

**ROLE OF LEADERSHIP IN THE MANAGEMENT OF PUBLIC HIGHER
INSTITUTIONS OF LEARNING:
A STUDY OF UNIVERSITY OF ABUJA AND BENUE STATE
POLYTECHNIC UGBOKOLO**

BY

**ISIAIAH ODANG ODAGBA
(M.Sc/ADMIN/13978/2011-2012)**

**A THESIS PRESENTED TO THE DEPARTMENT OF PUBLIC
ADMINISTRATION, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF SCIENCE DEGREE IN PUBLIC ADMINISTRATION**

SEPTEMBER, 2016

DECLARATION

I hereby declare that the work in this thesis titled “Role Of Leadership In the Management Public Higher Institution Of Learning: A Study Of University Of Abuja And Benue State Polytechnic Ugbokolo” was performed by me in the Department of Public Administration, under the supervision of Professor, Ibrahim Abdusalami and Dr. Hamza Yusuf.

The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma at any institution.

CERTIFICATION

This thesis titled “The Role Of Leadership In the Management of Public Higher Institution Of Learning: A Study Of University Of Abuja And Benue State Polytechnic Ugbokolo” meets the regulations governing the award of the degree of Masters of Science in Public Administration of the Ahmadu Bello University, and is approved for its contribution to knowledge and Literary Presentation.

Prof. Ibrahim Abdulsalami
Chairman, Supervisory Committee

Signature

Date

Dr. H. A. Yusuf
Member, Supervisory Committee

Signature

Date

Dr. H. A. Yusuf
Head of Department

Signature

Date

Prof. Kabir Bala.
Dean, School of Postgraduate Studies

Signature

Date

DEDICATION

This work is dedicated to God Almighty, my parent, siblings, in-law Engr. A.A Omogo and to my lovely wife Mercy Odagba who missed my presence when this thesis was being written.

ACKNOWLEDGEMENTS

Glory and thanks be to God for the grace and wisdom to undergo this programme successfully.

My sincere appreciation goes to my eldest brother a natural and visionary leader Mr. Sunday Odagba for initiating the idea of starting this programme when I have already settled for a first degree. Bros! I am humbled by your vision and exemplary qualities.

A big thanks to all my lecturers, most especially my amiable supervisors, prof. Ibrahim Abdulsalami and Dr. Hamza Yusuf for painstakingly going through my work and making those scholarly corrections.

I am indebted to my in-law Engr. A.A Omogo for believing so much in me and for his financial support throughout the course of my study – sir only God can reward you.

To all my brothers and sisters particularly Engr. Peter Odagba, I said thank you for although, the burden became overwhelming at a point you never forgot for a moment that I am your responsibility.

Can I ever forget you? My sweet mum! Your prayer and encouragement has seen me thus far may God bless and grant you long life.

To my lovely wife Mercy Ajeh Odagba (Eneolu), course mates, friends and well wishers who I may not be able to mention here may God in his infinite mercy bless each and every one of you in Jesus name (Amen).

ABSTRACT

The management of public higher institution of learning requires participation through the democratic/committee system because of its bureaucratic and complex nature. However, there have been frequent cries by some members of the tertiary institutions particularly by Vice Chancellors and chief executive officers that the committee system may not necessarily be the best method of effectively managing higher institution of learning. On the other hand, some segments of staff have severally expressed their grievances, some violently over non implementation of committee decisions. This conflict negates effective management of public higher institution of learning. This study therefore examined **‘the role of leadership in the management of public higher institutions of learning’**, with particular reference to university of Abuja and Benue State polytechnic Ugbokolo. The main research objective was to determine and analyze the role and importance of democratic/committee system in achieving the goals of University of Abuja and Benue state polytechnic and to determine extent to which leadership behaviour affect the overall development of University of Abuja and Benue State polytechnic Ugbokolo. Data for analysis were generated from both primary and secondary sources and were used to test the validity or otherwise of the hypotheses which state that; the democratic/committee system of leadership will significantly lead to workers performance and peaceful atmosphere in the university of Abuja and Benpoly. Secondly that there is a significant relationship between leadership behaviour and achievement of goals and objectives in the University of Abuja and Benpoly, using the karl pearson chi-square test the two hypotheses were accepted. The study was anchored on the path- goal theory of Robert 1971, after an exhaustive literature review and analysis of data, it was revealed from the study that the University of Abuja is battling to achieving its set goals and objectives obviously as a result of the autocratic leadership style existing in the institution. On the other hand, the Benue state polytechnic has recorded impressive achievement ostensibly as a result the democratic/committee system existing in the institution. Although the study agreed that the democratic/committee system is in sync with University and tertiary administration, it concluded that no single leadership style can guarantee success therefore, there is need *for leaders to constantly seek for combination of styles that will lead to achievement of desired goals and objectives. Recommendations made includes; Leadership training to include human relation skill, communication skill, decision making skill etc, public institution of higher learning should be depoliticized, leaders should be dynamic especially in the choice of leadership style and finally leaders should be receptive to new ideas and innovations especially from subordinates.*

ABBREVIATIONS

7-S	-	Strategy, Structure, System, Style, Staff, Skill and Share goal.
Uni Abuja	-	University of Abuja.
BENPOLY	-	Benue state polytechnic
ABU	-	Ahmadu Bello University
ATBU	-	Abubakar Tafawa Balewa University
FUT	-	Federal university of Science and technology
NUC	-	National University Commission
YM	-	Yamane formula
(e)2	-	Level of significance
CT	-	Colum Total
RT	-	Row Total
D.F	-	Degree of Freedom
V	-	Degree of Freedom
X²	-	Chi –Square
UNESCO	-	United Nation Educational, scientific and Cultural Organization.
NORHED	-	Norwegian Program For Capacity Building in Higher Education and Research For Development.
NBTE	-	National Board For Technical Education.
TETFUND	-	Tertiary Education Trust Fund.

TABLE OF CONTENTS

Title page	-	-	-	-	-	-	-	-	-	-	i
Declaration	-	-	-	-	-	-	-	-	-	-	ii
Certification	-	-	-	-	-	-	-	-	-	-	iii
Dedication	-	-	-	-	-	-	-	-	-	-	iv
Acknowledgement	-	-	-	-	-	-	-	-	-	-	v
Abstract	-	-	-	-	-	-	-	-	-	-	vi
List of Abbreviation	-	-	-	-	-	-	-	-	-	-	vii
Table of content	-	-	-	-	-	-	-	-	-	-	iii

CHAPTER ONE: INTRODUCTION

1.0 Background to Study	-	-	-	-	-	-	-	-	-	-	1
1.1 Statement of the problem	-	-	-	-	-	-	-	-	-	-	4
1.2 Research Question	-	-	-	-	-	-	-	-	-	-	4
1.3 Objectives of the study	-	-	-	-	-	-	-	-	-	-	5
1.4 Statement of Hypothesis	-	-	-	-	-	-	-	-	-	-	5
1.5 Significance of the study	-	-	-	-	-	-	-	-	-	-	6
1.6 Scope and Limitations of the Study	-	-	-	-	-	-	-	-	-	-	6
1.7 Operational Definition of key Terms	-	-	-	-	-	-	-	-	-	-	7
1.8 Plan of the study	-	-	-	-	-	-	-	-	-	-	8

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK.

2.0 Introduction	-	-	-	-	-	-	-	-	-	-	10
2.1 Review of Related Literature	-	-	-	-	-	-	-	-	-	-	10
2.2 Leadership Style-	-	-	-	-	-	-	-	-	-	-	16

2.3 Functions and Responsibilities of Leadership	-----	-	25
2.4 The Difference Between Leadership and Management	-	-	31
2.5 Theoretical Frame work	-	-	33
2.6 The Relevance of the Path Goal Theory to the study	-	-	36

CHAPTER THREE: RESEARCH METHODOLOGY.

3.0 Introduction	-	-	38
3.1 Sources of Data	-	-	38
3.2 Population Size-	-	-	38
3.3 Sample Techniques and Sample Size	-	-	39
3.4 Instrument of Data collection	-	-	41
3.5 Method of Data Presentation and Analysis	-	-	42

CHAPTER FOUR: HISTORY OF UNIVERSITY OF ABUJA AND BENUE STATE POLYTECHNIC.

4.0 Introduction	-	-	44
4.1 Leadership Crisis in University of Abuja 1988	-	-	47
4.2 Accreditation Crises of University of Abuja	-	-	58
4.3 Objectives of Accreditation	-	-	58
4.4 Accreditation Criteria	-	-	59
4.5 History of the Benue State Polytechnic	-	-	63
4.6 Objectives of Beunue State Polytechnic	-	-	64
4.7 Leadership of Bunue polytechnic, Ugbokolo	-	-	65

CHAPTER FIVE: DATA PRESENTATION AND ANALYSIS.

5.0 Introduction	-	-	81
5.1 Data Analysis	-	-	81

5.2	Test of Hypotheses	-	-	-	-	-	-	-	-	101
5.3	Major Findings	-	-	-	-	-	-	-	-	108

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATION

6.0	Summary	-	-	-	-	-	-	-	-	111
6.1	Conclusion	-	-	-	-	-	-	-	-	112
6.2	Recommendations	-	-	-	-	-	-	-	-	112
	References	-	-	-	-	-	-	-	-	114
	Appendix	-	-	-	-	-	-	-	-	117

LIST OF TABLE.

Table 3.1: Summary of Distribution of population size.-	-	-	-	-	41	
Table 4.1: The Ranking of Nigerian Universities.	-	-	-	-	55	
T1able 4.2: The Accreditation table of Nigerian University.	-	-	-	-	61	
Table 4.3: Accreditation status of Undergraduate courses offered in UniAbuja.-	-	-	-	-	62	
Table 4.4: Accreditation status of Undergraduate courses offered in federal.-	-	-	-	-	63	
University of Agriculture.						
Table 4.5: Ranking table of Nigerian polytechnics.	--	-	-	-	-70	
Table 4.6: Accreditation table of Nigerian polytechnic.	-	-	-	-	-75	
Table 4.7: Accreditation status of courses offered in Benue State polytechnic.	-	-	-	-	-75	
Table 4.8: Accreditation status of Undergraduate courses offered in Ramat polytechnic.	-	-	-	-	-	77
Table 5.1: Questionnaire Distribution Between The Two Institutions	-	-	-	-	81	
Table 5.2: Genders of Respondents	-	-	-	-	82	
Table 5.3: Age Distribution of Respondents	-	-	-	-	83	
Table 5.4: Length of Service	-	-	-	-	84	
Table5.5 Educational Qualification:	-	-	-	-	85	
Table 5.6: What style of leadership exist in your institution?	-	-	-	-	86	
Table 5.7: How would you rate leadership performance of your institution since 2007?	-	-	-	-	87	
Table 5.8: Do you agree that autocratic leadership behavior can be responsible for student riot and industrial action in your institution	-	-	-	-	88	
Table 5.9: Leadership behavior that is responsible for problems mention in question 4.7?-	-	-	-	-	89	
Table 5.10: Rating of relationships between leadership and subordinates staff in sampled institution?	-	-	-	-	90	
Table 5.11: Is the achievement of organizational goal a function of leadership behaviour?	-	-	-	-	91	
Table 5.12: Rating of leadership performance in sampled institution?	-	-	-	-	92	
Table 5.13: Supposing the answer to question 4.12, is ineffective, what do you think is responsible.	-	-	-	-	93	

Table 5.14:	Suggest a better method of improving the leadership effort of your institution? - - - - -	94
Table 5.15:	Do you agree that the democratic/committee style will significantly lead to workers performance and peaceful atmosphere in your institution? -	95
Table 5.16:	In what way has the present leadership style in sampled institutions affected your performance? - - - - -	96
Table 5.17:	Are the present leaders in sampled institutions achieving the organization objectives? - - - - -	97
Table 5.18:	Is there significant relationships between democratic/ committee system and achievement goals in sampled institutions?- -	98
Table 5.19:	Level of satisfaction with the existing leadership style in sampled institutions? - - - - -	99
Table 5.20:	Is the autocratic style of leadership a bane to conducive atmosphere in sampled institutions? - - - - -	100

LIST OF FIGURES

Figure 2.1 Dimension of leadership.- --	-	-	-	-	-	20
Figure 2.2 Interaction of need within group.	-	-	-	-	-	27
Figure 2.3 Explanation of path –goal theory	-	-	-	-	-	35

LIST OF APPENDICES

Appendix 1: Questionnaire- - - - -	117
Appendix II: Critical Values of χ^2 Table - - - - -	121
Appendix III : Chi –Square Distribution Table - - - - -	122

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The centrality of leadership in mobilizing human capital has been recognized throughout human history. The ancient and modern history of leaders is replete with stories of vision, courage, enterprise, capacity, tenacity and originality. While several factors, physical, non-physical and human, are almost always at play in determining the fate and fortune of societies, the role of leadership is fundamental in that, in most cases, leadership whether good or bad, can determine the destiny of a nation or an organization. It just as the British field marshal who took the German surrender in north Germany at the end of the second-world-war puts it that, “ leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence”. (Babafemi 2012; 32)

This capacity to rally men and women to a common purpose and inspires them with confidence cannot be done by anyone who does not, fundamentally, believe in human agency as the bedrock of the society. Therefore, a leader who recognizes this and have the vision to transform society will make the development of human capital through higher institution of learning the centre-piece of its developmental programme.

There is no doubt that Nigeria public higher institution of learning is bedeviled by a lot of crises, theses problems came with the political crises in Nigeria which brought the military into power. The military in power constituted the greatest threat not just to the advancement of human freedom and justice, but also to knowledge building, sharing and human capacity development through underfunding, arbitrary selection of vice chancellors and general neglect. However, with the exit of the military dictators, their civilian counterparts have not fare better.

As at 1980, Nigeria had established one of the best higher education systems in the developing countries which offered instruction at an international standard in diverse disciplines , for instance , university of Ibadan and Ahmadu Bello University earned global recognition for research in tropical health and agriculture, respectively. Since then, under successive military administrations, this sparkling reputation is steadily on the decline. Again, in the area of research, in 1995, Nigeria's number of scientific publication was 711. Fourteen years earlier, that is in 1981 when the Nigeria university system was at its peak the output of scientific publication was 1062. At the time Nigeria could boast of only 711, South Africa had 3,413 and Brazil had 5,440. (Ojudu and Babalakin 2012; 12).

In the 2013 federal budget, Nigeria voted less than 9% of the total national expenditure for education. This is far less than UNESCO's stipulated target of 26%. Ghana, on its part has never gone below the UNESCO target in the last 10 years, in fact Ghana had devoted between 26 and 35 percent of its annual budget to education. South Africa and Kenya have all beaten UNESCO's target (Goldin in Ojudu 2012;14). Nigeria is richer than these three countries. In other words, Nigerian leaders have consistently underfunded the educational sector even at the level of budget proclamation which as everybody knows does not tell the full story about actual expenditure. Is it any wonder then that we have about 75 000 Nigerian students in Ghana?

According to the Norwegian Program for Capacity Building in Higher Education and Research for Development (NORHED), in explaining its rationale for investing in low and medium income countries of the world, states that strong academic sector is a prerequisite for any country to be able to develop its own intellectual resources, produce a competent work force and visionary leaders, and foster innovation and knowledge needed for inform policies, address challenges and enhance growth. Speaking at the African Higher education summit in Dakar Senegal in 2014, Mr. Kofi Anna, the former secretary General of the United Nation

also agreed in general with NORHED by arguing that; Higher institution of learning particularly university must become a primary tool for Africa's development in the new century, Universities can help develop African expertise, enhance analysis of African problems, strengthen domestic institution serve as model for the practice of governance, conflict resolution and respect for human right and enable African academics to play an active part in the global community of scholars.

The performance of public tertiary institutions in Nigeria particularly that of university of Abuja and Benue state polytechnic, does not conform to the role articulated by NORHED. Over the years, these institutions have been bedeviled by all manner of challenges ranging from protracted industrial action by staff, student riots, lack of requisite facilities for faculty accreditation by National University Commission (NUC) and implosion in the population of student which is not matched by greater spaces and opportunities within existing faculties.

More recently and worrisome is the fact that some of the students of these institutions have been transferred to other viable institutions to continue with their studies. What are the causes of these crises? Why are Nigeria higher institutions of learning unable to play their roles as articulated by UNESCO, NORHED and Kofi Anna? Are they caused by leadership failure or value disorientation? This research, while not ignoring the role or importance of political leadership, seeks to assess the role of leadership within the academia in the management of public higher institution of learning with particular reference to the university of Abuja and Benue state polytechnic. It is hoped that the result of this research will not only provide answers to the questions raised but also be of utmost benefit to staff and students of public higher institutions of learning in Nigeria.

1.1 Statement of the Problem

Ede (2000), describes universities as international communities engaged in the daily business of the search for knowledge and truth. According to Augustus (1986), the management of such complex organization requires participation through the committee system because of the bureaucratic, collegial and political model, that are applicable in them. As universities become more complex there is need to democratize decision making to reflect these complexities.

However, there have been frequent cries by some members of the universities community and other tertiary institutions particularly vice chancellors and chief executive officers that the committee system may not necessarily be the best method of effectively managing the higher educational system. These management staff argued that the disadvantage of the committee system on university and polytechnic appear to outweigh the advantages. On the other hand, segments of the staff have severally expressed their grievances, some violently and others peacefully over non implementation of committee decisions. These crises negate effective management of public higher institution of learning. There is therefore the need to investigate this problem.

1.2 Research Questions

- i. Does the Democratic Style/Committee system improve achievement of goals in universities of Abuja and Benue State polytechnic?
- ii. Could Democratic leadership style be a bane to conducive atmosphere in the stated institution?
- iii. To what extend does leadership behavior contribute to the overall development of an organization?
- iv. What role does leadership play in enhancing the effective management of public higher institution of learning?

1.3 Objectives of the Study

The main objective of this work is to analyze and explain the roles and importance of democratic leadership style in achieving the goals of University of Abuja and Benue State Polytechnic Ugbokolo. The specific objectives of these works are:

- i. To ascertain whether the democratic style of leadership/committee system improve the achievement of goals in the University of Abuja and Benue State polytechnic.
- ii. To find out if the committee system could be a bane to conducive atmosphere in University of Abuja and Benue State polytechnic.
- iii. To determine the extent to which leadership behavior affects the overall development of the stated institution.
- iv. To examine the roles of leadership in enhancing the effective management of public higher institution of learning.

1.4 Statement of Hypotheses

First Hypothesis:

Ho_i: The democratic style/committee system of leadership will significantly lead to workers performance and peaceful atmosphere in the University of Abuja and Benue State polytechnic.

HO_{ii}: The democratic style/committee system of leadership will not significantly lead to workers performance and peaceful atmosphere.

Second Hypothesis:

Ho_i: There is a significant relationship between leadership behavior and achievement of goals and objectives in the university of Abuja and Benue State polytechnic.

Ho_{ii}: There is no significant relationship between leadership behavior and achievement of goals and objectives in the university of Abuja and Benue state.

1.5 Significance of the Study

Several authors have written on the concept of leadership for instance, French and Raven (1968:198) in their study, The Bases of social power using only secondary data wrote on relationship between power and leadership influence, McGregor (1987:182), in his work, “The Human side of enterprise” wrote on leadership as a dynamic form of behavior without discussing these dynamics on work relationships and Drucker P.F.(1989:156) in his work, the practice of management, wrote on the qualities and trait of leadership while Belbin, R. M.(1997:98) in his work, Changing the way we work, wrote on leadership style. This study is therefore significant in the sense that it focuses on the role of leadership in management of public higher institution of learning in Nigeria which none of these aforementioned writers has discussed. This study is also significant because it will add value to the present body of knowledge and will be of help to those who will be researching into the topic in future.

1.6 Scope and Limitations of the Study

This research work is focused on the role of leadership in the management of public institutions of higher learning with particular emphasis on university of Abuja and Benue State polytechnic. The choice of the topic as well as the case studies was informed by the importance of leadership in all social settings while the case studies were chosen because of the usual leadership crises associated with them.

This study covers the period between 2007 and 2012. This is when the institutions under study suffered serious leadership crises as evident by frequent industrial actions, student unrest, regular probe panels and farming-out of students to other viable institutions which is a

clear negation of its aims and objectives. The limitations encountered in the course of undertaking this research include lack of access to some staff of the University of Abuja and Benue State polytechnic Ugbokolo as some of them decline to be interviewed, this warranted the inclusion of some of the intended interview questions into the questionnaire which were distributed to all selected participants. Secondly, some of the secondary data which would have enabled us make further analysis and perhaps shape our findings were not available. For instance, data such as the amount of money (Fund) available to both institutions since 2012 could not be reached. However, the report of visitation panel to the University of Abuja in 2012 proved useful in this regard. Nevertheless, the availability of this data would have enabled us make proper assessment on the leadership performance of the institutions under study. Finally, the finance with which to run this research was seriously in short supply thereby putting pressure on the researcher to source for more fund. However, these limitations could not challenge the validity of this research, it could only have been better.

