



## **Analysis of Factors Contributing to Leadership Skills Development among SEGI University Students**

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### **ABSTRACT**

It is generally believed that Academic environment provides avenue through which Leadership skills are acquired. The process of acquiring leadership skills does not involve only formal teaching, but other factors which may not be part of curricula of the schools. However, it is not known which other factors help in building students' Leadership skills. Therefore, this study is designed to explore the major factors that contribute to leadership skills development among SEGI university students. The study used a sample of 200 respondents which were drawn from SEGI University students, Malaysia using simple random sampling technique. Structured questionnaire was used to collect data from the respondents. Data were analysed using factor analysis. The result of the factor analysis after varimax rotation produced a total of seven factors. These included Team Work, Ability to influence others, Accountability, Conflict management ability, Role model, Interpersonal skill and Mentoring. These factors account for 63.8% of leadership skills development among the students. Based on the findings, the study concludes that academic institutions provide a good avenue for grooming future leaders. It was also recommended that similar research should be carried out in African countries for comparative purpose.

**Key words:** Leadership skills, Factor analysis, Leadership development.

## INTRODUCTION

In recent years, academic institutions have rapidly transformed into a dynamic environment, particularly with the influx of foreign ideas and practices, facilitated by the development of internet and associated technologies through which they can learn new things including leadership skills. As with many academic institutions worldwide, students are exposed to practical processes that can help them develop their leadership skills. For example, students need to do some certain assignments, such as group assignments, group projects within their existing classes, or outside their classes such as social clubs, unions and organizations as opportunities to develop their leadership skills. This can enhance their future work experience, performance and service to their community.

Students' leadership skills development has become very important owing to the fact that many organizations today are looking for not just the theoretical knowledge from graduates but other practical or self learned skills which they might have learned during their study period in the university. Leadership development entails leader-follower interaction that is strongly tied to morals and values. The pivotal role of leaders necessitates that they are deeply self-aware of their morals and values, passionate and unwavering in their beliefs (Walumbwa, Avolio, Gardner, Wernsing, and Peterson, 2008). Universities and other academic institutions exist in order to prepare students for future leadership in every aspect of life. Generally, leadership training does not form part of most school's curricula, however, leadership skills can be learned through other activities (i.e extracurricular activities being considered as part of student's non-academic activities such as clubs, unions, organizations etc) in the schools or by observation of others who have those skills (Singh and Purohit, 2012). Therefore the foremost quality any community or organization looks for in a student or in any graduate before recruiting is leadership skills (Singh and Purohit, 2012).

Furthermore, leadership challenges seem to be a global issue, although more in Asian and African countries. And since, the first avenue where people are expected to learn leadership skills is academic environment, a lot is expected from the students and graduates these days. Thus, this has necessitated some questions to be answered by the present study such as: Do academic environment actually provide avenue for leadership skills development? What are the factors outside the schools' curriculum that help develop students' leadership skills? More so, most of the past studies on leadership were focused on organizational context of leadership (Lee, 2008; Rowe, 2006; Øvretveit, 2005), thus, leaving a dearth of research on students' leadership abilities.

## **Objective of the Study**

The key objective of the study is to identify factors that account for good leadership skills development among University students, which is central to their future leadership abilities.

## **Literature Review**

### ***Conceptual Framework***

The concept of leadership and the profile of definitions it has been given over the years suggest its relative importance for organization performance and competitiveness (Greenberg and Baron, 2003). Leadership is a concept that has a wide diversity behind its conceptualizations, definitions, and perspectives. The various perspectives from which scholars have viewed it only reflect its diversity and changing trend in line with modern day organizational realities. In fact, the profile of definitions and conceptualizations are a celebration only offer an illusion of clarity, yet remain sufficiently vague to occupy our imagination on what leadership is and is not (Lussier and Achua, 2007).

