

Academic Climate and Goal Achievement in Tertiary Institutions in Nigeria as Correlates of Administrators' Managerial Philosophy

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Abstract. This study tried to investigate, the relationship between administrators' managerial philosophy, academic climate, and the academic goal achievement of students in Nigerian tertiary institutions. The study adopts a correlational survey design. The population consists of all the head of departments, teachers and students of selected tertiary institutions in Nigeria. The stratified random sampling technique was used to select 15 tertiary institutions in the southern part of Nigeria. The sex served by the institution and the location formed the strata. The vice-chancellor (administrator) and ten lecturers from each institution were used. The ten teachers (lecturers) were chosen based on seniority from among those who have spent at least five years in the school. The result of the examination for 2012 academic session was also collected from each institution sampled. Two instruments used for the study were: Administrators Managerial philosophy Questionnaire (AMPQ) and Teachers Perception of Academic climate Questionnaire (TPACQ). The AMPQ was administered on both the Administrators and teachers while the TPACQ was administered on the teachers only. The instruments were given construct validity by relating contents to specific variables of the study and the contents were also face-validated, by experts in the field. The instruments were tested for reliability through the test-re-test method. The coefficient of correlation of the tests was 0.86. Data were collected and analyzed descriptively using correlation, analysis. The result of the study showed, among other things, that there was a significant relationship between administrators' managerial philosophy and academic climate, and there, was also significant relationship between academic climate, and academic goal achievement of students in Nigerian tertiary institutions. Based on these, it is recommended that the State should encourage the administrators to attend work-shops and conferences on personnel management to enable them acquire greater and better skills of manpower management. There is need to motivate the administrators of schools to constantly reappraise themselves viz-a-viz their managerial philosophy, their academic climate and the level of academic goal achievement with a view to improving performance.

Keywords:

1 INTRODUCTION

After the first and second world wars, there was a world-wide need for reconstruction and rehabilitation of the war affected countries. Even in the third world areas that were not seriously ravaged by these wars, there was the need for rapid national development to enable them catch up socially and economically with the pace of development in other parts of the world. This phenomenon created the problem of serious need for supply of skilled manpower and it puts a task on the educational system in every country. For example, in Nigeria, the Federal Government has adopted education as an instrument par excellence for affecting national development (FGN, 1981).

However, in recent time, the resources available to the various Governments appear to be dwindling due to circumstances outside the control of the nations (Aminu, 2011). This situation makes the educational system everywhere to find themselves being increasingly squeezed between scarcity of resources and rising unit cost (Coombs and Hallak, 1972; 51).

By and large, it seems any productive system, whatever its technology, requires efficient and effective management and the survival of our educational system hinges on the ability of our educational managers to harness the resources available towards maximizing their goal achievement. In fact, Lipham and Hoeh (1974) strongly believed that one of the numerous ways of evaluating the educational institutions' effectiveness is to appraise their managers' achievement in relation to physical, financial and human resource management.

It is quite obvious that the school administrators are vital forces in the process of educational growth of any nation. The efficiency and effectiveness of the administrator could be affected by his managerial philosophy which provides a bridge between his administrative rationale and his self-identity (Pine and Boy, 1979; 37). This is to say that the process model of administration developed by the administrator is an extension or a reflection of his managerial philosophy (Sergiovanni, 1980; 46). For instance, the 'tough battler' school administrator is the one who adopts the classical theory or the system oriented managerial philosophy while the 'friendly helper school administrator is that one who adopts the human relations approach or the person-oriented managerial philosophy. These two managerial philosophies are likely to produce different academic climates and varied levels of academic goal achievement. Bimbo (2008) once rightly observed: "The managerial arrangements typical of some educational systems are grossly inadequate to deal with a crisis-ridden set of new challenges and are, themselves, a crucial part of the current educational crisis (p.46)."

This paper presents a report of an attempt to investigate the two managerial philosophies based on the attributes of the McGregor theories X and Y and their relationship with the academic climate and goal achievement of students in Nigerian tertiary institutions. For the sake of clarity, it is necessary to define the major concepts of the study. The three major concepts are managerial philosophy, academic climate and goal achievement.

Managerial philosophy, in this study, simply refers to the administrator's guiding principles for providing direction for the attainment of the organizational goals. In this study the managerial philosophies to be used are based on McGregors theories X and Y.

