

**CHARACTERISTICS AND ORGANIZATIONAL ABILITY REQUIRED BY
ADMINISTRATORS FOR EFFECTIVE LEADERSHIP IN TVET INSTITUTIONS IN NIGERIA**

BY

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Abstract

The objective of this paper is to identify leadership attributes for effective performance of administrators of TVET institutions in Nigeria. In spite of the growing research on leadership, very limited attention has been given to TVET leaders in terms of their responsibilities, effectiveness and quality assurance. This study sought to identify the organizational roles and characteristics of an effective TVET leader. Six research questions and six hypotheses were formulated to guide the study. A descriptive survey research was adopted and a structured questionnaire was used for data collection. The population of the study was made up of all administrators in TVET institutions. A sample size of 195 respondents (154 males and 41 females) was drawn using purposive sampling technique. The Leadership Attributes Questionnaire (LAQ) was developed, validated and pilot-tested to establish its reliability. Data collected from administrators were analyzed. It was revealed that the most important characteristics were (1) Intelligence, (2) Strong TVET curriculum background, and (3) Communication. The most important organizational role is (1) Limiting class size to the number that can be instructed effectively using facilities available. It is recommended that very important characteristics and organizational roles should be considered for selecting TVET administrators.

Keywords: Effective Leadership, Organizational Role, Strategic, Tactical, Characteristics, Personality, Attitudinal, TVET, Niger Delta.

Introduction

Competent leaders are necessary to ensure things will work the way we expect and find ways of dealing with problems of the system. Leadership can be defined as the ability of an individual to influence another individual or group in a fashion that helps to achieve certain desired goals. An essential ingredient in the leadership act is **power** which can simply be defined as the ability to act to produce an effect. The “position power” is associated with a particular job in an organization such as the power to discipline employees that may have erred (Opara, 2011). In effect, power and leadership go hand in hand (Sergiovanni, 1982).

Leadership is a managerial activity that involves planning, decision making, communicating, controlling and managing conflict. Using operational definition, some researchers consider leadership to be a process through which an individual (the leader) secures the cooperation of others (the followers) toward goal achievement in a particular setting (Campbell, Corbally & Nystrand, 1983). This definition focuses on the elements that have implications for successful leadership which are (1) the leader, (2) the goal or objective, (3) the followers, and (4) the work setting. Several researches have proposed that leadership study should examine leadership and followership. Bennis (1990) cited in McElven, Hall and Lynch (1997) advocated that leaders of the future must know, understand, and permit themselves to be influenced by the people they presume to lead; otherwise, their plans, however fine, will be subverted. Bennis (1990) believes that superior leaders of the future will have vision and effectively share this vision or mission with followers.

The trouble with the development of effective leadership in Nigeria is that this repeats itself in the areas of education and politics. The society is dominated largely by acquisitive rather than productive instinct. This is because the society places undue emphasis on material social values as a way of life. Okolo (1993) declared;

We consequently have to blame our sad predicament of political crises and social upheavals not on our stars, nor on the white people but squarely on ourselves, ultimately, on our inability as rational people to control our irrational appetites and desires. (pp: 20)

Nigeria is currently facing problem of poverty, unemployment, insecurity, and the need for salable skills. Nigeria's economic future is directly linked to the ability to train workforce that will meet the challenge of technology as well as provide and maintain up to date Technical and Vocational Education (TVE). Evans and Herr (1978) advocated for the identification and training of potential leaders of TVE because the identification process is often left to chance. Individuals who are not trained vocational administrators can 'grab' executive posts such as Rectors of Polytechnics, Provosts of Colleges of Education and even Executive Secretaries of the Boards of Technical and Business Education because of *who you know*, nepotism, ethnicity, membership in the political partisan power or "*on cash and carry*" basis at the expense of efficiency and effectiveness in the school system.

As a result, the 'winner' or selected leader focuses on immediate material gain or advantage which determines the motive for his or her action. She/he gets there to look for cheap fame or engage in celebrations of all sorts but gives very little attention to honesty and moral integrity. Okolo (1993) remarked that this is the primary cause of persistent crises in the educational system itself or the people receiving the education or both.