For instance, Greenberg and Baron define leadership as a process whereby, an individual inspires the other group members towards achieving set organizational objectives. Extending this definition, Lussier and Achua (2007) in their opinion argue that such leader should also be capable of achieving the goal of organizational performance through a change process. That is, he should be able to take into perspectives five crucial things vis. Leader-follower, influence, organizational objectives, people and change. In other words, she/he should be able to influence other group members in a way that is internally consistent with organizational objectives and with little or no resistance from the group members. Drouillard and Kleiner (1996) on their part opined that leadership is not value free. Therefore, they conceptualize leadership from the view of ethics and morals. To them, a leader should be judged from both ends of the means to achieve goals as well as the moral content of such goals. Sequel to the foregoing, quite a number of leadership theories have been propounded.

### ***Leadership Theories***

Leadership theories have been developed and jettisoned over the years depending on their relative appositeness to trends in management. Circa 1930s, and 1940s, the traits theory was more prominent among scholars. It was an attempt in the early 20<sup>th</sup> century to systematically study the concept of leadership. According to Greenberg and Baron (2003), the relative popularity of this theory was due to its narrow view of the attributes of a leader. For instance, this theory assumes that the leadership traits are latent and as such only few are endowed with the requisite attributes. These few are termed 'born-leaders' because they are naturally inclined to leading others by the

### ***Factors Contributing to Leadership Skills in Students***

virtue of birth e.g. a Prince, or a religious leader. Often, the proponents of this theory consider some traits such as personality, physical ability, social and work characteristics, economic status, etc. as consideration for promoting people to leadership positions.

Among numerous studies on this theory, Northouse (2001) found the following characteristics as pertinent traits in a leader.

- Intelligence: added to brilliance, a leader is expected to have a strong verbal ability, perceptual ability, and strong reasoning capabilities.
- Self-Confidence: This entails the leader being able to display self-esteem, self-assurance, and belief.
- Determination: This entails the leader to have an unflinching flair for thoroughness and job completion.
- Integrity: The leader should be trustworthy and positively exemplary
- Sociability: A leader should be sociable in order to sustain a conducive environment in the workplace.

### ***The Behavioural Theories***

This theory was developed circa 1950s. It was propagated in response to the limitations in the traits theory. In this case, emphasis was placed on what the leader actually does rather than his personal leadership characteristics. Basically, this theory attempts to explain the distinctive styles used by leaders to carry out their leadership roles. According to Lussier and Achua (2007), there are two main studies that underline this theory. These studies are: Ohio State studies and the Michigan Leadership studies.

In the Ohio state study, two general types of leadership were identified. This was based on the use of Leader Behaviour Description Questionnaire (LBDQ). On the one hand, the study found what it termed initiating structure. This involves planning, organizing, and coordinating the work of subordinates. On the other hand, 'consideration' involves showing concern and empathy for the plight and welfare of subordinates. The second study relating to this behavioural theory of leadership was the Michigan Leadership study. Its main focus was on unravelling the principles and methods of leadership that influence higher productivity and job satisfaction. Therefore, it was divided into employee orientation and job orientation. While the former focuses on interpersonal relations in the work place vis-à-vis the leadership style, the latter was on the technical and task orientation in the organization.

### ***Contingency Theory***

This theory combines the two previous theories. It holds that the organizational context, work group and the traits of a leader makes leadership effective. For instance, in a favourable environment that is enabling for the emission of productive energy, it is likely that a leader will do well compared

to a hostile environment. This theory, which gained prominence in the 1970, can be conveniently classified into four vis. Fielder's theory, Path-goal theory, Vroom-Yetton-Jago decision making model of leadership, and situational leadership theory. An outline of these sub theories is shown below: Fielder theory: Emphasizes on the leader-member exchange. It holds that the favourability of a situation makes a leader that is both interpersonal and task oriented to be successful.

The path-goal theory holds that training could be used to inculcate leadership skills in an appointed leader in order to suit a particular situation. In other words, a person appointed a leader in an unfamiliar circumstance can be trained to imbibe the requisite leadership qualities for his success.

The Vroom-Yetton-Jago decision making model accentuates on the level of subordinates' participation. This is in the sense of the appropriateness of such subordinate participation in decision making. This model holds that it gives the subordinates a sense of belongingness and commitment when they are engaged in the decision making. However, not all decision would involve the subordinates; rather, it is only on contingency basis as may be needed.