The academic climate, as used in this study, refers to the pattern of inter-personal behaviour of participants characterizing the social and professional life of the school. For the purpose of this study three types of academic climate, paternal climate, laissez faire climate and bureaucratic climate. The paternal academic climate is one where participants show love and care for each other like a family. The laissez faire academic climate is the one where no one cares for the other and people are just free to do what they like. The bureaucratic academic climate is one where people's behaviour to one another is strictly formal and depersonalized. Also, Goal achievement, in this study, refers to the extent to which the institution attains its set objectives, particularly as measured by the level of success or failure of students in the terminal examination of their level of education.

1.1 The Conceptual Framework

The conceptual framework guiding this study is built upon a model of social behaviour and administrative effectiveness (Getzel and Cuba, 1957; 429) as shown on figure 1.

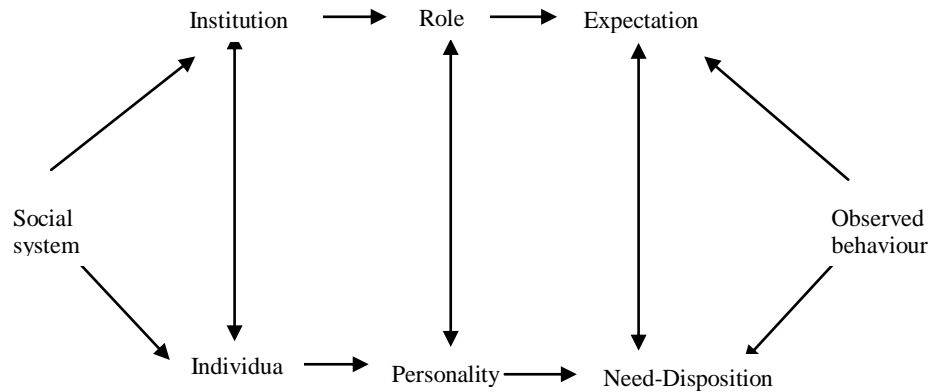


Fig. I: Model of the organization as a social system (Getzels-Guba model). Organisational (Nomothetic) Dimension Person (Idiographic) Dimension

Source: Getzels J.N. and Guba,E.G.(1975:41).

A given behavioural act is conceived to derive simultaneously from both the nomothetic and the idiographic dimensions. In other words a given behavioural act is a function of the idiographic and the nomothetic dimensions. Put mathematically

$$B = F(R \times P)$$

Where B = observed behavior

R= Institutional role

P= Personality of the role incumbent.

Source:- Adapted from Getzel, A and a. Cuba, (1957) "Social behaviour and administrative process" in School Review, No. 65.

According to the model, the school as an institution has roles and social expectations. Similarly, the school has people who are teachers, non-teachers and students who have personalities and individual need dispositions. Thus, the observable academic climate shows the degree to which there is congruency between the individual's personality and his need disposition on one hand and the school, her roles and expectations on the other hand. The administrator who places emphases on the institution, her roles and expectations is regarded as system-oriented in his managerial philosophy, while the administrator who places more emphasis on the individual, his personality and need disposition is regarded as being person-oriented "in his managerial philosophy.

1.2 Theory X and Theory Y

McGregor (1958) gave a good illustration of these two managerial philosophies in his theories. He identified two sets of assumptions about the nature of people and called theory X and the other theory Y.

Theory X

Theory X is based on the following assumptions:

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristics of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort towards the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory Y

Theory Y is based upon the following assumptions:

1. The expenditure of physical effort and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort towards organizational objectives. People will exercise self-direction and self-control in the service of objectives to which they are committed.
3. Commitment to objectives is a function of the rewards associated with the achievement.
4. Average human being learn, under proper conditions, not only to accept but also to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

These two sets of assumptions are fundamentally different. While theory X is pessimistic, static, and rigid, theory Y is optimistic, dynamic and flexible, with an emphasis on self-direction and the integration of individual needs with organizational demands.

The theory X assumes that the people, (that is, teachers, non-teachers and students) in the school are naturally lazy and avoid work hence they must be driven around and coerced. It also assumes that the people are dependent and the administrator must direct them. This theory also assumes that the people have set ways of doing things and are generally irresponsible hence the administrator must give them a routine and supply checkup and control devices. The theory X also makes the manager to assume that the people are resistant to authority and short-sighted hence, the administrator must be on his guard and should always plan for them.

