



The Relationship Between Vice-Chancellors' Leadership Behaviour and the Work Behaviour of Lecturers in Nigerian Universities: Implication for Leadership Training for Vice-Chancellors

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Abstract

The study examined the relationship between the leadership behaviour of Vice-Chancellors and the work behaviour of lecturers in the universities of South-West Nigeria. The study employed the correlational research design. Twelve out of the 27 universities in the South-West geo-political zone were selected as the study sample, using the stratified sampling technique. Two sets of questionnaires were adapted and used for data collection. The instruments contain items relating to the leadership behaviour of Vice-Chancellors and the work behaviour of lecturers. The second was measured in terms of level of participation in university administration, cooperation, commitment and conformity. Lecturers' perception of the influence of Vice-Chancellors' leadership behaviour on their work behaviour was assessed on a rating scale ranging from 1 to 4. Four null hypotheses were posited and tested using the Pearson Product Moment Correlation. The test revealed varying degrees of association between Vice-Chancellors' leadership behaviour and lecturers' work behaviour. Recommendations for enhancing the effectiveness and efficiency of the university system aimed at the devel-

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opment of a culture of high level cooperation, commitment, participation and conformity of lecturers included a proposed leadership training programme for Vice-Chancellors. To facilitate the proposed training programme, sensitivity training, T-groups, in-baskets, case studies, business games behaviour modelling and action learning techniques are particularly recommended.

Résumé

Cette étude analyse la relation entre le mode d'administration des recteurs et l'attitude au travail des enseignants dans les universités au sud-ouest du Nigéria. En faisant usage de la technique de recherche corrélacionnelle, d'un échantillonnage stratifié et de deux sortes de questionnaires pour la collecte des données, douze parmi les vingt sept universités de la zone géopolitique du sud-ouest ont été sélectionnées pour cette étude. L'attitude au travail des enseignants a été mesurée par rapport à leur niveau de participation dans l'administration de l'université, leur coopération, leur engagement et leur conformité. La perception qu'on les enseignants de l'influence du mode d'administration des recteurs sur leur attitude au travail a été évaluée ; ce qui révèle des degrés d'association à plusieurs niveaux entre les deux. Pour une meilleure efficacité et une plus grande efficience du système universitaire, cette étude propose l'instauration d'une culture de coopération au haut niveau, de l'engagement, de participation et de conformité des enseignants à travers un programme de formation de leadership pour les recteurs.

Introduction

The success or failure of any organization is determined to a large extent by the attitude of the individuals or members of the organization. In order to achieve organizational goals, individuals in an organization need to develop positive attitudes in their interaction with one another. Human functioning in the modern society is dependent to a great extent on cumulative human co-operation. All organizations, in fact all aspects of human endeavour, owe their success to the cooperative efforts of people working together. Most failures in human engagements are attributable to a lack of cooperation and satisfying relations among people.

In this regard, the school as a formal social organization cannot be an exception. Recently, there has been a sharp increase in the rate at which teachers in Nigeria are being criticized for their poor attitude to work. On many occasions, both parents and the general public have attributed the poor level of students' performance to teachers' unwillingness to do their job well.

The general public impression of the teaching profession may well be reflected in the words of Durojaiye (1998), cited in Shoyole (1998:1), who, during one of his lectures, said:

Teachers are so high in demand. Yet, they are low in spirit. They seem to have lost zest for work; all their zeal and energy would appear to be largely directed to fighting for one thing or another.

Many school and university administrators have often expressed surprise at the increasing rate at which teachers demonstrate a carefree attitude in carrying out their duties. Some teachers have turned to habitual late-comers. Some absent themselves from school whenever they feel like it. Many of those who stay in school sometimes refuse to teach their students, and dodge classes. All these tend to create a poor atmosphere in the schools and universities (Williams 1993:303).

It is well known that teachers constitute a very important part of the educational system. Apart from parents, teachers are closest to children, and so their behaviour always has great influence on the behaviour of the children they teach. How far we have succeeded in producing well-trained and motivated teachers remains a moot point. Of course, it appears that the road to the realization of this will remain obscure as long as teachers continue to demonstrate an unwillingness to exhibit the right attitudes necessary for the accomplishment of established educational goals.

