know how to structure, organize, and deliver lessons in ways that facilitate or accelerate student learning. To non-educators, some curriculum materials may seem simple or straightforward (such as a list of required reading, for example), but they may reflect a deep and sophisticated understanding of an academic

discipline and of the most effective strategies for learning acquisition and classroom management explained these strategies as follows:

- 1. Reform:** Since curriculum is one of the foundational elements of effective schooling and teaching, it is often the object of reforms, most of which are broadly intended to either mandate or encourage greater curricular standardization and consistency across states, schools, grade levels, subject areas, and courses. The following are a few representative examples of the ways in which curriculum is targeted for improvement or used to leverage school improvement and increase teacher effectiveness:
- 2. Standards requirements:** When new learning standards are adopted at the state, district, or school levels, teachers typically modify what they teach and bring their curriculum into “alignment” with the learning expectations outlined in the new standards. While the technical alignment of curriculum with standards does not necessarily mean that teachers are teaching in accordance with the standards—or, more to the point, that students are actually achieving those learning expectations—learning standards remain a mechanism by which policy makers and school leaders attempt to improve curriculum and teaching quality. The Common Core State Standards Initiative, for example, is a national effort to influence curriculum design and teaching quality in schools through the adoption of new learning standards by states.
- 3. Assessment requirements:** Another reform strategy that indirectly influences curriculum is assessment, since the methods used to measure student learning compel teachers to teach the content and skills that will eventually be evaluated. The most commonly discussed examples are standardized testing and high-stakes testing, which can give rise to a phenomenon informally called “teaching to the test.” Because federal and state policies require students to take standardized tests at certain grade levels, and

because regulatory penalties or negative publicity may result from poor student performance (in the case of high-stakes tests), teachers are consequently under pressure to teach in ways that are likely to improve student performance on standardized tests - e.g., by teaching the content likely to be tested or by coaching students on specific test-taking techniques. While standardized tests are one way in which assessment is used to leverage curriculum reform, schools may also use rubrics and many other strategies to improve teaching quality through the modification of assessment strategies, requirements, and expectations.

4. **Curriculum alignment:** Schools may try to improve curriculum quality by bringing teaching activities and course expectations into “alignment” with learning standards and other school courses a practice sometimes called “curriculum mapping.” The basic idea is to create a more consistent and coherent academic program by making sure that teacher teach the most important content and eliminate learning gaps that may exist between sequential courses and grade levels. For example, teachers may review their mathematics program to ensure that what students are actually being taught in every Algebra I course offered in the school not only reflects expected learning standards for that subject area and grade level, but that it also prepares students for Algebra II and geometry. When the curriculum is not aligned, students might be taught significantly different content in each Algebra I course, for example, and students taking different Algebra I courses may complete the courses unevenly prepared for Algebra II. For a more detailed discussion, see coherent curriculum.
5. **Curriculum philosophy:** The design and goals of any curriculum reflect the educational philosophy whether intentionally or unintentionally of the educators who developed it. Consequently, curriculum reform may occur through the adoption of a different philosophy or model of teaching by a school or educator. Schools that follow

the Expeditionary Learning model, for example, embrace a variety of approaches to teaching generally known as project-based learning, which encompasses related strategies such as community-based learning and authentic learning. In Expeditionary Learning schools, students complete multifaceted projects called “expeditions” that require teachers to develop and structure curriculum in ways that are quite different from the more traditional approaches commonly used in schools.

- 6. Curriculum packages:** In some cases, schools decide to purchase or adopt a curriculum package that has been developed by an outside organization. One well-known and commonly used option for American public schools is International Baccalaureate, which offers curriculum programs for elementary schools, middle schools, and high schools. Districts may purchase all three programs or an individual school may purchase only one, and the programs may be offered to all or only some of the students in a school. When schools adopt a curriculum package, teachers often receive specialized training to ensure that the curriculum is effectively implemented and taught. In many cases, curriculum packages are purchased or adopted because they are perceived to be of a higher quality or more prestigious than the existing curriculum options offered by a school or independently developed by teachers.
- 7. Curriculum resources:** The resources that schools provide to teachers can also have a significant effect on curriculum. For example, if a district or school purchases a certain set of textbooks and requires teachers to use them, those textbooks will inevitably influence what gets taught and how teachers teach. Technology purchases are another example of resources that have the potential to influence curriculum. If all students are given laptops and all classrooms are outfitted with interactive whiteboards, for example, teachers can make significant changes in what they teach and how they teach

to take advantage of these new technologies (for a more detailed discussion of this example, see one-to-one). In most cases, however, new curriculum resources require schools to invest in professional development that helps teachers use the new resources effectively, given that simply providing new resources without investing in teacher education and training may fail to bring about desired improvements. In addition, the type of professional development provided to teachers can also have a major influence on curriculum development and design.

8. **Curriculum standardization:** States, districts, and schools may also try to improve teaching quality and effectiveness by requiring, or simply encouraging, teachers to use either a standardized curriculum or common processes for developing curriculum. While the strategies used to promote more standardized curricula can vary widely from state to state or school to school, the general goal is to increase teaching quality through greater curricular consistency. School performance will likely improve, the reasoning goes, if teaching methods and learning expectations are based on sound principles and consistently applied throughout a state, district, or school. Curriculum standards may also be created or proposed by influential educational organizations such as the National Science Teachers Association or the National Council of Teachers of Mathematics, for example with the purpose of guiding learning expectations and teaching within particular academic disciplines.
9. **Curriculum scripting:** Often called “scripted curriculum,” the scripting of curriculum is the most prescriptive form of standardized, prepackaged curriculum, since it typically requires teachers to not only follow a particular sequence of prepared lessons, but to actually read aloud from a teaching script in class. While the professional autonomy and creativity of individual teachers may be significantly limited when such a curriculum system is used, the general rationale is that teaching quality can be

assured or improved, or at least maintained, across a school or educational system if teachers follow a precise instructional script. While not every teacher will be a naturally excellent teacher, the reasoning goes, all teachers can at least be given a high-quality curriculum script to follow. Scripted curricula tend to be most common in districts and schools that face significant challenges attracting and retaining experienced or qualified teachers, such as larger urban schools in high-poverty communities.

#### **2.11.1. Influence of Democratic Provosts in Curriculum Maintenance**

Simple curriculum maintenance at the school level is not easy, and can be a full-time job if done correctly. Any number of recurring tasks will determine the readiness of the school to deliver the planned curriculum as intended. Without tip-top maintenance and strong influence of the provosts or school leaders, the curriculum can become distorted and even inefficient. In fact, in some schools, there is no overview of what the curriculum should be and no plan for maintaining the existing program (Olaitan, Nwachukwu, Onyemachi, Igbo, & Ekong, 2010).

Among the most important maintenance functions for the school-based curriculum Provosts is serving as a conduit for information about classroom instruction. Provosts attend numerous meetings at all levels, and may also attend informational conferences at the state level where rules and regulations are promulgated. Getting this information to the teachers in their classrooms is vital for any modern curriculum. The school curriculum leader in collaboration with provost (in case of college) serves as a bridge for both the upward flow of inquiry and the downward flow of information (Virginia Beach City Schools, 2004).

Another very important maintenance task in any college is to ensure compliance with changing laws that govern education. Such laws may address the subjects in school, monitoring student achievement, class size requirements, or even the required resources for

specific student populations and all these have direct influence of democratic principal. Exceptional students, for example, must be placed in classrooms under very specific conditions and this, in turn, can affect related decisions about hiring staff, building use, recordkeeping, and other items on a day-to-day basis (Wiles, J., & Bondi, 2007).

Today, almost every state in the nation has achievement tests to measure the attainment of minimal curriculum standards. These standards, treated in greater detail in Chapter 3, identify in a general way what must be taught and what must be mastered by all students. The democratic provost has to ensure that what is tested is, in fact, also being taught. Working backwards from test results, the curriculum leader in collaboration with democratic provost can localize areas of low achievement using curriculum maps of each subject. In curriculum maintenance, where the school is deficient in achievement, corrections will have to be planned and implemented by the provost.

Keeping the college supplied with adopted texts and appropriate instructional materials is another task of curriculum maintenance leadership. At the school level, the curriculum leader and the college provost must help teachers replicate this adoption process by looking at things such as the alignment of the text with college curriculum requirements; the difficulty of the content level; the degree of reading difficulty; the accuracy, relevance, and authenticity of the content; and the multicultural representation as found in the college population. It is worth noting here that research has shown that the most common criterion for text selection at all levels of schooling is the physical appearance of the textbook. Curriculum leaders must work diligently to raise the level of sophistication by the teaching staff in dealing with such important matters.

Curriculum leaders providing a “maintenance function” in the college in collaboration with the provost, he will also be responsible for all accreditation requirements. The importance of being and remaining accredited cannot be overstated. Parents and community

members recognize accreditation as the single best measure of instructional quality. The workload to prepare for an accreditation visit can be unpleasantly burdensome for a new school curriculum leader unfamiliar with the process (Goodlad, 2004).

### **2.13. Empirical Studies**

A number of researches were carried out by different researchers. The review focused on the researches studies on the influence of leadership on human resource management, influence of leadership on material resource management, influence of leadership on time resource management and influence of leadership on curriculum resource management.

#### **2.13.1 Empirical Studies on the Influence of Democratic leadership style practices of Provosts on the Management of Human Resources**

A research was carried out by Mtimkulu, Naranje , & Karodia, (2014) on an evaluation of the leadership styles of managers and their impact on human capital factors of motivation, performance and absenteeism of employees in education institutions in Eastern Free State, South Africa. This study aimed to provide an examination of the extent to which different leadership styles impact employee motivation, performance and absenteeism at four selected hospitals in Eastern Free State, South Africa. Quantitative; descriptive survey design was used with a structured questionnaire as data collection instrument. The useable survey comprised 180 individual responses from 250 distributed, giving a response rate of 72 percent. The findings show that autocratic, participative, and democratic and laissez- faire leadership styles are prevalent in the hospitals under study. Further, it was found that employees' motivation, performance was decreased while absenteeism was increased as a result of the autocratic and laissez – faire leadership styles prevalent in the hospitals. Recommendations were made for improvement of leadership styles in order to increase motivation and performance whilst reducing absenteeism. Further research, specifically relating to impact of leadership styles in hospitals and the impact of human capital factors were recommended.

Though the study shares some basic characteristics with the present study such as, influence of leadership style on organizational performance, use of quantitative; descriptive survey design approach, instrument of data collection, the present study is differing in the sense that its interest is on the influence of democratic leadership style practices of Provosts and the area of the study also differ, the former study was conducted in the hospital while the present research is in the colleges of education.

Abdul Basit, Sebastian, & Hassan, (2017) conducted a research titled the Impact of leadership in an organizational performance. The purpose of this study is to identify the impact of leadership style on employee performance. A sample size of 100 was used from one private organization in Selangor, Malaysia using convenience sampling technique. The study used quantitative approaches, and a questionnaire was designed. A five-point Likert scale questionnaire was used to determine the impact of leadership style on employee performance. SPSS software was used in analysing the questionnaires. Demographic analysis, normality test, reliability test (Cronbach's Alpha), descriptive analysis and regression analysis were presented. Descriptive statistics show that the most significant value associated with employee performance is democratic leadership style practices followed by laissez-faire leadership style and autocratic leadership style. Democratic leadership style practices has the highest mean value corresponding to 3.784 and standard deviation value of 0.8124, laissez-faire leadership style scores the second highest mean value corresponding to 3.416 and standard deviation value of 0.5858, and autocratic leadership style has the lowest mean value corresponding to 3.404 and standard deviation value of 0.7330 indicating that autocratic leadership style is poorly correlated with employee performance. Regression coefficient analysis shows that there is a significant and positive impact of democratic and laissez-faire leadership styles on employee performance. Autocratic leadership style beta coefficient value is -0.168 with a significant value of 0.025 which is higher than 0.01, hence autocratic leadership is found to

have a negative significant impact on employee performance. This research is similar to the current research because both researches investigate the influence or impact of leadership style in human resource development in an organization, though they differ in some areas. While the former research was carried out in private organization in Selangor, the current research is taking place in Colleges of Education in Nigeria. Similarly, the former research used convenience sampling technique and the current research will use random sampling technique in selecting the respondents.

Singh and Kassa, (2016) carried out a research titled the Impact of Human Resource Management Practice on Organizational Performance - A Study on Debre Brehan University. The purpose of this paper is to examine the impact of human resource management (HRM) practices on organizational performance. A total of 169 employees from Debre Brehan University comprising of both academicians and support staff responded to the survey. The survey questionnaire had 58 items covering selected HRM practices and University performance. The study has found that human resource practices: recruitment and selection, training and development, performance appraisal and compensation have a significant relationship with university performance. The results come from a survey study which was done at the convenience of the researcher. If the university is to increase its performance to higher levels, it should emphasize more on compensation, recruitment and selection. Some improvement needs to be done on the other performance appraisal and training and development in order to increase their effectiveness on the university performance. This research is related to the current research in the area of human resource management. They also differ because the former study looks at the impact of resource management practice on organizational performance while the latter look at the influence of democratic leadership style practices of Provosts on resource management in colleges of education.

Research was carried out by Mehmood, & Arif, (2011) titled The Leadership and HRM: Evaluating New Leadership Styles for effective Human Resource Management. The purpose of this study was to evaluate new leadership styles (transformational, transactional and Laissezfaire) among academic HRM executives in perception of teaching staff at university level in Punjab, Pakistan. A sample of 200 teachers was selected from four public sector universities of Punjab. A self-developed questionnaire was used to collect data. The data was analyzed by applying descriptive statistical techniques, i.e. mean and percentages. It was found that most of the academic HRM executives exhibit laissez faire leadership at their workplace. While transactional and transformational leadership was found to be at minimum extent.

#### **2.13.2 Empirical Studies on the Influence of Democratic leadership style practices of Provosts on the Management of Material Resources**

Study was carried out by Dania, Obro, and Oworhu, (2016) on the challenges of material resource management among social studies lecturers in Nigerian Colleges of Education. Descriptive survey technique was employed for the study. The study population is one thousand eight hundred and fifty-five (1855). The sample size comprises one hundred staff, one hundred and twenty students, and forty internal material resource managers were randomly selected from secondary schools in Delta and Bayelsa States. A 20 item questionnaire was drawn for the study. This was validated by experts and a test for reliability was conducted using the test- retest method. With the Pearson product moment correlation coefficient, the reliability test was established at 0.89. The questionnaire was personally administered by the researcher with some research assistants. Two research questions and one hypothesis were formulated for the study. The mean ( $\bar{x}$ ) and z-test were used in analyzing the data. The findings show that the appointment of an internal material resource manager is appropriate and that material resource management in schools should not be the sole responsibility of the school administrator. The role of the school administrator differs

considerably from the material resource manager. The researchers recommended that a material resource manager should be appointed for schools, there should be periodic orientation on material resource management for staff and students and school administrators should recommend to the Ministry of Education the appointment of a school internal material resource manager among others. This research is closely related to the current research, while the former research investigated challenges of material resource management among social studies lecturers in Nigerian Universities, the present research also looks at the influence of democratic leadership style practices of Provosts on the management of material resources. Also, the two researches use descriptive survey design. Despite these relationships, the two researches differ in places of scope of the study and statistical tool for data analysis. The former study used z-test while the current research will use ANOVA statistical tool.

Ikechi, (2018) carried out a research on material Resource Management for Effective Implementation of Universal Basic Education in Junior Secondary Schools in Rivers State. Four objectives and four research questions were formulated to guide the study. The study adopted a descriptive survey design. The population of the study was 5,118 principals and teachers in the junior secondary schools in the Rivers state. A sample of 530 respondents was determined using Taro Yamen's formula and proportionate stratified sampling technique. A self-designed questionnaire titled "Material Resource Management for Effective Implementation of Universal Basic Education Programme at Junior Secondary Schools Questionnaire (MRMEIUBEPSQ)". The questionnaire was formulated on a modified four (4) points likert scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. Cronbach Alpha technique was used to compute the reliability index. The findings of the study revealed that provision of adequate budgets for maintenance and purchase of material resources, instructional activities are planned towards the efficient use of available material resources and there are planning on how to identify the instructional resources to be used to foster

instructional delivery. Three hypotheses were rejected and one accepted. Based on the findings of the study, it was recommended among others that School administrators should be encouraged to develop methods of prudent material resource management to increase the efficiency in the use of available resources for effective implementation of Universal Basic Education.

This research is similar to the current study because material resources is part of the concern of the current research, though differ in the sense that the former research assessed material Resource Management for Effective Implementation of Universal Basic Education in Junior Secondary Schools in Rivers State while the current research is on the influence of democratic leadership style practices of Provosts on resources management and material resources inclusive. Also, the two researches use descriptive survey technique.

### **2.13.3 Empirical Studies on the Influence of democratic leadership style practices on the Management of Financial Resources**

Ackom-Wilson, (2015) conducted a research on financial Management Practices of Senior High Schools in the Techiman Municipality. The main objective of the study was to examine financial management practices of Senior High Schools (SHS) in Techiman municipality in the Brong Ahafo Region of Ghana. A convenient sampling technique was used to select the schools. Questionnaires and interview were used to collect data for the study. Two respondents from each of the three senior high schools were selected for the purposes of obtaining relevant information for the study. Descriptive statistics was used to analyse the responses obtained from the respondents. The findings of the study revealed that the procurement system of the schools is regulated by procurement board which is mandated to ensure that the procurement of goods and services within the schools follow laid down procedure. The study further found that the budgets of the schools represent the main financial planning framework around which incomes and expenditures are managed. The findings however revealed the major challenges confronting the effective financial management of the

schools include late disbursement of funds by the central government and lack of financial management skill by headmasters to effectively manage the schools' finances. The study recommends among others that, school heads should be equipped with basic financial skills to enhance their capacity to effectively manage the finances of the schools they manage. Financial management is a part of concern of the current study. Even though this study assessed influence of democratic leadership style practices of Provosts on resource management as whole while the former research took an aspect of resource management which is financial resource management. Also, the former research adopted convenient sampling technique to select the schools while this research will use random sampling technique to select the respondents.

Kalungu, (2015) carried out a research on the influence of Board of Managements' financial management on public secondary schools in Westlands District, Nairobi Country, Kenya. Four objectives guided the study; to determine the extent to which Board of Management members' level of education, Board of Management members' professional status, Board of Management members' gender and the nature of job done influence financial management in public secondary schools in Westlands District, Kenya. The study targeted 10 secondary schools, 150 BOM members, 245 teachers and the DEO in Westlands District, Nairobi County. The sample size was made of 86 teachers; 43 male and 43 female, and 30% of the 150 BOM members to involve 45 BOM members and the one DEO. Questionnaires for teachers and an interview guide for data from the BOM members and DEO was collected through interview schedule. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected

was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics that included frequency tables and thematic statistics were used. This assisted in determining the level of influence the independent variables have on the dependent variable. The findings of this study may provide information on the role of BOM on financial management. The BoM members' should be sensitized on the importance of higher level of education on financial management in schools. They should be encouraged to enroll for developing courses on financial management to better their knowledge and help them in financial management in public secondary schools. This study is related to the current research in the areas of financial management resources management but the current research focuses on the whole resource management and financial is an aspect of it. Also the former research made use of qualitative and quantitative data for the study while the current research will mainly use quantitative data to analyze the opinion of the respondents on the influence of democratic leadership style practices of Provosts on resource management in College of Education.

#### **2.13.4 Empirical Studies on the Influence of democratic leadership style practices on the Management of Time Resources**

Johnson-Blake, (2010) conducted a research on the nonprofit administrators' perceptions of time use and effective time management strategies that impact organizational success in University of Phoenix. The purpose of this mixed methods study was to explore leaders' perceptions of time use and the use of effective time management strategies. The study included five research questions and responses from 20 nonprofit administrators working within 33 technical college foundations across the state of Georgia. Respondents participated in follow-up interviews after completing the online Time Management Practices Inventory (TMPI) survey. The findings of the study revealed statistically significant relationships between TMPI scores and selected demographics. Findings revealed that leaders' perception of time use, demographic characteristics, attitudes, and time management

strategies were factors in implementing effective time management techniques to improve organizational success and effectiveness. Triangulation analysis substantiated the study's findings.

Results provided a framework for nonprofit administrators to embrace time management strategies that could improve funding research efforts and organizational success and effectiveness. Results revealed why some nonprofit administrators do not implement effective time management strategies to augment funding opportunities and improve individual and organizational growth and success. This study relates to the current study in the aspect of time management but they still differ because while the former study investigated nonprofit administrators' perceptions of time use and effective time management strategies that impact organizational success, the current study will investigate the influence of democratic leadership style practices of Provosts on the management of resources in college of education. Similarly, the former research collected both qualitative and quantitative data from the respondents, the current research will collect mainly quantitative data through questionnaire.