1.7 Operational Definition of Terms

This work uses some terms which possess more than one meaning. These words may cause confusion to people who may read the work. Thus, the researcher sheds light on the meaning of these words in a simple form as used in the work. These words are,

- i. **Management:** Management in business or organization is the function that coordinates efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Management includes planning, organizing, staffing, leading and controlling an organization to accomplish the set target. According to Fredmund Malik (1983), Management is defined as the transformation of resources into utility. In the same way, Andreas Kaplan (1987) defines management as the act of identifying the mission, objectives, procedures, rules and

manipulation of human capital of an enterprise to contribute to the success of the enterprise.

- ii. **Leadership behavior:** Innate characteristics or qualities display directly from the mind rather than being influenced by experience or external sources. This was why Matt Barney (1979) defines leadership as the behavior that brings the future to the present by envisioning the possible and persuading other to help you make it a reality.
- iii. **Leadership style:** This is the framework or pattern chosen by a leader in directing and co-coordinating the tasks of his subordinates, such style include Autocratic, Democratic, Bureaucratic and Benevolent autocratic leadership style. According to Tom Madine (2003) Leadership style differs, but at the core, good leaders make the people they are leading accomplish more than they otherwise would. The most effective leader do this not through fear, intimidation or title, but by building consensus around a common goal.
- iv. **Performance:** According to the Business Dictionary.com, Performance is the accomplishment of a given task measured against preset known standard of accuracy, completeness, cost and speed.
- v. **Significant relationship:** The likelihood that a result or relationship is caused by something other than mere random chance. Statistical hypothesis testing is traditionally employed to determine if a result is statistically significant or not.
- vi. **Democratic leadership style/ Committee system:** A democratic style of leadership is an open approach to leadership where decision making is shared and the views of a team (committee) or group are valued and contribute to the vision, goals and decisions that are made. The Greek root of the word democratic, suggest people are participating in power or control. This is why it is also known as participative leadership style.

1.8 Plans of Study

The research is divided into five chapters. Chapter one contain the background to the study, statement of the problem, objective of the study, hypothesis, limitation and scope of the study, significance of the study and definition of terms.

Chapter two encompasses the review of related literatures to the research as well as the theoretical framework. It covers aspect such as the conceptual framework, types of leadership, leadership style, leadership problem of university of Abuja, functions of leader, leadership theories and the utilize in the study.

Chapter three contains the methodology of this research. It covers aspect such as the sources of data, population size, sample size, instrument of data collection and method of data analysis. This chapter will also contain the historical background of both case studies, their composition and structure, aims and objective and function of various units and department.

Chapter four will contain data presentation and analysis. Data will be presented in tables, percentages and chi-square statistical tool will be used to test the earlier mentioned hypothesis.

Finally chapter five will contain the summary of the study, conclusion and recommendations base on the findings of the study. The bibliography of the entire study as well as the appendixes will be contained in this chapter.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK.

2.0 Introduction

The importance of leadership in an organization, group and society cannot be overemphasized especially at the broader societal level, where it is believe that a more dynamic, purposeful, responsive and corrective leadership will go a long way in ameliorating societal problems.

This presumed importance of leadership has left the concept with enormous literatures and voluminous theories. These literatures will be reviewed in the subsequent paragraphs.

2.1 Review of Related Literature

Considering the importance of the concept of leadership at organizational, group and societal level, many scholars have approached this concept from various perspectives. Thus, numerous definitions abound in the field of leadership which are reviewed in the subsequent paragraphs.

According to Nwachukwu (1988) leadership is a process of influencing the behavior of group of people or individual to achieve a desired goal. This means that a leader is the most influential person in an organization who directs and guides group activities and makes sure that the objectives of the group are achieved. In the same vein, Eghe (2003) sees leadership as the activity of persuading people to co-operate in the achievement of a common objective. He adds that leadership in a large-scale organization entails influencing and energizing people to work together in a common effort to achieve the purpose of the enterprise. This implies that, leadership in an organization is perceived to be like a stimulant and motivator that springs people or worker for the achievement of the organizational goals.

Also, Weighrich and Koontz (1994) view leadership as the process of influencing people to strive willingly and enthusiastically towards the achievement of group goals.

The essence of leadership is also seen by Davis in his book "*Human Relations at work*" (1972), as quoted in Ogunbameru (2004:106) that

“Without leadership, an organization is but a muddle of men and machines. Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivated it towards goals. Management activities such as planning, organizing and decision-making are dormant cocoons until the leader triggers the power of motivation in people and guides them towards goals. Leadership transforms potentials into reality. It is the ultimate act which bring to success all of the potentials that is an organization and its people”.

In line with Davis definition, Katz and Khan (1987), define leadership as the influence over and above mechanical compliance with routine directive of the organization. Here, leadership is viewed to be what is required to make group members strive, without being forced for the attainment of their common purpose(s).

The need to involve members in the accomplishment of a goal was seen by Dangiwa in Adeniyi and Titilola (1987), thus, he defined leadership as the capacity to really direct and influence subordinates in order to achieve any objective through effective performance of leadership activities. These definitions posit leadership as a deliberate attempt to influence the activities of an individual or the effort of a group of people towards goals attainment in a given situation. A leader functions within a specific group of people with define goals in a particular situation.

Ngu(2005),define a leader as “a member of a group or groups with outstanding qualities and roles”. He adds that the leader is the custodian of the group’s overall interest or objectives and that he does not only define his role, he defines those of the other members of the group and ensures that they are properly executed for the common good of the group.

From the foregoing, a leader is distinguished in a group because he specifies the role for group members, guides their performance and promotes their interest alongside the group’s objective.

Furthermore, in terms of subordinate readiness to move along with the leader, Terry (1960) stated that leadership is the quality in a leader that inspires sufficient confidence in his subordinate to accept his views and carry out duties willingly, completely and enthusiastically.

In line with Terry’s postulation, Stogill (1984) argued that, there is consensus on the fact that a leader is one who ensure that his followers attain set goals because they want to not necessarily because they want to.

To further emphasize the need and relevance of leadership in an organization in relation to workers performance, Ogunbamern (2004:233) has this to say;

“For any organization to survive there must be in existence an effective leadership to give direction to the effort of all workers in accomplishing the goal of the organization. The absence of leadership will make the link between individual and organization goal tenuous. This more often than not leads to sub-optimization in which individuals work to achieve their own goals while the overall organization becomes inefficient in achieving it objective”.

The above submission made Hersey and Blanchard (1977), to observe that a successful organization has one major attribute from the unsuccessful organization, and that is dynamic and effective leadership. This is to say that, for an organization to achieve success, an active and purposeful leader is required.

Arthur (1982) Definition of leadership is quite different from other scholars perhaps because he took note of two major perspective of leadership. According to him, leadership can be view as a process as well as a property. He posit that leadership as a process is the use of non-coercive influence to direct and co-ordinate the activities of members of an organized group towards the accomplishment of group objectives on the other hand, his view on leadership as a property is the qualities or characteristic attributed to those who are perceived to successfully employ such influence.

From the foregoing, Authur's definition highlights two major aspect of leadership, that is, process and property, compared to other scholars who define it only as a process or property which is limited in explanation.

Although most of the scholars define leadership base on influence, hierarchies and position occupied. For instance Wehrich and Koontz (1994) view leadership as the process of influencing people to strive willingly and enthusiastically towards the achievement of group goals. The definition was corroborated by Khan (1987) when he define leadership as influence increment over and above mechanical compliance with routine directives of organization.

As noted earlier, influence may be central to the concept of leadership but it goes beyond just influence to include among other things like taking an organization into the future, finding

opportunity and successfully exploiting these opportunities. Leadership is about vision, about people buying into your idea, about empowerment and most of all about producing useful change.

The above indices or variables were what Adeniyi (1987) neglected in his definition when he argued that leadership is the capacity to really direct and influence subordinates in order to achieve any objective through effective performance of leadership activities. The problem however is that, what constitute these leadership activities he never bothered to explain.

Therefore, a more comprehensive definition of leadership can be seen as the process of influencing the activities of an organized group towards goal achievement and empowering of subordinates through vision and exploitation of opportunities to produce useful change in a given social setting.

In another dimension with special reference to management, Stoner et al (2007:470) define managerial leadership as “the process of directing and influencing the task-related activities of group members. “The definition above has four important implications:

- i. Leadership involves employees or followers. By their willingness to accept direction from their leader, group members help define the leader’s status and make the leadership process possible, without people to lead all the leadership qualities of a manager would be irrelevant.
- ii. Leadership involves an unequal distribution of power between leaders and group members. Group members are not powerless, they can and do shape activities in a number of ways

- iii. Leadership is the ability to use the difference forms of power to influence follower's behavior in a number of ways.
- iv. The forth aspect combines the first three and acknowledge that leadership is about values. No wonder that James McGregor Burns argues that the leader who ignores the moral component of leadership may well go down in history as scoundrel. This means that leadership honour values and it requires that followers be given enough knowledge of alternative to make intelligent choices when it comes to respond to a leader proposal to lead.

To support the above argument, Ethicist Michael Josephson(1987:243) argued that,

“We don't learn ethic from people who sermonize or moralize or try to preach to us about ethics we learn ethics from those who we admire and respect, who have power over us, they are the real leaders of ethics. It's important to reinforce ideals if they are sincere. It is very important for leaders and role models, whether they be sport figures or politicians to make positive statement of ethics if they are not hypocritical”.

The above caption by Michael Josephson might have informed Ramires (2001) to conclude that leadership can be defined by four traits, characters, competency, compassion and community servant hood.

From the foregoing, the word' Influence '' is commonly used to emphasize the point that leadership is an interpersonal process by which manager extract commitment and result delivery from their subordinators.

2.2 Leadership Style

When a leader emerges, he chooses his own particular style of leading or motivating his subordinate or followers. Leadership style therefore, refers to a pattern of behavior adopted by a leader in a group or organization. This choice of style is informed by the leader management philosophy. Some scholars have argued that the choice of leadership style is determined by the behavior of the worker or subordinate, while others argued that the choice of style is informed by environmental factors or the situation the leader finds himself.

This notwithstanding, the style of leadership chosen influences to a greater extent, the leader's effectiveness. Without an appropriate leadership style or motivational technique, organization goals may suffer and the workers may feel resentful, aggressive, insecure and dissatisfied. These by extension affect performance in the organization.

Although there are many leadership styles, but for the purpose of this thesis, four major leadership style will be considered and discussed namely; autocratic, democratic; Laissez fair and Bureaucratic leadership style.

i. The Autocratic Leadership Style

This is the form of leadership style in which policies or decisions are determine and taken solely by the leader. In this form of leadership style, the technique and steps of activities to be carried out are dictated by the authority or leader, one at a time, such that steps to be taken in the future are always uncertain to a large extent. The leader usually dictates the particular work task and work companion for each worker or member.

Ngu (2005), sub-divided this style of leadership into coercive autocracy, benevolent autocracy and manipulative autocracy. According to him, the coercive autocratic leader dictates to his subordinates or followers and due to his awareness of his unpleasant instruction, he follows them with threat to punishment. He expects his order to be carried out under any condition.

The benevolent autocratic leader also dictate to his subordinates or follower and expects his order to be carried out religiously. However, unlike the coercive autocracy, the benevolent leader may attempt to explain some of his orders that seem difficult for the followers. The benevolent autocratic leader does not believe in workers self-initiative because he is of the opinion that his subordinate or workers cannot contribute anything better than his own ideas. He also strongly believe that the organization cannot survive without his ideas, thus, his idea seem indispensable to him.

The manipulative autocratic leader according to Ngu (2005) is a cunning and crafty leader. He is also self confident, he uses his crafty skills to make his subordinate feel that they actually take part in the decision-making process. Therefore, unlike the coercive and benevolent autocrats, the manipulative autocrat tries to make people feel that he does not dictate even though he does in the real sense. He tries to present himself as a teacher that operate the principles of democracy and fundamental freedom which enhances popular participation in decision making process when actually the reverse is the case. Ngu, refers to such a leader as “a great strategist or schemer”.

ii. The Democratic Leadership style

These leadership styles accept and welcome the followers or workers and their ideas. He believes that he does not have all the information needed for decision making and that his subordinates are ready, willing and able to accept the responsibility to participate in decisions that affect them. He also makes efforts to convince his followers to believe that their contributions are duly required and actually make impact on the running of the organization. Ngu refers to this leadership style as “consultative” leadership style. As the name implies, the consultative leader consult his subordinate in many decision-making process. In order to solicit inputs for decision-making, the leader delegates part of his authority to his subordinates.

The democratic style is where the focus of power is more with group as a whole and there is greater interaction within the group. The leadership functions are shared with members of the group and the manager is more or less part of a team. The group members have a greater say in decision-making, determination of policy implementation of system and procedures.

iii. A Genuine Laisser-Fair Style:

This is where the manager observes that members of the group are working well on their own. The manager consciously makes a decision to pass the focus of power to members, to allow them freedom of action and not to interfere, but is readily available if help is needed. There is often confusion over this style of leadership behavior - because many people believe, it is a style of leadership that is highly democratic and that, as a result of this extreme democratic concern, the Laisser- fair leader has little or no ideas of his own and lack the self confidence to manage the affair of the

organization. In most extreme cases, others believe that the laissez -fair leader only enjoys leadership of position instead of function.

However, the word “genuine” is emphasized because this is to be contrasted with the leader who could not care. Who deliberately keeps away from the trouble sports and does not want to get involved. The leader just let member of the group get on with the work in hand. Members are left to face decisions which rightly belong to the manager -This is more a non -style of leadership or it could perhaps be labeled as abdication.

iv. Bureaucratic Leadership Style:

The leader here is often not creative, but instead adheres strictly to already created procedures, rules and regulation for the attainment of set objectives as advocated by Max Weber

The identifications above are based on how leaders interact and relate with their followers and it cannot also be separated from the nature of leader and their limitations observed over a period of time.

Below is a tabulation of the styles of leadership and their mode of relationship with their followers.

Fig 2.1: Dimensions of Leadership

LEADERSHIP STYLE	MODE OF RELATIONSHIP	QUALITY OF LEADERS
Autocratic	<ul style="list-style-type: none"> - He commands and expects compliance unchallenged - He believes in reward and punishment. 	<ul style="list-style-type: none"> - Dogmatic - Conservative - Stubborn
Democratic/ Participatory	<ul style="list-style-type: none"> - He consults with subordinates Encourage participation in decision making and execution 	<ul style="list-style-type: none"> - Dynamic - Considerate - Sympathetic
Laisser - Fair	<ul style="list-style-type: none"> - He used very little power or authority - He holds consultation with subordinate 	<ul style="list-style-type: none"> - Care- free - Unwilling to offend - Social being
Benevolent/ Autocratic	<ul style="list-style-type: none"> - He uses autocratic style clothed with democratic style of management. - He holds consultation with subordinate and actually give support 	<ul style="list-style-type: none"> - Willing to listen - Responsible - Fair but firm
Interactive perspective	<ul style="list-style-type: none"> - He shares information and power - Treat subordinate as colleague. 	<ul style="list-style-type: none"> - Highly inspiring - Co-operative - Emotional

Source: Balogun K.S (2004) understanding organization behavior Global publisher 1st Ed.

Ilorin Kwara State Nigeria. Pg 36.

The success of an organization will largely depend on the kind of leadership style adopted by management of an organization. A good leader is considerate and is aware of the needs of others. He is careful in the discharge of his function and duties. A leader cannot be effective if he is over sensitive to people. A person who is over sensitive is more vulnerable to conflict

on the job, especially where there are pressures on him. With all the factors present in an organization, the success or failure of any organization, whether governmental, business, civic social, political, service or profit oriented, will largely depend on the kind of leader and the people in the organization. For effective management of organization, leadership should be given to people who possess high integrity and courage to make timely and correct decision. They should be people of unquestionable personality and sterling character. Leadership should not be measured by length of service but by performance output.

Although, it has been submitted by Blanchard (1977) that no single style of leadership is appropriate in all situations. However, the democratic style of leadership should be encouraged since it recognizes human worth and provides the leader the plan and use of the resources of the organization to its maximum potentials.

Negative Aspects of Autocratic Leadership Style

The negative aspects of autocracy are based on the extent of dependence on a single person; personality, competence, reaction from subordinate and task effectiveness.

ii. The Autocratic Personality

Individuals with autocratic characteristics are generally conventional and conforming and less apt to be open to change, resulting in rather rigid beliefs.

The autocratic manager is also insecure compensating for this feeling through a show of strength. The fear of losing his power affects his readiness to delegate authority with ease. Some continual need to emphasize superiority- and hence the inferiority of others may also be part of the autocratic personality, which explains his behavior.

iii. Competence of the autocrat:

The centralized decision-making in the person of the manager requires the manager to have all appropriate information regarding the nature of the problem, the full range of alternatives, their relative effectiveness in solving the problems, full knowledge of the results of each alternative solution and the manner in which the solution can be implemented most effectively. As long as the autocratic manager does, in fact, possess all the information and technical competence, then the autocratic managerial style may be highly appreciated, but often than not he is not in possession of such information at all times.

iv. Reactions from Subordinates

The dependant relationship of subordinate on superior can create severe anxieties and frustrations, especially when the subordinate wishes to participate in decision important to his activities. Dependence on the superior also create anxieties because this is a personal relationship, and the autocratic manager usually reward his subordinate not on the basis of their performance but according to how well they submit and are loyal to him personally.

The autocratic manger does not share task related information or plan and maintain step-by step control over each succeeding sequence of his subordinate activities. These subordinates are kept in a perpetual state of confusion and lack of awareness regarding the total nature of their function and its purpose. Frustration can easily occur in an environment so filled with uncertainties and ambiguities.

v. Task Effectiveness

The overall work group effectiveness can be seriously hampered under the autocratic manager, assuming that this style is inappropriate for the solution. The Lack of team

work, intense competition among employee, buck passing, knifing of others, lack of production when the supervisor is absent, result from the employees being frustrated in achieving basic personal need from their work efforts. First, every employee needs to belong to and participate in a work group. Under the hard boiled autocrat, there is no group to belong to, but merely a collection of individual dominated by one person. Secondly, every person needs a finding of individual importance and satisfaction from personal effort. The only status possible to employee is to be recognized and possibly favored by his supervisor. The supervisor, by assuming the central role of total responsibility and credit frustrates any efforts of the employees to gain sense of personal achievement and worth.

THE NEGATIVE SIDE OF DEMOCRATIC SYTLE

Democratic leadership, with all the positive results and values associated with it, is still not a universally effective style. Under some conditions it is such a less effective style than the other leadership styles, and in some other, it is completely inappropriate due to the following reasons;

i. **Time**

Although, a major benefit of democratic management is the full participation of those affected in the decision making process, a negative factor that goes hand in hand with the soliciting of all available inputs is the amount of time that is demanded. The democratic managerial style imposes a huge time commitment on the manager, and he must spend large block of it as he solicits participation

ii. **Subordinate personality and Responses to Democratic management**

It's not unusual that some subordinate are not willing to participate in decision-making and see the democratic leader as weak, hence unworthy of leadership. Still, others see democracy as an opportunity to manipulate the manager to their own ends, rather than being objective in their input. Certainly, organizational member who more nearly fit the assumptions of theory X than theory Y, will not be comfortable under democratic leadership and will not be able to participate effectively.

iii. **Lack of Commitment to Organizational Goal**

Members who cannot identify with, or are not committed to organizational goals cannot meaningfully participate in democratic leadership. Such a situation can become quite dangerous when they see democratic leadership as a way to satisfy their own personal or work objectives without attempting to integrate them with the broader purpose of the entire work group and its manager. The situation is dangerous because of the hostility evoked when the manager fulfils his responsibility by making a decision that does not incorporate suggestion made by alienated members or members who did not put in acceptable suggestions. Such employees can well feel that they have been let down because an implication of democratic leadership is the use of subordinate input. The manager is still the ultimate decision-maker, and hence he must under any conditions reject or modify certain of the decision made.

iv. **Physical Dispersion**

Many industrial firms are widely decentralized geographically, and thus getting people together for consultation may be time consuming, expensive and infrequent.

2.3 Functions and Responsibilities of Leadership

In order to understand the process of leadership, it is necessary to analyze the role of a leader and the functions of leadership. These functions require different emphasis in different situation according to the nature of the group. Below are the functions of leadership according to Krech et al, 1962.

