

LEADERSHIP TRAITS AND LEVEL OF ACADEMIC STAFF DEVELOPMENT IN PUBLIC UNIVERSITIES IN EKITI STATE, NIGERIA

Foluso Florence ADELEKE

E-mail: foluso.adeleke@eksu.edu.ng

&

Abigail Toyin OGUNLADE

Department of Educational Management,
Faculty of Education, Ekiti State University,

Ado-Ekiti, Nigeria

E-mail: toyinabigail47@gmail.com

Abstract

The study investigated leadership traits and level of academic staff development in public universities in Ekiti State. The study adopted the descriptive survey research design. Population for the study consisted of all public universities and its academic staff in Ekiti-State. Sample for the study consisted of three hundred (300) academic staff members selected from 2 public universities in Ekiti-State using simple random sampling technique. Two research instruments tagged "Leadership Traits Questionnaire" (LTQ) and "Academic Staff Development Questionnaire" (ASDQ) were developed and used for the study and were validated by experts in the Department of Educational Management. Test-retest method of reliability was used and yielded reliability coefficients of 0.79 and 0.81 respectively. Data were analyzed using frequency counts and simple percentages. Results of the study revealed that the level of academic staff development in the University system was moderate at 42.3%. The results of the study also revealed that conscientiousness is the most predominant leadership trait (71.99%) among university leaders. The results further showed that leadership openness to change have direct impact on academic staff development. It was concluded based on the findings that leadership trait variables such as openness to change, conscientiousness and integrity are important factors that influenced academic staff development in public universities in Ekiti State.

Keywords: Leadership traits, Development, Openness, Conscientiousness, Integrity

Introduction

University organizations have pre-determined goals and objectives they intend to achieve. The major determinant of university organization is the presence of human resources with the appropriate skills to combine with organizational goals and objectives. The academic of a university are expected to be well

equipped to be more effective in carrying-out their assignment. Staff development refers to all the policies, practices and procedures used to develop the staff knowledge, skills and competencies to improve the effectiveness and efficiency of both the individual and the university. The objective of staff development programme is to ensure the promotion of professional growth, improve skills, keeps academic staff abreast with new knowledge, helps in leadership responsibility and promote mutual respect among academics (Madumere-Obike, 2007). Staff training and development through conferences attendance in any institution cannot be ignored especially in the university system (Aina, 2021).

The academic staff development programme seems to be a reflection of the leadership, management, and quality of leadership provided by a university and can only be ascertained by how well the academic staff fulfills their roles and objectives. It was observed that the ineffectiveness often encountered by academic staff in public universities is linked to the leadership traits of some leaders in the university system. Olaogun, (2019) noted that leaders are expected to be equipped with good leadership traits in order to effectively manage the limited academic resources available for use. The trait referring sometimes to personality, temperament, dispositions and abilities as well as to any enduring qualities of the individuals including physical and demographic attributes (Kenrick and Funder, 2012). According to CFI Team, (2022), leadership trait is defined as personal qualities that define effective leaders. Seven traits of an effective leader as identified by CFI team, (2022): Effective communicators, accountable and responsible, long-term thinkers, self-motivated, confident, people-oriented, and emotionally stable. For the purpose of this study, leadership trait is classified as openness to change, conscientiousness, and integrity among others.

It has been observed that some university leaders lack openness in the administration system as they resist change. The resistance to openness may have a negative impact on academic staff development and invariably affect their effectiveness in the university system. Conscientiousness is another trait of leaders that may affect the quality of the academic staff development programme. Conscientiousness is a spectrum of constructs that describe individual differences in the propensity to be self-controlled and responsible to others, hardworking, orderly and rule-abiding (Roberts, Jackson, Fayard, Edmonds, and Meints (2009). Behaviourally, low conscientiousness is associated with an inability to motivate oneself to perform tasks that the individual desires to accomplish. It appears that some university leaders are not people-oriented but financial gain-oriented. By being people oriented, leaders are able to energize and motivate others (CFI Team, 2022)

The key element to workplace ethics and behaviour is integrity which means ability of being honest, truthful and doing the right thing at the right time. Leadership integrity is the leadership's honesty, credibility and consistency in putting ethical values into action (Schermerhorn, 2002). Observation has shown that societies is doubting the integrity of some leaders due to the ugly situations in term of level of corruption perpetrated by some leaders which has found its ways into the university system. This seems to have taken its toll on the development of academic staff in the university.