Okoye and Obi (2014) carried out a research on Time Management Techniques Required by Business Leaders in Enugu Metropolis. The main objective of the study was to determine the time management techniques required by business leaders in Enugu Metropolis. Survey research design was used. Four research questions and four hypotheses guided the study. The population comprised 150 business leaders randomly sampled from 25 organizations. Questionnaire validated by five experts was used for primary data collection. Reliability was established using Chronbach Alpha which result yielded a high reliability index of 0.88. Mean and standard deviation were used to analyze and answer the research questions, while t-test was used to test null hypotheses at .05 level of significance. Data analysis was done using Statistical Package for Social Sciences (SPSS) Version 17. The

research found that four operationalized clusters of time management techniques were, for the most part, required by business leaders, thereby confirming the position of previous researchers on the issue. Based on the findings, it was recommended, among others, that business organizations should provide training opportunities for their staff to acquire the time management techniques identified by this research; develop internal manuals and procedures to guide their employees on best time management practices; and discourage physical and electronic-based activities that contribute nothing to productivity. This study is closely related to the current research in the area of time resource management, still the two researches differ because the former research investigated time Management Techniques Required By Business Leaders in Enugu Metropolis while the latter will investigate the influence of democratic leadership style practices of Provosts on resource management in Colleges of Education therefore, time management inclusive. Also, survey research design was used by the former study and it will also be used in the current study. However, while the former research collected data qualitatively through interview and quantitatively through questionnaire, the current study will collect only quantitative data through the use of questionnaire.

#### **2.13.5 Empirical Studies on the Influence of democratic leadership style practices on the management of Curriculum Resources**

Shoba (2009) conducted a case study research on the Role of School Management Teams in curriculum management. The main objective of the study was to investigate the role of the School Management Team in curriculum management. *It* was prompted by anecdotal evidence that curriculum managers, Heads of Department. The study was conducted in a public primary school in the rural area of Kwa-Santi ward at Pinetown District. The study employed a qualitative approach with an interpretive case study design. Population of the study comprises of 1 non-teaching staff member and 33 educators which include 33 educators include the SMT members who are the Principal, two Deputy Principals and four Heads of Department. Data analysis procedure is thematic analysis is Document analysis as a research

instrument means reading and analysing documents relevant to the research questions. The findings of this study are that School Management Team members have a superficial knowledge of their curriculum management functions and curriculum leadership roles. While they may enumerate their functions but their performance of them is limited to supervisory tasks and monitoring teachers work. A traditional management approach predominates and appears to obstruct practices such as collaboration and teamwork.

This restricts teachers and some School Management Team members from initiating programmes that aim to develop teachers and improve their teaching of the curriculum and in turn this impacts negatively on teachers' attitudes towards their work. In addition, this study found that the barriers to curriculum management are as a result of inadequate initial and continuing training of teachers and School Management Teams in curriculum management; School Management Teams' superficial understanding of the curriculum management and support; as well as limited support from the Department of Education. This research related to the current research in the area of curriculum resource management because it is part of concern in the current research. Nevertheless, there is difference in research design, while the former study is purely qualitative mode which used interview technique to collect data and used document analysis as the technique for data analysis, the current research is quantitative research which will use questionnaire as instrument for data collection and subject to statistical analysis.

Gertrude, (2009) conducted a research titled the Principal as Curriculum Leader during a Time of Educational Change. The aim of the study was to explore how principals experienced their new roles and responsibilities as curriculum leaders and managers in a changing educational system. Qualitative case study was employed by the researcher to explore human action from the insider's perspective. Purposive sampling technique was used to select participant for the study. Semi-structured interviews were conducted with the

participant and field note was taken for analysis. Contents analysis was used to analyze the data collected for the study. The research findings showed that Principals, as curriculum leaders, have an important role to play in setting the tone to provide direction, executing their roles as both curriculum leaders and managers and building democratic schools. To keep up and cope effectively with the constant and rapid educational change. In the recommendation, principals are urged to demonstrate positive, supporting leadership and professionalism, and to acquire new learning and thinking skills to manage change. Moreover, by developing a better understanding of change, the principal will be able to give effective direction and empower their staff, guiding and supporting them in the process of accepting change. While leadership skills are essential for providing effective leadership, the leader must also possess a sense of purpose and direction.

The challenge is to develop leaders' sensitivity and knowledge so that they will know when to be directive and when to act within a collaborative framework, or to delegate responsibility to others. The study concludes by pointing out that although principals perform their roles and meet their responsibilities as curriculum leaders, they still require additional support to execute certain aspects of their duties. This study though qualitative related to the current research in the area of curriculum resource management. This is a part of concern by the current research. Even though the former research is qualitative where semi-structured interview was conducted to collect the data and content analysis was used to interpret the data, the current research will be carried out qualitatively where questionnaire will be use to collect the data and statistical analysis will also be used to interpret the data.

## **2.14 Summary**

The reviewed literature showed that there are varieties of ways of examining the term “Democratic practices of the provosts” and its influence on organization effectiveness. Some

researchers focus on how the democratic leadership emerges via interaction of workers with the working environment, some focus on how democratic practices of the provosts influences managerial functions, organization goals, external factors, worker personality, organization types and worker aspirations played in emergency of organization climate.

Virtually all these studies used perceptions of the workers within an organization to come to conclusion on what democratic practices style of the provosts and how it has affected organization output. Furthermore, previous studies are fond of investigating the leadership influence on resources management, extent of democratic practices in an organization and generalization is thereby drawn if the organization is characterized by these practices that the organization is healthy. No study has further investigated whether the democratic leadership of the provosts is conducive to the workers in Colleges of Education in North-West Nigeria. It is this gap that the present study interested in bridging by investigating the influence of democratic leadership style practices of Provosts on resource management in Colleges of Education in North-West and what influence has this exert on management of resources

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the method used in the study. Specifically, it discusses the researcher design, population, sample and sampling technique; instrumentation; and methods of data analysis.

#### **3.2 Research Design**

The research design is descriptive in nature. The survey research design was used in the collection of data based on the recommendation of Kothari, (2004), who described the use of survey as a systematic and organized attempt to analyze, interpret and report the present status of a social institution, group or area. The approach gives detailed description of target population for the research in terms of size and difference as may be reflected in the respondent's attitudes, feelings and in opinions in relation to the influence of wholesome organizational climate on the management of resources in Federal Colleges of Education in North-West, Nigeria. The survey design was used so as to provide a comprehensive description of complexities in such a way that general conclusion could be drawn from each of the phenomenon. It is considered the most appropriate in a study that involves large and scattered population such as this study.

#### **3.3 Population of the study**

The population for the study is made up of all the management staff from all Colleges of Education from the 7 states of North-West zone, Nigeria. The population of the management staff includes the Provost, the Deputy Provost, Registrar, Bursar, College Librarian and Director of Works. The inclusion of management staff is imperative because they are responsible for the day to day personnel management in the colleges. The population also consists of the total number of teaching staff and senior non-teaching staff. The

researcher obtained from the office of Public Relation Officer, NCCE (2018) the total number of management staff, teaching and senior non-teaching staff in the Colleges of Education North-west zone. Table 3.1 below presented the numbers:

**Table 1: Distribution of the Population of the Study**

S/N	Name of Colleges	Management Staff	Teaching Staff	Senior non-Teaching Staff Union Leaders	Total
1	FCE-T Bichi	6	261	21	288
2	FCE Gusau	6	222	21	249
3	FCE Kano	6	650	21	677
4	FCE Katsina	6	288	21	315
5	FCE Zaria	6	1034	21	1061
6	AACOE Argungu	6	219	21	246
7	IKCOE Dustinma	6	237	21	264
8	COE Gidanwaya	6	535	21	562
9	COE Gumel	6	257	21	284
10	COE Kumbotso	6	724	21	751
11	COE Maru	6	262	21	289
12	SSCOE Sokoto	6	737	21	764
<b>Total</b>		<b>72</b>	<b>5426</b>	<b>252</b>	<b>5750</b>

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**Office of Public Relation Officer, NCCE (2018)**

The table above showed that there are 72 management staff; 5426 teaching staff; and 252 senior non-teaching staff union leaders in the whole colleges of education in the north-west, Nigeria. Therefore, 5678 are the total population of the study.

### **3.4 Sample and Sampling Technique**

To obtain the sample size of the Colleges of Education, the researcher used purposive sampling technique where he purposively sampled one (1) college from each of the seven states in the north-west zone, Nigeria. This is to enable researcher have a fair representative of

each state. the researcher utilized the entire population of management and senior non-teaching staff of the seven colleges of education. This is because, the number of these staff is manageable which was recommended by Dada (2016) that a researcher can utilize the whole population when their number is not much and is manageable. In obtaining the sample size of the teaching staff, the researcher used research advisor table of sampling (2006). The table recommended that when population is between 5000 to 7000 on 95% margin error and 5.0% confidence level, a sample size of 357 should be used. Therefore the sample size of teaching staff is 357. This is further illustrated in table 2.

**Table 2: Distribution of the Sample Size**

S/N	Name of sampled colleges	Management staff	Senior non-Teaching Staff Union Leaders	Teaching staff	Total
1	FCE-T Bichi	6	21	30	57
2	FCE Katsina	6	21	32	59
3	FCE Zaria	6	21	123	150
4	AACOE Argungu	6	21	26	53
5	COE Gumel	6	21	30	57
6	COE Maru	6	21	31	58
7	SSCOE Sokoto	6	21	85	112
	<b>Total</b>	<b>42</b>	<b>147</b>	<b>357</b>	<b>546</b>

**Source: Research Field work, 2019**

### 3.5 Instrumentation

The instrument used was developed by the researcher. This is because of the unavailability of relevant instrument that suit the main variables of the research. As such Kothari, (2004) recommended that a questionnaire should be developed in most cases where sample sizes are large or where factual information is required with relative degree of accuracy. The questionnaire was designed by the researcher based on the issues highlighted in the research questions and hypotheses. It was designed to elicit responses from the respondents on the influence of democratic practices of the provosts on the management resources in Colleges of Education in North-West, Nigeria. The respondents were asked to simply state the extent to which they agreed or disagreed with a given statement to issues. Statements related to an issue, statements on subject matter under investigation was drawn in a single questionnaire for all the four (3) categories of respondents. The questionnaire was based on Likert scale format which has five points rating scale which determines the extent to which the respondents agree or disagree with a particular issue. It is divided into five-point ranking scale as follows:

Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Section 'A' of the questionnaire was an open-ended type questions aimed at obtaining information about the Bio-data of the respondent. Section 'B-F' of the questionnaire was framed along structured type questions that provided answers to research questions. The language of the questionnaire was simple and unambiguous. This allowed the respondents to answer the questions with relative ease.

### **3.5.1. Validity of the Instrument**

The instrument developed by the researcher was presented to experts for vetting and correction. Validation was recommended by Kothari, (2004) who was of the opinion that the content of the instruments should be subjected to the expert for vetting to make it more valid and reliable. The writer has strongly argued in favor of content validity of the instrument, it is best done when the researcher requires critical examination of the drafted instrument with effecting corrections, amendments and modifications to make it valid for the intended research study. According to Kothari, the validation of the content of the research instruments will be validated by expert is an important and acceptable technique. The research instrument was first all validated by research supervisors; they unanimously suggested that the items of the questionnaire should be separated into different constructs according to the study research questions. Their corrections were effected. After which, another draft of the questionnaire was given to expert in the department of educational foundations and curriculum, Ahmadu Bello University, Zaria who are educational administration specialist and not below the rank of senior lecturer. The instrument was also given to expert in Measurement and evaluation from Department of Educational Psychology and Counselling. These experts were provided with the study objectives and were to conduct criterion and content validity on the instrument. These experts made observation that each of the construct should have equal items and researcher should include “undecided” in the scale. They also observed grammatical error and all these were effected

### **3.5.2. Pilot study**

To find out the reliability of the instrument a pilot test was conducted in Federal College of Education Kano, Kano State. These College was used for pilot study because is part of the population but not among the sampled Colleges. Forty (40) copies of the questionnaire administered to the three groups of respondent. Five copies were administered to management

staff, twenty-five copies to teaching staff, five copies to senior non-teaching Staff. Split-half method was used where by the instrument was administered once and the items of the questionnaire were divided into two equal parts; the data obtained from this was subjected to Cronbach Alpha to establish the reliability of the instrument.

### **3.5.3. Reliability of the Instrument**

The data collected from pilot study was statistically analyzed for the purpose of reliability coefficient. Thus, the reliability coefficient of alpha level was used to determine the consistency of the result at 0.05 significant level. This is a confirmation of test of reliability according to Mohammad (2011) who explained that an instrument is considered reliable if it lies 0 and 1 and that the closer the calculated reliability co-efficient is to Zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. The study obtained reliability index of 0.73, 0.84, 0.71, 0.81, and 0.69 for human resources, material resources, financial resources, time resources and curriculum resources respectively while the overall reliability index for the questionnaire was 0.76. This shows that study's instrument is reliable.

### **3.6 Procedure for Data Collection**

Letter of introduction was collected from Department of Educational Foundations and Curriculum; the researcher gave the letter to the authorities in charge of conducting research in the institutions under study seeking for permission to carry out research using their institutions. After permission was granted, the researcher personally visited the selected colleges for data collection. Copies of the questionnaire were administered by the researcher and two research assistants who were recruited and trained prior to field work where the researcher finds it difficult to have access to the respondents, assistance of reliable hands was opted for. After two weeks of questionnaire distribution, the researcher along with research assistants went back and retrieved the administered questionnaire.

### **3.7. Method of Data Analysis**

Information collected through questionnaire were coded, analyzed and discussed. Frequencies and percentage were used to interpret the demographic data of the respondents while mean and standard deviation were used in responding to research questions. Inferential statistics of Analysis of Variance (ANOVA) was used in testing formulated null-hypotheses, at 0.05 significant level to determine whether the three groups under study differ significantly or otherwise among themselves. The study is having three levels of one independent variable (Staff of Colleges of Education) and one dependent variable (Numerical rating of their opinion on the study's subject matters) this warrant use of ANOVA to establish whether respondents differs in their opinion on the subject matters of this study. In the case of existing significant difference among them, post-hoc shceffe test will be used to determine the level of disagreement among the respondents based on the issue raised. This is commonly used in social science researches, where five percent (0.05) error can be tolerated.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1. Introduction**

This section presented the analysis and interpretation of the data elicited in the course of this study via administration of questionnaire to the targeted respondents. The study aimed at determining the influence of democratic practice of provost on management of resources with specific focus on human resources, material resources, financial resources, time resources and curriculum resources managements. The study instrument (questionnaire) was administered to Colleges of Education stakeholders in North-Western geographical zone of Nigeria which include management staff, teaching staff, non-teaching staff and students' representative. The questionnaire administered were retrieved immediately after completion. Meanwhile, it's worth to note that not all the administered copies of the questionnaires were retrieved, even some of the retrieved questionnaires were considered invalid i.e. few respondents do not complete the questionnaire items while others some complete but provide multiple responses. These invalid copies of the questionnaire were sorted out and excluded from the analysis in this chapter. Out of 546 administered copies of the questionnaire only 397 (72.7%) were retrieved valid and the data generated from these (retrieved valid questionnaire) were analyzed in this section.

#### **4.2. Analysis of Respondents Bio-data**

In this section, respondents' personal information as related to gender, qualification and teaching were exploited. Out of 72 questionnaire administered to the management staff, only 40 were filled and returned valid, out of 147 questionnaire administered to senior non-teaching staff, only 68 were filled and returned valid. Also, out of 357 questionnaire administered to the teaching staff, only 289 were duly filled and returned valid.

**Table 4: Administered and Retrieved Questionnaire**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Status</b>		
Management Staff	40	10.1
Teaching Staff	289	72.8
Non-teaching Staff	68	17.1
<b>Total</b>	<b>397</b>	<b>100.0</b>
<b>Gender</b>		
Male	254	64.0
Female	143	36.0
<b>Total</b>	<b>397</b>	<b>100.0</b>
<b>Qualification</b>		
NCE	63	15.9
First Degree	135	34.0
Second Degree	101	25.4
PhD.	98	24.7
<b>Total</b>	<b>397</b>	<b>100.0</b>
<b>Working Experience</b>		
1-3 years(s)	44	11.1
4-6 years	59	12.3
7-9 years	43	10.8
10-12 years	88	17.1
13-15 years	58	14.1
16 years and above	189	34.5
<b>Total</b>	<b>397</b>	<b>100.0</b>

Table 4.1 shows respondents' personal information as related to respondents' status, 40 Management Staff (10.1%), 289 Teaching Staff (72.8%), and 68 Non-teaching Staff (17.1%) participated in the study. This shows that majority of the respondents are teaching staff. In respect to gender Male respondent (254/64.0%) are more represented than female respondents (143/36.0%). The study also exploits respondents' qualifications, 63 participants are holding NCE (15.9%) as qualification, 135 (34.0%) have obtained First Degree, 101 respondents (25.4%) have obtained second degree while 98 respondents (24.7%) have obtained doctorate degree among the colleges under study. This shows that participants are

spread across all qualification. The study also exploits the respondents working experience in the colleges 44/11.1% of the participants have worked in the colleges for 1-3 years(s), 59/12.3% are of 4-6 years working experience in the colleges, 7-9 years are 43/10.8% respondents, 10-12 years are 88/17.1% respondents, 13-15 years are 58/14.1% respondents while majority of the respondents (189/34.5%). This implies that majority of the respondents are having adequate working experience.

### **4.3. Answering of Research Questions**

This section provides answers to the raised research questions through analysis and interpretation of the data elicited from the administered questionnaires. In answering research questions, frequency count, mean, mean rating and standard deviation were used. Furthermore, respondents were categorized into four categories: management staff, teaching staff and non-academic staff in order to present diversity of views/opinion on the study's subject matter: influence of democratic practice of the provost on the management of human resources, material resources, financial resources and time resources in the colleges under study.

#### ***Research Question one:***

#### ***How do democratic practices of the provosts influence the management of human resources in Colleges of Education in North-West, Nigeria?***

Research question one sought to know how democratic practice of provost has influence management of human resources in the Colleges of Education under study. To answer this question, items 1-10 of the study's questionnaire sought respondents' opinions on the possible influence that democratic attributes of provost might have exerted on management of human resources in the Colleges of Education in North-west Zone. The opinions of the respondents on these items are presented in table 5.

**Table 5: Influence of Democratic practices of the Provosts on the Management of Human Resources in Colleges of Education in North-West, Nigeria**

S/ N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
1	Friendly nature of the provost enables him/her to have good relationship with non-teaching staff of this college.	Management staff	27	1	7	2	3	4.18	1.32	A
		Teaching Staff	22	237	5	9	16	3.83	0.83	A
		Non-Teaching Staff	4	56	3	3	2	3.84	0.73	A
2	Provost's systematic way of dealing with problems enables him/her to have good relationship with non-teaching staff of this college.	Management staff	23	3	8	1	5	3.83	0.94	A
		Teaching Staff	34	215	11	13	16	3.95	1.43	A
		Non-Teaching Staff	5	60	3	0	0	3.82	0.90	A
3	The forward-looking nature of the provost enables him/her to have good relationship with casual staff of this college	Management staff	21	3	9	2	5	3.73	1.15	A
		Teaching Staff	22	237	5	9	16	3.85	0.95	A
		Non-Teaching Staff	2	62	3	1	0	3.83	1.45	A
4	The broad-minded nature of the provost enables him/her to have good relationship with officials of NASU in this college.	Management staff	24	1	8	2	5	3.96	0.36	A
		Teaching Staff	22	237	5	9	16	3.73	1.17	A
		Non-Teaching Staff	3	59	3	1	2	3.83	0.92	A
5	The good human relationship of the provost enables him/her to have good relationship with officials of SSA/COE in this college.	Management staff	22	3	10	0	5	3.83	0.83	A
		Teaching Staff	42	194	11	13	29	3.88	0.64	A
		Non-Teaching Staff	12	44	3	5	4	3.49	1.28	A
6	The accommodative nature of the provost enables him/her to have good relationship with neighboring community in this college.	Management staff	24	1	10	2	3	3.93	1.40	A
		Teaching Staff	22	237	5	9	16	3.72	1.09	A
		Non-Teaching Staff	4	48	2	5	9	3.81	1.01	A
7	Respect for the dignity of individual and groups enables him/her to have good relationship with members of the management of this college.	Management staff	22	12	0	3	3	3.77	1.12	A
		Teaching Staff	169	57	12	25	26	4.03	1.33	A
		Non-Teaching Staff	46	9	2	5	6	3.83	0.83	A
8	The approachability of the provost enables him/her to have good relationship with students' unions in this college.	Management staff	35	2	1	1	1	4.05	0.76	A
		Teaching Staff	51	146	40	29	23	3.84	0.93	A
		Non-Teaching Staff	10	46	3	3	6	4.18	1.24	A
9	The accessibility of the provost enables him/her to have good relationship with members of alumni association in this college.	Management staff	0	27	10	1	2	3.55	0.78	A
		Teaching Staff	7	1	10	22	249	1.25	0.76	SD
		Non-Teaching Staff	2	18	0	0	48	1.91	1.43	D
10	Acceptance of all social interactions of the provost enables him/her to have good relationship with members of the association in this college.	Management staff	2	29	2	5	2	3.60	0.96	A
		Teaching Staff	12	37	8	56	176	1.80	1.22	D
		Non-Teaching Staff	6	0	0	0	62	1.35	1.14	SD

**Source: Research Field work, 2019**

Table 5 shows respondents' view on the Influence of democratic leadership style practices of provosts on management of human resources in the colleges under study. The respondents' opinions on the items showed that democratic practices of provosts influenced the management of human resources. Elements of unanimity can be found in the opinion of the management staff, teaching staff and non-academic Staff. Majority of the respondents are of the view that democratic practices of the provosts of being transparent, competent, broad-mindedness, good decision making, disciplinary and courageous promoted proper management of students' affairs, teaching staff affairs, non-teaching staff in the colleges under study. This is deduced from mean rating of respondents' opinions on items 1-10 dominated by "Agreed" as evident in the table.