- i. The leader as executive – top co-coordinator of the group activities and overseer of the execution of policies
- ii. The leader as planner – Deciding the ways and means by which the group achieves its end. This may involve both short-term and long-term planning.
- iii. The leader as a policy maker- The establishment of group goals and policies.
- iv. The leader as an expert- a source of readily available information and skill, although there will be some reliance on technical expertise and advise from other members of the group.
- v. The leader as a controller of internal relationships, determines specific aspect of the group structure.
- vi. The leader as purveyor of reward and punishment- control over group members by the power to provide reward and apply punishments.
- vii. The leader as arbitrator and mediator control interpersonal conflict within the group.
- viii. The leader as example- a model of behavior for members of the group, setting an example of what is expected.
- ix. The leader as symbol of the enhancing group unity by providing some kind of cognitive focus and establishing the group as a distinct entity.
- x. The leader as substitute for individual responsibility- relieves the individual member of the group from the necessity of, and responsibility for personal decision.

- xi. The leader as ideology- serving as the source of belief, values and standards of behavior for individual members of the group.
- xii. The leader as scapegoat-serving as a target for aggression and hostility of the group, accepting blame in the case of failure.
- xiii. Krech,D. Crutchfeild, R.S. and Ballachey,E.L individual in society, McGraw-Hill(1962).

A general theory on the functional approach to leadership is associated with the work of John Adair and his idea on action center leadership which focuses on what leaders actually do. The effectiveness of the leader is dependent upon meeting three area of need within the work group. The need to achieve the common task, the need for the team maintenance and the individual needs of group members.

- **The Task Function Involve:**

- i. Achieving the objective of the work group.
- ii. Defining group tasks.
- iii. Planning the work.
- iv. Allocation of resources.
- v. Organization of duties and responsibility.
- vi. Controlling quality and checking performance.
- vii. Reviewing progress.

- **Team Function involves:**

- i. Maintaining moral and building team spirit
- ii. The cohesiveness of the group as a working unit.
- iii. Setting standard and maintaining discipline.
- iv. System of communication within the group.
- v. Training the group.

vi. Appointment of sub-leaders.

▪ **Individual function involve:**

- i. Meeting the need of the individual members of the group.
- ii. Attending to personal problems.
- iii. Giving praise and status.
- iv. Reconciling conflicts between group need and of the individual.
- v. Training the individual.

The above explanation is represented in a diagram below.

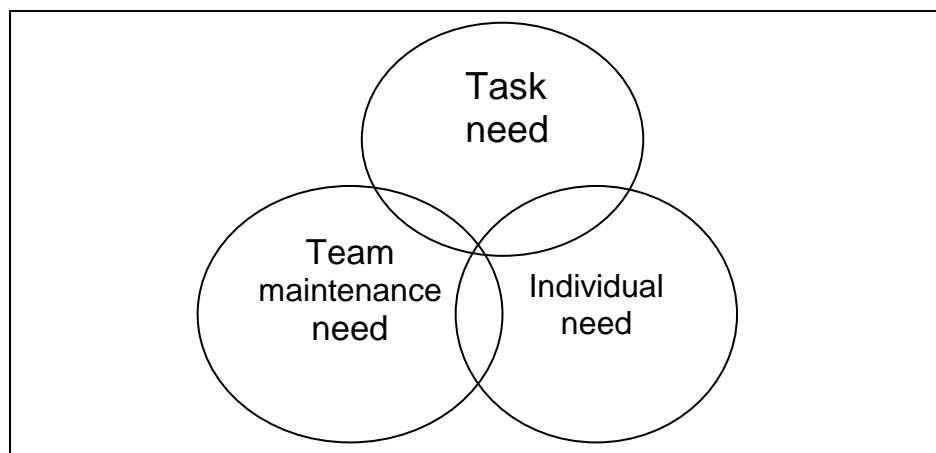


Fig. 2.2 Interaction of needs within the group source: Adair, J. Action. Centered leadership, Grower Press (1979) page 10.

Leadership as the process of influencing group activities towards the achievement of goals, he considers leadership capacity as the ability to influence and motivate others in productive activities. He also sees leadership as the process by which managers seek to influence subordinate to accomplish goals by communicating with them.

Leadership is distinguished from other management process by its interpersonal nature. It cut across the fundamental activities of the organization like planning, organizing, motivating,

communicating and controlling. This is the basis for the argument by Ogunbameru (2004), that including within these functions is the necessity to lead and give direction. Hicks and Gullet (1999), agree with this perspective when they suggest that a leader should not necessarily get involved in the details of the functions of a manager but is required to oversee these functions and influence the behavior of those who directly perform them.

The point to emphasis seems to be ably captured by Ogunbameru (2004:162) that;

“Leaders with brilliant ideals and the capacity to inspire thought and action in others are the main generator of energy. The effect of their personality induce an action to perform is considerably stronger in directing organizations than depersonalized systems”.

A strong leadership is imperative if the organization is to be focused on its mission and objectives which themselves must be sensitive to the dynamics of the operating environment. Without an effective leadership, the organization will inevitably experience a short-fall in its result delivery capability as currently being experience in the university of Abuja and Benue State polytechnic.

We may have talked about the importance of leadership earlier in this chapter but perhaps we should emphasized that the impact of the foregoing discussion and several other similar comments is that the “people” resources is indispensable in activation all the other resources which would otherwise be latent and inactive. We should add that it is leadership that synergize the human resources and ensure that it continuously creates value for the various shades of stake holding in the organization. It is this “value adding” requirement of the management process that underscore the importance of leadership in a process which not

only envision a desired future for university of Abuja and Benue State Polytechnic Ugbokolo but also continuously exert influence on the human resource.

The action in the organization the leader in any one area of need will affect one or both of the other areas of need the ideal position is where complete integration of the three areas of need is achieved. In any work group the most effective leader is the person who sees that the task need, the needs of group and those of the individual are adequately met. The effective leader elicits the contribution of members of the group and draws out other leadership from the group to satisfy the three interrelated areas of needs.

Power and Leadership influence

Within an organization, leadership influence will be dependent upon the type of power that the leader can exercise over the followers. The exercise of power is a social process which helps to explain how different people can influence the behavior/action of others. Five main source of power upon which the influence of the leader is base have been identified by French and raven reward power, coercive power, legitimate power, referent power and expert power. We shall consider these in terms of the leader and subordinate relationship.

- i. Reward power is base on the subordinate perception that the leader has the ability and resources to obtain rewards for those who comply with directive, for example, salary, promotion, praise, recognition, increase responsibilities, allocation and arrangement of work and granting of privileges.
- ii. Coercive power is based on fear and the subordinate perception that the leader has the ability to punish or to bring about undesirable outcome for those who do not comply with directives, for example, withholding pay rises, promotion or privileges, allocation of undesirable duties or responsibilities, withdrawal of friendship or

support, formal reprimand or possible dismissal. This is in effect the opposite of reward.

- iii. Legitimate power is based on the subordinate's perception that the leader has a right to exercise influence because of the leader's role or position in the organization. Legitimate power is based on authority, for example that of manager and supervisor within the hierarchical structure of an organization. Legitimate power is therefore "position" power because it is based on the role of the nature of the personal relationship with others.
- iv. Referent power is based on the subordinate's identification with the leader. The leader exercises influence because of perceived attractiveness, personal characteristics, reputation or what is called "charisma" for example, a particular manager may not be in a position to reward or punish certain subordinates, but may still exercise power over the subordinate because the leader commands their respect or esteem.
- v. Expert power is based on the subordinate's perception of the leader as someone who is competent and who has some special knowledge or expertise in a given area. Expert power is based on credibility and clear evidence of knowledge or expertise, for example, the expert knowledge of 'functional' specialist such as the personnel manager, management accountant or system analyst. The expert power is usually limited to narrow, well defined areas or specialism.

It is important to note that these sources of power are based on the subordinate's perception of the influence of the leader, whether it is real or not. For example, if a leader has the ability

to control rewards and punishments but subordinates do not believe this then in effect the leader has no reward or coercive power. Similarly, if subordinates in a line department believe manager in a (different) staff department has executive authority over them then even if that manager has no such authority there is still a perceived legitimate power

French and Raven (1968:198) in their study, *The Social Base of power*, point out that the five sources of power are interrelated and use of one type of power may affect the ability to use another type of power.

2.4 The Difference between Leadership and management

Sometimes management and leadership are seen as synonymous. There is however some differences between the two and it does not follow that every manager is a leader.

Management is more usually viewed as getting things done through other people in order to achieve stated organizational objectives. The manager may react to specific situation and be more concerned about solving short term problems. Management is regarded as relating to people working within a structured organization and with prescribed roles. To people outside of the organization the manager might not necessarily be seen in a leadership role.

However, the emphasis of leadership is on interpersonal behavior in a broader context. It is often associated with the willing and enthusiastic behavior of follower. Leadership does not necessarily take place within the hierarchical structure of the organization

Many people operate as leaders without their role ever being clearly established or defined. For example, Belbin (1972:204) suggest that;

“There is a clear implication that leadership is not part of the job but a quality that can be brought to a job, the work that leadership encompasses in context clearly is not assigned but comes about spontaneously”.

A leader often has sufficient influence to bring about long –term changes in people’s attitude and to change more acceptable leadership can be seen primarily as inspirational process.

There are other difference between leadership and management. For example, zaleznik explore difference in attitudes towards goals, conception of work, relations with others, self perception and development According to him

- i. Managers tend to adopt impersonal or passive attitude toward goals while leader adopt a more personal and active attitude towards goals
- ii. In order to get people to accept solutions, the manager needs continually to co-ordinate and balance in order to compromise conflicting values. The leader creates excitement in work and develops choices that gives substance to images that excite people
- iii. In their relationship with other people, manager maintains a low level of emotional involvement. Leaders have empathy with other people and give attention to what event and actions means.
- iv. Managers see themselves more as conservators and regulators of the existing order of affairs with which they identify, and from which they gain rewards while leaders work in, but do not belong to, the organization. Their sense of identify does not depend upon membership or work role and they search out opportunities for change

- v. Management may arguably be viewed more in terms of planning, organizing, directing and controlling the activities of subordinate staff. Leadership, however, is concerned more with attention to communicating with, motivating, encouraging and involving people.

The differences between leadership and management have been applied by Watson to the 7-S organizational framework of strategy, structure, system, style, staff, skills and share goals. Watson suggests that whereas manager tends towards reliance on strategy, structure, and system. Leaders have an inherent inclination for utilization of style, staff, skill and shared goals.

From the foregoing, it can be seen that they are striking difference between leadership and management. However, there exist a similarity between the two concepts which is goal achievement. This is why others find it difficult to separate one from the other.

2.5 Theoretical Framework

Over the years, much attention has been focused on the study of leadership by several management scholars. Therefore, many theories abound in the field of leadership. Such theories include; Great man leadership theory, the personality trait theory, Contingency leadership theory, Situational leadership theory, Mc Gregor's Theory X and Y and The path goal leadership theory. However, this research will adopt the path goal theory as a basis for its theoretical framework.

The Path-Goal Theory

As noted earlier, the path-goal theory is adopted as the theoretical framework for this study. It is the brain child of Robert House (1971).

The theory gets its name from its concern with how leaders influence follower's perceptions of their work goals and the path they follow towards goals attainment. It is perhaps the most generally useful situational model for effective leadership.

The path-goal theory of leadership suggests that the performance of subordinate is affected by the extent to which the manager satisfies their expectations. Path-goal theory holds that subordinate will see leadership behavior as a motivating influence to the extent that it means:

- i. Satisfaction of their needs is dependent upon effective performance and
- ii. The necessary direction, guidance, training and support, which would otherwise be lacking, is provided. House identifies four main types of leadership behaviour which are:
 - a. Directive Leadership which involves letting subordinate know exactly what is expected of them and giving specific direction.
 - b. Supportive Leadership which involves a friendly and approachable manner and displaying concern for the need and welfare of the subordinates.
 - c. Participative Leadership which involves consulting with subordinates and the evaluation of their opinions and suggestions before the manager makes the decision.
 - d. Achievement- oriented leadership which involves setting challenging goals for subordinates, seeking improvement in their performance and showing confidence in subordinate ability to perform well.

Path – goal theory suggest, that the different type of behavior can be practiced by the same person at different times in various situation. By using one of the four styles of leadership

behavior the manager attempts to influence subordinates perceptions and motivation so as to smooth the path to their goals.

Leadership behavior is determined by two main situational factors, the personal characteristics of the subordinate and the nature of the task.

- i. The personal characteristic of subordinates determines how they will react to the manager's behavior and the extent to which they see such behavior as an immediate or potential source of need satisfaction.
- ii. The nature of the task relates to the extent that it is routine and structured, or non routine and unstructured.

THE FOREGOING IS ILLUSTRATED BELOW

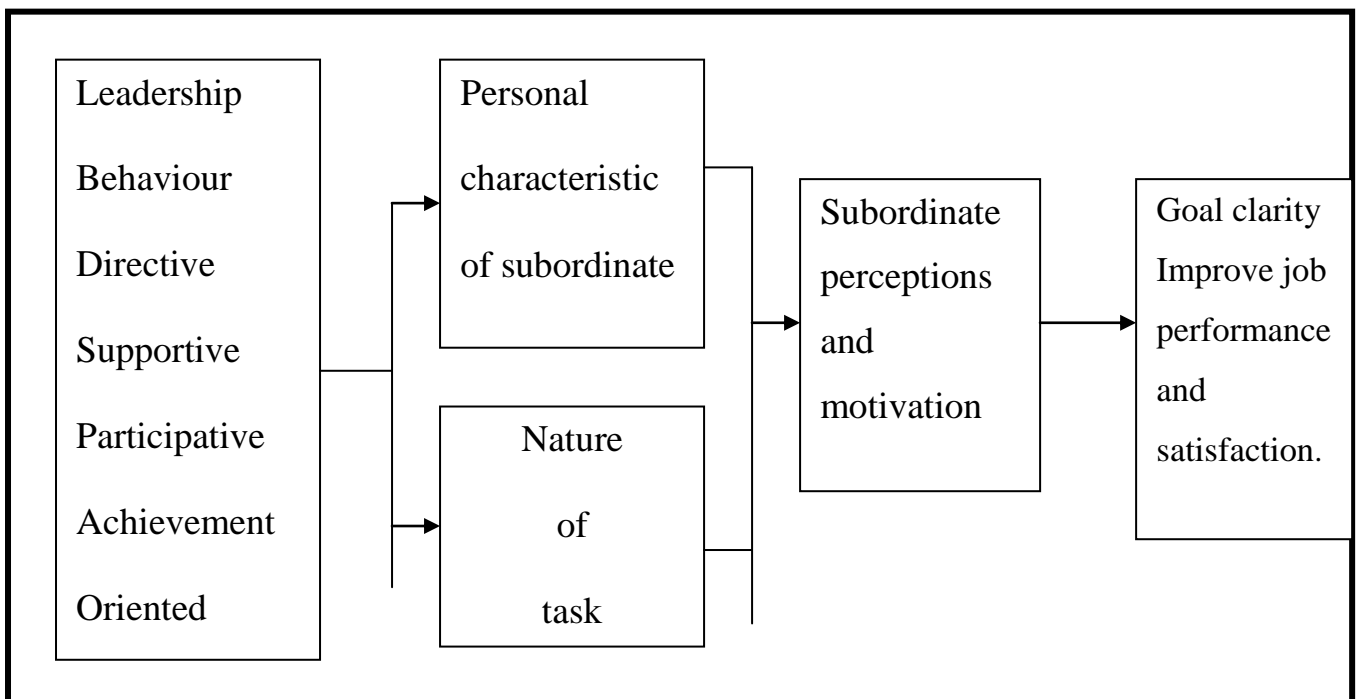


Fig. 2.3 Source; Laurie (1999) management and organizational Behavior, prentice hall publishing fifth edition, page (278)

From the diagram above, path - goal theory suggest that the different types of behavior can be practiced by the same person at various situations. By using one of the four styles of leadership behavior, the manager seeks to influence subordinates perception and motivation and thereby smooth the path to their goal .the personal characteristic of subordinates determine how they will react to the manager's behavior and the extent to which they see such behavior as an immediate or potential source of need satisfaction. When these needs are satisfied as a result of appropriate behavior from manager, it clears the path for goal achievement.

Again, when task is highly structured, the goals is readily apparent and subordinates are confident, then any attempts to further explain the job or to give directions are likely to be viewed as unacceptable behavior. However, when a task is highly unstructured, the nature of the goal is not clear and subordinates lack experience, then a more directive styles of leadership behavior is likely to be welcomed by subordinates.

Effective leadership behavior is based, therefore, on both the willingness of the manager to help subordinates and the needs of subordinates for help. Leadership behavior will be motivational to the extent that it provides necessary direction, guidance and removes any obstacles which hinder attainment of goals.

2.6 The Relevance of the Path Goal Theory to the Study

The rational for the adoption of this theory is not far-fetched. The path-goal theory place emphasis on particular behavior or style of leadership as it influences workers performance. Since this study seeks to identify and explain the role of leadership in the management of public higher institution of learning its importance and relevance becomes not only indisputable but also inevitable.

Again, since the theory assumes that leadership in order to achieve the overall organizational goals, outline the position and tasks of the workers, get rid of any impediments to performance, encourage team work especially in decision making and goal setting, facilitate goal attainment and group cohesiveness, It therefore becomes relevant since public higher institutions of learning especially university of Abuja and Benue State Polytechnic need to imbibe the aforementioned concepts or variables to achieve high workers performance and bring about overall attainment of goals.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This segment of the project deals with the source of data, population size, sample size, method of data collection and analysis of data collected.

3.1 Sources of Data

The data for this research was extracted from both primary and secondary sources.

The instruments of primary data include structured questionnaire, and personal observations by the researcher. While secondary data related to this study were sourced from university of Abuja, Benue state polytechnic Ugbokolo, text books, Journals, magazines, newspapers, published and unpublished works on the internet.

3.2 Population Size

According to Asika (2010) population can be defined as the entire group under investigation. Therefore the entire staff of University of Abuja and Benue state polytechnic Ugbokolo constitute the population size. There are nine faculties in the University of Abuja. They are Faculties of Agricultural, Arts, Education, Engineering, Management Science, Social Science, Veterinary Medicine, Medicine, and College of Health Science. These faculties have thirty-two departments. The academic and non academic Staff of the institution at the time of this study was nine hundred and forty (940).

Benue State polytechnic has six schools, the school of Business and Management Studies, Administrative and Vocational Studies, General and Preliminary Studies, Arts, Industrial Design and Printing, Technology and School of Engineering. These schools have twenty five

departments. The academic and non academic staff of the polytechnic at the time of this research was six-hundred and fifty (650).

Therefore, the population under study which is the same as population size of the study is **1,590**, that is the addition of population size of university of Abuja and Benue State polytechnic Ugbokolo.

3.3 Sampling Techniques and Sample Size

Sample is a smaller group of elements drawn through a definite procedure from the population and these elements making up the sample are those that are to be studied to represent the entire group. In determining a sample from any population under investigation there are techniques to be employed in order to have a fair and unbiased representation of the elements in the population. These techniques may include Random Sampling, Systematic Sampling, Stratified Sampling, Clustered Sampling, Judgmental Sampling and Accidental Sampling. Therefore, appropriate sampling techniques must be employed in drawing a sample size from a study population for investigation purpose. The choice of techniques adopted is actually determined by the nature of the research and/or population. Hence, sampling technique used in drawing a sample from a smaller population of less than 1000 cannot be appropriate for a larger population of more than 1000. As such, considering the population of this research (i.e. **1,590**) which is above 1000, the Yamane's formula for determining sample size for large population of above 1000 is therefore adopted.

However, having arrived at a certain sample size the simple random sampling technique is used to select elements into the determined size by the formula. Thus, the sampling techniques of this study are the combination of both **Yamane's formula** to determine the sample frame (i.e. size), and the **Simple Random Sampling Technique** for the selection of

elements from the population into the frame. In other words, while the Yamane's formula is used for determining the sample frame, the simple random technique is for selection of elements into the size arrived at.

Therefore, the formula for applying this Yamane's sampling technique for determining a sample frame is:

$$S = \frac{N}{1 + N(e)^2}$$

Where

S = Sample size

N = Population size

E = Level of significance of 5%

Hence;

$$S = \frac{1,590}{1 + 1,590 (0.05)^2}$$

$$S = \frac{1,590}{1 + 1590 (0.0025)}$$

$$S = \frac{1,590}{1 + 3.975}$$

$$S = \frac{1590}{4.975}$$

S = 320. Therefore, sample size is equal = 320.

Further Breakdown of the 320 using the sample size formular base on Proportion

In using the sample size based on proportion formular, the percentage of each of the population size is taken after which the percentage of the sample size derived from the

yemane’s formular is also taken to be distributed into each of the institution under discussion. For example: The population size of university of Abuja is 940 and that of Benue state polytechnic is 650 giving the total number of 1590. In determining their percentage, it

will be $\frac{940}{1590} \times 100 = 60$. For university of Abuja .

and $\frac{650}{1590} \times 100 = 40$ For Benue state polytechnic.

Therefore, to determine the sample size of University of Abuja and Benue State Polytechnic using the proportion formular, it will be $\frac{60}{100} \times 320$ (sample size of both institution)=192, for University of Abuja and $\frac{40}{100} \times 320$ (sample size of both institution) =128 for Benpoly.

