



The Transformational Leadership Design of Vice-Chancellors/Rectors and Human Resource Management in Public and Private Higher Institutions of Learning in Southeast Nigeria

Chukwudi Ikenna Christopher Dimokpala*

Education Department, School of Human and Social Studies,
Atlantic International University, Pioneer Plaza, 900 Fort Street
Mall 905, Honolulu, Hawaii 96813, USA

ABSTRACT

The research focuses on the transformational leadership design of Vice-Chancellors/Rectors and Human Resource Management. It aims to investigate how this design has been utilized in private and public higher learning institutions in Southeastern Nigeria. Four research questions and a null hypothesis guided the study. Thus, the four questions concern the leadership design adopted by Vice-Chancellors/Rectors in human resource management, specifically in staff development, motivation, and discipline. Furthermore, a review of the literature on leadership, transformational leadership design, and human resource management was conducted. This is followed by a theoretical framework, which includes the theory of human relations, emphasizing that individuals are more motivated to participate actively in achieving organizational goals when treated as human beings. Herzberg's theory of motivation identified two key factors: hygiene factors, which include salary and working conditions, and motivator factors, which encompass opportunities for development, responsibilities, and appreciation. For him, these two factors must coexist for a good result. Maslow's hierarchy of needs theory states that the individual's basic physiological needs are at the pyramid's base. When these needs are fulfilled, people move on to their safety needs, social well-being, self-esteem, and, finally, their need for self-actualization. Finally, the contingency theory of leadership maintains that there is no one best way to organize. An organization's structure is influenced by the environment in which it operates. The design utilized for the research is descriptive. Vice-Chancellors/Rectors and Educators in both private and public Higher Institutions of Learning in South-East Nigeria comprised the total population of the study. The sample for the research consisted of 34 Vice-Chancellors/Rectors and 21,575 Educators from 34 higher institutions of Learning in 72 local government areas across five states in South-East Nigeria. The questionnaire consists of 53 items, titled "Transformational Leadership Design of Vice-Chancellors/Rectors and Human Resource Management." The mean and standard deviation were employed to answer the research questions, whereas four hypotheses were tested using the chi-square test at a 0.05 (5%) significance level.

Keywords: Transformational, Design, Human Resources, Management, Vice-Chancellor/Rector, Leadership, Southeast Nigeria, Educators, Higher Education, Private and Public Institutions, Transactional, Laissez-Faire.

INTRODUCTION

Nigeria is faced with the everyday challenges found in any developing country, which are domestic and external restrictions to growth, including a lack of employment generation, policy implementation, and lack of follow-up of the policy, among others. To confront these challenges of the 21st century, the Nigerian government under former president Goodluck Ebele Jonathan from 2011 to 2015 came up with the Transformational Agenda, which was geared towards bringing Nigeria to the League of the World's 20 leading economies by the Year 2020. One of the centers of interest of the Transformational Agenda is investing in human resources to transform the Nigerian people into active agents for growth and national development.

Thus, human resources are one of the resources utilized in achieving the goals and objectives of an organization. According to Musa Balarabe, the workers in an organization are human resources. Hence, as educational organizations are critical to the success of any national agenda, their human resources must be influenced and directed toward their strategic objectives (Balarabe, National Transformation Through Entrepreneurship Education: A lead paper presented at the Annual National Conference of the Institute of Education, 2016). This could be attained through proactive leadership that encourages followers to do what is required to help them reach unexpected goals. This influence could be achieved through transformational leadership design.

Leadership is the central process of any organization. A. Oboegbulam and C. Onwura defined leadership as a process of influencing, directing, acquiring normative personal characteristics and power, and coordinating group activities to make individuals in an organization strive willingly towards the attainment of organizational goals (Oboegbulam & Onwura, 2011). Chioma Aneke defined leadership as a social influence process in which the leader seeks the voluntary participation of subordinates to reach organizational objectives (Aneke, 2015). For her, without leadership, an organization can best be described as a scene of confusion and chaos. This means that a sound organizational structure alone may not solve an organization's problems or any educational initiative and resourcefulness. Thus, Hoy and Miskel noted that leadership is a social process in which an individual or a group influences behavior toward a shared goal (Hoy & Miskel, 2013). To this research, human resource management means all those activities geared towards creating a conducive environment for professors and lecturers to perform their respective duties actively, creatively, and innovatively, and having regard for their well-being to enable them to make their best contributions to the institution's success. The following human resource activities will be considered in this study: staff development, staff motivation, and staff discipline.

PROBLEM DESCRIPTION

Transformational leadership is a model of values that keeps transforming the values of an organization to bring about the realization of the vision. It has a formative and dramatic effect on the subordinates (human resources) and the organizational outcomes. It can also form and inspire professors and lecturers, and get them focused on organizational effectiveness. Education stakeholders in Nigeria have observed that the higher institutions' academic system is riddled with a series of problems, which include cultism, poor education system, deficient performance of students, examination malpractices, and poor attitude of professors and lecturers to teaching which both the private and public higher institutions in the South-East of

Nigeria is also involved. Unfortunately, leadership problems often go unabated in higher institutions without better improvement or change.

Moreover, it is the primary duty of Vice-Chancellors/Rectors of a higher institution to pilot and navigate the leadership affairs of such institutions with the assistance of human resources. This is the reason they are directly blamed for the non-performance of their duties and their failure to exhibit appropriate leadership behaviors. Thus, to solve this perennial problem besieging both the public and private higher institutions' academic system in the southeast of Nigeria, Aneke notes that the task of the Vice-Chancellors/Rectors of the higher institutions is to produce well-educated graduates by making a clearer vision of the institution's mission and objectives (Aneke, 2015). Also, in theory, the Vice-Chancellor/Rector is in a ceremonial position. However, in practice, they are able and even expected to steer their universities in specific directions. This power is underlined in the three epochs that characterize the evolution of public universities' Vice-chancellorship in the country, which are the political, academic, and corporate chancellors (Views, 2022). It is also noted in Munene's work that the choice of Vice-Chancellors/Rectors appointed to head universities is a good indicator of the direction in which the state and stakeholders seek to steer their institutions (Munene, 2022).

Moreover, the above scenario of ineffectiveness in the higher institutions of learning could be one of the reasons why some state governments opt for the privatization of public institutions in Nigeria, just like the previous incident in some of Nigeria states where the governors called for the privatization of some public higher institutions of learning in their respective states (Peters & Wasimi, 2022). This is because the environment expected to be conducive to teaching is absent, such as a shared technical culture built on collegiality, continuous improvement, and collaborative planning. Also, there is no cohesion and a powerful sense of community. Therefore, this situation implies that it infringes on students' final performances. This situation is central to the continuous call for reform in Southeast Nigeria's higher learning institutions.

