



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

OGUNGBADE OMOBOLANLE OLUWATOBILOBA

A Thesis Submitted in Partial Fulfillment of The
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2014

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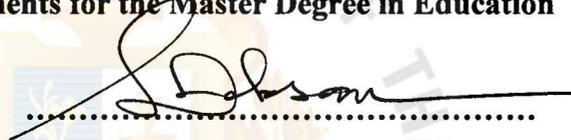
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Field of Study: EDUCATIONAL ADMINISTRATION

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**Accepted by the Graduate School of Education, Assumption University in
Partial Fulfillment of the Requirements for the Master Degree in Education**



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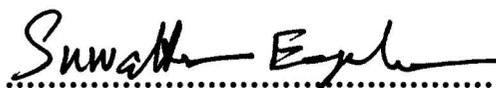
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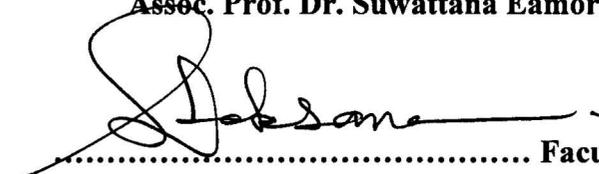
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ABSTRACT

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Key Words: Dean leadership behavior, Instructor professionalism, Faculty of Education, University of Lagos, Nigeria.

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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.

Field of Study: Educational Administration

Student's signature.....

Graduate School of Education

Advisor's signature

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Long life Thailand, long life Assumption University Thailand, long life
Graduate School of Education.

Ogungbade Omobolanle Oluwatobiloba



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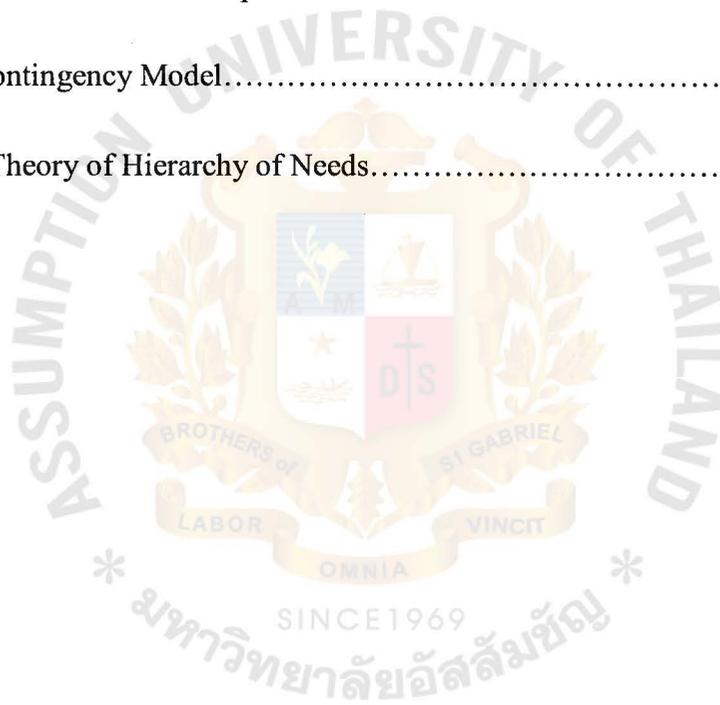
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CHAPTER I

INTRODUCTION

This chapter presents 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).

Background of study

It is very important for us to know and acknowledge that the we are living presently is becoming closer and more competitive in the era called Globalization, The acknowledgement of this fact as drawn the interest of the researcher to this study. Dean leadership behavior stands for an important aspect of a leader. Its significance stand on the contribution it makes to enhance instructor professionalism. The relationship of Dean leadership behaviors and instructor professionalism has been well established. The researcher inspired by this topic decides to make a study on the relationship between Dean leadership behavior and instructor professionalism perceived by instructors in faculty of education at University of Lagos, Nigeria. It has been discussed in the annual seminar among the co-faculty members of the university, who are the hearts of the school and quality system, that Instructors perception of leadership behavior, and instructor professionalism and its effect on the faculty (faculty of education) of university of Lagos, Nigeria. Generally, it has been a norm in the system of Nigeria universities that dean of the faculty (administrator) leads the faculty according to his styles, concepts, interests and skills. The dean who was appointed by the faculty members have four years for one term. The Dean is the administrator who leads and is responsible for the faculty progress which includes Instructors and learners. The leadership behavior of the dean of the faculty of education university of Lagos, Nigeria has a profound relationship between Dean leadership behavior and instructor

professionalism perceived by instructors in the faculty of education at university of Lagos, Nigeria.

Five faculties are operated by the University of Lagos, located in Lagos Nigeria and the faculty of education will be focus on during this research. The four Dean leadership behaviors will be the researcher primary focus while the professionalism of instructors will be the researcher secondary focus and the two variables will be judged by the perception of the instructors.

With high regard to this issue the researcher is interested in studying the relationship between Dean leadership behavior and instructor professionalism perceived by instructors at the faculty of education in University of Lagos, Nigeria. Also, the researcher wants to find out more about the relationship between Dean leadership behavior and instructor professionalism as there has been several research in the past.

Statement of the Problem

If Dean and instructors will fully actualize and fulfill in totality the purpose of education regarding leadership, teaching and learning then there is need for this study of Dean leadership behavior and instructor professionalism as it is an important issue that is practically overlooked by Nigerian due to the fact that past scholars which include the educational instructors as well as educational leaders have the believe that traditional method of leading and teaching is highly effectively in directing and teaching Nigerian instructors and students. There have been several issues arising in Nigeria in the area of Dean leadership behavior and instructor professionalism, instructors as well as students seem like to buy the idea of using old teaching method and leadership behavior. These issues are as grip the mind of the

researcher drive the researcher to carry out research regarding the issue of Dean leadership behavior and instructor professionalism. The University of Lagos, Nigeria will be use in conducting this research. This institution has five faculties and each faculty in the university has several departments in it. Faculty of education is being used by the researcher. Faculty of education is governed by the one person known as the Dean. One major goal of the Dean is to have a good leadership behavior. The instructors are not clear about their type of Dean leadership behavior and instructor professionalism that is suitable for their profession. Leadership was said to be a dynamic and innovative approach to problems commonly perceived by an individual or by a group of people (Buchanan and Huczynski, 1997). Also, they want to know the level of leadership behavior and instructors professionalism that will help to enhance the profession.

Research Questions

1. What is the level of Dean leadership behavior and instructor professionalism perceived by instructors?
2. Is there any relationship between Dean leadership behavior and instructor professionalism perceived by instructors?

Research Objectives

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.

Research Hypothesis

There is a significant relationship between Dean leadership behavior and instructor professionalism perceived by instructors.

Theoretical Framework

In this research study, three main theories will be the basis theories namely: (1) The House's Path- Goal Theory, (2) Herzberg's Two Factors Theory (3) Managing Performance regarding instructors' professionalism by George Manning and Kent Curtis (2012). While the remaining four theories are the supplementary due to the link they have on my three basic theories that is: (4) Felder contingency model (5) Blake and Mouton's leadership grid (6) Maslow's theory (7) Equity theory.

Theoretically, the House's path- goal approach suggests that leaders need to choose leadership behavior that best fits best the needs of instructors and the work they are doing. Theoretically it provides a set of assumption about how various leadership styles will interact with characteristics of subordinates and the work settings which affect the motivation of instructors to accomplish their work in a professional manner. The theory predicts that a directive behavior of leadership is best in situation in which instructors are dogmatic and authoritarian. In such situations, directive Dean leadership behavior complements the work by providing guidance and psychology structures for instructors.

For work that is structured, unsatisfying, path-goal theory suggests that leaders should use supportive leadership offers a sense of "human touch" for instructors engaged in mundane mechanized activities. Packard and Kauppi (1999) found the different leadership behavior related to different levels of job satisfaction and that when leaders demonstrate high levels of consideration and supportive

behavior their behavior tend to have higher level of job satisfaction thus leading to professionalism.

Participative leadership is considered best when a task is ambiguous because participation gives greater clarity to how certain paths lead to a certain goal and it helps instructors to learn what leads to what. Furthermore, path-goal theory predicts that achievement – oriented leadership is most effective as instructors are requires performing ambiguous task(s). In preparing leaders who challenge and set high standards for instructors in order to enhance or build their confidence so as to reach their goals. In effect, achievement- oriented leaders helps instructors to be effective (professional).

Pragmatically path-goal theory is straightforward. The leaders should help instructors to define their goals and the paths desire by them in accomplishing their goals. In time of difficulties leaders should help their instructors on how to confront their problems. This means helping the instructors to overcome the problem. The leader's job is to help instructors to reach their goals by directing, guiding and coaching them along the way (Peter. G , 2001)

In this study, the researcher explores the relationship between Dean leadership behavior and instructors professionalism to the belief that instructors are the most important resources of an organization.

Herzberg stated the two sets of factors and the conditions influence the behavior of an individual in an organization. One of the factors is called “hygiene” which includes quality of supervision, organizational rules and policies, inter personal relationship among instructors and learners, and instructors working condition. The

other set is called “Motivation”, which includes achievement, advancement and growth, responsibilities and feedback.

This theory stress that motivation and psychological factors are the approach to leadership behavior, it explain that proper Dean leadership behavior will motivate instructors and yield a positive instructors professionalism in the field of education .In organization the professionalism of instructors largely depends on their relationship with their leaders, co- instructors and their learners. When the leader maintains a behavior that is pleasing to the instructors the performance of the instructors will be high same thing is applicable to instructors if there is a horizontal relationship among instructors and learners the education outcome will be positively high. The Dean leadership behavior and hygiene factors positively relate with teachers professionalism which help to promote educational goals, So the researcher in this study will be trying to find out suitable leadership behavior of administrator that is the Dean, through the two – factors of Herzberg in relation to instructor professionalism in faculty of education at the University of Lagos, Nigeria.