TETFUND's mandate as stated in section 7 (1) (a) to (e) of the TETFUND Act, 2011 is to dispense and give out the amount in the fund to federal and state tertiary educational institutions specifically for the supply and maintenance of the underlisted:

- i. Essential physical infrastructure for teaching and learning
- ii. Instructional material and equipment
- iii. Research and publication
- iv. Academic staff training and development
- v. Any other needs which in the opinion of the Board of Trustees is critical and essential for improving and maintaining standards in the higher institutions (Source: TETFund, 2021).

Specifically, mandate iii and iv above emphasized research, publication, and academic staff training and development. Many universities seem not to have met the conditions for accessing the fund allotted to academic staff on research, publication, training and development. This has resulted in many academic staff missing the opportunities to access free funds for

academic training and development. Several reasons however appear to have been pointed out for academic staff in the universities for not being able to enjoy training and development programmes such as scholarship, conference attendance, seminars, workshops among others.

It is presumed that leaders with good leadership traits and effective management of educational and human resources in the university system will enhance academic staff development but some university leaders are in the habit of neglecting staff without giving proper attention to their request. However, there could be variations in their leadership traits., hence some may embrace openness to change while some may have either, trait of conscientiousness or integrity.

Academic staff in public universities is besieged with the problem of human development programme. It seems that priority attention is not given to academic staff training and development opportunities in terms of conference attendance, workshops, seminars. The researcher observed the poor quality and inadequacy of the academic staff development programme opportunities in public universities. The perceived problem of academic staff development in Ekiti State public universities could be centered on some leadership traits such as openness to change, conscientiousness, integrity, among others.

Statement of the Problem

Leadership is an important factor in all human organizations most especially the school organization. Leadership traits go a long way to determine whether an organization is going to sink or progress. It has been observed that the ineffectiveness often encountered by academic staff in public universities is linked to the leadership traits of some leaders in the university system. Research has also shown that some leaders do not have the required leadership traits. Hence, the study tends to find out leadership traits as it affects academic staff development in 2 public universities in Ekiti State, Nigeria

Purpose of the Study

The purpose of the study was to investigate leadership traits and level of academic staff development in public universities in Ekiti -State. Therefore, the specific objectives are to:

- i. investigate the level of academic staff development in public universities in Ekiti State;
- ii. assess predominant leadership trait among university leaders; and
- iii. examine the influence of leadership traits on

academic staff.

Research Questions

- (1) What is the academic staff development level in Ekiti State public universities?
- (2) What is the predominant leadership trait among the university leaders?
- (3) How do leadership traits affect academic staff development?

Methodology

A descriptive survey research design was adopted for the study. The population for the study consisted of two (2) universities in Ekiti State which were Federal University of Oye, Ekiti-State and Ekiti State University, Ado-Ekiti, Nigeria. The sample for the study was made up of while three hundred (300) academic staff selected from the above 2 public institutions using simple random sampling technique. Two research instruments tagged “Leadership Traits Questionnaire” (LTQ) and “Academic Staff Development Questionnaire” (ASDQ) were developed and validated by experts in the Department of Educational Management and were used for the study. The 2 research instruments were divided into two sections (A&B). Section A of each instrument contains (4) items elicits information on the demographic data of the respondents while section B

contains (20) items on the LTQ and (25) items on the ASDQ. The rating technique was based on the 4-point Likert type scales ranging from Strongly Agree (SA) to Strongly Disagree (SD). Test re-test method of reliability was used to determine the reliability and the reliability coefficient of 0.72 and 0.83 were obtained. The data collected were analyzed using frequency counts and percentages.

