



Administrators' Leadership Management Practice and Lecturers' job Involvement in Colleges of Education in North East Zone of Nigeria for School Improvement

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Abstract

This study examined administrators' leadership management practice and lecturers' job involvement in Colleges of Education in North East Zone of Nigeria for school improvement. One research question and one null hypothesis guided the study. A correlational survey research design was employed for the study, covering an accessible population of 3,001 that comprising of 376 administrators and 2,625 lecturers. The sample size of the study was 497 made up of 202 administrators and 295 lecturers using the multistage sampling procedure: stratified, purposive and simple random sampling techniques. The instruments used for the study were Questionnaire developed by the researcher titled: Administrators Leadership Management Practice Questionnaire (ALMPQ) and Lecturers Job Involvement Questionnaire (LJIQ) for administrators and lecturers. The reliability of the research instruments was determined using Cronbach Alpha. The Cronbach Alpha reliability coefficient of the instruments was established as $r = 0.90$ and $r = 0.86$ respectively. The data were analyzed using Mean, Standard Deviation and Pearson Product Moment Correlation Statistics (PPMCS). The study revealed that there was administrators' leadership management practice which was moderately effective in Colleges of Education in North East Zone of Nigeria, with a Grand Mean of 3.26. The study revealed a significant moderate positive relationship between administrators' leadership management practice and lecturers' job involvement in Colleges of Education in North East Zone of Nigeria ($r = 0.52$, $p < 0.05$). Based on the finding, it was recommended that Government should monitor the activities of the Colleges of Education to improve administrators' leadership management practice and lecturers' job involvement in Colleges of Education in North East Zone of Nigeria for school improvement.

Keywords: Administrators; Leadership; Management; Practice; and job involvement.

1. Introduction

The administrator is responsible for staff and students' services, instruction and curriculum development and college financial management. The administrator is also responsible for school plant administration and maintenance of cordial relationship with the community (Fasasi, 2011). In the discharge of these responsibilities, the administrator is expected to plan, control, organize, staff, lead, co-ordinate and direct human and non human resources in the college. The quality that Colleges of Education look for in terms of effective administration and management practices is based on the quality of leadership, financial management, personnel management, infrastructural facilities management and instructional materials management. The ability of college administrator to manage the human, material and financial resources could impact positively or negatively on the job (Dapshima, 2018)

According to Nadeem and Basu (2012) researchers conducted research on management practices of educational administrators include the studies of Dinesh (2010), Luechai (2008), Mills (2008); Stout (2007); Hoo-Ballade (2008) and Verma (2008), Brown, Howard, and Jannet (2007), Turner-(2008), Graham (2007), Derrick (2008), Love (2007) presented a different approach of management practices of educational administrators. Dinesh (2010) found aided schools head management practices better than the government school head management practices and unaided schools head management practices was better than the government schools head management practices.

Administrators refer to Provosts, Registrars, Deans, and various Heads of Department. Leadership refers to the principle of administration to lead, monitor progress and make needed changes by administrators in Colleges of Education. Management refers to control, utilization and maintenance by administrators in Colleges of Education. Practice refers to administrators' way of carrying out his function in Colleges of Education. Job Involvement refers to lecturers' degree of participation and commitment in all programmes of the Colleges of Education.

The administrator is hired to lead and the community holds responsible if does not lead. It is apparent that the expectation facing an administrator is not whether must behave rather it is an expectation of how shall behave to be an effective administrator. In short, an administrator is expected to possess all desirable qualities for leadership for

school improvement. At the same time should also act as a friendly liaison officer between the college and the community for school improvement. Thus, is expected both to lead and to carry other activities as well. A great amount of credit goes to when is able to perform all these activities effectively and to take the college on the path of progress (Nadeem and Basu, 2012).

Nadeem and Basu (2012), recognized educational leadership as complex and challenging. Administrators are expected to develop learning communities, build the professional capacity of lecturers, take advice from parents, engage in collaborative and consultative decision making, resolve conflicts, engage in educative instructional leadership and attend respectfully, immediately and appropriately to the needs and requests of families with diverse cultural, ethnic and socioeconomic backgrounds for school improvement. Increasingly administrators are faced with tremendous pressure to demonstrate that every child for whom they are responsible is achieving success.

Effective management practices creates inspiring and stimulating climate for the group so that they can enjoy a high level of morale and are motivated to receive new ideas and are always ready to venture into new goals. The behaviour of an administrator is the inspiring force that begets healthy climate, high morale and motivation for the receptivity of new ideas for taking the college of education to higher and still higher plane for school improvement (Nadeem and Basu, 2012). Another way of effective managerial practices is to influence personnel towards the achievement of college goals and excellence. Outstanding administrators have a vision for their colleges. They have a picture of the preferred future, which is shared with all in the college of education and which shapes the programmes of learning and teaching as well as organizational justice, equity in policies (Aslam *et al.*, 2013).

