EVALUATION OF LEADERSHIP AND THE MANAGEMENT OF HIGHER INSTITUTIONS OF LEARNING: A CASE STUDY OF NUHU BAMALLI POLYTECHNIC, ZARIA.

BY

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DECLARATION

I, Areggae Zakka hereby declare that this thesis is a product of my own work and that this work has not been presented anywhere. All materials used from other sources for the thesis were accordingly acknowledged.

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CERTIFICATION

This thesis entitled "***LEADERSHIP AND THE MANAGEMENT OF HIGHER INSTITUTIONS OF LEARNING***" has been certified and duly approved as having met the requirement for the award of the Degree of Master of public administration (MPA) of Ahmadu Bello University (ABU), Zaria.

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DEDICATION

This work is dedicated to God Almighty, my children, Kasang, Bwanyin, Zidyep and my nephew, Alex, and lastly my lovely wife Agnes who missed my presence when this thesis was being written.

ACKNOWLEDGEMENT

This thesis will not be complete if I fail to show my gratitude to those people who contributed greatly to the completion of this study.

My special thanks go to my supervisor professor A. A. Anyebe for his unflinching support in terms of useful comments, pieces of advice and contributions that led to the realization of this great dream of mine. I will not forget to mention Dr. S. M. Ngu who contributed a lot by advising me to gear up with this work I will also like to acknowledge the assistance rendered to me by the Nuhu Bamalli Polytechnic authority by granting me the opportunity to go for this programme.

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ABSTRACT

The subject matter of this study is "Evaluation of Leadership and the Management of Higher Institutions of Learning, with particular reference to Nuhu Bamalli Polytechnic, Zaria (2001-2006). The main objective of the study is to identify the problems militating against the effective leadership and management of higher institutions of learning. In order to achieve the above mentioned objective, two hypotheses were drawn, first, " appointment of unqualified leaders in institutions of higher learning has retarded the performance of subordinates," second, "inappropriate application of leadership style has affected organizational standards." The results of the investigation proved the hypotheses right. For example, in the polytechnic, especially the academic staff, where some of them possess higher qualifications than the Rector do not give much respect to him, and as a result of this he hardly checks their excesses, this leads to them not discharging their responsibilities, and this is a threat to effective leadership and management of human resources. Some of the staff, because they use the polytechnic as a stepping stone, after acquiring their additional qualifications, they left for other sister tertiary institutions for better challenges. It was also found out that the application of inappropriate leadership style exists in the polytechnic and this affects the standards of the polytechnic negatively because the staff are not always involved in decision making process, this does not boost their morale. The

staff could be motivated if a participative leadership style is put in place where each and every staff could contribute his quota and feel a sense of belonging. It is as a result of the above problems that made this study to suggest that the chief executive of the polytechnic should strive for higher qualifications, and not only that, since this is a polytechnic, the chief executive should be technologically biased. Also in order to achieve the goals and objectives of the polytechnic, the subsequent appointment of any rector to the polytechnic should be within the polytechnic or any other person outside the polytechnic who is versatile in science and technology.

TABLE OF CONTENTS

Title Page i

Declaration i

Certification ii

Dedication iii

Acknowledgement iv

Abstract v – vi

CHAPTER ONE

1.0 Introduction 1

1.1 Background to the study 1 – 3

1.2 Statement of the problem 3 – 4

1.3 Objectives of the study 4

1.4 Significance of the study 5

1.5 Scope and limitations of the study 6

1.6 Statement of Hypotheses 6 – 7

1.7 Research Methodology 7 – 10

1.8 Definition of concepts 10 – 12

CHAPTER TWO

2.0 Review of related literature and theoretical frame work 13

2.1 Literature Review 13 – 21

2.2 Theoretical Framework 21 – 30

CHAPTER THREE

3.0 Historical Background, Objectives, Powers and organizational Structure of Nuhu Bamalli Polytechnic 31

3.1 Historical Background 31

3.2 Objectives of the Polytechnic 32- 34

3.3 Powers of the Polytechnic 34-37 3.3

3.4 Organisational Structure of the Polytechnic 37 – 43

3.5 Leadership of the Polytechnic 43 – 44

CHAPTER FOUR

4.0 Data Presentation and Analysis 45 – 73

4.1 Test of Hypothesis I 73 – 74

4.2 Test of Hypothesis II 74 – 75

4.3 Major Findings 75 – 76

CHAPTER FIVE

5.0 Summary, Conclusion and Recommendations 77

5.1 Introduction 77

5.2 Summary 77 – 79

5.3 Conclusion 79 – 80

5.4 Recommendations 80 – 82

Bibliography 83 – 86

Appendix I 87 – 91

Appendix II 92

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In any organization be it big or small, leadership serves as the cornerstone of the organization. Throughout the globe, leadership is held responsible for the conduct of the follower ship. The success or failure of an organization is leadership matter because it is the style of leadership adopted by the leader that determines the performance of the subordinates in an organization.

For an organization to achieve its goals and objectives and the objectives of the individual subordinates, the leadership has to be effective so that there could be proper planning, and execution of the programmes of the organization.

It is also the ability of the leadership to cultivate avenues through which communication can flow in order to have functional interaction among all levels in the organization.

The importance of effective and good leadership to the realization of organizational objectives should be emphasized and be given proper attention in order to enhance productivity and stability between the management and its employees. For productivity to be enhanced, the leader of the organization has to employ the leadership style that could be used in order to motivate the employees to put in their best.

Here motivation could be seen as that energizing force that is used to induce or encourage employees in the very jobs that they are doing in an organization towards achieving organizational objectives. In fact, if a leader makes a habit of discussing regularly with the employees concerning their work, assesses progress, praises strong points and discusses weak areas, this leader must be a successful one, but how many leaders can do so in our modern day institutions of higher learning?

That is why Barnard (1948:37-8) stated that "indeed, I have never observed any leader who was able to state adequately or intelligently why he was able to be a leader, nor any statement of followers that acceptably expressed why they followed.' This shows that leadership is the life-wire of any organization, fixing the right person in the leadership job would definitely solve most of the problems of the organization.

Also Blake and Mouton (1964:117) maintain that organizations, no matter the size (big or small) are characterized by what they call "universal". That is a common characteristic which includes the purpose for which the organization is established, the personnel of the organization exist through which commands are given in the organization. This Blake and Mouton agreed that effective mobilization of human resources towards achieving the purpose of establishing the organization largely depends on the leadership of the organization. This means that a leader is somebody who can mobilize and maintain a group of

people to achieve its tasks and maintain harmonious relationship throughout the process.

1.2 STATEMENT OF THE PROBLEM

Leadership is central to the success of organizations. Virtually, all organizations, whether public or private have designated leaders at the helm of their affairs. Ideally such leaders are expected to mobilize men, materials and money in order to accomplish stated goals and objectives because leadership is the life wire of any successful organization. The role of leadership in the management of higher institutions like this polytechnic cannot be over emphasized. In spite of the resources that the Kaduna State Government sinks in sending the principal staff and other officers of the polytechnic for in-house training, conferences, seminars, workshops and leadership training in order to arrest leadership problems in the polytechnic, problems still exist and they constitute a drawback to the management of the institution

Based on the above, this study sets out to investigate the following problems:-

1. Does lack of positive and effective leadership deteriorate the productivity of most honest, hardworking and efficient staff?
2. Does the appointment of unqualified staff affect students performance?

3. Can there be effective leadership if subordinates possess higher qualifications than their leaders?
4. Does the organizational structure of the polytechnic create easy flow of information?

1.3 OBJECTIVES OF THE STUDY

The main objective of this study is to identify the problems militating against the effective leadership and management of higher institutions of learning, and to proffer solutions to the problems highlighted.

Therefore the study has the following specific objectives to achieve.

a. To examine the leadership role in the management of the Polytechnic.
b. To find out whether or not the appointment of chief executives within the Polytechnic have positive effects
c. To establish whether there are environmental factors that distort learning and research in the Polytechnic.
d. To determine the relationship between the leadership role of the Rector and performance of the subordinates

1.4 SIGNIFICANCE OF THE STUDY

The significance of leadership in any organization can never be over emphasized. The effective management of any institution reckons with the leadership style adopted by the leader. To support the importance of leadership,

Richman and Farmer (1974:26) state that "without effective management and leadership, there is little institutional commitment or conviction, the response to challenges and problems are inadequate.'

In view of the above observation it is important to set out some management approaches to improve managerial efficiency in organizations.

Considering the heavy criticisms levelled against institutions of higher learning such as the Nuhu Bamalli Polytechnic, this study will take bolder steps in identifying how effective or otherwise the leadership of the Polytechnic is. It is a known fact that any tertiary institution that fails to prepare tomorrow's leaders is not seen to be a responsible one no matter what it does. Therefore the significance of this study will be useful to the chief executive of the Polytechnic and the nation as a whole.

The study will also identify the problems affecting the effective leadership of the Polytechnic and solutions would be proffered as to how to overcome the problems.

The Polytechnic since its inception in 1989 and up to date has not been organizing seminars or conferences regarding the relationship between the leadership role of the Rector and his subordinates, hence the study would be of immense important to those staff that are aspiring to become leaders of the Polytechnic and some where else in the nation's institutions of higher learning.

The findings of this research work would also be important to students who are trained to take the leadership mantle of the country tomorrow, and the study will also be immense important to the general public.

