

## **LEADERSHIP BEHAVIOURS OF FEDERAL POLYTECHNIC ADMINISTRATORS AND THE PERFORMANCE OF CORE MANDATES OF SELECTED FEDERAL POLYTECHNICS IN THE SOUTH EAST GEOPOLITICAL ZONE OF NIGERIA**

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### **Abstract**

This study examined leadership behaviours employed by Polytechnic Administrators and their impact on the performance of the core mandates of selected Federal Polytechnics in the South East Geopolitical Zone of Nigeria. The study employed a quantitative approach, descriptive survey design. Adopting the multi-stage sampling technique, 363 respondents were used in the study. The Taro Yamane formula was used to arrive at the sample size for the study. Four Polytechnics out of five established in the South East Zone of Nigeria were studied. 363 questionnaires were distributed but only 60% of them representing 218 copies were duly completed and returned. Simple percentages and tables were used to analyze the data collected. Pearson's product moment correlation and statistical package for social sciences (SPSS) version 20 were used for analysis and test of hypotheses. The study revealed that task-oriented leadership behaviour was more prevalent among Federal Polytechnic administrators in the South East Geopolitical Zone of Nigeria. Oddly enough, it was also discovered that task-oriented leadership behaviour made significant though not optimal contributions to the performance of core mandates of the polytechnics. The study recommended the adoption of employee or relationship-oriented leadership styles, by the administrators to better position the polytechnics for optimal realization of their core mandates.

**Keywords:** Polytechnics, core mandates, polytechnic Administration, Leadership behaviour. Task-oriented and relationship oriented behaviours.

### **Introduction**

Higher education plays a critical role in the creation, improvement and maintenance of human capital essential for economic growth and development. The mandate of higher institutions according to Idogho (2011) is to develop the whole man mentally, morally and physically and to confer degrees, diplomas and other certificates on their products-who are found worthy in character and learning to enable them assume leadership roles in their immediate and extended society. Higher education has witnessed rapid growth world over in recent past and this growth according to Law and Schalkwyk (2002) has brought with it a lot of challenges and pressure on the sector such as under funding, incessant strikes, growing population and many other conflicts. The polytechnic education sector, in particular, has been the focus of scanty attention all these years. Anijaobi-Idem and Archibong (2012) observed that the education sector

in Nigeria like many other public sector organizations around the world face unprecedented pressure to improve service quality delivery while steadily lowering their costs. At the same time, they are expected to become more accountable, customer-focused and responsive to stakeholder needs (Echu & Ocholi, 2019). Achieving these goals invariably requires a transformation in higher education sector governance (management practices, processes and culture).

The role of tertiary education in general and polytechnic education in particular, as an agent for promoting socio-economic, political and cultural development of any nation cannot be gainsaid. Fatile and Adejuwon (2011) observed that higher education plays pivotal roles in the training of middle and higher level manpower for socio-political and economic development of a nation. In addition, Abdul Kareem (2001) stated that a nation's growth and development are hinged on its human resources. Again Subair (2008) observed that the entire intellectual and professional life of a country depends on sound higher education including polytechnic education that provides quality graduates of international standard. The continued relevance of polytechnic education is anchored on the ability of this sector to provide the quality manpower to accelerate economic growth and development in Nigeria. From the foregoing, it is clear that polytechnic education, by its very nature, is the lumber room of both practical and theoretical knowledge for nurturing national development and satisfying the aspirations of the people for a good and humane society.

A glance at the objectives of higher education of which polytechnic education is an integral part, according to the Federal Republic of Nigeria, National Policy on Education (2004) cited in Ukpai (2017) reveals that higher education is designed to achieve the following:

- i. To contribute to national development through relevant and high level manpower training;
- ii. To develop and inculcate proper values for the survival of the individual and the society;
- iii. To enable individuals to acquire both physical and intellectual skills which will enable them to be self-reliant and useful members of the society;
- iv. To forge and cement national unity thereby promoting national and international understanding and interaction; and
- v. To promote and encourage scholarship and community service.

To achieve these laudable objectives or mandates, requires appropriate leadership behaviours on the part of polytechnic administrators so that they can create suitable work environment for academics in the polytechnic institutions for them to put forth their best efforts towards making the sector achieve her predetermined core mandates.