Theoretical Framework

Leadership studies have been categorized by various researchers and theorists according to attributes (e.g. Supervisory ability, occupational achievement, intelligence, decisiveness, self-assurance, initiative, confidence, enthusiasm, persistence, vision, communication); particular styles (autocratic, democratic, laissez faire); and situation (the attribute of communication include listening, oral and written). Also, leadership has been defined in different ways in terms of role, power, individual traits and behaviour (Ogar, 2014; Finch & Crunkilton, 1984; Cawetti, 1982; Redish and Chan, 2007 & Loomis, 1953). McElvey, Hall & Lynch, (1997) categorized leadership attributes as social skills, personal characteristics, and management skills. Researches on sustainable leadership for TVET advocate that good leadership is essential in TVET development (KhataJabor, Minghat, Maigari and Buntat, 2012).

Sergiovanni (1982) generated ten principles of quality leadership from leadership skills, meaning, antecedents, and cultural expression. The 10-P model of quality leadership was integrated in the following quality leadership equation: $QL = LS (LA + LM + LCE)$

Where: QL =Quality leadership,

LS =Leadership Skills,

LA =Leadership Antecedents,

LM =Leadership Meanings,

LCE =Leadership Cultural Expression.

Sergiovanni presented the 10-P model of quality leadership as an interdependent and interlocking network (see figure 1). He opined that administrators' day-to-day tactical decisions must be linked to strategic requirements