1.5 SCOPE AND LIMITATIONS OF THE STUDY

This research work is restricted to Nuhu Bamalli Polytechnic, Zaria and it covers only the academic staff of the Polytechnic. The study intends to evaluate the leadership role played by the Rector in the management of institutions of higher learning with special reference to Nuhu Bamalli Polytechnic Zaria.
The period of the study covered is from 2001-2006.

The Polytechnic is having three campuses, one campus is situated at Samaru Kataf, Zangon Kataf Local Government Area, the main campus is situated along Zaria-Kaduna Road and annex campus is situated at Gaskiya. The research will be limited to only two campuses that is, the annex campus at Gaskiya and the main campus along Zaria-Kaduna road due to time and financial constraints.

1.6 STATEMENT OF HYPOTHESES

This study has considered the following hypotheses .

a. Appointment of unqualified leaders in institutions of higher learning has retarded the performance of subordinates.

a. Inappropriate application of leadership style has affected organizational standards.

1.7 RESEARCH METHODOLOGY

This section will discuss the methodology of the research, taking steps like the description of the population, sample and sampling techniques used, research design and documentary sources to get the information needed by the researcher.

1.7.1 DESCRIPTION OF THE POPULATION

There are six schools in the Polytechnic such as school of management studies, school of General studies, and school of agricultural technology, school of engineering technology, school of environmental studies and school of applied sciences. These schools have twenty three (23) departments.

The Polytechnic's academic staff strength, as at the time of this study was three hundred and five (305) which will be the population under study.

1.7.2 SAMPLE AND SAMPLING METHODS USED

Since the population under study is three hundred and five (305), the sample size used was one hundred and twenty two (122) academic staff cutting across twenty (20) departments of the two campuses under study. The choice of the sample size is to ensure a balanced representation.

The research employed the questionnaire and random sampling method. The random sampling became necessary because according to Adetoro (1997:75) "The most reliable technique that should be used to ensure that the sample selected reasonably represents the target population is the random sampling. This is one in which each individual in the defined population has an equal independent chance of being included in the study".

1.7.3 RESEARCH DESIGN

The method used in the treatment of the data was the simple percentage method of statistical analysis but designed to be a descriptive survey, and according to Agwasim (1997:11) Descriptive research is concerned with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practices, beliefs, attitudes. It specifies the nature of a given phenomenon. It involves fast-gathering and describing the status-quo. Going by Best (1981) and Kerlinger (1973) they agree that descriptive research enables a researcher to make a judgment on the entire population by studying a sample. It is as a result of the above that the descriptive study is suitable for a study like this one.

1.7.4 METHODS OF DATA COLLECTION

The following research methods for the collection of data were used.

DOCUMENTARY SOURCES

The documentary source of data is reliable and important because it is related to the subject matter under study. This method uses materials on leadership written by some authors, news magazines newspapers, seminar papers, periodicals and other unpublished materials that are relevant to this study. These important documents used formed the basis of primary data source.

QUESTIONNAIRE

This is an important device used for getting answers to questions sent to the respondents. The questionnaires were designed in order to find out the respondents views on the subject under study.

The choice of the questionnaire method is due to its advantage of being less expensive and requires less skill to administer than interview and it can also be administered to a large group simultaneously.

PERSONAL OBSERVATION

Observation is also another important tool used for scientific research. It is a direct means of studying the behaviour of people; it captures human behaviour in its natural setting.

The use of the personal observation became necessary because the researcher has been a staff of the Polytechnic since 1995. The researcher was able to move and discuss freely with the academic staff of the Polytechnic and

he was able to obtain vital information on problems of leadership of the Polytechnic.

1.8 DEFINITION OF TERMS

The following concepts have been defined in the manner the researcher has used them in the study.

LEADERSHIP: Leadership has been given a variety of definitions particularly in the behavioural science.

According to Nwachukwu (1988:146) leadership is a social influencing process for the attainment of goals."

This shows that leadership is a process of directing and influencing the activities of group members of an organization in order to achieve the organizational goals and objectives.

***LEADERSHIP STYLE*:** Flippo (1980:347) defines leadership style as a pattern of behaviour designed to integrate organizational and personnel interests in pursuit of some objective". This shows that leadership style is a framework chosen by a leader in directing and coordinating the tasks of his subordinates for the attainment of organizational and subordinates goals and objectives.

LEADER: A leader is somebody who persuades members of a group to achieve organizational goals Cumming (1989:59) says that a leader is the sort

of person who can motivate a group of people to achieve its tasks and maintain team unity throughout the process".

> This means that a leader occupies a strategic position in an organization because he is the most influential person in the organization who directs and guides the activities of the group members of the organization in order to attain the objectives of the group.

MANAGEMENT: For the purpose of this research work Millet (1954) defines management as "the process of directing and facilitating the work of people organized in formal groups to achieve a desired goal". This means that management is the process of getting the activities of the organization done through other people in order to attain the goals of the organization.

> In a similar manner, Nigro and Nigro (1980) see management function as "to determine what you want people to accomplish, to check periodically on how well they are accomplishing it, and to develop methods by which they will perform more effectively".

HIGHER INSTITUTION: A higher institution is an institution that offers post secondary education programmes for the training and development of manpower.

LEARNING: According to the Oxford Advanced Learner's Dictionary, learning is the act of gaining knowledge or skill by studying from experience, from being taught.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 LITERATURE REVIEW

For many decades now, the issue of leadership cuts across all organizations be them public or private ones. Many research works have been undertaken by many researchers in order to find out the solutions to problems that hamper organizational performance. An organization cannot perform well until all resources be them human, machines, financial etc are properly managed and proper management of an organization has to be with a leader.

The major role of a leader is to ensure high level of performance so that the goals and objectives of the organization can be attained. In order for an organization to attain its goals and objectives, people have to be employed, trained and motivated so that the productivity level of the organization could be enhanced.

It is because of the above background that has led researchers to research on various leadership styles with the sole aim of assessing their efforts in managing organizations. It has become a known fact that human

resources management is difficult because human beings come into the organization with their personal goals, aspirations and biases different from those of the organization. Therefore it is the function of the management to marry the objectives of the organization with those of the individual employees in order to have a harmonious co-existence. This has to be done by an effective leader and getting an effective leader is a. difficult task. The shortage of effective leadership cuts across both business and government institutions.

For a better understanding of the subject matter, what leadership is all about; the research works of other people would be looked into.

According Nwachukwu (1988-146) leadership is a social influencing process for the attainment of goals. 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 (2002:231) sees leadership as the activity of persuading people to cooperate in the achievement of a common objective. In other words, leadership in large-scale organization may be defined as influencing and energizing people to work in a common effort to achieve the purpose of the enterprise." In a research conducted by Pelz (1951:209-217) concluded that "subordinates were more satisfied with supervisors

who are influential with their superiors in helping them achieve their goals than with supervisors not so successful, in influencing their supervisors on behalf of their subordinates" in a similar vein Nehabetian (1969) also found out that influential leaders facilitated group tasks while those without influence hindered task accomplishment. The above findings indicate that once leadership behaviour is motivational in nature, the subordinates will exhibit sense of performance and high level of productivity. This shows that leaders who are task-oriented are highly regarded by their subordinates.

According to the scientific management school of thought, the function of a leader is to set up and enforce performance criteria in order to meet organisational goals and not to influence as it is accepted in the above analysis. This mans that the focus of a leader is only on the needs of the organisation and not the needs of the workers in the organization.

Comrey et al (1954) in their research found out that an effective leader was that given staff authority to carry out certain responsibilities or functions and who enjoyed the support of his superior leader for the actions and decisions taken." This type of leader is seen to be making right decisions than his subordinates.

In a slightly different perception, studies carried out by .Litwin and Stinger (1968) found out that subordinates having leaders with high need for achievement were much more productive than those with leaders with high need for power and affiliation. This means that in order for leaders to succeed they have to integrate both the goals of the organization with the objective of the subordinates.

There are also other studies carried out by some researchers to examine the performance of followers with participative leaders. In line with the behavioural school of thought, importance is attached to employee involvement and participation in decision-making process in an organization. Based on this Blake and Mouton (1964:114) maintained that the most effective leader is the one that is rated high in both task oriented and behaviour oriented, and they said "there is a primary purpose in organization which is to return profit, but "there is also another purpose which is to provide satisfaction and security to our people". No wonder that these dual concepts caught the character of 5, 5 of their managerial grid which they tagged "organization-man-management which aimed at striking a balance between individuals and organizations purpose. Another contributor to the style of leadership was Douglas McGregor. According to McGregor (1960) who came up with a theory called theory X and theory Y

that many leaders basically subscribe to either theory X or theory Y and he believed and classified managers according to basic leadership styles where he considered an authoritarian style with theory X and an egalitarian style with theory Y.

Theory X is the traditional view which holds that the average human being that works in the organization inherently dislikes work and will avoid it if he can hence the average human being must be coerced, controlled directed and threatened with punishment to work. The traditional approach holds the view that money is the chief motivator incentive that moves employees to put in their best. This traditional approach does not attain moral excellence in modern organizations. Strict subordination, control, directing, money and other material benefits may not motivate employees for a long period of time. Theory Y on the other hand believes that man does not need to be forced, threatened before he could put in his best but that man loves work as he loves playing provided the environment he works is conducive. This means that man seeks for responsibility, and learns under proper conditions and also accepts these responsibilities. Therefore it is a challenge to managers to try as much as possible to harmonize the employees' needs and those of the organization.