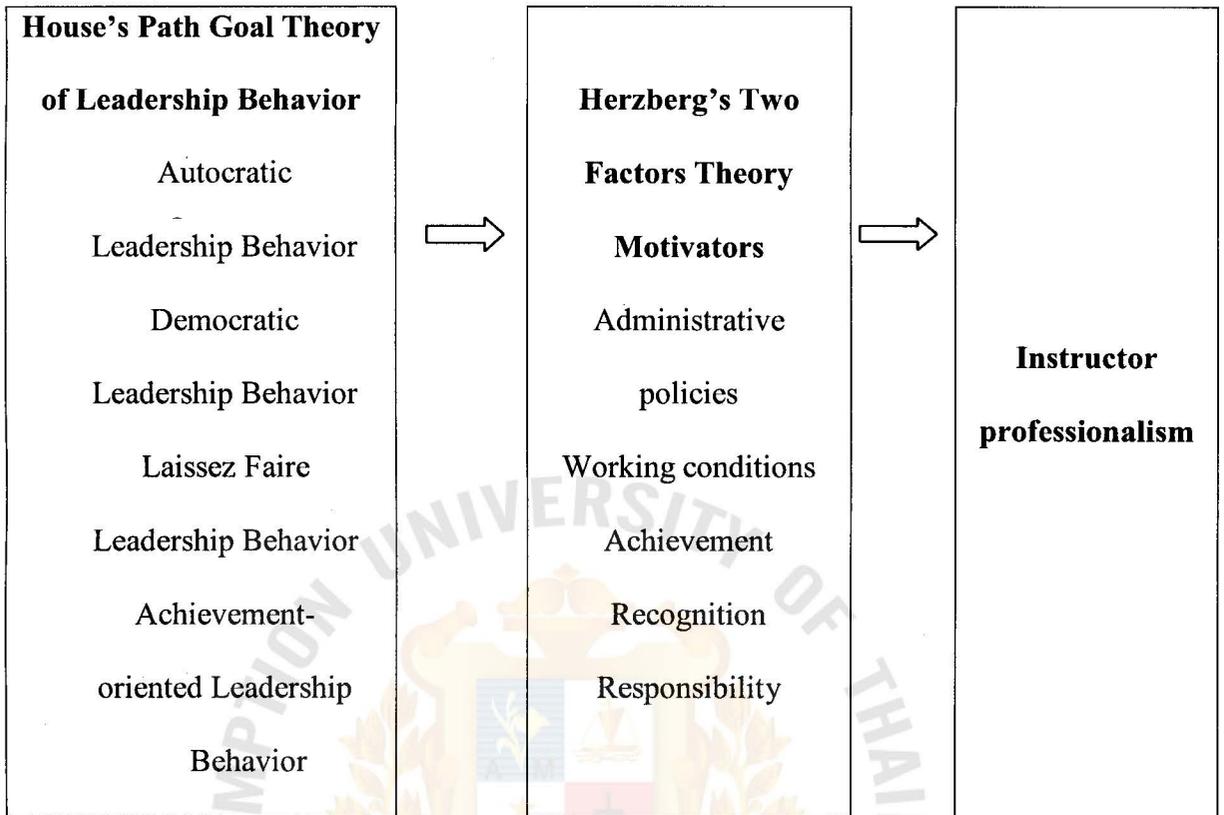


Figure 1: Theoretical Framework of the study

Conceptual Framework

Wright and Noe (2009), Relley, Chatman and Caldwell (1991), state that instructor professionalism is an attitude in which the instructors have a positive attitude towards their work (the school), their learners and co-instructors in order to fulfill their goals. Base on the research of Wright and Noe (2009) , Relley, Chatman and Caldwell (1991), it was discovered that instructors professionalism can be sub divided into three categories of attitude, namely;

- Attitude towards co-instructors
- Attitude towards to students
- Attitude towards the faculty.

These three attitudes of instructor's professionalism according to the previous research are the three main components that build up the professionalism of an instructor, due to the fact that the school which is a place of where socialization takes place cannot stand without instructors and students, also, instructors cannot prove or perform their duties without the student. Therefore, it can be concluded based on the previous research that students, instructors and school (faculty) are the three main components that build up the instructors professionalism.

This attitude is developed from the perception of their profession. Therefore, instructor levels of professionalism depends on his/her perception of Dean leadership behavior demonstrated by the administrator. Herzberg theory of Hygiene cannot motivate instructors but can reduce the unprofessionalism problems if handled properly. Instructor professionalism can fulfill learners needs for meaningful and personal growth. Once the hygiene aspects are met instructors will increase positively in their profession and this will promote instructor professionalism and produce a positive outcome instructors and learners in the faculty of education at the University of Lagos, Nigeria. There is a reason why the researcher has followed the general trend and has come up with the following conceptual framework. The researcher has selected four type of Dean leadership behavior and three attitudes of instructor professionalism that are deemed important to instructors in the faculty of education at the University of Lagos, Nigeria.

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.

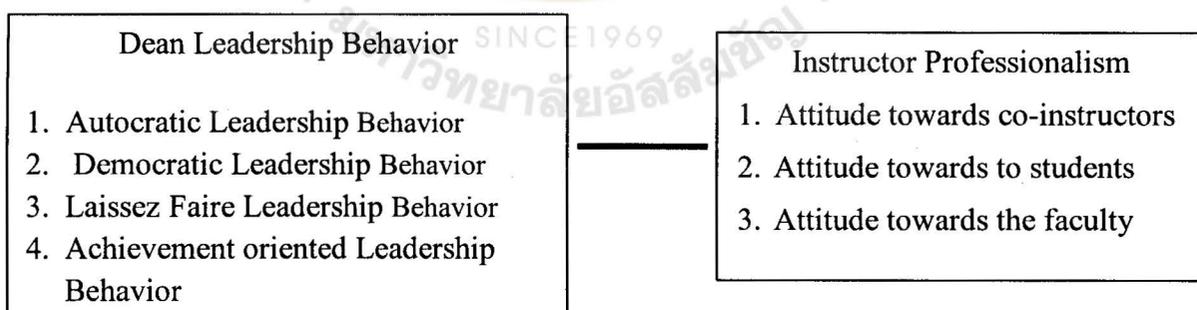


Figure 2: Conceptual framework of the study

Scope of the Study

The study was conducted among instructors in Faculty of Education at University of Lagos, Nigeria. This research study will help to assess the relationship between Dean leadership behavior and instructor professionalism by enhancing instructor professionalism among their co instructors, the learners, and faculty as a whole.

1. This study selected only one faculty among the five faculties operating at the University of Lagos, Nigeria.
2. The study conducted only the instructors' perception of Dean leadership behavior and instructor professionalism

Definition of Terms

Leadership behavior: This simply refers to the style or characteristics that a leader holds when he / she interact with other member of the faculty through directive leadership style, supportive leadership style, and participative leadership style as well as achievement – oriented style.

Leadership in this research study is classified into four 4 aspects describe below:

Autocratic leadership behavior: This is one of the leadership behavior that a leader hold in guiding his / her instructors by setting standards of performance, scheduling, and Coordinating work efforts and asking instructors to follow rules and regulations, as indicated in part 2 of the questionnaire form items 1 - 3.

Democratic leadership behavior: This type of leadership behavior enable leaders to take suggestions and advice from instructors and make them

participate during decision making process, as indicated in part 2 of the questionnaire form items 4 - 6.

Laissez leadership behavior: This is one of the leadership behavior used by leader to support their instructors in meeting their personal needs. **Achievement – oriented leadership behavior:** This type of leadership behavior involves setting challenging goals in seeking improvement for instructor professionalism at high levels among the instructors and learners, as indicated in part 2 of the the questionnaire form items 7 – 9.

Achievement – oriented leadership behavior: This type of leadership behavior is the act of setting challenging tasks and goals toward achieving a better outcome, as indicated in part 2 of the questionnaire form items 10-12.

Instructor professionalism: According to Wright and Noe (2009), Relley, Chatman and Caldwell (1991) previous research, instructors professionalism refers to what the instructors is expected to do in order to promote and bring about effective learning and good environment for themselves (instructors), learners and the school as a whole instructors professionalism in this study it is therefore classify into three (3) aspects namely;

- Attitude towards co-instructors, as indicated in part 3 of the questionnaire form items 1-7.
- Attitude towards students, as indicated in the part 3 of the questionnaire form items 8-15.
- Attitude towards the faculty as a whole, as indicated in the part 3 of the questionnaire form items 16-20.

Instructors' perception: This refers to the opinion or what the teachers prefer.

Unilag: is refers to university of Lagos, Nigeria which is one of the federal Universities in Nigeria.

Dean is the Head or director of the faculty of the University of Lagos, Nigeria.

Instructors: These are the teaching staffs at the faculty of education, University of Lagos Nigeria.

Significance of the Study

1. This study on the relationship between Dean leadership behavior and instructors professionalism perceived by instructors will help the instructors in building horizontal relationship among co-instructors and students and also help them to build mutual understanding with the Dean at the faculty of education in the University of Lagos, Nigeria.

2. This study includes the perception of instructors regarding Dean leadership behavior which we have effect on their professionalism by promoting team work spirit and improving their teaching skills.

3. This outcomes or results of the this study will provide guidance for instructors in the aspect of professionalism and also as a guidance for decision making for future researcher who may be interested in doing a similar topic in future that is giving them a forth knowledge, idea and understanding as well as background of what they need to research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher discussed the importance and purpose of this research study. In this chapter, which are reviews of related concepts through which this research study go through. This review chapter is organized and divided into the various parts namely: the review literature and explanation of Dean leadership behavior and instructor professionalism, general information about university of Lagos Nigeria as well as related research on leadership behavior and instructors professionalism. The main purpose of this study is to take a deep investigation into the relationship between Dean leadership behavior and instructor professionalism perceived by instructors in faculty education at the University of Lagos, Nigeria.