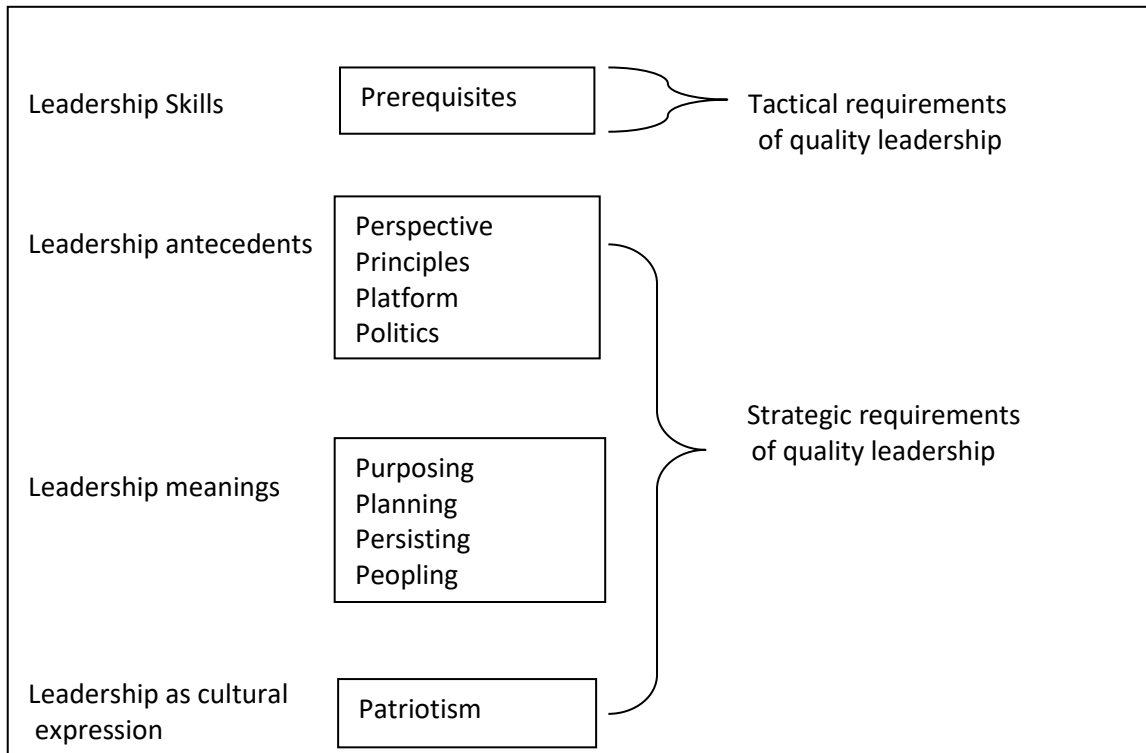


Figure 1: The 10-P Model of Quality Leadership

Source: Sergiovanni, T.J. (1982) Ten Principles of Quality Leadership

There is a growing research on leadership and management in general education but the theme has not received prominent attention in TVET (European Union, 2011). Although TVET leaders are key actors in improving the quality of the programme, limited attention is paid to TVET leaders in terms of their responsibilities, effectiveness and quality assurance. Without proper leadership in TVET programmes, the goals of preparing people to be self-reliant and become economically productive will not be possible to achieve. The purpose of this study is to identify

the characteristics and organizational ability required for effective administration of TVET in schools.

The following research questions were answered in this study:

1. Will there be a difference in the organizational role between male and female TVET leaders in the Niger Delta region?
2. Will there be a difference in leadership characteristics between male and female TVET leaders in the Niger Delta region?
3. Will there be a difference in organizational roles among TVET leaders from different institutions in the Niger Delta region?
4. Will there be a difference in leadership characteristics among TVET leaders from different institutions in the Niger Delta region?
5. Will there be a difference in organizational roles among TVET leaders in different occupational fields in the Niger Delta region?
6. Will there be a difference in leadership characteristics in different occupational fields in the Niger Delta region?

Hypotheses

The following null hypotheses were used to guide the study:

1. There is no significant difference in the organizational role between male and female TVET leaders in the Niger Delta region.
2. There is no significant difference in leadership characteristics between male and female TVET leaders in the Niger Delta region.
3. There is no significant difference in the organizational role among TVET leaders from different higher institutions of learning in the Niger Delta region.
4. There is no significant difference in leadership characteristics among TVET leaders from different institutions in the Niger Delta region.
5. There is no significant difference in the organizational roles among TVET leaders engaged in different occupational fields in the Niger Delta region.
6. There is no significant difference in leadership characteristics among TVET leaders in different occupational fields in the Niger Delta region.

Methods

The population for the study consists of 200 administrators in TVET institutions in Niger-Delta Region of Nigeria. They comprise of Head of institutions and departments of TVET programme in College of Education-Technical, Polytechnics and Universities in the region. Those sampled are in different areas of specialization such as Agricultural Education, Business Education, Home Economics and Technical Education. A total number of 195 out of 200 constitute a representative sample with respect to the research purpose. The sample for the study consists of 195 respondents made up of 154 males and 41 females selected using purposive sampling technique.

Research Instrument

A questionnaire titled “Leadership Attributes Questionnaire” (LAQ) was developed containing 22 items of leadership characteristics and 15 items on organizational ability of TVET leaders. The items were presented in a 5 point Likert-Scale format, and administrators were asked to indicate the level of importance of each competency in relation to effective leadership in TVET institution. Response choices are: Not very important, Not important, moderately important, Important, and Very important. Factor Analytic approach using Principal Component Analysis (PCA) was adopted. Varimax with Kaiser Normalization extraction method was adopted to identify the two factor structure, while items were distributed into two factor structure based on their rotated matrix. For organizational roles they are: (1) Strategic (2) Tactical. Items in leadership characteristics measure two major factors which are: (1) Personality, and (2) Attitudinal.

The instrument was face and content validated. Factor analysis procedure was used to test the content and construct validity. The construct validity of the organizational scale ranged between .60 and .86 while that of leadership characteristics ranged between .58 and .87. The high ranges of these rotated factor matrixes show that the items have construct validity.

The reliability of the instrument was established using Cronbach's Alpha. Reliability index is $r = .97$ for characteristics scale and $r = .96$ for organizational scale. The 'r' values indicated that the items in the two instruments are reliable and have internal consistency.