Argyris (1964:16) and Likert (1967:20) argued that a participative leadership style had more opportunities of being more successful than an authoritative style of leadership especially as it relates to job effectiveness and satisfaction. This implies that if the subordinates who are to implement decisions are given the opportunity to involve in the decision making process, then the organization tends to be more successful.

In another study carried out by Praskill consults (1986:10) among some Nigerian National Petroleum corporation (NNPC) staff, in Lagos, it has found out that when a leader created common goals and a work atmosphere of trust, respect, and unleashed participation, among his subordinates, high level of performance is achieved.

To support the views above, Vroom in (1960:226) argued that when the entire pattern of results is considered, we find substantial basis for the belief that participation in decision making increases productivity.

According to Jones et al (2000:463) leadership is the process by which a person exerts influence over other people and inspires, motivates, and directs their activities to help achieve group or organizational goals. The person who exerts such influence is a leader. When leaders are effective, the influence they exert over others helps a group or organization achieve its performance goals. But in a situation where leaders are

ineffective, their influence does not contribute to, and always detracts from goal attainment.

Also Griffin (2002:520) says that, "leadership is both a process and a property. As a process, focusing on what leaders actually do leadership is the use of non-coercive influence to shape the groups or organisation's goals, motivate behaviour toward the achievement of those goals and helping to define group or organization culture.

As a property, leadership is the set of characteristics attributed to individuals who are perceived to be leaders.

Thus, leaders are people who can influence the behaviours of others without having to rely on force; leaders are people whom others accept as leaders.

In another vein, stoner et al (2000:470) define managerial leadership as "the process of directing and influencing the task-related activities of group members." The definition above has four important implications:-

a. Leadership involves people - employees or followers. By their willingness to accept directions from their leader, group members help define the leaders' status and make the leadership process possible, without people to lead all the leadership qualities of a manager would be irrelevant.

b. Leadership involves an unequal distribution of power between leaders and group members. Group members are not powerless; they can, and do shape group activities in a number of ways.

c. Leadership is the ability to use the different forms of power to influence followers' behaviours in a number of ways.

d. The fourth aspect combines the first three and acknowledges that leadership is about values. No wonder that James McGregor Burns argues that the leader who ignores the moral components of leadership may well go down in history as a scoundrel or worse.

This means that leadership concerns values and it requires that followers be given enough knowledge of alternatives to make intelligent choices when it comes time to respond to a leader's proposal to lead.

To support the above argument, Ethicist Michael Josephson argued that we don't learn ethics from people who sermonize or moralise or try to preach to us about ethics, we learn ethics from the people whom we admire and respect, whom 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 sports figures or politicians to make positive statements of ethics, if they are not hypocrical.

According Bateman and Snell (1999:406) a leader is one who influences others to attain goals. The greater the number of followers, the greater the influence, and the more successful the attainment of worthy goals, the more evident the leadership. These people believe that

outstanding leaders have vision, and that they move people and organizations in directions that they otherwise would not go.

To support the above view, an M. I. S. director says, if there is no vision, there is no business, and describes leaders as "painters of the vision and architects of the journey."

2.2 THEORETICAL FRAMEWORK

Leadership has been given various definitions by various people and it has not been easy to use a certain criterion to solve leadership problems. Leadership is seen as a social process that influences people in an organization so that the objectives of group are attained. The function of leadership cuts across all organizations be them private or public institutions.

However, people keep on asking questions regarding the effectiveness of leadership. Such questions include, "Are leaders born or made? Could one be liked before he is effective? Must one master a given leadership style before he could be effective? The above questions have prompted so many studies which have led to the formation of many theories in the field of leadership.

Some have argued that it is the style of the leadership adopted by the leader that influences performance while others still believe that it is the personality of the leader that makes him effective. Still others contend that the environment and the organizational culture determine the performance and success of the leader.

This controversy has led many to undertake studies in the field of leadership and too much literature has been successfully written, and yet, confusion abound.

Fiedler (1976) defines leadership as a personal relationship in which one person directs, coordinates and supervises others in the performance of a common task." This view holds that leadership needs to integrate the goals of the organization with those of the subordinates in order to increase productivity.

There are many different models that describe how leaders integrate their competencies and powers to influence group members to put in their best, because from all studies carried out there has never been a single style of leadership that proves best and is universally accepted.

Although many leadership styles have been identified the common ones include coercive autocracy, benevolent autocracy, manipulative autocracy, consultative leadership and laizez- faire approach,

The coercive autocrat or leader dictates to his subordinates and due to his awareness of his unpleasant instructions, he follows them with threats and expects his orders to be carried out under any conditions. This is similar to McGregor's theory X management style which does not believe in self initiative or workers motivation. The approach holds the view that money is the chief motivator or incentive that moves employees to put in their best.

This approach can only attain moral excellence in organizations that are small but can not be applicable to some extent in modern organizations and especially in an academic institution like Nuhu Bamalli Polytechnic, Zaria.

The Benevolent autocrat is almost the same thing with the coercive autocrat. He too expects his orders or instructions to be carried out without deviation, he is with the strong belief that the subordinates cannot offer anything better than his own ideas hence, and he carries the whole organization with him and contravenes the principles of delegation.

The manipulative autocrat on the other side too is self-confident, crafty, he makes the subordinates feel that, they actually participate in the decision making process, he avoids giving the impression that he dictates even though in reality he does. He gives the impression that he operates the

principles of democracy. Flippo (1981) refers to such a leader as sophisticated autocrat. The consultative leadership style is the type that actually recognizes and accepts the importance of subordinates or followers contribution to decision making process. This type of leader makes efforts to convince his subordinates that their inputs are required, and they are actually convinced that they are part and parcel of the decision making process.

In this type of leadership the quality and level of productivity are generally high. The laizez – faire leadership style is the type that hardly takes decision alone without involving his subordinates, he uses his power very little and he gives his subordinates a high degree of independence in their operations. The leaders that practice this type of leadership are said to be weak because they cannot get goals for the group hence the level of productivity is generally low.

Apart from the leadership styles discussed above, there are other approaches or theories that were propounded by many theorists.

Galton's (1925) personality Trait theory sees leadership as a process of acquiring exceptional innovation in respect of choice of goals.

Also Idiosyncrasy credit theory by Holland and Webb (1955) suggested that personality characteristics or traits make a good leader.

Some of the traits considered important include intelligence, appearance, knowledge, Judgment, Initiative, honesty, truthfulness, social skill, age, social-economic background etc (Nwachukwu, 1988).

In the same vein Smith and Krue gar (1933), Stodgil (1948) showed that the selected list of traits were what provided the key to leadership effectiveness.

The trait theory has been, discredited on the ground that it ignores situational factors in the environment that affect leadership effectiveness. After the Trait theory comes the "Great Man's theory by Thomas Garble (1910), According to this theory, those who are born great produce great things. This means that those who are not great cannot be leaders. This theory may not be entirely accepted especially when we look at some past national leaders that have come from humble families, as featured in the Nigerian politics and administration.

The sociological theorists seem to reject both the personality Traits and the Great man's theories of leadership in favour of environmental or situational effects. According to them societal forces produce leaders.

According to Bagobiri and Kassah (2006:211) A large number of studies have been made of the premise that leadership is strongly affected by situation from which the leader emerges and in which he or she operates. This means that the situation in which a leader operates shapes his leadership and the performance of leaders is to be associated with the situation in which they find themselves. This is true of some leaders such

as Adolf Hitler of Germany, Lenin of Russia, Neruh of India, president Nkrumah of Ghana, Emeka Ojukwu of Nigeria, to mention just these, have emerged.

It is because of the above analysis that Fiedler (1967) put it that people become leaders not only because of their personality Traits but also due to various situational forces and the interaction between these leaders and the situation.

The situational approach has countered the studies on traits, styles and even influence. This vividly indicates that a leader is not most effective when the relationship between him and his subordinates is excellent.

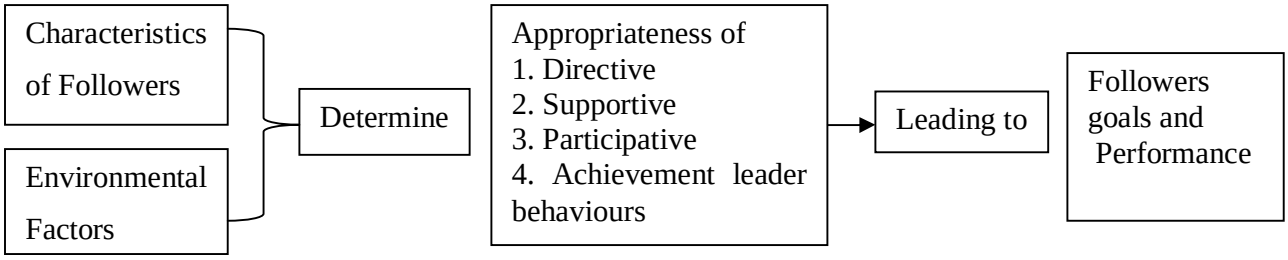
Many studies that have been carried out indicate that leadership is not a one way process, but an influence process in which the leader influences his followers and the environment.

There are many other leadership theories that abound such as the behavioural, human relations scientific management etc that can not be exhausted here but our concern in this study will be directed to that outlined by Robert House which he calls Path-Goal theory.

The path-Goal Theory was developed by Robert House, the theory gets its name from its concern with how leaders influence followers perceptions of their work goals and the paths they follow towards goal

attainment and perhaps the most generally useful situational model of leadership effectiveness.

THE PATH-GOAL FRAMEWORK



Source; Thomas S. Bateman and Scott A. Snell (1999) "Management" Building Competitive Advantage, 4th edition, McGraw Hill Pg 422.