Situational leadership theory focuses on follower's readiness. The emphasis on the followers in leadership effectiveness reflects the reality that it is the followers who accept or rejects the leader. Regardless of what the leader does, the group's effectiveness depend on the actions of the followers (Robins, DeCenzo, and Coulter, 2013).

## **METHODOLOGY**

This study was a survey into factors contributing to leadership skills development among the university students. SEGI University students, Malaysia formed the population of this study. Primary data were used which were sourced through a structured questionnaire. Variables in the questionnaire were measured on a 5 point likert's scale. A sample of 200 respondents was drawn from the population of the study for questionnaire administration. Simple random sampling technique was used to select the respondents based on the sample size. Factor analysis was used to analyse the data.

## **RESULTS AND ANALYSIS**

### **Demographic Pattern of Respondents**

A total of four items were used to examine the demographic characteristics of the respondents. However, it is important to state that demographic analysis does not form part of the objectives of this study.

*Factors Contributing to Leadership Skills in Students*

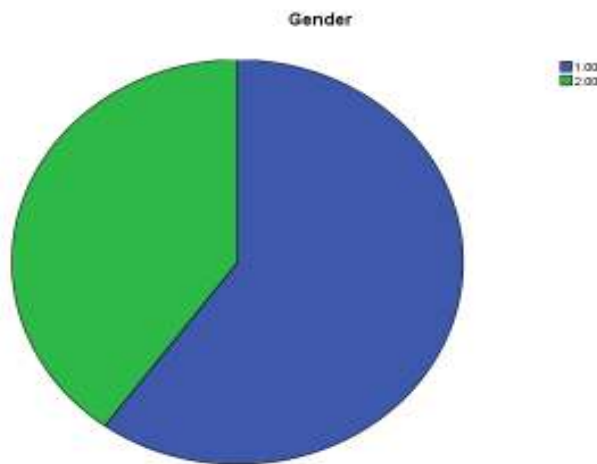
**Gender**

**Table 1:** Gender-based responses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	120	60.0	60.0	60.0
Female	80	40.0	40.0	100.0
Total	200	100.0	100.0	

Source: Field Survey, 2014

Table 1 presents data on the gender of the respondents. Its analysis indicates that out of 200 respondents, 120 (which represent 60%) are male, while 80 (representing 40%) are female. This is further presented in the figure below:



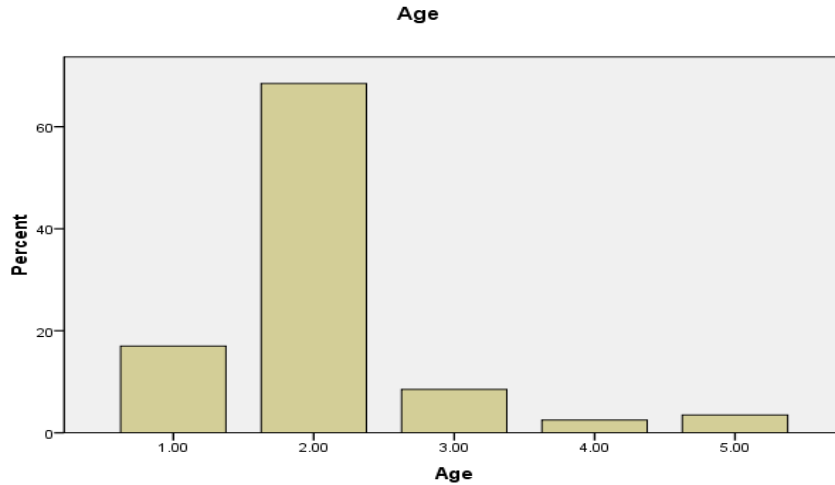
**Figure 1:** Gender of the Respondents.

**Table 2:** Age Distribution of the Respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
17-20	34	17.0	17.0	17.0
21-25	137	68.5	68.5	85.5
26-30	17	8.5	8.5	94.0
31-35	5	2.5	2.5	96.5
36-40	7	3.5	3.5	100.0
Total	200	100.0	100.0	

Source: Field Survey, 2014 .