This research study on the relationship between Dean leadership behavior and instructor professionalism have been treated and research upon by various educational scholars who study the concept of Dean leadership behavior and instructor professionalism and the relationship between them. This chapter however, consists of Historical background of University of Lagos, Nigeria Faculty of Education at University of Lagos Nigeria, Definitions of Leadership Behaviors, Theories of leadership behaviors, Blake and Mouton's Leadership Grid, Fielder's Contingency Model, Major theories of instructor professionalism, Herzberg's Two Factor Theory, Maslow's theory of the Hierarchy of Needs, Equity theory, Dean Leadership behavior and instructor professionalism.

Historical background of University of Lagos, Nigeria

According to the researcher finding in the early month of the year 2013 that is the month of March to be presided there happen to be thirty-three university in Nigeria Lagos of the western part of Africa. In this study as mentioned earlier by the researcher to University of Lagos, Nigeria which happened to be one of the first ten best federal universities of Nigeria will be use in carrying out this research. University of Lagos, Nigeria is a federal University controlled by the Federal ministry of Nigeria.

The University was established in 1962 with the motto indeed and in truth. According to the department of urban and regional also known as the department of surveying and informatics, university of Lagos which is popularly known as Unilag by many Nigerians is located at Lagos metropolis which lies generally on lowlands with about 18, 782Ha of built-up area. The University of Lagos which was founded in 1962 presently has three Campuses in Yaba and Surulere. Whereas two of its Campuses are located in Yaba (the main campus in Akoka and the recently created campus at the former School of Radiography), its College of Medicine is located in Idi-Araba, Surulere. It is remarkable that all the three campuses are located in the Mainland of Lagos. Its main campus is largely surrounded by the scenic view of the Lagos lagoon on 802 acres of land in Akoka, North Eastern part of Yaba.

From a modest intake of 131 students in 1962, enrolment in the university has now grown to over 40,000. The University's staff strength is 3,365 made up as follows: 1,386 Administrative and Technical, 1,164 Junior and 813 Academic Staff. University of Lagos currently has twelve Faculties, namely, Arts, Basic Medical Sciences, Business Administration, Clinical Sciences, Dental Sciences, Education,

Engineering, Environmental Sciences, Law, Pharmacy, Science, and Social Sciences.

UNILAG, as the university is fondly called, also offers Master's and Doctorate degrees in most of the aforementioned programs. In addition, it has two Centers, namely, the Centre for Human Rights and the Centre for African Regional Integration and Borderland Studies. The Distance Learning Institute (DLI) of the University also offers courses in Accounting, Business Administration, Science Education and Library / Information Sciences.

University of Lagos was headed by the vice chancellor who is always ordained or appointed by the federal government but only candidate within the school (university) is appointed and he/she must be a professor. The University has five (5) faculties.

Every faculty has a several departments in it for example faculty of education has 12 departments. Each department has a Head of department (HOD) who serve as a co-administrator for his/her department. Every faculty aside from having several department also have a head of faculty know as the dean (the administrator or director of the faculty) who is appointed through election among the faculty members and declare the dean by the vice chancellor of the University.

Faculty of Education at University of Lagos, Nigeria

Faculty of education is one of the biggest faculty at the university It is located close to the university main gate, The Faculty of Education was established in 1964. The Faculty was situated at the erstwhile Federal Advanced Teachers College, Akoka it is the first faculty at the university. This faculty consists of six departments. Each head by head of department is known as the HOD. The faculty consists of 200

teaching staffs. The Faculty of Education collaborates with the few faculties such as the faculty of Arts, Business Administration, Science, and Social Sciences in the teaching of subject content in all undergraduate programs. The Faculty of Education collaborates with the Faculties of Arts, Business Administration, Science, and Social Sciences in the teaching of subject content in all undergraduate programs.

The faculty is head by the Dean known as the director of the faculty. The dean control all the affairs going on within the faculty by setting goals and putting down rules and regulations governing the instructors and students learning in that faculty.

Definitions of Leadership Behaviors

Leadership Behaviors does not have a universally acceptable definition which is as a result of the fact that they are defined differently by various scholars. Many the various definitions of leadership behavior few of them will be used as part of my literature review and these are: Leadership is the process of influencing others to behave in preferred way to accomplish organizational objectives (Holt, 1993). According Katz and Kahn (1978) leadership is the influential increment over and above mechanical compliance with the routine directive of the organization. Many scholars usually defined leadership according to their individual perspective, assumption, belief and phenomenon. There are almost ranges of definitions as the theories. A leader was assumed as someone who set the direction and had the ability to lead an effort the influenced people to follow that direction. The following definition defined leadership pertaining to school as an organization. Most definition of leadership go along side with their assumption and belief that is it is a process

whereby a deliberate influence is placed in order apply control or guide other people.

Some definitions of leadership are as follows:

Leadership could be defined as a process through which a person tried to get organization members to do something that the person desires, (Vecchio, 1995).

Leadership was a dynamic and innovative approach to problems commonly perceived by an individual or by a group of people, (Buchanan and Huczynski, 1997).

Leadership was the conjunction of technical competence and moral complexity, (Barnard 1997).

Leadership was the process of influencing people so direct their efforts toward the achievement of some particular goal (s) (Kuratko and Hodgetts, 1998).

Leadership was the matter of how to be, not how to do (Hesselbein and Cohen, 1999).

Leadership behavior was to perceived approach and behaviors ad exhibited by a leader, (Schemerborn 2000).

Leadership was defined by various scholars as “leadership behavior” which was yielded as a result of the expectations followers except of a leader that is the act, perception of leadership behaviors are said to be appropriate for the various roles leaders must display, as well as the behavior guiding and producing desire outcomes, (Witherspoon, 1997).

In conclusion, leadership is a social process in which one individual influence the behavior of others with or without use of a threat.

Leadership behavior in the aspect of human beings that demonstrate when a person with a reasonable purpose mobilized, in competition or in conflict with

others, institutional, political, psychological, and other resources in order to arouse and satisfy the motives of the instructors. Future success can be obtain from good leadership, by assisting schools with challenged instructors, to improve and work with their co-instructors to work together as team.

Transformational Leadership

Transformational leaders are said to have been an agents that enhance standards as well as the quality of teaching and learning thus, promoting the professionalism among instructors by making instructors have a sense of belonging (through individual consideration) by making instructors competent and responsible for a higher purpose (through idealized influence and inspiration motivation) (Bass, 1985). However research on the relationship between transformational leadership behavior and instructors professionalism does not have a definite outcomes. Some research reveal that there is a significant positive relationship between transformational leadership behavior and instructors professionalism (Berson & Linton, 2005~ Bono & Judge, 2003), while other researches are yet to find the significant relationship between these two variables (Judge & Bono, 2000). In some situations, transformational leadership behavior has a profound effective hold on the professionalism of teachers. Through idealized influence, instructors are motivated to cultivate leader's enthusiasm in order to adjust to the new changes within their faculty (organization). Individualized consideration makes instructors feel valued and appreciated thus improving their abilities to resolve simple and complex personal issues confronting them (Bass, 1998). The impact of transformational behaviors is to ensure that instructors within the faculty to be valued and feel belonged.

Visionary Leadership

Visionary leadership behavior enhances efficiency and decision-making process. Efficiency is achieved through accurate maximum supervision, leaders with this behavior give their instructors opportunity to utilize and develop quality decision-making skills and learn to trust them as well. High efficiency organizations are said to have based their activities on visionary leadership behavior, by encouraging decision-making abilities among their instructors and setting it as one their priorities, with maximum supervision coming from the leader.

Transactional Leadership

Transactional leadership is the process through which a leader use is given power or authorities in setting rules and regulations among his/her instructors in carrying out activities. This kind of leadership gives leaders the ability lead their instructors in accomplishing their aims and objectives. Leaders adopting this behavior posses the ability to evaluate, correct and train their instructors in order to yield a positive outcome thus encouraging effectiveness among the instructors.

Environmental Leadership

Environmental leadership is the act of coordinating a group of people or organizational environment in order to help them work on their emotional and psychological perception of an individual instructor in a group or organization (Carmazzi, 2005). Psychological dimension is essential for this type of leadership behavior to be effective. The leader uses organizational culture to inspire the instructors by creating an educational matrix that will bring instructors of different background together to interact and share their experience and knowledge among their follow instructors thus promoting teamwork spirit among the instructors.

Theories of leadership behaviors

House's Path - Goal theory: This theory according to Robert House's path goal theory (1971) state and I quote that an effective leader should clarify paths through which followers (instructors) according to this research can achieve both personal and task goal. The importance of this theory is to examine the relationships between an official appointed leader and his followers (instructors) in their day to day activities which assist the leader and instructors to be motivated thus improving their skills and promoting professionalism among instructors and leader.

The path-goal theory of leader was developed so as to modify previous research regarding to effectiveness which is gathered from empirical research on the impact of leader task orientation towards instructors according to this study in improving professionalism skills and knowledge (Bass, 1990 Korman, 1996). In regard to the introduction of this theory, the leadership theory are mainly concerns, with the instructors and because of this, they orient their instructors at different levels. Thus, House identified four leadership behaviors which are as follows:

Directive/autocratic Leadership Behavior: Directive path-goal describe leader behavior as the kind of leadership behavior that render psychological structure for instructors: that is giving directions to instructors on what they need to do by scheduling and coordinating activities thus providing them with required guidelines, as well as defined regulations, policies, rules and procedures. Directive behavior is one form of house's path-goal behavior that gives instructions through the use of authority inserted on him/her. Directive leadership behavior was not included in the semi-path-goal theory due to the negative impact it has on instructors by making them feel lesser than what they think they are or by reducing their self

esteem ability. This kind of leadership behavior theory is mainly recommendable for security profession.