***Research Question Two:***

***How do democratic practices of the provosts influence the management of Material Resources in Colleges of Education in North-West, Nigeria?***

Research question two sought to know how democratic practice of provost has influence management of material resources in the Colleges of Education under study. To answer this question, item 11-20 of the study's questionnaire sought respondent opinion on the possible influence that democratic attributes of a provost might have exerted on management of material resources in colleges of education. The opinions of the respondents on these items are presented in table 6.

**Table 6: Influence of Democratic practices of the Provosts on the Management of Material Resources in Colleges of Education in North-West, Nigeria**

S/ N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
11	Transparent nature of the provost enables proper management of teaching facilities such as audio visual of this college.	Management staff	27	1	7	2	3	4.20	0.62	A
		Teaching Staff	22	237	5	9	16	3.97	0.96	A
		Non-Teaching Staff	4	56	3	3	2	4.18	1.24	A
12	Transparent nature of the provost enables proper management of learning facilities such as textbook of this college.	Management staff	23	3	8	1	5	3.88	1.45	A
		Teaching Staff	34	215	11	13	16	4.06	1.54	A
		Non-Teaching Staff	5	60	3	0	0	3.97	1.40	A
13	Competent nature of the provost enables proper management of recreational facilities such as playground in this college.	Management staff	21	3	9	2	5	3.84	1.12	A
		Teaching Staff	22	237	5	9	16	4.03	0.46	A
		Non-Teaching Staff	2	62	3	1	0	3.54	0.97	A
14	Dedicative nature of the provost enables proper management of welfare facilities such office vehicles in this college.	Management staff	24	1	8	2	5	3.88	1.16	A
		Teaching Staff	22	237	5	9	16	3.09	1.66	UD
		Non-Teaching Staff	3	59	3	1	2	3.50	0.97	A
15	The broad-mindedness nature of the provost enables proper management of light facilities such as security light in this college.	Management staff	22	3	10	0	5	3.37	1.49	UD
		Teaching Staff	42	194	11	13	29	4.93	0.27	SA
		Non-Teaching Staff	12	44	3	5	4	4.55	0.88	SA
16	The broad-mindedness nature of the provost enables proper management of water facilities such as water tanks in this college.	Management staff	24	1	10	2	3	4.00	0.81	A
		Teaching Staff	22	237	5	9	16	4.42	0.84	SA
		Non-Teaching Staff	4	48	2	5	9	4.20	0.62	A
17	The good decision making of the provost enables proper management of security facilities in this college.	Management staff	22	12	0	3	3	4.18	1.24	A
		Teaching Staff	169	57	12	25	26	3.93	1.38	A
		Non-Teaching Staff	46	9	2	5	6	3.88	1.45	A
18	The disciplinary nature of the provost enables the proper management of health facilities such as staff clinics in this college	Management staff	35	2	1	1	1	3.97	1.40	A
		Teaching Staff	51	146	40	29	23	4.75	0.81	SA
		Non-Teaching Staff	10	46	3	3	6	3.84	1.12	A
19	The courageous nature of the provost enables proper management of game facilities in this college	Management staff	0	27	10	1	2	3.54	0.97	A
		Teaching Staff	7	1	10	22	249	3.89	1.04	A
		Non-Teaching Staff	2	18	0	0	48	3.88	1.16	A
20	The disciplined nature of the provost enables proper management of infrastructural facilities in this college	Management staff	2	29	2	5	2	3.50	0.97	A
		Teaching Staff	12	37	8	56	176	4.01	1.02	A
		Non-Teaching Staff	6	0	0	0	62	3.37	1.49	UD

**Source: Research Field work, 2019**

Table 6 showed respondents' view on the influence of democratic practice of provost on management of materials resources in the colleges under study. The respondents' opinions on the items showed that this practice (democratic practice) influenced management of material resources. Elements of unanimity can be found in the opinion of the management staff, teaching staff and non-academic Staff. Majority of the respondents are of the view that democratic practices of transparent, competent, broad-mindedness, good decision making, disciplinary and courageous practices of provost in each of the colleges under study have enhanced proper management of teaching facilities, learning facilities, recreational facilities, welfare facilities, light facilities, water facilities security facilities, health facilities and game facilities. This was deduced from mean scores of respondents on items 11-20 dominated by "Agreed" as evident in the table.

***Research Question Three:***

***How do democratic practices of the provosts influence the management of Material Resources in Colleges of Education in North-West, Nigeria?***

Research question three sought to know how democratic practices of provost have influence management of financial resources in the Colleges of Education under study. To answer this question, item 21-30 of the study's questionnaire sought respondent opinion on the possible influence that democratic attributes of a provost might have exerted on management of material resources in colleges of education. The opinions of the respondents on these items are presented in table 7.

**Table 7: Influence of Democratic leadership style practices of provosts on the Management of Financial Resources in Colleges of Education in North-West, Nigeria**

S/ N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
21	The accountability nature of the provost enables proper management of funds obtained from government in this college	Management staff	30	1	7	0	2	4.43	1.11	A
		Teaching Staff	57	193	12	9	18	3.91	0.96	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A
22	The board-mindedness of the provost enables proper management of financial support obtained from wealthy individuals in this college	Management staff	25	1	10	0	4	4.08	1.35	A
		Teaching Staff	47	199	13	9	21	3.84	0.98	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A
23	The transparent nature of the provost enables proper management of financial	Management staff	39	1	0	0	0	4.98	0.16	SA
		Teaching Staff	27	225	10	9	18	3.81	0.88	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A
24	The competent nature of the provost enables proper management of financial support obtained from Alumni Association in this college.	Management staff	30	1	7	0	2	4.43	1.11	A
		Teaching Staff	41	200	16	14	18	3.80	0.96	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A
25	The dedicative nature of the provost enables proper management of financial support obtained from management members in this college	Management staff	30	0	3	3	4	4.23	1.42	A
		Teaching Staff	54	188	18	9	20	3.85	0.99	A
		Non-Teaching Staff	0	65	1	0	2	3.90	0.52	A
26	The disciplined nature of the provost enables proper management of funds generated from school fees in this college.	Management staff	23	2	7	3	5	3.88	1.49	A
		Teaching Staff	38	202	16	9	24	3.76	1.00	A
		Non-Teaching Staff	10	51	3	0	4	3.93	0.85	A
27	The transparent nature of the provost enables proper management of funds generated from source of internally generated revenue in this college.	Management staff	28	0	8	0	4	4.20	1.34	A
		Teaching Staff	34	225	5	11	14	3.88	0.84	A
		Non-Teaching Staff	0	59	3	0	6	3.69	0.87	A
28	The discipline nature of the provost enables the proper management of funds generated from NGOs in this college	Management staff	27	4	7	0	2	4.35	1.10	A
		Teaching Staff	43	200	9	19	18	3.80	0.98	A
		Non-Teaching Staff	1	63	2	1	1	3.91	0.48	A
29	The dedicative nature of the provost enables proper management of funds from foreign bodies in this college	Management staff	30	1	7	0	2	4.43	1.11	A
		Teaching Staff	42	198	15	8	26	3.77	1.03	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A
30	The good decision making of the provost enables proper management of funds generated from other government agencies in this college.	Management staff	28	0	8	0	4	4.20	1.34	A
		Teaching Staff	20	230	10	9	20	3.76	0.89	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A

**Source: Research Field work, 2019**

Table 7 shows respondents' opinions on the influence of democratic practice of provosts on management of financial resources in the colleges under study. The respondents' opinions on the items showed that democratic practice of provosts influenced proper management of financial resources. Elements of unanimity can be found in the opinion of the management staff, teaching staff and non-teaching Staff. Majority of the respondents are of the view provosts democratic practices of transparent, competent, broad-mindedness, good decision making, disciplinary nature and courageous have enhanced proper management of funds obtained from government, financial support obtained from wealthy individuals, parents, Alumni Association, management members among others. This is deduced from mean scores of the respondents' opinions on items 21-30 dominated by "Agreed" as evident in the table.

***Research Question Four:***

***How do democratic practices of the provosts influence the management of Time Resources in Colleges of Education in North-West, Nigeria?***

Research question four sought to know how democratic practice of provost has influence management of time resources in the Colleges of Education under study. To answer this question, item 31-40 of the study's questionnaire sought respondent opinion on the possible influence that democratic attributes of a provost might have exerted on management of time resources in Colleges of Education in North-West, Nigeria. The opinions of the respondents on these items are presented in table 8.

**Table 8: Influence of Democratic practices of the Provosts on the Management of Time Resources in Colleges of Education in North-West, Nigeria**

S/ N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
31	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of English language in this school.	Management staff	4	2	0	26	8	2.20	1.14	D
		Teaching Staff	29	113	5	81	61	2.89	1.38	UD
		Non-Teaching Staff	4	38	1	17	8	3.19	1.22	UD
32	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of mathematics in this college	Management staff	25	1	10	0	4	4.08	1.35	A
		Teaching Staff	32	222	7	9	19	3.83	0.91	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A
33	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of science subjects in this college	Management staff	30	1	7	0	2	4.43	1.11	A
		Teaching Staff	22	237	5	9	16	3.83	0.83	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A
34	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of Art subjects in this college	Management staff	30	1	7	0	2	4.43	1.11	A
		Teaching Staff	20	225	10	14	20	3.73	0.92	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A
35	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of social science subjects in this college.	Management staff	24	0	7	3	6	3.83	1.57	A
		Teaching Staff	21	233	8	9	18	3.80	0.86	A
		Non-Teaching Staff	0	65	1	0	2	3.90	0.52	A
36	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of vocational and technical subjects in this college.	Management staff		61	339	33	30	3.88	1.49	A
		Teaching Staff	23	2	7	3	5	3.71	0.94	A
		Non-Teaching Staff	18	226	10	13	22	3.81	0.76	A
37	The provost's time to listen and share ideas with the subordinates enables proper management of time allocated to practical in this college	Management staff	19	36	15	7	7	3.93	1.46	A
		Teaching Staff	24	0	10	1	5	3.88	0.84	A
		Non-Teaching Staff	34	225	5	11	14	3.69	0.87	A
38	The provost's nature of delegation of duties and responsibilities to subordinates enables proper management of time allocated for games and recreational activities in this college	Management staff	15	41	14	7	7	4.35	1.10	A
		Teaching Staff	27	4	7	0	2	3.77	0.89	A
		Non-Teaching Staff	22	229	3	19	16	3.91	0.48	A
39	The provost's nature of delegation of duties and responsibilities to subordinates enables proper management of time allocated for extra-curricular activities	Management staff	19	36	15	7	7	4.43	1.11	A
		Teaching Staff	30	1	7	0	2	3.78	0.92	A
		Non-Teaching Staff	22	232	5	8	22	3.99	0.12	A
30	The accessible nature of the provost enables him/her to proper management time to attend to visitors in this college	Management staff	27	33	14	7	3	2.40	1.37	D
		Teaching Staff	8	0	0	24	8	3.11	1.31	UD
		Non-Teaching Staff	33	128	7	81	40	3.06	1.29	UD

**Source: Research Field work, 2019**

Table 8 showed respondents' views on the Influence of democratic leadership style practices of provosts on management of time resources in the colleges under study. The respondents are of the view that provosts' time to listen and share ideas with the stakeholders within and outside the organization, delegation of duties/responsibilities to subordinates enable proper management of time resources in the colleges under study. Majority of the respondents agreed that provosts dedicate time for listening and sharing ideas with subordinates and this enhanced management of time resources in the colleges under study.

***Research Question Five:***

***How do democratic practices of the provost influence the management of Curriculum Resources in Colleges of Education in North-West, Nigeria?***

Research question five sought to know how democratic practice of provost has influence management of curriculum resources in the Colleges of Education under study. To answer this question, item 41-50 of the study's questionnaire sought respondent opinion on the possible influence that democratic attributes of a provost might have exerted on management of curriculum resources in Colleges of Education in North-West, Nigeria. The opinions of the respondents on these items are presented in table 9.

**Table 9: Influence of Democratic practices of the Provosts on the Management of curriculum Resources in Colleges of Education in North-West, Nigeria**

S/ N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
41	The innovative and creative nature of the provost enables the management of the full-content curriculum of English language in this college	Management staff	26	1	0	13	0	4.00	1.41	A
		Teaching Staff	54	94	4	77	60	3.02	1.48	UD
		Non-Teaching Staff	28	19	0	13	8	3.68	1.47	A
42	The innovative and creative nature of the provost enables the management of the full-content curriculum of mathematics in this college	Management staff	10	18	5	3	4	3.68	1.23	A
		Teaching Staff	66	191	4	9	19	3.96	0.98	A
		Non-Teaching Staff	25	42	1	0	0	4.35	0.51	A
43	The innovative and creative nature of the provost enables the management of the full-content curriculum of science courses in this college	Management staff	30	1	7	0	2	4.43	1.11	A
		Teaching Staff	27	169	5	48	40	3.33	1.26	UD
		Non-Teaching Staff	5	38	1	16	8	3.24	1.24	UD
44	The innovative and creative nature of the provost enables the management of the full-content curriculum of Art courses in this college	Management staff	10	0	4	16	10	2.60	1.52	UD
		Teaching Staff	24	202	9	30	24	3.60	1.06	A
		Non-Teaching Staff	5	38	1	16	8	3.24	1.24	UD
45	The innovative and creative nature of the provost enables the management of the full-content curriculum of social science courses in this college	Management staff	24	0	7	3	6	3.83	1.57	A
		Teaching Staff	21	233	8	9	18	3.80	0.86	A
		Non-Teaching Staff	0	65	1	0	2	3.90	0.52	A
46	The innovative and creative nature of the provost enables the management of the full-content curriculum of vocational and technical courses in this college	Management staff	23	2	7	3	5	3.88	1.49	A
		Teaching Staff	32	200	10	19	28	3.65	1.08	A
		Non-Teaching Staff	15	41	2	3	7	3.79	1.15	A
47	The innovative and creative nature of the provost enables the emergence of the well-designed scheme of work of every course in this college	Management staff	24	0	10	1	5	3.93	1.46	A
		Teaching Staff	34	225	5	11	14	3.88	0.84	A
		Non-Teaching Staff	0	59	3	0	6	3.69	0.87	A
48	The dedicative nature of the provost enables the management of the current scheme of work to all courses in this college	Management staff	27	4	7	0	2	4.35	1.10	A
		Teaching Staff	22	229	3	19	16	3.77	0.89	A
		Non-Teaching Staff	1	63	2	1	1	3.91	0.48	A
49	The innovative and broad-mind nature of the provost enables lecturers to attend workshops/seminars on curriculum review of their courses to update knowledge in this college	Management staff	30	1	7	0	2	4.43	1.11	A
		Teaching Staff	22	232	5	8	22	3.78	0.92	A
		Non-Teaching Staff	0	67	1	0	0	3.99	0.12	A
50	The provost's accountability and advice to lecturers regarding task implementation enables proper management of all education courses in this college	Management staff	35	2	0	3	0	4.73	0.82	SA
		Teaching Staff	86	87	5	75	36	3.39	1.45	UD
		Non-Teaching Staff	7	29	1	23	8	3.06	1.29	UD

**Source: Research Field work, 2019**

Table 9 shows respondents' view on the Influence of democratic leadership style practices of provosts on management of curriculum resources in the colleges under study. The respondents' opinions on the items showed that the possession of innovative and creative traits, dedicative, innovative and broad-mind trait has positively influenced management of all courses in the colleges under study. Respondents are also not sure whether such practices have actually influenced proper management of the full-contents curriculum of English language and whether provosts' accountability and regularly advising lecturers regarding task implementation which enables proper management of all education courses in the colleges have positively impacted management of curriculum resources.

#### 4.5. Testing of Research Hypotheses

This section presents the tested hypotheses and their statistical interpretation. Five hypotheses were formulated to establish whether there is significant different between the opinion of participants when categorized into management staff, teaching staff and non-academic Staff. To test each of the hypotheses, Analysis of Variance (ANOVA) was used while sheffe test was used for multiple comparisons in order to further establish where the significance lies among the groups. The five null hypotheses were tested at alpha level of 0.05, this implies that  $p \leq 0.05$  will be rejected while  $p > 0.05$  will be accepted.

*H<sub>01</sub>: There is no significant difference in the opinions of management staff, teaching staff, non-teaching staff on the influence of democratic practices of the provosts on management of human resources in Colleges of Education in North-West, Nigeria.*

**Table10: One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Democratic Leadership Style Practices of Provosts on Management of Human Resources in Colleges of Education in North-West, Nigeria.**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1526.968	2	508.989	16.920	.000
Within Groups	14349.402	394	30.083		

Total	15876.370	396
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A one-way between-groups analysis of variance was conducted to explore if there is significant difference in the opinion of respondents on Influence of democratic leadership style practices of provosts on management of human resources by Respondents Category. There was a statistically significant difference at the  $p < .05$  level in the responses of the respondents belonging to different categories, the three categories of respondents:  $F(394, 2) = 16.920, p=0.00$ . Post-hoc comparisons using the Sheffe test was used and the result is shown in table 11 below:

**Table11: Summary of the Scheffer's Multiple Comparison Test on the Influence of Democratic Leadership Style Practices of Provosts on Management of Human Resources in Colleges of Education in North-West, Nigeria.**

	N	Mean Scores	St. Dev.
Management Staff	42	35.70	6.51
Teaching Staff	357	29.51	5.55
Non-teaching staff	147	30.01	3.10

Table 11 above indicated that the mean score for management staff ( $M=35.70$ ,  $SD=6.51$ ) was significantly different for the mean of the teaching staff, ( $M=29.51$ ,  $SD=5.55$ ), Non-and teaching staff ( $M=30.01$ ,  $SD=3.10$ ). While the mean of the teaching staff and non-teaching staff is not statically significant. Based on this, the null hypothesis that says there is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic practices of the provosts on management of human resources in Colleges of Education in North-West, Nigeria is rejected as management staff opinion differs from other stakeholders in the colleges under study.



*Ho2: There is no significant difference in the opinions of management staff, teaching staff and non-teaching staffs on the influence of democratic leadership style practices of provosts on management of material resources in Colleges of Education in North-West, Nigeria.*

**Table12: One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Democratic Leadership Style Practices of Provosts on Management of Material Resources in Colleges of Education in North-West, Nigeria.**

	Sum of Squares	df.	Mean Square	F	Sig.
Between Groups	440.977	2	146.992	5.822	.001
Within Groups	12042.503	394	25.246		
Total	12483.480	396			

A one-way between-groups analysis of variance was conducted to explore if there is significant difference in the opinion of respondents on influence of democratic practice of provost on management of material resources by Respondents Category. There was a statistically significant difference at the alpha level of 0.05 in the responses of the respondents belonging to different categories, the three categories of respondents:  $F(394, 2) = 5.822$ ,  $p=0.01$ . Post-hoc comparisons using the Sheffe test was used to indicate significant differences and the result was shown in table 12 below:

**Table13: Summary of the Scheffer's Multiple Comparison Test on the Influence of Democratic Leadership Style Practices of Provosts on Management of Material Resources in Colleges of Education in North-West, Nigeria.**

	N	Mean Scores	St. Dev.
Management Staff	42	42.30	5.81
Teaching Staff	357	38.95	5.40
Non-teaching staff	147	40.01	2.73

Table 13 above indicated that the significant different exist in the means scores of the groups comparing. This difference is between management staff ( $M=42.30$ ,  $SD=5.81$ ) and teaching

staff, (M=38.95, SD=38.95). Based on this, the null hypothesis that says there is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic leadership style practices of provosts on management of material resources in Colleges of Education in North-West, Nigeria is rejected as management staff opinion differs from that of teaching staff.