Table 2 presents data on age distribution of the respondents. Analysis of the table shows that a total of 137 respondents (representing 68.5%) are within the ages of 21-25 years, while a total of 7 respondents (3.5%) are within the ages of 36-40 years. The reason why majority of the respondents' age fall within 21-25 years, may be due to the fact they are an under graduate students. This is presented in the figure 2.



**Figure 2:** Age Distribution of the Respondents.

**Table 3:** Marital Status of Respondents.

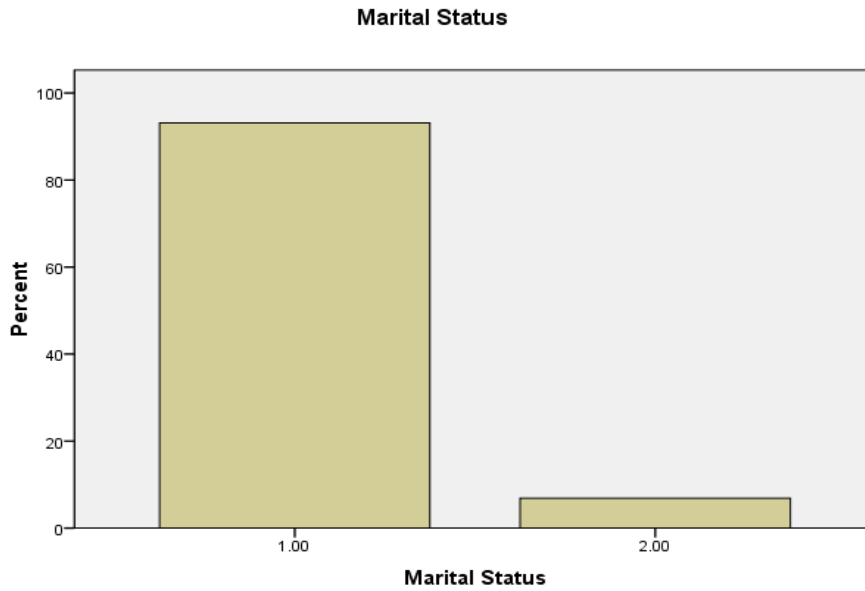
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	176	88.0	93.1	93.1
	Married	13	6.5	6.9	100.0
	Total	189	94.5	100.0	
Missing	System	11	5.5		
Total		200	100.0		

Source: Field Survey, 2014.

Table 3 presents data on marital status of the respondents. The table reveals that a total of 176 respondents (88%) are single, while a total of 13 respondents (6.5%) are married. However, analysis of the result in table indicates that 11 respondents (constituting 5.5%) failed to indicate their marital status. The reason could be as a result of the way the question was

**Factors Contributing to Leadership Skills in Students**

structured (i.e. only two options were provided in the questionnaire, thus any respondent who is in divorced or separated category would have no option to choose). This is further presented in the figure 3.



**Figure 3:** Marital Status of Respondents.

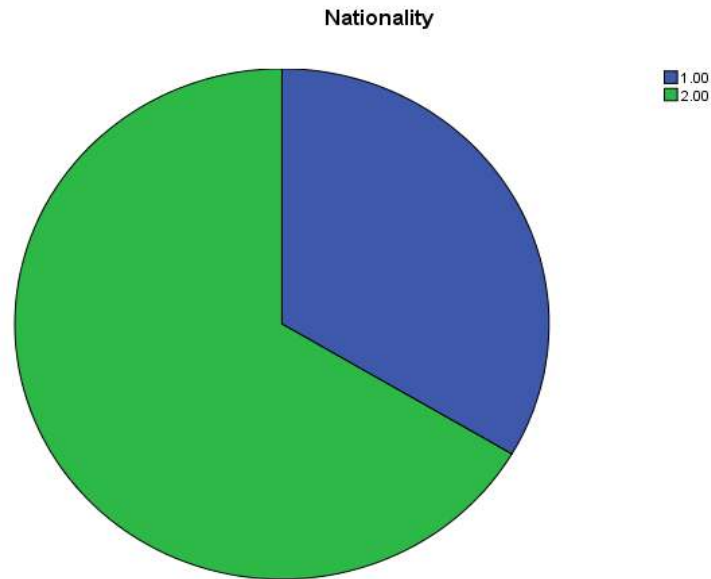
**Table 4:** Nationality of the Respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Malaysian	67	33.5	33.5	33.5
Non Malaysian	133	66.5	66.5	100.0
Total	200	100.0	100.0	

Source: Field Survey, 2014.