Supportive/Laissez Faire Leadership Behavior: Supportive leadership behavior is a kind of behavior display by a leader by working towards the satisfaction/fulfillment of his/her instructors with direct attention pointing at their needs and preferences, such as encouraging unionism among the instructors that will help in attending to the concern of the instructors' welfare by establishing a welcoming friendly psychologically and supportive working environment. Laissez faire leadership behavior was assumed and said to have being the source of self confidence and social satisfaction as well as a means of cutting down a situation where stress and frustration seem to appear at frequent interval among the instructors (House & Mitchell, 1974). Supportive leadership behavior also promotes the performance of instructors to the extent that it enhances the net positive valences associated with goal-directed effort (House, 1971). In other word, supportive leadership behavior outcome were to increase the performance of instructors such as having a profound positive impact on the professionalism of the instructors as clarified in goal-directed effort.

Participative/Democratic Leadership Behavior: Participative leadership behavior is describe as the kind of behavior that help to inspire instructors in contributing to the growth and development of an institution by encouraging the instructors' in speaking their opinion /view in a decision making process. This type of leadership behavior theory can be use during a decision making process where all opinion as well as suggestion are welcome.

Achievement Oriented Leadership Behavior: Achievement-oriented leadership behavior is mainly adopted at aiming at performance excellence in an organization. Achievement oriented leadership behavior is use in executing a set of challenging goals, that will help in improvement, or promoting the degree of excellence in the instructor professionalism, by helping them in creating a grand confidence with high expectation in their area of concentration. Achievement-oriented leaders help instructors to aim higher in their respective area of concentration by increasing their ability to meet and stand during their challenging goals.

Blake and Mouton's Leadership Grid

Leadership Grid is a matrix developed by Blake and Mouton (1964) to establish five leadership behaviors by translating attitude of leaders towards need for production and concern for people. In this leader grid leaders are aiming at reaching their set goals which is pointing towards organization, efficiency in the aspect of goal setting and moral attainment through a relationship build on trust and respect. Leadership Grid serves as the basis aspect of Blake and Mouton's leadership grid gives deeper understanding of the theory. Taking a look at figure 2 of the Blake and Mouton's grid, 'horizontal axis' represents the degree of "concern for production", and the 'vertical axis' represents the degree of "concern for people". Each axis is divided in to 9 points scale which range from 1 the lowest possible level of concern and 9 represents the highest level of concerns while 5,5 style - Middle-of-the-road management represents the adequate concern a leader display for his instructors. This style also represents the midpoint of the management grid. It is important to know that 5.5 style leader have high interest and concentrate more on performance

and moral outcome of their instructors.

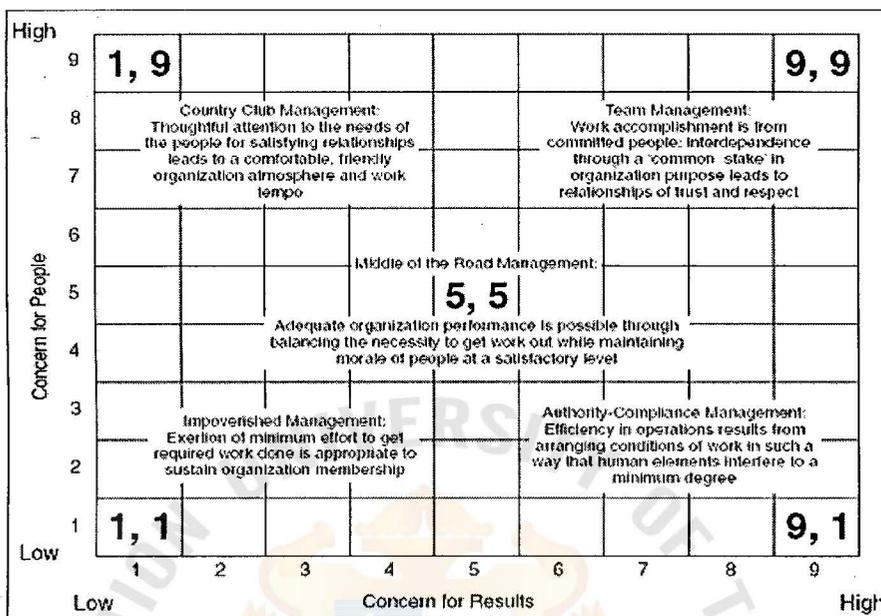


Figure 3: Blake and Mouton's Leadership Grid

The 9,9 style - team management: according to the grid, it focuses mainly on the best performance that instructors display in respective of the situation they may find themselves. This simply represents the "great manager". This kind of behaviors aim at goals through hard-work and determination are same as personal efforts and dedication (Steers & Black, 1994).

The 1,1 style - Impoverished management: The simply tells us a low level of concern from leaders towards performance of instructors. This kind of behavior is practice by leader with minimum goals, as well as leaders who show little effort and display minimum standards.

The 9, I style - Authority-compliance: shows leader who have high level of concern for their instructors pointing at 9, while Leaders who have low level of concern for instructors is pointing at 1. This style is practice by leaders with strict

quotas, which stresses efficiency and show strict control.

Fielder's Contingency Model

This theory focuses mainly on the knowledge of leadership as the creation of contingency or situational model. Felder (1973) develop leadership contingency model. It was said to have been a successful model of Leadership behavior that help on matching a leader's behavior to a situation's demands. According to this model, the leader (Dean) has to understand his or her own leadership behavior and ensure it match with the particular situation and behavior excepted of him/her. This simply means that changing situation to match with leader's behavior or giving the leadership role to someone whose behavior doesn't match with the present situation at hand. In this leadership model there are three major variables involve and these are; leader-member relations, the task structure and the position power. These three major variables were set as a tools use in determining whether, a given situation was favorable to leaders or not.

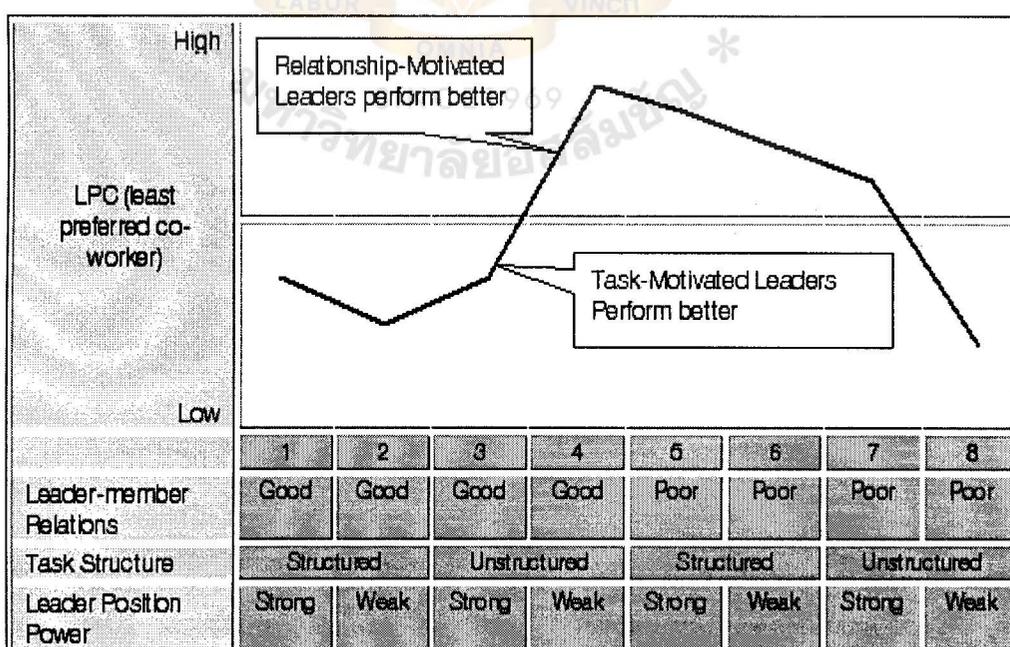


Figure 4: Fielder's Contingency Model

In this model, leadership situation varies from high to low when attesting to the three variables. Situation can shift from task oriented to relationship oriented leadership behavior. In the three dimension of effectiveness model developed by (Robbins, 1989), the author added an effectiveness dimension to the task concern and relationships. The concern dimension of the management grid (Blake & Mouton, 1964) states that the effectiveness of leader will depend on how leadership behavior interrelates with the situation in which they operate.

Hersey and Blanchard's Situational Leadership: Hersey and Blanchard (1988) states that, leadership behavior largely depends on the situation contingency and readiness of the instructors to assume the responsibility for a specific task. They also suggested that the situational leader requires adjusting the leader's emphasis of combining the task behavior and the relationship behavior. There are four leadership behavior of this theory and these are as follows:

1. Delegating
2. Participating
3. Selling
4. Telling

Each behavior has a differentiation on the combination of the task and the relationship behavior of the leaders which match with each instructor at different level of readiness.

A Delegating Behavior is said to have being the best for high readiness. Leaders with this kind of behavior leaders are provided with few direction and little support for the task at hand, they are allows do what they know how to do willingly, thus giving their instructor the opportunity to take up to their

responsibilities.

A Participating Behavior is also said to be the best for instructors with average and high level of readiness. On the other hand, instructors who are unwilling are said to align with supportive behavior to increase their motivation by allowing instructors to share opinion in decision making process. This behavior enhances the desire to perform a task.

A Selling Behavior is best for instructors with low and average readiness. Leaders with this kind of behavior offer both task direction and support the people who are unable but willing to take task up responsibility; it involves combining a directive approach with explanation and reinforcement to maintain enthusiasm.

A Telling Behavior is best for instructor with low readiness. Leaders of this behavior must provide all direction on what and how to complete task. The direction provided by this behavior tell people of their roles , this kind of behavior help to eliminates any insecurity about the task that must be done.