According to Yahaya, Vice-Chancellors/Rectors are part of a divisional administrative team whose function is to support and assist the institutions in meeting the overall objectives of the division and the needs of individual students. They are to provide leadership, direction, and coordination within the institution. Their focus should be to develop and maintain effective educational programs within his/her academic institution (Yahaya, 2022). Thus, the Vice-Chancellors/Rectors should strive to create an organization that fosters growth for professors, lecturers, and students.

Finally, proactive leadership by the Vice-Chancellors/Rectors of higher institutions regarding their development, motivation, and discipline is needed, as they remain the central source of leadership influence in higher institutions. Thus, the problem of this research is: Do the Vice-Chancellors/Rectors adopt transformational leadership designs to achieve human resource management in private and public higher learning institutions in the Southeast of Nigeria?

OBJECTIVE OF RESEARCH

To investigate the transformational leadership design of Vice-Chancellors/Rectors and human resource management in public and private Higher Institutions of Learning in South-East Nigeria. Thus, this research seeks the following:

1. To find out the leadership designs of Vice-Chancellors/Rectors in public and private Higher Institutions of Learning in the South-East of Nigeria.
2. Determine the extent to which Vice-Chancellors/Rectors adopt the transformational leadership design and staff motivation in public and private Higher Institutions of Learning in Southeast Nigeria.
3. To determine the extent to which Vice-Chancellors/Rectors adopt transformational leadership design and staff development in public and private Higher Institutions of Learning in South-East Nigeria.
4. Determine how much Vice-Chancellors/Rectors adopt transformational leadership design and staff discipline in Southeast Nigeria's public and private higher education institutions.

Furthermore, this research has both theoretical and practical significance. The theoretical importance of this research is the theory of human relations, developed by Elton Mayo between 1880 and 1949. The theory states that the human factor is essential in achieving organizational goals (Aneke, 2015). His theory, therefore, emphasized that the achievement of workers depends significantly on how best their needs and aspirations are taken care of. This research will either agree or disagree with this claim against the backdrop of the transformational leadership design of Vice-Chancellors/Rectors for human resource management.

Practically, those to benefit from the findings of this research include the Vice-Chancellors/Rectors of Higher Institutions of Learning, the policymakers, state and federal governments, professors, lecturers, human resource management staff, students, and future researchers. The Vice-Chancellors/Rectors will be expected to be equipped with reliable information on the effective leadership and management of human resources in their respective Higher Institutions of Learning. It will also enable them to deal with problems associated with leadership and human resource management and identify the need for training for members of their staff. This can be achieved by organizing conferences and workshops, among others, for a better insight into the concepts and ideas raised in this research. It will allow them to acquire the knowledge, skills, and abilities required to perform their duties effectively.

Furthermore, through the findings of this research, the educational policymakers such as the state and federal ministries of education and the stakeholders of both public and private Higher Institutions of Learning will know the extent to which the Higher Institutions Vice-Chancellors /Rectors achieve the educational objectives through adequate use of transformational leadership for human resource management. This knowledge will also guide educational policymakers in formulating relevant policies aimed at improving human resource management practices, which will become a guide for the Higher Institution Boards and other appropriate agencies and stakeholders. This can be achieved if the Ministry of Education, through the educational planners, organizes workshops and seminars for the policy makers, recommends the educational policy makers for training programs, and organizes conferences, meetings, and in-service programs for Vice-Chancellors/Rectors of Higher Institutions of Learning in the Southeast of Nigeria.

This research will help private, state, and federal governments and their appropriate agencies appreciate the need for creativity, innovation, and shared goals while achieving educational

objectives. It would also be used as a tool for manpower planning in the education industry. The costs likely to be incurred would be determined based on the potential gain from the training, thereby assisting them in addressing the educational challenges of the twenty-first century. The federal and state governments of Nigeria could achieve this by increasing the budgetary allocation to education at both private, state, and federal levels, as leadership and management are synonymous with economic management, by implication then, for educational objectives to be achieved in both federal and state level, adequate fund must be allocated for its use. Also, the allocation should be monitored by both federal and state governments to ensure the funds are properly utilized. Moreover, students of higher institutions of learning will also benefit from the findings of this research because when the chancellors/Rectors, professors, and lecturers are better positioned through the knowledge, competencies, and skills, among others, achieved from this research, they will be in a better position to direct instructional programs, which will, in turn, assist the students in achieving better goals. In this way, some disciplinary problems commonly associated with students, such as examination malpractices and cultism, may be eliminated.

Finally, this research will advance thought and knowledge on a universal scale. However, researchers working on a related topic will find the concepts and theories reviewed helpful and gain from their findings.

METHOD OF RESEARCH

A quantitative survey was adopted for this research because the present study is based on the Vice-Chancellors/Rectors who manage the affairs of Higher Institutions of learning, and their opinions are of utmost contribution to the management of Higher Institutions. This research investigates the transformational leadership design of Vice-Chancellors/Rectors and Human Resource Management in public and private Higher Institutions of Learning in South-East Nigeria. A quantitative research method is the dominant research framework in the social sciences. It refers to strategies, techniques, and assumptions used to study psychological, social, and economic processes by exploring numeric patterns (Coghlan & Brydon-Miller, 2014). Quantitative research is a way to learn about a particular group, called a sample population. Quantitative research employs a scientific inquiry and relies on observed or measured data to examine questions about the sample population (Allen, 2017). Based on the above definitions, in survey studies, views and facts about things or individuals are collected via questionnaires, observation, and interviews, which are analyzed and utilized to answer the research questions.

The data collected for this research were carefully analyzed with descriptive statistics of mean and standard deviation to give the answers to the four research questions. The following is the absolute limit of numbers for the response categories:

The response categories	Number of points	The actual limit number
Frequently, Very Great Extent	4	3.50 – 4.00
Fairly, Great Extent	3	2.50 – 3.49
Sometimes, Little Extent	2	1.50 – 2.49
Occasionally, Very Little Extent	1	0.50 – 1.49
The Chi-Square test statistics were utilized to test the four null hypotheses at a 0.05 level of Significance.		