One might begin by asking if there are any institutional factors which more or less cause certain categories of teachers to demonstrate a poor attitude to work and others a positive one. One such factor may not be too far from the type of leadership that exists in the school. Williams (1993), for example, lends credence to this supposition when he wrote:

There is no greatest test of leadership on the part of a principal than his positive influence on the professional growth of his teachers. If he is accepted by his teachers merely as a school executive and not as a professional leader, he cannot be regarded as a successful principal. He is responsible for contributing definitely to the professional improvement of his teachers, and he will probably not succeed unless he becomes to them a stimulating professional leader (p. 303).

The primary function of any educational system and its teachers is to promote learning. How well this school business will be achieved is determined by numerous factors. One of such factors is the quality of leadership. For any school leader to succeed, he or she must try to inspire the teachers and work harmoniously with them. It is only by winning the hearts of the teachers that their cooperation can possibly be elicited. Homans (1990) appeared to support

this view when he observed that school administrators spend much of their time working with groups, and also that effective administrative leadership involves an understanding of the behaviour of people in groups. Adequate leadership demands group effort, which will be assured if only the leader knows what he or she wants and how to get it. The leader only needs to initiate structures and coordinate the efforts of the staff for ensuring maximum productivity. The second factor relates to the work behaviour or attitudes of the followers. If members of an organization fail to perform their own part of the task, then it will be unlikely that the organizational goal will be achieved. Indeed, the extant literature, for example Ojo (2009), reveals that work behaviour measured in terms of staff cooperation, conformity, commitment, morale and participation, are part of the conditions for measuring the achievement of organizational efficiency and goals. We consider each element here.

Staff Cooperation and Organizational Efficiency

When two or more people work together in pursuance of a common goal, they need to show some spirit of oneness and cooperation among themselves. Each position in the work place, such as the school, has a role or a set of roles attached to it. This implies that any person who occupies a position must have to play the expected role. Despite their individual differences, employees need to work together. They have to cooperate among themselves for them to succeed. For instance, we know that in a university, the Vice-Chancellor gives directives to the principal officers. Lecturers teach students. But for the students to learn effectively, the cleaning staff need to prepare classrooms well and in good time. Failure on the part of lecturers or the cleaners to perform their functions will have a negative effect on the whole system. This may result in a chaotic atmosphere. Therefore, cooperation is strongly needed for the attainment of organizational efficiency.

Staff Conformity and Organizational Efficiency

The school as a social organization has a set of clearly established norms that guide the behaviour of its members. The propensity or drive to conform to school norms by students and teachers may arise from intrinsic and extrinsic (environmental) factors. Simply put, conformity is a stimulus-response behaviour. It needs to be emphasized that conformity may come from within the individual. This is positive voluntary conformity. It may also arise involuntarily out of necessity accentuated by cohesion, fear of threat, punishment or victimization. In this latter case, conformity can be viewed as negative or superficial.

Staff Commitment and Organizational Efficiency

Commitment is a condition which is required as an honest contribution in achieving a pursued goal. A committed worker is a conscientious one who knows what is expected of him or her, and does it willingly and honestly. For example, a committed teacher does his or her job at the right time, whether he or she is being noticed and supervised or not. A committed teacher recognizes the fact that the work takes place in, and with, a group that has a common goal. A committed teacher goes about the job with some feeling of attachment to the common purpose. If teachers are committed, there is no doubt that the school will become efficient.

Leadership Behaviour, Staff Morale, Commitment, Participation, Cooperation and Achievement of Organizational Goals

Meyer (2001) examined the relationship between the expectations of teachers and administrators and the effects of congruence or discrepancy in perceptions upon teachers' job satisfaction and found that the greater the agreement between the teachers and the principals in their expectations, the more favourable their attitude towards their work. This finding underscores the need for the leader and the subordinates to relate with each other on the basis of mutual understanding. In their discussion on the attitude of a good leader, Peterson et al. (1992), established that a leader 'must know about human behaviour and human motivation, about ways to foster and stimulate human improvement, both individually and in groups'. This is also in agreement with Ajayi's view (2005) that the ability to work with others and benefit from their ideas, knowledge and views will go a long way to ensure effectiveness and efficiency of all academic staff in the university.