Motivation

According to Katerberg and Blau (1983), motivation is the willingness to exert high levels of effort toward organizational goals on the basis of effort and ability to satisfy individual needs.

Administrative policies

An organization's policies can be a great source. The policies are unclear or unnecessary or if not everyone is required to follow them. Although instructors, sometimes doesn't possess great sense of motivation or satisfaction due to the policies dissatisfaction. This area can be reduced by making sure that policies are fair and apply equally to all that is there must be equality among the instructors and the

leader. Also, printed copies of the policies-and-procedures manual should be easily accessible to all instructors

Working conditions

The environment in which people work has a tremendous effect on their level of pride yielded in them for the work they are doing. Do everything possible to keep your equipment and facilities up to date. Also, if possible, avoid overcrowding and allow each instructor have their own personal space.

Before moving on to motivators, remember that hygiene factors discussed above cannot be neglected. To do so would be asking for trouble in more than one way. Firstly, instructors would be generally unhappy, and this would be apparent to clients. Secondly, hardworking instructors, who can find jobs elsewhere, would leave while mediocre instructors would stay and compromise your organization's success. So it is advisable to deal with hygiene issues first then move on to motivator.

Achievement

One important aspect in Herzberg's theory is that most individuals sincerely want to do a good job. To help themselves make sure they are placed in positions that require the use of their talents and are not as an instrument of failure. They want to have a set of goals and standards to achieve their aims for the position they have attained. Leaders are inspired through this theory to encourage their instructors set their goals and standards and should make their instructors to submit their report that will show or explain how far they have gone in achieving their goals and standards which could serve as a useful resources or materials for co-instructors who may be interested in carrying similar assignment in future. Leaders on the other hand, should make sure instructors working under them are adequately engaged in

challenging tasks that will help in bringing out the abilities in them and also helping them in utilizing this potentials or abilities pretty well in such a way that they can be a problem identifiers and problem solvers which the researcher believe could serve as a tool of promoting their professionalism.

Recognition

Individuals at all levels of the organization want to be recognized for their achievements in their area of specialization. Their successes does not have to be monumental before they deserve recognition, and kind of praise coming from the leader(Dean)/head of the department(HOD) to the instructor should be sincere that is should be real. If instructors are doing something well, take the time to acknowledge their good work immediately. Leaders who put this kind of theory into use is said to have gained the mind of their instructors in carrying out their work whole heartily.

Responsibility

Instructors will be more motivated to do their jobs well if they have ownership of their work. This process requires giving instructors enough freedom and power to carry out their tasks so that they feel they "own" the result/ outcome of their reaction or action. Leaders should be careful of overloading their instructors with more work. Instead, they should find ways to add challenging and meaningful work, perhaps giving the instructors greater freedom and authority which could help in building their self esteem which in one way or the other will have effect on their professionalism.

Major theories of Instructor Professionalism

First and foremost an instructors is a model who display a well cultured manners, behaviors and ethnics at all time which revolve round the researcher three

sub- division of instructor professionalism .Instructor professionalism according to this research is earlier said to be sub-divided into three (3)

1. Attitude towards school; instructors are meant to have positive attitude towards Learning by not stop their professionalism at their educational qualification but by making a positive advancement in their work that is instructors should continually keep themselves updated in their area of concentration/field which involves the teaching styles and materials they use in carrying out their work. Instructors are advised to keep themselves by attending seminars, workshops, and conferences that will keep them updated and not out dated in their profession.
2. Attitude towards students; instructors are trained and should also be trained to have a cordial or horizontal relationship among their students. Instructors can prove their professions by respecting their students such as moving close to their students so as to get to know them, giving them rooms to ask questions and also getting to know their problems and concerns which is said to have instructors improve in their professions as well as promoting and creating a lovely and lively learning environment for both instructors and students.
3. Attitude towards co-instructors; instructors are meant to develop a positive attitude towards their co-instructors by always having at the back of their mind that are from different backgrounds and therefore exhibit different culture which reflect one way or the other in their behavior. Instructors should be train to tolerate each other and create lovely environment for themselves which as a result reflect in their behavior and thus having a profound impact on their professionalism. Instructors though may be overworked, frustrated and under-

paid still they need to learn to work with all these so as not to have a negative impact on their professionalism as an instructors which bring the researcher three theories related to promoting instructors professionalism namely; Herzberg's Two Factor Theory, Maslow's Hierarchy of Needs Theory, and Equity Theory.

Herzberg's Two Factor Theory

Herzberg (1959) indicated that two sets of factors and conditions influencing the behavior of an individual in an organization. One set of the factors he calls Hygiene or Maintenance factors, which includes quality of supervision, school rules and policies, interpersonal relationships with the Dean, HODs, students, and co-instructors, as well as wages and other certain types of instructors benefits, working conditions, and job security. The other factors of Motivators, includes achievement, recognition, the job itself (teaching, learning and instructor professionalism), growth and advancement possibilities, responsibility, and feed-back.

Hygiene issues, according to Herzberg, cannot motivate instructors but can minimize dissatisfaction which help to improve or promote instructors professionalism, if handled properly. In other words, they can only dissatisfy if they are absent or mishandled. Hygiene factors are issues related to the instructor's environment. Motivators, on the other hand, create satisfaction by fulfilling an individual's needs for meaning and personal growth. Once the hygiene areas are addressed, said Herzberg, the motivators will promote instructors professionalism and encourage production.

Herzberg found that low wages makes people dissatisfied, but by paying them more does not satisfy or motivate them either. Improved working conditions

(for instant, special offices and air conditioning) act in the same way. The reason for those conclusion is that comfort and instructors professionalism are of different dimensions in the two-factor theory; that is, improving hygiene factor, such as working conditions, will prevent people from being dissatisfied with their work but will not make them satisfied. (Wood, Wallace, Zeffane, Schermrhom, Hunt & Osborn, 2001)

Factors have a different set of drivers and are recorded on a separate scale. Both these approaches (hygiene and motivation) must be done simultaneously. The leader needs to treat people as best one can, so that they have a minimum of dissatisfaction and to people so that they get achievement, recognition for achievement, interest and responsibility in order improve grow and advancement in their area of specialization (Debra & James, 2003).

Maslow's theory of the Hierarchy of Needs

Abraham Maslow's hierarchy needs theory identifies five distinct types of individual needs: from self- actualization and esteem at the top to social, safety and physiological needs at the bottom (Maslow, 1987). These needs are arranged in a hierarchy form lower- level deficiency needs to higher- level growth needs. The five general classes of needs, from the most basic to the highest level, are as follows:

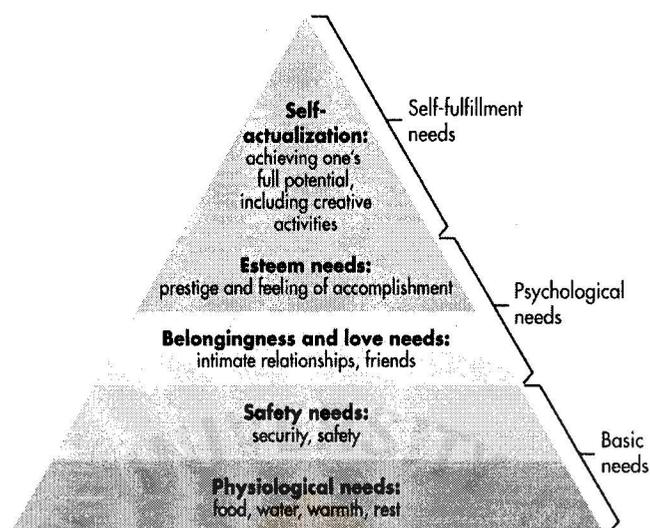


Figure 5: Maslow's Theory of Hierarchy of Needs

1. **Physiological needs:** Physiological needs are the most basic survival needs for food, water, and adequate shelter for continued existence.

2. **Safety needs:** safety needs are needs for physical and psychological safety from external threats to well-being. These needs become dormant when the basic physiological needs have been met.

3. **Social needs:** Social needs may be defined as the desire for the company and companionship of other people and for a sense of personal belonging. This is based on the concept that man is a social animal 'who cannot live with interaction with other people. This need arises once physiological and safety needs have been met.

4. **Esteem needs:** These are for a sense of self-esteem and a feeling of personal self-growth. When all other lower order needs are satisfied, they become important. **Self actualization needs:** The final and the highest level in the hierarchy

is reserved for the needs for personal growth, the development of one's full potential, and the fulfillment associated with the accomplishment of all that one is capable of. Self-actualization needs are unique and if once activated, they can never be fully satisfied or fulfilled.

Equity theory

Equity theory was developed by Stacy I. Adams (1965) who explained that instructors make comparisons of their job inputs (i.e., effort, expectance, education, and competence) and outcomes (i.e., salary levels, raises, and recognition) relative to those we put into it (inputs), and they compare their outcome-input ratio with outcome-input ratios of relevant others.

Equity theory proposes that individuals (instructors) motivated to maintain fair or equitable relationships between themselves and others with respect.

Dean leadership behavior and Instructor Professionalism

It is becoming increasingly evident that traditional leadership definitions are inadequate. There appears to be an on-going struggle to continually define and re-define the meaning of leadership. Two articles by Sergioivanni in Educational Leadership (Feb/92) outlined his reflections on this very topic. He suggested that improving schools is difficult because we focus on leadership as something forceful, direct and interpersonal rather than examining alternatives to/or substitutes for it. The purpose of a study conducted by Peter David Prieur (one of the writers) was to test the emerging hypothesis by Thomas J. Sergioivanni that leadership and professionalism are probably antithetical concepts. Before outlining the study a brief review of literature relating to instructor professionalism and school leadership are provided.