Theory Y, on the other hand, makes the administrator to assume that the teachers, non-teaching staff and even students in his school are naturally active and enterprising hence he should provide them with motivation and leadership. This theory also assumes that people in the school are independent and should grow on the work hence the administrator should use self-direction strategies and expose the people under him to change and innovation. In addition, theory Y assumes that people like to take up responsibilities and are ready to identify with the school hence the administrator should trust them and give them cooperation and support. Finally, theory Y also assumes that the people are creative and capable of broad vision hence the administrator should encourage them and plan the school work with them by involving them in decision making.

The administrator who is always emphasizing the system or the nomothetic dimension is viewed to be adopting the McGregor theory X Managerial Philosophy, while the administrator who is always emphasizing the person or the ideographic dimension is viewed to be adopting the McGregor theory Y managerial philosophy.

The observed academic climate in any institution will likely depend on the type of managerial philosophy (Ajayi, 2006). The academic climate is likely to go a long way to influence the performance of the students in their academic work. McFarland (1979) opined that the academic climate could be viewed in terms of the values and particular set of characteristics of social interaction. Many factors may contribute to give the institution its climate such as the personal need disposition, personal development and even the systems maintenance/ change dimensions (Gallep, 1978 and Moos, 1971). The academic climate could affect the performance of the students either directly or indirectly by defining the stimuli that confront the individual, placing some constraints upon the individual's freedom and providing sources of reward and punishment (McFarland, Ibid). Ogilvie and Sadler (2005) studied the relationship between academic climate and effectiveness and found out that there was a strong relationship. They found that school teachers in Brisbane generally associated effective schools with administrators who were supportive considerate and communicative. In another related study, Hellriege and Slocum (2004) discovered that the perception of the organizational climate varied among employees at the different levels in the hierarchy and that job satisfaction of each employee varied according to the individuals perception of the organizational climate, Ezeobi (2009) identified six types of academic climates which include open climate, controlled climate, paternal climate, reluctant climate, bureaucratic climate and laissez faire climate. He found out through a study carried out in schools in Ogun State that the open climate was most prevalent and it had a positive influence on the students' academic performance.

However, while there appears to be some elements of consensus among the various researchers cited on the relationship between academic climate and academic goal achievement, there is still the need to investigate the relationship of these variables under varied managerial philosophies in some Nigerian schools.

1.3 Research Questions

The basic research questions of this study are:

1. Is there any significant relationship between the administrators' managerial philosophy, academic climate and goal achievement of students in Nigerian tertiary institutions?
2. Is there any significant relationship between the administrators' managerial philosophy and the academic climates of students in Nigerian tertiary institutions?
3. Is there any significant relationship between administrators' managerial philosophy and academic goal achievement of students in Nigerian tertiary institutions?
4. Is there any significant relationship between the academic climate and the academic goal achievement of students in Nigerian tertiary institutions?

1.4 Research Hypotheses

The following research hypotheses were formulated to guide the study:

1. There is no significant relationship between administrator managerial philosophy, academic climate and goal achievement of students in Nigerian tertiary institutions.
2. There is no significant relationship between the administrators' managerial philosophy and academic climate of students in Nigerian tertiary institutions.
3. There is no significant relationship between administrators' managerial philosophy and academic goal achievement of students in Nigerian tertiary institutions,
4. There is no significant relationship between the academic climate and the academic goal achievement of students in Nigerian tertiary institutions.

2 METHODOLOGY

The study adopts a correlational survey design. The population consists of all the head of departments, teachers and students of selected tertiary institutions in Nigeria. The stratified random sampling technique was used to select 15 tertiary institutions in the southern part of Nigeria. These included: University of Nigeria Nsukka, Federal University of Technology Owerri, NnamdiAzikiwe university, University of Agriculture Umudike, University of Ibadan, University of Ife, University of Agriculture Abeokuta, Anambra State University, Enugu state University of Science and Technology, Imo state University, Ebonyi State University, Abia Stat University, Delta State University, Osun State University, University of Benin, University of Port Harcourt and Federal Polytechnic, Oko. The sex served by the school and the location formed the strata. The vice-chancellor (administrator) and ten lecturers from each institution were used. The ten teachers (lecturers) were chosen based on seniority from among those who have spent at least five years in the school.