### **Statement of the Problem**

In any organization, leadership occupies the centre stage in mobilizing human capital. This truth has been recognized throughout human history. Polytechnics are institutions charged with the core mandates of teaching, research, dissemination of existing and new information, service to the community and being a store of knowledge, and a citadel of human capital development of the nation. Policy makers of higher education in Nigeria and polytechnic leadership in particular do not seem to take cognizance of the central roles leadership and other things such as physical facilities, social amenities and the like play in mobilizing human capital and facilitating high productivity of the system.

Though polytechnic is an academic enterprise, a lot of academic effectiveness depends on the administrative support machinery available. Hence management competencies of polytechnic administrators, to a large extent depend on the leadership behaviour and governance adopted (Echu & Ocholi, 2019).

Polytechnic system in Nigeria like in many parts of the world is supposed to be run on committee and collegiality (on the basis of partnership or notion of colleagues) as opposed to hierarchical norm. The collegial principle of academic self-government is founded on the belief that academics on polytechnic campuses are primarily colleagues (some senior and others junior), with the Rector as first among equals. It is an open secret that most Nigerian Polytechnic administrators are facing problems of applying suitable and appropriate leadership behaviours in their administration. Sirisookslipa, Ariratanana & Ngang's work (2015) cited in Echu & Ocholi, (2019) believed this might be due to various stages of overlapping work arisen from administrative work model and management technique that create confusion in the work practice, administration, and ordering or commanding among the high level of work units. These have weakened polytechnic administration resulting in poor teaching and learning outcomes; diminishing research and consultancy traditions and questionable service to the community. These reflect in diminishing returns and poor performance in the basic missions of polytechnics in key areas such as research and publications, teaching methods, training and development, community services and entrepreneurial activities. From previous studies especially those of Michigan and Ohio Universities, two broad types of leadership behaviours: Tasks-oriented (or production centered) and Relationship (or employee-centered) have been discovered. It has been empirically attested that most Nigeria Polytechnic administrators are more interested in getting the job done than the welfare of their staff. Does this situation truly prevail in the Nigerian Polytechnics in our contemporary society? This study is undertaken to primarily confirm or disconfirm previous conclusions with a view of determining the appropriate leadership behaviours side-by-side the performance of the core mandates in Federal Polytechnics in the South East Zone of Nigeria.

### **Objectives of the Study**

The general objective of the study was to investigate the kind of leadership behaviour adopted by Federal Polytechnic administrators in the South East Geopolitical Zone of Nigeria and their relationship with Federal Polytechnics' performance of their core mandates. Specifically, the study sought to achieve the following objectives:

1. To determine the leadership behaviours adopted by Federal Polytechnic administrators in the South East Geopolitical Zone of Nigeria.
2. To examine the level of performance of core mandates of Federal Polytechnics in the South East Geopolitical Zone of Nigeria.
3. To investigate the relationship between Federal polytechnic administrators' leadership behaviours and the performance of core mandates of Federal Polytechnics in the South East Geopolitical Zone of Nigeria.

### **Research Questions**

The study sought to answer the following research questions:

1. What is Federal Polytechnics administrators' leadership behaviours in the South East Geopolitical Zone of Nigeria?

2. What is the level of performance of the core mandates of Federal Polytechnics in the South East Geopolitical Zone of Nigeria?
3. What is the relationship between the leadership behaviours of Federal Polytechnic administrators and the performance of the core mandates of the Federal Polytechnics in the South East Geopolitical Zone of Nigeria?

### **Research Hypotheses**

For the purpose of this study, the following descriptive hypotheses were formulated.

Ho<sub>1</sub>: Federal Polytechnic administrators in the South East Geopolitical Zone of Nigeria have not significantly adopted relationship or employee-oriented leadership behaviours.

Ho<sub>2</sub>: Federal Polytechnics in the South east Geopolitical Zone of Nigeria have not significantly performed their core mandates well.

Ho<sub>3</sub>: There is no significant relationship between Federal Polytechnics administrators' leadership behaviours and the performance of the core mandates of the federal polytechnics in the South East Geopolitical Zone of Nigeria.

### **Significance of the Study**

The findings of this study will be beneficial to Polytechnic administrators, stakeholders and researchers. The study will bring to limelight the kind of administrative leadership behaviours that federal polytechnic administrators practice, particularly in the South East Geopolitical Zone of Nigeria. It is envisaged that the findings of the study would assist Federal Polytechnic administrators as well as managers of the Polytechnic sector both private and state levels to become aware of their leadership practices and the degree to which they impact the performance of the Polytechnics under their watch. This will guide them to either strengthen their leadership behaviours or modify them as the need arises. It is also anticipated that the results of the study would inform polytechnic administrators on the level of performance of the Polytechnics so as to evolve measures to improve upon it. Besides, it will help other institutions of higher learning such as universities and colleges of education to prescribe effective leadership behaviours required to increase performance of their core mandates and consequently improve students' academic performance and boost staff morale.