The summary of the distribution is given in the table below:

S/N	Institution	Population Size	Sample Sixe
1	University of Abuja	940	192
2	Ben Poly	650	128
	Total	1590	230

Source: Field survey, 2013.

3.4 Instrument of Data Collection

The researcher undertook the collection of data using only questionnaire although interview was intended but all the prospective interviewee declined to grant the interview. The questionnaire was administered to the respondents in order to get their opinion concerning the problem at hand while the interview was undertaken to get the reaction of the respondent and for further explanation concerning the topic.

In testing the hypothesis, 320 questionnaires reflecting the number of sample size were administered. 120 and 72 questionnaires were given to academic and non academic staff of

university of Abuja respectively while 70 and 58 questionnaire were given to academic and non academic staff of Benue State Polytechnic respectively.

The questionnaire is important because it describes and measures the respondents view through ranking and scaling, while the interview is equally important because it is deliberately reactive and can provide information through description and explanation.

3.5 Methods of Data Presentation and Analysis

This research thesis will use both descriptive and inferential statistical tools; i.e. simple percentages and tables serving as descriptive tools for data presentation, while the inferential tools that will be used is the **chi-square statistics** for the purpose of testing hypotheses in order to make informed judgement. According to Leven and Rubin (2007) cited in Faruk (2011), chi-square is a statistical tool for measuring the level of discrepancy between observed frequency (i.e. data) and the expected ones.

This is expressed as:

$$x^2 = \sum \frac{O - E}{E}$$

Where: x^2 = chi-square;

O = Observed frequencies;

E = Expected frequencies; and

Σ = Summation.

The expected frequency is usually calculated by multiplying the column total by the total of row and then dividing the result by the grand total of each cell.

$$\text{Thus: } E = \frac{CT \times RT}{GT}$$

GT

The χ^2 value obtained from the chi-square formula above would be compared with the value of the χ^2 table value at 0.5 significant **level of significance**. Level of significance according to Asika (2010) refers to the maximum probability which the research is willing to risk the test result. Therefore, in order to avoid making any statistical errors which are capable of affecting the outcome of a research test, certain level of significance must be considered at lower rate so as to cover any chance of committing errors. The lower level significance ensure there is high percentage chance of not committing research errors (i.e. type one or type two errors). Thus, where a 0.5 level of significance is maintain, it means there is 95% guarantee of not committing any of the errors. Hence, the level of significance used for this research is **0.5**, risking first 5% of the test result giving high chance of validity.

In order to also pick appropriate value in test procedure, a minimum allowance must be given in a number of data. This is what **degree of freedom** stand for. Therefore, degree of freedom is a number of allowances given within the sample. This is normally denoted as: **d.f** or **V**; and the formula for calculating it is dependent on the choice of tool of analysis. In this case where chi-square is adopted, it is calculated as:

Either $v = (r - 1) (c - 1)$ or $N - 1$ in a situation of absence of columns and rows.

Decision Rule:

The rule for deciding the outcome of the test result will be that: The earlier formulated statements of hypotheses stand to be accepted if χ^2 calculated is greater than ($>$) χ^2 critical (i.e. tabulated), but shall be rejected if the result shows otherwise (i.e. χ^2 calculated is less than ($<$) χ^2 critical).

CHAPTER FOUR
THE HISTORY OF UNIVERSITY OF ABUJA AND BENUE POLYTECHNIC,
UGBOKOLO.

4.0 Brief History of University of Abuja.

The idea of the University of Abuja was recognized quite early by the Civilian administration of President Shehu Shagari, which saw the need for a tertiary institution in the new Federal Capital Territory, as the territory develops. Such an institution would cater for the residents of the territory and other people outside it. Because of the importance he attached to such an institution, president Shagari quite early in his administration, set up a presidential planning committee on the possibility of establishing a National Open University in Abuja. The committee's work and recommendation resulted in the passing of the National Open University Bill in July 1983 by the National Assembly.

Before the enactment of the Bill, the National planning Committee had done a lot of groundwork. Meanwhile a new vice-chancellor, Prof. Afolabi Ojo, pro-chancellor, Alhaji Shuaibu Naibi, chancellor, Alhaji Shuaibu Aliyu Obaje, the Attah of Igala, had been appointed for the university. With the appointment of these people, things began to move quite rapidly. Activities of the university began in earnest. Foundation staff were appointed, volumes of academic materials were prepared, equipment procured, and other preparation made towards a successful take off. A lot had been achieved by 1984 and it was expected that by the end of that year, the first set of students would have started their courses but this never materialized as a result of the military coup whose leadership did not believe in the establishment of the university.

The National Open University however suffered a setback later that year when it was suspended by the new military administration of General Buhari. The reasons for the suspension had never been clearly stated, it is however speculated that one of them had to do with shortage of fund at the time. That action put paid to the idea of a university for Abuja

until the ascension of the Administration of President Ibrahim Babangida, when another look at the issue was placed high on the agenda. It appointed a committee headed by Prof. Akingkugbe, which recommended among other things, a conventional university for Abuja but to run mostly, postgraduate programmes.

According to the committee, the university when established should be a centre for academic excellence that should be a model in the country. However, the government rejected the report of the Akingkugbe committee because it raised a number of controversial points. Consequently, the Government had to set up yet another committee under the chairmanship of Prof. Ezeilo. It was this committee that recommended a conventional but dual mode university of Abuja meaning that the proposed university should run courses for regular campus based students as well as courses for non – residential students as a strong distance – learning component. Thus, it was the acceptance of this idea, which led to the establishment of university of Abuja along with the center for Distance learning and continuing Education of the university. The university formally came into being in January 1988, the same year the federal university of Agriculture Makurdi and federal university of Abeokuta was established.

The Aims and objectives of the university were spelt out in section (3) of the university law Decree 106 of 1992 as follows;

- i. To encourage the advancement of learning and to hold out to all persons without distinction of race, creed, sex or political conviction, the opportunity of acquiring a higher and liberal education.
- ii. To provide courses of instruction and other facilities for the pursuit of learning in all branches, and to make those facilities available on proper terms to such persons as are equipped to benefit from them.

- iii. To encourage and promote scholarship and conduct research in all fields of learning and human endeavours.
- iv. To relate its activities to the social, cultural and economic needs of the people of Nigeria.
- v. To undertake as part of its academic programmes distant learning and part time courses in various disciplines to cater for the interest of the working class or those who could not benefit directly in full-time university.
- vi. To undertake any other activities appropriate for a university of the highest standard.

The major aims of the university are holding out opportunities for higher education to Nigeria without discrimination, provide courses of instruction and facilities in the search for knowledge in all its branches, promote scholarship and conduct relevant research in areas critical to balanced national development and relate the activities of the university to the concrete realities and expectations of Nigerians. This can as well be seen as the criteria for assessing the leadership of the institution to measure its performance.

However, as important and noble as these aims and objectives are, the university has been battling to achieve them since its creation since 1988 as a result of leadership style exhibited by various past vice – chancellors including the present one Prof. James Adelabu, a style that is inimical to the growth and development of the institution.

4.1 Leadership Crisis in University of Abuja 1988

The University of Abuja started off officially in January 1988 when the Federal Military Government of General Badamasi Babagida named its first Vice-Chancellor in the person of Prof. Isa B. Mohammed, then serving as the Vice-Chancellor of University of Calabar. He was to assume duty fully in his new duty post at the expiration of his tenure at Calabar. (Therefore, he was the first professor to head two universities at the same time in

Nigeria. As the Chief executive of the institution, his job was to ensure the orderly development of the university, a task made more difficult by the fact that he was still the substantive vice-chancellor of another big Federal University. Nevertheless Prof. Isa Mohammed saw the appointment as a challenge and he worked extremely hard to ensure that the new University of Abuja took off successfully.

Between 1988–1991, the critical issue of location of the site of the university was resolved by the vice-chancellor the former site along Kubwa – Suleja road, meant for the National Open University was abandoned in favour of a new location along the Air – port, Gwagwalada- Lokoja Road.

Prof. Isa Mohammed also established the Center for Distance Learning and Continuing Education in January 1990. The same year he adopted the faculty system patterned after that of Ahmadu Bello University by creating the faculty of Arts and Social Science (F.A.S.S), Education, Science and Law. (The faculty of management science was added in 1992 to bring the number of faculties to five.

Apart from the main academic departments there were other academic components established to complement and enhance academic excellence. One of such component was the General Studies and Remedial unit. It was established by the Vice chancellor to run and Co-ordinate the General Studies Programmes of the University for all under graduate students and to help brush up potential students who show some promise of ability to benefit from university education by their school certificate results. Dr. (Mrs) Gambo Laraba Abdullahi who later became the vice chancellor of the institution was appointed the Director of the programme.

With all these in place academic activity started with lots of hope and promises. Everybody started off enthusiastically until 1992 when signs of disharmony started to show as a result of attempts by academic staff to form a branch of the Academic Staff Union of

universities (ASUU) on campus an attempt that was met by drastic and punitive measure informed by the vice – chancellor’s leadership style.

According to Ohiare 1998 an Associate Professor of History in the University of Abuja, The University under its pioneer vice – chancellor, Professor Isa Baba Mohammed was highly militarized. Fundamental human rights and academic freedom taken for granted in other Nigeria universities were denied both staff and students as everybody was being trailed. The mini-campus and staff residential quarters swarmed with a network of spies.

This situation led to the intimidation and silence of many staff and student. The rejection of this culture of silence and timidity by fellow academics led to the eruption of crisis on 28th February 1994. Students went on rampage culminating in the burning of the Senate Chamber, Vice-Chancellor’s office and other properties. According to Hussein (1997), one of the reasons for the crisis has to do with the autocratic leadership style of the Vice – Chancellor, Professor Isa Baba Mohammed. It is on record that, throughout his tenure, he had no patience with criticism even if they were constructive or would contribute to the development of the university. Again, there was also total disregard for staff and students welfare by the university management since its take off. For example, the university had no clinic, no staff school and very inadequate transport facilities. The situation was worse with regard to academic facilities as what was in place were not conducive for learning. Offices, staff and student’s accommodation had never been anything but inadequate and deplorable – constantly needing renovation. Staff and students kept on hoping for better, unfortunately, up till the crisis period and even beyond there were no positive changes introduced by the founding administration of the university. Describing the situation on the event of the crisis, one of the academic staff as capture by Sa’ad (2001:21), maintained that

“We had an atmosphere of lawlessness and tyrannical administration. There was master servant relationship between the imperial vice – chancellor and his denature staff”.

Quite clearly, therefore, the situation within the university, from the foregoing, was unbearable especially in an academic environment where freedom, reasoned criticism and search for truth ought to have prevailed. There was no law and means to limit the excesses of the vice – chancellor, as power was concentrated in the hand of few individuals at the expense of public interest manifest in the autocratic system.

In most modern organizations, unionism, which has been accepted as a prerequisite for human progress and identity is allowed to freely operate. But under the administration of Isa Mohammed the university never allowed the formation of any union, neither for staff nor for students. Barely a year following the take off of academic activities, four academic staff attempted to form a branch of ASUU. The vice-chancellor, professor Isa Baba Mohammed saw it as plot against his administration and disobedience to policy of banning any sort of unionism. The staff involve were consequently dismissed – they include Messrs Agber, Idrees, Nwabueze and Obiakor. It was only through the intervention of ASUU national executive that the four academic staff and others were reabsorbed into the system and this reinstatement never happened until the exit of Professor Isa Mohammed autocratic rule in 1998. (Abu 2008).

Following the troubles, crisis and problems that characterized the tenure and administration of professor Isa Mohammed he was remove in June 1998 and an acting chief executive, Prof. A. T. Suleiman was appointed. His appointment as acting vice – chancellor, no doubt, ushered in an era of peace and stability in the university. One of his first acts on assumption of duty was to undertake a visit to the colleges, departments and units and held meeting with the various organs of the university to ascertain at first hand its problem. He then set in motion the machinery to transform the university into a democratic environment conducive for teaching and research.

At a meeting of congregation on 12th August 1998, the acting vice-chancellor urged staff to forget the past and put hands on desk for the rebuilding of a peaceful and progressive institution. He reiterated his determination to run an open and just administration committed to the ideals of a peaceful university in which no body would be victimized or punished unjustly. His tenure, although very brief, witnessed remarkable changes in the administration and organization of the university. Firstly, the senate that was unilaterally and arbitrarily dissolved by Prof. Isa Mohammed was reconstituted to make room for heads of academic departments who cease to be members after the changes in 1994 to become members again. Secondly, he made the position of College Dean, which was hitherto filled through appointment by the vice-chancellor, elective by member of the College Board, and finally, aware of the role of the committee system within a university, he constituted various committees to enable many academics participate in running the affairs of the institution.

Despite the good work of Prof. T.A. Suleiman in the university, he was relieved of his duties and a substantive vice-chancellor in the person of **Dr. (Mrs) Gambo Laraba Abdullahi** was appointed on 1st June 1999. Fortunately, the reforms which the acting vice-chancellor had started, were continued and improved upon. Indeed one of the first acts of Dr. (Mrs) Laraba Gambo was to reconcile all warring factions in the university by reinstating all the sacked lecturers and expelled students following the court ruling on the matter. She organized a nationally televised reconciliation parley in which the staff present were given the chance to air their grievances, as it were and reconciled.

The Vice – Chancellor was reportedly quoted to have said.

“I am sure you will agree with me that this is not the time for either recalling what happened or apportioning blame. Rather, I would liked to appeal to all our brothers and sister who have suffered as a result of the crisis to forgive all” Abubakar (2001:31).

Thus, with arrival of Dr. (Mrs) Gambo Laraba Abdullahi, there was respect for law and order as well as observance of democratic process. The system was being run on committee basis where staff were given the chance to have a say, either positively or otherwise, in decision making towards building a center of academic excellence befitting the status of a capital city of Africa's most populous nation. One measure issue that had made peace possible in the university was the way matters relating to welfare for both staff and students were resolved, she brought about the staff school, creation of sick – Bay and clinic and the provision of security at the staff quarters at Gire. To discuss any one of these and other related issue was considered as act of rebellion and such a person risked being indicted with intent to cause trouble and disruption under the pioneer vice chancellor prof. Isa Mohammed.

The assumption of office of Dr. (Mrs) Gambo Laraba Abdullahi marked a sharp turning point in the life and fortunes of the University of Abuja. Within the period of her tenure the university suddenly become attractive to fellow academics from other sister university as applications either for appointments or sabbaticals keep on flooding in on daily basis. There was a dramatic increase in the spate of academic activities such as college and departmental seminar, inter-universities conferences which are allowed to hold without hindrance. She encouraged consultation and dialogue in all decision making, including conflict resolution. This was the real secret behind the peace and harmony that prevailed during her tenure and she retired with this achievement and recognition in June 2004.

With the exit Prof. Dr. (Mrs), Gambo Laraba, **Prof. Nuhu Omezia Yaqub** was appointed June 2004. The coming of Yaqub was greeted with much hope and expectation as he carried on with a lot of Prof. Gambo Laraba legacies Particular with issue of moving to permanent, site, however, with time, Prof. Yaqub derailed and his leadership and administrative style reflect incompetency and high handedness.

According to Kumo 2008, the tenure of Prof. Nuhu Yaqub was characterized by abuse of admission quota, illegal establishment of faculties and departments, intolerance of opposition, suspension of student union government and other democratic platform among others. The student population at inception of academic activities was 500, up till 2004 when Laraba Gambo left the university the total population was only 6000 but with the coming of Prof. Yaqub Nuhu there was population explosion in the number of students, in fact according to Kari 2007, the population at the time shoot up to 15000 students because the vice-chancellor want to please and appease the God-fathers of Abuja and other politicians, this explosion in population of students further depreciate the quality of service of the university, for instance the university library cannot accommodate more than 500 students in the way it was structured and class rooms are highly inadequate for the students. The quota given to university of Abuja by the National University Commission (NUC) is 3000 but the vice chancellor far exceeded this quota leading to the admission of all manners of students including cultist who terrorize the entire campus and its environs in Gwagwalada.

The National University Commission list of approved courses for the University of Abuja does not include medicine. Science courses approved for the University of Abuja as at 2010 were Biology, chemistry, computer science, mathematics, physics and statistics. Against all advice and common sense, Prof. Yaqua Nuhu unilaterally established the faculties of Agriculture, Engineering, pharmacy, science, medicine and veterinary medicine in 2006.

These are the most capital intensive faculties in any university around the world. The ideal department of mechanical engineering should have at least a minimum of four workshops and each workshop needs minimum of four lead Machine and a lead machine cost about 7 million naira. The NUC had cause to say at the time that the University cannot open these faculties because they are capital intensive and the space in the university temporary site was inadequate but the imperial vice chancellor had his way with the establishment of these

faculties and departments. This was responsible for the accreditation crisis of the University programmes which led to street protest and destruction of properties worth millions of naira. Following this crisis, the visitation panel in their report lamented the non-accreditation of virtually all the science related programmes-Agricultural, medicine, veterinary medicine, Engineering and biological science, stressing that the future of the students enrolled in these programmes is being jeopardized. This non-accreditation of programmes has led to the plan of transferring the engineering students of the institution to other federal universities like the Ahmadu Bello University Zaria, Federal University of science and Technology Minna, Abubarkar Tafawa Balewa University Bauchi and University of Illorin by the National University Commission. This is unusual, in the history of Nigeria universities but has been made inevitable owing to the leadership failure of the University of Abuja.

Although access to the records of annual current and capital fund release to the university since 2007 till date has been very difficult, Dr. Osanakpo the chairman of the visitation panel to the university in 2012 in his report, discovered that Prof. Yaqub Nuhu misappropriated ₦110,647,045 supposedly meant for security honorarium.(The visitation panel report 2012)

Despite this indictment Prof. Yaqub Nuhu was allowed to complete his tenure which ended May 2009. With his exit, **Prof. James Adelabu** assumed duty as the new vice chancellor on June 2009. From the foregoing, it is clear that Prof. Adelabu inherited so many problems from his predecessor, for instance, inadequate infrastructural facilities, student population explosion, running of un-approved courses and programmes among others. Apart from the fact that he made some effort at the permanent site by building the faculty of social science and two blocks of hostels, Prof. Adelabu continued with the culture of impunity and high handedness of his predecessor. For instance, the evidence provided by the visitation panel report indicated that for much of the period under Professor Adelabu, integrity did not exist in the university; the lack of integrity is demonstrated in the receipt and application of funds, in

appointments and promotions, in discussions in council, in the information provided to council by vice-chancellor, in the operation of various academic programmes without accreditation, in-the admission and graduation of students, in the computation of Grade point Average, in fact in virtually all aspect of university life. Visitation panel report 2012.

On admission, the head of the visitation Panel Dr. Osanakpo, discovered that the school has no admission office and admissions were done at the whims and caprices of the university officials. A large number of students have no post – unified tertiary matriculation scores and yet were admitted. From July 2009, the Senate Committee on admission, which hitherto handle admission, became extinct. In its stead two admission committees whose members were handpicked by the vice-chancellor was created namely central Admission Committee and Senate Admission Committee. This arrangement gave 40 percent of the total admission to the office of the vice chancellor which is against the university standard.

All these anomalies had contributed to rank the University of Abuja very low in the web metric Ranking of Nigeria universities. Recall that the University of Abuja was established alongside Federal university of Agriculture Makurdi and federal University of Agriculture Abeokuta in 1988. However, while federal university of Agriculture Sits at number four position in the table showing class and excellence, the university of Abuja abysmally seat at number seventy-five in the webometric table indicating the malady and flaws that have characterized the leadership of the university. From the foregoing, it can be said without fear of contradiction that the aims and objectives of the university are being defeated. Since leadership exists to achieve set goals and objectives, the university can be seen to have failed in its leadership endeavours. See below the ranking of Nigerian Universities based on the University web ranking by www.webometric.info/www.4icu.org a world recognized university ranking organization for Universities around the globe.

RANKING OF UNIVERSITIES IN NIGERIA.