*Ho3: There is no significant difference in the opinions of management staff, teaching staff, non-teaching staff on the influence of democratic practices of the provosts on management of financial resources in Colleges of Education in North-West, Nigeria.*

**Table14: One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Democratic Leadership Style Practices of Provosts on Management of Financial Resources in Colleges of Education in North-West, Nigeria**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1087.668	2	362.556	5.489	.001
Within Groups	31508.465	394	66.055		
Total	32596.133	396			

A one-way between-groups analysis of variance was conducted to explore if there is significant difference in the opinion of respondents on Influence of democratic leadership style practices of provosts on management of financial resources by Respondents Category. There was a statistically significant difference at the  $p < .05$  level in the responses of the respondents belonging to different categories, the three categories of respondents:  $F(394, 2) = 5.489$ ,  $p = 0.001$ . Post-hoc comparisons using the Sheffe test was used to indicate the significant differences and the result was shown in table 15 below:

**Table15: Summary of the Scheffer's Multiple Comparison Test on the Influence of Democratic Leadership Style Practices of Provosts on Management of Financial Resources in Colleges of Education in North-West, Nigeria.**

	N	Mean Scores	St. Dev.
Management Staff	42	43.18	8.73
Teaching Staff	357	38.19	8.25
Non-teaching staff	147	39.33	1.78

Table 15 indicated that the mean score for management staff (M=43.18, SD=8.73) was significantly different from the mean of teaching staff, (M=38.19, SD=8.25) while the mean of the teaching staff and non-teaching staff is not statically significant. Based on this, the null hypothesis that says there is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic practices of the provosts on management of financial resources in Colleges of Education in North-West, Nigeria is rejected as management staff opinion differs from other stakeholders in the colleges under study except non-teaching staff.

*Ho4: There is no significant difference in the opinions of management staff, teaching staff, non-teaching staff on the influence of democratic practices of the provosts on management of time resources in Colleges of Education in North-West, Nigeria.*

**Table16: One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Democratic Leadership Style Practices of Provosts on Management of Time Resources in Colleges of Education in North-West, Nigeria.**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	407.673	2	135.891	2.406	.067
Within Groups	26940.726	394	56.480		
Total	27348.399	396			

A one-way between-groups analysis of variance was conducted to explore if there is significant difference in the opinion of respondents on Influence of democratic leadership style practices of provosts on management of time resources by Respondents Category. There was no significant difference in the opinion of the respondents belonging to different categories, the three categories of respondents:  $F(394, 2) = 135.891, p = .067$ . There is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic leadership style practices of provosts on management of time resources in Colleges of Education in North-West, Nigeria is retained because the difference in respondents' opinions irrespective of the categories they belong is not statistically significant.

*Ho5: There is no significant difference in the opinions of management staff, teaching staff, non-teaching staff on the influence of democratic practices of the provosts on management of curriculum resources in Colleges of Education in North-West, Nigeria.*

**Table17: One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Democratic Leadership Style Practices of Provosts on Management of Curriculum Resources in Colleges of Education in North-West, Nigeria.**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	674.221	2	224.740	4.130	.007
Within Groups	25956.798	394	54.417		
Total	26631.019	396			

A one-way between-groups analysis of variance was conducted to explore if there is significant difference in the opinion of respondents on influence of democratic practice of provost on management of curriculum resources by Respondents Category. There was a statistically significant difference at the  $p < .05$  level in the responses of the

respondents belonging to different categories, the three categories of respondents:  $F(394, 2) = 4.130, p = 0.007$ . Post-hoc comparisons using the Sheffe test and the result obtained is shown in table 18 below:

**Table 18: Summary of the Scheffer's Multiple Comparison Test on the Influence of Democratic Leadership Style Practices of Provosts on Management of Curriculum Resources in Colleges of Education in North-West, Nigeria.**

	N	Mean Scores	St. Dev.
Management Staff	42	39.82	7.88
Teaching Staff	357	36.15	7.53
Non-teaching staff	147	36.83	3.19

Table 18 indicated that the mean score for management staff ( $M = 39.83, SD = 7.88$ ) was significantly different from the mean of teaching staff, while the mean of teaching staff and non-teaching staff is not statically significant. Based on this, the null hypothesis that says there is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic practices of the provosts on management of curriculum resources in Colleges of Education in North-West, Nigeria is rejected as management staff opinion differs from other stakeholders in the colleges under study except that of none-teaching staff.

#### **Table 19: Summary Hypothesis Testing**

Table 19 below is the summary of the five null hypotheses formulated for this research. The table showed the statistical instrument as well as the significant level used to test the hypotheses. The result of the hypotheses tests was also included and the conclusion which indicated whether the hypotheses were accepted or rejected.

Hypotheses	Statistical	L/Sig.	Df	Mean Square	F	P	Conclusion
There is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic leadership style practices of provosts on management of human resources in Colleges of Education in North-West, Nigeria	One-Way ANOVA	0.05	2	508.989	16.920	.000	Rejected
There is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic leadership style practices of provosts on management of material resources in Colleges of Education in North-West, Nigeria.	One-Way ANOVA	0.05	2	146.992	5.822	.001	Rejected
There is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic leadership style practices of provosts on management of financial resources in Colleges of Education in North-West, Nigeria.	One-Way ANOVA	0.05	2	362.556	5.489	.001	Rejected
There is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic leadership style practices of provosts on management of time resources in Colleges of Education in North-West, Nigeria.	One-Way ANOVA	0.05	2	135.891	2.406	.067	Retained
There is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic leadership style practices of provosts on management of curriculum resources in Colleges of Education in North-West, Nigeria.	One-Way ANOVA	0.05	2	224.740	4.130	.007	Rejected

The table 19 above summarized the five formulated null hypotheses for the study. The table shows that the hypotheses were tested at 0.05 level of significance and hypotheses 1,2,3 and 5 were rejected while hypothesis 4 was retained which indicated that there is significant difference in the opinion of respondents in research question 4.

#### 4.6. Summary of Major Findings

The following are the major findings of this study

1. There was significant difference in the opinions of Management Staff, Teaching Staff and Non-teaching Staff on the Influence of Democratic Leadership Style Practices of Provosts on Management of Human Resources ( $p=0.00$ ) in Colleges

of Education in North-West Zone. This implies that democratic practices of provosts positively influenced the management of human resources. However, Management Staff were more optimistic of this influence than other category of respondents in Colleges of Education in North-West, Nigeria

2. There was significant difference in the opinion of Management Staff, Teaching Staff and Non-teaching Staff on the Influence of Democratic Leadership Style Practices of Provosts on management of Material Resources ( $p=0.00$ ) in Colleges of Education in North-West Zone. This implies that Democratic Practices of Provosts positively influence the Management of Material Resources. However, Management Staff are more optimistic of this influence than other category of respondents.
3. There was significant difference in the opinion of Management Staff, Teaching Staff and Non-teaching Staff on Influence of Democratic Leadership Style Practices of Provosts on Management of Human Resources ( $p=0.001$ ) in Colleges of Education in North-West Zone. This implies that Democratic Practices of Provosts positively influence Management of Financial Resources. However, Management Staff are more optimistic of this influence than other category of respondents.
4. There was no significant difference in the opinion of Management Staff, Teaching Staff and Non-teaching Staff on Influence of Democratic Leadership Style Practices of Provosts on management of Time Resources ( $p=0.067$ ) in Colleges of Education in North-West Zone. This implies that democratic practices of provosts positively influence management of Financial Resources.
5. There was no significant difference in the opinion of management staff, Teaching staff and Non-teaching staff on Influence of democratic leadership style practices

of provosts on management of time resources at  $p=0.007$ . This implies that democratic practices of provosts positively influence management of financial resources though management staff are more optimistic of this positive influence.

#### **4.7. Discussion of the Findings**

The analysis of the data collected for this study provided some insight into the main objective of the study, assessment of the Influence of democratic leadership style practices of provosts on management of resources in Colleges of Education in North-West, Nigeria. The analyzed data comprised of 397 internal stakeholders of Colleges of Education in North West Nigeria which include management staff, teaching staff, non-teaching staff. This section discussed the findings as they confirm or disagree with the opinions of some authors as earlier cited in the review of related literature.

The information got from analysis of the data elicited to answer research questions one shows that democratic practices of provosts positively influences the management of human resources (overall mean rating of table 10= 3.5.; “Agree”). The corresponding hypothesis one also revealed a significant different in the participant opinion (Management staff:  $M=35.70$ ,  $SD=6.51$ ) was significantly different for the mean of the teaching staff, ( $M=29.51$ ,  $SD=5.55$ ) and Non-teaching staff ( $M=30.01$ ,  $SD=3.10$ ) at  $p= 0.00$ . This implies that management staff, teaching staff and non-teaching staff belief that democratic practice of provost enhanced management of human resources but majority of management staff strongly agreed with most of the items of the questionnaire. This finding is in line with Mtimkulu, Naranje and Karodia, (2014) findings which revealed that employees’ motivation, performance was decreased while absenteeism was increased as a result of the none democratic leadership style practices such as autocratic and laissez-faire exhibited by the leaders. In the same horizon, Abdul Basit, Sebastian, and Hassan, (2017) found that autocratic leadership negatively impact on employee performance and the impact is statistically significant. Singh, & Kassa, (2016) study shows

that for proper management of human resources, leaders like provost must embrace democratic leadership style practices.

The research question two shows that democratic practices of the provosts positively influenced the management of material resources (overall mean rating of table 11= 3.96) “Agree”). The corresponding null hypothesis two also revealed a significant different in the participant opinion. This significant different only occurred between the management staff opinion ( $M=42.30$ ;  $SD=5.81$ ) and that of teaching staff, ( $M=38.96$ ;  $SD=5.40$ ). This implies that virtually all respondent agreed that democratic practice of provost influence proper management of material resources. This finding is in line with Joris and Tedson (2013) findings which indicated that none democratic leadership style practices accounted for huge wastage of materials resources as worker in those companies are working under tension, they cannot express their feeling on how best to used company resources. This finding is contrary to Idowu (2012) findings which indicated that involvement of subordinate in some vital decision making process pertaining procurement of materials resources slowdown the process. The interviewed management staff in the study suggested that it is good for managers to exhibit democratic attributes but there are situations that warrant being autocratic, must especially when it comes to procurement materials needed for qualitative outputs.

The research question three shows that democratic practices of the provosts positively influenced the management of financial resources (overall mean rating of table 12= 3.86) “Agree”). The corresponding null hypothesis three also revealed a significant different in the participant opinion ( $p=.001$ ). This significant different only occurred between the management staff score ( $M=43.18$ ,  $SD=8.73$ ) against teaching staff ( $M=38.19$ ,  $SD=8.25$ ). This shows that all respondent agreed that democratic practices of provosts influence proper management of financial resources with management staff expressed with high optimism. The findings of this study contradict findings of Yahaya (2015) who found that principals under

study only exhibit democratic attributes in management of human resources, material resources but when it comes to financial related resources, their character is more of autocratic than being democratic. The present study finding is in agreement with Ogidan (2014) who found that the school authority that trust their staff and involved them decision making process achieve best in managing school resources. This shows that when leader exhibit democratic attributes financial resources can be managed properly.

The research question four shows that democratic practices of the provosts positively influenced the management of time resources (overall mean rating of table 12= 3.63) “Agree”). The corresponding null hypothesis four shows that there is no significant difference in the respondent’s opinion. This show that majority of the respondents agreed that democratic practices of provosts influence proper management time resources. This finding is contrary to Adekanbi (2013) who found that teachers hardly obey the rules most especially, time related rules such as coming to school by specified time, enter the class to teach at exactly the period allotted to their subjects. The violations of these school rules as related to time resources is said to be worse in the school where the principal is described as a leader characterized by democratic leadership style practices unlike the finding of the present which found that possession of such attribute influence proper management of time resources.

The research question five shows that democratic practices of the provosts positively influenced the management of curriculum resources (overall mean rating of table 12= 3.63) “Agree”). The corresponding null hypothesis three also revealed a significant different in the participant opinion ( $p=.001$ ). This significant different only occurred between the management staff ( $M= 39.83$ ,  $SD = 7.88$ ) was significantly different for the mean of the teaching staff, ( $M=36.16$   $SD=7.53$ ). This shows that majority of the respondent agreed that democratic practices of provosts influence proper management curriculum resources. A

study carried out by Adelaku and Ayinla (2014) show that, one of the problems affecting curriculum implementation is the strictness of school head who by the virtue of their expertise in teaching profession expected all teachers to be as professional as they are within a short period of experience in teaching line. This heads therefore do not have confidence in their teaching staff as capable of implementing curriculum effectively without been monitored strictly which is contrary to democratic principles. The present findings therefore implied that the provosts is having confidence in the human capital of the colleges as capable of implementing curricula appropriate which may account for why majority of respondents agreed that democratic practices of provosts has actually influence proper management of curriculum resources.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The study assessed the influence of democratic practices of the provosts on the management of resources in Colleges of Education in North-West, Nigeria. Initially, the research begins with the description of the background to the study. Thereafter, the problem of the study, objectives of the study, research questions and the null hypotheses were all stated. Thereafter, the basic assumptions, significance of the study and scope of the study were all featured. The study review related literatures on conceptual clarifications of the key variables in the study, theoretical framework which reviewed all the related literature to the study was also discussed. The methodology adopted in carrying out the research work was extensively explained. The methodology was arranged in sequential order ranging from research design, population of the study, sample and sampling techniques, instrumentation, procedure for data collection and procedure for data analysis. The data collected from the respondents were presented, analysed and the results were discussed. The formulated research questions were answered, the formulated hypotheses were tested using Analysis of variance. The hypotheses rejected were further analysed using Scheffe tests for multiple comparisons. Finally, the major findings of the study were discussed and the entire work was duly summarized. Thereafter, conclusion was drawn, recommendations and suggestion for further study was made.

#### **5.2 Conclusions**

Inferring from the opinions of the respondents in respect to the Influence of democratic leadership style practices of provosts in managing resources in Colleges of Education in North-West, Nigeria:

1. Majority of respondents who are Management Staff, Teaching Staff and Senior Non-Teaching staff expressed positive opinions ( $p < 0.00$ ) that such nature (democratic

practices of provosts) positively influence management of human resources in Colleges of Education in North West Zone, Nigeria. Therefore, it was discovered that friendly, broad-minded and good human relationship nature of the provosts creates an avenue for a better management of human resources in colleges of education in the study area.

2. In terms of material resources, majority of respondents who are Management Staff, Teaching Staff and Non-Teaching staff expressed positive opinions ( $p=0.00$ ) that such nature (democratic practices of provosts) positively influence management of material resources. The findings showed that transparency, competency and dedicative nature of the provosts create a room for better management of material resources in Colleges of Education in North West Zone, Nigeria.
3. For time resources, majority of respondents who are Management Staff, Teaching Staff and Non-Teaching staff expressed positive opinions ( $p=0.001$ ) that such nature (democratic practices of provosts) thus being transparent, competent, accountable and self disciplined positively influence management of time resources in Colleges of Education in North West Zone, Nigeria.
4. In terms of financial resources, the majority of the respondents who are Management Staff, Teaching Staff and Non-Teaching staff expressed positive opinions ( $p=0.067$ ) that such nature (democratic practices of provosts) thus accountability, competency in management of fund of the college, self-discipline and transparency positively influence management of financial resources in Colleges of Education in North West Zone, Nigeria.
5. In terms of curriculum resources, majority of respondents who are Management Staff, Teaching Staff and Non-Teaching staff expressed positive opinions ( $p=0.07$ ) that such nature (democratic practices of provosts) through sharing ideas with his subordinates,

respecting ideas of his subordinates and supporting teachers in carrying out their tasks creates a room for proper management of time allocated to all subjects taught in the colleges thereby positively influence management of curriculum resources in Colleges of Education in North West Zone, Nigeria.

The study therefore concluded that for resources to be managed effectively, it is fundamental for provosts to be democratic in dealing with both human and none-human resources in the colleges.

### **5.3 Recommendations**

Based on the outcome of the study, the following recommendations were advanced for proper management of the resources in colleges of educations

1. Provosts' leadership roles in management of human resources in Colleges of Education in North-West, Nigeria should be characterized by democratic practices as this can influence effective management of human resources. Therefore, provosts should appoint qualified and competent persons to manage important positions in the colleges. They should also delegate power and authority, encourage capacity building and create a conducive working environment.
2. Provosts' leadership roles in management of material resources in Colleges of Education in North-West, Nigeria should be characterized by democratic practices as this can influence effective management of material resources. Provosts should provide the needed material resource and monitor a proper maintenance of the resources to achieve the desired objectives in the colleges of education.
3. Provosts' leadership roles in management of financial resources in Colleges of Education in North-West, Nigeria should be characterized by democratic practices as this can influence effective management of financial resources. Provosts should ensure a better management of finance, provide different ways of generating income for the benefit of the college and approve only fundamental projects.

4. Provosts' leadership roles in management of time resources in Colleges of Education in North-West, Nigeria should be characterized by democratic practices as this can influence effective management of human resources. Provosts should minimize and optimize time for better productivity. He should ensure that all staff in the college utilize the time allocated to them in discharging their duties.
5. Provosts' leadership roles in management of curriculum resources in Colleges of Education in North-West, Nigeria should be characterized by democratic practices as this can influence effective management of human resources. Provost should provide guidelines for proper supervision of instructional delivery, and he should ensure coverage of curriculum contents per each semester.

#### **5.4. Suggestions for further studies**

The study is limited to Colleges of Education in North-West, Nigeria, furthermore, the study only exploit how democratic practice of provost influence management of resources, based on this limitation, the researcher felt that there is need for further study in the following areas:

1. Implication of democratic practices among Colleges of Education stakeholders on management of resources. This is expected to reveal the perceived democratic practice in the entire colleges of Education in Nigeria, but not limited to provosts as head but the entire stakeholder and the implication of this can therefore be evaluated on management of resources.
2. The researcher also felt that there is need to study the components of resources management exploit in this study separately for in-depth exploration of leadership style that best enhance management such resources. The leadership style suited human resources management may not be appropriate to management of materials resources

3. This study should be repeated in other geopolitical zone of Nigeria to extend coverage and generalization. If same situation is found in other geopolitical zones in Nigeria, a broader generalization can therefore be made.

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## **APPENDICES**

### **APPENDIX A**

#### **QUESTIONNAIRE ON THE INFLUENCE OF DEMOCRATIC LEADERSHIP STYLE PRACTICES OF PROVOSTSS ON THE MANAGEMENT OF RESOURCES IN FEDERAL COLLEGES OF EDUCATION IN NORTH-WEST, NIGERIA**

Department of Educational Foundations  
and Curriculum,  
Faculty of Education,  
A.B.U. Zaria.  
26<sup>th</sup> April, 2019.

**Dear Respondent,**

#### **REQUEST TO FILL A QUESTIONNAIRE**

I am a Postgraduate Student of the above named Department currently undertaking a research on the topic “**Influence of Democratic leadership style practices of provostss on Management of Resources in Colleges of Education in North-West, Nigeria**”. I wish to request your kind assistance to fill-in this questionnaire as honestly as possible.

Your response and cooperation will certainly assist in completion of this research. Any information supplied will be treated confidentially and used strictly for the purpose of the research only.

Thank you in anticipation of your kind cooperation.

Yours Sincerely,

**Suraj, MAGAJI**

## APPENDIX B

### Section A: Bio-Data of Respondents

Please tick (✓) in the appropriate column that relates to you.

1. **Status:** (a) Management Staff ( ) (b) Teaching Staff ( ) None teaching Staff ( )
2. **Gender:** (a) Male ( ) (b) Female ( )
3. **Highest Academic Qualification:** (a) M.Ed ( ) (b) B.Ed ( ) (c) NCE ( ) (d) P.hD. ( )  
(d) Others please specify \_\_\_\_\_
4. **Years of Working Experience:** (a) 1-5 years ( ) (b) 6 -10 years ( )  
(c) 11 – 15 years ( ) (d) 16 -20 years ( ) (e) 20 years and above ( )

Please, tick (✓) in the appropriate column that best represents your view on each of the following statements in sections

**Section B: Influence of Democratic leadership style practices of provosts on the Management of Human Resources in Colleges of Education in North West Geographical Zone Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Friendly nature of the provost enables him/her to have good relationship with non-teaching staff of this college.					
2	Provost's systematic way of dealing with problems enables him/her to have good relationship with non-teaching staff of this college.					
3	The forward-looking nature of the provost enables him/her to have good relationship with casual staff of this college.					
4	The broad-minded nature of the provost enables him/her to have good relationship with officials of NASU in this college.					
5	The good human relationship of the provost enables him/her to have good relationship with officials of SSA/COE in this college.					
6	The accommodative nature of the provost enables him/her to have good relationship with neighboring community in this college.					
7	Respect for the dignity of individual and groups enables him/her to have good relationship with members of the management of this college.					
8	The approachability of the provost enables him/her to have good relationship with students' unions in this college.					

9	The accessibility of the provost enables him/her to have good relationship with members of alumni association in this college.					
10	Acceptance of all social interactions of the provost enables him/her to have good relationship with members of the government council of this college.					