Ogunmola, in Borishade and Okebukola (2006), stressed the need for a human relations approach to educational administration and emphasized that a leader ought to understand the right way to motivate subordinates, acknowledge their diversity of needs, be aware of situational factors, and also know that individuals or groups of people cannot be motivated in the same way. The authors discussed a leadership approach to problem-solving, which they believe demands a positive attitude on the part of the leader. Borishade and Okebukola argued that when a problem arises, many factors such as group influence, individual needs and work situation tend to compound the problem. Both the physical and psychological make-ups of people are complementary in a work situation. They advocated the recognition of human worth.

Getzels (1997) identified other dimensions of leadership, which include the 'nomothetic', 'ideographic' and 'transactional' forms. The nomothetic leader upholds the characteristics of the classical approach to the organization, and

expects the workers to fulfil their duty towards it. The nomothetic leader imposes rules and sanctions to make the subordinate conform to institutional goals. The ideographic leader is particularly concerned with the personal aspects of the subordinates, with the emphasis especially on the needs of subordinates. The transactional leader places an emphasis on both the individual and on organizational needs, as demanded by each situation. The point is that leadership, according to Adegbite (2007), is a function of the leader's personality, the group's personality and the situation. In view of this, in the school system, the leadership needs to make the greatest contributions to the productivity of workers by developing the means for increasing motivation and improving leadership for this purpose.

Stone (1990) undertook a study regarding leadership in relation to the situations in schools. The study looked at the interaction of school leadership and school outcomes against the backdrop of other studies such as the contingency theory of leadership effectiveness propounded by Fred Fielder (1967) and other studies on the influence of the principal as an important figure in improving the school system. David (2001) carried out a study of the relationship between the principal's leadership behaviour and teachers' morale, and on the relationship between a teacher's age, sex, length of service and level of education, and teacher's perception of the principal's leadership style. The findings showed a significant positive relationship between the teacher's perception of the leadership style of the principal and their morale, between age and teacher's morale, between the perception of a principal's leadership style and teacher's age, and between length of service of teachers and their morale. The study found a significant negative relationship between teachers' sex and teachers' perception of the principal's leadership style. Male teachers rated all the leadership dimensions high, while females rated them low. No significant relationship was found between teachers' morale and sex, between teachers' morale and level of education, level of education and perception of principal's leadership style, length of service and perception of principal's leadership style.

King (2001) studied the influence and effect of 'Executive Professional Leadership' (EPL) of elementary school principals on teachers' morale and performance. The study revealed a positive and causal relationship between executive professional leadership and teachers' morale and performance. In terms of morale, the study revealed that in those schools where the principals were ranked in the top quarter of the executive professional leadership scores, an average of 91 per cent of their teachers were said to display pride in the school. However, in the schools where the principals were found in the bottom quarter of the executive professional leadership scores, an average of only 73 per cent of the teachers were so described. The study indicated that the principal's executive professional leadership does indeed influence classroom

performance of the teachers. The higher the executive professional leadership score of the principal, the more likely the teachers were 'to do everything possible to motivate their students', 'plan classes so that different types of students can benefit from them', 'provide opportunities to go beyond the minimum demands of assigned work' 'try new teaching methods in their classroom', 'take a strong interest in the social and emotional problems of their students', and be less likely to 'do "textbook teaching" only'. Looking at the result of King's work, it can be deduced that leaders who provide a high degree of professional leadership are likely to encourage teachers to be more productive and develop higher morale.

Staff Morale, Commitment, Participation and Co-operation and Achievement of Organizational Goals

The achievement of organizational goals depends on the attitude of the members of the organization. The attitude of the teacher towards his or her work is dependent on the feelings, concerns and commitment that the teacher develops regarding the work. This in turn can either be facilitated or jeopardized by the type of relationship that exists among the teachers and the students, or by the leadership behaviour of the principal, and even by the teacher-teacher relationship. The nature of these interactions tends to shape the atmosphere of the organization (Aguba 2005).