Table 4 presents data on the nationality identity of the respondents. As shown in the table, only 67 respondents (representing 33.5%) are Malaysian nationals. The remaining 133 respondents (constituting 66.5%) are Non Malaysian nationals. This is further explained in the figure below:





**Figure 4:** Nationality of the Respondents.

### Factor Analysis

Factor Analysis was used to achieve the objective of this research work which is to examine the factors that contribute to leadership skills development among SEGI University students. And these results were interpreted based on the research objective.

**Table 5:** Kaiser-Mayer-Olkin (KMO) and Bartlett's Test of Sphericity.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.658
Bartlett's Test of Sphericity	Approx. Chi-Square
	828.192
	Df
	190
	Sig.
	.000

Source: Authors' Computation, 2014 .

Table 5 presents the results of Kaiser-Mayer-Olkin and Bartlett's Test of Sphericity. Analysis of table 5 shows that the Kaiser-Mayer-Olkin measure of sample adequacy gives a value of 0.658. It indicates that the value of KMO is close to 1 which shows a perfectly adequate sample. Similarly,

***Factors Contributing to Leadership Skills in Students***

analysis of table 5 further indicates that the Bartlett’s test shows a chi-square of 828.192 at a significance level of 1% i.e. .000. This is an indication of the adequacy of the sample. Therefore, the results of the two test instruments show that factor analysis can be used for this research.

**Table 6:** Communalities.

	Initial	Extraction
I make sure my friends are aware of, and understand, the school’s policies and regulations.	1.000	.617
I recognize my fellow student’s achievements with encouragements and supports.	1.000	.598
I discuss the learning strategy process with my fellow students.	1.000	.635
It is good to avoid making judgments or premature evaluation of ideas or suggestions.	1.000	.547
When given a group assignment or work, I feel it is better I do it alone on behalf of other members.	1.000	.549
On a group assignment, I gain much satisfaction when we perform well.	1.000	.606
I feel happy when everybody in my group contributes their ideas when given a group assignment or work.	1.000	.713
It is good to frequently try to encourage and show support for others in a group.	1.000	.665
It is better to accept the views of the others, but avoid people with strong views rather than rock the boat.	1.000	.700
Most things are not worth arguing about. One should always stick to his/her own ideas.	1.000	.633
It is good to always co-operate with others and follow their ideas.	1.000	.639
I sometimes sacrifice my own wishes for the wishes of the other person.	1.000	.605
It is good to tell people directly what to do always.	1.000	.556
It is good to listen to others and then direct them to be accountable.	1.000	.590
One should always set a standard for himself/herself and then work towards it.	1.000	.650
I am good in communication and have many long-term friends.	1.000	.521
I feel it is better to sway others through direct commands to act in a desired way.	1.000	.675
I feel it is better to teach others before directing them to act in a desired way.	1.000	.760
It is better to be opened to others’ ideas and listen actively to them before directing them to act in desired ways.	1.000	.658
I always coach others to act in a desired way.	1.000	.770

a Extraction Method: Principal Component Analysis.

Source: Authors’ Computation, 2014

Table 6 presents the result of the communalities. Communalities indicate the share of each variable to the underlying factors (Field, 2005). Analysis of the result shows that the proportion of the variance of a variable is explained by common factor. The values are approximately 1, indicating that the communality common factor extracted explained all the variance in the variables.