**Section C: Influence of Democratic leadership style practices of provosts on the Management of Material Resources in Colleges of Education in North West Geographical Zone, Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11	Transparent nature of the provost enables proper management of teaching facilities such as audio visual of this college.					
12	Transparent nature of the provost enables proper management of learning facilities such as textbook of this college.					
13	Competent nature of the provost enables proper management of recreational facilities such as playground in this college.					
14	Dedicative nature of the provost enables proper management of welfare facilities such as office vehicles in this college.					
15	The broad-mindedness nature of the provost enables proper management of light facilities such as security light in this college.					
16	The broad-mindedness nature of the provost enables proper management of water facilities					

	such as water tanks in this college.					
17	The good decision making of the provost enables proper management of security facilities in this college.					
18	The disciplinary nature of the provost enables the proper management of health facilities such as staff clinics in this college.					
19	The courageous nature of the provost enables proper management of game facilities in this college					
20	The disciplined nature of the provost enables proper management of infrastructural facilities in this college					

**Section D: Influence of Democratic leadership style practices of provosts on the Management of Financial Resources in Colleges of Education in North West Geographical Zone Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21	The accountability nature of the provost enables proper management of funds obtained from government in this college					
22	The board-mindedness of the provost enables proper management of financial support obtained from wealthy individuals in this college					
23	The transparent nature of the provost enables proper management of financial support obtained from parents in this college					
24	The competent nature of the provost enables proper management of financial support obtained from Alumni Association in this college.					
25	The dedicative nature of the provost enables proper management of financial support obtained from management members in this college					
26	The disciplined nature of the provost enables proper management of funds generated from school fees in this college.					
27	The transparent nature of the provost enables proper management of funds generated from source of internally generated revenue in this college.					
28	The discipline nature of the provost enables the proper management of funds generated from NGOs in this					

	college					
29	The dedicative nature of the provost enables proper management of funds from foreign bodies in this college.					
30	The good decision making of the provost enables proper management of funds generated from other government agencies in this college.					

**Section E: Influence of Democratic leadership style practices of provostss in the Management of Time Resources in Colleges of Education in North West Geographical Zone Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of English language in this school.					
32	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of mathematics in this college					
33	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of science subjects in this college					
34	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of Art subjects in this college					
35	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of social science subjects in this college.					

36	The provost's time to listen and share ideas with subordinates enables proper management of time allocated to teaching of vocational and technical subjects in this college.					
37	The provost's time to listen and share ideas with the subordinates enables proper management of time allocated to practicals in this college					
38	The provost's nature of delegation of duties and responsibilities to subordinates enables proper management of time allocated for games and recreational activities in this college					
39	The provost's nature of delegation of duties and responsibilities to subordinates enables proper management of time allocated for extra-curricular activities in this college					
40	The accessible nature of the provost enables him/her to proper management time to attend to visitors in this college					

**Section F: Influence of Democratic leadership style practices of provosts in the Management of Curriculum Resources in Colleges of Education in North West Geographical Zone Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41	The innovative and creative nature of the provost enables the management of the full-content curriculum of English language in this college					
42	The innovative and creative nature of the provost enables the management of the full-content curriculum of mathematics in this college					
43	The innovative and creative nature of the provost enables the management of the full-content curriculum of science courses in this college					
44	The innovative and creative nature of the provost enables the management of the full-content curriculum of Art courses in this college					
45	The innovative and creative nature of the provost enables the management of the full-content curriculum of social science courses in this college					
46	The innovative and creative nature of the provost enables the management of the full-content curriculum of vocational and technical courses in this college					
47	The innovative and creative nature of the provost enables the emergence of the well-designed scheme of work of every course in this college					
48	The dedicative nature of the provost enables the management of the current scheme of work to all courses in this college					
49	The innovative and broad-mind nature of the provost enables lecturers to attend workshops/seminars on curriculum review of their courses to update knowledge in this college					

50	The provost's accountability and advice to lecturers regarding task implementation enables proper management of all education courses in this college					
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## APPENDIX C:

### SPSS OUTPUT OF DESCRIPTIVE ANALYSIS

Notes		
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	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
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		RQ2_3 RQ2_4 RQ2_5 RQ2_6
		RQ2_7 RQ2_8 RQ2_9 RQ2_10
		RQ3_1 Q3_2 RQ3_3 RQ3_4
		RQ3_5 RQ3_6 R3_7 R3_8
		R3_9 R3_10 RQ4_1 RQ4_2
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		RQ4_7 RQ_8 RQ_9
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	1					Total
	SD	D	UD	A	SA	
Management Staff	3	2	7	1	27	40
	7.5%	5.0%	17.5%	2.5%	67.5%	100.0%
Teaching Staff	16	9	5	237	22	289
	5.5%	3.1%	1.7%	82.0%	7.6%	100.0%
Non-Teaching Staff	2	3	3	56	4	68
	2.9%	4.4%	4.4%	82.4%	5.9%	100.0%
Students	7	7	15	36	19	84
Representative	8.3%	8.3%	17.9%	42.9%	22.6%	100.0%
Total	28	21	30	330	72	481
	5.8%	4.4%	6.2%	68.6%	15.0%	100.0%

	2					Total
	SD	D	UD	A	SA	
Management Staff	5 12.5%	1 2.5%	8 20.0%	3 7.5%	23 57.5%	40 100.0%
Teaching Staff	16 5.5%	13 4.5%	11 3.8%	215 74.4%	34 11.8%	289 100.0%
Non-Teaching Staff	0 0.0%	0 0.0%	3 4.4%	60 88.2%	5 7.4%	68 100.0%
Students Representative	7 8.3%	7 8.3%	7 8.3%	44 52.4%	19 22.6%	84 100.0%
Total	28 5.8%	21 4.4%	29 6.0%	322 66.9%	81 16.8%	481 100.0%

	3					Total
	SD	D	UD	A	SA	
Management Staff	5 12.5%	2 5.0%	9 22.5%	3 7.5%	21 52.5%	40 100.0%
Teaching Staff	16 5.5%	9 3.1%	5 1.7%	237 82.0%	22 7.6%	289 100.0%
Non-Teaching Staff	0 0.0%	1 1.5%	3 4.4%	62 91.2%	2 2.9%	68 100.0%
Students Representative	8 9.5%	2 2.4%	17 20.2%	35 41.7%	22 26.2%	84 100.0%
Total	29 6.0%	14 2.9%	34 7.1%	337 70.1%	67 13.9%	481 100.0%

	4					Total
	SD	D	UD	A	SA	
Management Staff	5 12.5%	2 5.0%	8 20.0%	1 2.5%	24 60.0%	40 100.0%
Teaching Staff	16 5.5%	9 3.1%	5 1.7%	237 82.0%	22 7.6%	289 100.0%
Non-Teaching Staff	2 2.9%	1 1.5%	3 4.4%	59 86.8%	3 4.4%	68 100.0%
Students Representative	12 14.3%	4 4.8%	17 20.2%	33 39.3%	18 21.4%	84 100.0%
Total	35 7.3%	16 3.3%	33 6.9%	330 68.6%	67 13.9%	481 100.0%

		5					Total
		SD	D	UD	A	SA	
Management Staff	Count	5	0	10	3	22	40
	% within 0	12.5%	0.0%	25.0%	7.5%	55.0%	100.0%
Teaching Staff	Count	29	13	11	194	42	289
	% within 0	10.0%	4.5%	3.8%	67.1%	14.5%	100.0%
Non-Teaching Staff	Count	4	5	3	44	12	68
	% within 0	5.9%	7.4%	4.4%	64.7%	17.6%	100.0%
Students Representative	Count	6	7	6	41	24	84
	% within 0	7.1%	8.3%	7.1%	48.8%	28.6%	100.0%
Total	Count	44	25	30	282	100	481
	% within 0	9.1%	5.2%	6.2%	58.6%	20.8%	100.0%

		6					Total
		SD	D	UD	A	SA	
Management Staff		3	2	10	1	24	40
		7.5%	5.0%	25.0%	2.5%	60.0%	100.0%
Teaching Staff		16	9	5	237	22	289
		5.5%	3.1%	1.7%	82.0%	7.6%	100.0%
Non-Teaching Staff		9	5	2	48	4	68
		13.2%	7.4%	2.9%	70.6%	5.9%	100.0%
Students Representative		1	1	13	47	22	84
		1.2%	1.2%	15.5%	56.0%	26.2%	100.0%
Total		29	17	30	333	72	481
		6.0%	3.5%	6.2%	69.2%	15.0%	100.0%

		7					Total
		SD	D	UD	A	SA	
Management Staff		3	3	0	12	22	40
		7.5%	7.5%	0.0%	30.0%	55.0%	100.0%
Teaching Staff		26	25	12	57	169	289
		9.0%	8.7%	4.2%	19.7%	58.5%	100.0%
Non-Teaching Staff		6	5	2	9	46	68
		8.8%	7.4%	2.9%	13.2%	67.6%	100.0%
Students Representative		11	10	5	0	58	84
		13.1%	11.9%	6.0%	0.0%	69.0%	100.0%
Total		46	43	19	78	295	481
		9.6%	8.9%	4.0%	16.2%	61.3%	100.0%

	8					Total
	SD	D	UD	A	SA	
Management Staff	1 2.5%	1 2.5%	1 2.5%	2 5.0%	35 87.5%	40 100.0%
Teaching Staff	23 8.0%	29 10.0%	40 13.8%	146 50.5%	51 17.6%	289 100.0%
Non-Teaching Staff	6 8.8%	3 4.4%	3 4.4%	46 67.6%	10 14.7%	68 100.0%
Students Representative	7 8.3%	15 17.9%	0 0.0%	61 72.6%	1 1.2%	84 100.0%
Total	37 7.7%	48 10.0%	44 9.1%	255 53.0%	97 20.2%	481 100.0%

	9					Total
	SD	D	UD	A	SA	
Management Staff	2 5.0%	1 2.5%	10 25.0%	27 67.5%	0 0.0%	40 100.0%
Teaching Staff	249 86.2%	22 7.6%	10 3.5%	1 0.3%	7 2.4%	289 100.0%
Non-Teaching Staff	48 70.6%	0 0.0%	0 0.0%	18 26.5%	2 2.9%	68 100.0%
Students Representative	49 58.3%	31 36.9%	0 0.0%	2 2.4%	2 2.4%	84 100.0%
Total	172 35.8%	348 72.3%	54 11.2%	20 4.2%	48 10.0%	11 2.3%

	10					Total
	SD	D	UD	A	SA	
Management Staff	2 5.0%	5 12.5%	2 5.0%	29 72.5%	2 5.0%	40 100.0%
Teaching Staff	176 60.9%	56 19.4%	8 2.8%	37 12.8%	12 4.2%	289 100.0%
Non-Teaching Staff	62 91.2%	0 0.0%	0 0.0%	0 0.0%	6 8.8%	68 100.0%
Students Representative	75 89.3%	5 6.0%	0 0.0%	2 2.4%	2 2.4%	84 100.0%
Total	213 44.3%	315 65.5%	66 13.7%	10 2.1%	68 14.1%	22 4.6%

	11					Total
	SD	D	UD	A	SA	
0 Management Staff	3 7.5%	3 7.5%	0 0.0%	33 82.5%	1 2.5%	40 100.0%

Teaching Staff	0	1	5	190	93	289
	0.0%	0.3%	1.7%	65.7%	32.2%	100.0%
Non-Teaching Staff	0	0	0	26	42	68
	0.0%	0.0%	0.0%	38.2%	61.8%	100.0%
Students Representative	7	7	0	51	19	84
	8.3%	8.3%	0.0%	60.7%	22.6%	100.0%
Total	10	11	5	300	155	481
	2.1%	2.3%	1.0%	62.4%	32.2%	100.0%

	12					Total
	SD	D	UD	A	SA	
Management Staff	5	1	0	10	24	40
	12.5%	2.5%	0.0%	25.0%	60.0%	100.0%
Teaching Staff	12	13	5	190	69	289
	4.2%	4.5%	1.7%	65.7%	23.9%	100.0%
Non-Teaching Staff	0	0	0	34	34	68
	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
Students Representative	0	0	0	47	37	84
	0.0%	0.0%	0.0%	56.0%	44.0%	100.0%
Total	17	14	5	281	164	481
	3.5%	2.9%	1.0%	58.4%	34.1%	100.0%

	13					Total
	SD	D	UD	A	SA	
Management Staff	1	2	0	23	14	40
	2.5%	5.0%	0.0%	57.5%	35.0%	100.0%
Teaching Staff	16	30	5	222	16	289
	5.5%	10.4%	1.7%	76.8%	5.5%	100.0%
Non-Teaching Staff	0	1	0	65	2	68
	0.0%	1.5%	0.0%	95.6%	2.9%	100.0%
Students Representative	8	2	0	52	22	84
	9.5%	2.4%	0.0%	61.9%	26.2%	100.0%
Total	25	35	5	362	54	481
	5.2%	7.3%	1.0%	75.3%	11.2%	100.0%

		14					Total
		SD	D	UD	A	SA	
Management Staff	Count	5	2	0	9	24	40
	% within 0	12.5%	5.0%	0.0%	22.5%	60.0%	100.0%
Teaching Staff	Count	16	9	5	237	22	289
	% within 0	5.5%	3.1%	1.7%	82.0%	7.6%	100.0%
Non-Teaching Staff	Count	2	1	0	62	3	68
	% within 0	2.9%	1.5%	0.0%	91.2%	4.4%	100.0%
Students Representative	Count	2	1	0	77	4	84
	% within 0	2.4%	1.2%	0.0%	91.7%	4.8%	100.0%
Total	Count	25	13	5	385	53	481
	% within 0	5.2%	2.7%	1.0%	80.0%	11.0%	100.0%

		15					Total
		SD	D	UD	A	SA	
0	Management Staff	5	0	0	13	22	40
		12.5%	0.0%	0.0%	32.5%	55.0%	100.0%
	Teaching Staff	29	13	3	192	52	289
		10.0%	4.5%	1.0%	66.4%	18.0%	100.0%
	Non-Teaching Staff	4	5	0	42	17	68
		5.9%	7.4%	0.0%	61.8%	25.0%	100.0%
	Students Representative	4	10	0	28	42	84
		4.8%	11.9%	0.0%	33.3%	50.0%	100.0%
	Total	42	28	3	275	133	481
		8.7%	5.8%	0.6%	57.2%	27.7%	100.0%

		16					Total
		SD	D	UD	A	SA	
	Management Staff	3	2	0	11	24	40
		7.5%	5.0%	0.0%	27.5%	60.0%	100.0%
	Teaching Staff	16	9	5	198	61	289
		5.5%	3.1%	1.7%	68.5%	21.1%	100.0%
	Non-Teaching Staff	9	5	0	50	4	68
		13.2%	7.4%	0.0%	73.5%	5.9%	100.0%
	Students Representative	1	1	0	60	22	84
		1.2%	1.2%	0.0%	71.4%	26.2%	100.0%
	Total	29	17	5	319	111	481
		6.0%	3.5%	1.0%	66.3%	23.1%	100.0%

			17					Total
			SD	D	UD	A	SA	
Management Staff	Count		3	3	0	12	22	40
	% within 0		7.5%	7.5%	0.0%	30.0%	55.0%	100.0%
Teaching Staff	Count		28	37	5	76	143	289
	% within 0		9.7%	12.8%	1.7%	26.3%	49.5%	100.0%
Non-Teaching Staff	Count		6	13	0	13	36	68
	% within 0		8.8%	19.1%	0.0%	19.1%	52.9%	100.0%
Students Representative	Count		11	10	0	5	58	84
	% within 0		13.1%	11.9%	0.0%	6.0%	69.0%	100.0%
Total	Count		48	63	5	106	259	481
	% within 0		10.0%	13.1%	1.0%	22.0%	53.8%	100.0%

		18					Total
		SD	D	UD	A	SA	
	Management Staff	1	1	0	3	35	40
		2.5%	2.5%	0.0%	7.5%	87.5%	100.0%
	Teaching Staff	20	28	3	164	74	289
		6.9%	9.7%	1.0%	56.7%	25.6%	100.0%
	Non-Teaching Staff	0	2	0	60	6	68

	0.0%	2.9%	0.0%	88.2%	8.8%	100.0%
Students	6	10	2	65	1	84
Representative	7.1%	11.9%	2.4%	77.4%	1.2%	100.0%
Total	27	41	5	292	116	481
	5.6%	8.5%	1.0%	60.7%	24.1%	100.0%

	19					Total
	SD	D	UD	A	SA	
Management Staff	2	5	2	18	13	40
	5.0%	12.5%	5.0%	45.0%	32.5%	100.0%
Teaching Staff	76	60	11	47	95	289
	26.3%	20.8%	3.8%	16.3%	32.9%	100.0%
Non-Teaching Staff	4	7	12	41	4	68
	5.9%	10.3%	17.6%	60.3%	5.9%	100.0%
Students Representative	1	12	1	41	29	84
	1.2%	14.3%	1.2%	48.8%	34.5%	100.0%
Total	83	84	26	147	141	481
	17.3%	17.5%	5.4%	30.6%	29.3%	100.0%

		20					Total
		SD	D	UD	A	SA	
Management Staff	Count	0	0	0	3	37	40
	% within 0	0.0%	0.0%	0.0%	7.5%	92.5%	100.0%
Teaching Staff	Count	9	7	0	73	200	289
	% within 0	3.1%	2.4%	0.0%	25.3%	69.2%	100.0%
Non-Teaching Staff	Count	0	0	7	46	15	68
	% within 0	0.0%	0.0%	10.3%	67.6%	22.1%	100.0%
Students Representative	Count	0	9	0	57	18	84
	% within 0	0.0%	10.7%	0.0%	67.9%	21.4%	100.0%
Total	Count	9	16	7	179	270	481
	% within 0	1.9%	3.3%	1.5%	37.2%	56.1%	100.0%

		21					Total
		SD	D	UD	A	SA	
0 Management Staff		2	0	7	1	30	40
		5.0%	0.0%	17.5%	2.5%	75.0%	100.0%
Teaching Staff		18	9	12	193	57	289
		6.2%	3.1%	4.2%	66.8%	19.7%	100.0%
Non-Teaching Staff		0	0	1	67	0	68
		0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
Students Representative		7	7	15	36	19	84
		8.3%	8.3%	17.9%	42.9%	22.6%	100.0%
Total		27	16	35	297	106	481
		5.6%	3.3%	7.3%	61.7%	22.0%	100.0%

		22					Total
		SD	D	UD	A	SA	
Management Staff		4	0	10	1	25	40

	10.0%	0.0%	25.0%	2.5%	62.5%	100.0%
Teaching Staff	21	9	13	199	47	289
	7.3%	3.1%	4.5%	68.9%	16.3%	100.0%
Non-Teaching Staff	0	0	1	67	0	68
	0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
Students	7	7	7	44	19	84
Representative	8.3%	8.3%	8.3%	52.4%	22.6%	100.0%
Total	32	16	31	311	91	481
	6.7%	3.3%	6.4%	64.7%	18.9%	100.0%

			23					Total
			SD	D	UD	A	SA	
0	Management Staff	Count	0	0	0	1	39	40
		% within 0	0.0%	0.0%	0.0%	2.5%	97.5%	100.0%
	Teaching Staff	Count	18	9	10	225	27	289
		% within 0	6.2%	3.1%	3.5%	77.9%	9.3%	100.0%
	Non-Teaching Staff	Count	0	0	1	67	0	68
		% within 0	0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
	Students Representative	Count	5	5	14	38	22	84
		% within 0	6.0%	6.0%	16.7%	45.2%	26.2%	100.0%
	Total	Count	23	14	25	331	88	481
		% within 0	4.8%	2.9%	5.2%	68.8%	18.3%	100.0%

		24					Total
		SD	D	UD	A	SA	
	Management Staff	2	0	7	1	30	40
		5.0%	0.0%	17.5%	2.5%	75.0%	100.0%
	Teaching Staff	18	14	16	200	41	289
		6.2%	4.8%	5.5%	69.2%	14.2%	100.0%
	Non-Teaching Staff	0	0	1	67	0	68
		0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
	Students	10	8	18	29	19	84
	Representative	11.9%	9.5%	21.4%	34.5%	22.6%	100.0%
	Total	30	22	42	297	90	481
		6.2%	4.6%	8.7%	61.7%	18.7%	100.0%

		25					Total
		SD	D	UD	A	SA	
	Management Staff	4	3	3	0	30	40
		10.0%	7.5%	7.5%	0.0%	75.0%	100.0%
	Teaching Staff	20	9	18	188	54	289
		6.9%	3.1%	6.2%	65.1%	18.7%	100.0%
	Non-Teaching Staff	2	0	1	65	0	68
		2.9%	0.0%	1.5%	95.6%	0.0%	100.0%
	Students Representative	4	6	17	41	16	84
		4.8%	7.1%	20.2%	48.8%	19.0%	100.0%
	Total	30	18	39	294	100	481
		6.2%	3.7%	8.1%	61.1%	20.8%	100.0%