Instructor Professionalism

Professionalism can be broadly defined as accepting responsibility for one's own professional development and growth. Specifically, it refers to exemplary practice, and being aware of and experimenting with new developments in the field. Darling-Hammond defines professional practice as the incorporation of "specialized knowledge, self regulation, and instant attention to the unique needs of clients, autonomous performance and responsibility for client welfare" (p. 20). She suggests that the concept of professionalism is associated with a common set of beliefs, values and behaviors that include:

- * Professionals relying on a codified body of knowledge, not applied routinely but according to individual needs,
- * Entry into the profession being strictly controlled by members of the profession through internally structured mechanisms, and
- * Professionals owing their primary responsibility to the client (student).

In addition, Sergiovanni (1992) suggests that Instructors professionalism implies a sense of stewardship, of caring and doing everything possible to meet the needs of the students. This perspective of professionalism involves values such as honesty, fairness and integrity by stressing professionalism and thus empowering teachers.

According to this study, leadership behavior and instructors professionalism are two dependent variables that work hand in hand in order to achieve a positive result in teaching and learning as well as the attitude or behavior of instructors in their area of content. Leaders are said to be of good moral and should display equality among their instructors in order to promote peaceful environment for

their instructors which in the process can bring about good professional community among their instructors which directly or indirectly reflect on the students.

It is also important that we should know that the perception of instructors on the kind of leadership behavior exhibited by their leaders have a great impact on their professionalism which could be positive or negative mainly depending on the perception of the instructors.

Instructors are also to advice according to professionalism research to always remember to know that they choose their area of content by themselves and therefore, should love his/her profession and display professionalism towards co-instructors, students and school as a whole.

The perception of instructors in relation to Dean leadership behavior and instructors professionalism are the main concern of the research in this study and this will conducted in faculty of education at the University of Lagos, Nigeria.

Management performance: the performance of four function or processes planning, including charting a direction, determining strategies to succeed, and making policy decisions; organizing, including aligning structure, people, and resources to achieve goals, directing, including supervising, facilitating, coaching, and developing people and controlling including tracking progress against plans and making corrections; an endeavor requiring technical, relational and conceptual skills.

Previous Related Studies

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.

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter the researcher presented literature review of Dean leadership behavior and instructor professionalism as well as previous related studies on leadership behavior and instructor professionalism. This chapter explained the methods and procedures of the research study, the main objective of the research study which is to investigate the relationship between Dean Leadership behavior and instructor professionalism perceived by the instructors at the faculty of education at university of Lagos, Nigeria. This chapter also indicated the research design, respondents of the study, instrument used, collection of data, and statistical techniques employed in the analysis of data.

Research Design

This study utilized a quantitative research design that is descriptive statistics to investigate the following objectives:

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.

This is a quantitative research study so the researcher used quantitative data of the questionnaire which is used to measure the level as well as the relationship between Dean leadership behavior and instructor professionalism.

Population

The University of Lagos, Nigeria consist of five (5) faculties, with the total estimated population of 1,000 instructors.

The population of this study mainly focuses on instructors at the Faculty of Education in University of Lagos, Nigeria in the time frame of ten years.

Sample

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.

Table 1: Purposive sampling and Sample Size

School	Number of Instructors
Faculty of Education at University of Lagos, Nigeria	200
Total	200

Research Instrument

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 to 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.

Validity and Reliability of the Questionnaires

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 result of the reliability test presented as follows:

Table 2: Reliability Coefficient Alpha of Questionnaires part 2 and 3

Part	Numbers of items	Cases	Alpha Coefficient
2. Leadership Behavior	12	30	.7820
3. Instructor Professionalism	20	30	.8201

Part 1: Demographic factors:

Gender: two categories

Age: four categories

Educational background: three categories

Part 2: Dean Leadership Behavior

Autocratic leadership behavior includes 3 items: 1-3

Laissez faire leadership behavior includes 3 items: 4-6

Democratic leadership behavior includes 3 items: 7-9

Achievement –oriented leadership behavior includes 3 items: 10-12

Total: 12 items

Part 3: Instructor professionalism

Attitude towards students includes 7 items: 1-7

Attitude towards co-instructors includes 8 items: 8-15

Attitudes towards school (faculty) includes 5 items: 16-20

Total: 20 items

Five point scale was used as the tool that is scale ranging from 1-5 inducing the scale as 1= Strongly disagree, 2= Disagree, 3= Partially agree, 4= Agree, and 5= Strongly agree with the following criteria used as interpretation

Table 3: Scale of Interpretation

Scale	Interpretation
4.51 - 5.00	Very high
3.51 - 4.50	High
2.51 - 3.50	Moderate
1.51 - 2.50	Low
1.00 – 1.50	Very low

Data collection

The researcher before conducting and travelling down to her country ask for permission from the Dean of the faculty before conducting the research

The data was collected through questionnaires. Researcher travelled to her country Nigeria immediately after the proposal was approved by the panel of the committee, The questionnaires was taken to faculty and the researcher met the respondents at a fixed time as arrange by them, with the pre-permission from the Dean of the faculty to collect the data for this study. In order to facilitate proper answers to the questionnaire, co-operation of the Dean, HODs, and instructors was highly needed. After collecting the data, the researcher then return back with all questionnaires to Thailand.

200 questionnaires were collected given a total returned rate of 100%.

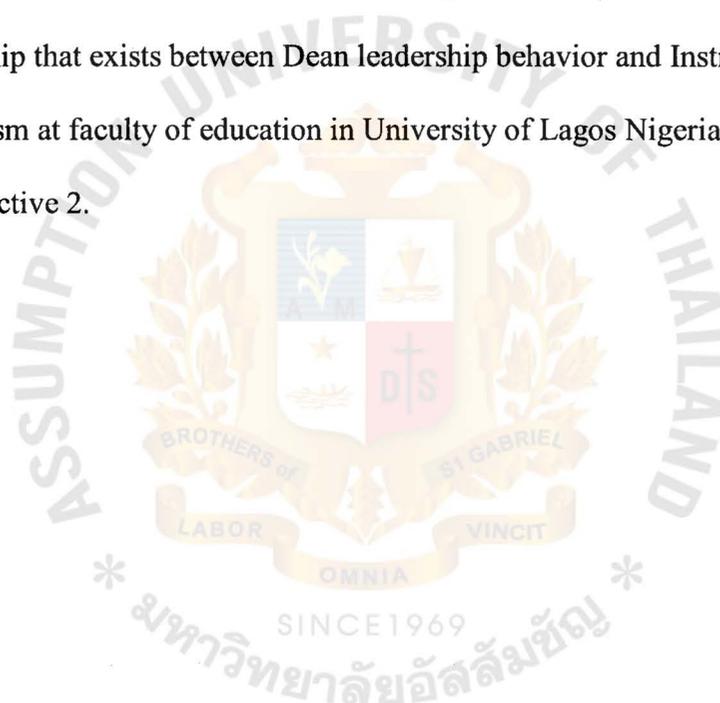
Data Analysis

After receiving questionnaires the researcher carefully examine them to find out if questionnaires are properly filled for this study. 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 use 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.



CHAPTER IV

RESEARCH FINDINGS

In the previous chapters, the researcher explained the importance and purposes of the research study, by presenting the in the literature review and the providing how outlines and how the research study would be carried out. In this chapter, the researcher will provide the research findings. The results and findings of the data collected using the questionnaire that is the research instrument that is divided into three parts: demographic part, Dean leadership behavior part and instructor professionalism. The researcher chose 200 instructors at Faculty of Education from the University of Lagos, Nigeria in the academic year of 2013 with the survey carried out between November 30th –December 5th in the year 2013.

Main Findings

This section presents findings based on data collected and it divided into four sections.

Section1: The descriptive statistics consists of individual instructor analysis of the demographic data with their interpretation presented in tabular form.

Section 2: Research finding of research objective 1to determine the level of Dean leadership behaviors and instructor professionalism.

Section3: Research finding of research objective 2 to examine the relationship between Dean leadership behavior and instructors professionalism perceived by instructors.

Section 4: Research Summary Findings.

Section 1: The descriptive statistics of the demographic factors.

Table 5: Frequency and percentage of gender

	Frequency	Percent
Male	88	44.0
Female	112	56.0
Total	200	100.0

Table 5 indicates that the frequency for male instructors was 88 with the total percentage of 44.0, and the frequency for female instructors was 112 with the total percentage of 56.0 respectively according to the purposive sample size. Therefore the percentage of female instructors is higher than male instructors.

Table 6: Frequency and percentage of age

	Frequency	Percent
30 years above	23	11.5
31-40 years	57	28.5
41-50 years	79	39.5
51 above years	41	20.5
Total	200	100.0

Table 6 shows that the age 30 years and above have the frequency of 23 with the total percentage of 11.5, age 31-40 years have the frequency of 57 with total percentage of 28.5, age 41-50 years have the frequency is 79 with total percentage of 39.5 and age 51 years and above have the total frequency of 41 with total percentage of 20.5 respectively. The result indicated that the highest frequency and percentage of age of instructors range from 41-50 years.

Table 7: 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

Table 7 shows that 15 instructors got Bachelor Degree with 7.5%. 88 instructors had master degree with 44.0%. 97 instructors had PhD degree with 48.5%. The result indicated that most of the instructors are Ph.D. degree holder.

Section 2: Research finding as regard to research objective 1 to determine level of Dean leadership behaviors and instructor professionalism.

This section presents instructors' perception of Dean leadership behavior and instructor professionalism as regarding to objective 1 of this research study.

Table 8: Mean and standard deviation of the four categories of Dean Leadership behaviors as mentioned the research instrument

Dean Leadership behavior	Mean	SD	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

Table 8 shows that degree of perception of instructors of their Dean leadership behaviors are high in the four type of Dean leadership behavior that is Autocratic leadership behavior, laissez faire leadership behavior, Democratic

leadership behavior and Achievement –oriented leadership behavior with following mean respectively 3.9850, 3.8583, 3.7883 and 3.9217 and standard deviation .73994, .94720, .99814 and .83808 respectively.