**Table 7:** Total Variance Explained.

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.538	17.690	17.690	3.538	17.690	17.690	2.489	12.447	12.447
2	2.459	12.293	29.983	2.459	12.293	29.983	2.253	11.265	23.712
3	1.630	8.148	38.131	1.630	8.148	38.131	1.738	8.691	32.403
4	1.550	7.749	45.880	1.550	7.749	45.880	1.729	8.644	41.047
5	1.287	6.434	52.314	1.287	6.434	52.314	1.641	8.203	49.250
6	1.189	5.944	58.259	1.189	5.944	58.259	1.600	8.002	57.252
7	1.034	5.170	63.428	1.034	5.170	63.428	1.235	6.176	63.428
8	.883	4.417	67.845						
9	.844	4.220	72.065						
10	.809	4.045	76.110						
11	.724	3.618	79.728						
12	.650	3.251	82.978						
13	.568	2.838	85.816						
14	.531	2.654	88.470						
15	.493	2.466	90.936						
16	.468	2.338	93.274						
17	.399	1.996	95.270						
18	.387	1.933	97.203						
19	.301	1.507	98.710						
20	.258	1.290	100.000						

Extraction Method: Principal Component Analysis.

Source: Authors' Computation, 2014.

Table 7 presents the results of the total variance explained. Total variance explained contained the factors extracted. As shown in the above table, the Eigen value of the factors is given in the column two. Analysis of the result indicates that a maximum of seven factors could be obtained, because the initial seven Eigen values in column 2 is greater or equal to 1, also their extraction sums of squared loadings is greater than 1. As a general rule, only factor with Eigen value of 1 and above are considered meaningful for interpretation (see Anthony and Mustapha, 2010).

The first factor has the highest Extraction Sum of Square Loading of 3.538, which represents 17.69% of the variation. The second factor has 2.459 Extraction Sum of Square Loading with a corresponding 12.293% of the

**Factors Contributing to Leadership Skills in Students**

variance. While the seventh factor has the least Extraction Sum of Square Loading of 1.034 constituting 5.17% of the variance, the remaining factors have their Extraction Sum of Square Loading greater than one but less than two. Furthermore, the Rotation Sum of Square Loading shows similar results for all the factors. This implies that no factor is considered to be redundant. Also, the result shows that the contributing power of all the factors to the explanation of the variance in the variables is considered to be very significant. The results reveal that all the seven factors accounted for 63.428% of the variance observed. The extraction sums of square loadings of other factors are between the ranges 5.172 and 0.036.

**Table 8: Component Matrix<sup>a</sup>.**

	Component						
	1	2	3	4	5	6	7
I make sure my friends are aware of, and understand, the school's policies and regulations.	.405	.415	-.397	-.152	.302	-.061	-.070
I recognize my fellow student's achievements with encouragements and supports.	.559	-.099	-.351	-.347	.118	.134	.014
I discuss the learning strategy process with my fellow students.	.529	.103	-.514	-.278	-.046	-.010	-.024
It is good to avoid making judgments or premature evaluation of ideas or suggestions.	.555	.169	-.359	.014	.081	.084	-.260
When given a group assignment or work, I feel it is better I do it alone on behalf of other members.	-.080	.586	.172	-.187	.276	-.227	.082
On a group assignment, I gain much satisfaction when we perform well.	.614	-.314	.090	.121	.021	-.259	.197
I feel happy when everybody in my group contributes their ideas when given a group assignment or work.	.659	-.430	.058	.231	-.016	.005	.192
It is good to frequently try to encourage and show support for others in a group.	.683	-.231	.015	.311	-.071	-.103	.179
It is better to accept the views of the others, but avoid people with strong views rather than rock the boat.	.391	.122	.226	.391	.461	-.333	.073
Most things are not worth arguing about. One should always stick to his/her own ideas.	.064	.619	-.034	.007	.204	.004	.451
It is good to always co-operate with others and follow their ideas.	-.082	.365	-.159	.545	.233	.333	-.107
I sometimes sacrifice my own wishes for the wishes of the other person.	-.104	.394	-.429	.405	-.133	-.113	-.246
It is good to tell people directly what to do always.	-.104	.628	.123	.247	-.261	-.077	.030
It is good to listen to others and then direct them to be accountable.	.162	.488	.186	-.032	-.530	-.066	.073
One should always set a standard for himself/herself and then work towards it.	.471	.310	-.016	-.093	-.510	-.184	.170
I am good in communication and have many long-term friends.	.442	.234	.275	-.398	-.095	.163	-.043
I feel it is better to sway others through direct commands to act in a desired way.	.071	.170	.414	-.399	.329	-.372	-.253
I feel it is better to teach others before directing them to act in a desired way.	.503	.085	.371	-.032	-.076	.296	-.518
It is better to be opened to others' ideas and listen actively to them before directing them to act in desired ways.	.539	.117	.417	.337	.013	.154	-.207
I always coach others to act in a desired way.	.108	.197	.210	-.114	.181	.690	.392

a. 7 components extracted.;

Source: Authors' Computation, 2014.