			26					Total
			SD	D	UD	A	SA	
0	Management Staff	Count	5	3	7	2	23	40
		% within 0	12.5%	7.5%	17.5%	5.0%	57.5%	100.0%
	Teaching Staff	Count	24	9	16	202	38	289
		% within 0	8.3%	3.1%	5.5%	69.9%	13.1%	100.0%
	Non-Teaching Staff	Count	4	0	3	51	10	68
		% within 0	5.9%	0.0%	4.4%	75.0%	14.7%	100.0%
	Students Representative	Count	9	7	22	16	30	84
		% within 0	10.7%	8.3%	26.2%	19.0%	35.7%	100.0%
Total		Count	42	19	48	271	101	481
		% within 0	8.7%	4.0%	10.0%	56.3%	21.0%	100.0%

			27					Total
			SD	D	UD	A	SA	
	Management Staff		4	0	8	0	28	40
			10.0%	0.0%	20.0%	0.0%	70.0%	100.0%
	Teaching Staff		14	11	5	225	34	289
			4.8%	3.8%	1.7%	77.9%	11.8%	100.0%
	Non-Teaching Staff		6	0	3	59	0	68
			8.8%	0.0%	4.4%	86.8%	0.0%	100.0%
	Students Representative		3	0	15	41	25	84
			3.6%	0.0%	17.9%	48.8%	29.8%	100.0%
Total			27	11	31	325	87	481
			5.6%	2.3%	6.4%	67.6%	18.1%	100.0%

			28					Total
			SD	D	UD	A	SA	
	Management Staff		2	0	7	4	27	40
			5.0%	0.0%	17.5%	10.0%	67.5%	100.0%
	Teaching Staff		18	19	9	200	43	289
			6.2%	6.6%	3.1%	69.2%	14.9%	100.0%
	Non-Teaching Staff		1	1	2	63	1	68
			1.5%	1.5%	2.9%	92.6%	1.5%	100.0%
	Students Representative		7	7	15	36	19	84
			8.3%	8.3%	17.9%	42.9%	22.6%	100.0%
Total			28	27	33	303	90	481
			5.8%	5.6%	6.9%	63.0%	18.7%	100.0%

	29					Total
	SD	D	UD	A	SA	
Management Staff	2	0	7	1	30	40
	5.0%	0.0%	17.5%	2.5%	75.0%	100.0%
Teaching Staff	26	8	15	198	42	289
	9.0%	2.8%	5.2%	68.5%	14.5%	100.0%
Non-Teaching Staff	0	0	1	67	0	68
	0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
Students Representative	5	7	21	3	48	84
	6.0%	8.3%	25.0%	3.6%	57.1%	100.0%
Total	33	15	44	269	120	481
	6.9%	3.1%	9.1%	55.9%	24.9%	100.0%

	30					Total
	SD	D	UD	A	SA	
Management Staff	4	0	8	0	28	40
	10.0%	0.0%	20.0%	0.0%	70.0%	100.0%
Teaching Staff	20	9	10	230	20	289
	6.9%	3.1%	3.5%	79.6%	6.9%	100.0%
Non-Teaching Staff	0	0	1	67	0	68
	0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
Students Representative	7	7	15	34	21	84
	8.3%	8.3%	17.9%	40.5%	25.0%	100.0%
Total	31	16	34	331	69	481
	6.4%	3.3%	7.1%	68.8%	14.3%	100.0%

	31					Total
	SD	D	UD	A	SA	
Management Staff	8	26	0	2	4	40
	20.0%	65.0%	0.0%	5.0%	10.0%	100.0%
Teaching Staff	61	81	5	113	29	289
	21.1%	28.0%	1.7%	39.1%	10.0%	100.0%
Non-Teaching Staff	8	17	1	38	4	68
	11.8%	25.0%	1.5%	55.9%	5.9%	100.0%
Students Representative	22	28	5	20	9	84
	26.2%	33.3%	6.0%	23.8%	10.7%	100.0%
Total	99	152	11	173	46	481
	20.6%	31.6%	2.3%	36.0%	9.6%	100.0%

	32					Total
	SD	D	UD	A	SA	
Management Staff	4	0	10	1	25	40
	10.0%	0.0%	25.0%	2.5%	62.5%	100.0%
Teaching Staff	19	9	7	222	32	289
	6.6%	3.1%	2.4%	76.8%	11.1%	100.0%
Non-Teaching Staff	0	0	1	67	0	68
	0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
Students Representative	7	7	7	44	19	84
	8.3%	8.3%	8.3%	52.4%	22.6%	100.0%

Total	30	16	25	334	76	481
	6.2%	3.3%	5.2%	69.4%	15.8%	100.0%

	33					Total
	SD	D	UD	A	SA	
Management Staff	2	0	7	1	30	40
	5.0%	0.0%	17.5%	2.5%	75.0%	100.0%
Teaching Staff	16	9	5	237	22	289
	5.5%	3.1%	1.7%	82.0%	7.6%	100.0%
Non-Teaching Staff	0	0	1	67	0	68
	0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
Students Representative	5	5	14	38	22	84
	6.0%	6.0%	16.7%	45.2%	26.2%	100.0%
Total	23	14	27	343	74	481
	4.8%	2.9%	5.6%	71.3%	15.4%	100.0%

	34					Total
	SD	D	UD	A	SA	
Management Staff	2	0	7	1	30	40
	5.0%	0.0%	17.5%	2.5%	75.0%	100.0%
Teaching Staff	20	14	10	225	20	289
	6.9%	4.8%	3.5%	77.9%	6.9%	100.0%
Non-Teaching Staff	0	0	1	67	0	68
	0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
Students Representative	10	8	18	29	19	84
	11.9%	9.5%	21.4%	34.5%	22.6%	100.0%
Total	32	22	36	322	69	481
	6.7%	4.6%	7.5%	66.9%	14.3%	100.0%

	35					Total
	SD	D	UD	A	SA	
Management Staff	6	3	7	0	24	40
	15.0%	7.5%	17.5%	0.0%	60.0%	100.0%
Teaching Staff	18	9	8	233	21	289
	6.2%	3.1%	2.8%	80.6%	7.3%	100.0%
Non-Teaching Staff	2	0	1	65	0	68
	2.9%	0.0%	1.5%	95.6%	0.0%	100.0%
Students	4	6	17	41	16	84
Representative	4.8%	7.1%	20.2%	48.8%	19.0%	100.0%
Total	30	18	33	339	61	481
	6.2%	3.7%	6.9%	70.5%	12.7%	100.0%

	36					Total
	SD	D	UD	A	SA	
0 Management Staff	5	3	7	2	23	40
	12.5%	7.5%	17.5%	5.0%	57.5%	100.0%
Teaching Staff	22	13	10	226	18	289
	7.6%	4.5%	3.5%	78.2%	6.2%	100.0%
Non-Teaching Staff	4	0	3	59	2	68
	5.9%	0.0%	4.4%	86.8%	2.9%	100.0%
Students	7	7	15	36	19	84
Representative	8.3%	8.3%	17.9%	42.9%	22.6%	100.0%
Total	38	23	35	323	62	481
	7.9%	4.8%	7.3%	67.2%	12.9%	100.0%

	37					Total
	SD	D	UD	A	SA	
Management Staff	5	1	10	0	24	40
	12.5%	2.5%	25.0%	0.0%	60.0%	100.0%
Teaching Staff	14	11	5	225	34	289
	4.8%	3.8%	1.7%	77.9%	11.8%	100.0%
Non-Teaching Staff	6	0	3	59	0	68
	8.8%	0.0%	4.4%	86.8%	0.0%	100.0%
Students Representative	7	7	14	41	15	84
	8.3%	8.3%	16.7%	48.8%	17.9%	100.0%
Total	32	19	32	325	73	481
	6.7%	4.0%	6.7%	67.6%	15.2%	100.0%

	38					Total
	SD	D	UD	A	SA	
Management Staff	2	0	7	4	27	40
	5.0%	0.0%	17.5%	10.0%	67.5%	100.0%
Teaching Staff	16	19	3	229	22	289
	5.5%	6.6%	1.0%	79.2%	7.6%	100.0%
Non-Teaching Staff	1	1	2	63	1	68
	1.5%	1.5%	2.9%	92.6%	1.5%	100.0%
Students Representative	7	7	15	36	19	84
	8.3%	8.3%	17.9%	42.9%	22.6%	100.0%
Total	26	27	27	332	69	481
	5.4%	5.6%	5.6%	69.0%	14.3%	100.0%

	39					Total
	SD	D	UD	A	SA	
Management Staff	2	0	7	1	30	40
	5.0%	0.0%	17.5%	2.5%	75.0%	100.0%
Teaching Staff	22	8	5	232	22	289
	7.6%	2.8%	1.7%	80.3%	7.6%	100.0%
Non-Teaching Staff	0	0	1	67	0	68
	0.0%	0.0%	1.5%	98.5%	0.0%	100.0%
Students Representative	3	7	14	33	27	84
	3.6%	8.3%	16.7%	39.3%	32.1%	100.0%
Total	27	15	27	333	79	481
	5.6%	3.1%	5.6%	69.2%	16.4%	100.0%

	40					Total
	SD	D	UD	A	SA	
Management Staff	8	24	0	0	8	40
	20.0%	60.0%	0.0%	0.0%	20.0%	100.0%
Teaching Staff	40	81	7	128	33	289
	13.8%	28.0%	2.4%	44.3%	11.4%	100.0%
Non-Teaching Staff	8	23	1	29	7	68
	11.8%	33.8%	1.5%	42.6%	10.3%	100.0%
Students Representative	12	40	7	10	15	84
	14.3%	47.6%	8.3%	11.9%	17.9%	100.0%
Total	68	168	15	167	63	481
	14.1%	34.9%	3.1%	34.7%	13.1%	100.0%

	41					Total
	SD	D	UD	A	SA	
Management Staff	0	13	0	1	26	40
	0.0%	10.0%	0.0%	0.8%	18.6%	8.3%
Teaching Staff	60	77	4	94	54	289
	69.0%	59.2%	66.7%	79.7%	38.6%	60.1%
Non-Teaching Staff	8	13	0	19	28	68
	9.2%	10.0%	0.0%	16.1%	20.0%	14.1%
Students Representative	19	27	2	4	32	84
	21.8%	20.8%	33.3%	3.4%	22.9%	17.5%
Total	87	130	6	118	140	481
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		42					Total
		SD	D	UD	A	SA	
0	Management Staff	4 13.3%	3 15.8%	5 41.7%	18 6.3%	10 7.4%	40 8.3%
	Teaching Staff	19 63.3%	9 47.4%	4 33.3%	191 67.3%	66 48.5%	289 60.1%
	Non-Teaching Staff	0 0.0%	0 0.0%	1 8.3%	42 14.8%	25 18.4%	68 14.1%
	Students Representative	7 23.3%	7 36.8%	2 16.7%	33 11.6%	35 25.7%	84 17.5%
	Total	30 100.0%	19 100.0%	12 100.0%	284 100.0%	136 100.0%	481 100.0%

		43					Total
		SD	D	UD	A	SA	
	Management Staff	2 3.6%	0 0.0%	7 25.9%	1 0.4%	30 35.7%	40 8.3%
	Teaching Staff	40 72.7%	48 69.6%	5 18.5%	169 68.7%	27 32.1%	289 60.1%
	Non-Teaching Staff	8 14.5%	16 23.2%	1 3.7%	38 15.4%	5 6.0%	68 14.1%
	Students Representative	5 9.1%	5 7.2%	14 51.9%	38 15.4%	22 26.2%	84 17.5%
	Total	55 100.0%	69 100.0%	27 100.0%	246 100.0%	84 100.0%	481 100.0%

		44					Total
		SD	D	UD	A	SA	
0	Management Staff	10 16.7%	16 18.6%	4 21.1%	0 0.0%	10 16.1%	40 8.3%
	Teaching Staff	24 40.0%	30 34.9%	9 47.4%	202 79.5%	24 38.7%	289 60.1%
	Non-Teaching Staff	8 13.3%	16 18.6%	1 5.3%	38 15.0%	5 8.1%	68 14.1%
	Students Representative	18 30.0%	24 27.9%	5 26.3%	14 5.5%	23 37.1%	84 17.5%
	Total	60 100.0%	86 100.0%	19 100.0%	254 100.0%	62 100.0%	481 100.0%

		45					Total
		SD	D	UD	A	SA	
0	Management Staff	6 20.0%	3 16.7%	7 21.2%	0 0.0%	24 39.3%	40 8.3%
	Teaching Staff	18 60.0%	9 50.0%	8 24.2%	233 68.7%	21 34.4%	289 60.1%
	Non-Teaching Staff	2 6.7%	0 0.0%	1 3.0%	65 19.2%	0 0.0%	68 14.1%
	Students Representative	4 13.3%	6 33.3%	17 51.5%	41 12.1%	16 26.2%	84 17.5%
	Total	30 100.0%	18 100.0%	33 100.0%	339 100.0%	61 100.0%	481 100.0%

	46					Total
	SD	D	UD	A	SA	
0 Management Staff	5	3	7	2	23	40
	10.0%	8.6%	21.2%	0.8%	22.5%	8.3%
Teaching Staff	28	19	10	200	32	289
	56.0%	54.3%	30.3%	76.6%	31.4%	60.1%
Non-Teaching Staff	7	3	2	41	15	68
	14.0%	8.6%	6.1%	15.7%	14.7%	14.1%
Students Representative	10	10	14	18	32	84
	20.0%	28.6%	42.4%	6.9%	31.4%	17.5%
Total	50	35	33	261	102	481
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	47					Total
	SD	D	UD	A	SA	
Management Staff	5	1	10	0	24	40
	15.6%	5.3%	31.2%	0.0%	32.9%	8.3%
Teaching Staff	14	11	5	225	34	289
	43.8%	57.9%	15.6%	69.2%	46.6%	60.1%
Non-Teaching Staff	6	0	3	59	0	68
	18.8%	0.0%	9.4%	18.2%	0.0%	14.1%
Students Representative	7	7	14	41	15	84
	21.9%	36.8%	43.8%	12.6%	20.5%	17.5%
Total	32	19	32	325	73	481
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	48					Total
	SD	D	UD	A	SA	
Management Staff	2	0	7	4	27	40
	7.7%	0.0%	25.9%	1.2%	39.1%	8.3%
Teaching Staff	16	19	3	229	22	289
	61.5%	70.4%	11.1%	69.0%	31.9%	60.1%
Non-Teaching Staff	1	1	2	63	1	68
	3.8%	3.7%	7.4%	19.0%	1.4%	14.1%
Students Representative	7	7	15	36	19	84
	26.9%	25.9%	55.6%	10.8%	27.5%	17.5%
Total	26	27	27	332	69	481
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	49					Total
	SD	D	UD	A	SA	
Management Staff	2	0	7	1	30	40
	7.4%	0.0%	25.9%	0.3%	38.0%	8.3%
Teaching Staff	22	8	5	232	22	289
	81.5%	53.3%	18.5%	69.7%	27.8%	60.1%
Non-Teaching Staff	0	0	1	67	0	68
	0.0%	0.0%	3.7%	20.1%	0.0%	14.1%
Students Representative	3	7	14	33	27	84
	11.1%	46.7%	51.9%	9.9%	34.2%	17.5%
Total	27	15	27	333	79	481
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	50					Total
	SD	D	UD	A	SA	
Management Staff	0 0.0%	3 2.1%	0 0.0%	2 1.6%	35 24.5%	40 8.3%
Teaching Staff	36 64.3%	75 53.2%	5 38.5%	87 68.0%	86 60.1%	289 60.1%
Non-Teaching Staff	8 14.3%	23 16.3%	1 7.7%	29 22.7%	7 4.9%	68 14.1%
Students Representative	12 21.4%	40 28.4%	7 53.8%	10 7.8%	15 10.5%	84 17.5%
Total	56 100.0%	141 100.0%	13 100.0%	128 100.0%	143 100.0%	481 100.0%

## Frequencies

		Notes
Output Created		21-JUL-2019 11:01:07
Comments		
Input	Data	E:\PROJECT\DR.
	Active Dataset	SURAJUDATA2.sav
	Filter	DataSet1
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	481
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=RQ1_1 RQ1_2 RQ1_3 RQ1_4 RQ1_5 RQ1_6 RQ1_7 RQ1_8 RQ1_9 RQ1_10 RQ2_1 RQ2_2 RQ2_3 RQ2_4 RQ2_5 RQ2_6 RQ2_7 RQ2_8 RQ2_9 RQ2_10 RQ3_1 Q3_2 RQ3_3 RQ3_4 RQ3_5 RQ3_6 R3_7 R3_8 R3_9 R3_10 RQ4_1 RQ4_2 RQ4_3 RQ4_4 RQ4_5 RQ4_6 RQ4_7 RQ_8 RQ_9 RQ4_10 /FORMAT=NOTABLE /STATISTICS=STDDEV MEAN MEDIAN MODE SUM /GROUPED=RQ1_1 RQ1_2 RQ1_3 RQ1_4 RQ1_5 RQ1_6 RQ1_7 RQ1_8 RQ1_9 RQ1_10 RQ2_1 RQ2_2 RQ2_3 RQ2_4 RQ2_5 RQ2_6 RQ2_7 RQ2_8 RQ2_9 RQ2_10 RQ3_1 Q3_2 RQ3_3 RQ3_4 RQ3_5 RQ3_6 R3_7 R3_8 R3_9 R3_10 RQ4_1 RQ4_2 RQ4_3 RQ4_4 RQ4_5 RQ4_6 RQ4_7 RQ_8 RQ_9 RQ4_10 /ORDER=VARIABLE.
Resources	Processor Time	00:00:00.13
	Elapsed Time	00:00:00.16

[DataSet1] E:\PROJECT\DR.  
SURAJUDATA2.sav

# Statistics

1		
N	Valid	481
	Missing	0
Mean		3.8254
Median		3.9806 <sup>a</sup>
Mode		4.00
Std. Deviation		.93912
Sum		1840.00
2		
N	Valid	481
	Missing	0
Mean		3.8462
Median		4.0074 <sup>a</sup>
Mode		4.00
Std. Deviation		.95155
Sum		1850.00
3		
N	Valid	481
	Missing	0
Mean		3.8295
Median		3.9730 <sup>a</sup>
Mode		4.00
Std. Deviation		.91745
Sum		1842.00
4		
N	Valid	481
	Missing	0
Mean		3.7859
Median		3.9532 <sup>a</sup>
Mode		4.00
Std. Deviation		.97569
Sum		1821.00
5		
N	Valid	481
	Missing	0
Mean		3.7672
Median		4.0026 <sup>a</sup>
Mode		4.00
Std. Deviation		1.11796
Sum		1812.00
6		
N	Valid	481
	Missing	0
Mean		3.8358
Median		3.9890 <sup>a</sup>
Mode		4.00
Std. Deviation		.93321
Sum		1845.00
7		
N	Valid	481
	Missing	0
Mean		4.1081
Median		4.5013 <sup>a</sup>
Mode		5.00
Std. Deviation		1.36502
Sum		1976.00
8		

N	Valid	481
	Missing	0
Mean		3.6798
Median		3.8930 <sup>a</sup>
Mode		4.00
Std. Deviation		1.13348
Sum		1770.00
9		
N	Valid	481
	Missing	0
Mean		1.5863
Median		1.0000
Mode		1.00
Std. Deviation		1.09608
Sum		763.00
10		
N	Valid	481
	Missing	0
Mean		1.7859
Median		1.0000
Mode		1.00
Std. Deviation		1.26898
Sum		859.00
11		
N	Valid	481
	Missing	0
Mean		4.2037
Median		4.2835 <sup>a</sup>
Mode		4.00
Std. Deviation		.75558
Sum		2022.00
12		
N	Valid	481
	Missing	0
Mean		4.1663
Median		4.2876 <sup>a</sup>
Mode		4.00
Std. Deviation		.87165
Sum		2004.00
13		
N	Valid	481
	Missing	0
Mean		3.8004
Median		3.9700 <sup>a</sup>
Mode		4.00
Std. Deviation		.91838
Sum		1828.00
14		
N	Valid	481
	Missing	0
Mean		3.8898
Median		4.0228 <sup>a</sup>
Mode		4.00
Std. Deviation		.82810
Sum		1871.00

15

N	Valid	481
	Missing	0
Mean		3.8919
Median		4.1471 <sup>a</sup>
Mode		4.00
Std. Deviation		1.13686
Sum		1872.00

16

N	Valid	481
	Missing	0
Mean		3.9688
Median		4.1395 <sup>a</sup>
Mode		4.00
Std. Deviation		.96235
Sum		1909.00

17

N	Valid	481
	Missing	0
Mean		3.9667
Median		4.3918 <sup>a</sup>
Mode		5.00
Std. Deviation		1.40495
Sum		1908.00

18

N	Valid	481
	Missing	0
Mean		3.8919
Median		4.1054 <sup>a</sup>
Mode		4.00
Std. Deviation		1.04321
Sum		1872.00

19

N	Valid	481
	Missing	0
Mean		3.3721
Median		3.6994 <sup>a</sup>
Mode		4.00
Std. Deviation		1.48632
Sum		1622.00

20

N	Valid	481
	Missing	0
Mean		4.4241
Median		4.5301 <sup>a</sup>
Mode		5.00
Std. Deviation		.83601
Sum		2128.00