Results

Research Question 1: What is the academic staff development level in Ekiti State public universities?

In order to determine the level of academic staff development in public university in Ekiti State (low, moderate and high), percentile distribution formula was used. Respondents who score 31.3 percent (52.28) of the total score on academic staff development and below were categorized into 'low' level while those who scored 68.7 percent (106.56) of total score and above were categorized into 'high' level of academic staff development. Scores between the low and high were categorized into 'moderate' level. Therefore, the low level starts from 40.0-52.28;, the moderate level starts from 52.29 -106.55 and high

Table 1: Level of Academic Staff Development in Public Universities, Ekiti State

Level of academic staff development	Frequency	Percentage
Low (40.00 - 52.28)	62	20.8
Moderate (52.29 -2106.55)	127	42.3
High (106 .56 - 160.00)	111	36.9
Total	300	100

Table 1 presents the level of academic staff development in public university in Ekiti State. The result revealed that out of 300 academic staff sampled, 62 representing 20.8% indicated low level of academic staff development. Those who had moderate levels were 127 representing 42.3% while those with high level of academic staff development were 111 representing 36.9%. This shows that the level of academic staff development in public universities in Ekiti State was moderate.

Research Question 2: What is the predominant leadership trait among the university leaders?

In order to answer the question, scores obtained by all the respondents on items in section B of “Leadership Traits Questionnaire” (LTQ) and the total scores obtainable on each of the dimensions of leadership traits among university leaders were computed. The ratio of the scores obtained by all the respondents total scores obtainable on the leadership traits was multiply by 100 to obtain the level of dominance (%).

Table 2: Predominant Leadership Traits among the University Leaders

Dimensions of leadership trait	N	Respondents' total score	Total score obtainable	Level of dominance (%)	Ranking
Conscientiousness	300	7764	10,800	71.9	1st
integrity	300	7332	10,800	67.9	2nd
Openness to change	300	7608	10,800	70.4	3rd

Table 2 presents the predominant leadership trait among the university leaders. The result showed that conscientiousness (71.9%) is the most dominant leadership trait among the university leaders. This is closely followed by openness to change (70.4%) while integrity (67.9%) is the least in the ranking order.

Research Question 3: How do leadership traits affect academic staff development?

In analyzing the question, scores relating leadership traits were computed. Frequency counts and percentages were used to illustrate the responses on “Leadership Traits Questionnaire (LTQ)”. The number of respondents on the leadership traits were divided by the total number and multiplied by 100 to determine the high, low and very low.

Table 3: Leadership Traits and Academic Staff Development

Leadership Traits	N	Responses	%	Academic Staff Development
Conscientiousness	300	201	67	High
integrity	300	39	13	Very Low
Openness to change	300	60	20	Low

Table 3 revealed that leadership's openness to change is 67% which implies that leadership openness to change have direct impact on academic staff development. Most university leaders welcome and allow changes that could facilitate academic staff development in the university. The percentage of integrity was very low. It means most of the university leaders are not reliable in terms of being responsible and dependable. Some are not honest and truthful in whatsoever they say or do. When respondents' percentage is between 50 and 100, it is regarded as high, when the respondents' percentage is between 10 and 49 it is regarded as low.

Discussion of Findings

The study showed that the level of academic staff development in the 2 public universities in Ekiti - State was moderate. This implies that academic staff training and development programme in terms of scholarship, workshop attendance, conferences, accessibility of lecturers to fund and staff support services is given prioritized attention. This finding corroborates with the finding of Math is and Jackson (2006) that process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organization and in relation to the interests and the needs of the employees.