Ranking	World Rank	Universities
1	1296	Obafemi Awolowo University, Ile-Ife.
2	2027	University Of Lagos, Lagos.
3	2119	<u>University of Ibadan</u> , Ibadan.
4	2495	<u>University of Nigeria</u> , Nsukka
5	2496	<u>University of Ilorin</u> , Ilorin.
6	2649	<u>University of Agriculture, Abeokuta</u>
7	2751	<u>Covenant University</u> , Ota.
8	2820	<u>University of Benin</u> , Ugbowo.
9	3082	<u>Ahmadu Bello University</u> , Zaria.
10	3200	<u>Lagos State University</u> , Ojo.
11	3346	<u>University of Port Harcourt</u> , Port-Harcourt
12	3464	<u>Federal University of Technology</u> , Akure.
13	4156	<u>University of Jos</u> , Jos
14	4589	<u>Joseph Ayo Babalola University</u> , IKEji-Arenkeji
15	4695	<u>University of Maiduguri</u> , Maiduguri
16	5111	<u>Federal University of Technology</u> , Minna.
17	5389	<u>Ladoke Akintola University of Technology</u> , Ogbomosho
18	5704	<u>Bayero University Kano</u> .
19	5885	<u>Federal University, Oye-Ekiti</u>
20	6210	<u>Babcock University</u> , Iliasha-Remo
21	6478	<u>Redeemer's University</u> , Mowe.
22	6863	<u>Rivers State University of Science and Technology</u> , Port-Harcourt
23	6936	<u>Bowen University</u> , Iwo.
24	7140	<u>Niger Delta University</u> , Yenagoa.
25	7622	<u>Kwara State University</u> , Ilorin.
26	7834	<u>Pan African University</u> , Lagos.
27	7867	<u>Nnamdi Azikiwe University</u> , Awka
28	7922	<u>Osun State University</u> , Osogbo
29	8086	<u>Federal University of Technology</u> , Owerri.
30	8457	<u>University of Calabar</u> , Calabar
31	8792	<u>Enugu State University of Science and Technology</u> , Enugu
32	8840	<u>Afe Babalola University</u> , Ado-Ekiti
33	8910	<u>University of Uyo</u> , Uyo.
34	9022	<u>American University of Nigeria</u> , Yola.
35	9334	<u>Ambrose Alli University</u> , Ekpoma.
36	9564	<u>Nigerian Turkish Nile University</u> , Abuja.
37	10103	<u>Nasarawa State University</u> , Keffi.
38	10132	<u>Ekiti State University</u> , Ado Ekiti.
39	10799	<u>Abubakar Tafawa Balewa University</u> , Bauchi
40	11076	<u>Ebonyi State University</u> , Abakalike.
41	11092	<u>Lead City University</u> , Ibadan.

42	11128	<u>Veritas University, Abuja</u>
43	11404	<u>Michael Okpara University of Agriculture, Umuahia.</u>
44	11415	<u>Bells University of Technology, Ibadan.</u>
45	11506	<u>Crawford University, Faith City, Lagos.</u>
46	11911	<u>University of Agriculture, Makurdi.</u>
47	12110	<u>Achievers University, Owo.</u>
48	12146	<u>Modibbo Adama University of Technology, Yola.</u>
49	12416	<u>University of Abuja, Abuja.</u>
50	12594	<u>Federal University of Petroleum Resources, Effuru.</u>
51	12673	<u>Paul University, Awka.</u>
52	12695	<u>African University of Science and Technology, Abuja.</u>
53	12810	<u>Umaru Musa Yar'Adua University, Katsina.</u>
54	12985	<u>Benson Idahosa University, Benin-City.</u>
55	13143	<u>Akwa Ibom State University, Uyo.</u>
56	13314	<u>Federal University, Ndufu-Alike</u>
57	13489	<u>Igbinedion University, Okada.</u>
58	13657	<u>Ajayi Crowther University, Oyo Town.</u>
59	13809	<u>Ondo State University of Science & Technology, Okitipupa.</u>
60	13885	<u>Caleb University, Imota.</u>
61	14103	<u>Plateau State University, Bokkos.</u>
62	14109	<u>Novena University, Ogume.</u>
63	14200	<u>Obong University, Obong Ntak.</u>
64	14454	<u>Kaduna State University, Kaduna.</u>
65	14666	<u>Adeleke University, Ede.</u>
67	14833	<u>Bingham University, Auta-Balfi.</u>
68	14893	<u>Landmark University, Omu-Aran</u>
69	15051	<u>Federal University, Otuoke</u>
70	15051	<u>University of Mkar, Mkar.</u>
71	15118	<u>Federal University, Dutse.</u>
72	15144	<u>Benue State University, Makurdi.</u>
73	15194	<u>Oduduwa University, Ile-Ife.</u>
74	15240	<u>Abia State University, Uturu.</u>
75	15321	<u>Usmanu Danfodio University, Sokoto.</u>
76	15379	<u>Madonna University, Okija.</u>
77	15447	<u>Kebbi State University of Science and Technology, Aliero.</u>
78	15558	<u>Adamawa State University, Mubi.</u>
79	15599	<u>Caritas University, Enugu.</u>
80	15823	<u>Fountain University, Oshogbo</u>
81	15870	<u>Al-Hikmah University, Ilorin.</u>
82	15974	<u>Baze University, Abuja.</u>
83	15995	<u>Olabisi Onabanjo University, Ago-Iwoye.</u>
84	16050	<u>Samuel Adegboyega University, Ogwa.</u>
85	16056	<u>Tai Solarin University of Education, Ijebu-Ode.</u>
86	16221	<u>Anambra State University, Uli.</u>
87	16333	<u>Federal University, Lokoja.</u>

88	16362	<u>Federal University, Lafia.</u>
89	16426	<u>Ibrahim Badamasi Babangida University, Lapai.</u>
90	16598	<u>Federal University, Dutsin-Ma.</u>
91	16608	<u>Federal University, Kashere.</u>
92	16781	<u>Kano State University of Technology, Wudil.</u>
93	16891	<u>Federal University, Wukari</u>
94	16944	<u>Tansian University, Umunya.</u>
95	17186	<u>Salem University, Lokoja.</u>
96	17204	<u>Wesley University of Science and Technology, Ondo city.</u>
97	17307	<u>Rhema University, Obeama-Asa.</u>
98	17353	<u>Delta State University, Abraka</u>
99	17443	<u>Cross River University of Science & Technology, Calabar.</u>
100	17478	<u>Wellspring University, Benin-City.</u>

Source: www.webometric.info

From the table above, the University of Abuja was placed at number forty-nine (49), while the Federal University of Agriculture Abeokuta established the same year with University of Abuja sits comfortably at number four (4) in the ranking table showing class and excellence. This shows clearly that the University of Abuja has been left behind by its contemporaries in terms of development and academic excellence, this no doubt can be attributed to leadership incompetence prevalent in the institution.

4.2 Accreditation crises of University of Abuja.

Accreditation may be used to signify the official approval granted by an accrediting agency to an accredited institution at the end of a successful assessment exercise (Hornby, 2001 page.8). It could also mean the process by which quality and standard of educational institutions are assessed. The assessment is usually conducted by accrediting agencies set up by the government through the Ministry of education or by professional organizations. In Nigeria, this quality assurance function is conducted by the National University Commission (NUC) For Federal, State and private Universities. Accreditation is essentially about quality and standard which is an aspect of leadership.

4.3 Objectives of Accreditation.

Accreditations exercises are meant to inter-alia achieve the following objectives.

- a) Ensuring that at least the provisions of the minimum academic standards of documents are attained, maintained and enhanced.
- b) Assuring employers and other members of the community that Nigerian graduate at all academic programmes have attained an acceptable level of competency in their area of specialization.
- c) Certifying to the international community that the programmes in Nigerian Universities are of high standards and that their graduates are adequately prepared for employment and for further studies.

The programmes to be accredited are evaluated and scored based on the following criteria: **Staffing (32%), academic content (23%), Physical facilities (25%), Library (12%), funding (5%) and employers rating (3%)** (NUC,2012). The four core areas in the criteria are: **academic content; staffing; Physical facilities and the library.**

4.4 Accreditation Criteria

The accreditation of a programme is based on pre-determined criteria as outline above. This is to ensure the objectivity of the accreditation exercise. The criteria is made up of six broad areas of academic content, staffing, physical facilities, library facilities, funding of the programme and employer's rating of the graduate. The criteria are enumerated below:

- a) **Academic content;** The philosophy and objectives of the programme, the curriculum content of the programme, the admission requirements into the programme, Academic regulation governing the programme, course evaluation (examination and continuous assessment), Standard of students practical/project, Students course evaluation and Examination system.

- b) **Staffing;** This refers to the administration of Faculty/Department through the Head of the Department or the Dean of the faculty, (i.e. Academic Staff, Non-teaching staff)
- c) **Physical Facilities:** This includes Classroom-equipment and facilities, Laboratories/Studio/Clinic/Farm and equipments, Office accommodation, Safety environments.
- d) **Funding for the programme:** This refers to the financial resources available to the programme.
- e) **Library facilities-**seating capacity, books, journals, ICT installation.
- f) **Employer's Rating:** This refers to the views and perceptions of Employers concerning the graduates of the programme.

Below is the accreditation status of the University of Abuja.

From the above the National University Commission has accredited fully the total number of 10 undergraduate programmes in University of Abuja and 16 Undergraduate programmes at Federal University of Agriculture Abeokuta. Again while as much as 21 undergraduate programmes has secure interim accreditation in University Abuja only 3 undergraduate programme has such interim status in Federal University of Agriculture Abeokuta. Finally, while as much as 14 undergraduate programmes has been denied accreditation in University of Abuja no such case was recorded in the Federal University of Agriculture Abeokuta.

The table below shows the current accreditation status of undergraduate programmes offered in University of Abuja and Federal University of Agriculture Abeokuta respectively.

Accreditation Status of Undergraduate courses offered in UniAbuja as at Dec,2014.

Full Accreditation	Interim Accreditation.	Denied Accreditation.	Total.
10	21	14	45.

See analysis of accreditation of programmes in Nigeria Universities,(Dec, 2014).

From the table above, out of the 45 undergraduate programmes accredited within the period understudy, ten (10) programmes (representing 22.2% of the total programmes accredited) were granted full accreditation, twenty-one (21) programmes representing 46.7% of the total programmes accredit were granted interim accreditation, while fourteen representing 31.1% of the total programmes accredited were completely denied accreditation. This analysis goes to show that, if the university of Abuja can lose or have 31.1% of its entire programmes denied accreditation and 46.7% on interim status, then it is lacking in all the accreditation areas such as staffing, physical facilities, library facilities, academic content e.t.c.

Accreditation Status of undergraduate courses offered in Federal University of Agriculture Abeokuta as at Dec, 2014.

Full Accreditation	Interim Accreditation	Denied Accreditation	Total.
16	3	0	19.

See analysis of accreditation of programmes in Nigeria Universities,(Dec, 2014).

From the table above out of the 19 undergraduate programmes accredited within the period understudy, sixteen (16) programmes representing 84.2% of the total programmes accredited were granted full accreditation, three (3) programmes representing 15.8% of the total programmes were granted interim accreditation, while none of the programmes was denied accreditation. This clearly shows that the University of Agriculture – Abeokuta even though established the same year with university of Abuja is more developed in term of academic content and infrastructural facilities than university of Abuja. A feat made possible due to good leadership and management inherent in the institution.

4.5 History of the Benue State Polytechnic

The Benue State polytechnic was originally established by the Edict No.13 of August 1976 by the military administration of Col. Abdullahi Shelleng. Invariably, it was established, barely a year after Benue State was created. The maiden name of the institution was “Murtala College of Arts, Science and Technology”. It was initially situated in Makurdi.

It started off in February, 1977 with 250 students who were mainly for preparatory courses for entry into the universities. The actual courses leading to the award of ordinary and higher national diploma began in the 1977/1978 academic year with 143 students reading in the only three departments offering Agriculture ,Fine and Applied Arts, Accounting, Business Administration, Executive Secretary Ship and Marketing.

Under the Aperc Aku-Led Civilian Administration, the No.3 of August 1st 1976, which established the institution under the name “Murtala College of Arts, Science and

Technology” was amended. Thus, the amended law which was assented to on the 3rd October 1983, caused the institution to adopt a new nomenclature: Benue State Polytechnic.

In 1981, the polytechnic was relocated to Ugbokolo from Makurdi. Its academic programmes now operate in six schools: School of Science and Technology, School of Engineering, School of Business and Management Studies, School of Administrative and Vocational Studies, School of Art, Design and Printing and School of General and Preliminary Studies.

The polytechnic has supportive units such as the Bursary, Clinic, Estate, Rector and Registry. The Academic Board for the polytechnic has statutory responsibility for the management and direction of the academic work of the institution. It is made up of the Rector, his deputy, the Registry, who is also its secretary, the polytechnic librarian, the Dean of the six schools, Dean of Students Affairs, the Dean of the Division of Continuing Education, Four Academic Staff Members elected by the Congregation, two Rector Nominees and the representative of a senate of a university. Most decisions on matters affecting the polytechnic are arrived at through dialogue, consultation and the committee system.

4.6 Objectives of Benue State Polytechnic.

In keeping with the essential purpose of all polytechnics, the basic objectives of Benue State polytechnics include;

- i. To offer courses of study at Diploma and other levels vocational, professional education and other branches of learning with the ultimate purpose of service to the community.
- ii. To offer courses of study at Sub-degree, diploma and other levels in Arts, Languages, Sciences, Technology and other branches of learning with the ultimate purpose of services to the community

- iii. To promote, through teaching, research and other means, the advancement of knowledge and it's practical to the needs of the community and beyond.

4.7 Leadership of Benue State Polytechnic, Ugbokolo.

Unlike the University of Abuja, the Benue state polytechnic has a peaceful development history. With the establishment of the polytechnic in August 1976, Dr. Anande Kur was appointed as its pioneer Rector. Dr. Anande being an astute administrator brought his administrative skill to bear by expanding the institution hitherto running on only three programmes into six programme within his first term in office. His hard work and outstanding leadership quality earned him another term in office. With his second coming and determine to run an all inclusive government devoid of autocracy, he ensured more divisions and organs of the school are included in the membership of the academic board of the school.

Before then, the Academic board of the polytechnic included only the Rector, the Deputy Rector, the Registrar who is also the secretary to the board, the polytechnic libertarian and the Deans of the six schools. But because of the Rector's democratic nature, he included the Dean of student affairs, the Dean of the Division of continuing education, four academic staff members elected by the congregation, Two Rector's nominee and a representative of a senate of a University. With this structure in place, most decisions of the board on matters affecting the polytechnic were arrived at through dialogue, consultation and the committee system. Therefore, it can be seen that Dr. Anande kur laid a very strong democratic structure for his successors to follow. Again, before he left office in 1986, he established the polytechnic supportive units such as the clinic, Hostel and the polytechnic estate. Thus, the leadership qualities and credentials of the pioneer Rector are not in dispute. Throughout his tenure there was no report of crisis either of students or staff in the polytechnic.

With the exit of Dr. Anande kur, Mr. John Obande emerged as the new Rector from 1986-1991, his tenure was characterized by cult activities that cost the life of many students and lecturers, leading to the closure of the school due to lack of effective control of the students having admitted more students than he could control and more than the stipulated quota given by National Board for Technical Education (NBTE). Even worse, he made no effort in infrastructural development like more class rooms, library, Hostels etc to accommodate the explosion in student population.

Obviously, his poor performance didn't allow the government to renew his tenure as Dr. Pius Ojobo succeeded him in 1991. The new Rector who was an astute administrator understood the needs for student development through infrastructural development. Therefore, he not only brought the menace of cultism to the barest minimum but also built two blocks of female hostel and some classrooms in the department of Business administration. Although, the issue of programme accreditation threatened the administration of Dr. Pius Ojobo as most of the programmes and departments such as Industrial design, Marketing, Civil Engineering, Mechanical Engineering, Building Technology, Estate Management and Valuation, lost accreditation obviously because of over-population of students in those departments and lack of infrastructural facilities to support the programmes. Following the lost of accreditation, students of these departments embarked on protest, in some instance violent demonstration. This led to the closure of the school between April-September in 1996. Although, Dr. Ojobo never caused the accreditation problem of the school, he did not do much to address it as student population increased during his tenure without corresponding infrastructural facilities to accommodate them.

Following the expiration of Dr. Ojobo tenure in 1999, Dr. O.B, Ellah was appointed as the new Recto, though in acting capacity until June 2001 When Professor Hyacinth Ocheigwu Oluma was appointed substantive Rector of the polytechnic. Since Prof. Oluma's emergence

as the new Rector, there has been a great academic and infrastructural transformation in the polytechnic with construction of new structures in the institution. Apart from exploring the assistance of the State Government, Prof. Oluma, with his wealth of Experience having been a lecturer at the University of Agriculture Makurdi and rose through the rank to become the Dean of College of science at the same University, explored the avenue of TETFUND interventions which he judiciously put into use for the development of key projects within the institution.

As a federal Government education intervention agency, TETFUND insists and monitors her interventions in institutions following laid down principles and procedures for accessing its funds. The body supervises to ensure that funds are used for the purposes to which they are sought. They also pay scrupulous attention to quality. The moment TETFUND notices a slight deviation from specifications, they stop further intervention. Therefore, the continuous intervention of TETFUND in the polytechnic, year in, year out since the appointment of Prof. Oluma attest to the prudent management of the intervention funds, an indication that the Rector is a man with good leadership quality.

The erudite professor is known to maintain a very cordial and friendly relationship with his management team, staff and students. With a sincere and honest leadership style, he has nipped in bud the bad and frosty relationship that had existed and is still existing between management and unions of other higher institutions of learning. This feat was achieved through his democratic behaviour in reaching all decisions including conflict resolution. Under his able leadership, the polytechnic has maintained a legendary relationship with the host community, to demonstrate this, Ugbokolo Community Development Association bestowed an award of Best Rector of the polytechnic on him. This award is first since the inception of the polytechnic.

Through the effort of the Rector, the polytechnic ranks very high in terms of academic work, the lecturers are dedicated and students are passionate with their studies. The polytechnic has now gotten accreditation for her courses and programmes. Currently, there is a proposal to affiliate the Engineering department of the polytechnic to the University of Agriculture Markurdi.

Below are list of projects started and completed by prof. Hycinth Oluma which has enhanced the development of the polytechnic:

- a) Remodeling of Department of Industrial Design, School of Arts, Design and Printing. Work completed. TETFUND 2010/2011/2012 (Merged). Normal intervention.
- b) 500 Capacity Pre-ND block and offices. work completed, TETFUND(Special)intervention.
- c) Seven blocks of 500 capacity lecture halls completed and been used. TETFUND 2010/2011/2012 (merged).Normal intervention.
- d) Construction of School of Business and Administrative studies. Work completed, TETFUND, Normal intervention 2014.
- e) Remodeling of Science and Laboratory Technology block. Work is completed and been used. TETFUND, 2013
- f) Renovation and furnishing of Department of Accounting & Business Administration block. Work completed and put to use.
- g) Renovation and Furnishing of Department of Marketing. Work completed .TETFUND 2013 (special) intervention.
- h) Construction of information and communication Technology Department(ICT). Work ongoing.

- i) Construction of 5 blocks of Hostels and toilet. Completed put to use,(special)intervention.
- j) 1.2 kilometers link road, completed and put to use.
- k) Construction of Health Science complex. Work is 88% Completed . TETFUND 2010/2011/2012.
- l) Work ongoing on the Mathematics and Statistics complex . Work is 88% Completed. TETFUND 2010/2011/2012 (merged).
- m) Construction of 600 Capacity lecture theater .work ongoing. special intervention.
- n) Construction of 5 Lecture halls and offices for the Department of Vocational and Administrative Studies. Work Ongoing .
- o) Construction of lecture halls & offices Complex for School of Remedial and General studies. TETFUND (special) intervention.2013.
- p) New Administrative block complex. Completed and furnished. TETFUND, (special) intervention 2012.
- q) Two of the three 350KVA Generators, and a 500KVA .TETFUND (special) intervention 2013.
- r) Construction and furnishing of Academic block. Work in progress .TETFUND special intervention. Entrepreneurship /Skill acquisition Development centre. Work in progress and 98% completed.
- s) Construction and Furnishing of automated (E-library) complex, Special intervention. Work completed. TETFUND 2014
- t) Construction and furnishing of Mechatronics complex. Work ongoing.
- u) Construction and furnishing of the Department of Hospitality Management. 3 lecture halls, one office, kitchen and Restaurant. TEDFUND 2013.

- v) 70 Brand new computers and 5 Horse power Air Conditioner for the science and laboratory Technology Department. TETFUND 2013 (special intervention).

(Source: Information Unit, Benpoly Ugbokolo, 2014.)