21

N	Valid	481
	Missing	0
Mean		3.9127
Median		4.0695 <sup>a</sup>
Mode		4.00
Std. Deviation		.96213
Sum		1882.00

22

N	Valid	481
	Missing	0
Mean		3.8586
Median		4.0299 <sup>a</sup>
Mode		4.00
Std. Deviation		.98360
Sum		1856.00

23

N	Valid	481
	Missing	0
Mean		3.9293
Median		4.0621 <sup>a</sup>
Mode		4.00
Std. Deviation		.88223
Sum		1890.00

24

N	Valid	481
	Missing	0
Mean		3.8212
Median		3.9882 <sup>a</sup>
Mode		4.00
Std. Deviation		.99438
Sum		1838.00

25

N	Valid	481
	Missing	0
Mean		3.8649
Median		4.0330 <sup>a</sup>
Mode		4.00
Std. Deviation		.99186
Sum		1859.00

26

N	Valid	481
	Missing	0
Mean		3.7692
Median		3.9749 <sup>a</sup>
Mode		4.00
Std. Deviation		1.09676
Sum		1813.00

27

N	Valid	481
	Missing	0
Mean		3.9023
Median		4.0437 <sup>a</sup>
Mode		4.00
Std. Deviation		.91334
Sum		1877.00

28

N	Valid	481
	Missing	0
Mean		3.8316
Median		4.0051 <sup>a</sup>
Mode		4.00
Std. Deviation		.98885
Sum		1843.00

29

N	Valid	481
	Missing	0
Mean		3.8898
Median		4.0720 <sup>a</sup>
Mode		4.00
Std. Deviation		1.03598
Sum		1871.00

30

N	Valid	481
	Missing	0
Mean		3.8129
Median		3.9671 <sup>a</sup>
Mode		4.00
Std. Deviation		.94556
Sum		1834.00

31

N	Valid	481
	Missing	0
Mean		2.8233
Median		2.8037 <sup>a</sup>
Mode		4.00
Std. Deviation		1.36166
Sum		1358.00

32

N	Valid	481
	Missing	0
Mean		3.8524
Median		4.0122 <sup>a</sup>
Mode		4.00
Std. Deviation		.94043
Sum		1853.00

33

N	Valid	481
	Missing	0
Mean		3.8960
Median		4.0240 <sup>a</sup>
Mode		4.00
Std. Deviation		.86458
Sum		1874.00

34

N	Valid	481
	Missing	0
Mean		3.7775
Median		3.9413 <sup>a</sup>
Mode		4.00
Std. Deviation		.97596
Sum		1817.00

35

N	Valid	481
	Missing	0
Mean		3.7963
Median		3.9462 <sup>a</sup>
Mode		4.00
Std. Deviation		.93099
Sum		1826.00

36

N	Valid	481
	Missing	0
Mean		3.7235
Median		3.9050 <sup>a</sup>
Mode		4.00
Std. Deviation		1.01471

Sum	1791.00
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37

N	Valid	481
	Missing	0
Mean		3.8067
Median		3.9720 <sup>a</sup>
Mode		4.00
Std. Deviation		.96934
Sum		1831.00

38

N	Valid	481
	Missing	0
Mean		3.8129
Median		3.9694 <sup>a</sup>
Mode		4.00
Std. Deviation		.93671
Sum		1834.00

39

N	Valid	481
	Missing	0
Mean		3.8773
Median		4.0243 <sup>a</sup>
Mode		4.00
Std. Deviation		.91488
Sum		1865.00

40

N	Valid	481
	Missing	0
Mean		2.977
Median		2.967 <sup>a</sup>
Mode		2.0
Std. Deviation		1.3376
Sum		1432.0

41

N	Valid	481
	Missing	0
Mean		3.1954
Median		4.0000
Mode		5.00
Std. Deviation		1.53950
Sum		1537.00

42

N	Valid	481
	Missing	0
Mean		3.9917
Median		4.0000
Mode		4.00
Std. Deviation		1.01444
Sum		1920.00

43

N	Valid	481
	Missing	0
Mean		3.4886
Median		4.0000
Mode		4.00
Std. Deviation		1.25515
Sum		1678.00

44

N	Valid	481
	Missing	0
Mean		3.3576
Median		4.0000
Mode		4.00
Std. Deviation		1.26367
Sum		1615.00

45

N	Valid	481
	Missing	0
Mean		3.7963
Median		4.0000
Mode		4.00
Std. Deviation		.93099
Sum		1826.00

46

N	Valid	481
	Missing	0
Mean		3.6861
Median		4.0000
Mode		4.00
Std. Deviation		1.18813
Sum		1773.00

47

N	Valid	481
	Missing	0
Mean		3.8067
Median		4.0000
Mode		4.00
Std. Deviation		.96934
Sum		1831.00

48

N	Valid	481
	Missing	0
Mean		3.8129
Median		4.0000
Mode		4.00
Std. Deviation		.93671
Sum		1834.00

49

N	Valid	481
	Missing	0
Mean		3.8773
Median		4.0000
Mode		4.00
Std. Deviation		.91488
Sum		1865.00

50

N	Valid	481
	Missing	0
Mean		3.3347
Median		4.0000
Mode		5.00
Std. Deviation		1.45137
Sum		1604.00

ONEWAY RQ1\_1 RQ1\_2 RQ1\_3 RQ1\_4 RQ1\_5 RQ1\_6 RQ1\_7 RQ1\_8 RQ1\_9 RQ1\_10 RQ2\_1  
RQ2\_2 RQ2\_3 RQ2\_4 RQ2\_5 RQ2\_6 RQ2\_7 RQ2\_8 RQ2\_9 RQ2\_10 RQ3\_1 Q3\_2 RQ3\_3 RQ3\_4  
RQ3\_5 RQ3\_6 R3\_7 R3\_8 R3\_9 R3\_10 RQ4\_1 RQ4\_2 RQ4\_3 RQ4\_4 RQ4\_5 RQ4\_6 RQ4\_7 RQ\_8  
RQ\_9 RQ4\_10 BY CATEGORY  
/STATISTICS DESCRIPTIVES  
/MISSING ANALYSIS.

### Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
1	Management Staff	40	4.1750	1.31826	.20844	3.7534	4.5966	1.00	5.00
	Teaching Staff	289	3.8304	.83060	.04886	3.7343	3.9266	1.00	5.00
	Non-Teaching Staff	68	3.8382	.72504	.08792	3.6627	4.0137	1.00	5.00
	Students Representative	84	3.6310	1.16970	.12762	3.3771	3.8848	1.00	5.00
	Total	481	3.8254	.93912	.04282	3.7412	3.9095	1.00	5.00
2	Management Staff	40	3.9500	1.43133	.22631	3.4922	4.4078	1.00	5.00
	Teaching Staff	289	3.8235	.89753	.05280	3.7196	3.9274	1.00	5.00
	Non-Teaching Staff	68	4.0294	.34427	.04175	3.9461	4.1127	3.00	5.00
	Students Representative	84	3.7262	1.15489	.12601	3.4756	3.9768	1.00	5.00
	Total	481	3.8462	.95155	.04339	3.7609	3.9314	1.00	5.00
3	Management Staff	40	3.8250	1.44803	.22895	3.3619	4.2881	1.00	5.00
	Teaching Staff	289	3.8304	.83060	.04886	3.7343	3.9266	1.00	5.00
	Non-Teaching Staff	68	3.9559	.36380	.04412	3.8678	4.0439	2.00	5.00
	Students Representative	84	3.7262	1.16527	.12714	3.4733	3.9791	1.00	5.00
	Total	481	3.8295	.91745	.04183	3.7473	3.9117	1.00	5.00
4	Management Staff	40	3.9250	1.47435	.23312	3.4535	4.3965	1.00	5.00
	Teaching Staff	289	3.8304	.83060	.04886	3.7343	3.9266	1.00	5.00
	Non-Teaching Staff	68	3.8824	.63550	.07707	3.7285	4.0362	1.00	5.00
	Students Representative	84	3.4881	1.28470	.14017	3.2093	3.7669	1.00	5.00
	Total	481	3.7859	.97569	.04449	3.6984	3.8733	1.00	5.00
5	Management Staff	40	3.9250	1.40306	.22184	3.4763	4.3737	1.00	5.00
	Teaching Staff	289	3.7163	1.09089	.06417	3.5900	3.8426	1.00	5.00
	Non-Teaching Staff	68	3.8088	1.01124	.12263	3.5641	4.0536	1.00	5.00
	Students Representative	84	3.8333	1.14947	.12542	3.5839	4.0828	1.00	5.00
	Total	481	3.7672	1.11796	.05097	3.6670	3.8673	1.00	5.00
6	Management Staff	40	4.0250	1.32988	.21027	3.5997	4.4503	1.00	5.00
	Teaching Staff	289	3.8304	.83060	.04886	3.7343	3.9266	1.00	5.00

7	Non-Teaching Staff	68	3.4853	1.15245	.13975	3.2063	3.7642	1.00	5.00
	Students Representative	84	4.0476	.75896	.08281	3.8829	4.2123	1.00	5.00
	Total	481	3.8358	.93321	.04255	3.7521	3.9194	1.00	5.00
	Management Staff	40	4.1750	1.23802	.19575	3.7791	4.5709	1.00	5.00
	Teaching Staff	289	4.1003	1.33345	.07844	3.9460	4.2547	1.00	5.00
8	Non-Teaching Staff	68	4.2353	1.32842	.16109	3.9137	4.5568	1.00	5.00
	Students Representative	84	4.0000	1.56004	.17021	3.6614	4.3386	1.00	5.00
	Total	481	4.1081	1.36502	.06224	3.9858	4.2304	1.00	5.00
	Management Staff	40	4.7250	.84694	.13391	4.4541	4.9959	1.00	5.00
	Teaching Staff	289	3.5986	1.12953	.06644	3.4678	3.7294	1.00	5.00
9	Non-Teaching Staff	68	3.7500	1.05625	.12809	3.4943	4.0057	1.00	5.00
	Students Representative	84	3.4048	1.06555	.11626	3.1735	3.6360	1.00	5.00
	Total	481	3.6798	1.13348	.05168	3.5783	3.7814	1.00	5.00
	Management Staff	40	3.5500	.78283	.12378	3.2996	3.8004	1.00	4.00
	Teaching Staff	289	1.2526	.75590	.04446	1.1651	1.3401	1.00	5.00
10	Non-Teaching Staff	68	1.9118	1.43241	.17371	1.5650	2.2585	1.00	5.00
	Students Representative	84	1.5357	.82792	.09033	1.3560	1.7154	1.00	5.00
	Total	481	1.5863	1.09608	.04998	1.4881	1.6845	1.00	5.00
	Management Staff	40	3.6000	.95542	.15106	3.2944	3.9056	1.00	5.00
	Teaching Staff	289	1.7993	1.21957	.07174	1.6581	1.9405	1.00	5.00
11	Non-Teaching Staff	68	1.3529	1.14298	.13861	1.0763	1.6296	1.00	5.00
	Students Representative	84	1.2262	.78158	.08528	1.0566	1.3958	1.00	5.00
	Total	481	1.7859	1.26898	.05786	1.6722	1.8996	1.00	5.00
	Management Staff	40	3.6500	.94868	.15000	3.3466	3.9534	1.00	5.00
	Teaching Staff	289	4.2976	.51508	.03030	4.2379	4.3572	2.00	5.00
12	Non-Teaching Staff	68	4.6176	.48958	.05937	4.4991	4.7361	4.00	5.00
	Students Representative	84	3.8095	1.13516	.12386	3.5632	4.0559	1.00	5.00
	Total	481	4.2037	.75558	.03445	4.1360	4.2714	1.00	5.00
	Management Staff	40	4.1750	1.35661	.21450	3.7411	4.6089	1.00	5.00
	Teaching Staff	289	4.0069	.90136	.05302	3.9026	4.1113	1.00	5.00
13	Non-Teaching Staff	68	4.5000	.50372	.06108	4.3781	4.6219	4.00	5.00
	Students Representative	84	4.4405	.49943	.05449	4.3321	4.5489	4.00	5.00
	Total	481	4.1663	.87165	.03974	4.0882	4.2444	1.00	5.00
	Management Staff	40	4.1750	.87376	.13815	3.8956	4.4544	1.00	5.00
	Teaching Staff								

	Teaching Staff	289	3.6644	.93624	.05507	3.5560	3.7728	1.00	5.00
	Non-Teaching Staff	68	4.0000	.29925	.03629	3.9276	4.0724	2.00	5.00
	Students Representative	84	3.9286	1.10623	.12070	3.6885	4.1686	1.00	5.00
	Total	481	3.8004	.91838	.04187	3.7181	3.8827	1.00	5.00
14	Management Staff	40	4.1250	1.39940	.22127	3.6774	4.5726	1.00	5.00
	Teaching Staff	289	3.8304	.83060	.04886	3.7343	3.9266	1.00	5.00
	Non-Teaching Staff	68	3.9265	.60634	.07353	3.7797	4.0732	1.00	5.00
	Students Representative	84	3.9524	.55764	.06084	3.8314	4.0734	1.00	5.00
	Total	481	3.8898	.82810	.03776	3.8156	3.9640	1.00	5.00
15	Management Staff	40	4.1750	1.29867	.20534	3.7597	4.5903	1.00	5.00
	Teaching Staff	289	3.7785	1.10841	.06520	3.6502	3.9069	1.00	5.00
	Non-Teaching Staff	68	3.9265	1.04118	.12626	3.6745	4.1785	1.00	5.00
	Students Representative	84	4.1190	1.18632	.12944	3.8616	4.3765	1.00	5.00
	Total	481	3.8919	1.13686	.05184	3.7900	3.9937	1.00	5.00
16	Management Staff	40	4.2750	1.19802	.18942	3.8919	4.6581	1.00	5.00
	Teaching Staff	289	3.9654	.92356	.05433	3.8585	4.0723	1.00	5.00
	Non-Teaching Staff	68	3.5147	1.15245	.13975	3.2358	3.7937	1.00	5.00
	Students Representative	84	4.2024	.61663	.06728	4.0686	4.3362	1.00	5.00
	Total	481	3.9688	.96235	.04388	3.8826	4.0550	1.00	5.00
17	Management Staff	40	4.1750	1.23802	.19575	3.7791	4.5709	1.00	5.00
	Teaching Staff	289	3.9308	1.37767	.08104	3.7713	4.0903	1.00	5.00
	Non-Teaching Staff	68	3.8824	1.45098	.17596	3.5311	4.2336	1.00	5.00
	Students Representative	84	4.0595	1.53945	.16797	3.7254	4.3936	1.00	5.00
	Total	481	3.9667	1.40495	.06406	3.8409	4.0926	1.00	5.00
18	Management Staff	40	4.7500	.80861	.12785	4.4914	5.0086	1.00	5.00
	Teaching Staff	289	3.8443	1.12112	.06595	3.7145	3.9741	1.00	5.00
	Non-Teaching Staff	68	4.0294	.45615	.05532	3.9190	4.1398	2.00	5.00
	Students Representative	84	3.5357	.97494	.10638	3.3241	3.7473	1.00	5.00
	Total	481	3.8919	1.04321	.04757	3.7984	3.9854	1.00	5.00
19	Management Staff	40	3.8750	1.15886	.18323	3.5044	4.2456	1.00	5.00
	Teaching Staff	289	3.0865	1.65500	.09735	2.8949	3.2781	1.00	5.00
	Non-Teaching Staff	68	3.5000	.96969	.11759	3.2653	3.7347	1.00	5.00
	Students Representative	84	4.0119	1.02374	.11170	3.7897	4.2341	1.00	5.00
	Total	481	3.3721	1.48632	.06777	3.2390	3.5053	1.00	5.00
20	Management Staff	40	4.9250	.26675	.04218	4.8397	5.0103	4.00	5.00

	Teaching Staff	289	4.5502	.87703	.05159	4.4486	4.6517	1.00	5.00
	Non-Teaching Staff	68	4.1176	.56063	.06799	3.9819	4.2533	3.00	5.00
	Students Representative	84	4.0000	.80660	.08801	3.8250	4.1750	2.00	5.00
	Total	481	4.4241	.83601	.03812	4.3492	4.4990	1.00	5.00
21	Management Staff	40	4.4250	1.10680	.17500	4.0710	4.7790	1.00	5.00
	Teaching Staff	289	3.9066	.95829	.05637	3.7956	4.0175	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.6310	1.16970	.12762	3.3771	3.8848	1.00	5.00
	Total	481	3.9127	.96213	.04387	3.8265	3.9989	1.00	5.00
22	Management Staff	40	4.0750	1.34712	.21300	3.6442	4.5058	1.00	5.00
	Teaching Staff	289	3.8374	.98135	.05773	3.7238	3.9510	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.7262	1.15489	.12601	3.4756	3.9768	1.00	5.00
	Total	481	3.8586	.98360	.04485	3.7705	3.9468	1.00	5.00
23	Management Staff	40	4.9750	.15811	.02500	4.9244	5.0256	4.00	5.00
	Teaching Staff	289	3.8097	.88297	.05194	3.7075	3.9119	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.7976	1.08417	.11829	3.5623	4.0329	1.00	5.00
	Total	481	3.9293	.88223	.04023	3.8503	4.0084	1.00	5.00
24	Management Staff	40	4.4250	1.10680	.17500	4.0710	4.7790	1.00	5.00
	Teaching Staff	289	3.8028	.95699	.05629	3.6920	3.9136	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.4643	1.27484	.13910	3.1876	3.7409	1.00	5.00
	Total	481	3.8212	.99438	.04534	3.7321	3.9103	1.00	5.00
25	Management Staff	40	4.2250	1.42302	.22500	3.7699	4.6801	1.00	5.00
	Teaching Staff	289	3.8547	.98935	.05820	3.7401	3.9692	1.00	5.00
	Non-Teaching Staff	68	3.8971	.52233	.06334	3.7706	4.0235	1.00	4.00
	Students Representative	84	3.7024	1.01530	.11078	3.4820	3.9227	1.00	5.00
	Total	481	3.8649	.99186	.04522	3.7760	3.9537	1.00	5.00
26	Management Staff	40	3.8750	1.48820	.23531	3.3991	4.3509	1.00	5.00
	Teaching Staff	289	3.7647	1.00347	.05903	3.6485	3.8809	1.00	5.00
	Non-Teaching Staff	68	3.9265	.85197	.10332	3.7202	4.1327	1.00	5.00
	Students Representative	84	3.6071	1.33550	.14572	3.3173	3.8970	1.00	5.00
	Total	481	3.7692	1.09676	.05001	3.6710	3.8675	1.00	5.00
27	Management Staff	40	4.2000	1.34355	.21243	3.7703	4.6297	1.00	5.00

	Teaching Staff	289	3.8789	.84319	.04960	3.7813	3.9765	1.00	5.00
	Non-Teaching Staff	68	3.6912	.86830	.10530	3.4810	3.9014	1.00	4.00
	Students Representative	84	4.0119	.89838	.09802	3.8169	4.2069	1.00	5.00
	Total	481	3.9023	.91334	.04164	3.8205	3.9841	1.00	5.00
28	Management Staff	40	4.3500	1.09895	.17376	3.9985	4.7015	1.00	5.00
	Teaching Staff	289	3.7993	.98312	.05783	3.6855	3.9131	1.00	5.00
	Non-Teaching Staff	68	3.9118	.48053	.05827	3.7955	4.0281	1.00	5.00
	Students Representative	84	3.6310	1.16970	.12762	3.3771	3.8848	1.00	5.00
	Total	481	3.8316	.98885	.04509	3.7430	3.9202	1.00	5.00
29	Management Staff	40	4.4250	1.10680	.17500	4.0710	4.7790	1.00	5.00
	Teaching Staff	289	3.7682	1.03324	.06078	3.6485	3.8878	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.9762	1.30777	.14269	3.6924	4.2600	1.00	5.00
	Total	481	3.8898	1.03598	.04724	3.7970	3.9826	1.00	5.00
30	Management Staff	40	4.2000	1.34355	.21243	3.7703	4.6297	1.00	5.00
	Teaching Staff	289	3.7647	.89365	.05257	3.6612	3.8682	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.6548	1.18722	.12954	3.3971	3.9124	1.00	5.00
	Total	481	3.8129	.94556	.04311	3.7282	3.8976	1.00	5.00
31	Management Staff	40	2.2000	1.13680	.17974	1.8364	2.5636	1.00	5.00
	Teaching Staff	289	2.8893	1.38250	.08132	2.7292	3.0493	1.00	5.00
	Non-Teaching Staff	68	3.1912	1.22483	.14853	2.8947	3.4876	1.00	5.00
	Students Representative	84	2.5952	1.38075	.15065	2.2956	2.8949	1.00	5.00
	Total	481	2.8233	1.36166	.06209	2.7013	2.9453	1.00	5.00
32	Management Staff	40	4.0750	1.34712	.21300	3.6442	4.5058	1.00	5.00
	Teaching Staff	289	3.8270	.90782	.05340	3.7219	3.9321	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.7262	1.15489	.12601	3.4756	3.9768	1.00	5.00
	Total	481	3.8524	.94043	.04288	3.7681	3.9366	1.00	5.00
33	Management Staff	40	4.4250	1.10680	.17500	4.0710	4.7790	1.00	5.00
	Teaching Staff	289	3.8304	.83060	.04886	3.7343	3.9266	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.7976	1.08417	.11829	3.5623	4.0329	1.00	5.00
	Total	481	3.8960	.86458	.03942	3.8186	3.9735	1.00	5.00
34	Management Staff	40	4.4250	1.10680	.17500	4.0710	4.7790	1.00	5.00