Table 8 presents the results of the component matrix also called factor matrix. The components matrix shows how each variable correlates with each factor (Friel, nd). Analysis of loading shows the following observations:

Factor one:

A total of eight variables load heavily on factor 1 which accounts for about 17.69% of the total variance explained. These include variable 2, 3, 4, 6, 7, 8, 16 and 19.

Factor two:

Five variables have heavy loading on factor 2, which accounts for 12.29% of the total variance explained. They are variable 1, 5, 10, 13 and 14.

Factor three:

Variables 12 and 17 converged moderately on factor 3, and this accounts for about 8.14% of the total variance explained.

Factor four:

Only one variable (variable 11) correlates moderately with factor 4. And this accounts for 7.74% of the total variance explained.

Factor five:

Two variables load heavily on factor 5 which accounts for about 6.43% of the total variance explained. These are variable 9 and 15.

Factor six:

One variable (variable 20) have heavy loading on factor 6. This accounts for about 5.94% of the total variance explained.

Factor seven:

Only one variable (variable 18) loads on factor 7. And this accounts for about 5.1% of the total variance explained.

Table 9 presents the results of the rotated component matrix also called factor matrix. The idea behind the rotation is to reduce the number factors on which the variables under investigation have high loadings.

Thus, the result shows that rotation has made factor loadings more meaningful and interpretable, because it has reduced the number of variables that have high loading on any given factor. Also, it has re- grouped the variables. However, this research considers only variables with loadings greater than 0.5 are considered significant after varimax rotation.

**Factor one:**

Only four items had significant loading on factor 1 after varimax rotation. They include:

- (i). On a group assignment, I gain much satisfaction when we perform well.
- (ii). I feel happy when everybody in my group contributes their ideas when given a group assignment or work.
- (iii). It is good to frequently try to encourage and show support for others in a group.
- (iv). It is better to accept the views of the others, but avoid people with strong views rather than rock the boat.

This factor can be interpreted as Team Work.

**Factors Contributing to Leadership Skills in Students**

**Factor two:**

A total of four variables loaded heavily under factor 2. These include:

(i). I make sure my friends are aware of, and understand, the school’s policies and regulations.

**Table 9:** Rotated Component Matrix<sup>a</sup>.

	Component						
	1	2	3	4	5	6	7
I make sure my friends are aware of, and understand, the school's policies and regulations.	.021	.678	.041	.202	.335	-.002	.044
I recognize my fellow student’s achievements with encouragements and supports.	.181	.694	-.089	-.219	-.083	.066	.127
I discuss the learning strategy process with my fellow students.	.108	.770	.136	-.063	-.071	-.033	-.035
It is good to avoid making judgments or premature evaluation of ideas or suggestions.	.168	.637	.029	.217	-.011	.249	-.061
When given a group assignment or work, I feel it is better I do it alone on behalf of other members.	-.201	.024	.194	.060	.671	-.053	.116
On a group assignment, I gain much satisfaction when we perform well.	.729	.148	.020	-.210	.005	.039	-.078
I feel happy when everybody in my group contributes their ideas when given a group assignment or work.	.771	.147	-.063	-.131	-.232	.133	.062
It is good to frequently try to encourage and show support for others in a group.	.768	.182	.104	.008	-.136	.107	-.008
It is better to accept the views of the others, but avoid people with strong views rather than rock the boat.	.589	-.025	-.106	.250	.519	.090	-.035
Most things are not worth arguing about. One should always stick to his/her own ideas.	.003	.137	.306	.244	.449	-.261	.438
It is good to always co-operate with others and follow their ideas.	-.056	-.011	-.092	.758	.020	.095	.209
I sometimes sacrifice my own wishes for the wishes of the other person.	-.152	.154	.208	.640	-.037	-.098	-.305
It is good to tell people directly what to do always.	-.144	-.168	.559	.385	.210	.030	.025
It is good to listen to others and then direct them to be accountable.	-.045	-.019	.751	.012	.051	.143	.033
One should always set a standard for himself/herself and then work towards it.	.231	.268	.714	-.114	-.017	.040	-.035
I am good in communication and have many long-term friends.	.018	.263	.293	-.316	.162	.419	.254
I feel it is better to sway others through direct commands to act in a desired way.	-.089	-.007	-.067	-.344	.663	.272	-.175
I feel it is better to teach others before directing them to act in a desired way.	.097	.143	.083	-.029	-.012	.850	.031
It is better to be opened to others’ ideas and listen actively to them before directing them to act in desired ways.	.437	-.039	.131	.191	.087	.627	.107
I always coach others to act in a desired way.	-.039	.019	-.007	.002	-.015	.136	.866