### **Literature Review**

#### **Conceptual Review**

##### **Polytechnics and their core mandates**

A polytechnic according to Doerrn (2008) cited in Otache (2019) is a higher education institution that is established to focus on education concerning applied technology. Polytechnic Canada cited by Otache (2019) defines polytechnic education as a career-focused applied education that spans trades through advanced degrees delivered in an environment where students' receive hands-on training that enables them to apply more their skills. ASUP (2023), defines polytechnics as comprehensive institutions offering professional, career-focused programmes in the arts, social and related behavioural sciences, engineering, education, natural sciences and technology that engage students in active, applied learning theory and research, essential to the future of the society, business and industry. Basically, polytechnics are regarded as technological institutions that produce technological manpower for technological advancement of a country. It

emphasizes personal development in the areas of team work, leadership, communication, practical problem-solving, critical thinking and analytical skills. It is the type of education that is designed to blend theory and practice in order to solve real-life problems for the benefit of society (Mercer & Ponticell, 2012). The National Policy on Education (2004) charged the polytechnics in Nigeria with the broad objectives or core mandates of promoting technical and vocational education and training, technology transfer as well as skills and manpower, to enhance the socio-economic development of the nation. Polytechnics in Nigeria by their statutory mandate engaged in technical education and the production of middle level manpower while technical/vocational schools are created to produce low level manpower and universities train high level manpower (Obasi, 2019).

### **Polytechnic administration and Management**

Often, distinction is made between the definitions of administration and management. Thungu, Wandera, Gachie & Alumande (2008), define administration as the universal process of organizing people and resources effectively in order to direct activities towards achieving predetermined goals and objectives. Kakanda (2013) opines that administration is about the implementation of policies which are put in place by those in management. Wango (2010) defines administration as involving the various activities which help the subordinates to work towards realizing the organizational goals.

One underlying factor which underpins the above definitions is that administration is concerned with the functions and responsibilities essential to the achievement of established goals through associated or concerted effort. It is a formalized system which is premised on established authority meant to plan, control and make decisions about various activities of an organization. Administration is also about directing, guiding, coordinating, and inspiring the associated efforts of individuals members so that the purpose for which the organization has been established may be accomplished in the most effective and efficient manner possible (Nwankwo, 1982; Sidhu, 1996). Administration, therefore, is more concerned with getting things done in the organization, for example the polytechnic.

The concept of management has also been broadly defined by different scholars. For instance, Henry Fayol (1841-1925) provides an early classic definition that says that to manage is to forecast and plan, to organize, to command, to coordinate and to control. From his definition, management encompasses planning, organizing, resourcing, controlling, directing and measuring results in an organization (the Polytechnic sector) for the purpose of ensuring the achievement of a given goal or core mandate. (Smit de, Conje, Brevis & Urba, 2007). It is all about the manipulation of human, financial and material resources so as to meet predetermined goals or core mandates. In addition, Thungu *et al* (2008) take management to imply working with resources available through individuals and groups to accomplish desired organizational goals. Further, Okumbe (1998) regards management as the process of designing, developing and effecting organizational objectives and resources so as to achieve the predetermined organizational goals.

Ogbogu (2013) citing Becher and Kogan's work posited that management of higher educational institutions is concerned with the determination of values inside the institutions, their systems of decision-making and resource allocation, their mission and propose, the patterns of authority and hierarchies and the relationship of the institutions to the different academic worlds. The concept of administration for higher educational institutions predominantly refers to the internal

structure, organization and management of autonomous institutions. The organization of internal administration of Polytechnics in Nigeria is composed of the governing council, the Academic Board (AB), the congregation, the convocation, the Rector and other principal officers of the Polytechnic such as the two Deputy Rectors (Academic and Administration), the Registrar, Bursar etc. Other internal administrative machineries of Polytechnics in Nigeria include: management committees, Deans of schools, Heads of service units, centres and Directorates and other Advisory/Administrative committees that may be set up as the need arises. All these represent polytechnic administrators. There are also bodies or individuals who, though not involved in internal polytechnic administration, but whose actions and policies affect the extent the polytechnic can go in achieving their core mandates. They include the President and Commander-in-Chief, who by law is the visitor to the Polytechnics, the Federal Ministry of Education, National Board for Technical Education (NBTE). For the purpose of this study, the internal administrators of the Polytechnics in the South East Geopolitical Zone shall be the focus of this present study. They are known as polytechnic administrators. The external stakeholders such as the visitor, the Federal Ministry of Education, NBTE and others shall form the focus of the second part of this study.