Therefore, we can say that the level of Dean Leadership behavior perceived by instructor is high.

Interpretation

As indicated in table 8 there are 4 types of Dean leadership behavior used by the researcher in conducting the research and according to the research findings it shows that Autocratic Dean Leadership behavior as the highest mean values among the 4 types leadership behavior being used. In regards to path-goal theory of 1975, Autocratic leadership behavior is the relationship between formally appointed leader and subordinates in their day-to-day functioning. Instructors perception towards autocratic behavior is high due to the fact that in the Faculty of Education University of Nigeria takes instructions or orders directly from their Dean or head of department.

Table 9: Mean and Standard Deviation of instructors' perception of instructor professionalism.

Instructor professionalism	Mean	SD	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

Table 9 indicates instructors perception of their instructor professionalism towards students, co- instructors and faculty are high with the mean

ranging from 4.3808, 4.3506., and 4.3610 and standard deviation ranging from .47377, .48771 and .47856 respectively.

Therefore, we can say that instructor professionalism perceived by instructors is high.

Interpretation

According to the research findings in table 9, attitude towards students as the highest mean value due to the important roles students place in determine instructors' professionalism. It is important to know that students plays the vital role when determine instructor professionalism therefore, instructors on the other hand most demonstrate a good attitude towards the students in order to improve or promotes positive teaching and learning.

Section 3: Research finding as regard to research objective 2 to examine the relationship between Dean Leadership behavior and instructor professionalism perceived by instructors.

This section analyzes the data for testing for the research hypothesis which state that 'There is a significant relationship between Dean leadership behavior and instructors professionalism perceived by instructors.

The statistical method the Pearson Product Moment Correlation Coefficients was used to find the relationship between Dean leadership behavior and instructors professionalism perceived by instructors.

Table 10: 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).

In table 10 the two variables that is Dean leadership and instructors professionalism were shown. Table 9 indicated that the Pearson correlation for the relationship between Dean leadership behavior and instructors professionalism was .000 that means $p = .000 < 0.01$ shows there was a significant relationship between Dean leadership behavior and instructors professionalism.

In conclusion, looking at table 12, there was significant relationship between Dean leadership behavior and instructors professionalism at the level of 0.01.

Section 4: Research Summary Findings

The research findings that were collected from the analyzed in this chapter are summarized on the fact base on the need for the research objective to examine the level and relationship between Dean leadership behavior and instructors professionalism are listed as follows:

In the aspect of gender, female instructors were 112 (56.0%) more than male instructors 88 (44%). As for instructors' age, there were 4 groups: from 30 years and above, 31 – 40 years, 41- 50 years and above 50 years. Most of the instructors were between the age of 41- 50 (39.5%).

Regarding instructors educational background which was sub- divided into three areas starting from bachelor degree to master degree and PhD degree. The most of the instructors was PhD degree (48.8%).

Overall, it was said to have been that the level of the instructors' perception towards Dean leadership behavior and instructor professionalism is high with 98% and 2% were very low as indicated in appendix B.

According to the mean and standard deviation of Dean leadership behavior, the total (overall) are 15.5533 and 3.52336 respectively.

The overall mean and standard deviation of instructors' perception of instructor professionalism are 8.7418 and 1.44004 respectively. Therefore, base on the overall value of mean of Dean leadership behavior and the overall value of mean of instructor professionalism it can therefore be said that the perception of instructors towards these 2 variables are high which indicated that there is a significant relationship between Dean leadership behavior and instructor professionalism.

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.

Table 4: Research summary table

Research objectives	Source of data	Research instrument	Data analysis	Results
To determine the level of leadership behavior and instructors professionalism perceived by instructors	Faculty of education University Of Lagos, Nigeria	Questionnaire will be used in carrying out this research and it is divided into three Part1: Demographic factors Part 2: Leadership behavior Part3: Instructors professionalism	Mean and standard deviation , frequency and percentage will be used to analysis the data	The level of Dean leadership behavior and instructor professionalism perceived by instructors was High.
To find the relationship between leadership behavior and instructors professionalism	Faculty of education University Of Lagos, Nigeria	Questionnaire will be used in carrying out this research and it is divided into three Part1: Demographic factors Part 2: Leadership behavior Part3: Instructors professionalism	Pearson Product Moment coefficient Correlation will be used to analysis the data	There is a significant relationship between Dean leadership behavior and instructor professionalism.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In the previous chapter the research finding and interpretation of the analyzed data were presented. This chapter present and summarized the whole research study with conclusions, discussions, and recommendations

Summary of the study

In exploring this research study, the researcher saw that efficacious instructors are truly compassionate of their students. I also observe that they genuinely cared about their Dean leadership behavior and for these reasons they sought ways to make connections to gain their Dean and students trust. In time I spent conducting, observing and analyzing my data, the researcher detected that the instructors were not influenced by any personal biases or stereotypes. The researcher inferred that the instructors have more concern in the area of Dean leadership behavior and their professionalism. With regard to this issue, the dean leadership behavior and instructors professionalism as been considered as the critical factors which can influence effective education that is good leadership skills, good teaching and effective learning. The researcher, therefore, was interested in these two variables Dean leadership behavior and instructors professionalism. This research study therefore, sought to address two research objectives and one research hypothesis as follows:

Objectives of the study

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

Professionalism perceived by instructors.

Hypothesis of this study is there is a significant relation between Dean leadership behavior and instructor professionalism perceived by instructors.

Design and methodology of the study

This research study was a quantitative design utilizing a questionnaire to identify certain demographic factors as well as to determine and examine the perception of instructors at the faculty of education university of Lagos, Nigeria in the aspect of Dean leadership behavior and instructors professionalism.

The scale used in this study in measuring Dean leadership behavior and instructors professionalism ranges from 1 – 5. the researcher used all the instructors at the faculty of education university of Lagos, Nigeria all the questionnaire that 200 were completed and collected giving the research 100% of data collection.

Research findings

This research study was conducted on two variables namely: Dean leadership behavior and Instructor professionalism. consequently, the research objective to determine the level of leadership behavior and instructors professionalism perceived by instructors and to examine the relationship between leadership behavior and instructor professionalism perceived by instructors. With the findings showing 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.

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.

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

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.

Conclusions

This study found that the level of Dean leadership behavior and instructors' professionalism are high, and also the relationship between Dean leadership behavior and instructor professionalism was investigated upon with regard to the perception of instructors. It was indicated that the perception of instructors between Dean leadership behavior and instructor professionalism correlated significantly.

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.

According to Path-goal theory (1971), Autocratic leadership behavior was describe leader behavior as the kind of leadership behavior that render psychological structure for instructors: that is giving directions to instructors on what they need to do by scheduling and coordinating activities thus providing them with required guidelines, as well as defined regulations, policies, rules and procedures. Directive behavior is one form of house's path-goal behavior that gives instructions through the use of authority inserted on him/her. Autocratic leadership behavior was not included in the semi-path-goal theory due to the negative impact it has on instructors by making them feel lesser than what they think they are or by reducing their self esteem ability. This kind of Dean leadership behavior is tends to improve instructors professionalism.

Mohammad Hussein Yarmohammadian (2004) found that Laissez faire leadership behavior and teacher professionalism are positively related. Recognition from leaders for good performance is vital in increasing professionalism of instructors and also helps to enhance their morale. A management behavior demonstrated through open communication, respect and recognition could greatly improve instructor professionalism.

Schriesheim and Schriesheim (1980) perceived consideration appears to be related to levels of leadership behavior and instructors professionalism regardless of other features of leadership behavior and instructors professionalism. Democratic leadership behavior recommends leaders to seek or welcome advice or suggestion from their instructors by seeking opinions when making decision. Ivancevich and Matteson (1999) stated that growth seem to have effect on instructors professionalism it takes different form.

According to Goodlad (1983), Achievement – oriented leadership behavior also have a positive relationship impact on instructors professionalism.

Also, it could be argued upon that functions of the frequency of what we perceived of instructors professionalism have relation to the perception of instructors on the type of Dean leadership behavior they think is useful for their professionalism.

Recommendations

In regard to this research study, the researcher will suggest few recommendations on leadership behavior and instructor professionalism as conducted in university of Lagos, Nigeria based on the perception of instructors. Here are some recommendations the researcher propose and it is divided into three:

Recommendation for Administrators:

1. According to the research finding, base on the mean total overall of Dean leadership behavior it which indicated that Autocratic Dean leadership behavior is the most appropriate Dean leadership behavior that can be used in faculty where there is high population of instructors and students coming from different family background with different view of life experience. Therefore, Dean should be more polite and respectful while using Autocratic leadership behavior among instructors because it is believed that human being behave better when they are respected regardless of their position.
2. Dean should also evaluate their relationship with their instructors as the study implies instructors need the support from their Dean to enhance in their professionalism. Dean should therefore, endeavor to give and entrust more love, trust and care on their instructors.

Recommendation for Instructors

According to the research finding of the mean total overall of Instructor professionalism it was notated that Attitude of instructor towards students is the highest rank. It is important to know that good relationship between instructors and students enhance positive teaching and learning process. Instructors with vertical relationship (at arm length) make learning and teaching a bit difficult for the students and themselves. Therefore, instructors should endeavor to have a close of respectable relationship that is they should be friendly and at the same time play their role as a teacher towards the students.

Instructors should endeavor 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 understand of 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.

Recommendation for further studies / future research

For future or further studies it is recommended should be explored among instructors, administrators (Dean) and any leaders as well as students so as to gain wider view, knowledge and aspiration regarding leadership behavior and instructor professionalism as I believe this research study can help to enhance exchange of knowledge, aspiration, experience and also help to improve leadership behavior and instructor professionalism.

Furthermore, it would be very useful if this research can further be conducted or looked into for more information, knowledge, skills and aspiration that can promote leadership behavior and instructor professionalism.