<sup>a</sup>Extraction Method: Principal Component Analysis.

Source: Authors’ Computation, 2014

(ii). I recognise my fellow student’s achievements with encouragements and supports.

(iii). I discuss the learning strategy process with my fellow students.

(iv). It is good to avoid making judgments or premature evaluation of ideas or suggestions.

This factor can be interpreted as Interpersonal skills.

**Factor three:**

A total of three variables had significant loading on factor 3 after varimax rotation. They are:

- (i). It is good to tell people directly what to do always.
- (ii). It is good to listen to others and then direct them to be accountable.
- (iii). One should always set a standard for himself/herself and then work towards it.

This factor can be interpreted as **Accountability**.

**Factor four:**

Only two factors loaded heavily on factor four after varimax rotation. These include:

- (i). It is good to always co-operate with others and follow their ideas.
- (ii). I sometimes sacrifice my own wishes for the wishes of the other person.

This factor can be interpreted as **Role Model**.

**Factor five:**

Three factors had heavy loading on factor five after varimax rotation. They include:

- (i). When given a group assignment or work, I feel it is better I do it alone on behalf of other members.
- (ii). Most things are not worth arguing about. One should always stick to his/her own ideas.
- (iii). I feel it is better to sway others through direct commands to act in a desired way.

This factor can be interpreted as **Conflict Management skills**.

**Factor six:**

A total of three factors had significant loading on factor six after varimax rotation. These include:

- (i). I am good in communication and have many long-term friends.
- (ii). I feel it is better to teach others before directing them to act in a desired way.
- (iii). It is better to be opened to others' ideas and listen actively to them before directing them to act in desired ways.

This factor can be interpreted as **Ability to influence others**.

**Factor seven:**

Only one variable loaded significantly on factor seven after varimax rotation. This includes:

- (i). I always coach others to act in a desired way.

This factor can be interpreted as **Mentoring**.

## **CONCLUSION AND RECOMMENDATIONS**

This study examined the factors that contribute to leadership skills development among the University students. Major findings of the study

### *Factors Contributing to Leadership Skills in Students*

indicate that a total of seven factors account for leadership skills development among the students. These include: Team Work, Ability to influence others, Accountability, Conflict management ability, Role model, Interpersonal skill and Mentoring. These factors explained 63.8% of the variation in students' leadership skills development. However, further analysis of the results shows that Team work has the highest contribution to the leadership skills development of the student. This gives a total of 17.69% of the total variation. This was followed by Interpersonal skills which gives a total of 12.29% of the total variance. The remaining factors' contributions to the total variance ranges between 4- 8%. Thus, the study concludes that academic institutions provide a good avenue for grooming future leaders. Therefore, based on the findings and conclusion made from this study, the following recommendations were given:

(i). Schools should encourage Team work among the students. Group tasks or assignment should be given to the students on regular basis. This will further enhance their Interpersonal ability.

(ii). A similar research should be carried out in African countries so as to compare the results from the two continent- Asia and Africa. This will enable us to compare and contrast the nature of leadership problems from both continents. Also, since most of the countries in both continents are termed to be developing countries, the result from such study would enable us to compare the rate of development in both countries that may be chosen.

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