

A STUDY OF THE RELATIONSHIP BETWEEN DEAN LEADERSHIP BEHAVIOR AND INSTRUCTOR PROFESSIONALISM PERCEIVED BY INSTRUCTORS IN THE UNIVERSITY OF LAGOS, NIGERIA

Ogunbade Omobolanle Oluwatobiloba¹

Suwattana Eamoraphan²

Abstract: The purpose of this study was to determine if there is a significant relationship between Dean Leadership behavior and instructor professionalism. The objectives of this research study focuses on what is the level between Dean leadership behavior and instructor professionalism as well as the relationship between Dean leadership behavior and instructor professionalism all perceived by instructors at the faculty of education, university of Lagos Nigeria. The research study were conducted among 200 instructors from the faculty of education university of Lagos, Nigeria in the mid-west of Africa and questionnaire was used as an instrument to administered questions to instructors regarding their perceptions on the relationship between Dean leadership behavior and instructor professionalism. A Likert scale questionnaire was used which was based on performance pyramid 20 by George Manning and Kent Curtis (2012) and leadership behavior of House's path goal theory to give validity and reliability to the study. The data collected were analyzed accordingly by using different statistical method such as frequency, percentage, mean and standard deviations and Pearson Product Moment Correlation Analysis. According to these research studies, the research findings shows that the level of Dean Leadership behavior and instructor professionalism perceived by instructor is high and also there is significant relationship between Dean Leadership behavior and instructor professionalism. The findings could be useful for the administrators to evaluate their relationship with their instructors as the study implies. It can also be useful for Instructors to have a good and horizontal relationship between their co – instructors and students. Instructors should also create professional learning environment for themselves as that will enable them to have a mutual understanding with their Dean leadership behavior and promote team work spirit among them, their Dean and help them to improve on their teaching skills thus, promoting instructor professionalism and finally this research can be useful for future research in the area of Dean leadership behavior and instructor professionalism

¹ M.Ed. Candidate in Curriculum and Instruction, Graduate School of Education, Assumption University, Thailand.

burlycash@yahoo.com

² Ph.D., Associate Professor, Graduate School of Education, Assumption University, Thailand.

drsuwattana@yahoo.com

Keywords: Dean Leadership Behavior, Instructor Professionalism, Faculty of Education, University of Lagos, Nigeria.

Introduction

The importance and the purpose of this research study. It therefore, consists of the background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definitions of terms and significance of the study. Leadership can simply be described as the ability to guide followers towards shared goals (Bryman, 1992). It is an act of motivating or inspiring people towards reaching out in achieving set goals. In the present era of globalization, many organization face new challenges concerning leadership due to changes in societies, technologies, communication, and behavior of operation due to increased global competition and greater workforce diversity. Leaders behavior is be acceptable when the subordinates perceived it as a means of satisfaction or instrument of obtaining future satisfaction (Steer & Black, 1994). When the factors that guide a successful organization is being evaluated, there is an evident that most of them have a great leaders who can leads the organization effectively during difficult situations without having any negative effect on the instructors. The leader is the key person that administrates organizational requirements to meet the goals and objectives of the organization. Therefore, it is stated that Dean Leadership behavior plays the most important role in the creating, developing, and improving the organization and subsequently enhancing the professionalism of the instructors in the organization.

Over the years, leadership behavior has been studied extensively from the viewpoint of various contexts and theoretical foundation. The researches of leadership behavior, from 1950 – 1980, focus their attention on leadership's ability to initiate and redesign organizational structure and its considerations (Smith, 1995).

Research Objective

The objectives of the study include:

1. To determine the level of Dean Leadership behavior and instructor professionalism perceived by instructors.
2. To examine the relationship between Dean Leadership behavior and instructor professionalism perceived by instructors.

Literature Review

Most of the research conducted on House's path-goal theory have their concentration on exploring the relationships between leadership behaviors such as initiating, structure, outcome, instructors professionalism and performance through several studies on different variables (such as task structure). House (1971), for example, preliminary support for situational variables could serve as a tool for regulating the relationship of perceived initiating structure among the instructors as well as consideration and effective measures as well as Instructors professionalism. It also serve as that task variables such as variety, feedback and social interaction that is use in stabilizing the relationship between initiating structure and performance emerging between a leader and his/her instructors.