### **Leadership Behaviour**

Leadership behaviours within the context of this study simply means leadership styles, practices and approaches adopted by Polytechnic administrators in the South East Geopolitical Zone of Nigeria. Echu & Ocholi (2019). State that leadership behaviour is the distinctive manner and ability by which individuals in leadership positions influence the behaviour of subordinates (academic staff) and persuade them to follow a particular course of action. Many theories of leadership have evolved over the past century to guide leadership practice.

Manyak & Mujtaba (2013) isolated two leadership behaviours or approaches that are critical to this study. They are:

1. Task-oriented behaviour.

Task-oriented or production centered leadership is defined by Forsyth cited in Echu & Ocholi (2019) as a behavioural approach in which the leader focuses on the tasks that need to be performed in order to meet certain goals or to achieve a certain performance standard. Yukl, O'Donnell and Taber (2009) conducted a study on leadership behaviour and found that leaders with task oriented behaviour do not perform the same types of tasks as subordinates. Such groups of leaders the authors believed, spend their time planning, coordinating, providing necessary resources and overseeing their subordinates' execution of tasks. The production oriented style of leadership emphasizes production (that is performance or achievement of outcomes) and technical aspects of the job. Task-oriented leaders look at subordinates or employees as tools to accomplish the goals of the organization. Tasks, working condition and work methods are made to be understood better in this style of leadership emphasizes production (that is performance or achievement of outcomes) and technical aspects of the job. Task-oriented leaders look at subordinates or employees as tools to accomplish the goals of the organization. Tasks, working condition and work methods are made to be understood better in this style of leadership orientation. They focus more on guiding subordinates in setting task goals that are both challenging and achievable.

## 2. Relationship-oriented behaviour

A second group of leaders are found to exhibit relationship-oriented behaviour. Relationship-oriented (or relationship-focused) leadership according to Forsyth in Echu & Ocholi (2019) is a behavioural approach in which the leader focuses on the satisfaction, motivation and the general well-being of the team members. These leaders concentrate not only on the task or core mandate performance, but also develop relationship with their subordinates, including helping them with their career and personal problems. They are supportive and focus on internal as well as external rewards. The employee oriented style according to Mujtaba & Kaifi (2010) emphasize the relationship aspect of the jobs of the individual. Such a leader the authors believe, takes delight in everyone and accepts their individuality and personal needs. This type of leader has complete confidence and trust in all matters in his subordinates. His subordinates feel free to discuss things about their jobs with their superior without fear of reprisals. He always asks subordinates for ideas and opinions and always endeavours to make constructive use of them. By and large, the relationship-oriented leader prefers a general and hands-off form of supervision rather than close control. They set goals and provide guidelines and then give their subordinates plenty of latitude and space to determine how the goals would be achieved. Table I below compares task oriented and relationship-oriented leadership styles side-by-side.

**Table 1: Task-oriented Vs Relationship-Oriented Styles.**

	<b>Task-Oriented</b>	<b>Relationship-Oriented</b>
*	Emphasis on work facilitation	Emphasis on interaction facilitation
*	Focus on structure, roles and tasks	Focus on relationships, well-being and motivation
*	Produce desired results is a priority	Foster positive relationships is a priority
*	Emphasis on goal-setting and a clear plan to achieve goals	Emphasis on team members and communication within
*	Strict use of schedules and step-by-step plans and a punishment/incentive system	Communication facilitation, casual interaction and frequent team meetings.