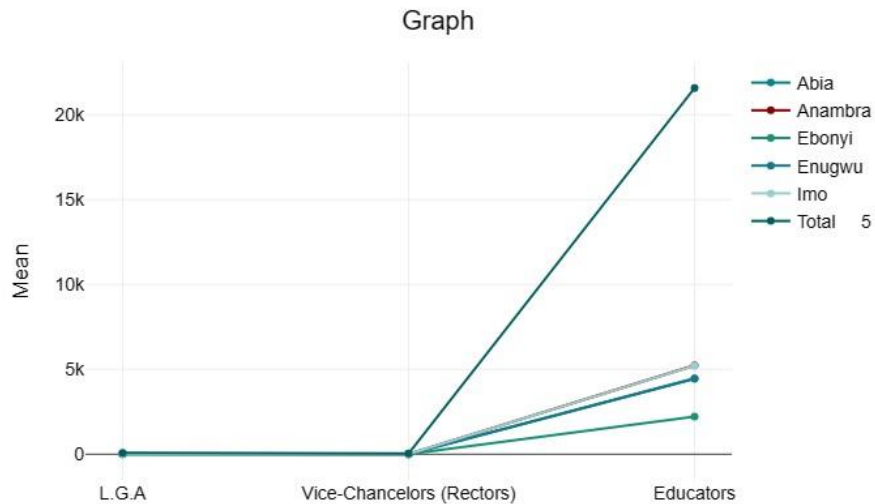
The total number of the research sample is 3000 respondents. These participants comprise 34 Vice-Chancellors/Rectors and 2,966 Educators. This was drawn from 100% (Systematic sampling) of both private and public Higher Institutions of Learning and Vice-Chancellors (Rectors) in the five states that made up the Southeast of Nigeria, which are 34 Institutions, 34 Vice-Chancellors/Rectors, and 21,575 Educators in total. While I used all 34 private and public higher institutions and Vice-chancellors/Rectors in Nigeria, I used systematic random sampling because there were few. Also, systematic random sampling requires that all the groups be selected for the research sample. In comparison, I applied 10% of proportionate stratified random sampling to ensure even representation and determine the total number of Educators to be chosen.

However, 34 Institutions were selected (i.e., all the higher Institutions in the South-East of Nigeria). Namely, 6 Institutions in Abia, 9 in Anambra, 3 in Ebonyi, 7 in Enugu, and 9 in Imo State. A simple random sampling technique was used to select the local government areas in Abia, Ebonyi, and Enugu. In contrast, in Anambra and Imo States, a systematic random sampling was conducted. Finally, while all the Vice-Chancellors/Rectors in the study area were utilized, the number of Educators was selected using a simple random sampling method.

Sample and sampling method graph

State	L.G.A	Institutions	Vice-Chancellors (Rectors)	Educators
Abia	10	6	6	4440
Anambra	21	9	9	5230
Ebonyi	10	3	3	2220
Enugwu	10	7	7	4465
Imo	21	9	9	5220
Total 5	72	34	34	21575

	L.G.A	Vice-Chancellors (Rectors)	Educators	Total
Abia	10	6	4440	1485.33
Anambra	21	9	5230	1753.33
Ebonyi	10	3	2220	744.33
Enugwu	10	7	4465	1494
Imo	21	9	5220	1750
Total 5	72	34	21575	7227
Total	24	11.33	7191.67	2409



RESULTS AND DISCUSSION

This chapter presents a significant part of the research: the data analysis findings. Four research questions were utilized to present and analyze the data. Thus, four null hypotheses guided the research. Although 95% of the total research questionnaires were collected, only 500 were helpful in the study. Finally, a summary of the research findings concludes this chapter.

Research Question 1

- What are the leadership designs of Vice-Chancellors/Rectors of public and private Higher Institutions of learning in South-East Nigeria?

The questionnaire questions diagram,

Table 1: The mean ratings of Vice-Chancellors/Rectors and Educators on the leadership designs of Vice-Chancellors/Rectors of Higher Institutions of Learning.

	Vice-Chancellors	Educators	Total
Mean	34	466	500
Std. Deviation	NaN	NaN	NaN
Minimum	34	466	500
Maximum	34	466	500

The table of Leadership Designs adopted by Vice-Chancellors/Rectors of both Private and Public Higher Institutions in the Southeast of Nigeria.

Transformational, Transactional, and Laissez-faire Leadership Designs.

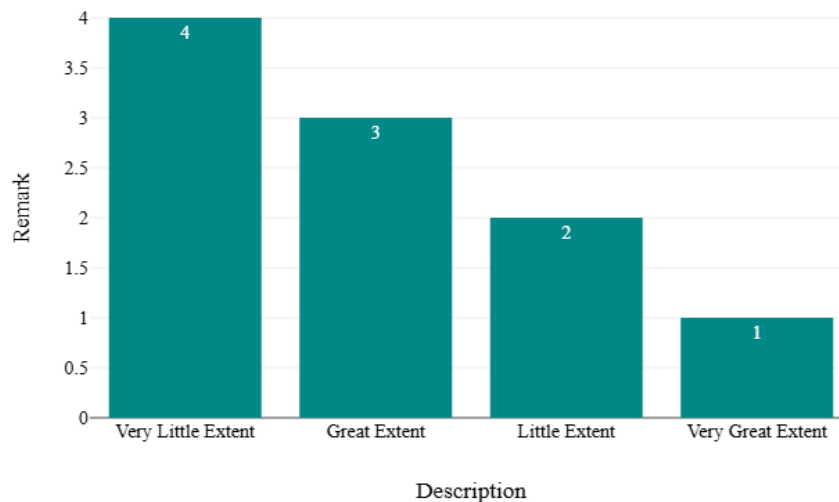
S/N	Questionnaire Answers	Very Little Extent 0.50 - 1.49	Little Extent 1.50 - 2.49	Great Extent 2.50 - 3.49	Very Great Extent 3.50 - 4.00	Remark	Description
	Transformational Leadership Design						
1					1	1	Very Great Extent
2					4.00	1	Very Great Extent

3		1.50 - 2.49			2	Little Extent
4			2.50 - 3.49		3	Great Extent
5			2.50 - 3.49		3	Great Extent
6				3.50 - 4.00	1	Very Great Extent
7				3.50 - 4.00	1	Very Great Extent
8			2.50 - 3.49		3	Great Extent
9				3.50 - 4.00	1	Very Great Extent
10				3.50 - 4.00	1	Very Great Extent
Transactional Leadership Design						
11		1.50 - 2.49			2	Little Extent
12		1.50 - 2.49			2	Little Extent
13		1.50 - 2.49			2	Little Extent
14		1.50 - 2.49			2	Little Extent
Laissez - Faire Leadership Design						
15	0.50 - 1.49				4	Very Little Ext
16	0.50 - 1.49				4	Very Little Ext
17	0.50 - 1.49				4	Very Little Ext
18	0.50 - 1.49				4	Very Little Ext
19	0.50 - 1.49				4	Very Little Ext

The Mean Calculation of Transformational Leadership Design.