In regard to the outcome and with respect to leader behavior appear to be far less consistent and this may account for the removal of instructor performance from the most recent statement of the theory (House & Mitchell, 1974). Szilagyi and Sims (1974), for instant, it was discovered that task features stabilize or better still regulate the relationship between initiating structure and instructors satisfaction, that contribute to the improvement of professional skills. Furthermore, Schriesheim and Schriesheim (1980) discovered that consideration perception seems to appear as a strong tool in relation to Instructors performance levels in respective of situational features. Mainly, supportive leadership behavior explained in 63 of the variance in supervisory satisfaction scores, even after instrumental leader behaviors were partially led out. This finding is also consistent with the meta-analyses conducted by Fisher and Edwards (1988) and Wofford and Liska (1993), both findings clear that there is a positive relationship between leader consideration and instructors performance. Both of these meta-analysis also, provide outcome and sometimes mixed (such as, in some cases, contradictory) results regarding this theory's proposed moderator relationships.

During the 19th century, in the early years of American education, local schools had only limited requirements for new instructors. Generally, an instructor had only to demonstrate good moral character and pass a test of general knowledge. Later in the 1800s, training programs in pedagogy (the science of teaching) and teacher certification programs developed. During the 20th century, some instructors training programs developed into colleges of education, providing university education in pedagogy and a variety of specialties, such as educational psychology, school administration, and curriculum and instruction. By developing these and other programs, experts began to create an education profession that had not existed in the past. As an increasing number of prospective instructors enrolled in the nation's colleges of education and received training in pedagogical theory and practice, instructor certification requirements proliferated. Throughout the 20th century, entry into the teaching profession depended on completing university courses in pedagogy and passing a certification exam. However, professionalism in education is not limited to mastering teaching techniques and passing a certification test. Just as lawyers must master a body of case law, educators should also demonstrate knowledge of the academic subjects they teach. Education scholar Diane Ravitch, at a White House conference on teacher preparation, cited research that while more than 90 percent of the nation's teachers hold teaching certificates, less than half hold degrees in any academic field. Most have degrees in education, which focuses on pedagogy rather than academic content. As state governments increase academic achievement standards for students, Instructors professionalism should expand beyond certification to include mastery of the subject matter they teach.

Another example of the growing professionalism in education is the growth of professional associations for educators. These have expanded beyond teachers' unions, such as the National Education Association, the American Federation of Instructors and their respective state-level affiliates, to associations for principals and other school administrators and instructors of particular academic subjects. Many of these organizations adopt standards of professionalism for their subjects.

Many of these organizations adopt standards of professionalism for their members that include ethical standards of conduct and requirements for professional development, such as staying abreast of new knowledge in the content areas they teach.

In conclusion, regarding to the main theories of House's Path Goal Theory of leadership behavior, Herberg's two factors theory and Managing Performance Theories it was discover that the leadership behavior of Dean can enhance instructors professionalism through motivation which are of different kind and also it was discover that instructors with high motivation perform more effectively than instructors with low motivations. Therefore, the relationship of the Dean with instructors has effects on instructor professionalism which could be negative or positive, as this indirectly reflects on their teaching and learning as well as instructors performance.

Conceptual Framework

The conceptual framework of this study, researcher focuses on the following variables. The independent variables are Dean Leadership behavior. Leadership behavior consist of directive (autocratic), participative (democratic), and laissez faire (supportive), as well as instructor professionalism which is also an independent variable and this consist of attitude of instructors towards co-instructors, learners and the faculty of education as a whole. In this study the researcher will be using six theories in conducting this research but two out of these six theories will be mainly focus on due to their direct link with the two variables in this research. House's path – goal theory will be mainly focus on in regard to leadership which is the first independent variable, and management performance theory will be in regard to the second variable that is instructor professionalism. The researcher will also be using fielder's contingency model, Blake and Mouton's leadership Grid will also be use in researching about Dean Leadership behavior due to some link they have with leadership behavior but they are not mainly focus on but will be use as preliminary theories. Also, Maslow's theory, equity theory and Herzberg's two factor theory will also be use by the researcher as a tool or theories in the area of instructor professionalism due to some relationship they have with this variable that is instructor professionalism.