The result of the examination for 2012 academic session was also collected from each institution sampled. Two instruments used for the study were: Administrators Managerial philosophy Questionnaire (AMPQ) and Teachers Perception of Academic climate Questionnaire (TPACQ). The AMPQ was administered on both the Administrators and teachers while the TPACQ was administered on the teachers only.

The instruments were given construct validity by relating contents to specific variables of the study and the contents were also face-validated, by experts in the field. The instruments were tested for reliability through the test-re-test method. The coefficient of correlation of the tests was 0.86.

Since the questionnaires were designed on a 5-point Likert scale, the data collected were collated by finding the mean score of each respondent on the items under each variable of the study. The mean score was used to classify the administrator into managerial philosophy adopted by him while the mean score on items of academic climate was used to classify each institution to either Paternal climate, Laissez faire climate' or Bureaucratic climate. The percentage of candidates presented by each institution who obtained a grade point average of 2.45 or more on a 5 point rating scale was used as the measure of academic goal achievement. The rationale for choosing grade point average of 2.45 or more level passes here is that it appears to be the minimum requirement for an average performance.

To guide the analysis of data, the hypotheses formulated were taken one after the other and the correlational analyses were carried out to test them as follows:

3.1 Major Hypothesis

That there will be no significant relationship between administrators' managerial philosophy, academic climate and goal achievement of students in Nigerian tertiary institutions.

To test this major hypothesis, the data collected were processed through the computer, using the SPSS package. The items of the three variables were regressed in a step-wise manner. Table 1 presents the correlation matrix.

Table 1: Correlation matrix on the relationship among administrators' managerial philosophy, academic climate and goal achievement of students in Nigerian tertiary institutions

Variables	Mean	Standard Deviation	1	2	3	4	5	6
Managerial Philosophy								
1. Theory X (system-Oriented)	1.10	0.30	-	-				
2. Theory Y (Person-Oriented)	1.23	0.42	0.35	-				
Academic climates								
3. Paternal Climate	1.40	1.19	-0.34*	-				
4. Laissez faire Climate	2.43	1.40	0.04	0.07	0.23			
5. Bureaucratic	9.11	2.60	0.20	0.19*	0.19	0.11		
Goal Achievement								
6. Students Performance	30.57	9.88	0.28	0.33*	0.18	0.26*	0.23	

*P. 05

The analysis of data shows that while there is a negative but significant relationship ($r=-0.34$) between the system-oriented managerial philosophy and Paternal academic climate, there is also a significant relationship ($r=0.19$) between the person-oriented managerial philosophy and the bureaucratic academic climate. It was also found out that there is significant relationship between the person-oriented managerial philosophy of administrators and goal achievement ($r=0.33$). A significant relationship was also found to exist between Laissez faire academic climate and academic goal achievement ($r=0.26$). Therefore, we reject the null hypothesis that says there will be no significant relationship among administrators' managerial philosophy, academic climate and goal achievement of students in Nigerian tertiary institutions. .

The second hypothesis of the study states:

That there will be no significant relationship between the administrators' managerial philosophy and academic climate of students in Nigerian tertiary institutions.

Table 2: Correlation matrix showing relationship between Administrators' Managerial Philosophy and academic climate of students in Nigerian tertiary institutions

Variables	Mean	Standard Deviation	1	2	3	4	5	6
Managerial Philosophy								
1. Theory X (system-Oriented)	1.10	0.30	-	-				
2. Theory Y (Person-Oriented)	1.23	0.42	0.35	-				
Academic climates								
3. Paternal Climate	1.40	1.19	-0.34*	0.33	-			
4. Laissez faire Climate	2.43	1.40	0.04	0.07	0.23			
5. Bureaucratic	9.11	2.60	0.20	0.19*	0.19	0.11		

*P. 05

According to the analysis on table 2, the system-oriented managerial philosophy of the administrator has negative but significant relationship ($r=0.34$) with Paternal academic climate of students in Nigerian tertiary institutions while it will have no significant relationship on both Laissez faire and Bureaucratic academic climates. The analysis also shows that "both system-oriented and person-oriented managerial philosophies will have no significant

relationship with Laissez faire academic climate. It was further discovered that the person-oriented managerial philosophy has a significant relationship ($r=0.19$) on the Bureaucratic academic climate.

Thus, one has to reject the null hypothesis. The next research hypothesis states. That there will be no significant relationship between the administrators' managerial philosophy and academic goal achievement of students in Nigerian tertiary institutions. The relevant data analysis to this hypothesis are presented on Table 3.