Remark	Frequency	Mean	Std. Deviation	Minimum	Maximum
Very Great Extent	6	1	0	1	1
Small Extent	5	2	0	2	2
Very Small Extent	5	4	0	4	4
Great Extent	3	3	0	3	3

Mean Remark by Description



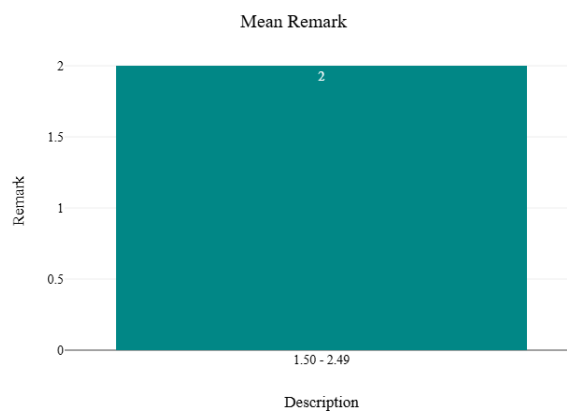
The summary of the above result on pages 92 and 93 revealed different kinds of Leadership Designs of Vice-Chancellors/Rectors in private and public Higher Institutions in southeast Nigeria. Items 1 to 10 on the table measured the transformational leadership designs of Vice-

Chancellors/Rectors with overall mean scores of Vice-Chancellors/Rectors and Educators, which are 1, 2, 4, and 3, with standard deviation scores of 0. Thus, all the items have overall mean scores above the benchmark of 0.05. Meanwhile, it means they essentially are, i.e., to a great extent.

Therefore, it is the opinion of the Vice-Chancellors/Rectors and Educators that Vice-Chancellors/Rectors in both public and private Higher Institutions of learning in the Southeast of Nigeria reasonably talk about work values and beliefs, show a sense of power and confidence in carrying out duties, instills pride in those associates with him or her, engage in conversation about the future, articulates a compelling vision of the future, meeting regularly with educators to discuss matters arising, treats educators as individuals rather than just as members of a group, assist others in developing their strength, encourages the use of teams for planning and implementing of Institutions improvement, and acknowledges the efforts of the educators.

The mean calculation of the Transactional Leadership Design table

			Frequency	Mean	Std. Deviation	Minimum	Maximum
Remark	1.50 - 2.49	Little Extent	4	2	0	2	2



Items 11 to 14 measured the transactional leadership design of Vice-Chancellors/Rectors. The overall mean scores of Vice-Chancellors/Rectors and Educators were 2, with a standard deviation 0. Thus, the calculation shows that the items have a total mean score below the benchmark of 2.50, meaning they occur sometimes.

Therefore, it is the opinions of the Vice-Chancellors/Rectors and Educators that Vice-Chancellors/Rectors of private and public Higher Education in South-East Nigeria sometimes clearly discuss educators' responsibility for achieving performance objectives and goals, attend to complaints about mistakes and failures, call educators attention to failures to meet with the expected standards and show that problems must become chronic before action is taken.

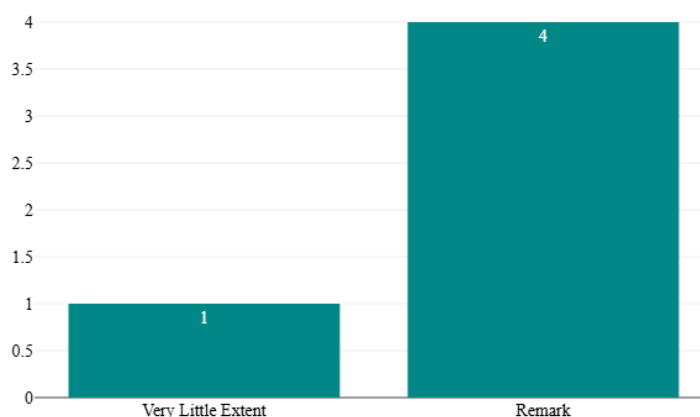
The table of laissez-faire Leadership Design.

S/N Questionnaire Answers	Minimal Extent 0.50 - 1.49	Small Extent 1.50 - 2.49	Great Extent 2.50 - 3.49	Very Great Extent 3.50 - 4.00	Remark	Description
15	0.50 - 1.49				4	Very Little Extent

16	0.50 -1.49				4	Very Little Extent
17	0.50 -1.49				4	Very Little Extent
18	0.50 -1.49				4	Very Little Extent
19	0.50 -1.49				4	Very Little Extent

The mean calculation of Laissez-faire Leadership Design

		Frequency	Mean	Std. Deviation	Minimum	Maximum
Very Minimal Extent	Minimal Extent	5	1	0	1	1
Remark	Very Little Extent	5	4	0	4	4



According to the laissez-faire Leadership Design table on page 96, items 15 to 19 measured the Laissez-faire Leadership Design of Vice-Chancellors/Rectors. The overall mean score of Vice-Chancellors/Rectors and Educators is 1, with a standard deviation of 0. Thus, the result shows that all the items have an overall mean score below the benchmark of 2.50. It means minimal extent on the four-point scale. Therefore, it is the opinions of the Vice-Chancellors/Rectors and Educators that Vice-Chancellors/Rectors of both public and private Higher Institutions of Learning in the South – East Nigeria, once in a while cannot be reached when their attention is needed, they shy away from decision making, delays answers to urgent questions, ignores the nonapplication of the Higher Institutions rules and regulations and finally, do not care to improve the quality and productivity of educators.

Research Question 2

- To what extent do Vice-Chancellors (Rectors) adopt transformational leadership design and staff development in Southeast Nigeria's public and private higher learning institutions?

Table 2: The mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design and staff development.

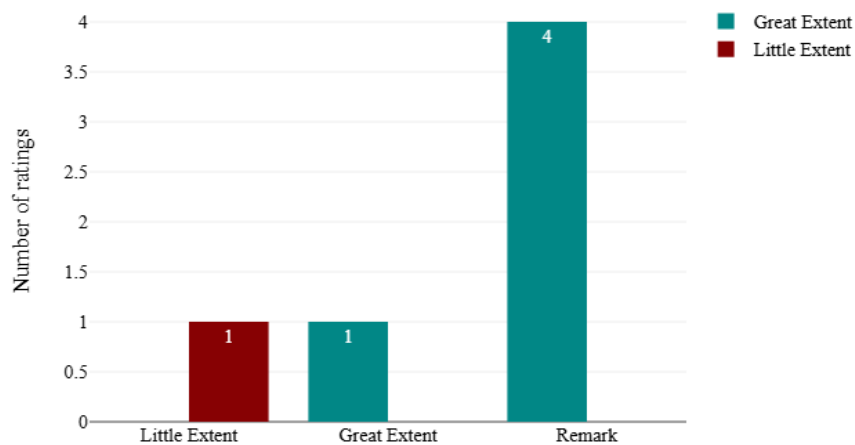
S/N	Questionnaire Items	Number of Vice-Chancellors/Rectors 34	Number of Educators 21,575	Number of Vice-Chancellors/Rectors 21,609	Remark
	Very Little Extent	Little Extent	Great Extent	Very Great Extent	Great Extent

20			2.50-3.49		Great Extent
21			2.50-3.49		Great Extent
22			2.50-3.49		Great Extent
23			2.50-3.49		Great Extent
24			2.50-3.49		Great Extent
25		1.50 – 2.49			Little Extent
26			2.50-3.49		Great Extent
27			2.50-3.49		Great Extent
28			2.50-3.49		Great Extent
29			2.50-3.49		Great Extent

The mean calculation of Vice-Chancellors/Rectors and Educators of both private and public Higher Institutions of Learning on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design and staff development.