RANKING OF POLYTECHNIC AND MONOTECHNIC IN NIGERIA

RANK	INSTITUTION	CITY	TOTAL INFLUENCE FACTOR
1	<u>Yaba College of Technology</u>	Lagos	10.20
2	<u>The Polytechnic Ibadan</u>	Ibadan	9.65
3	<u>Kaduna Polytechnic</u>	Kaduna	9.40
4	<u>Federal Polytechnic Ado-Ekiti</u>	Ado-Ekiti	8.81
5	<u>Lagos State Polytechnic</u>	Lagos	8.15
6	<u>Federal Polytechnic Bauchi</u>	Bauchi	7.67
7	<u>Rufus Giwa Polytechnic</u>	Owo	7.07
8	<u>Federal Polytechnic Nekede</u>	Nekede	6.65
9	<u>Auchi Polytechnic</u>	Auchi	6.15
10	<u>Federal Polytechnic Oko</u>	Oko	6.00
11	<u>Osun State Polytechnic</u>	Iree	5.71
12	<u>Federal Polytechnic Bida</u>	Bida	5.60
13	<u>Federal Polytechnic Ilaro</u>	Ilaro	5.47
14	<u>Federal Polytechnic Offa</u>	Offa	5.47
15	<u>Federal Polytechnic Nassarawa</u>	Nasarawa	5.43
16	<u>Federal Polytechnic Idah</u>	Idah	5.43
17	<u>Kwara State Polytechnic</u>	Ilorin	5.21
18	<u>Federal Polytechnic Ede</u>	Ede	5.10
19	<u>Federal Polytechnic Mubi</u>	Mubi	5.06
20	<u>Abia State Polytechnic</u>	Aba	5.01
21	<u>Moshood Abiola Polytechnic</u>	Abeokuta	4.81
22	<u>Institute of Management and Technology</u>	Enugu	4.62
23	<u>Imo State Polytechnic</u>	Umuagwo	4.41
24	<u>Federal College of Agriculture Ibadan</u>	Ibadan	4.21
25	<u>College of Agriculture Lafia</u>	Lafia	4.20
26	<u>Delta State Polytechnic Ozoro</u>	Ozoro	4.18
27	<u>Delta State Polytechnic Oghara</u>	Oghara	4.11
28	<u>Rivers State Polytechnic</u>	Bori	4.02
29	<u>Kogi State Polytechnic</u>	Lokoja	3.93
30	<u>Akanu Ibiam Federal Polytechnic</u>	Unwana	3.92
31	Ramat Polytechnic	Maiduguri	3.89

32	<u>National Mathematical Centre</u>	Abuja	3.88
33	<u>The Polytechnic Ile-Ife</u>	Ile-Ife	3.65
34	<u>Kano State Polytechnic</u>	Kano	3.58
35	<u>Akwa Ibom State Polytechnic</u>	Ikot-Ekpene	3.58
36	<u>Federal College of Agriculture Akure</u>	Akure	3.53
37	<u>Federal Polytechnic Damaturu</u>	Damaturu	3.50
38	<u>Osun State College of Technology</u>	Esa-Oke	3.39
39	<u>Federal College of Forestry Jos</u>	Jos	3.29
40	<u>Federal College of Forestry Ibadan</u>	Ibadan	3.20
41	<u>Nuhu Bamalli Polytechnic</u>	Zaria	3.18
42	<u>Hassan Usman Katsina Polytechnic</u>	Katsina	3.08
43	<u>Petroleum Training Institute</u>	Effurun	3.04
44	<u>Nasarawa State Polytechnic</u>	Nasarawa	2.95
45	<u>Delta State Polytechnic Ogwashi-Uku</u>	Ogwashi-Uku	2.90
46	<u>Plateau State Polytechnic</u>	Bukuru	2.90
47	<u>Federal Polytechnic Kaura Namoda</u>	Kaura Namoda	2.79
48	<u>Federal College of Agriculture Ishiagu</u>	Ishiagu	2.75
49	<u>Maritime Academy of Nigeria</u>	Oron	2.74
50	<u>Benue State Polytechnic</u>	Ugbokolo	2.72
51	<u>College of Agriculture Jalingo</u>	Jalingo	2.63
52	<u>Rivers State College of Arts and Science</u>	Port-Harcourt	2.43
53	<u>Waziri Umaru Federal Polytechnic</u>	Birnin Kebbi	2.37
54	<u>Niger State Polytechnic</u>	Niger State	2.35
55	<u>Federal College of Wildlife Management</u>	New Bussa	2.31
56	<u>Samaru College of Agriculture</u>	Zaira	2.19
57	<u>Adamawa State Polytechnic</u>	Yola	2.16
58	<u>Abraham Adesanya Polytechnic</u>	Ijebu-Igbo	2.16
59	<u>Abubakar Tatari Ali Polytechnic</u>	Bauchi	2.10
60	<u>Hussaini Adamu Federal Polytechnic</u>	Kazaure	2.09

61	<u>Federal College of Animal Health and Production Technology Ibadan</u>	Ibadan	2.04
62	<u>Federal College of Freshwater Fisheries Technology</u>	New Bussa	2.01
63	<u>Gateway Polytechnic</u>	Ode-Remo	1.98
64	<u>College of Agriculture Zuru</u>	Zuru	1.97
65	<u>Sokoto State Polytechnic</u>	Sokoto	1.95
66	<u>Lagos City Polytechnic</u>	Ikeja	1.91
67	<u>Federal Cooperative College Abuja</u>	Abuja	1.81
68	<u>Niger State College of Agriculture</u>	Mokwa	1.78
69	<u>Akperan Orshi College of Agriculture</u>	Gboko	1.77
70	<u>Federal School of Surveying</u>	Oyo	1.77
71	<u>Nigerian Institute of Journalism</u>	Ikeja	1.77
72	<u>Jigawa State Polytechnic</u>	Dutse	1.73
73	<u>Federal College of Animal Health and Production Technology Vom</u>	Vom	1.70
74	<u>Heritage Polytechnic</u>	Eket	1.69
75	<u>Crown Polytechnic</u>	Ado-Ekiti	1.60
76	<u>Temple-Gate Polytechnic</u>	Osioma	1.59
77	<u>Edo State College of Agriculture</u>	Iguoriakhi	1.59
78	<u>Adamawa State College of Agriculture</u>	Adamawa	1.59
79	<u>Audu Bako College of Agriculture</u>	Dambatta	1.59
80	<u>Wolex Polytechnic</u>	Lagos	1.58
81	<u>Edo State Institute of Technology and Management</u>	Usen	1.58
82	<u>Dorben Polytechnic</u>	Abuja	1.58
83	<u>Federal School of Dental Technology and Therapy</u>	Enugu	1.57
84	<u>Allover Central Polytechnic</u>	Ota	1.53
85	<u>Akwa Ibom State College of Arts and Science</u>	Nung Ukim	1.50
86	<u>Fidei Polytechnic</u>	Gboko	1.50
87	<u>Grace Polytechnic</u>	Lagos	1.49
88	<u>Federal College of Land Resources Technology Owerri</u>	Owerri	1.48
89	<u>Kings Polytechnic</u>	Ubiaja	1.47
90	<u>Covenant Polytechnic</u>	Aba	1.46

91	<u>Interlink Polytechnic</u>	Ijebu-Jesa	1.46
92	<u>Federal Cooperative College Ibadan</u>	Ibadan	1.45
93	<u>Federal College of Land Resources Technology Jos</u>	Jos	1.45
94	<u>Ronik Polytechnic</u>	Ikeja	1.45
95	<u>Federal Cooperative College Oji</u>	Oji	1.44
96	<u>Abdu-Gusau Polytechnic</u>	Talata-Marafa	1.43
97	<u>Igbajo Polytechnic</u>	Osun	1.39
98	<u>Our Saviour Institute of Science and Technology</u>	Enugu	1.39
99	<u>Federal College of Forestry Mechanisation</u>	Afaka	1.38
100	<u>Federal College of Fisheries and Marine Technology Lagos</u>	Lagos	1.35
101	<u>College of Administrative and Business Studies</u>	Azare	1.33
102	<u>DS ADEGBENRO ICT Polytechnic</u>	Itori-Ewekoro	1.30
103	<u>Lighthouse Polytechnic</u>	Abudu	1.02
104	<u>NKST College of Health Technology</u>	Gboko	0.87
105	<u>Nigerian Army School of Military Engineering</u>	Makurdi	0.72
106	<u>School of Health Information Management</u>	Kano	0.71
107	<u>Nigerian Air Force Institute of Technology</u>	Kaduna	0.67
108	<u>Shehu Idris College of Health Technology</u>	Kaduna	0.67
109	<u>Shaka Momodu Polytechnic</u>	Benin-City	0.53
110	<u>Tower Polytechnic</u>	Ibadan	0.52
111	<u>Federal College of Chemical and Leather Technology</u>	Zaria	0.45
112	<u>Nigerian Army School of Finance and Administration</u>	Lagos	0.43
113	<u>Wavecrest College of Catering and Hospitality Management</u>	Lagos	0.37
114	<u>Mohamet Lawan College of Agriculture</u>	Maidugri	0.32
115	<u>Nigerian Army School of Signals</u>	Lagos	0.29
116	<u>Prime Polytechnic</u>	Ajaokuta	0.24
117	<u>The Polytechnic Imesi-Ife</u>	Imesi-Ile	0.20
118	<u>Nigerian Army Medical Corps and Schools</u>	Ojo	0.05

119	<u>Nigerian Air Force Technical Training Group</u>	Sapele	0.03
120	<u>Nigerian Navy College of Engineering</u>	Kaduna.	0.03

Source: www.journalsconsortium.com.

From the table above, the Benue State Polytechnic Ugbokolo was placed at number fifty (50), while Ramat Polytechnic of Bornu State Maiduguri, established the same year as BENPOLY, sits at number thirty-one (31) in the ranking table. This shows clearly that the Benue State Polytechnic has been doing its best to measure up to its contemporaries in terms of development and academic performance since the gap between two institution is not too much, this no doubt can be attributed to leadership competence in both institutions.

BENUE STATE POLYTECHNIC, UGBOKOLO

S/No	Programmes	Year, Granted (Interim) / Accreditation	Accreditation Status	Expiration Date
A	ART, PRINTING AND RELATED TECHNOLOGY			
		2011	Interim*	01/10/2012
1	HND Art & Industrial Design (Ceramics)	2011	Interim*	01/10/2012
2	HND Art & Industrial Design (Graphics)	2011	Interim*	01/10/2012
3	HND Art & Industrial Design (Printing)	2011	Interim*	01/10/2012
4	HND Art & Industrial Design (Sculpture)	2011	Interim*	01/10/2012
5	HND Art & Industrial Design (Textiles)	2011	Interim*	01/10/2012
6	ND Art & Industrial Design	2013	Interim*	01/10/2015
7	ND Fashion Design & Clothing Technology	(2008) 2010	Accredited	01/10/2015
8	ND Printing Technology			
B	BUSINESS, MANAGEMENT AND RELATED STUDIES			
1	HND Business Administration & Management	2009	Accredited	01/10/2014
2	HND Marketing	2011	Accredited	01/10/2016
3	HND Office Technology & Management	(2009) 2011	Interim*	01/10/2012
4	HND Business Administration & Management	2009	Accredited	01/10/2014
5	ND Marketing	(2013)	Interim	01/10/2015
6	ND Office Technology & Management	2009	Accredited	01/10/2014
C	ENGINEERING AND RELATED TECHNOLOGY			
1	HND Electrical Engineering (Electronics & Telecom)	(2008) 2010	Accredited	01/10/2015
2	HND Electrical Engineering (Power & Machine)	(2006) 2008	Accredited	01/10/2013
3	HND Mechanical Engineering (Automotive)	(2006) 2009	Accredited	01/10/2014
4	HND Mechanical Engineering (Production)	(2006) 2008	Accredited	01/10/2013
5	ND Civil Engineering	(2009) 2011	Interim*	01/10/2012
6	ND Computer Engineering	(2010)	Interim	01/10/2012
7	ND Electrical /Electronic Engineering	(1989) 2011	Interim*	01/10/2012
8	ND Foundry Engineering	(2009) 2011	Interim*	01/10/2012
9	ND Metallurgy	(2009) 2011	Interim*	01/10/2012

10	ND Welding & Fabrication Engineering	(2010)	Interim	01/10/2012
D.	ENVIRONMENTAL DESIGN AND RELATED STUDIES			
1	ND Building Technology	(2009) 2011	Interim*	01/10/2012
2	ND Estate Management & Valuation	(2009) 2011	Interim*	01/10/2012
3	ND Surveying & Geoinformatics	(2008) 2010	Accredited	01/10/2015
E	FINANCE AND RELATED STUDIES			
1	HND Accountancy	2009	Accredited	01/10/2014
2	ND Accountancy	2009	Accredited	01/10/2014
F	HOSPITALITY AND RELATED TECHNOLOGY			
1	HND Hospitality Management	(2006) 2009	Accredited	01/10/2014
2	ND Hospitality Management	(2005) 2007	Accredited	01/10/2012
G	SCIENCE COMPUTING AND RELATED TECHNOLOGY			
1	HND S.L.T (Chemistry / Biochemistry)	(2006) 2009	Accredited	01/10/2014
2	HND S.L.T (Microbiology)	(2006) 2009	Accredited	01/10/2014
3	HND S.L.T (Physics with Electronics)	(2006) 2009	Accredited	01/10/2014
4	HND Statistics	(2006) 2008	Accredited	01/10/2013
5	ND Computer Science	(2008) 2010	Accredited	01/10/2015
6	ND Science Laboratory Technology	2011	Interim*	01/10/2012
7	ND Statistics	2011	Accredited	01/10/2016

Source: National Board for Technical Education (NBTE) Directory 2014.

RAMAT POLYTECHNIC, MAIDUGURI

S/N	Programmes	Year, Granted (Interim) / Accreditation	Accreditation Status	Expiration Date
A	AGRICULTURE AND RELATED TECHNOLOGY			
1	HND Agricultural Extension and Management	(2001) 2008	Accredited	01/10/2013
2	HND Animal Production Technology	(2008) 2010	Accredited	01/10/2015
3	HND Pest Management	(2013)	Interim	01/10/2015
4	ND Agricultural Technology	2011	Accredited	01/10/2016
5	ND Animal Health and Production Technology	(2012)	Interim	01/10/2014
B	BUSINESS, MANAGEMENT AND RELATED STUDIES			
1	HND Business Administration & Management	(1987) 2011	Accredited	01/10/2016
2	HND Marketing	(1985) 2011	Accredited	01/10/2016
3	HND Office Technology & Management	(2006) 2008	Accredited	01/10/2013
4	ND Business Administration & Management	(1985) 2011	Accredited	01/10/2016
5	ND Office Technology & Management	(1987) 2011	Accredited	01/10/2016
C	ENGINEERING AND RELATED TECHNOLOGY			
1	HND Agric & Bio-Environ. Eng'g (Farm Power Machinery)	(2006) 2009	Accredited	01/10/2014
2	HND Agric & Bio-Environ. Eng'g (Post Harvest Technology)	2010	Accredited	01/10/2015
3	HND Agric & Bio-Environ. Eng'g (Soil & Water Engineering)	(2006) 2008	Accredited	01/10/2013
4	HND Electrical Engineering (Electronics & Telecom)	(2008) 2010	Accredited	01/10/2015
5	HND Electrical Engineering (Power & Machine)	(2008) 2010	Accredited	01/10/2015
6	ND Agricultural & Bio-Environmental Engineering	2010	Accredited	01/10/2015
7	ND Civil Engineering	2011	Interim	01/10/2012
8	ND Computer Engineering Technology	(2013)	Interim	01/10/2015
9	ND Electrical / Electronic Engineering	2011	Accredited	01/10/2016
10	ND Mechanical Engineering	2011	Accredited	01/10/2016
D	ENVIRONMENTAL DESIGN AND RELATED STUDIES			
1	HND Architectural Technology	(2013)	Interim	01/10/2015
2	HND Urban & Regional Planning	2011	Accredited	01/10/2016

3	ND Architectural Technology	2011	Interim*	01/10/2012
4	ND Building Technology	2011	Interim*	01/10/2012
5	ND Estate Management & Valuation	2011	Interim*	01/10/2012
6	ND Quantity Surveying	(2013)	Interim	01/10/2015
7	ND Surveying & Geo-informatics	(2013)	Interim	01/10/2015
8	ND Urban & Regional Planning	2011	Accredited	01/10/2016
E	FINANCE AND RELATED STUDIES			
1	HND Accountancy	(1996) 2011	Accredited	01/10/2016
2	HND Banking & Finance	(1998) 2011	Accredited	01/10/2016
3	ND Accountancy	(1998) 2011	Accredited	01/10/2016
4	ND Banking & Finance	2011	Accredited	01/10/2016
F	HOSPITALITY AND RELATED TECHNOLOGY			
1	ND Hospitality Management	2011	Interim*	01/10/2012
2	ND Nutrition & Dietetics	2011	Interim*	01/10/2012
G	SCIENCE, COMPUTING AND RELATED TECHNOLOGY			
1	ND Computer Science	(2013)	Interim	01/10/2015
2	ND Science Laboratory Technology	2011	Interim*	01/10/2012
3	ND Statistics	2011	Interim*	01/10/2012

Source: National Board for Technical Education (**NBTE**), Directory 2014.

From the above table, the National Board for Technical Education has accredited fully the total number of 19 undergraduate programmes and eighteen programme have secure interim accreditation out of thirty-seven (37) departments existing in Benue State Polytechnic while the Board has accredited fully twenty-two (22) Undergraduate programmes at the Ramat polytechnic Borno state Maiduguri and the school have secure interim accreditation for fifteen (15) department and programmes out of thirty-seven (37) departments. Therefore, it can be seen that both institutions have their entire courses and programmes accredited by relevant agency of government-a task made possible by good and effective leadership.

The table below shows the current accreditation status of undergraduate programmes offered in Benue State Polytechnic Ugbokolo and Ramat polytechnic, Maiduguri.

Accreditation Status of Undergraduate courses offered in Benue State Polytechnic Ugbokolo as at Dec,2014.

Total Number of Programmes.	Full Accreditation	Interim Accreditation	Denied Accreditation	Total
37	19	18	0	37

See analysis of accreditation of programmes in Benue State polytechnic,(Dec, 2014).

From the table above, out of the 37 undergraduate programmes accredited within the period understudy, nineteen (19) programmes representing 51.4% of the total programmes accredited were granted full accreditation, Eighteen (18) programmes, representing 48.6% of the total programmes were granted interim accreditation while none of the programmes offered in the institution was denied accreditation. This attest to the fact that the Benue State Polytechnic is doing well in terms of staffing, physical facilities, library facilities among others criteria for accreditation.

Accreditation Status of Undergraduate courses offered in Ramat Polytechnic, Maiduguri as at Dec, 2014.

Total Number of programmes.	Full Accreditation	Interim Accreditation	Denied Accreditation	Total
37	22	15	0	37.

See analysis of accreditation of programmes in Ramat polytechnic Maiduguri. (Dec, 2014).

From the table above, out of the 37 undergraduate programmes accredited in Ramat polytechnic Maiduguri within the period understudy, (22) programmes accredited were granted full accreditation, fifteen (15) programmes representing 40.5% of the total

programmes were granted interim accreditation. While none of the programmes was denied accreditation. This clearly shows that the Ramat polytechnic Maiduguri established the same year with Benue state polytechnic ugbokolo are the same level of development in terms of staffing and physical infrastructures. (This is unlike university of Abuja and federal university of Agriculture established the same year but there is a great disparity in terms development. This disparity against universities of Abuja is obviously due to lack of good and effective leadership as earlier explained in this chapter of the thesis.

CHAPTER FIVE

DATA PRESENTATIONS AND ANALYSIS

5.0 Introduction

This chapter presents the results of this research. Data collected through questionnaire were analyzed and interpreted in relation to the hypotheses earlier stated. These data are summarized in tabular forms and percentages for easy understanding.

The questionnaires were structured into open ended and close ended questions to test the validity or otherwise of the hypotheses.

A total number of 320 questionnaires were administered to reflect the sample size out of this number 250 were filled and returned. Therefore analysis was based on the filled and returned questionnaires.

5.1 Data Analysis

5.1.1. BIO DATA OF RESPONDENTS

**Table 5.1, Questionnaire Distribution Between The Two Institutions:
Valid**

	University Of Abuja	Ben Poly	Total
Frequency	150	100	250
Percentage	60	40	100

Source: Field survey, 2013.

As noted earlier, 250 questionnaires were returned fully completed out of the 320 distributed. The distribution of 250 questionnaires between the two institutions being studied is presented in table 5.1. The University of Abuja has 150 returned questionnaires out of 198 distributed to the participants from institution. The 150 from University of Abuja form 60% of the entire questionnaire returned. The Benue state polytechnic on the other hand had 100 questionnaires returned out of 128 distributed to participant from the institution. These 100 questionnaires

form 40% of the entire 250 questionnaires returned by both institutions for the purpose of this study. In presenting the data, the response from each institution will be presented side by side for proper organization and easy understanding.

Table 5.2 Genders of Respondents

	Uni Abuja	Ben Poly	Total
Gender of Female respondents	52	35	87
% of Responded (Female)	60	40	100
Male Count	98	65	163
% of Responded (male)	60	40	100
Total Count	150	100	250
% of sex of responded	60	40	100

Source: field survey, 2013.

The result in table 5.2 indicates that a total of 87 female staff participated in the study, while 163 male participated in the study. Of the 87 females, 52 (60%) are under the University of Abuja while, 35 (40%) are from Benpoly. In the male category, 98 (60%) are from University of Abuja, while 65 (40%) are from the Benue state polytechnic Ugbokolo. Also from the table we see that there are more males (163) than females (87) that is the total respondents from both institutions.