In regards to Appendix B which analyze the perception of instructors' towards Dean leadership behavior and teacher professionalism base the questionnaire by using mean and standard deviation it was indicated that most teachers have high perceptions towards Dean leadership behavior and instructor professionalism with few instructors having very low perceptions in the area of ideas and opinion, suggestions and continual research as indicated in item number 15, 31 and 32. Therefore for future researcher, Dean leadership behavior as well as instructor professionalism are sensitive areas of education that should be properly and patiently observed because human view varies according to time and civilization.

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APPENDIX A

English Questionnaire



Questionnaire

Division of Questionnaire

Part 1: Demographic Data

Part 2: Leadership Behavior

Part 3: Instructors professionalism

Part 1: Demographic Data

Please (v) the column which is appropriate for you

Gender Male Female

Age: 30 years above 31- 40 years

41 – 50 years above 50years

Educational background Bachelor's Degree

Master's Degree

PhD Degree

Part 2: Perceived leadership behavior

The following section asks for your perception about your best leadership behavior. Kindly remember that there is no wrong or right answer please(v) the appropriate number of the column that matches with your opinion about the given statement by using the rating scales as follow;

1=Strongly Disagree; 2=Disagree; 3=Partially Agree; 4=Agree; 5=Strongly Agree

Please provide accurate answers as they apply to you and not what they should be. Any information supplied will be treated in strict confidence

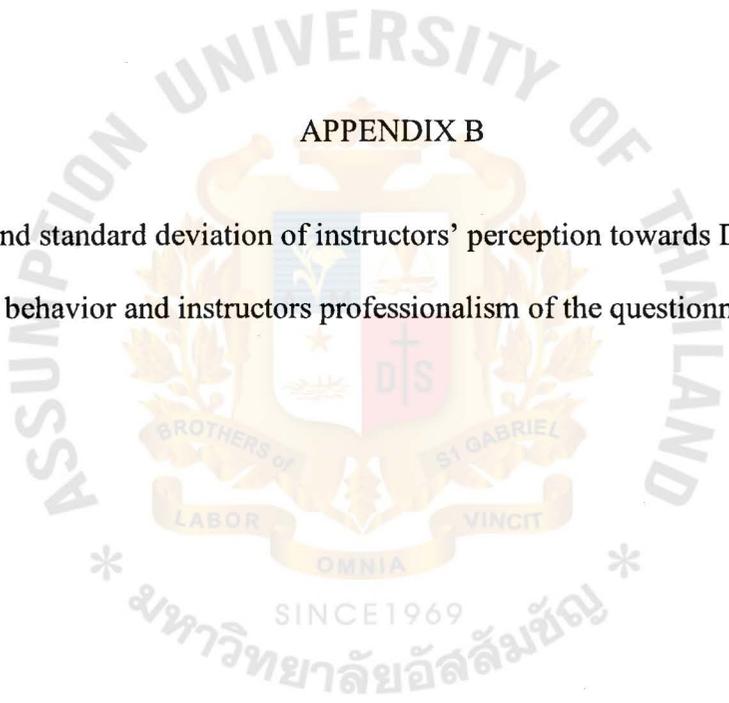
1. My Dean or HOD lets instructors know what they are expected to do	1	2	3	4	5
2. My Dean or HOD gives the specific guidance on my job performance	1	2	3	4	5
3. There are clear instructions on how to do the tasks	1	2	3	4	5
4. My Dean or HOD supervisor keeps inter-personal relation pleasant when arbitrating disputes	1	2	3	4	5
5. My Dean or HOD treats his instructors as equal	1	2	3	4	5
6. My Dean or HOD creates a friendly climate in work unit	1	2	3	4	5
7. My Dean or HOD consults with instructors	1	2	3	4	5
8. My Dean or HOD solicits instructors suggestions	1	2	3	4	5
9. Most decision making come from consensus	1	2	3	4	5
10. My Dean or HOD sets challenging goals for instructors	1	2	3	4	5
11. My Dean or HOD expects that instructors perform at their highest level.	1	2	3	4	5
12. My Dean or HOD shows a high degree of confidence to The instructors	1	2	3	4	5

Part 3; Perceived Instructors professionalism

Please (v) the appropriate number of column that matches well with your opinion about the given statement by using the following scales'

1=Strongly Disagree; 2=Disagree; 3=Partially Agree; 4=Agree; 5=Strongly Agree

1. I am interested in what will work not what might work	1	2	3	4	5
2. I am willing to listen to anyone's idea	1	2	3	4	5
3. I seek out the ideas and opinions of others	1	2	3	4	5
4. I always to go out of my way to help others	1	2	3	4	5
5. I avoid changing existing methods or procedures	1	2	3	4	5
6. I have a good relationship with my Co-instructors	1	2	3	4	5
7. I have selected assignments that have has a good future	1	2	3	4	5
8. I will yield a point rather than displease some one	1	2	3	4	5
9. There is a promotion based on performance	1	2	3	4	5
10. Instructors promotion is handling fairly	1	2	3	4	5
11. I feel pleasant with my work	1	2	3	4	5
12. My chances for promotion are good	1	2	3	4	5
13. I feel that my job is meaningful	1	2	3	4	5
14. I plan work and hold performance to schedule	1	2	3	4	5
15. I consider alternatives before making decisions	1	2	3	4	5
16. I believe change should be gradual, if it should occur at all	1	2	3	4	5
17. I am open to change and new methods	1	2	3	4	5
18. I am tolerant of those whose ideas differ from mine	1	2	3	4	5
19. I often make suggestion to improve things	1	2	3	4	5
20. I continually search for better ways to do things	1	2	3	4	5

The watermark logo of Assumption University of Thailand is centered on the page. It features a circular emblem with a central shield. The shield is divided into four quadrants: top-left (blue with a white star), top-right (red with a white cross), bottom-left (white with a blue star), and bottom-right (red with a white cross). The shield is flanked by golden laurel branches. Above the shield is a golden crown. Below the shield is a golden banner with the Latin motto "LABOR OMNIA VINCIT". The text "ASSUMPTION UNIVERSITY OF THAILAND" is written in a semi-circle above the shield, and "มหาวิทยาลัยอัสสัมชัญ" is written in Thai script below the shield. The year "SINCE 1969" is also present at the bottom of the emblem.

APPENDIX B

The mean and standard deviation of instructors' perception towards Dean Leadership behavior and instructors professionalism of the questionnaire

The mean and standard deviation of instructors' perception towards Dean Leadership behavior and instructors professionalism of the questionnaire

Items	Mean	SD	Interpretation
1. My Dean or HOD lets instructors know what they are expected to do	4.0150	.94830	High
2. My Dean or HOD gives the specific guidance on my job performance	4.0400	.90692	High
3. There are clear instructions on how to do the tasks	3.9000	3.9000	High
4. My Dean or HOD supervisor keeps inter-personal relation pleasant when arbitrating disputes	3.9000	1.03301	High
5. My Dean or HOD treats his instructors as equal	1.03301	1.09222	Very low
6. My Dean or HOD creates a friendly climate in work unit	3.8850	1.06180	High
7. My Dean or HOD consults with instructors	3.7650	1.12521	High
8. My Dean or HOD solicits instructors suggestions	3.7600	1.09011	High
9. Most decision making come from consensus	3.8400	3.8400	High
10. My Dean or HOD sets challenging goals for instructors	3.8400	1.04684	High
11. My Dean or HOD expects that instructors perform at their highest level.	3.8650	1.04990	High
12. My Dean or HOD shows a high degree of confidence to The instructors	4.0400	.9288	High
13. I am interested in what will work not what might work	4.2450	82363	High
14. I am willing to listen to anyone's idea	4.3100	.69013	High
15. I seek out the ideas and opinions of others	.69013	.67576	Very low
16. I always to go out of my way to help others	4.3200	.64784	High
17. I avoid changing existing methods or procedures	4.3950	.70815	High
18. I have a good relationship with my Co-instructors	4.3500	.64776	High
19. I have selected assignments that have has a good future	4.4250	.63750	High

Items	Mean	SD	Interpretation
20. I will yield a point rather than displease some one	4.3550.	.62524	High
21. There is a promotion based on performance	4.2350	.76990	High
22. Instructors promotion is handling fairly	4.3550	.78233	High
23. I feel pleasant with my work	4.4300	.61399	High
24. My chances for promotion are good	4.3850	.74130	High
25. I feel that my job is meaningful	4.3650	.70303	High
26. I plan work and hold performance to schedule	4.3600	.74375	High
27. I consider alternatives before making decisions	4.3200	.70004	High
28. I believe change should be gradual, if it should occur at all	4.3700	.69680	High
29. I am open to change and new methods	4.2850	.71155	High
30. I am tolerant of those whose ideas differ from mine	4.2900	.79943	High
31. I often make suggestion to improve things	.79943	.79943	Very low
32. I continually search for better ways to do things	.79943	.61766	Very low

This table indicate the mean and standard deviation according to the questions on the research instrument (questionnaire) that the perception of instructors at Faculty of Education ,University of Lagos, Nigeria are mainly high as most of the instructors have high regard of perception towards the Dean leadership behavior and their professionalism as an instructors. This table indicated that few instructors have low perception towards the kind of Dean Leadership behavior and instructors' professionalism exhibited at the Faculty of Education, University of Lagos, Nigeria.

BIOGRAPHY

Name: Ogungbade Omobolanle Oluwatobiloba

Education:

- 1996 Staffs School University of Lagos, Nigeria
- 2002 International School University of Lagos, Nigeria
- 2010 University Of Lagos, Nigeria, Bachelor of Art in Adult Education
- 2014 Assumption University, Thailand, Master of Education in Educational Administration

Work Experience:

- 2009-2010 Teaching practice in Oshodi High School, Major in Economics & Mathematics
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- 2012 – 2014 Study at Assumption University of Thailand