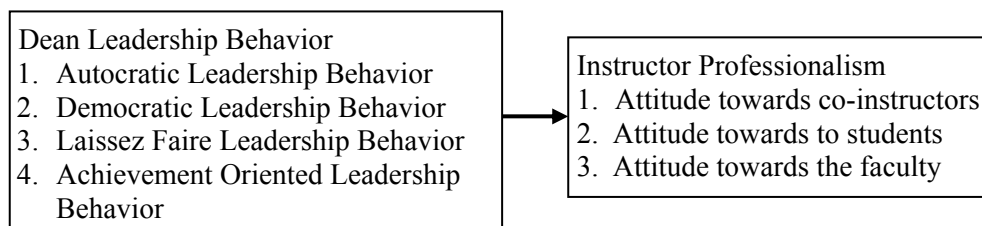


Figure 1: Conceptual Framework of The Study

Method / procedure

200 questionnaires were collected using purposive sampling; all instructors at the faculty of education university of Lagos Nigeria were used as the sample for this

research study. Therefore, in total, 200 questionnaires were collected. The collected data were thereby analyzed by researcher by employing a statistical software program. The researcher make use of infinite population which consists of the past, the present and the future thus resulting to fact the researcher used a purposive sampling and sample within the academic year of 2013.

One questionnaire was used in this research study among instructors at the faculty of education University of Lagos, Nigeria, The questionnaire used was divided into three parts. This questionnaires was based on the demographic factors that is: gender, age and educational background as well as the two variable used in the conducting the research these are; Dean Leadership behavior and instructor professionalism respectively.

The leadership questionnaire used in conducting this study was derived from a questionnaire by Loma and performance pyramid 20 was used in evaluating the professional performance of instructors.

This study evaluated instructors' perception on Dean Leadership behavior and instructor professionalism. Instructor professionalism in this questionnaire revolves round instructor attitude towards co-instructors, learners and the faculty as a whole. Most of the relevant aspects applicable to this study was adopt from the performance pyramid 20 and all the variables was measured by using the five-point Likert's scale representing a range from 1 which is strongly disagree to 5 which is strongly agree.

According to Weiss (1967), the Minnesota Satisfaction Questionnaire (MSQ) both has excellent reliability and good validity content. The questionnaire was used as the content validity due to the high quality majoring instrument that was originally developed by combining main theories of Maslow's Needs of Hierarchy Theory and Herberg's two factors Theory.

The reliability of the original questionnaire of leadership behavior was 0.70 to 0.84 for the self – subscale. The questionnaires were submitted to pilot testing. The pilot test was conducted with 30 instructors from Kerala, India.

The data derived from the respondents was statistically analyzed by using the Statistical descriptive methods. The following statistical tools were utilized accordingly.

Part 1: Demographic factors frequency and percentage was used in analyzing.

Part2: Mean, standard deviation, was used to find the two variables that is instructor professionalism and Dean Leadership behavior as regard to research objective 1.

Part 3: The Pearson Product Moment Correlation Coefficients which is the only statistical method that can be used for finding relationship was used to examine the relationship that exists between Dean Leadership behavior and Instructor professionalism at faculty of education in University of Lagos Nigeria as regard to research objective 2

Findings/ Results

After analyzing the findings shows that majority of the instructors were female of the age rank 41 – 50 years consisting of 39.5% with Ph D degree as the most attainment of educational background comprising of 48.5%. This research based

mainly on Houses Path – Goal theory by Robert (1971) and managing performance theory by George Manning and Kent Curtis (2012). In regard to the research findings the conclusions were stated as follows:

The findings indicate from the demographic factors that most of the instructors were female in the age ranging from 41- 50 years with majority of the instructors having PhD degree.