		Frequency	Mean	Std. Deviation	Minimum	Maximum
Little Extent	Great Extent	8		NaN	Infinity	-Infinity
	Little Extent	1	1	NaN	1	1
Great Extent	Great Extent	8	1	0	1	1
	Little Extent	1		NaN	Infinity	-Infinity
Remark	Great Extent	8	4	NaN	4	4
	Little Extent	1		NaN	Infinity	-Infinity

Great Extent and Little Extent chart



The titles

As we can see in Table 2, the result shows the mean ratings and standard deviation scores of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design in staff development in both private and public Higher Institutions of learning in the South–East of Nigeria. We can see from the table that 9 out of the 10 items were highly rated by both the Vice–Chancellors/Rectors and the Educators. The results show that the mean score of Vice-Chancellors/Rectors is 4, which is higher than the benchmark of 2.50, whereas the standard deviation is 0. The mean score of 4 means that they primarily are (to a great extent).

Therefore, it is the opinion of the Vice-Chancellors/Rectors and Educators that Vice-Chancellors/Rectors in both private and public Higher Institutions of Learning in the Southeast of Nigeria give attention to each Educator’s need for development and growth, plan new learning opportunities in a supportive atmosphere, assist Educators in their respective development and incline to higher level potential, encourage Educators to take responsibility for their respective development, organizes workshops regularly for staff development, sets up the workshop venues on the institution premises for easy staff access, gives his or her approval when Educators need to attend in-service training, encourages problem-solving and critical thinking for the betterment of the Institution, gives constructive criticism to staffs and encourage them to do better and finally, have high expectations for Educators as professionals.

Research Question 3

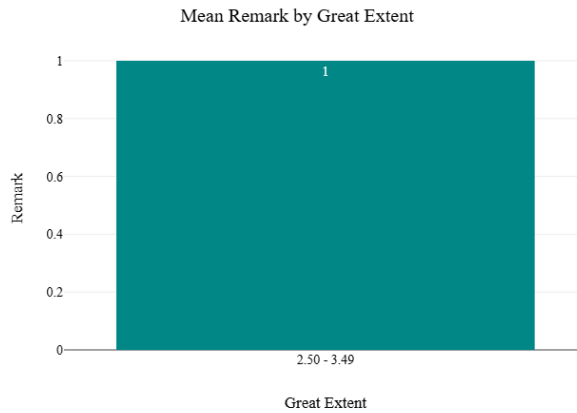
- To what extent do Vice-Chancellors/Rectors adopt transformational leadership design and staff motivation in private and public Higher Institutions of Learning in the South-East of Nigeria?

Table 3: The mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors adopt transformational leadership design and staff motivation in both private and public Higher Institutions of Learning in Southeast Nigeria.

S/N	Number of Questionnaire Items 12	Number of Vice-Chancellors/Rectors 34	Number of Educators 21,575	Total 21,609	Remark
30	Cares for the welfare of staff members	2.50 - 3.49	2.50 - 3.49		Great Extent
31	Gives recognition to hardworking Educators and Staff	2.50 - 3.49	2.50 - 3.49		Great Extent
32	Challenge Educators to commit to the vision of the Institution	2.50 - 3.49	2.50 - 3.49		Great Extent
33	Encourages division of labor to attain the goals of providing quality education	2.50 - 3.49	2.50 - 3.49		Great Extent
34	Motivating Educators by projecting an attractive future	2.50 - 3.49	2.50 - 3.49		Great Extent
35	Lobby Educators and Staff to believe that the Institution’s problems cannot be insurmountable	2.50 - 3.49	2.50 - 3.49		Great Extent
36	Clearly communicate to Educators that the Institution’s vision can be attainable	2.50 - 3.49	2.50 - 3.49		Great Extent
37	Encourages shared vision and teamwork	2.50 - 3.49	2.50 - 3.49		Great Extent
38	Respect Educators and Staff by treating them as professionals	2.50 - 3.49	2.50 - 3.49		Great Extent
39	Encourages the Staff and Educators on the importance of time management	2.50 - 3.49	2.50 - 3.49		Great Extent
40	Ensure that Staff and Educators take a break when they are supposed to do so	2.50 - 3.49	2.50 - 3.49		Great Extent

41	Make sure that he or she does not correct Educators and Staff in the presence of students.	2.50 - 3.49	2.50 - 3.49		Great Extent
----	--	-------------	-------------	--	--------------

		Frequency	Mean	Std. Deviation	Minimum	Maximum
Remark	2.50 - 3.49	12	1	0	1	1



The results in Table 3 show the mean and standard deviation scores of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design in staff motivation in private and public higher institutions in the Southeast of Nigeria.

Questionnaire items 30 to 41 on the table showed that the twelve items were highly rated by the Vice-Chancellors/Rectors and Educators, respectively. The result showed their total mean score of 3.49 with a standard deviation of 0. The above result shows that the mean score of 3.49 is above the benchmark of 2.50; therefore, they mostly are. Thus, it is the opinion of Vice-Chancellors/Rectors and Educators that Vice-Chancellors/Rectors in both private and public higher Institutions in the Southeast of Nigeria care for the welfare of their staff members, give recognition to hardworking educators and staff, challenge educators to commit to the vision of the Institution, encourages division of labor to attain the goals of providing quality education, motivating educators by projecting an attractive future, lobby educators and staffs to believe that the Institution’s problems cannot be insurmountable, clearly communicate to educators that the Institution’s vision can be attainable, encourage shared vision and teamwork, respect educators and staff by treating them as professionals, enable the staff and educators the importance of time management, ensure that staff and educators take a break when they are supposed to do so, and make sure that he/she does not correct educators and staffs in the presence of students.

Research Questions Four

- To what extent do Vice-Chancellors/Rectors adopt transformational leadership design and staff discipline in private and public Higher Institutions of Learning in South-East Nigeria?