The study also showed that the predominant leadership trait among the university leader was conscientiousness. This implies that conscientiousness dominates most of the university leaders' trait. This may be due to the fact that university management realizes that an individual's ability to motivate one's self to accomplish desired tasks will enhance academic staff development which will invariably improve the university effectiveness. The finding is in

support of the view of Bowling (2010) that conscientiousness is a personal quality that triggers effectiveness of an organization.

Also, the study revealed that leadership traits affect academic staff development. This finding was agreed with the findings of Joostle and Frantz (2017) that a leader's abilities and values are related to how they manage the interpersonal relationships between other members of their department, which could impact the processes and ultimately the performance of a team or faculty. It was revealed that 67% of academic staff developments are high when university leaders are open to change. This is followed by conscientiousness (20%) while the least variable that affect academic staff development was integrity (13%). It implies that leadership openness to change with high level of dominance (67.9%) is mostly practiced among the leaders and could have impact on academic staff development. What may be responsible for this finding is the fact that academic staff development may not be effective without leadership openness to change.The finding support the argument of Higgins (2000) that followers who strives to experience growth and advancement are more responsive to transformational leaders who encourage risky processing styles, consistent with the concept of regulatory fit.

Conclusion

Based on the findings of this study, it was concluded that leadership traits and academic staff development were effective. Leadership trait variables such as openness to change, conscientiousness and integrity are important factors that influenced academic staff development in public universities in Ekiti State. It was also concluded that conscientiousness leadership trait is commonly used by the university leaders.

Recommendations

1. Management of universities should improve more on the level of academic staff development in terms of opportunities such as sponsorship, attendance in conferences seminars and workshop at local and international level.
2. University management should be committed to providing academic staff with development opportunities to ensure that individuals and departments are able to contribute fully to the achievement of the department and university objectives.
3. University leadership should place high premium on openness to change, integrity, conscientiousness and sound ethical in dealing with their subordinates in order to enhance trust and cooperation among staff members and improve organizational effectiveness.

References

- Aina, A. C. (2021). TETfund interventions and academic staff job performance in public universities in Southwest, Nigeria. A Ph.d thesis, Department of Educational Management, Faculty of Education, Ekiti State University, Ado-Ekiti
- Bowling, N. A. (2010). Effects of job satisfaction and conscientiousness on extra role behaviors. *Journal of Business and Psychology*; 25(1), 119-130.
- CFI Team. (2022). Leadership traits. What makes an effective leader. <https://corporatefinanceinstitute.com> Updated April 22, 2022.
- Higgins, E. T. (2000). Making a good decision: Value from fit. *American Psychologist*, 55(55): 1217-30.
- Joostle, K. and Frantz, J. (2017). Self-Leadership traits of academics to conform to a change higher-education environment. *African journal of health professions education* 9(4), 199. DOI: 10.7196/AJHPE.2017.V9I4.823
- Kenrick, D. T. and Funder, D. C. (2012). Profiting from controversy: lessons from the person-situation debate. *American Psychologist*; 43, 23-34.
- Madumere-Obike, C. U. (2007). Refocusing teacher education for sustainable development: A case for continuous teacher development programmes. *Knowledge Review*, 15(7), 1-6.
- Mathis, R. L. and Jackson, J.H. (2006). Human resource management. Minneapolis, MN: West Publishing Company.
- Olaogun, O. K. (2021). Leadership traits and educational resources as correlates of university effectiveness in Southwest, Nigeria. A Ph.d thesis, Department of Educational Management, Faculty of Education, Ekiti State University, Ado-Ekiti.
- Roberts, B. W., Jackson, J. J., Fayard, J.V., Edmonds, G. and Meints, J. (2009). Conscientiousness. In M. Leary and R. Hoyle (Eds.), *Handbook of individual differences in social behavior*; pp 369-381. New York, NY: Guilford press.
- Schermerhorn, J. (2002). *Organizational behavior*, eleventh edition. New York: John Wiley & Sons, Inc.
- TETFUND (2021). History – TERTIARY EDUCATION TRUST FUND. <https://tetfundserver.com>. Updated December