*Source: Bass, B.M. (1990) in Echu & Ocholi (2019)*

### **Theoretical Framework**

Behavioural Leadership theories

#### **Fiedler's Contingency Models/Theories**

This theory was created in the mid-1960s, or precisely in 1967 by Fred Edward Fiedler, a scientist who studied the personality and characteristics of leaders. Contingency simply means a situation or event that is dependent or contingent on someone or something else. The model states that there is no one best style or leadership behaviour. This means that no leadership behaviour is precise as a stand-alone, as the leadership behaviour exhibited by a leader is reliant upon factors such as the quality, situation of the followers or a number of other variables. According to this theory, there is no single right way to lead because the internal and external dimensions of the environment require the leader to adapt to that particular situation. In most cases, leaders do not change only the dynamics and environment, employees within the organization change. In a common sense, the theories contingency are a category of behavioural theory that challenges that there is no one finest way of leading/organizing and that the style of leadership that is operative in some circumstances may not be effective in others (Greenleaf, 1977).

Contingency theorists assumed that the leader was the focus of leader-subordinate relationship; situational theories opined that the subordinates played a pivotal role in defining the relationship. The theory of situational leadership proposes that the style of leadership should be in accord with the maturity of the subordinates (Bass & Avolio 1997). The situational leadership model, first introduced in 1969, theorized that there was no unsurpassed way to lead and that for leaders to be effective, they must be able to adapt to the situation and transform their leadership style between task-oriented and relationship-oriented.;

#### **Transformational Leadership Theory**

Transformational Leadership theory distinguishes itself from the contingency or situational theories on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal feelings towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the follower and the leader (House & Shamir, 1993). It is considered that the transformational leaders engage in interactions with the followers based on common beliefs, values and goals. This impacts their performance leading to the attainment of goal or core mandate. According to Bass & Avolio (1994), a transformational leader attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order



needs. Transformational leadership is a course that changes and approaches targets on the basis of beliefs, values and attitudes that enlighten leaders' practices and the capacity to lead change. This is because followers and leaders set aside personal interests for the benefit of the group. The leader is then asked to focus on followers' needs and input in order to transform everyone into a leader by empowering and motivating them (House & Aditya, 1997).

### **Review of Related Empirical Studies**

Abdul-Razak (2017) conducted a study on the nature of leadership styles of leaders in selected polytechnics in Ghana using 180 academic staff. He found out that polytechnic leaders in Ghana predominantly adopted a mixture of leadership styles and that their styles positively correlated significantly with the performance of academics in the polytechnics studied. He also found out that what worked in practice was the right blend of leadership styles to suit the leadership situation in that country. According to the study, the right blend of leadership styles stimulates commitment of academics to hard work to achieve the goals (core mandates) of polytechnics in Ghana.

Similarly, Abba, Anumaka & Gaite (2016) carried out a study on the leadership practices and the productivity of academic staff in polytechnics in Nigeria deploying a sample size of 285 academic staff from 3 state-owned polytechnics and 3 federal polytechnics in the North Central Geopolitical Zone of Nigeria and identified two types of leadership styles or practices prevalent in the institutions. According to the researchers they include; transformational leadership and transactional leadership styles. They found out that these styles were positively and significantly correlated with the performance of academics in the institutions studied.

In contrast, Echu and Ocholi (2019) studied leadership behaviours of University administrators and the performance of core mandates of selected Federal Universities in the North Central Zone of Nigeria on a sample of 222 academic staff drawn from 7 universities in the zone and discovered that most of the administrators adopted predominantly production-or task-oriented leadership behaviours. The leaders emphasized goal achievement with minimal consideration for the welfare of their academic staff. To those administrators, job performance or result was valued more than employee happiness and job satisfaction.

### **Research method**

This study adopted a descriptive survey design using the quantitative approach. Adopting the multi-stage sampling technique, 363 academic staff were drawn from a total population of 3,884 academic staff of the four out of the five federal polytechnics fully established and operative in the South East Geopolitical Zone of Nigeria. They include: Akanu Ibiam Federal Polytechnic, Unwana, Ebonyi (90) Federal Polytechnic, Oko, Anambra State (90), Federal Polytechnic Nekede, Owerri Imo State (90) and institute of management and technology (IMT), Enugu, Enugu State (93). The Federal Polytechnic, Umunneochi was omitted in this study as it is a new polytechnic still grappling with take-off challenges. The sample size was determined using Taro Yamane formula. Five point likert type scaled questionnaire was drafted and used for the study. The structured questionnaire was distributed to the target respondent personally by the researcher using the non probability sampling techniques, that is quota and convenience methods to gather the needed data. The data from the study were analyzed using the tabular and percentage methods. The hypotheses were tested using Pearson's product moment correlation coefficient and statistical package for social Sciences (SPSS) version 20. Out of the 363 copies

of the questionnaire distributed 218 were duly completed and returned. This represents approximately 60% response rate. Analysis of data was based on this response rate.