An administrator should investigate their lecturers' level of satisfaction, which will show whether there is commitment from their lecturers. Lecturers' productivity is largely related to their level of job satisfaction and in fact, the turnover rate can be reduced with a higher level of organizational commitment (Norizan, 2012). Therefore, it is important for a college of education to study the relationships between these variables; job commitment, job involvement and job satisfaction. Analyzing the relationship between job involvement, job satisfaction and organizational commitment is particularly crucial nowadays, as people often do not work at the same organization or job throughout their lifetime. It is also sometimes hard to find suitable people for certain positions. So once an ideal candidate is chosen, organizations will like to make a great effort to retain those employees. If two lecturers' exhibit different levels of job involvement and that job involvement can be proven to lead to organizational commitment, the provost will likely hire the lecturer with the higher level of job involvement. This is because the provost can expect the more involved and satisfied individual to stay with the college for school improvement (Norizan, 2012).

Administrators would be most interested in knowing about the relationship between job involvement, job satisfaction and organizational commitment, because it would become clear as to how important and worthy it would be to retain their most satisfied lecturers. In turn, having this knowledge would motivate provosts to satisfy their lecturers. This would ultimately benefit the college of education, as it is expected that these same lecturers will be highly involved and committed. When lecturers are involved and committed, their personal goals may go in line with those of the college of education that they work for (Norizan, 2012). Regardless of the title, or the colleges where they work, the lecturers shoulder heavy responsibilities toward ensuring development in their college (Norizan, 2012).

It is against this background that this study is to examine the relationship between administrators' leadership management practice and lecturers' job involvement in Colleges of Education in North East Zone of Nigeria for school improvement. In North East Zone of Nigeria Colleges of Education, administrators' commitment towards leadership management practice and lecturers' job involvement in colleges of education is slightly effective for school improvement.

1.1. Statement of the Problem

Institutions in Nigeria are fast decaying. The "falling apart" in the system ranges from lack of effective leadership, lack of proper management, lack of proper motivation of teachers and shortage of teaching and learning resources. Administrators in some Colleges of Education are weak, uncoordinated and lack administrative knowledge and skills. The Administrators must have integrity, must be knowledgeable, and practice modern types of management leadership styles. Administrators must be visionary and ready to adjust to situations in the system. The performance of the administrator should be sustained through proper leadership practice and utilization of the human resources for the achievement of educational goals and objectives. Most administrators in Colleges of Education lack effective leadership in terms of quality, quantity and instructional quality to accomplish its set goals and objectives (Dapshima, 2018).

As a result of the poor leadership practice and ineffective style of administration, a lot of programmes or activities are not carried out in such Colleges of Education in terms of neglect of staff welfare, lack of adequate control of staff and students, as well as poor vision for the College of Education. Job involvement is one's motivational orientation to the job. Low level of job involvement is regrettably occasioned by poor conditions of service under which lecturers are serving. Akpan (2012), affirmed that lecturers whose needs, goals and aspirations are thwarted by the college of education develop feelings of low self-worth, become apathetic, uninterested, frustrated and tend to withhold self-commitment to the work. Kiganda (2009) noted that low level of lecturers motivation was mainly due to lack of proper remuneration/job involvement had cost colleges of education the loss of outstanding brains and skilled lecturers. Thus, lack of proper lecturers' remuneration and attendant low morale has negatively affected quality of education (Gudo *et al.*, 2011). In view of the above stated problems coupled with the fact that lack of effective administrators' leadership practice and job involvement of lecturers will setback the goals and objectives of Colleges of Education in North-East Zone of Nigeria. This study was designed to determine the

relationship between institutional management practices and job involvement of lecturers in College of Education in North-East Zone of Nigeria.

1.2. Purpose of the Study

The main purpose of this study was to investigate the relationship between administrators' leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria for school improvement. Specifically, the study sought to:

Determine the relationship between administrators' leadership management practice and lecturers' job involvement in Colleges of Education in North-East Zone of Nigeria for school improvement.

1.3. Research Questions

(i) What is the extent of administrators' leadership management practice in Colleges of Education in North-East Zone of Nigeria for school improvement?

1.4. Hypotheses

H₀₁: There is no significant relationship between administrators leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria.