In a study in 2001, Strati provided insights into the power of reward. The author concluded that rewarding experience in association with attitude object tends to make that person lean towards the attitude object more favourably and vice versa. Sometimes, people erroneously believe that attitude is dependent on the personalities of those involved. But it is necessary to consider the situation under which the personalities are operating. Farnham (1999) in Oni (2009) is of the view that the efficiency with which groups achieve either group or individual goals can be reduced by inaccurate social perception. In other words, a lack of positive interaction in schools can jeopardize the activities of teachers in the attainment of desired goals. It can be observed that social behaviour is steered by perception of the social environment just as many actions in the physical environment are regulated by perceptions of physical objects. Therefore, inappropriate social behaviour is a function of incorrect or distorted perception of social situations.

The studies cited so far have focused on the leadership styles of principals and the predispositions of teachers. The findings of the studies may not be the same in the university setting, owing to differences in the school and university administrative structure, mission and vision. Also, most of the research cited is from outside Nigeria, and so, the findings of these studies may or may not be applicable to higher education in Nigeria.

The policy, theory and practice of higher education in Nigeria applies in the colleges, monotechnics, polytechnics and universities (National Policy on Education 2004). In terms of administrative structure, the colleges are headed by provosts, while the monotechnics and polytechnics are headed by rectors. University administration in Nigeria is hierarchically structured. The Vice-Chancellor is the administrative head, supported by two Deputy Vice-Chancellors, one for management services (MS) and the other for academic and research (AR). At the faculty or college level, we have the deans or provosts and heads of departments. At present, there are 104 universities spread over all the six geo-political zones in Nigeria. Out of this number are 27 federal universities, 36 state universities, and 41 private universities. The distribution of the universities by geo-political zones shows that the South-West geo-political zone has the largest number of such institutions: 27 federal, state or private.

Research Problem

By the statute establishing the university education sub-sector in Nigeria, the universities are mandated to engage in teaching, research and community service. In order to achieve the tripartite mandate of universities in Nigeria, it is expected, for instance, that the Vice-Chancellors' leadership behaviour and lecturers' work behaviour should not be at cross purposes. Given this supposition, perhaps it is useful to ask whether or not the leadership behaviour and work behaviour of Vice-Chancellors' and that of lecturers in the universities in South-West Nigeria are mutually complementary.

The present study, therefore, set out to determine empirically the relationship between these two variables. In this study, the leadership behaviour of Vice-Chancellors and the work behaviour of lecturers are measured in relation to such variables as openness, transparency and leadership styles. The last may be autocratic, democratic or *laissez faire*. Variables related to lecturers' work behaviour include the lecturers' perceptions, level of commitment, level of conformity, level of cooperation and level of participation in university activities.

Hypotheses

The following hypotheses were posited for the study:

1. There is no significant relationship between lecturers' level of perception of their Vice-Chancellors' leadership behaviour and their level of commitment.
2. There is no significant relationship between lecturers' level of perception of their Vice-Chancellors' leadership behaviour and their level of conformity.

3. There is no significant relationship between lecturers' level of perception of their Vice-Chancellors' leadership behaviour and their level of cooperation.
4. There is no significant relationship between lecturers' level of perception of their Vice-Chancellors' behaviour and their level of participation in university activities.

Purpose of the Study

The purpose of this study is two-fold: (i) to determine the relationship between the Vice-Chancellors' leadership behaviour (as perceived by lecturers) and university lecturers' level of commitment, conformity, cooperation and participation in the university administration; and (ii) on the basis of the findings of the study, to propose an appropriate capacity building programme capable of improving the performance role of the university system in Nigeria.

Methodology

The study employed two designs, the *ex-post facto* and the correlational research designs. The choice of correlational research design is based on the understanding that the design is appropriate for determining relationships between variables. According to Nwankwo (1984), a correlational design implies exactly what its name indicates: a survey or examination of the extent of the relationship between different variables. Its purpose is to investigate the extent to which variables in one factor or subject relate with variables in one or more other factors or subjects.