STUDY OF THE COVERAGE OF HOME ECONOMICS SYLLABUS IN SELECTED JUNIOR SECONDARY SCHOOLS IN IBADAN RURAL COMMUNITIES

T. A. ISHOLA¹, A. T. IBRAHEEM² & R. O. JEMBI²

¹Department of Agricultural Education,
²Department of Home Economics Education,
 Lagos State University of Education,
 Noforija, Epe, Lagos State, Nigeria
 E-mail: toyeebsururah@gmail.com

Abstract

The development of rural communities is closely hinged on implementation of basic laid down policies on teaching and learning. This is why this study was conducted to investigate the extent of coverage of Home Economics syllabus in rural communities. Multistage sampling procedure was adopted to select 240 respondents for the study using structured questionnaire to elicit information. Results shows that most of the respondents (65.0%) are between the ages of 15-17 and were females (75.0%). Majority (57.5%) of the respondent learn Home Economics for just 2 periods in a week. Above 70% of them responded to majority of the topics. Study of home art and craft (40.8%), textiles (42.5%) and Basic sewing process (48.7%) are topics that witnessed a below average response from the respondents. Most (50.8%) of the respondent reported that they have only one Home Economics teacher. It was concluded that specific areas of Home Economics especially home art and craft need more emphasis to actualize sustainable rural development. It is therefore recommended that the Government should employ more Home Economics specialist teachers in Secondary Schools especially in rural areas. Also, government policies on lesson time table for Home economics should be increased for effective teaching and learning.

Key words: Coverage, Syllabus, Home Economics, Sustainable Rural Development

Introduction

Home Economics is today a subject concerning human development, personal and family finance, housing and interior design, food science and preparation, nutrition and wellness, textiles and apparel, and consumer issues (AAFCS, 2015). Home Economics is one of the specialized subjects in our school system that establish a synergy between the home as an abode, vocational work as skill and the environment as an entity. This may be the reason why scholars have viewed Home Economics as a field of study that brings out the survival instincts in man with relation to vocational aspects of home management.

The National Policy on Education (2007) describes a two tier of secondary education lasting for a period of

six years. A child is required to spend the first three years of secondary education in junior secondary school (JSS) and another three years in senior secondary school (SSS) if a student performs well in both continuous assessment (C.A) and terminal examinations (Badmus, 2007). According to NPE (2007), the junior secondary school shall be both pre-vocational and academic. Emphasized among the prevocational subjects proposed for junior secondary school is Home Economics. Mugenda (1995) cited in Grace (2005) that in 1959, the American Home Economics Association defined home economics as the field of knowledge and service primarily concerned with strengthening family life through educating individuals for family living, improving the services and goods used for families, conducting research to determine the changing needs of individuals and families, and the means of satisfying those needs, furthering community, national and world conditions favourable to family living. Also, Mugenda (1995) as quoted by Grace (2005) that in the late 1970's at the International Federation of Home Economics Council's meeting, the definition of Home Economics was examined again. The council defined home economics as a discipline that is concerned with using, developing and managing human and material resources for the benefit of individuals and families, institutions, and the community. This involves the study and research in sciences and the arts concerned with different aspects of family life and its interaction with the physical economic and social environment.

Moreover, the work of Joe Project store (2018) citing Uko-Aviomoh stated that Home Economics is a skill-oriented field of study that is expected to equip learners with survival skills that make for self-reliance, employment and paid employment. Home-economics is a broad field of knowledge and services concerned with all phases of family life. It is a subject designed to promote a healthy home and society. Home Economics is the only curriculum area that focuses on practical living skills related to family. Junior secondary school (JSS) Home Economics curriculum is designed to provide learners with basic intellectual and practical education knowledge relevant to Nigeria society. According to Badmus (2007) it is also part of the aim of the curriculum to