2. Methodology

The study employed a correlational survey method in which relevant data were collected from the respondents by the use of questionnaire. In this study multistage, stratified, purposive and simple random sampling techniques were used to select the sample. In the first stage, the Colleges were stratified according to types (federal and state). Six Colleges of Education: three federal-owned and three states-owned Colleges of Education were selected to take care of the variable of ownership. At the second stage, purposive sampling technique was used to select the administrators (202) (i.e. all the administrator: Provosts, Registrars, Deans and various Heads of Departments in six Colleges of Education). At the third stage, simple random sampling technique was used to select the lecturers. In simple random sampling, 20% of the population of lecturers (295) was considered as the sample size. [Owojori \(2008\)](#), maintains that a sample size that is not less than 10% of the study population is a good representative of the population. North-East Zone of Nigeria has 11 Colleges of Education; eight state Colleges of Education and three federal Colleges of Education, out of them six Colleges of Education are selected namely; College of Education, Hong, Adamawa State, Federal College of Education, Yola, Adamawa State; College of Education, Billiri, Gombe State, Federal College of Education (Technical), Gombe, Gombe State; and Colleges of Education, Gashua, Yobe State, Federal College of Education (Technical), Potiskum, Yobe State. These are the study areas. These Colleges have sample size of administrators 202 and sample size of lecturers 295 respectively. In North East Zone of Nigeria only three states are selected having both federal and state Colleges of Education; these are Adamawa, Gombe and Yobe states. These are the study area.

2.1. Instrumentation

Two instruments were used in collecting data: The instruments were self developed questionnaire titled: Administrators Leadership Management Practice Questionnaire (ALMPQ) and Lecturers Job Involvement Questionnaire (LJIQ) for administrators and lecturers. The questionnaire consisted of items that were structured. The structured type requires checking an item from a list of suggested responses. The questionnaire were in two sections: Section A containing 12 items concerned with Administrators Leadership Management Practice Questionnaire (ALMPQ) and section B containing 12 items concerned with Lecturers Job Involvement Questionnaire (LJIQ) for administrators and lecturers. The categories of responses were provided with 5 point rating Likert-type scale as given on weight, thus: Very Highly Effective (VHE) = 5; Highly Effective (HE) = 4; Moderately Effective (ME) = 3; Slightly Effective (SE) = 2; and Very Slightly Effective (VSE) = 1 respectively. The 5 points rating Likert-type scale above was used for the instrument Administrators Leadership Management Practice Questionnaire (ALMPQ) and another 5 points rating Likert-type scale as given on weight, thus: Very Highly Involved (VHI) = 5; Highly Involved (HI) = 4; Moderately Involved (MI) = 3; Lowly Involved (LI) = 2; and Very Lowly Involved (VLI) = 1 respectively. The above rating scale was used for the instrument Lecturers' Job Involvement Questionnaire (LJIQ). The copies of questionnaire were given out for face and content validity to five experts. The reliability of the research instruments was determined using Cronbach Alpha. The Cronbach Alpha reliability coefficient of the instruments was established as $r = 0.90$ and $r = 0.84$ respectively. Therefore, any item that yield mean above 3.49 was regarded as highly effective, item yield mean between 2.50 – 3.49 was regarded as moderately effective and any item yield mean below 2.50 was regarded as slightly effective ([Dapshima, 2015](#)).

3. Results and Findings

3.1. Research Question

(i) What is the extent of administrators' leadership management practice in Colleges of Education in North-East Zone of Nigeria for school improvement?

Table- 1. Mean Rating of Administrators and Lecturers on Administrators’ Leadership Management Practice in Colleges of Education in North-East Zone of Nigeria for School Improvement

S/No. Rate the extent to which the administrators perform the following: Administrators’ leadership management practice					
	Adm.	Lect.	GX	GSD	Remark
	n ₁ =202	n ₂ =295	n=497		
1. Assigns duties to lecturers.	3.65	3.75	3.70	0.73	Moderate
2. Supervises the performance of lecturers.	3.34	3.69	3.52	0.74	Moderate
3. Involves lecturers in decision making.	3.34	3.45	3.40	0.75	Moderate
4. Improves their own performance by seeking lecturers’ advices	3.15	3.35	3.25	0.76	Moderate
5. Sets challenging goals for themselves.	3.12	3.30	3.21	0.76	Moderate
6. Pursuits set goals.	3.40	3.35	3.38	0.75	Moderate
7. Focus on innovation in the departments	3.09	3.28	3.19	0.76	Moderate
8. Aims at problem-solving.	3.47	3.25	3.36	0.75	Moderate
9. Centers on performance feedback.	3.64	3.47	3.56	0.74	Moderate
10. Points on long-term goal.	3.34	3.23	3.29	0.75	Moderate
11. Focus on planning.	3.32	3.43	3.38	0.75	Moderate
12. Delegates responsibilities to lecturers	3.68	3.53	3.61	0.75	Moderate
Grand Mean	3.37	3.14	3.26.	0.75	Moderate

Table 1 shows Grand Mean rating of 3.26 by administrators and lecturers which indicates a moderate leadership management practice by the administrators in Colleges of Education in North-East Zone of Nigeria.