Table 4: The mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design and staff discipline

S/N	Questionnaire items	Number of Vice-Chancellors/Rectors	Number of Educators	Total Number	Remark
		34	21,575	21,609	
42	To ensure that the laws and regulations of the Institution assist educators in understanding their responsibilities	2.50 – 3.49	2.50 – 3.49		Great Extent
43	Encourage impartial judgment of offenders without fear or favor.	2.50 – 3.49	2.50 – 3.49		Great Extent
44	Keeps proper accounts of Educators and Staff activities in the Institution to monitor behaviors	2.50 – 3.49	2.50 – 3.49		Great Extent
45	Grant offenders a fair hearing to defend themselves before the management	2.50 – 3.49	2.50 – 3.49		Great Extent
46	Apply positive reinforcement to strengthen good behavior	2.50 – 3.49	2.50 – 3.49		Great Extent
47	Withdraw privileges to stop negative behavior	2.50 – 3.49	2.50 – 3.49		Great Extent
48	Gives constructive criticism when correcting Educators	2.50 – 3.49	2.50 – 3.49		Great Extent
49	Avoid urgent decisions in disciplinary matters	2.50 – 3.49	2.50 – 3.49		Great Extent
50	Do a thorough investigation to get facts for good judgment for an alleged offence	2.50 – 3.49	2.50 – 3.49		Great Extent
51	Removes bias in decision-making	2.50 – 3.49	2.50 – 3.49		Great Extent
52	Notifies Educators and staff of the name of the offense	2.50 – 3.49	2.50 – 3.49		Great Extent
53	It avoids stigmatizing the offender	2.50 – 3.49	2.50 – 3.49		Great Extent

			Frequency	Mean	Std. Deviation	Minimum	Maximum
Remark	2.50 - 3.49	Great Extent	12	1	0	1	1

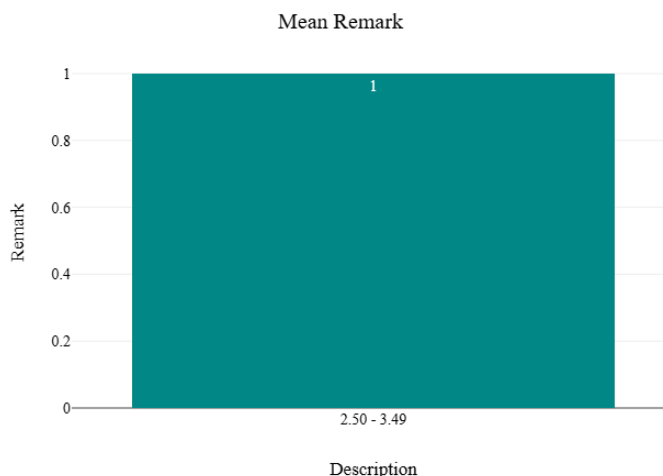


Table 4 shows the mean and standard deviation scores of Vice-Chancellors/Rectors and Educators on questionnaires numbers 42 to 53 on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design in the staff discipline in both private and public higher education in Southeast Nigeria. As we can see from the above table, both Vice-Chancellors/Rectors and Educators have very high opinions on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design in staff discipline.

Furthermore, questionnaires 42 to 53 were rated 2.50 – 3.49, with a mean score of 3 and a standard deviation of 0. The mean score is above the benchmark of 2.50. Thus, they essentially are. Therefore, the cluster mean score of Vice-Chancellors/Rectors and Educators is 3, respectively, with a standard deviation of 0.

Finally, the above results show that it is the opinion of Vice-Chancellors/Rectors and Educators in both private and public Higher Education in the Southeast of Nigeria to ensure that the laws and regulations of the Institution assist educators in understanding their responsibilities, encourage impartial judgment of offenders without fear or favor, keeps proper accounts of

Research Question 3

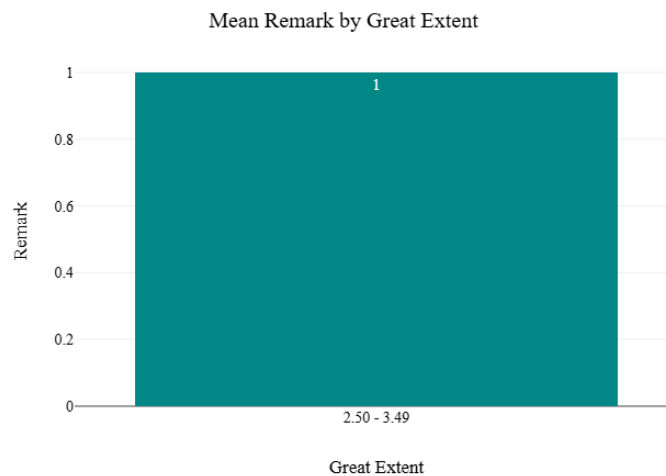
- To what extent do Vice-Chancellors/Rectors adopt transformational leadership design and staff motivation in private and public Higher Institutions of Learning in the South-East of Nigeria?

Table 3: The mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors adopt transformational leadership design and staff motivation in both private and public Higher Institutions of Learning in Southeast Nigeria.

S/N	Number of Questionnaire Items 12	Number of Vice-Chancellors/Rectors 34	Number of Educators 21,575	Total 21,609	Remark
30	Cares for the welfare of staff members	2.50 - 3.49	2.50 - 3.49		Great Extent
31	Gives recognition to hardworking Educators and Staff	2.50 - 3.49	2.50 - 3.49		Great Extent
32	Challenge Educators to commit to the vision of the Institution	2.50 - 3.49	2.50 - 3.49		Great Extent
33	Encourages division of labor to attain the goals of providing quality education	2.50 - 3.49	2.50 - 3.49		Great Extent
34	Motivating Educators by projecting an attractive future	2.50 - 3.49	2.50 - 3.49		Great Extent
35	Lobby Educators and Staff to believe that the Institution's problems cannot be insurmountable	2.50 - 3.49	2.50 - 3.49		Great Extent
36	Clearly communicate to Educators that the Institution's vision can be attainable	2.50 - 3.49	2.50 - 3.49		Great Extent
37	Encourages shared vision and teamwork	2.50 - 3.49	2.50 - 3.49		Great Extent
38	Respect Educators and Staff by treating them as professionals	2.50 - 3.49	2.50 - 3.49		Great Extent

39	Encourages the Staff and Educators on the importance of time management	2.50 - 3.49	2.50 - 3.49		Great Extent
40	Ensure that Staff and Educators take a break when they are supposed to do so	2.50 - 3.49	2.50 - 3.49		Great Extent
41	Ensure that he or she does not correct Educators and Staff in the presence of students.	2.50 - 3.49	2.50 - 3.49		Great Extent

		Frequency	Mean	Std. Deviation	Minimum	Maximum
Remark	2.50 - 3.49	12	1	0	1	1



The results in Table 3 show the mean and standard deviation scores of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design in staff motivation in private and public higher institutions in the Southeast of Nigeria.