The main situational factors in the theory are:-

a. Personal characteristics of followers.
b. Environmental pressures and demands with which followers must cope to attain their work goals.

These factors determine which leadership behaviours are most appropriate. The theory suggests four important leadership behaviours which include the following.

a. Directive leadership - This is a form of task performance-oriented behaviour.
b. Supportive leadership, a form of group maintenance-oriented behaviour.
c. Participative leadership or decision style.

d. Achievement-oriented leadership or behaviours geared toward motivating subordinates, such as setting challenging goal and rewarding good performance.

The path-Goal theory also specifies follower and environmental features are important.

The 3 key follower characteristics are

i. Authoritarianism: This is a degree to which individuals respect, admire and defer to authority. That the exact place of control is the extent to which individuals see the environment as responsive to their own behaviour these people with an internal locus control believe that what happens to them is their own doing, people with an external locus of control believe that it is Just luck or fate. Finally, ability is people's beliefs about their own abilities to do their assigned jobs. Path-Goal theory states that these personal characteristics determine the appropriateness of various leadership styles.

The following propositions were made

a. A directive leadership is more appropriate for highly authoritarian people, because such people respect authority.
b. A participative leadership style is more appropriate for people who have an internal locus of control because these people prefer to have more influence over their lives

c. A directive style is more appropriate when subordinates ability is low-the directive style helps people understand what has to be done.

According to House, in order to achieve maximum individual and group goals, the leader's function will include the following.

1. Make the path to work goals easier to travel by providing coaching and direction.
1. Reduce frustrating barriers to goal attainment
2. Increase opportunities for personal satisfaction by increasing pay offs to people for achieving performance goals.

Therefore in our theoretical frame work we agree with house's path – Goal theory because the theory is very important to practicing administrators and managers. In order to derive the full benefit of the theory, it requires a careful application.

This study adopts this theory to see the existing style of leadership in Nuhu Bamalli Polytechnic to see whether it falls within the expectations of the theory and whether it is effective or not.

It is a known fact that the leadership is a complex concept and so difficult to prove its suitability because it cannot be determined by age or level of education alone but with a combination of theories of

leadership before any leader can become an effective leader. But is it possible that the Path-Goal theory can be practiced in Nuhu Bamalli Polytechnic? Is it empirically possible? Of course, a leader have to give directives, he has to create an enabling environment for the subordinates have to be motivated and rewarded accordingly. Therefore the leadership in the polytechnic is not exceptional to the Path-Goal theory.

CHAPTER THREE

3.0 HISTORICAL BACKGROUND, OBJECTIVES, POWERS, AND ORGANIZATIONAL STRUCTURE OF NUHU BAMALLI POLYTECHNIC

3.1 HISTORICAL BACKGROUND

The Nuhu Bamalli Polytechnic (Formerly Kaduna State Polytechnic) was established by the Kaduna State Government by Kaduna State Edict No 3 of 2nd February, 1989.

The polytechnic has three campuses:

a. THE MAIN CAMPUS

The main campus of the polytechnic is situated along Zaria – Kaduna road in the former Universal Primary Education (U.P.E.) Teachers College, Zaria.

The main campus serves as the central Administration and it consists of the following departments:-

i. Rectorate

ii. Registry department

iii. Bursary department

iv. Estate and works department

v. Consultancy services Unit

vi. Accreditation matters Unit

vii. School of General Studies

viii. School of Engineering Technology

ix. School of Environmental Studies

b. THE MAIN CAMPUS (ANNEX)

The second Campus is situated at the former College of Advanced Studies (C.A.S.) Gaskiya Road Zaria and it houses the following:-

i. School of Management Studies

ii. School of Applied Sciences

iii. The Main Library

C. SAMARU KATAF CAMPUS

The third Campus is located at the former School of Agriculture at Samaru Kataf in Zangon Kataf local Government Area of Kaduna State. This Campus houses the School of Agricultural Technology.

3.2 OBJECTIVES OF THE POLYTECHNIC

The Polytechnic is owned by the Kaduna State Government, and like any other Polytechnic or tertiary institution in the country, has the specific objectives that it wants to achieve which are peculiar to the technical manpower requirements and needs in addition to those specified by the Federal government. The Polytechnic was primarily

established for the production and training of skilled middle-level technical workforce with emphasis on application and development of Scientific and technical knowledge for the sustainable human growth and development.

The polytechnic was empowered by the Edict establishing it to provide for the studies, training and development of techniques in Applied Sciences, Engineering and Commerce as well as in other spheres of learning. For the purpose of carrying out the said objectives in sub section one of section five of the Edict stipulates that 'The Polytechnic shall in so far as its resources permit, provide facilities for the following:-

a. Courses of Instruction (Full-Time and Part-Time) leading to Diplomas, Certificates and other distinctions in Scientific, technological and other subjects.
b. Special training courses whether leading to distinctions or not, taking into account at all times the requirements of the state and the manpower needs of the country.
c. Conferences, seminars, study groups and like activities, and
d. Such other activities as may in the opinion of the Council serve to promote the objectives of the polytechnic.

3.3 POWERS OF THE POLYTECHNIC

The Edict establishing the polytechnic in Part II section four states that "The Polytechnic shall, subject to any power that might be vested on another body by this Edict or any other enactment have the power:

a. to take over and constitute as part of the polytechnic any educational institution in the state as may be approved from time to time by the government,

b. to stimulate post and offices tenable at the polytechnic and to make appointments thereto,

c. to institute and award scholarships, exhibitions, bursaries, medals, prizes and other titles , distinctions , awards and forms of assistance.

d. To provide for the residence, discipline and welfare of members of staff and the students of the polytechnic when the resources permit,

e. To hold examinations and grant Diplomas, certificates and other distinctions to persons who have pursued a course of study approved by the National Board for Technical Education, and have satisfied such other requirements as the polytechnic may lay down.

f. To demand and receive from any student or any other person attending the polytechnic for the purpose of instruction, such fees as the polytechnic may from time to time determine,

g. To deal with, or dispose any of its movable or immovable property

h. To accept gifts, legacies and donations, but without obligation to accept the same for a particular purpose unless it approves the terms and conditions attaching thereto,

i. To enter into contracts, establish trusts, act as trustee, solely or jointly with any other persons and employ and act through agents,

j. To erect, provide and maintain libraries, laboratories, lecture halls, halls of residence, refectories, sports grounds, playing fields and other buildings or things necessary or suitable to or convenient for any of its objectives,

k. To hold public lectures and undertake the publishing and selling of books,

l. Subject to limitations or conditions that may be imposed by the government , to invest any monies appertaining to the polytechnic by way of endowment , whether for general or

special purposes and such other moneys as may not immediately be required for current expenditures, in any investments of securities or in the purchase of improvement of land, with power from time to time to vary such investments and to deposit any moneys for the time being un invested with any bank on deposit or current account;

m. To borrow , whether at interest or not and if need be upon the security of any of the property movable or immovable of the polytechnic, such moneys as the council may from time to time find it necessary or expedient to borrow, subject to the condition that the total of any such borrowing, shall not exceed five percent of the current approved annual expenditure;

n. To do anything which is authorized or required by the Edict , and

o. To do such things that are incidental to the foregoing powers as may advance the objectives of the polytechnic.

3.4 ORGANIZATIONAL STRUCTURE OF THE POLYTECHNIC

The polytechnic is managed by a Governing Council which is the highest decision making authority.

The Principal Officers of the polytechnic are as follows:-

a. The Rector

b. The deputy Rector

c. The Registrar

d. The Bursar

e. The Polytechnic Librarian

f. The Director of Works

g. Directors of Schools.

3.4.1 THE GOVERNING COUNCIL

The Edict establishing the polytechnic states that "there is hereby established a Governing Council of the polytechnic to be known as the council of the polytechnic. The Council assumes the responsibility of general management of affairs of the institution and in particular the control of the property and the finances of the polytechnic and shall also have the power to do anything which in its opinion, is calculated to facilitate the carrying out of the purpose of the polytechnic and promote its best interest.

The council of the polytechnic consists of the following:

a. A Chairman who shall be appointed by the Governor and who shall hold office for a period of five years from the date of his appointment and shall be eligible for re-appointment.

b. The permanent Secretary ministry of Education or his representative

c. The Permanent Secretary Ministry of Finance or his representative

d. The Rector of the Polytechnic

e. A member of the Academic Board of the Polytechnic elected by that body

f.i a representative of the Ministry of Justice

ii. a representative of Ahmadu Bello University, on the recommendation of the Senate of the University, and

iii. Six other members to be appointed by the Governor who in his opinion can make contributions to the development of the polytechnic provided that one of them shall be a registered member of the Nigeria Society of Engineers.

3.4.2 ACADEMIC BOARD

The Academic Board is the next highest decision making body in the polytechnic. The Academic Board consists of the following members:-

a. the Rector of the polytechnic as the Chairman of the Board,

b. The Deputy Rector,

c. The Directors of Schools,

d. All heads of departments (Academic),

e. The Director of Library services,

f. The Registrar who serves as the Secretary of the Board,

g. Three elected members of the Academic Staff of the Polytechnic

The Academic Board is in charge of the academic affairs of the polytechnic and it has the following powers:

a. to appoint committees from among its own members and delegates to them such of its powers and duties as it thinks fit,

b. to make rules for the conduct of the business of its committees or for the purpose of exercising any of its functions or for regulating its own procedure, and

c. to perform any other functions which may be delegated to it by the council.