Table 1: Frequency and Percentage of Three Categories of Educational Background

	Frequency	Percent
Bachelor Degree	15	7.5
Master Degree	88	44.0
Ph.D. Degree	97	48.5
Total	200	100.0

Furthermore, findings also shows that the instructors had high perception with Dean leadership behavior with high rate level of Dean leadership and instructors professionalism pointing at Autocratic dean leadership behavior and Attitude towards students respectively.

Table 2: Mean and Standard Deviation of The Four Categories of Dean Leadership Behaviors as Mentioned The Research Instrument

Dean Leadership behavior	Mean	S.D.	Degree
Autocratic leadership behavior	3.9850	.73994	High
Laissez faire leadership behavior	3.8583	.94720	High
Democratic leadership behavior	3.7883	.99814	High
Achievement –oriented leadership behavior	3.9217	.83808	High
Total	3.8883	.01761	High

In general, 98% of the instructors that is majority of the instructors have high perception for Dean Leadership behavior and instructor’s professionalism with few instructors 2% of the total percentage 100% had very low perception on Dean Leadership behavior and instructors professionalism.

Table 3: Mean and Standard Deviation of Instructors’ Perception of Instructor Professionalism

Instructor professionalism	Mean	S.D.	Degree
Attitude towards students	4.3808	.47377	High
Attitude towards co-instructors	4.3506	.48771	High
Attitudes towards school	4.3610	.47856	High
Total	4.3641	.00720	High

Overall, in regard to the research hypothesis, the findings showed that there was a significant relationship between Dean Leadership behavior and instructors professionalism as perceived by the instructors.

Table 4: Pearson Correlation between Dean Leadership Behavior and Instructors Professionalism

	Leadership behavior	Instructors professionalism
Pearson Correlation	1	.466**
Sig. (2-tailed)		.000
N	200	200

** . Correlation is significant at the 0.01 level (2-tailed)

Regarding the relationship between Dean Leadership behavior and instructor professionalism, it was found that there was a significant relationship between Dean Leadership behavior and instructor professionalism.

Discussions

The purpose of conducting the research objectives was to determine the level of Dean Leadership behavior and instructor professionalism and the relationship between dean leadership behavior and instructor professionalism perceived by instructors. Taking each of the questionnaire into consideration the result of the analysis indicates that there is high rate perception by instructors regarding the four domains of Dean leadership behavior and three domains of instructor professionalism with regard to this regard to point McNeely (1983) men and women are most affected by the pressure of the job, as a result of their perceptions that the performance are too high and that the job has become too difficult. In agreement with the research study, the current study found that instructors at the faculty of Lagos, Nigeria have high perception regarding their Dean Leadership behavior which have great impact on their professionalism as instructors.

References

- Bryman, (1992). Leadership and public managers. *Dissertation Abstracts International*, 64 (02), 634. (UMI No.3082716)
- Fisher, B.M. & Edwards, J.E. (1998). Consideration and Initiating Structure and their Relationships with Leader Effectiveness: a meta- analysis. *Academy of Management Best Papers*, p201-205.
- Herzberg, F. (1959). *The Motivation to Work*, New York, John Wiley.
- House, R.J. (1971), "Path goal theory of effectiveness, administrative". *Journal of Contemporary Business*.
- House, R.J., and Mitchell, T.R. (1974) Path Goal theory of leadership. *Journal of Contemporary Business*, 3, fall, 81-97.
- Maslow, A.H. (1987). *Motivation and Personality*, 2nd Ed. New York: Harper Collins.
- McNeely, R.L. (1983). Gender and job satisfaction during Budgetary Retrenchment, *Administration in mental health*. Vol.12 (4) P 233 -245.
- Schriesheim, J.F', and Schriesheim, CA. (1980). A test of the Path- Goal theory of Leadership and some suggested directions for future research. *Personnel psychology*, 33. 349-370.
- Szilagyi, A.D., and Sims, H.P. (1974). An Exploration of Path-Goal theory of Leadership in a Health Care Environment. *Academy of Management Journal*, Vol. 17 P 622-634.

Wofford, J.e., and Liska, L.Z. (1993). Path- Goal theories of Leadership: a Meta-analysis. *Journal of management*, Vol 19 p 857-876.