Table 3: Correlation matrix showing relationship between the variables of Administrators' Managerial Philosophy and academic goal achievement of students in Nigerian tertiary institutions

Variables	Mean	Standard Deviation	1	2	3	4	5	6
Managerial Philosophy								
1. Theory X (system-Oriented)	1.10	0.30	-	-				
2. Theory Y (Person-Oriented)	1.23	0.42	0.35	-				
Goal Achievements								
3. Students Performance	30.57	9.88	0.28	0.33*	0.18	0.26*	0.23	

*P. 05

According to the table, there is no significant relationship between the system-oriented managerial philosophy and academic goal achievement ($r=0.28$) but there is a significant relationship between the person-oriented managerial philosophy of administrators and the academic goal achievement ($r=0.33$) of students in Nigerian tertiary institutions. Hence, one rejects the null hypothesis.

The last hypothesis of the study states: That there will be no significant relationship between academic climate and the academic goal achievement of students in Nigerian tertiary institutions.

The data relevant to this hypothesis are presented in Table 4

Table 4: Correlation matrix showing relationship between academic climate goal achievement of students in Nigerian tertiary institutions

Variables	Mean	Standard Deviation	1	2	3	4	5	6
Academic climates								
1. Paternal Climate	1.40	1.19	-	-				
2. Laissez faire Climate	2.43	1.40	0.04	-	-			
3. Bureaucratic	9.11	2.60	0.20	0.19*	0.19	-		
Goal Achievement								
4. Students Performance	30.57	9.88	0.28	0.33*	0.18	-	-	

*P. 05

The analysis on Table 4 shows that the Paternal academic climate has no significant relationship with academic goal achievement ($r=0.28$). Also, the bureaucratic academic climate too has no significant relationship with academic goal achievement ($r=0.18$) but the laissez faire academic climate has a significant relationship with academic goal achievement ($r=0.33$). This shows that there is a significant relationship between academic climate and academic goal achievement of students in Nigerian tertiary institutions. Hence one rejects the null hypothesis.

4 DISCUSSION

The findings of the study showed that there is a significant relationship between the managerial philosophy of the administrator and the type of climate prevailing in the school. The academic climate shows the pattern of inter-personal relationship existing in the school. This study shows that the managerial philosophy of the administrator could do a lot to dictate the pattern of inter-personal relationship of the school. In fact, the study shows that there is a negative significant relationship between the system-oriented managerial philosophy and the paternal the system-oriented managerial philosophy and the paternalacademic climate. That is, the less system-oriented the administrator is, the more familial the academic climate will be. This agrees with the findings of Ogilvie and Sadler (2005).

Moreover, it was discovered that there is a significant relationship between the managerial philosophy of the administrator and the academic goal achievement of students in Nigerian tertiary institutions. The Person-Oriented managerial philosophy of administrator had significant relationship with goal achievement ($r=0.33$). This means that the more humanistic and familial the administrator is in his managerial philosophy the more motivated the teachers/lecturers will be to work and the better the performance of the students of the school.

5 CONCLUSION

It is quite obvious that students, teachers building and other institutional facilities alone cannot make the institution achieve the required objectives of education. There must be somebody to help organise and control the system. That person is the administrator. This research has shown that there is a significant link between his guiding principles for providing direction towards the organizations goal and the pattern of interpersonal behaviour of members of the organization which characterises the life of the institution and which in turn influences the school's level of goal achievement.

6 RECOMMENDATIONS

Based on the findings of this study, one may wish to make the following recommendations:

1. There is need to motivate the administrators of schools to constantly reappraise themselves viz-a-viz their managerial philosophy, their academic climate and the level of academic goal achievement with a view to improving performance.
2. The State should encourage the administrators to attend work-shops and conferences on personnel management to enable them acquire greater and better skills of manpower management.
3. There should be a review of the Spate's policy on promotion of teachers/lecturers. The practice of mass promotion by cohort to that rank should stop. People to be promoted administrators of schools should be screened thoroughly and possibly be made to undertake some specialist courses in educational administration.
4. There is need to tie some reward to academic goal achievement for the administrators and teachers. This will make the administrators to be more committed to the institution and to ensure a good academic climate that is conducive to goal achievement. A good managerial philosophy will help minimize industrial unrest and disruptions of school Programme.

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