The Governing Council and the Academic Board of the polytechnic take rational , efficient and effective policy decisions and other administrative actions through, the committee system , and such committees include:-

i. Finance and general purpose committee

ii. Staff appointment, promotion and disciplinary committee

iii. Examination Committee

iv. Examination Ethics Committee

v. Admission committee

vi. Academic planning committee

vii. Security committee

viii. Library committee e.t.c.

These committees mentioned above are either statutory (appointed by the Council or Academic Board) or advisory appointed at the level of the authority.

3.4.3 THE RECTOR

The Rector is the chief executive Officer of the polytechnic, he is responsible to the Governing Council for the day-to-day running of the affairs of the polytechnic .The Rector shall hold office for a period of four years with effect from the date of his appointment and the appointment is subject to renewal and after that no more renewal,

3.4.4 THE DEPUTY RECTOR

The Deputy Rector is to assist the Rector in the performance of his functions. The Deputy Rector shall act in his place whenever the Rector, for any reason is absent or unable to perform his functions. And any other functions, that the Council may, from time to time assign to him. The Deputy Rector is largely concerned with the Academic matters of the

polytechnic. He too should hold office for the period of four years and the appointment is subject to renewal.

3.4.5THE REGISTRAR

The Registrar of the polytechnic is responsible for the day-to-day administration of the polytechnic; he coordinates the activities of all sections of the polytechnic. The Registrar is appointed by the Council and shall be responsible to the Rector for the administration of the affairs of the polytechnic. The Registrar by virtue of his office is the secretary of the Council and the Academic Board. The Registrar holds office for such period and such terms and conditions as may be specified in his instrument of appointment

3.4.6 THE BURSAR

The Bursar of the polytechnic is the head of Bursary department, he is responsible to the Rector for the financial administration of the polytechnic and he is appointed by the Council. The Bursar is to hold office for such period and on such terms and conditions as may be specified in his instrument of appointment.

3.4.7 THE DIRECTORS OF SCHOOLS

The Director of School is responsible to the Rector for the administrative and academic activities of the school. The directors' appointment is through election by members of the academic staff of that school for a period of three years and he or she can be re-elected for another term of three years and no more.

3.4.8 THE DIRECTOR OF WORKS

The Director of works is responsible to the Rector for the maintenance of polytechnic buildings, minor works, security, transport and supervision of projects. He is appointed by the Council and shall hold office for such a period and on such terms and conditions as may be specified in his instrument of appointment.

3.4.9 THE POLYTECHNIC LIBRARIAN

The Polytechnic Librarian is appointed by the Council is responsible to the Rector for the library services of the polytechnic. The polytechnic library stocks essential reading and research materials for both staff and students of the polytechnic.

The librarian shall hold office for such a period and on such terms and conditions as may be specified in his instrument of appointment.

The administrative structure of the polytechnic as analysed above is intended to mirrow a better understanding of leadership and the management of Higher Institution of Learning. Without the structure it would be very difficult to appreciate the administration of the polytechnic and its associated problems. The structure enables the polytechnic to have a free flow of information either from the top to the bottom or from the bottom to the top.

3.5 LEADERSHIP OF THE POLYTECHNIC

Since the inception of the polytechnic in 1989, the institution had three Rectors to date.

The pioneer Rector of the Polytechnic was Alhaji Aliyu Mohammed Shika. Who in spite the teething problems of the polytechnic being new, was able to lay a solid foundation for the take off of the management and science based courses of the institution from 1989 to 1992.

After Alhaji Aliyu Mohammed Shika., Alhaji Suleiman Lawal Kauru took over the mantle of leadership of the polytechnic in 1992. Alhaji Suleiman Lawal Kauru due to his sterling qualities of being a good leader saw to the accreditation of all the programmes by the National Board for Technical Education.

Then in 1998, the mantle of leadership of the polytechnic shifted to Alhaji Suleiman Aliyu as the third Rector of the polytechnic. The main focus of Alhaji Suleiman Aliyu was on Engineering and other Science based courses. During his tenure as Rector of the polytechnic the institution witnessed a great improvement in terms of infrastructure and other facilities like the construction of new classrooms, staff offices and the rehabilitation of the old ones. It was during his tenure that science, Engineering Equipment, furniture and equipment in the new Mass Communication department were procured and installed. He also saw to the re-accreditation of most ND and HND courses in the polytechnic.

As at the time of this study Alhaji Aliyu Suleiman was still the Rector of the polytechnic.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

This chapter contains the data analysis of responses collected by the researcher from the respondents in the course of the study. The researcher used questionnaire and observation as the main instruments for the collection of data.

The questionnaires were directly distributed to the targeted population, the data gathered from the respondents given in the nineteen questionnaire filled in by the academic staff of the polytechnic were statistically analysed and simple tables were used for simple item analysis.

The population under study was three hundred and five (305) and the sample size was one hundred and twenty two (122) that is fourty percent (40%) of population under study. This fourty percent (40%) is taken to be a true representation of the whole population. In the course of the study, one hundred and twenty two (122) questionnaires were printed and distributed but one hundred and seventeen questionnaires returned that were used for the analysis (see table 4.1 below for details).

Table4.1 **QUESTIONNAIRE DISTRIBUTION AND RETURN**

1	Total No of questionnaire distributed	Percentage
	122	100
2.	No of questionnaires returned	
	117	96
3.	Total No not returned	
	5	41
4.	Total No analysed	
	117	96

Source: Data collated by the researcher May 2007.

TABLE 4.2 SAMPLE POPULATION OF SEX IN THE ACADEMIC

SEX	NUMBER	PERCENTAGE
MALES	106	91
FEMALES	11	9
TOTAL	117	100

SOURCE: Data collated by the researcher May 2007.

The table above shows that out of the one hundred and twenty two questionnaires distributed, a total of one hundred and six male academic staff representing 91% filled and returned the questionnaires, while the female academic staff that filled and returned the questionnaires were

eleven (11) representing nine percent (9%) This indicated that there are fewer female academic staff in the polytechnic.

TABLE 4.3 AGE DISTRIBUTION

Years	Frequency	Percentage
20-30	3	3
30-40	56	48
40-50	46	39
50-60	12	10
60 and above	-	-
Total	117	100

SOURCE: Data collated by the researcher May 2007.

The table above shows that majority of the academic staff are within the age range of 30 ~ 60 years. This category accounts for one hundred and fourteen academic staff representing 97% while 3% are within the age range of 20 -30 years. What this implies is that the academic work is not left in the hands of young boys and girls rather it is left in the hands of matured and experienced staff.

TABLE 4.4 EDUCATIONAL QUALIFICATIONS:

Qualification	Frequency	Percentage (%)
HND, B.A, Bed, B. Sc e.t.c	63	54
MPA, M. Sc, MBA, Med, M.A, M.TECH E.T.C	54	46
PHD	-	-
TOTAL	117	100

SOURCE: Data collated by the researcher May 2007.

The table above shows that sixty three staff representing fifty four percent (54%) possess HND or first degree while fifty four staff representing fourty six percent (46%) possess second degree. For the last group that is PhD category there is no single person that is a PhD holder in the polytechnic.

The above analysis indicates that majority of staff possess first degree and followed by those who have second degree. A famous Polytechnic of this caliber that was established since 1989 is supposed to have PhD holders but has none.

Although presently few staff are now running their PhD Programmes in different universities in the county. Long before now, the polytechnic was not encouraging or sponsoring its staff to go for PhD programs due to lack of foresight of the leadership in the polytechnic.

TABLE 4.5 DO YOU AGREE THAT THE LEADERSHIP STYLE EMPLOYED BY A LEADER INFLUENCES WORKERS PERFORMANCE?

Responses	Frequency	Percentage
Yes	117	100
No	-	-
Total	117	100

SOURCE: Data collated by the researcher May 2007.

The table 4.5 above shows that all the staff one hundred and seventeen re-presenting 100% agreed that the leadership style employed by any given leader influences the performance of workers in any given organization. This implied that the staff are aware of the importance of a leader in directing the activities of subordinates in the institution and they believe that without effective leadership style, the organization cannot achieve its stated goals and objectives.

TABLE 4.6 CAN THE APPLICATION OF INAPPROPRIATE LEADERSHIP STYLE AFFECT ORGANIZATIONAL STANDARDS?

Responses	Frequency	Percentage
Yes	114	97
No	3	3
Total	117	100

SOURCE: Data collated by the researcher May 2007.

The above breakdown simply shows that one hundred and fourteen (114) respondents representing ninety seven percent (97%) agreed that definitely the application of inappropriate leadership style affects the organizational standards negatively while three (3) respondents representing three percent (3%) said no, this could be as a result that the three respondents did not know what standards are or did not know the standards set by the polytechnic.

The implication of the above analysis means that when inappropriate leadership style is applied, that will make staff to leave the institution for other institutions and the constant recruitment of new staff to replace old staff definitely affects the standard of education in the institution because the newly recruited staff might not have the experience like the old ones. No wonder that table 4.4 under educational qualification indicates that

majority of staff are first degree holders. This means that the leadership is after quantity, not quality.

TABLE 4.7 DO YOU BELIEVE THAT PROPER MANAGEMENT OF AN INSTITUTION LIKE THIS ONE DEPENDS ON EFFECTIVE LEADERSHIP?