Data Analysis and Findings

Descriptive statistics, t-test, ANOVA and factor analyses were used to analyze the data for the research questions and hypotheses. The data analysis was done in two stages. The first stage involves determining the demographic distribution of independent variable. The second stage involves factor analysis of the variable using the Principal Component Analysis (PCA). Under the PCA, the researcher used Varimax with Kaiser Normalization method to extract the items in order to determine their components/facts. This helps to identify the most important roles/characteristics of effective leaders.

Findings and results of research questions and hypotheses are presented in Tables 1-8.

Table 1 shows the two factor analyses of organizational roles of TVET leaders which are Strategic (F1) and Tactical (F2). They are ranked by level of importance in descending order, such as:

- (1) Limit class size to the number that can be instructed effectively in facilities available.
- (2) Engage employer-employee advisory committee to help plan the programme.

(3) Place emphasis on a coordination of programme on safety.

Items 1-10 measure strategic potential factors that have matrix range between .60 and .86.

Items 11-15 measure the tactical requirements of organizational roles with matrix or coefficient values that range between .65 and .85.

Table 1: Two factor structure of organizational role scales (ORS)

| S/N | Items | Strategic Requirement | Tactical Requirement |
|-----|--|-----------------------|----------------------|
| | | F1 | F2 |
| 1 | Limit class size to the number that can be instructed effectively in facilities available | .86 | |
| 2 | Engage employer-employer advisory committee to help plan the programme | .80 | |
| 3 | Place emphasis on a coordination of programme on safety | .76 | |
| 4 | Place emphasis on a continuous programme of safety | .74 | |
| 5 | Make career information as an integral part of the programme | .74 | |
| 6 | Ensure qualified vocational education personnel | .73 | |
| 7 | Make career guidance as integral part of the programme | .71 | |
| 8 | Make provision for in-service education of teachers | .68 | |
| 9 | Engage advisory committee as source of advice and information | .64 | |
| 10 | Select students carefully on the basis of interest | .60 | |
| 11 | Select students carefully on the basis of ability | | .85 |
| 12 | Select students carefully on the basis of aptitude | | .81 |
| 13 | Ensure the time spent on skill development complies with the blue print for vocational education | | .72 |
| 14 | Planning TVET programme to meet the labor market needs | | .67 |
| 15 | Make VET facilities available to students under proper supervision | | .65 |

Table 2 shows the principal components of TVET leadership characteristics which are: Personality (F1) and Attitudinal (F2).

Table 2: Principal Component Analysis of TVET leadership characteristics

| S/N | Items | Personality | Attitudinal |
|-----|---|-------------|-------------|
| | | F1 | F2 |
| 1 | Intelligence | .87 | |
| 2 | Has a strong TVET curriculum background | .86 | |
| 3 | A good communicator | .86 | |
| 4 | An effective decision maker | .74 | |
| 5 | Set high expectations for entire school system | .71 | |
| 6 | Put in extra amount of time for quality service | .70 | |
| 7 | Is supportive to staff | .68 | |
| 8 | Provides direction for staff on TVET programme | .67 | |
| 9 | Accessible to organizational staff | .67 | |
| 10 | A good planner | .58 | |
| 11 | Commitment to excellence | | .80 |
| 12 | Shows effective responsibility for good learning environment | | .76 |
| 13 | Makes input for overall policy establishment | | .76 |
| 14 | An effective and efficient supervisor | | .75 |
| 15 | Communicate objectives to staff | | .72 |
| 16 | Demonstrate good public relations skills | | .71 |
| 17 | Ability to rally others to achieve organizational purpose | | .70 |
| 18 | Have very strong feelings about attaining the systems purpose | | .67 |
| 19 | A good listener | | .63 |
| 20 | Well organized for establishing a good learning atmosphere | | .62 |

Table 2 identifies the most important leadership characteristics. Items 1-10 measure personality factors contributing to leadership characteristics. Their matrix values range between .58 and .87. The most important personality items identified as potential characteristics are: (1) Intelligence (2) Strong TVET curriculum background (3) Good communication. Items 11 to 20 measure the attitudinal requirements of leadership characteristics with matrix values between .62 and .80. The most important attitudinal components are: (1) Commitment to excellence, (2) Shows effective responsibility for good learning environment, (3) Makes input for overall policy establishment, and (4) Shows effective and efficient supervision.