### Results and discussion of Findings

Ho<sub>1</sub>: Federal Polytechnic administrators in the South East Geopolitical Zone of Nigeria have not significantly adopted relationship oriented leadership behaviour.

**Table 1: Correlations**

		<b>Relationship-Oriented Behaviour</b>	<b>Task-Oriented Behaviour</b>
Relationship-Oriented Behaviour	Pearson Correlation Sig. (2-tailed)		.892 .042
Task-Oriented Behaviour	Pearson Correlation Sig (2-tailed)	0.892 .042	

Correlation is significant at the 0.05 level (2-tailed)

Source: Field Survey, 2024

Table 1 presents the correlation analysis between relationship-oriented leadership styles of Federal Polytechnic administrators vis-à-vis their adoption of the task-oriented behaviour in the Federal Polytechnics in the South East Geopolitical Zone of Nigeria. The result indicates that the federal Polytechnic leaders considering correlation coefficient of 0.892 which is greater than the 0.042 level of significance exhibit task-oriented leadership behaviour generally.

**Table 2:** Federal Polytechnics in the South East Geopolitical Zone of Nigeria have not significantly performed their mandates well due to mismatch in leadership behaviour.

		<b>Task-Oriented Behaviour</b>	<b>Relationship-Oriented Behaviour</b>
Task-oriented	Pearson Correlation		.960
	Sig (2-tailed)		.08
Relationship-Oriented	Pearson correlation	.960	
	Sig (2-tailed)	.08	

Correlation is significant at the 0.05 level (2-tailed)

Source: Field survey, 2024

Table 2 presents the correlation analysis of task-oriented leadership behaviour and the performance of core mandates of the polytechnic in the South East Geopolitical zone of Nigeria. The correlation value, from the analysis, is 0.960 which is greater than the 0.08 level of significance indicating that task-oriented leadership behaviour significantly and positively affects the performance of core mandates of the polytechnics. We therefore reject the null hypothesis and conclude that task oriented behaviour of the leaders has helped the polytechnics in reasonably achieving their core mandates.

Table 3: There is significant relationship between Federal Polytechnic administrator's leadership behaviours and the performance of the core mandate of the Federal Polytechnics in the South East Zone of Nigeria

		<b>Leadership Behaviour</b>	<b>Performance of Core Mandates</b>
Leadership	Pearson Correlation		.840
Behaviour	Sig (2-tailed)		.070
Performance of Core Mandates	Pearson correlation	.840	
	Sig (2-tailed)	.070	

Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey, 2024.

Table 3 presents the correlation analysis between federal polytechnic administrators' leadership behaviour and the performance of core mandates of the polytechnics. The result indicates that the correlation value from the SPSS out is 0.840 which is greater than the 0.070 level of significance. The null hypothesis is therefore rejected and we conclude that leadership behaviour of federal polytechnic administrators affect in a positive way the attainment of the core mandates of the polytechnics though not optimally.

### Discussion of Findings

From the data collected and analyzed, the following finding emerged:

1. That Federal Polytechnic administration in the South East Geopolitical Zone of Nigeria predominantly adopt task-oriented leadership behaviour.
2. There is a high significant relationship between task-oriented leadership behaviour and the performance of core mandates of polytechnics.

These findings are inconsistent with the work of Akporehe (2011), that organizational climate is related to job satisfaction in terms of inter-personal relationship, group cohesionness, task involvement and teachers' condition of service – remuneration, promotion, professional development policies for teachers and general availability of tools and equipment needed to perform their jobs.

### Recommendations

The main thrust of this study is to investigate the most appropriate leadership behaviour to be adopted by the polytechnic administrators to enhance the performance of core mandates of the polytechnics. In view of the foregoing, polytechnic leaders should be people who are indeed transformational in their disposition; and should be able to make those they lead (both academic and non academic staff) believe in themselves and their collective aspirations. It is imperative for the polytechnic system to be re-oriented in consonance with acceptable democratic and international standards. It is recommended that the polytechnic administrators should adopt employee-centered behaviour with emphasis on creating a positive and supportive work environment, eliminating the undesirable work situation, paying more attention to staff welfare, and treating them fairly, respectfully and in more dignifying ways than the current situation characterized by insincerity and lip-service.

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