Two types of instrument designed by Ezewu (1985) were adapted for this study. The first, titled 'Leadership Behaviour and Lecturers' Perception Questionnaire' (LBLPQ), was used to measure lecturers' perception of Vice-Chancellors' leadership behaviour. The second, titled 'Employee Participation, Cooperation, Conformity and Commitment Questionnaire' (EPCCCQ), was employed to measure the effect of lecturers' perception of Vice-Chancellors' leadership behaviour on lecturers' level of participation, cooperation, conformity and commitment. The lecturers' perception of their Vice-Chancellors' leadership behaviour was determined using the responses of lecturers to the items in the EPCCCQ. This questionnaire has a rating scale in which lecturers were asked to rate items based on their perception of their Vice-Chancellors' leadership behaviour and how such behaviour influenced their level of participation, conformity, cooperation and commitment. In the four-point Likert scale employed, the highest rating of 4 indicates the highest level of agreement, while 1 shows the lowest level of agreement.

The two types of instruments were pre-tested to establish the rational equivalence of the instruments, using the Kuder Richardson formula. In the process, a number of items were eliminated, while some other new ones were added. The reliability of the instruments was assessed by the use of the test-retest technique. The questionnaire was pilot tested over three weeks, using a sample of sixty lecturers in six universities, one university from each state. Two of the universities were federal, two were state, and two others were randomly selected from the private universities. The Pearson Product Moment Correlation Coefficient of reliability of the two sets of scores were calculated and found to be 0.64 for Leadership Behaviour and Lecturers' Perception Questionnaire (LBPQ) and 0.61 for Employee Participation, Cooperation, Conformity and Commitment Questionnaire (EPCCCQ). These figures were found to be highly significant at $P < 0.05$. Thus, the questionnaires were considered highly reliable.

The main study was carried out between January and April 2010 in the universities within the South-West geo-political zone of Nigeria. The population comprises 27 universities (made up of federal, state and private universities). The 27 universities cut across the six states in the South-West. The focus of this study is on the universities in South-West Nigeria because of the high concentration of higher education institutions in this zone. Also, the South-West zone has the largest number of first generation universities that serve as catchment areas for students and lecturers from other geo-political zones. We therefore consider the findings of a study on vice-chancellors' leadership behaviour and the work behaviour of lecturers in this region capable of serving as a useful barometer for enhancing effective university administration and functioning, not only in the zone under study but also in other five geo-political zones in Nigeria.

A sample size of 12 Universities (representing 44.44 per cent of the entire total) was chosen. The 12 universities were selected in equal proportions to represent four federal universities, four state universities and four private universities. In addition, two universities were picked from each of the six states in the South West Nigeria. In selecting the universities, simple random sampling and stratified sampling techniques were used. The stratification was based on having two universities per state. Six hundred lecturers were selected on an equal basis from the 12 universities, translating to 50 lecturers per university.

The test of the null hypotheses involved the use of the means and standard deviation coefficient, in each case.

Results

Hypothesis One: There is no significant relationship between lecturers' level of perception of their Vice-Chancellors' leadership behaviour and their level of commitment.

Table 1: Relationship between Lecturers' Level of Perception of their Vice-Chancellors' Leadership Behaviour and their Level of Commitment

Variables	X	Y	SD	N	r-cal	r-crit (Table value)	d.f	α	Decision
Lecturers' Level of Perception of their V.C.'s Leadership Behaviour	5.67		0.78	12	0.58	0.553	11	0.05	H_{01} rejected
Level of Commitment of Lecturers		7.86	2.99						

Table 1 shows that the correlation value of 0.58 for federal, state and private universities put together is greater than the table value of 0.553, given 11 degree of freedom at the 0.05 level of significance. This implies that the null hypothesis is hereby rejected. The implication is that the level of lecturers' perception of their Vice-Chancellors' leadership behaviour is significantly related to their level of commitment.