5.3 Age Distribution of Respondents

	Uni Abuja	Ben Poly	Total
30-39	17	28	45
% within 30-39	38	62	100
40-49	73	49	122
% within 40-49	60	40	100
50-59	44	20	60
% within 50-59	73	27	100
60 and above	16	3	19
% within 60 and above	84	16	100
Total Count	150	100	2500
% within age distribution	60	40	100

Source: field survey, 2013.

Response from table 5.3 shows that 17(38%) respondents from University of Abuja are within age bracket of 30-39, while 28(62%) respondents from Benpoly are within the age

bracket of 30-39. Again 73(60%) respondents from Abuja are within the age bracket of 40—49, while 49(40%) respondent are from Benue state polytechnic. 44(73%) respondents from University of Abuja are within the age bracket 50—59, while 20(27%) respondents are from Benpoly. Finally, 16(84%) respondents from University of Abuja are within the age bracket of 60 and above, while 3(16%) respondents are from Benpoly. This implies the research covered mostly of the adult population and those matured enough to give useful information regarding the problem under study.

Table 5.4, Length of Service

	Uni Abuja	Ben Poly	Total
Length of service 0-10	65	45	110
% of length	59	41	100
11-20	58	30	88
% length of service	65	35	100
21and Above Count	27	25	52
% within length of service	52	48	100
Total Count	150	100	250
% of Length of Service	60	40	100

Source: field survey 2013

Responses from table 5.3 shows that 65(59%) respondents from University of Abuja have served between 0—10 years, while 45(41%) respondents from Benpoly within the same number of years. 58(65%) from University of Abuja have served between 11—20 years, while 30(35%) respondents have served from Benpoly within the same number of years. Finally, 27(52%) respondents from University of Abuja have served between 21—30 years, while 25(48%) respondents from Benpoly have served within the same number of years. This implies that the majority of the respondents have requisite experience to contribute to the solution of the problem at hand.

5.5 Educational Qualification:

	Uni Abuja	Ben Poly	Total
% of qualification	47	53	100
B.SC	50	45	95
% of qualification	53	47	100
Masters	52	20	72
% of qualification	72	23	100
P.HD	30	5	35
% of qualification	86	14	100
Total Count	150	100	250
% within Qualification	60	40	100

Source: Field survey, 2013.

Responses from Table 5.5 shows that 18(47%) of the respondents from University of Abuja had NCE/OND qualification, while 37(53%) respondents from Benpoly had NCE/OND. Again 50(53%) respondents from University of Abuja had Bsc, while 45(47%) from Benue state polytechnic had Bsc. Those with Masters from University of Abuja are 52 representing 72% while only 20 respondents representing 23% from Benpoly had Masters. Finally, 30(86%) respondents from University of Abuja had Phd, while only 5(14%) respondents from Benpoly had Phd qualification. This signifies that majority of the respondents have the requisite academic qualification to give valid information regarding the problem under investigation.

Table 5.6: What style of leadership exist in your institution?

	Uni Abuja	Ben Poly	Total
Democratic Style	5	68	73
% of democratic style	7	93	100
Autocratic style	130	10	140
% of autocratic style	92	8	100
Laize- fair	15	22	37
% of Laize fair	43	57	100
Total Count within Style of Leadership	150	100	250
% within style of leadership	60	40	100

Source: field survey, 2013.

Table 5.6 shows that, 5 representing 7 % of the respondents from University of Abuja agreed that there is Democratic leadership style in the institution, while 63 representing 93% of the respondents from Benpoly agreed that there is democratic leadership style in the Institution. Again, 130 representing 92% from University of Abuja agreed that autocratic leadership style exist in the institution, while 10 representing 8% of the respondents from Benpoly agreed that autocratic leadership style exist in the institution. Finally, 15(43%) respondents from University of Abuja agreed that lazier-fair leadership style exist in their institution, while 22 representing 57% from Benpoly agreed that lazier-fair leadership style exist in the institution. From the foregoing it is clear that while democratic/committee system exist in Benue state polytechnic Ugbokolo, Autocratic leadership style exist in the University of Abuja.

Table 5.7: Rating of leadership performance of sampled institutions since 2007

	Uni Abuja	Ben Poly	Total
Satisfactory	25	62	87
% of satisfactory	29	71	100
Unsatisfactory	105	23	128
% within unsatisfactory	82	18	100
Fair	20	15	35
% within unsatisfactory	57	43	100
Total Count	150	100	250
% within Leadership performance	60	40	100

Source: field survey 2013.

Responses from Table 5.7 shows that, 25 representing 29% of the respondents from University of Abuja agreed that they are satisfied with the leadership performance of their institution, while 62 representing 71% of the respondents from Benpoly agreed that they are satisfied with the leadership performance of their institution. A whopping 105 staff representing 82% of the respondents from University of Abuja confirmed that the leadership performance of the institution is unsatisfactory, while 23 staff representing 18% of the respondents from Benpoly agreed that the leadership performance of the institution is unsatisfactory. Finally, 20(57%) respondents from University of Abuja agreed that the

leadership performance of the institution is fair, while 15(43%) respondents from Benpoly agreed that the leadership performance of the institution is fair.

From the foregoing analysis, it can safely be concluded that majority of staff from University of Abuja are dissatisfied with the leadership performance of the institution. This can be attributed to autocratic style of leadership existing in the institution since the University community is averse to autocratic rule. On the other hand, the staffs of the polytechnic are satisfied with the leadership performance of the institution, this may attributed the committee system applicable in the institution.

Table 5.8; Do you agree that autocratic leadership behavior can be responsible for student riot and industrial action in stated institution

	Uni Abuja	Ben Poly	Total
I do	135	70	105
% within I do	66	34	100
I don't	5	10	15
% within I don't	33	67	100
No idea	10	20	30
% within No idea	33	64	100
Total Count	150	100	250
% within leadership behaviour	60	40	100

Source: field survey 2013.

Responses from table 5.8 shows that, 135 staff representing 66% from University of Abuja agreed that autocratic leadership behavior can be responsible for student riot and industrial action, while 70 staff representing 34% of the respondents from Benpoly agreed that autocratic leadership behaviour can be responsible for student riot and industrial action. Again 5(33%) respondent from University of Abuja disagree that autocratic style can cause student riot and industrial action. 10(33%) respondents from University of Abuja have no idea about the question, while 20(64%) respondents from Benpoly have no idea about the question. It is therefore obvious from the analysis that autocratic leadership behavior can be responsible for students riot and industrial action in tertiary institution of learning.

Table 5.9: Leadership behavior that is responsible for problems mentioned in question 5.7?

	Uni Abuja	Ben Poly	Total
Telling Behaviour	138	71	209
% within telling behaviour	66	34	100
Selling behaviour	10	18	28
% within selling behaviour	35	65	100
Participative behaviour	2	11	13
% within participative behaviour	15	85	100
Total Count	150	100	250
% within behavior that causes problem	60	40	100

Source: Field Survey, 2013.

Table 5.9 shows that, 138 staff representing 66% of the respondents from University of Abuja indicated, that a Telling behavior which is the equivalent of directive leadership behavior where the leader define roles and tell people “what”, “when” “how” and “where” to perform their various tasks will bring about friction and industrial dispute in the institution, While 71 staff representing 34% from Benpoly agreed that telling behavior can bring about student riot and industrial action. Again 10(35%) of the respondents from University of Abuja agreed that Selling behavior which implies(high task-high relationship)directive and supportive behavior will certainly cause industrial action and student unrest, while 18(65%) of the respondents from Benpoly agreed that selling behavior can be responsible for industrial action and students riot in the institution. Finally, 2(15%) respondents from University of Abuja agreed that participative behavior which is the equivalent of democratic style cause industrial action and student riot in the University, while 11(85%) of the respondents from Ben poly agreed that participative behaviour can cause problem mentioned in question 4.7. It can safely be concluded therefore that, telling behavior which implies high task-low relationship which can also be seen as directive leadership behavior is a major cause of industrial action and student riot in tertiary institutions.

Table 5.10; Rating of relationships between leadership and subordinates staff in sampled institution?

	Uni Abuja	Ben Poly	Total
Cordial	20	65	85
% within cordial	23.5	76.5	100
Not cordial	96	10	106
% within Not cordial	90.6	9.4	100
Undecided	34	25	59
% within undecided	57.6	42.4	100
Total	150	100	250
% within relationship among staff	60	40	100

Source: Field survey, 2013.

Responses from table 5.10; shows that 20 staff representing 23.5% of the respondents from University of Abuja agreed that the relationship between staff in the institution is cordial, while 65 staff representing 76.5% of the respondents from Benpoly agreed that that there exist a cordial relationship among staff in the institution. Again, 96(90.6%) respondents from the University of Abuja agreed that the relationship among staff and leadership in the institution is not cordial, while 10(9.4%) from Benpoly agreed that the relationship between staff and leadership is not cordial. Finally, 34(56%) respondents from University of Abuja remain undecided, while 25(44%) respondents from Benpoly remain undecided regarding the question. It is obvious from the analysis above that the relationship between management and staff is poor in University of Abuja because of the autocratic style of leadership inherent in the system. On the other hand, it is obvious that the relationship between leadership and staff of Benpoly is cordial because of the committee system inherent in the administration of the institution.

Table 5.11; Is the achievement of organizational goals a function of leadership behaviour?

	Uni Abuja	Ben Poly	Total
Yes	120	81	201
% within yes	59.7	40.3	100
No	11	8	19
% within no	57.8	42.2	100
No idea	19	11	30
% within No idea	63	47	100
Total Count	150	100	250
% within achievement of goal	60	40	100

Source: Field survey, 2013.

Responses from table 5.11 indicate that, 120 staff representing 59.7% of the respondent from University of Abuja accept that the achievement of organization goals and objectives is a function of leadership behaviour, while 81 staff representing 40.3% of the respondents from Benpoly accept that achievement of organizational goals and objectives is a function of leadership behaviour. Again, 11(57.8%) respondents from University of Abuja disagreed that the achievement of organizational objectives is a function of leadership behaviour, while 11(47%) respondents from Benpoly disagreed that the achievement of organizational goals is a function of leadership behaviour. Finally, 19(63%) respondents from University of Abuja were undecided, while 11(47%) respondents from Benpoly have no idea regarding the question at hand. This clearly shows that there is a connection between achievement of organizational goals and objectives and leadership behaviour.

Table 5.12: Rating of leadership performance in sampled institution?

	Uni Abuja	Ben Poly	Total
Effective	30	86	126
% within effective	23.8	76.2	100
Ineffective	95	12	107
% within ineffective	88.9	11.1	100
Laisser –fair	25	2	27
% within laisser-fair	92.5	7.5	100
Total Count	150	100	250
% within leadership Performance	60	40	100

Source: Field survey, 2013.

The above analysis from table 5.12 shows that 30 staff representing 23.8% of the respondents from University of Abuja agreed that the leadership performance of the institution is effective, while 86 staff representing (76.2%) respondents from Benpoly agreed that the leadership performance of the institution is effective. Again 95 staff representing 88.9% of the respondents from University of Abuja agreed that the leadership performance of the institution is ineffective, while 12(11.1%) of the respondents from Benpoly agreed that the leadership performance of the institution from is ineffective. Finally, 25(92.5%) respondents from University of Abuja were undecided, while 7(7.5%) respondents from Benpoly were undecided regarding the question at hand. The above analysis shows that, the leadership of University of Abuja is highly ineffective, while the leadership of Benpoly is more effective obviously because of the variant leadership style applicable to them.

Table 5.13: Supposing the answer to question 5.12, is ineffective, what do you think is responsible?

	Uni Abuja	Ben Poly	Total
Politics	60	30	90
% within politics	66.7	33.3	100
Directive leadership behavior	65	50	115
% within directive leadership behavior	56.5	43.5	100
Supportive leadership behavior	25	20	45
% within supportive leadership behavior	55.6	44.4	100
Total Count	150	100	250
% within the cause of ineffective	60	40	100

Source: Field survey, 2013.

Responses from table 5.13 shows that 60 staff representing 66.7% of the respondents from University of Abuja attributed ineffective leadership to politics, while 30 staff representing 33.3% of the respondents from Benpoly agreed that can be attributed to politics. Again, 65(56%) respondents from University believed that ineffective leadership is as a result of directive leadership behavior ostensibly because of the leader's penchant for all knowing

attitude, while 50(44%) of the respondents from Benpoly posit that ineffective leadership is caused by directive leadership behaviour. Finally 25(55.6%) respondents from University of Abuja attributed ineffective leadership to supportive leadership behaviour, while 20(44.4%) from Benpoly attributed ineffective leadership to supportive leadership behaviour. The above analysis implies that, directive leadership behaviour and politics are responsible for ineffective leadership in the University of Abuja.

Table5.14: Suggest a better method of improving the leadership effort of your institution?

	Uni Abuja	Ben Poly	Total
De-politicization	60	30	90
% within de-politicization of institution	66.7	33.3	100
Supportive and participative leadership style	65	50	115
%a within supportive leadership style	56.5	43.5	100
Autocratic and Directive leadership style	25	20	45
% within autocratic leadership style	55.6	44.4	100
Total Count	150	100	250
% within improving leadership effort.	60	40	100

Source: Field survey, 2013.

Responses from table 5.14 shows that 60 staff representing 66.7% of the respondents from University of Abuja suggested de-politicization of public higher institution of learning as panacea for ineffective leadership, while 30 staff representing 33.3% of the respondents from Benpoly suggested de-politicization of public higher institution of learning. Again 65(56.5%) respondents from University of Abuja maintained that supportive leadership behavior will guarantee efficiency and effectiveness of leaders in the University, while 50(43.5%) of the respondents from Benpoly insist that supportive leadership will guarantee efficiency and effectiveness in the organization. Finally, 25(55.6%) respondents from University of Abuja posit that directive leadership behaviour will bring about effective leadership, while 20(44.4%) of the respondents from Benpoly agreed that supportive leadership behaviour will bring about effective leadership. From the above analysis it is clear that supportive leadership

behaviour and de-politicization of public higher institution of learning are necessary for efficient and effective leadership.

Table 5.15; Do you agree that the democratic/committee style will significantly lead to workers performance and peaceful atmosphere in your institution?

	Uni Abuja	Ben Poly	Total
I do	132	82	214
% with I do	62	38	100
I don't	10	12	22
% within I don't	45	55	100
No idea	8	6	14
% within No idea	57	43	100
Total Count	150	100	250
% within Committee system / style	60	40	100

Source: Field survey, 2013.

Responses from table 5.15 shows that, 132 staff representing 62% of respondents from University of Abuja agreed that democratic/committee system will lead to workers performance and peaceful atmosphere in the University, while 82 staff representing 38% of the respondents from Benpoly maintained that the democratic/committee system will lead to workers performance and peaceful atmosphere in the institution. Again, 10(45%) respondents from University of Abuja disagreed that the democratic system will lead to high workers performance and peaceful atmosphere, while 12(55%) respondents from Benpoly disagreed that the democratic/committee system will lead to workers performance and peaceful atmosphere. Finally 8(57%) respondents from University of Abuja have no idea regarding the question at hand, while 6(43%) respondents from Benpoly were undecided regarding the question at hand. It is therefore obvious from the analysis above that the democratic/committee system will significantly lead to workers performance and peaceful atmosphere in both University of Abuja and Benue state polytechnic Ugbokolo.

Table 5.16: In what way has the present leadership style in sampled institution affected your performance?

	Uni Abuja	Ben Poly	Total
Negatively	120	12	132
% within Negatively	86	14	100
Positively	10	65	75
% within positively	13	87	100
Average	20	15	35
% within Average	57	43	100
Total count	150	100	250
% within leadership style affecting performance	60	40	100

Source: Field survey, 2013.

Responses from table 5.16 shows that 120 staff representing 86% of the respondents from University of Abuja agreed that the present leadership style in the institution has affected them negatively, while only 12 staff representing 14% of the respondents from Benpoly agreed that the present leadership style in the institution has affected them negatively. Again, 10(13%) respondents from University of Abuja agreed that the existing leadership style in the institution has affected them positively, while 65(87%) of the respondents from Benpoly agreed that the existing leadership style in the institution has affected them positively. Finally, 20(57%) of the respondents from University of Abuja agreed that the existing leadership style in the institution has averagely affected them, while 15(43%) of the respondents from Benpoly agreed that the existing leadership style in the institution have affected them averagely. From the foregoing analysis, it is certain that the autocratic style will affect workers negatively since UniAbuja practice autocratic style and most of its workers agreed to be negatively affected while democratic style will affect workers positively as it can be seen in Benpoly.

Table 5.17: Are the present leaders in sampled institutions achieving the organization objectives?

	Uni Abuja	Ben Poly	Total
Yes	30	74	104
% with yes	29	71	100
No	85	20	105
% within no.	81	19	100
No idea	35	6	41
% within No idea	85	15	100
Total Count	150	100	250
% within whether leaders are achieving objectives	60	40	100

Source: Field Survey, 2013.

Responses from table 5.17 shows 30 staff representing 29% of the respondents from University of Abuja agreed that the institution is achieving its organizational objectives, while 74 staff representing 71% of the respondents from Benpoly agreed that the institution is achieving its organizational objectives. Again, 85(81%) respondents from University of Abuja disagreed that the institution is achieving its organizational objectives, while 20(19%) of the respondents from Benpoly disagreed that the institution is achieving its organizational objectives. Finally, 35(85%) of the respondents from University of Abuja have no idea regarding question at hand, while 6(15%) of the respondents from Benpoly were undecided. The analysis above shows that the University of Abuja is struggling to achieve its set goals and objectives while Benpoly as an institution is achieving its set goals and objectives.

Table 5.18: Is there significant relationship between democratic/committee system and achievement goals of in sampled institutions?

	Uni Abuja	Ben Poly	Total
Yes	125	79	204
% within yes	61	39	100
No	15	11	26
% within no	58	42	100
No idea	10	10	20
% within No idea	50	50	100
Total Count	150	100	250
% within whether leaders are achieving objectives	60	40	100

Source: Field Survey, 2013.

Responses from table 5.18 shows that 125 staff representing 61% of the respondents from University of Abuja agreed that there is a significant relationship between democratic/committee system and achievement of goals in the institution, while 79 staff, representing 39% of the respondents agreed that there is a significant relationship between the democratic/committee system and achievement of goals in the institution. Again, 15(58%) of the respondents from University of Abuja disagreed that there is significant relationship between democratic/committee system and achievement of goals in the institution, while 11(42%) of the respondents disagreed with the question. Finally, 10(50%) of the respondents from University of Abuja Have no idea regarding the question at hand, while 10 (50%) of the respondents from Benpoly were undecided regarding the question at hand. Therefore it can safely concluded that there is a significant relationship between the democratic/committee system and achievement of institutional objectives.

Table 5.19: Level of satisfaction with the existing leadership style in sampled institutions?

	Uni Abuja	Ben Poly	Total
High	20	63	83
% within high	24	76	100
Average	50	16	69
%within average	72	28	100
Low	80	18	98
%within Low	82	18	100
Total Count	150	100	250
% within whether leaders are achieving objectives	60	40	100

Source: Field Survey, 2013.

Responses from table 5.19 shows that, only 20 staff representing 24% of the respondents from University of Abuja agreed that their level of satisfaction with leadership style in the institution is high, while a total of 63 staff representing 76% of the respondents from Benpoly agreed that their level of satisfaction with the leadership style in the institution is high. Again,50(72%) respondents from University of Abuja agreed that their level of satisfaction is average, while 19(28%) of the respondents from Benpoly agreed that their level of satisfaction is average. Finally, a total of 80 staff, representing 82% of the respondents agreed that the level of their satisfaction with the leadership style in the institution is low, while only 18 staff representing18% of the respondents from Benpoly agreed that their level of satisfaction with the leadership style is low. It is therefore obvious that while the majority of staff from University of Abuja are uncomfortable with the leadership style in the in institution, those from Benue state polytechnic are relatively comfortable with the leadership style in the institution.

Table 5.20: Is the autocratic style of leadership a bane to conducive atmosphere in sampled institutions?

	Uni Abuja	Ben Poly	Total
Yes	120	64	184
% within yes	65	35	100
No	13	20	33
% within no	39	61	100
Undecided	17	16	33
% within undecided	52	48	100
Total Count	150	100	250
% within autocratic style and its effects	60	40	100

Source: Field Survey, 2013.

Responses from table 4.20 shows that 120 staff representing 65% of the respondents from University of Abuja agreed that autocratic style of leadership could be a bane to conducive atmosphere in the institution, while 64 staff representing 35% of the respondents from Benpoly agreed that autocratic style of leadership could be a bane to conducive atmosphere in the institution. Again, 13(39%) of the respondents from University of Abuja disagreed with the question, while 20(61%) of the respondents from Benpoly disagree with the question. Finally, 17(52%) of the respondents from University of Abuja were undecided regarding the question at hand, while 16(48%) of the respondents from Benpoly were undecided regarding the question at hand. The above analysis shows that, indeed autocratic leadership style could be a bane to conducive atmosphere and peaceful environment. No wonder, the University of Abuja has been battling with one crisis or the other.