Responses	Frequency	Percentage
Yes	116	99
No	1	1
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Table 4.7 above indicates that one hundred and sixteen respondents representing ninety nine percent (99%) agreed that in order to have effective leadership there should be proper management of the polytechnic while one respondent representing one percent (1%) said. no, that proper management of an institution like this one does not depend on effective leadership. The implication of the above analysis implies that effective leadership is a factor that guarantees proper management of any given organization. This means that effective leadership involves giving the staff the freedom to develop high initiatives, involving the staff in the decision making process which of course leads to high performance with less supervision. Also delegation of responsibilities to staff is another sign of

effective leadership which boosts the morale of the staff, -if not it will result to under-utilization of staff hence redundancy and frustration.

TABLE 4.8 CAN EFFECTIVE LEADERSHIP IMPROVE THE LEVEL OF PRODUCTIVITY?

Responses	Frequencies	Percentage
Yes	117	100
No	-	-
Total	117	100

SOURCE: Data collated by the researcher May 2007.

The above table shows that one hundred and seventeen respondents representing a hundred percent (100%) totally agreed that effective leadership improves the level of productivity. This means that effective leadership motivates and creates an enabling environment for the staff in the organization to put in their best because the effective leader is visionary, thorough in his job and is ready to listen to his staff and accept meaningful change

TABLE 4.9 CAN THE APPOINTMENT OF UNQUALIFIED LEADER RETARD THE PERFORMANCE OF SUBORDINATES?

Responses	Frequency	Percentage
Yes	108	92
No	8	7
Neutral	1	1
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Table 4.9 above reveals that one hundred and eight respondents representing 92% agreed that the appointment of unqualified leader retards the performance of subordinates while eight (8) respondents representing seven percent (7%) did not agree that the appointment of unqualified leader retards the performance of subordinates. One respondent representing one percent (l %) decided to remain neutral.

From the above information gathered we can deduce that the appointment of unqualified leader especially in a tertiary institution like this polytechnic can affect the performance of the staff negatively because the staff will not have the zeal to put in their best knowing fully well that the leader cannot even check their excesses. There is the need for the chief executive of this polytechnic to be technologically inclined but the reverse is the case because he is a first degree holder, BSc in vocational education.

TABLE 4.10 CAN THERE BE EFFECTIVE LEADERSHIP IF SUB-ORDINATES POSSESS HIGHER QUALIFICATIONS THAN THEIR LEADERS.

Responses	Frequency	Percentage
Yes	43	36.8
No	72	61.5
Neutral	2	1.7
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Based on the above table, it shows that fourty three respondents representing 36.8% accepted that if subordinates posses higher qualifications than their leaders there will be effective leadership while seventy two respondents representing 61.5% disagreed that there can never be effective leadership if subordinates posses higher qualifications than their leaders. Then two respondents representing 1.7% did not say yes or no, this could be that the two respondents never knew how a higher qualification could be useful to a leader of a higher institution of this nature. One of the respondents who said yes on the question commented that it depends on how the leader plays his game and recognizes the dignity of the subordinates. Of course, this is true but the issue of possessing higher qualification should not be compromised with that.

The question to be asked is that, how can the leader who possesses lesser qualification than his subordinates bail himself out on issues that are higher than his qualification? In the polytechnic, there are many academic staff who are now undergoing PhD programmes in different universities in the country, this group of people can think and reason more than the person who is having only a single degree because they have acquired more knowledge, ideas, and skills than him. In this respect it will be very difficult for this type of people who have acquired higher qualifications than their leaders to take orders from the leaders, and after all the leaders will feel a kind of inferiority complex, and the moment this is developed, the leader will be rendered ineffective.

TABLE 4.11 HOW CAN THE APPOINTMENT OF UNQUALIFIED STAFF AFFECT STUDENTS' PERFORMANCE?

Responses	Frequency	Percentage
Positively	10	9
Negatively	107	91
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Based on the information gathered, ten (10) respondents representing nine percent (9%), answered that the appointment of unqualified staff affects

students performance positively, while one hundred and seven (107) respondents representing ninety one percent (91%) said that the appointment of unqualified staff affects the students performance negatively. The ten respondents who said that the appointment of unqualified staff affects the students performance positively could be those that were not qualified and yet they were appointed because under normal circumstances, an unqualified staff is one that is not fit, or not equipped hence his appointment is done through some procedural errors. How can unqualified staff impart knowledge to students?

The inability of the staff to impart knowledge to the students can never enhance their performance; therefore the ill-trained student is negatively affected.

TABLE 4.12 WHAT LEADERSHIP STYLE DO YOU THINK THAT EXISTS IN THIS INSTITUTION?

Responses	Frequency	Percentage
Autocratic	9	8
Consultative	52	44
Manipulative	37	32
Laissez-faire	15	13
Neutral	4	3
Total	117	100

SOURCE: Data collated by the researcher May, 2007.

The table above shows the analysis of the views of he respondents about the leadership style that exists in the polytechnic.

`The table shows that nine respondents representing eight percent (8%) said that the type of leadership that exists in the polytechnic is autocratic leadership style, while fifty two (52) respondents representing fourty four percent (44%) said that the type of leadership style that exists in the polytechnic is consultative leadership style. Thirty seven respondents representing thirty two percent (32%) said that it is manipulative leadership style that exists in the polytechnic. The analysis also reveals that fifteen respondents representing thirteen percent (13%) argued that the type of leadership style that exists in the polytechnic is laissez-faire while four (4) respondents representing three percent"(3%) decided to remain neutral, meaning that they do not even know that a leader uses a certain leadership style in order to survive.

From the above analysis we can deduce .that a greater number of respondents making 44% said that the type of leadership that exists is consultative meaning that the leadership in the polytechnic makes consultation whenever decisions are to be made hence the leadership believes in team work and harmonious relationship.

However, a leader cannot use a single leadership style in order to survive, more so there is no clear cut demarcation between one leadership style and the other one, hence a leader must use a combination of leadership styles in order for him to survive the system especially in an institution of higher learning like this polytechnic.

TABLE 4.13 HOW CAN YOU RATE LEADERSHIP PERFORMANCE IN THE POLYTECHNIC?

Responses	Frequency	Percentage
High	18	15
Average	84	72
Low	15	13
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Based on the information gathered, the table above reveals that eighteen (18) respondents representing fifteen percent (15%) responded that the rate of leadership performance in the polytechnic is high while eighty four (84) respondents representing seventy two percent (72%) rated the leadership performance in the polytechnic as average. The rest of the fifteen (15) respondents representing thirteen percent (13%) rated the leadership performance in the polytechnic as low.

From the data gathered we can deduce that majority of staff of the polytechnic are satisfied with the performance of the leadership of the polytechnic

However, we expected that since table 4, 12 indicated that majority of staff Said that the leadership style that exists in the polytechnic is consultative, this should have led them to rate the leadership performance in the polytechnic high but they rated the leadership performance of the polytechnic average which means that something needs to be done, because if the existing leadership style is participatory in the polytechnic, the performance of the leadership in the polytechnic should be rated high.

TABLE 4.14 HOW IS THE RELATIONSHIP BETWEEN THE LEADERSHIP AND THE SUBORDINATES OF THE INSTITUTION?

Responses	Frequency	Percentage
Cordial	52	44
Not cordial	1	1
Partially cordial	64	55
Total	117	100

SOURCE: Data collated by the researcher May 2007.

The above table reveals that fifty two (52) respondents representing fourty four percent (44%) indicated that the relationship between the

leadership and the subordinates of the institution is cordial, while one respondent representing one percent (1%) said that the relationship is not cordial, then sixty four respondents representing fifty five percent (55%) answered that the relationship between the leadership and the subordinates of the polytechnic is partially cordial.

From the above information gathered we can say that the relationship between the leadership and the subordinates of the polytechnic is partially cordial in spite the fact that the type of leadership that exists in the polytechnic is consultative as indicated in table 4.12. The leadership of the polytechnic should be able to improve on its nature of consultation in order to enhance its degree of cordiality.

TABLE 4.15 SOMETIMES BOTH THE MANAGEMENT AND ACADEMIC STAFF ARE EMPLOYED INTO THE POLYTECHNIC WITHOUT THEM BEING INTERVIEWED; DO YOU THINK THAT THAT IS BASED ON MERIT?

Responses	Frequency	Percentage
Yes	10	9
No	103	88
Neutral	4	3
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Table 4.15 above reveals that ten respondents representing nine percent (9%) answered that the employment of staff into the polytechnic

without them being interviewed is based on merit. While one hundred and three (103) staff representing eighty eight percent (88%) said that the employment of staff without them being interviewed is not based on merit. Then four (4) respondents representing three percent (3%) decided to remain neutral. This means that these four respondents are ignorant of the procedures to be followed before one is employed. One of the respondents who answered yes commented that one can have the pre-requisite requirement but the procedures for screening and recruiting may not be followed just in a bid to favour one, and that moreover, the cadre matters. The problem with this is that if this system of employment is allowed it will create an avenue whereby unqualified staff will be employed into the polytechnic. No wonder that there are some academic staff who have third class grade in their degree. In order to achieve the goals and objectives establishing the polytechnic, the right procedures for employing staff into the polytechnic should be strictly adhered to that is why one hundred and three respondents representing eighty eight percent (88%) quickly said that employing staff without them being interviewed is not based on merit because of its associated inadequacies.

TABLE 4.16 WHAT IS THE LEVEL OF STAFF INVOLVEMENT IN THE DECISION MAKING PROCESS IN THE POLYTECHNIC?