Questionnaire items 30 to 41 on the table showed that the twelve items were highly rated by the Vice-Chancellors/Rectors and Educators, respectively. The result showed their total mean score of 3.49 with a standard deviation of 0. The above result shows that the mean score of 3.49 is above the benchmark of 2.50; therefore, they mostly are.

Thus, it is the opinion of Vice-Chancellors/Rectors and Educators that Vice-Chancellors/Rectors in both private and public higher Institutions in the Southeast of Nigeria care for the welfare of their staff members, give recognition to hardworking educators and staff, challenge educators to commit to the vision of the Institution, encourages division of labor to attain the goals of providing quality education, motivating educators by projecting an attractive future, lobby educators and staffs to believe that the Institution's problems cannot be insurmountable, clearly communicate to educators that the Institution's vision can be attainable, encourage shared vision and teamwork, respect educators and staff by treating them as professionals, enable the staff and educators the importance of time management, ensure that staff and educators take a break when they are supposed to do so, and make sure that he/she does not correct educators and staffs in the presence of students.

Research Questions Four

- To what extent do Vice-Chancellors/Rectors adopt transformational leadership design and staff discipline in private and public Higher Institutions of Learning in South-East Nigeria?

Table 4: The mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design and staff discipline

S/N	Questionnaire items 12	Number of Vice-Chancellors/Rectors 34	Number of Educators 21,575	Total Number 21,609	Remark
42	To ensure that the laws and regulations of the Institution assist educators in understanding their responsibilities.	2.50 – 3.49	2.50 – 3.49		Great Extent
43	Encourage impartial judgment of offenders without fear or favor.	2.50 – 3.49	2.50 – 3.49		Great Extent
44	Keeps proper accounts of Educators and Staff activities in the Institution to monitor behaviors	2.50 – 3.49	2.50 – 3.49		Great Extent
45	Grant offenders a fair hearing to defend themselves before the management	2.50 – 3.49	2.50 – 3.49		Great Extent
46	Apply positive reinforcement to strengthen good behavior	2.50 – 3.49	2.50 – 3.49		Great Extent
47	Withdraw privileges to stop negative behavior	2.50 – 3.49	2.50 – 3.49		Great Extent
48	Gives constructive criticism when correcting Educators	2.50 – 3.49	2.50 – 3.49		Great Extent
49	Avoid urgent decisions in disciplinary matters	2.50 – 3.49	2.50 – 3.49		Great Extent
50	Do a thorough investigation to get facts for good judgment for an alleged offence	2.50 – 3.49	2.50 – 3.49		Great Extent
51	Removes bias in decision-making	2.50 – 3.49	2.50 – 3.49		Great Extent
52	Notifies Educators and staff of the name of the offense	2.50 – 3.49	2.50 – 3.49		Great Extent
53	It avoids stigmatizing the offender	2.50 – 3.49	2.50 – 3.49		Great Extent

			Frequency	Mean	Std. Deviation	Minimum	Maximum
Remark	2.50 - 3.49	Great Extent	12	1	0	1	1

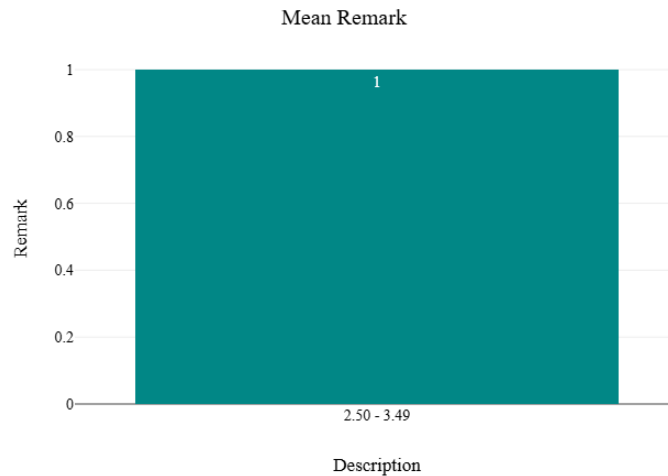


Table 4 shows the mean and standard deviation scores of Vice-Chancellors/Rectors and Educators on questionnaires numbers 42 to 53 on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design in the staff discipline in both private and public higher education in Southeast Nigeria. As we can see from the above table, both Vice-Chancellors/Rectors and Educators have very high opinions on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design in staff discipline.

Furthermore, questionnaires 42 to 53 were rated 2.50 – 3.49, with a mean score of 3 and a standard deviation of 0. The mean score is above the benchmark of 2.50. Thus, they essentially are. Therefore, the cluster mean score of Vice-Chancellors/Rectors and Educators is 3, respectively, with a standard deviation of 0.

Finally, the above results show that it is the opinion of Vice-Chancellors/Rectors and Educators in both private and public Higher Education in the Southeast of Nigeria to ensure that the laws and regulations of the Institution assist educators in understanding their responsibilities, encourage impartial judgment of offenders without fear or favor, keeps proper accounts of

Educators and Staff activities in the Institution to monitor behaviors, grant offenders a fair hearing to defend themselves before the management, apply positive reinforcement to strengthen good behavior, withdraw privileges to stop negative behaviors, give constructive criticism when correcting Educators, avoid urgent decisions in disciplinary matters, do a thorough investigation to get facts for good judgment for an alleged offense, removes bias in decision-making, notifies Educators and Staffs of the name of the offense and finally, it avoids stigmatizing the offender. All the above opinions are essentially based on their scores.

Hypothesis One

The hypothesis of this research shows no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the type of leadership design adopted by Vice-Chancellors/Rectors in both private and public higher institutions of Learning in Southeast Nigeria.

Table 5: A Chi-Square test analysis on the mean ratings of Vice-Chancellors/Rectors and Educators on the type of leadership design adopted by Vice-Chancellors/Rectors.