RQ1: Will there be a difference in the organizational role between male and female TVET leaders in the Niger Delta region?

Data analyzed for this research question are presented in Table 3.

Table 3: t-test Analysis of male and female responses on organizational role of TVET leaders in Niger Delta region

| FACTORS | Sex | N | Mean | SD | S.E.M | df | t-cal | MD | Decision |
|----------------------|--------|-----|-------|--------|-------|-----|-------|--------|----------|
| Organizational Roles | Male | 154 | 66.49 | 5.809 | .468 | 193 | .61 | -.531 | P>.05 |
| | Female | 41 | 67.02 | 6.393 | .998 | | | | |
| Tactical | Male | 154 | 22.68 | 2.833 | .228 | | .02 | -6.081 | P<.05 |
| | Female | 41 | 28.76 | 32.802 | 5.122 | | | | |
| Strategic | Male | 154 | 43.68 | 4.565 | .367 | | .317 | .261 | P>.05 |
| | Female | 41 | 43.41 | 5.093 | .796 | | | | |

* = Significant at $P \leq .05$

As shown in Table 3, there is no significant difference in organizational roles as well as strategic roles between male and female TVET leaders. The t-test calculated value is .61, $P \geq .05$ and .32,

$P \geq .05$ respectively. However, there is a significant difference in the expression of tactical role, and it is in favor of female. The effect size of the difference is -6.081 , significant at 95% confidence interval. This suggests that in this study, females have or demonstrate more tactical roles than their male counterparts.

RQ2: Will there be a difference in leadership characteristics between male and female TVET leaders in the Niger Delta region? Data analyzed for this research question are presented in Table 4.

Table 4: t-test analysis of male and female responses on TVET leadership characteristics in Niger Delta Region.

| FACTORS | Sex | N | Mean | SD | S.E.M | df | t-cal | MD | Decision |
|----------------------------|--------|-----|-------|-------|-------|-----|-------|-------|----------|
| Leadership Characteristics | Male | 154 | 69.73 | 7.417 | .598 | 193 | .859 | 1.166 | P>.05 |
| | Female | 41 | 68.56 | 8.826 | 1.38 | | | | |
| Attitudinal | Male | 154 | 26.46 | 3.636 | .293 | | 1.40 | .973 | P>.05 |
| | Female | 41 | 25.49 | 4.960 | .775 | | | | |
| Personality | Male | 154 | 44.21 | 4.676 | .377 | | .827 | .702 | P>.05 |
| | Female | 41 | 43.51 | 5.373 | .839 | | | | |

Significant at $P < 0.05$ NS: Not Significant

The study has identified the composition of leadership characteristics which are *attitudinal* and *personality*. In this case, there is no statistical difference. TVET leadership characteristics do not vary between male and female in the Niger Delta region.

RQ3: Will there be a difference in organizational roles among TVET leaders from different institutions?

Data for this research question are presented in Table 5.

Table 5: ANOVA on Organizational roles among TVET leaders from different Institutions

| Source of Variation | | SS | df | MS | F | Sig |
|---------------------|----------------|---------|-----|-------|------|-----|
| Institutions | Between Groups | 179.52 | 2 | 89.76 | 2.60 | .08 |
| | Within Groups | 6627.08 | 192 | 34.52 | | |
| | Total | 6806.59 | 194 | | | |

$P < 0.05$ level of Significance

This indicated that there is significant difference at .08, but not significant at .05. There are noticeable mean differences, but they are not statistically significant. So, organizational role does not vary across the three institutions (i.e. College of Education-Technical, Polytechnic and University). In other words, the institution is not a factor.

RQ4: Will there be a difference in leadership characteristics among TVET leaders from different institutions? Data associated with this question are presented in Table 6.