Respondents were further asked to give reasons for their answers to question 4.20 the reasons were quite enlightening, majority of respondents agreed that the consultative leadership style gives sense of belonging and self worth to the individual workers to put in their best to the organization which will eventually translate to the achievement of organizational goals and objectives. Those that voted for autocratic style of leadership posit that an autocratic leader is a no nonsense leader and so the subordinates are always careful and dedicated in carrying out

their responsibilities thereby leading the achievement of goals and objectives. It is obvious that respondents opinions varied, majority of the respondents maintain that consultative leadership style will bring about staff motivation, sense of belonging and self-worth thereby leading to goal attainment. They insist that autocratic leadership style will not work very well in an academic environment, because most of the lecturers cherish the principle of academic freedom inherent in the system.

5.2 Test of Hypothesis

4.3.1 The non-parametric (Chi-square) test was used to test the validity of the hypotheses stated as follows:

Hypothesis 1

Ho_i: The achievement of organizational goals is not a function of leadership behaviour.

Ho_{ii}: the achievement of organizational goals is a function of leadership behaviour.

Hypothesis 2:

Ho_i: There is no significant relationship between workers performance and leadership style in an organization.

Ho_{ii}: There is a significant relationship between workers performance and leadership style in an organization.

The chi-square (X^2) is represented by the formula; $X^2 = \frac{\sum (O1 - E1)^2}{E1}$

E1

Where:

X^2 = Value of calculated chi-square.

E = The summation of the total value obtained

O1 = Observed frequencies

E1 = The expected frequencies.

Given the above, a 2x3 contingency table was used to determine the observed and the expected frequencies using the degree of freedom given as;

$$D.F=(RT-1) (CT-1)$$

Where:

D.F: is the degree of freedom

RT: is the row total

CT: is the column total

We shall then test the hypothesis using 5% (0.05) level of significance of X^2 0.95 critical value.

HYPOTHESIS 1

One data obtained in table 4.9 and table 4.16 were combined to test hypothesis 1

Table 4.20 observed frequency

Group 1 (Table 5.15)	Agree	Disagree	Undecided	Total
Democratic/committee system will significantly lead to workers performance and peaceful atmosphere in an organization.	214	22	14	250
Group 2 (Table 4.16)	104	105	41	250
The present leadership in your organization is achieving the organizational goal				
TOTAL	318	127	55	500

Source: Field Study, 2013

One result of the expected frequency is therefore derived from the observed frequency table using the formula,

$$E = \frac{CT \times RT}{GT}$$

GT

Where E is the expected frequency

RT is the row total

CT is the Column total

GT is the grand total

Therefore;

$$\text{Group 1 (a)} = \frac{318 \times 250}{500} = 159$$

$$\text{Group 1 (b)} = \frac{127 \times 250}{500} = 63.5$$

$$\text{Group 1 (c)} = \frac{55 \times 250}{500} = 27.5$$

$$\text{Group 2 (a)} = \frac{318 \times 250}{500} = 159$$

$$\text{Group 2 (b)} = \frac{127 \times 250}{500} = 63.5$$

$$\text{Group 2 (c)} = \frac{55 \times 250}{500} = 27.5$$

Table 5.21 Expected Contingency Table;

Group 1 table	Agree	Disagree	Undecided	Total
Democratic/committee system will significantly lead to workers performance and peaceful atmosphere in an organization.	159	63.5	27.5	250
Group 2 Table				
The Present Leadership in Your Organisational is achieving the organizational Goal	159	63.5	27.5	250
Total	270	195	35	500

Source: Field Survey, 2013.

We therefore Compute X^2 as follows:

O	E	O - E	(O - E) ²	$\frac{(O - E)^2}{E}$
214	159	55	3025	19.025
22	63.5	-41.5	1722.2	27.123
14	27.5	-13.5	182.3	6.629
104	159	-55	3025	19.025
105	63.5	41.5	1722.3	27.123
41	27.5	13.5	182.3	6.629
Total				105.554

Therefore $X^2 = 105.554$

From the table, X^2 is 105.554

Degree of freedom for this contingency table is

$(R-1)(C-1) = (2-1)(3-1) = 1 \times 2 = 2$. Therefore our D.F=2. The Critical value of X^2 of 5% (0.05) significance level is given as 5.991

Therefore, $X^2 = 105.554$ (chi-square calculated)

$X^2 = 5.991$ (chi-square Tabulated)

Decision Rule:

If computed value is greater than critical or tabulated value reject the null hypothesis and accept the alternative hypothesis. But if the calculated is less than the critical or tabulated value, accept the null hypothesis and reject the alternative hypothesis.

Therefore, since X^2 calculated = 105.554 is greater than X^2 tabulated 5.991. The difference between what is observed and what is expected is significant, hence the alternate hypothesis is accepted and the null is rejected. In other words, we can conclude that, the democratic/committee system of leadership will significantly lead to workers performance and peaceful atmosphere in the university of Abuja and Benue state polytechnic Ugbokolo.

(See Appendix II & 11I)

HYPOTHESIS 2

The data obtained in table 4.16 and 4.19 were combined to test hypothesis2.

Table4. 21 Observe Frequency

Group 1 (Table 5.20)	Agree	Disagree	Undecided	Total
That the leadership style practiced has a significant effect on workers performance	204	26	20	250
Group 2 (Table 5.16)	140	75	35	250
Whether the present leadership style in your organization affects your performance				
TOTAL	344	101	55	500

SOURCE: Field Survey, 2013.

The result of the expected frequency is therefore derived from the observed frequency table using the formula;

$$E = \frac{C_T \times R_T}{GT}$$

GT

Where E is the expected frequency

RT is the row total

CT is the column total

GT is the grand total

Therefore;

$$\text{Group 1(a)} = \frac{344 \times 250}{500} = 172$$

$$\text{Group 1(b)} = \frac{101 \times 250}{500} = 50.5$$

$$\text{Group 1(c)} = \frac{55 \times 250}{500} = 27.5$$

$$\text{Group 2 (a)} = \frac{344 \times 250}{500} = 172$$

$$\text{Group 2(b)} = \frac{101 \times 250}{500} = 50.5$$

$$\text{Group 2(c)} = \frac{55 \times 250}{500} = 27.5$$

Table 5.22 The expected contingency table.

	Agree	Disagree	Undecided	Total
Group 1 (table)	172	50.5	27.5	250
Whether the leadership style practiced has a significant effect on workers performance				
Group 2 (Table)	172	50.5	27.5	250
Whether the present leadership style in your organization affects your work performance.				
TOTAL	323	131	46	500

Source: Field study 2013

We therefore compute X^2 as follows:

O	E	O – E	(O – E)²	<u>(O – E)²</u> E
204	172	32	1024	5.953
26	50.5	24.5	600.25	11.886
20	27.5	-7.5	56.25	2.045
140	172	-32	1024	5.953
72	50.5	21.5	462.25	9.153
35	27.5	7.5	56.25	2.045
TOTAL				37.037

From the table, X^2 is 37.037

Degree of freedom for contingency table is

$$(r - 1) (c - 1) = (2 - 1)(3 - 1) = 1 \times 2$$

= 2 therefore

Using the chi – square distribution table with degree D.F = 2, the critical value of X^2 of 5% (0.05) significance level is given as 5.991.

Therefore $X^2 = 37.037$ (Chi-square calculated)

$X^2 = 5.991$ (Chi-square tabulated).

Decision Rule

If Chi-square calculated is greater than chi-square tabulated, reject the null hypothesis and accept the alternate hypothesis. (Therefore, since X^2 calculated = 37.037 is greater than X^2 tabulated 5.991, hence the alternate hypothesis is accepted and the null hypothesis rejected.

We can therefore conclude that there is a significant relationship between leadership behaviour and achievement of goals and objectives in University of Abuja and Benue state polytechnic Ugbokolo.

(See Appendix II&III)

5.3 Major Findings

The following are the major findings as observe from the research;

It was discovered that the democratic/committee system of leadership is required for worker performance and peaceful atmosphere in higher institution of learning. It can be seen from the analysis of table 4.16 where 72% of staff of University of Abuja agreed that the committee system of leadership is best for tertiary institution. Most of the staff of the University based their submission on the fact there exist academic freedom in the university and as such any attempt by a leader to be dictatorial will certainly lead to conflict and it will be counter- productive. According to Dr. Mrs. Chijoke, The many challenges of the institution are as a result of non committee system of leadership introduce by the then Vice Chancellor Prof. James Adelabu. On the contrary, the Benue state polytechnic has witnessed

relative peace and stability because of the committee system existing in the institution. An overwhelming 82% of the staff agreed that the democratic system is necessary for workers performance and peaceful atmosphere because this system recognizes the collective input of all staff as well as encourage team work among staff. From the foregoing it is obvious that the democratic style is in sync with the nature of public higher institution of learning where its complex nature calls for democratization.

- i. The Study also revealed that there is significant relationship between leadership behavior and achievement of goals and objectives in the respective institution. Take for instance, in table 4.26 where respondents were asked what leadership style exist in their various institutions, only 10% of staff from University of Abuja agreed that democratic style exist in their institution while 85% from Benue state polytechnic Ugbokolo agreed that democratic style exist in their institution. Again 87% of staff agreed that autocratic style exist in their institution while only 7% of staff from Benue state polytechnic Ugbokolo. Many of the staff from the University of Abuja confirmed that the autocratic style has impeded on their performance as well as it has generated a lot of controversies and conflict in the institution in the institution. On the other, most staff from Benue state polytechnic Ugbokolo confirm that the relative peace enjoyed by the institution was as a result of the committee system and democratic behavior displayed by the leadership of the polytechnic. An independent investigation carried out revealed that, even when staff of the polytechnic embark on industrial action, it is often as a result of government delay in the payment of salary and not as a result of staff and leadership conflict as it was in the case of University of Abuja. This was why the staff of Benue state polytechnic agreed to be satisfied with its leadership.

- ii. Another major finding from the study is that apart from autocratic leadership style, politics is another factor responsible for bad leadership in the University of Abuja. Politics has been defined by Adigwu (2002) as the struggle for power. Indeed the struggle to monopolize power by the Vice Chancellor of the University Professor James Adelabu has led to staff challenging him publicly. This breeds conflict which is not good for institutional development. On the contrary, the issue of politicization of academic affair is neither obvious or pronounced in the Benue state polytechnic Ugbokolo as the Rector usually de-concentrate power where necessary to ensure the smooth running of the institution.
- iii. Finally, the research found out that the University of Abuja is still battling to achieve its set goals and objectives as stated Chapter 4.7. This is not unconnected to the autocratic style of leadership which is considered as a bane to conducive atmosphere for achievement set goals and objectives

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.0 Summary

It must be observed that throughout the world leadership is held responsible for the conduct of followership. All things being equal, the success or failure of an organization depends on effective leadership because it is the style of leadership that determines the performance of the individual worker.

This is why the study attempts to examine the “Role of leadership in the management of public higher institution of learning.”The hypotheses are that the achievement of organizational goals is a function of effective leadership and that there is a significant relationship between workers performance and leadership style in an organization. Operational concepts concerning the topic such as management, leadership, organizational dynamics e.t.c were discussed. After an exhaustive literature review, the significant relationship between leadership style and workers performance was critically examined using an appropriate theoretical frame work.

Some information about the historical evolution, administration, objectives, achievements and challenges of University of Abuja were highlighted and discussed.

Analysis and presentation of research data collected was also undertaken, in doing this, tables and percentages were used for the purpose of comparison while inferential statistical tool (chi-square) was introduced to test the validity of the postulated hypotheses. Following the test, the null hypotheses were rejected while the alternate hypotheses were accepted confirming that the achievement of organizational goal is a function of leadership behaviour and that there is a significant relationship between workers performance and leadership style

in an organization. Lastly recommendations were made based on the major findings from the study.

6.1 Conclusion

In conclusion, let it be stated and reemphasized that, we need a leadership that is committed to strategic vision, a vision that is capable of leading to the building of new skills in the 21st century for economic growth and competitiveness, a leadership that mobilizes and dispenses resources for training a skilled labour force, a leadership that focuses resources on developing research and teaching in the areas of science and technology, particularly in agriculture, given our national circumstances and a leadership that is able to ensure collaboration even synergy between higher institution of learning and the productive sector of the economy. Such a leadership must first recognize human capital development is at the center of modern civilization, an engine room of economic development, social progress and democratic stability. In recognizing this fact, it is fitting here to note that effective leadership is an important process in achieving organizational goals and objective. No matter how good and careful a leader may be, there is the need to adopt the appropriate style of leadership at any given time to guarantee maximum success. Moreover the growing complexities in human needs makes it imperative for leaders to always seek for the combination of styles that would guarantee success and achievement of organizational goals and objectives. Anything short of this is a recipe for failure and embarrassment as exemplified by university of Abuja.

6.2 Recommendations

Based on the findings of this study, the following are recommended as a way of addressing the problems identified.

- i. Although, most chief executives of public higher institution of learning are professors and Doctors, most of them lack leadership skills. It is therefore recommended that in the development of managers, leadership development training such as human

relations skills, communication skills, motivation of employees and decision making skills should be included in their training manuals.

- ii. Since it was discovered that politics is one of the major cause of friction between leaders and workers, it is recommended that appointment into leadership position should be base purely on merit and not on ethnic and religious considerations. This is to allow competent individuals manage the affairs of public higher institutions learning.
- iii. Participative and consultative leadership style encourages teamwork among staff but since no single leadership style can guarantee success in all situations, it is recommended that leaders should be flexible. It is this flexibility that will lead to adapting to changing situations at all time.
- iv. Work is defined as a purposeful effort. Effort cannot be purposeful when the facilities to work with are not there. It is therefore recommended that higher institution of learning particularly universities should endeavor to provide adequate working facilities such as computers, laboratories, library, infrastructural facilities e.g electricity, constant water supply and a habitable staff quarter. A situation whereby an institution of higher learning would lose accreditation in five faculties and have its student transfer to other institutions is highly disturbing.
- v. Finally, it is recommended that leaders with directive and telling behavior should modify it to accommodate innovative ideas from subordinates since directive behavior may not work well in an academic environment especially in higher institution of learning.

REFERENCES

- Adetoro S.A. (1997) Research Techniques for Projects, Proposal, Report, Theses and Dissertation. Ahmadu Bello University Press Ltd
- Adewale O. (2001). Management practice and Business education. Kapplo, Nigeria Ltd. Abeokuta Nigeria.
- Bale, J.O.O and A.B, Akpan (2006) contemporary leadership practice. (1st edition), Zaria: S. Asekome & Co Publisher. Pg 9.
- Blake, R. & Mouton, J. (1964). The managerial Grid. Huston Texas: Gulf Publishing Company, pp. 214-221
- B.B.M. (1985). Leadership and Performance Beyond Expectation. Free Press Publication.
- Drucker, F.P (1974). Management; Task, Responsibilities and Practice. New York; Harper and Row Publishers.
- Drucker, F.P (1976). The Practice of Management. New York; pan Books.
- Eghe, E.V (2003). Rudiment of public administration Kaduna: Joyce Graphic & publisher's pg 231
- Fiedler, F.E. (1967). A theory of leadership effectiveness. McGraw Hill Publishing.
- Wehrich, H. & Koots, H. (1994). Management; A Global perspectives. New York Irwin Mc Graw Hill Companies Inc.
- Ogunbameru,O.A (2004) Organization Dynamics. Ibadan Spectrum Books limited. Pg. 233
- Katz, D. and Khan, R. (1987). The Social Psychology of Organization. New York; John Wileyand & Sons.
- Stodgill, R.M (1974). Handbook of leadership: A Survey of Theory and Research. New York: free press page. 259.
- Kootz H, Wehrich H and Donnel, G.O (1980). Management: A book of Reading. (5th ed) New York Irwin Mc Graw Hill book companies Inc.
- Ngu, S.M (2005). Management principles and worker motivation in Nigeria. (2nd edition) L Gaskiya Corporation Ltd pg 93.
- Hersey, P. and Blanchard K. (1977). Management of organization Behavior. Englewood Cliff, N.J: Prentice Hall pg 677
- Mc Gregory, D. (1987). The Human Side of Enterprise. Penguin Publishing. Pg. 182.
- Mullins, L. (1999). Management and organization Behavior. (5th ed) prentice Hall Publishing London

- Teryima S.A. (2004) Organizational Behavior; Concept and Applications. Revised edition. Traces Printing & Publishing Company. Pg. 216- 221
- Taffinder, P. (1995). The New Leaders: Achieving Corporate and Transformation Through Dynamic Leadership. Kogan Publishing pg. 37
- Waston, C.M. (1983). Leadership, management and the seven keys. Business Horizons-publishing. Pg. 13.
- House, R.J. (1971). A path-good theory of leadership effectiveness. Administrative science Quarterly, vol.16, pg 213-338
- Yukl, G. (1994). Leadership in organization, third Edition, prentice- Hall international. Pg. 77
- Zalenik, A (1977). Managers and leaders; Are they different. Harvard Business Review, pg 67-78.
- Harvey, L. Green, D. 2000, Defining Quality, Assessment and evaluation in Higher Education. Pg. 9-34
- Presidential visitation panel to university of Abuja (2012) Report, Sunday mirror Newspaper of March 10, 2013 page 5-7.
- University of Abuja student information handbook for 2010-2011 Academic sessions.
- The Foundation and Growth of the University of Abuja, 1988 – 2001. By Sa’ad Abubakar.
- Okebukola.P.A(2002) The State of University in Nigeria. Abuja, NUC Publication.
- Professor Julius A.Okojie (2010). Licensing, Accreditation and Quality Assurance in Nigeria Universities: Achievement and Challenges.
- Benue State Polytechnic Ugbokolo Student information handbook 2006-2009. 7th Edition Oxford Advanced Learner’s Dictionary. International Student’s Edition.

APPENDIX I

Department of Public Administration
Institute of Administration
Ahmadu Bello University Zaria.

Dear Sir/Madam.

I am a postgraduate student of Public Administration, Ahmadu Bello University, Zaria. I am undertaking a research titled “The Role of Leadership in the Management of Public Higher Institution of Learning” A case study of University of Abuja and Benue State Polytechnic Ugbokolo. This is in partial fulfillment of the requirement for the award of Master of Science Degree in Public Administration (M.S.C)

The information provided by you will be used strictly for the research purpose hence your maximum co-operation would be highly appreciated.

Thanks.

Yours Faithfully,

Isaiah Odagba

SECTION "A" (BIO-DATA)

Please indicate your response using a tick [] where necessary.

1. Questionnaire distribution: University of Abuja [, Benue state polytechnic [
2. Gender distribution: Female [] Male [
3. Age: (a) 30-39 [] (b) 40-49 [] (c) 50—59[] 60 and above [
4. Duration in service of the institution: (a) 0-10 [] (b) 11-20 [] (c) 21and Above [
5. Educational Qualification: (a) BSC [] (b) MASTERS
[] (c) P.H.D [

SECTION B:

6. What style of leadership exist in your institution?
Democratic Style [] Autocratic Style [] Laizzer-fair. [
7. How would you rate leadership performance in your institution since 2007?
Satisfactory [] Unsatisfactory [] low [] Fair [
8. Do you agree that autocratic leadership behavior can be responsible for students riot
and industrial action in sampled institution?
I do [] I don't [] No Idea. [
9. What sort of leadership behavior is responsible for problems mentioned in question
5.7? Telling behaviour [] Selling behaviour[] Participative behavior. [
10. How is the relationship between leaders and subordinate staff in your institution?
Cordial [] Not cordial [] Undecided [
11. Is the achievement of organizational goals a function of leadership behaviour?
Yes [] No[] No Idea [

12. How would you rate the leadership performance in sampled institutions?
Effective [] Ineffective [] Laisser-fair []
13. Supposing the answer to question 5.12 is ineffective, what do think is responsible?
Politics [] Directive leadership behaviour [] Supportive Leadership behaviour []
14. Suggest a better method of improving the leadership effort of sampled institutions?
De-politicization [] Supportive and participative leadership style [] Autocratic and Directive leadership style. []

SECTION C:

15. Do you agree that the Democratic/committee style will significantly lead to workers performance and peaceful atmosphere in sampled institutions?
I do [] I don't [] No Idea. []
16. In what way has the present leadership style in sampled institutions affected your performance?
Negatively [] Positively [] Averagely []
17. Are the present leaders in sampled institutions achieving the organization objectives?
Yes [] No [] No idea []
18. Is there significant relationship between democratic/committee system and achievement of goals in sampled institutions?
Yes [] No [] No Idea. []
19. What is the level of satisfaction with the existing leadership style in sampled institutions?
High [] Average [] Low [].
20. Is the autocratic style of leadership a bane to conducive atmosphere in sampled institution?
Yes [] No [] Undecided [].

21. Give reasons for your answer above?