Responses	Frequency	Percentage
They are always involved	8	6.8
They are not always involved	90	76.9
They are not involved at all	17	14.5
Neutral	2	1.7
Total	117	100

SOURCE: Data collated by the researcher May 2007.

The information revealed by the table above shows that eight (8) respondents representing 6.8% answered that they are always involved in the decision making process in the polytechnic, while ninety (90) respondents representing 76.9% said that they are not always involved in the decision making process in the polytechnic. Then seventeen (17) respondents representing 14.5% said that they are not involved at all, while two (2) respondents representing 1.7% remained neutral.

We can deduce from the above that since ninety (90) respondents representing 76.9% being majority said that they are not always involved in the decision making process in the polytechnic it means that the objectives of the polytechnic can hardly be achieved talk less of the objectives of the staff of the polytechnic. The lack of involving the staff

always in the decision making process in the polytechnic must have been the reason why the relationship between the leadership and the subordinates of the polytechnic is partially cordial as indicated in table 4.14.

TABLE 4.17 ARE THE STAFF OF THE POLYTECHNIC BEING PAID THEIR ENTITLEMENTS AS AT WHEN DUE?

Responses	Frequency	Percentage
Yes	70	60
No	45	38
Neutral	2	2
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Table 4.17 above points to us that seventy (70) respondents representing sixty percent (60%) agreed that their entitlements are paid to them regularly, while fourty five (45) respondents representing thirty eight percent (38%) did not agree that their entitlements are paid to them as at when due and then two respondents representing two percent (2%) remained undecided.

Based on the revelation above we can deduce that the polytechnic authorities try as much as possible to meet up with the objectives of the staff of the polytechnic that is why the staff are being paid their

entitlements regularly as indicated by 60% of the population under study and this will go along way in integrating the interests of both the polytechnic and the staff hence enhancing their performance.

TABLE 4:18 **HOW FREQUENT HAS THE POLYTECHNIC BEEN ORGANIZING WORKSHOPS, CONFERENCES AND SEMINARS?**

Responses	Frequency	Percentage
Always	3	3
Not always	60	51
Cannot remember	53	45
Neutral	1	1
Total	117	100

SOURCE: Data collated by the researcher May 2007.

The table above reveals that three respondents representing three percent (3%) said that the polytechnic has been organizing workshops, conferences and seminars always while sixty (60) respondents representing fifty one percent (51%) said that the polytechnic has not been organizing workshops, seminars and conferences always. On the other hand, fifty three (53) respondents representing fourty five percent (45%) said that they cannot even remember when those programmes were organized in the polytechnic, then one respondent representing one percent (1%) remained neutral.

Based on the data gathered above, it is a clear indication that the polytechnic is not in the character of organizing workshops, conferences and seminars. The staff of the polytechnic rather goes to other institutions to attend workshops, conferences and seminars. This does not augur well to the educational development of the polytechnic.

TABLE 4.19 HOW DO YOU RATE THE MOTIVATIONAL INCENTIVES OF THE POLYTECHNIC?

Responses	Frequency	Percentage
Satisfactory	24	20.5
Not satisfactory	91	77.7
Neutral	2	1.7
Total	117	100

SOURCE: Data collated by the researcher May 2007.

The table above shows that twenty four (24) respondents representing (20.5%) said that the motivational incentives of the polytechnic, are satisfactory, while ninety one (91) respondents representing 77.7% said that the motivational incentives of the polytechnic are not satisfactory, then two (2) respondents representing 1.7% remained neutral.

The above revelation indicates that the leadership of the polytechnic does not provide much needed incentives that could boost the morale of the

staff. If the staff of the polytechnic are given the incentives that could motivate them, the productivity level of the polytechnic will be enhanced and the staff will be less supervised.

TABLE 4.20 DO YOU THINK THERE ARE ENVIRONMENTAL FACTORS THAT AFFECT LEARNING AND RESEARCH IN THE POLYTECHNIC?

Responses	Frequency	Percentage
Yes	103	88
No	12	10
Neutral	2	2
Total	117	100

SOURCE: Data collated by the researcher May 2007.

The table above shows that one hundred and three respondents representing eighty eight percent (88%) answered yes that there are environmental factors that affect learning and research in the polytechnic while twelve (12) respondents representing ten percent (10%) said no, meaning that there are no environmental factors that affect learning and research in the polytechnic, then two (2) respondents representing two percent (2%) remained neutral.

The above analysis reveals that majority of the respondents are of the opinion that the environment where the polytechnic is sited affects learning

and research due to inadequate financial resources which affects the employment of sufficient academic staff to meet up with the number of students in the polytechnic. Also there is inadequate books and other learning materials in the polytechnic library this hinders learning in the polytechnic.

Government should endeavour to expand the libraries sited at different campuses of the polytechnic and furnish them with books and journals to enable the environment be conducive for learning and research.

TABLE 4.21 CAN APPOINTMENT OF AN INDIGENE AS A LEADER IN THE ENVIRONMENT WHERE THE INSTITUTION IS SITED AFFECT THE PERFORMANCE OF THE LEADER?

Responses	Frequency	Percentage
Yes	89	76
No	28	24
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Table 4.21 above shows that eighty nine (89) respondents representing seventy six percent (76%) agreed that the appointment of an indigene as a leader in the environment where the institution is sited really affects the performance of the leader, while twenty eight respondents representing twenty four percent (24%) claimed that the appointment of an

indigene as a leader in the environment where the institution is sited does not affect the performance of the leader.

The above analysis reveals that the environment influences the behaviours of the leader towards the needs of the staff and the goals of the polytechnic. Since seventy six percent (76%) of the population under study agreed that the environment affects the leader, this implied that the leadership of the polytechnic works under unproductive, environmental influence leading to his performance and, that of the staff at a high risk. This is true considering the fact that some members of staff from the environmental claim that they are from the environment hence Juicy positions should be given to them.

This implied that an environment is a factor that determines the effectiveness of a leader, therefore if the polytechnic is to achieve its goals and the objectives of the staff of the polytechnic, this area should be thoroughly examined,

TABLE 4.22 CAN THERE BE POSITIVE EFFECTS IF THE RECTOR OF THE POLYTECHNIC IS APPOINTED WITHIN THE POLYTECHNIC SYSTEM?

Responses	Frequency	Percentage
Yes	107	91
No	10	9
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Sampling the opinion of respondents on the appointment of Rector of the polytechnic within the polytechnic system, one hundred and seven (107) respondents representing ninety one percent (91%) agreed that if the Rector of the polytechnic is appointed within the polytechnic system there will be positive effects in realizing the goals and objectives of the polytechnic and the staff respectively, while ten (10) respondents representing nine percent (9%) said no to the question.

One of the respondents who answered yes commented that the individual personality and interest count a lot, and that the appointment of a Rector within the polytechnic system could serve as a morale booster, but the respondent quickly said that that could stifle new initiatives from new entrants.

Of course, the appointment of the Rector within the polytechnic system indicates that the person within the system must have known the teething problems of both the polytechnic and those of the staff, hence solving them will not be hard compared to somebody who is taken from outside the system.

TABLE 4.23 DOES THE ORGANIZATIONAL STRUCTURE OF THE POLYTECHNIC GIVE ROOM FOR FREE FLOW OF COMMUNICATION AMONG ITS STAFF?

Responses	Frequency	Percentage
Yes	77	66
No	39	33
Neutral	1	1
Total	117	100

SOURCE: Data collated by the researcher May 2007.

Table 4.23 above contains the analysis of the responses of the respondents as to whether the organisational structure of the polytechnic gives room for free flow of communication among its staff or not.

Based on the information gathered, seventy seven (77) respondents representing sixty six percent (66%) agreed that the organisational structure of the polytechnic gives room for free flow of communication among its staff, while thirty nine (39) respondents representing thirty three

percent (33%) said no that the organisational structure does not give room for free flow of communication, then one respondent representing one percent remained undecided. One of the respondents who answered yes also commented that although organizational structure gives room for free flow of communication but in practice, it is not being put into use as desired, this means that there should be an improvement on the organisational structure so that it would give complete room for free communication flow in the polytechnic. This implies that communication is a vital element in any organization because without it, activities in the organization will come to a stand still.

4.1 TEST OF HYPOTHESES.

In order to determine whether the hypotheses were accepted or rejected the data analysed above were used to test the hypotheses.

4. HYPOTHESIS ONE

This hypothesis states thus "that the appointment of unqualified leaders in institutions of higher learning has retarded the performance of subordinates"

Table 4.9 proves that the appointment of unqualified leaders can retard the performance of subordinates. The table reveals that out of one hundred and seventeen (117) respondents, one hundred and eight (108)

respondents representing 92% agreed that from all indications unqualified leaders bring down the level of performance of subordinates in any institution.

In support of the above analysis, table 4.10 points out that if subordinates posses higher qualifications than their leaders there can never be effective leadership.

In the table, seventy two (72) respondents representing 61.5% agreed with that hence we can deduce that the first hypothesis is accepted.

4.2 TEST OF HYPOTHESIS TWO.

This hypothesis states thus, "that inappropriate application of leadership styles has affected organizational standards. This hypothesis is trying to find out whether the application of leadership style can affect the standard of an organization.

Table 4.6 points out that the application of inappropriate leadership affects the standards of the organization negatively. The table indicates that out of one hundred and seventeen (117) respondents, one hundred and fourteen (114) respondents representing 97% agreed with the above assertion.