Hypothesis Two: There is no significant relationship between lecturers' level of perception of their Vice-Chancellors' leadership behaviour and their level of conformity.

Table 2: Relationship Between Lecturers' Level of Perception of their Vice-Chancellors' Leadership Behaviour and Level of Conformity

Variables	X	Y	SD	N	r-cal	r-crit (Table value)	d.f	α	Decision
Lecturers' Level of Perception of their V.C.'s Leadership Behaviour	5.67		0.78	12	0.44	0.553	11	0.05	H_{02} accepted
Level of Conformity University Rules			7.95	1.53					

Table 2 shows that the correlation value of 0.44 for federal, state and private universities put together is less than the table value of 0.553, given 11 degree of freedom at the 0.05 level of significance. Thus, the null hypothesis two is hereby accepted. The implication is that the lecturers' level of conformity to university rules has nothing to do with lecturers' level of perception of their Vice-Chancellors' leadership behaviour.

Hypothesis Three: There is no significant relationship between lecturers' level of perception of their Vice-Chancellors' leadership behaviour and their level of cooperation.

Table 3: Relationship Between Lecturers' Level of Perception of their Vice-Chancellors' Leadership Behaviour and Level of Cooperation in the University.

Variables	X	Y	SD	N	r-cal	r-crit (Table value)	d.f	α	Decision
Lecturers' Level of Perception of their V.C.'s Leadership Behaviour	5.67		0.78	12	0.59	0.553	11	0.05	H_{03} rejected
Level of Commitment of Lecturers		5.32	0.094						

Table 3 shows that the calculated correlation value of 0.59 for federal, state and private universities put together is greater than the table value of 0.553, given 11 degrees of freedom at the 0.05 level of significance. This implies that the null hypothesis three is rejected. This means that the lecturers' level of perception of their Vice-Chancellors' leadership behaviour is significantly related to their level of cooperation.

Hypothesis Four: There is no significant relationship between lecturers' level of perception of their Vice-Chancellors' leadership behaviour and their level of participation in the university activities.

Table 4: Relationship Between Lecturers' Level of Perception of their Vice-Chancellors' Leadership Behaviour and their Level of Participation in the University Activities

Variables	X	Y	SD	N	r-cal	r-crit (Table value)	d.f	α	Decision
Lecturers' Level of Perception of their V.C.'s Leadership Behaviour	5.67		0.78	12	0.75	0.553	11	0.05	H_{04} rejected
Level of Commitment of Lecturers		9.94	0.012						

Table 4 shows that the calculated correlation coefficient value of 0.75 for federal, state and private universities put together is greater than the table value of 0.553 given 11 degrees of freedom at the 0.05 level of significance. Thus, the null hypothesis four is hereby rejected. This means that the lecturers' level of perception of their Vice-Chancellors' leadership behaviour has a significant relationship with their level of participation in university activities.

Discussion of Results

The test of Hypothesis One revealed that the Vice-Chancellors' leadership behaviour is significantly related to the lecturers' level of commitment. The finding also showed that the lecturers' level of conformity to University rules has nothing to do with the lecturers' level of perception of their Vice-Chancellors' leadership behaviour. This result is at variance with the findings of Strati (2000) that teachers' level of conformity to school rules depends on the teachers' level of perception of their school administrators' leadership behaviour. The result of the test of Hypothesis Two revealed that the lecturers' level of perception of their Vice-Chancellors' leadership behaviour has a significant relationship with their level of cooperation.

This result is in line with the position of Farnham (1999), supported by Letuka (2007), who argued that employees' level of perception of their supervisors' leadership behaviour determines their level of cooperation in any organization. The study is also in line with the position of Jaffer (2001) who argued that a worker has good perception of the leader only if the leadership behaviour is positive and encouraging. It was observed from the results of the test of the third hypothesis that the lecturers' level of perception of their Vice-Chancellors' leadership behaviour has a significant relationship with their level of participation in university activities. This result is in line with the position of

Meyer (2001) and Inyang (2001) who examined the relationship between the expectations of teachers and administrators and the effects of congruence or discrepancy in perception on teachers' satisfaction, and found that the greater the agreement between teachers and principals in their expectations, the more favourable their attitude towards their work. The result is also in line with the argument by Stone (1990) and Okebukola (2006) that subordinates' perception of their leaders' leadership behaviour will determine their level of participation in organizational activities.