	Teaching Staff	289	3.7301	.92223	.05425	3.6233	3.8369	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.4643	1.27484	.13910	3.1876	3.7409	1.00	5.00
	Total	481	3.7775	.97596	.04450	3.6901	3.8650	1.00	5.00
35	Management Staff	40	3.8250	1.56709	.24778	3.3238	4.3262	1.00	5.00
	Teaching Staff	289	3.7958	.86393	.05082	3.6958	3.8959	1.00	5.00
	Non-Teaching Staff	68	3.8971	.52233	.06334	3.7706	4.0235	1.00	4.00
	Students Representative	84	3.7024	1.01530	.11078	3.4820	3.9227	1.00	5.00
	Total	481	3.7963	.93099	.04245	3.7128	3.8797	1.00	5.00
36	Management Staff	40	3.8750	1.48820	.23531	3.3991	4.3509	1.00	5.00
	Teaching Staff	289	3.7093	.93835	.05520	3.6007	3.8180	1.00	5.00
	Non-Teaching Staff	68	3.8088	.75819	.09194	3.6253	3.9923	1.00	5.00
	Students Representative	84	3.6310	1.16970	.12762	3.3771	3.8848	1.00	5.00
	Total	481	3.7235	1.01471	.04627	3.6326	3.8144	1.00	5.00
37	Management Staff	40	3.9250	1.45686	.23035	3.4591	4.3909	1.00	5.00
	Teaching Staff	289	3.8789	.84319	.04960	3.7813	3.9765	1.00	5.00
	Non-Teaching Staff	68	3.6912	.86830	.10530	3.4810	3.9014	1.00	4.00
	Students Representative	84	3.5952	1.13136	.12344	3.3497	3.8408	1.00	5.00
	Total	481	3.8067	.96934	.04420	3.7198	3.8935	1.00	5.00
38	Management Staff	40	4.3500	1.09895	.17376	3.9985	4.7015	1.00	5.00
	Teaching Staff	289	3.7682	.89261	.05251	3.6648	3.8715	1.00	5.00
	Non-Teaching Staff	68	3.9118	.48053	.05827	3.7955	4.0281	1.00	5.00
	Students Representative	84	3.6310	1.16970	.12762	3.3771	3.8848	1.00	5.00
	Total	481	3.8129	.93671	.04271	3.7290	3.8968	1.00	5.00
39	Management Staff	40	4.4250	1.10680	.17500	4.0710	4.7790	1.00	5.00
	Teaching Staff	289	3.7751	.91739	.05396	3.6689	3.8813	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.8810	1.06878	.11661	3.6490	4.1129	1.00	5.00
	Total	481	3.8773	.91488	.04171	3.7954	3.9593	1.00	5.00
40	Management Staff	40	2.400	1.3737	.2172	1.961	2.839	1.0	5.0
	Teaching Staff	289	3.114	1.3140	.0773	2.962	3.266	1.0	5.0
	Non-Teaching Staff	68	3.059	1.2916	.1566	2.746	3.371	1.0	5.0
	Students Representative	84	2.714	1.3494	.1472	2.421	3.007	1.0	5.0
	Total	481	2.977	1.3376	.0610	2.857	3.097	1.0	5.0

41	Management Staff	40	4.0000	1.41421	.22361	3.5477	4.4523	2.00	5.00
	Teaching Staff	289	3.0173	1.47539	.08679	2.8465	3.1881	1.00	5.00
	Non-Teaching Staff	68	3.6765	1.47052	.17833	3.3205	4.0324	1.00	5.00
	Students Representative	84	3.0357	1.68227	.18355	2.6706	3.4008	1.00	5.00
	Total	481	3.1954	1.53950	.07020	3.0575	3.3334	1.00	5.00
42	Management Staff	40	3.6750	1.22762	.19410	3.2824	4.0676	1.00	5.00
	Teaching Staff	289	3.9550	.97968	.05763	3.8416	4.0684	1.00	5.00
	Non-Teaching Staff	68	4.3529	.51150	.06203	4.2291	4.4768	3.00	5.00
	Students Representative	84	3.9762	1.24161	.13547	3.7067	4.2456	1.00	5.00
	Total	481	3.9917	1.01444	.04625	3.9008	4.0826	1.00	5.00
43	Management Staff	40	4.4250	1.10680	.17500	4.0710	4.7790	1.00	5.00
	Teaching Staff	289	3.3287	1.25523	.07384	3.1834	3.4740	1.00	5.00
	Non-Teaching Staff	68	3.2353	1.23527	.14980	2.9363	3.5343	1.00	5.00
	Students Representative	84	3.7976	1.08417	.11829	3.5623	4.0329	1.00	5.00
	Total	481	3.4886	1.25515	.05723	3.3761	3.6010	1.00	5.00
44	Management Staff	40	2.6000	1.51573	.23966	2.1152	3.0848	1.00	5.00
	Teaching Staff	289	3.5952	1.05678	.06216	3.4728	3.7175	1.00	5.00
	Non-Teaching Staff	68	3.2353	1.23527	.14980	2.9363	3.5343	1.00	5.00
	Students Representative	84	3.0000	1.56004	.17021	2.6614	3.3386	1.00	5.00
	Total	481	3.3576	1.26367	.05762	3.2444	3.4708	1.00	5.00
45	Management Staff	40	3.8250	1.56709	.24778	3.3238	4.3262	1.00	5.00
	Teaching Staff	289	3.7958	.86393	.05082	3.6958	3.8959	1.00	5.00
	Non-Teaching Staff	68	3.8971	.52233	.06334	3.7706	4.0235	1.00	4.00
	Students Representative	84	3.7024	1.01530	.11078	3.4820	3.9227	1.00	5.00
	Total	481	3.7963	.93099	.04245	3.7128	3.8797	1.00	5.00
46	Management Staff	40	3.8750	1.48820	.23531	3.3991	4.3509	1.00	5.00

47	Teaching Staff	289	3.6540	1.07916	.06348	3.5290	3.7789	1.00	5.00
	Non-Teaching Staff	68	3.7941	1.15331	.13986	3.5150	4.0733	1.00	5.00
	Students Representative	84	3.6190	1.40485	.15328	3.3142	3.9239	1.00	5.00
	Total	481	3.6861	1.18813	.05417	3.5796	3.7925	1.00	5.00
	Management Staff	40	3.9250	1.45686	.23035	3.4591	4.3909	1.00	5.00
	Teaching Staff	289	3.8789	.84319	.04960	3.7813	3.9765	1.00	5.00
	Non-Teaching Staff	68	3.6912	.86830	.10530	3.4810	3.9014	1.00	4.00
	Students Representative	84	3.5952	1.13136	.12344	3.3497	3.8408	1.00	5.00
	Total	481	3.8067	.96934	.04420	3.7198	3.8935	1.00	5.00
	Management Staff	40	4.3500	1.09895	.17376	3.9985	4.7015	1.00	5.00
48	Teaching Staff	289	3.7682	.89261	.05251	3.6648	3.8715	1.00	5.00
	Non-Teaching Staff	68	3.9118	.48053	.05827	3.7955	4.0281	1.00	5.00
	Students Representative	84	3.6310	1.16970	.12762	3.3771	3.8848	1.00	5.00
	Total	481	3.8129	.93671	.04271	3.7290	3.8968	1.00	5.00
	Management Staff	40	4.4250	1.10680	.17500	4.0710	4.7790	1.00	5.00
	Teaching Staff	289	3.7751	.91739	.05396	3.6689	3.8813	1.00	5.00
	Non-Teaching Staff	68	3.9853	.12127	.01471	3.9559	4.0146	3.00	4.00
	Students Representative	84	3.8810	1.06878	.11661	3.6490	4.1129	1.00	5.00
	Total	481	3.8773	.91488	.04171	3.7954	3.9593	1.00	5.00
	Management Staff	40	4.7250	.81610	.12904	4.4640	4.9860	2.00	5.00
50	Teaching Staff	289	3.3875	1.45129	.08537	3.2195	3.5556	1.00	5.00
	Non-Teaching Staff	68	3.0588	1.29156	.15662	2.7462	3.3714	1.00	5.00
	Students Representative	84	2.7143	1.34944	.14724	2.4214	3.0071	1.00	5.00
	Total	481	3.3347	1.45137	.06618	3.2047	3.4648	1.00	5.00

## Oneway

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[DataSet1] E:\PROJECT\DR. SURA Mag2.spv.sav

### Descriptives

Human\_Resources

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Management Staff	40	35.7000	6.50917	1.02919	33.6183	37.7817	16.00	43.00
Teaching Staff	289	29.5121	5.55347	.32667	28.8691	30.1551	9.00	41.00
Non-Teaching Staff	68	30.0147	3.10268	.37626	29.2637	30.7657	22.00	38.00
Students Representative	84	28.6190	6.17984	.67428	27.2779	29.9602	9.00	42.00
Total	481	29.9418	5.75115	.26223	29.4265	30.4570	9.00	43.00

### ANOVA

Human\_Resources

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1526.968	3	508.989	16.920	.000
Within Groups	14349.402	477	30.083		
Total	15876.370	480			

## Post Hoc Tests

### Multiple Comparisons

Dependent Variable: Human\_Resources

Scheffe

(I) 0	(J) 0	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Management Staff	Teaching Staff	6.18789*	.92529	.000	3.5920	8.7838
	Non-Teaching Staff	5.68529*	1.09291	.000	2.6191	8.7515
	Students	7.08095*	1.05366	.000	4.1249	10.0370
	Representative	-6.18789*	.92529	.000	-8.7838	-3.5920
Teaching Staff	Non-Teaching Staff	-.50260	.73925	.927	-2.5765	1.5714
	Students	.89306	.67987	.632	-1.0143	2.8004
	Representative	-5.68529*	1.09291	.000	-8.7515	-2.6191
	Management Staff	.50260	.73925	.927	-1.5714	2.5765
Non-Teaching Staff	Teaching Staff	.50260	.73925	.927	-1.5714	2.5765
	Students	1.39566	.89472	.488	-1.1145	3.9058
	Representative	-7.08095*	1.05366	.000	-10.0370	-4.1249
	Management Staff	-8.9306	.67987	.632	-2.8004	1.0143
Students	Teaching Staff	-8.9306	.67987	.632	-2.8004	1.0143
Representative	Non-Teaching Staff	-1.39566	.89472	.488	-3.9058	1.1145

\*. The mean difference is significant at the 0.05 level.

## Homogeneous Subsets

### Human\_Resources

Scheffe

0	N	Subset for alpha = 0.05	
		1	2
Students Representative	84	28.6190	35.7000
Teaching Staff	289	29.5121	
Non-Teaching Staff	68	30.0147	
Management Staff	40		
Sig.		.503	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 72.634.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

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+ RQ2_8 + RQ2_9 + RQ2_10.
EXECUTE.
ONEWAY MaterialR BY CATEGORY
/STATISTICS DESCRIPTIVES
/MISSING ANALYSIS
/POSTHOC=SCHEFFE ALPHA(0.05) .

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## Oneway

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## Descriptives

MaterialR

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Management Staff	40	42.3000	5.81422	.91931	40.4405	44.1595	22.00	49.00
Teaching Staff	289	38.9550	5.40139	.31773	38.3297	39.5804	20.00	49.00
Non-Teaching Staff	68	40.0147	2.72902	.33094	39.3541	40.6753	33.00	45.00
Students Representative	84	40.0595	4.68618	.51130	39.0426	41.0765	25.00	48.00
Total	481	39.5759	5.09973	.23253	39.1190	40.0328	20.00	49.00

### ANOVA

MaterialR

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	440.977	3	146.992	5.822	.001
Within Groups	12042.503	477	25.246		
Total	12483.480	480			

### Post Hoc Tests

#### Multiple Comparisons

Dependent Variable: MaterialR

Scheffe

(I) 0	(J) 0	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Management Staff	Teaching Staff	3.34498 <sup>+</sup>	.84765	.002	.9669	5.7231
	Non-Teaching Staff	2.28529	1.00121	.159	-.5236	5.0942
	Students	2.24048	.96525	.147	-.4675	4.9485
	Representative					
Teaching Staff	Management Staff	-3.34498 <sup>+</sup>	.84765	.002	-5.7231	-.9669
	Non-Teaching Staff	-1.05969	.67722	.485	-2.9596	.8402

Non-Teaching Staff	Students	-1.10451	.62282	.371	-2.8518	.6428
	Representative					
	Management Staff	-2.28529	1.00121	.159	-5.0942	.5236
	Teaching Staff	1.05969	.67722	.485	-.8402	2.9596
Students	Students	-.04482	.81965	1.000	-2.3443	2.2547
	Representative					
	Management Staff	-2.24048	.96525	.147	-4.9485	.4675
	Teaching Staff	1.10451	.62282	.371	-.6428	2.8518
Representative	Non-Teaching Staff	.04482	.81965	1.000	-2.2547	2.3443

\*. The mean difference is significant at the 0.05 level.

## Homogeneous Subsets

Material			
Scheffe			
0	N	Subset for alpha = 0.05	
		1	2
Teaching Staff	289	38.9550	
Non-Teaching Staff	68	40.0147	40.0147
Students Representative	84	40.0595	40.0595
Management Staff	40		42.3000
Sig.		.625	.059

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 72.634.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

## Oneway

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		BY CATEGORY
		/STATISTICS DESCRIPTIVES
		/MISSING ANALYSIS
Resources		/POSTHOC=SCHEFFE
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[DataSet1] E:\PROJECT\DR. SURA Mag2.spv.sav

### Descriptives

Financial\_Resources

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Management Staff	40	43.1750	8.72629	1.37975	40.3842	45.9658	18.00	50.00
Teaching Staff	289	38.1869	8.24830	.48519	37.2319	39.1418	10.00	50.00
Non-Teaching Staff	68	39.3382	1.78393	.21633	38.9064	39.7700	30.00	41.00
Students Representative	84	37.2024	10.25668	1.11910	34.9765	39.4282	10.00	50.00
Total	481	38.5925	8.24067	.37574	37.8542	39.3308	10.00	50.00

### ANOVA

Financial\_Resources

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1087.668	3	362.556	5.489	.001
Within Groups	31508.465	477	66.055		
Total	32596.133	480			

## Post Hoc Tests

### Multiple Comparisons

Dependent Variable: Financial\_Resources

Scheffe

(I) 0	(J) 0	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Management Staff	Teaching Staff	4.98815*	1.37111	.004	1.1415	8.8348
	Non-Teaching Staff	3.83676	1.61950	.134	-.7067	8.3803
	Students	5.97262*	1.56133	.002	1.5923	10.3529
	Representative	4.98815*	1.37111	.004	-8.8348	-1.1415
Teaching Staff	Non-Teaching Staff	-1.15138	1.09543	.776	-4.2246	1.9218
	Students	.98447	1.00744	.812	-1.8419	3.8108
	Representative	-3.83676	1.61950	.134	-8.3803	.7067
	Management Staff	1.15138	1.09543	.776	-1.9218	4.2246
Non-Teaching Staff	Teaching Staff	1.15138	1.09543	.776	-1.9218	4.2246
	Students	2.13585	1.32581	.459	-1.5837	5.8554
	Representative	-5.97262*	1.56133	.002	-10.3529	-1.5923
	Management Staff	-9.8447	1.00744	.812	-3.8108	1.8419
Students	Teaching Staff	-9.8447	1.00744	.812	-3.8108	1.8419
Representative	Non-Teaching Staff	-2.13585	1.32581	.459	-5.8554	1.5837

\*. The mean difference is significant at the 0.05 level.

## Homogeneous Subsets

### Financial\_Resources

Scheffe

0	N	Subset for alpha = 0.05	
		1	2
Students Representative	84	37.2024	
Teaching Staff	289	38.1869	

Non-Teaching Staff	68	39.3382	
Management Staff	40		43.1750
Sig.		.475	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 72.634.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

## Oneway

### Notes

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[DataSet1] E:\PROJECT\DR. SURA Mag2.spv.sav

### Descriptives

Time\_Resources

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Management Staff	40	37.9250	8.54066	1.35040	35.1936	40.6564	12.00	47.00
Teaching Staff	289	36.3183	7.66819	.45107	35.4305	37.2062	10.00	50.00
Non-Teaching Staff	68	37.5000	2.66822	.32357	36.8542	38.1458	30.00	42.00
Students Representative	84	34.7381	8.97402	.97915	32.7906	36.6856	11.00	50.00
Total	481	36.3430	7.54823	.34417	35.6668	37.0193	10.00	50.00

### ANOVA

Time\_Resources

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	407.673	3	135.891	2.406	.067
Within Groups	26940.726	477	56.480		
Total	27348.399	480			

### Post Hoc Tests

#### Multiple Comparisons

Dependent Variable: Time\_Resources

Scheffe

(I) 0	(J) 0	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Management Staff	Teaching Staff	1.60666	1.26784	.658	-1.9503	5.1636
	Non-Teaching Staff	.42500	1.49752	.994	-3.7763	4.6263
	Students Representative	3.18690	1.44373	.183	-.8635	7.2373
	Management Staff	-1.60666	1.26784	.658	-5.1636	1.9503
Teaching Staff	Non-Teaching Staff	-1.18166	1.01292	.715	-4.0234	1.6601
	Students Representative	1.58024	.93156	.412	-1.0332	4.1937
	Management Staff					

Non-Teaching Staff	Management Staff	-4.2500	1.49752	.994	-4.6263	3.7763
	Teaching Staff	1.18166	1.01292	.715	-1.6601	4.0234
	Students	2.76190	1.22595	.168	-.6775	6.2013
	Representative					
Students Representative	Management Staff	-3.18690	1.44373	.183	-7.2373	.8635
	Teaching Staff	-1.58024	.93156	.412	-4.1937	1.0332
	Non-Teaching Staff	-2.76190	1.22595	.168	-6.2013	.6775

## Homogeneous Subsets

### Time\_Resources

Scheffe

0	N	Subset for alpha =
		0.05
		1
Students Representative	84	34.7381
Teaching Staff	289	36.3183
Non-Teaching Staff	68	37.5000
Management Staff	40	37.9250
Sig.		.090

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 72.634.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

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ONEWAY Curriculum_Resources BY CATEGORY
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## Oneway

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		CATEGORY
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Resources		/MISSING ANALYSIS
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[DataSet1] E:\PROJECT\DR. SURA Mag2.spv.sav

### Descriptives

Curriculum\_Resources

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Management Staff	40	39.8250	7.88341	1.24648	37.3038	42.3462	19.00	49.00
Teaching Staff	289	36.1557	7.53372	.44316	35.2835	37.0280	10.00	50.00
Non-Teaching Staff	68	36.8382	3.19332	.38725	36.0653	37.6112	30.00	44.00
Students Representative	84	34.9524	8.85207	.96584	33.0314	36.8734	11.00	50.00
Total	481	36.3472	7.44858	.33963	35.6799	37.0145	10.00	50.00

### ANOVA

## Curriculum\_Resources

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	674.221	3	224.740	4.130	.007
Within Groups	25956.798	477	54.417		
Total	26631.019	480			

## Post Hoc Tests

### Multiple Comparisons

Dependent Variable: Curriculum\_Resources  
Scheffe

(I) 0	(J) 0	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Management Staff	Teaching Staff	3.66929*	1.24447	.035	.1779	7.1607
	Non-Teaching Staff	2.98676	1.46992	.249	-1.1371	7.1106
	Students Representative	4.87262*	1.41712	.009	.8969	8.8483
	Management Staff	-3.66929*	1.24447	.035	-7.1607	-.1779
Teaching Staff	Non-Teaching Staff	-.68253	.99425	.925	-3.4719	2.1068
	Students Representative	1.20333	.91439	.630	-1.3620	3.7686
	Management Staff	-2.98676	1.46992	.249	-7.1106	1.1371
	Teaching Staff	.68253	.99425	.925	-2.1068	3.4719
Non-Teaching Staff	Students Representative	1.88585	1.20336	.484	-1.4902	5.2619

\*. The mean difference is significant at the 0.05 level.

## Homogeneous Subsets

### Curriculum\_Resources

Scheffe

0	N	Subset for alpha = 0.05	
		1	2
Teaching Staff	289	36.1557	
Non-Teaching Staff	68	36.8382	36.8382
Management Staff	40		39.8250
Sig.		.499	.115

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 72.634.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.