Table 6: ANOVA on leadership characteristics among TVET Leaders from different Institutions

| Source of Variation | | SS | df | MS | F | Sig |
|---------------------|----------------|----------|-----|-------|------|-----|
| Institutions | Between Groups | 60.58 | 2 | 30.29 | .505 | .60 |
| | Within Groups | 11516.11 | 192 | 59.98 | | |
| | Total | 11576.69 | 194 | | | |

$P \geq .05$ level of Significance

Leadership characteristics in this study are the same across different institutions. The difference is not significant.

RQ5: Will there be a difference in organizational role among TVET leaders in different occupational fields? Data for this research question 5 are presented in Table 7.

Table 7: ANOVA on Organization roles among TVET leaders in different occupational fields

| Source of Variation | | SS | df | MS | F | Sig |
|---------------------|----------------|---------|-----|--------|------|-----|
| Occupational fields | Between Groups | 1017.70 | 4 | 254.43 | 8.35 | .00 |
| | Within Groups | 5788.90 | 190 | 30.47 | | |
| | Total | 6806.60 | 194 | | | |

$P \leq .05$ level of Significance

Table 7 revealed the computed $F= df (4, 190) = 8.35, PL.05$. The findings show that there is a significant difference in the organizational role across different occupational areas. The organizational roles vary from one occupation to another. Organization role in Agriculture and Business Education has a mean difference of 8.293 in favor of Agriculture. The mean difference between Agriculture and Business education is significant at $p<.05$ but not with others. Comparison between Business Education and Home Economics has a mean difference of -4.564 in favor of Home Economics. Comparison between Technical and Business Education has a mean of 5.58 which is significant in favor of Technical Education.

RQ6: Will there be a difference in leadership characteristics in different occupational fields?

Data for answering this research question are presented in Table 8.

Table 8: ANOVA on leadership characteristics among TVET Leaders in different occupational fields

| Source of Variation | | SS | df | MS | F | Sig |
|----------------------|----------------|-----------|-----|--------|-------|------|
| Occupational fields. | Between Groups | 269.610 | 4 | 67.402 | 1.133 | .342 |
| | Within Groups | 11307.077 | 190 | 59.511 | | |
| | Total | 11576.687 | 194 | | | |

$P \geq .05$ level of Significance

Data presented in Table 8 revealed that the difference in leadership characteristics is not significant across occupational fields.

Discussion

This study examined leadership attributes that are important for effective performance of administrators in TVET institutions in Niger-Delta region of Nigeria. The study sought to identify the characteristics and organizational ability required for effective administration of TVET in schools. Administrators were surveyed on the level of importance (or how necessary

each of the listed competencies is for successful leadership in TVET institution. This article offers a unique Niger-Delta perspective on the topic of effective leadership by gender/sex, occupation and institution. The findings of the study revealed that there are leadership characteristics and organizational roles which are paramount irrespective of institution type. However, organizational roles may vary from one occupational area to another. Females significantly rated more tactical requirements higher than their male counterparts.

The four most important personality characteristics for effective performance were: (1) Intelligence (2) TVET background (3) Communication and (4) Decision making.

Also, most important strategic organizational requirements were: (1) Class size (2) advisory committee (3) coordination of programme, and (4) safety. The findings are generally consistent with earlier research on attributes of leaders by McElvey, Hall & Lynch (1997).

Conclusion and Recommendations

Competent leaders are needed in TVET institutions to achieve the educational goals. When leaders possess the required characteristics and can perform the organizational roles effectively, the schools will improve substantially each year. Clancy (1982) discovered that there were correlations between improvement in schools and such variables as leadership quality, type of community, pupil-teacher ratio, and size of school and socio-economic background of parents. The present study was conducted in the Niger-Delta region, and the results have national implications for leadership effectiveness. Other studies can be conducted to assess the extent to which administrators possess the required leadership attributes. The findings could help employers of labor and improve the process of selecting administrators of TVET institutions.

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