The test of Hypothesis Four revealed that positive leadership behaviours from the Vice-Chancellors of the universities studied, and as perceived by the lecturers, tend to encourage the lecturers to become highly committed to their work. This result is in line with the position of Getzels (1991) who found that positive leadership behaviours from a supervisor in an organization tended to encourage subordinates to be devoted to their duties. It was equally observed that in some of the universities where the lecturers rated their Vice-Chancellors as having positive and encouraging leadership behaviours, the lecturers were always motivated and willing to be fully committed. The lecturers from the universities where Vice-Chancellors' behaviours were perceived as negative and discouraging exhibited lukewarm attitude and were less committed.

Also, the lecturers' attitude towards obeying the rules and regulations of their universities was not found in any way to be connected with the lecturers' level of perception of their Vice-Chancellors. Lecturers viewed their decision to obey university rules and regulations as a protective measure regarding their own interests and jobs. A majority of the lecturers did not feel that they could disobey the universities' rules because their Vice-Chancellors had uncaring leadership behaviour. Even those lecturers in the universities where the Vice-Chancellors showed negative and uncaring attitudes still obeyed university's rules.

It was also observed that most of the lecturers showed an uncooperative attitude to the authorities of the universities where Vice-Chancellors were perceived to have uncaring leadership behaviour. As a matter of fact, the universities where the Vice-Chancellors' leadership behaviours were rated as low were found frequently experiencing friction and uncooperative attitudes from the lecturers, most especially through their unions (i.e. the Academic Staff Union of Universities). This trend was found to cut across almost all the universities studied. The few exceptions were the private universities.

On the issue of lecturers' level of perception of their Vice-Chancellors' leadership behaviour having a significant relationship with lecturers' level of participation in university activities, it was discovered that in universities where Vice-Chancellors displayed positive leadership behaviour, the lecturers were

also willing to participate in university activities. This implies that in order to enhance lecturers' participation in university activities, a Vice-Chancellor needs to exhibit positive leadership behaviour.

Conclusion

In general, university education is regarded as a public good; and from the review of the literature and the findings of this study, it can be argued that there is a need for the university system in Nigeria to move more efficiently to carry out its three-pronged roles of teaching, research and community service. In order to do so, one factor in this regard is the need for Vice-Chancellors and lecturers to complement each other in the performance of their roles. This can only be achieved when the Vice-Chancellors' leadership behaviours and lecturers' work behaviours are mutually reinforcing.

The findings of the study hold implications for leadership training for Vice-Chancellors. Specifically, the study revealed that the lecturers' perception of their Vice-Chancellors' leadership behaviour is significantly related to their level of commitment; that the lecturers' level of conformity to university rules has nothing to do with the Vice-Chancellors' leadership behaviour; that the Vice-Chancellors' leadership behaviour has a significant relationship with the lecturers' level of cooperation; and that the Vice-Chancellors' leadership behaviour has a significant relationship with the lecturers' level of participation in university activities. On the basis of these findings, it is suggested that in order to increase the efficiency and effectiveness of the university system in Nigeria, and to build a long-lasting culture of a high level commitment, conformity and cooperation among the university lecturers, there is a need for a leadership training programme for the Vice-Chancellors. This type of leadership training programme could cover areas such as the dynamics of human behaviour, personnel functioning and administrative ability management, the politics of planned change, governance, organizational behaviour and other key leadership competences. In order to facilitate the proposed leadership training programme for Vice-Chancellors, management training techniques such as behaviour modelling, T-group action learning, gaming case studies and in-baskets, and so on, are recommended. Although the study was conducted in the universities of the South-West geo-political zone, comprising federal, state and private universities, the findings were found relevant and applicable to universities in other geo-political zones, where similarities exist in the structure and character of university administrations.

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