Based on the above revelation we can infer that the application of inappropriate leadership style affects organizational standards. But it can be observed that the leadership style that exists in the polytechnic is consultative as shown in table 4.12 which means that whenever there is consultation in decision making there is always teamwork and harmonious relationship between the leader and the subordinates in the polytechnic but the respondents rated the performance of the leadership in the polytechnic as average which should have been high as can be seen in table 4.13.

Also table 4.16 indicates that the staff of the polytechnic are not always involved in the decision making process. This proves that true consultation does not take place in the polytechnic hence the application of in appropriate leadership style in the polytechnic which affects the standards of the organization.

MAJOR FINDINGS

The data analysis above led to the establishment of the following findings:-

a) That the appointment of unqualified leaders in institution of higher learning affects the performance of subordinates

b) That the leadership style that exists in the polytechnic is consultative but the performance of the leadership in the polytechnic was rated average instead of high.

c) That the staff of the polytechnic are not always involved in decision making process.

d) That the polytechnic being an academic institution has not been organizing workshops, conferences, and seminars.

e) That the staff of the polytechnic have not been satisfactorily motivated.

f) That some subordinates posses' higher educational qualification than the leader (Rector) of the polytechnic which is very dangerous to the survival of an academic institution like this one.

g) That the Organisational structure of the polytechnic gives room for free flow of communication but in practice, it is not put into use as expected.

Based on the above findings, and in order to achieve the objectives of the polytechnic and those of the subordinates, the leadership of the polytechnic should endeavour to meet up its expectations so that proper management and effective leadership in the polytechnic can be guaranteed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter is the last segment of this research work, and an attempt will be made to summarize briefly the findings of the research work right from chapter one to chapter four.

5.2 SUMMARY

The main objective of this research work is to identify the problems militating against the effective leadership and management of higher institutions in Nigeria with particular reference to Nuhu Bamalli Polytechnic, Zaria- In chapter one a general introduction was made where the importance of effective and good leadership to the realization of organisational and subordinates objectives was emphasized. Also specific objectives were established in order to have a sense of bearing and direction for the study.

Again a statement of hypotheses was developed that would enable the researcher have a focus and the two hypotheses developed were tested and accepted.

In order to get reliable information for the research work, the researcher employed both the primary and secondary methods of gathering data for the study and the research design used for the treatment of data was the simple percentage method of statistical analysis. The statistical method of data analysis and tabular form of presentation was used for data analysis and discussion.

Chapter two also dealt with the literature review and theoretical framework. We were able to find out what other researchers said about leadership, functions of leaders, characteristics of effective leaders and different leadership styles adopted by different leaders in order to enhance level of production in an organization. The theoretical framework adopted was the path-Goal theory which was developed by Robert House. The theory gets its name from its concern with how leaders influence followers' perceptions of their work goals and the paths they follow towards goal attainment.

Chapter three dealt with the historical background of the polytechnic, the objectives of the polytechnic as empowered to it by the edict establishing the polytechnic, and the powers and organisational structure of the institution were stressed out,

In chapter four, the data collected were presented and analysed and a number of tables were used in the data Presentation. The two hypotheses were tested and we found out that the appointment of unqualified leaders negatively affects the performance of subordinates in an organization, and also that the leadership in the polytechnic is weak pertaining the organization of conferences, workshops and seminars which are the bedrock of any academic institution.

5.3 CONCLUSION

In drawing conclusion, it is worthy of note that for any organization, be it big or small, there should be effective leadership style that will influence the behaviour of the subordinates so that the level of productivity will be enhanced. Also for an organization to attain its set goals and objectives, it has to integrate both the organisational goals and subordinates objectives, as this will create a harmonious relationship between the management of the organization and the staff.

The application of inappropriate leadership style has negative effects in an organization because its application hampers the achievement of organisational goals.

The inability of the chief executive of the polytechnic to always involve the staff in decision-making is a minus to him.

From the above analysis, we can conclude that the leadership in Nuhu Bamalli Polytechnic should be able to create an enabling environment for the subordinates to be motivated, it should have the ability to give directives that will influence the behaviour of the staff, set goals to be attained, embrace participative leadership style, as this will reduce frustrating barriers to goal attainment.

5.4 RECOMMENDATIONS

Based on the research findings of this study, some problems were discovered, and this work will like to make some recommendations that will make the leadership of the polytechnic perform effectively.

There is nothing that is better than having a qualified leader in an institution of higher learning like this one. Subordinates cherish first class leadership because it ensures fair play and transparent honesty. For effective leadership and proper management of the polytechnic it is recommended that the Rector being the chief executive of the polytechnic, should at least, posses a secondary degree, if not the third one, so that it will enable him to command and retain respect of his followers, and also to enable him cope up with the modern challenges.

We were able to find out that staff of the polytechnic are not always involved in decision making process. In order that the staff work together

in harmonious relationship for high level of performance, recommendation is made here that the Rector should encourage participative pattern of administration, involve staff indecision making and other relevant issues that might affect both the polytechnic and the staff.

Participative leadership style encourages teamwork among staff it is one of the vital management principles, because it gives the subordinates a sense of belonging,

The ability to organize workshops, seminars and conferences will go along way in developing the initiatives of the staff of the polytechnic. The inability to organize workshops, seminars and conferences makes the polytechnic look like a glorified secondary school. The staff of the polytechnic (especially academic staff) go to other institutions of higher learning to attend to conferences, seminars and workshops in order to update their knowledge and at their expense. It is recommended here that the management of the polytechnic should be at its feet to ensure that conferences workshops and seminars are constantly organized in order to keep the staff of the polytechnic informed of the modern environmental challenges

Our findings pointed out that the organisational structure of the polytechnic gives room for free flow of communication but it is not

properly put into use. It is suggested that the organisational structure of the polytechnic be made functional in order to have a free flow of communication in the polytechnic.

In any organization, free flow of information enhances job performance in wok situations. Here, it will be suggested

that the polytechnic should endeavour to provide adequate working facilities like computers, photocopying machines, stationary and infra-structural facilities like roads, electricity, housing, toilets and constant flow of water etc.

The provision of the above mentioned facilities will help in motivating the staff of the polytechnic to put in their best.

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APPENDIX I

Department of Public Administration,

Institute of Administration,

Ahmadu Bello University

Zaria.

Dear Sir/ Mr./Mrs.,

I am a Postgraduate Student of public Administration, Ahmadu Bello University, Zaria, undertaking a research titled "EVALUATION OF LEADERSHIP AND THE MANAGEMENT OF HIGHER INSTITUTIONS OF LEARNING" A case study of Nuhu Bamalli Polytechnic, Zaria, This is in partial fulfillment of the requirements for the award of a Master Degree in Public Administration (MPA).

The information provided by you would be used strictly for the research purpose hence your maximum cooperation would be highly appreciated.

SECTION ONE: PERSONAL DATA
Please tick the appropriate box.

1. Gender: i. Male [ ] ii. Female [ ]

2. Age: a. 20-30 years [ ]

b. 30-40 years [ ]

c. 40-50 years [ ]

d. 50-60 years [ ]

e. 60 and above [ ]

3. Qualification:

i. HND/BA/B.sc. [ ]

ii. MPA/MBA/M.Ed [ ]

iii. PhD [ ]

iv. Others specify----------

SECTION TWO:

1. Do you agree that the leadership style employed by a leader influences workers performance? a. Yes [ ] b. No [ ]

2. Can the application of inappropriate leadership style affect organizational standards? A. Yes [ ] b. No [ ]

3. Do you believe that proper management of an institution like this one depends on effective leadership? a. Yes [ ] b. No [ ]

4. Can effective leadership improve the level of productivity?

a. Yes [ ] b. No [ ]

5. Can the appointment of unqualified leader retard the performance of subordinates? a.Yes [ ] b. No [ ]

6. Can there be effective leadership if subordinates possess higher qualifications than their leaders? a. Yes [ ] b. No [ ]

7. How can the appointment of unqualified staff affects students performance?

a. Positively [ ] b. Negatively [ ]

8. What leadership style do you think that exists in this institution?

a. Autocratic [ ]

b. Consultative [ ]

c. Manipulative [ ]

d, Laissez-Faire [ ]

9. How can you rate leadership performance in the polytechnic?

a. High [ ]

b. Average [ ]

c. Low [ ]

10. How is the relationship between the leadership and the subordinates of the institution?

a. Cordial [ ]

b. Not Cordial [ ]

c. Partially Cordial [ ]

11. Sometimes both management and academic staff are employed into the polytechnic without them being interviewed; do you think that that is based on merit?

a. Yes [ ] b. No [ ]

12. What is the level of staff involvement in the decision making process in the polytechnic?

a. They are always involved [ ]

b. They are not always involved [ ]

c. They are not involved at all. [ ]

13 Are the staff of the polytechnic being paid their entitlements as at when due?

a. Yes [ ] b. No [ ]

14. How frequent has the polytechnic been organizing workshops, conferences and seminars?

a Always [ ]

b. Not always [ ]

c. Cannot remember [ ]

15. How do you rate the motivational incentives of the polytechnic?

a. Satisfactory

b. Not satisfactory

16. Do you think there are environmental factors that affect learning and research in the polytechnic?

a. Yes [ ] b. No [ ]

17. Can appointment of an indigene as a leader in the environment where the institution is sited affect the performance of the leader?

a Yes [ ] b. No [ ]

18. Can there be positive effects if the Rector of the polytechnic is appointed within the polytechnic system?

a.Yes [ ] b. No [ ]

19. Does the organizational structure of the polytechnic give room for free flow of communication among its staff?

a. Yes [ ] b. No [ ]