Hypothesis: There is no significant relationship between administrators’ leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria.

Correlation between administrators’ leadership management practice and job involvement of lecturers in Colleges of Education

Table-2. Pearson Product Moment Correlation between Administrators’ Leadership Management Practice and Job Involvement of Lecturers in Colleges of Education in North-East Zone

Variables	Number	Means	r	p-value	Relationship	Remark
ALMPR	497	3.41	0.52*	0.000	Moderate	Significant
LJILMPR	497	3.20				

* Significant, p < 0.05

Key: ALMPR: Administrators’ Leadership Management Practice Rating; LJILMPR: Lecturers Job Involvement in Leadership Management Practice Rating

Table 2 shows that there was a significant relationship between administrators’ leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria. As the p-value (0.000) is less than 0.05, the null hypothesis was rejected. The computed r-value = 0.52 indicates that there was a moderate positive correlation between administrators’ leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria.

4. Discussion of Findings

The findings of the study were discussed in relation to research question and hypothesis raised on administrators’ leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria for school improvement.

Based on the research question and hypothesis tested, the result shows that there was administrators’ leadership management practice by administrators which was moderately effective in Colleges of Education in North East Zone of Nigeria. It also shows that there was a moderate positive correlation between administrators’ leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria. This implies that there was a moderate relationship between administrators’ leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria. Hence there is need to improve administrators’ leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria. This finding is supported by the work of Bassey and Akpan (2010) which reported significant relationships between achievement motivation and institutional effectiveness in professional leadership and staff involvement. The finding also concurred with Ajayi and Afolabi (2012) who reported a significant relationship between teachers’ commitment and teachers’ participation in school management and their productivity. Akomolafe (2012) also found that there was a moderate level of administrative effectiveness in public schools. The finding however was contrary to the finding of Olorisade (2011) who discovered that the managerial skills of middle-level managers have a very low influence on academic staff job involvement. The finding was also contrary to the finding of Ezeugbor and Victor (2018) who discovered that the secondary school administrators lack managerial competencies for students’ human resource management by not providing counseling services to students regarding their learning process, providing incentives’ for students’ to increase their motivation to learn among others. Bassey

and Akpan (2010), who affirmed that there was a moderate positive correlation between achievement motivation and institutional effectiveness in professional leadership and staff involvement. Ajayi and Afolabi (2012) asserted that there was a high positive correlation between teachers' commitment and teachers' participation in school management and their productivity.

5. Conclusion

The study revealed the fact that administrators of Colleges of Education in North East Zone of Nigeria have moderately effective administrators' leadership management practice in Colleges of Education. Also there was a significant moderate positive relationship between administrators' leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria. Therefore, there is need for the administrators of Colleges of Education in North East Zone of Nigeria to enhance their leadership management practice and lecturers' job involvement in colleges of education for school improvement.

Recommendations

Based on findings of the study, the following recommendations were made to Government, Ministries of Education, Policies Makers and National Commission for Colleges of Education (NCCE) to improve the administrators' leadership management practice and job involvement of lecturers in Colleges of Education in North-East Zone of Nigeria for school improvement.

The North East Zone States Government should improve the administrators' leadership management practice and job involvement of lecturers in Colleges of Education for school improvement. As the level of leadership management practice was moderate and the correlation between the leadership management practice and job involvement of lecturers was also moderately positive.

The North East Zone States Ministries of Education should improve their supervision and management of administrators' leadership management practice and job involvement of lecturers in Colleges of Education for school improvement. As the level of leadership management practice was moderate and the correlation between the leadership management practice and job involvement of lecturers was also moderately positive.

The NCCE should monitor the accredited Colleges of Education to ensure effective administrators' leadership management practice and job involvement of lecturers in Colleges of Education for school improvement. As the level of leadership management practice was moderate and the correlation between the leadership management practice and job involvement of lecturers was also moderately positive.

The policy makers should change their policies to ensure effective administrators' leadership management practice and job involvement of lecturers in Colleges of Education for school improvement. As the level of leadership management practice was moderate and the correlation between the leadership management practice and job involvement of lecturers was also moderately positive.

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