S/N	Questionnaire items	Vice-Chancellors/Rectors	Educators	Decision
1	Talks about work values and beliefs	34	21,575	Significance Difference
2	Show a sense of power and confidence in carrying out duties	34	21,575	Significance Difference
3	Instils pride in those associated with him/her	34	21,575	Significance Difference
4	Engage in conversation about the future	34	21,575	Significance Difference
5	Articulate a compelling vision of the future	34	21,575	No Significance Difference
6	Meeting regularly with educators to discuss matters arising	34	21,575	Significance Difference
7	Treats educators as individuals rather than just as members of a group	34	21,575	Significance Difference
8	Assist others in developing their strength	34	21,575	Significance Difference
9	Encourages the use of teams for planning and implementing Institutional improvement	34	21,575	Significance Difference
10	Acknowledge the efforts of the educators	34	21,575	No Significant Difference
11	Discuss educators' responsibility for achieving performance and objective goals	34	21,575	No Significant Difference
12	Attends to complaints, mistakes, and failures	34	21,575	No Significant Difference
13	Call educators' attention to failures to meet the expected standards	34	21,575	No Significant Difference
14	Shows that problems must become chronic before action is taken	34	21,575	No Significant Difference
15	Cannot be reached when his/her attention is needed	34	21,575	No Significant Difference
16	Shy away from decision-making	34	21,575	No Significant Difference
17	Delayed answers to urgent questions	34	21,575	No Significant Difference
18	Ignores the non-application of the Institution's rules and regulations	34	21,575	No Significant Difference
19	Does not care to improve the quality and productivity of Educators	34	21,575	No Significant Difference

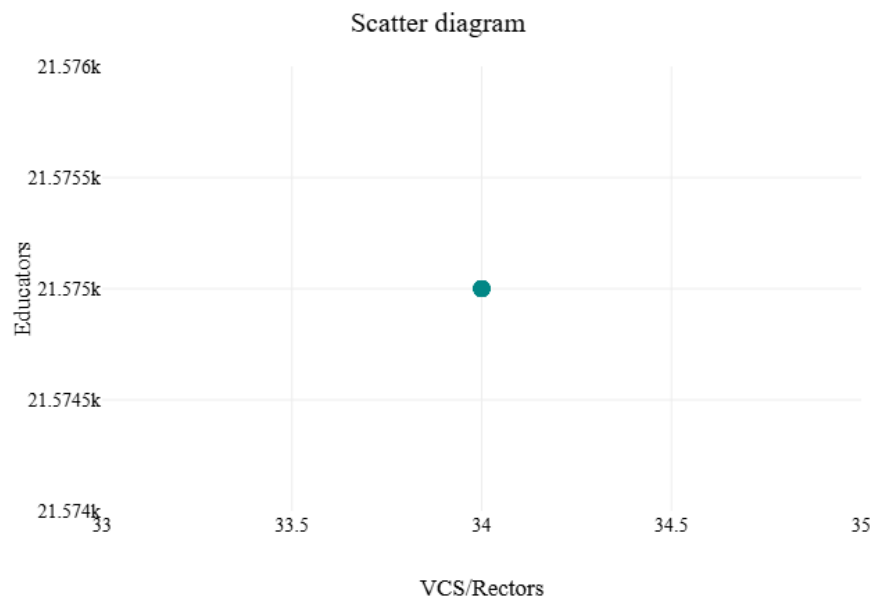
Vice-Chancellors	Educators	Decision
34	21575	Significance Difference
34	21575	Significance Difference
34	21575	Significance Difference
34	21575	Significance Difference
34	21575	No Significant Difference
34	21575	Significance Difference
34	21575	Significance Difference
34	21575	Significance Difference
34	21575	Significance Difference
34	21575	Significance Difference

34	21575	No Significant Difference
34	21575	No Significant Difference
34	21575	No Significant Difference
34	21575	No Significant Difference
34	21575	No Significant Difference
34	21575	No Significant Difference
34	21575	No Significant Difference
34	21575	No Significant Difference
34	21575	No Significant Difference
34	21575	No Significant Difference
34	21575	No Significant Difference

Null hypothesis	Alternative hypothesis
There is no correlation between VCS/Rectors and Educators	There is a correlation between VCS/Rectors and Educators

	Valid cases
Number	19

	r	p
VCS/Rectors and Educators	0	1



Using Spearman Correlation Analysis, the Chi-Square test result in Table 5 above was tested with a significance level of 0.05 (5%) with 19 valid cases. Thus, AI interpretation summarises the outcome of the correlation analysis for the variables Vice-Chancellors/Rectors and Educators, showing the correlation coefficient (r) and the p-value (p). The correlation coefficient indicates the strength and direction of the linear relationship between Vice-Chancellors/Rectors and Educators. The coefficient 0 suggests a negligible correlation. This means that, generally, as Vice-Chancellors increase, Educators and vice versa.

Moreover, the p-value assesses whether the available data provides sufficient evidence to reject the null hypothesis. The null hypothesis states that the correlation between Vice-

Chancellors/Rectors and Educators in the population is zero. A p-value less than 0.05 (5%) is considered statistically significant in most research. Here, the p-value of aN is less than 0.05, suggesting that the correlation observed in the sample ($r = NaN$) is unlikely due to chance. Therefore, the null hypothesis of no correlation between VCS/Rectors and Educators in the population is rejected (DATAtab, Online Statistics Calculator, 2024).

In the above calculation, the p-value of 1 is more significant than 0.05, suggesting that the correlation observed in the sample ($r=0$) is likely due to chance. Thus, the null hypothesis that there is no correlation between Vice-Chancellors/Rectors and Educators in the population is therefore not rejected. In conclusion, the result of the Pearman correlation thus showed no statistically significant correlation between Vice-Chancellors/Rectors and Educators, $r(17) = 0, p = 1$. This means there is no significant difference in the responses of Vice-Chancellors/Rectors on the leadership design of Vice-Chancellors/Rectors in both private and public Higher Institutions of Learning in the South-East of Nigeria.

Hypothesis Two

There is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors adopt transformational leadership design and staff development in private and public higher education institutions in Southeast Nigeria.

Table 6: The Chi-Square test analysis and the mean ratings of Vice-Chancellors/Rectors and Educators on how much Vice-Chancellors/Rectors and staff development adopt transformational leadership design.

S/N	Questionnaire item	VCS/Rectors	Educators	Decision
20	Gives attention to each Educator’s need for development and growth	34	21575	Significant Diff
21	Plan new learning opportunities in a supportive atmosphere	34	21575	No Sig. Difference
22	Assist Educators in their respective development and incline to higher level potential	34	21575	Significant Diff
23	Encourage Educators to take responsibility for their respective development	34	21575	Significant Diff
24	Organizes workshops regularly for staff development	34	21575	Significant Diff
25	Set up the workshop venues on the institution's premises for easy staff access	34	21575	Significant Diff
26	Gives his/her approval when Educators want to attend in-service training	34	21575	Significant Diff
27	Encourages problem-solving and critical thinking for the betterment of the Institution	34	21575	No Sig. Difference
28	Give constructive criticism to staff and encourage them to do better	34	21575	Significant Diff
29	Have high expectations for Educators as professionals	34	21575	Significant Diff

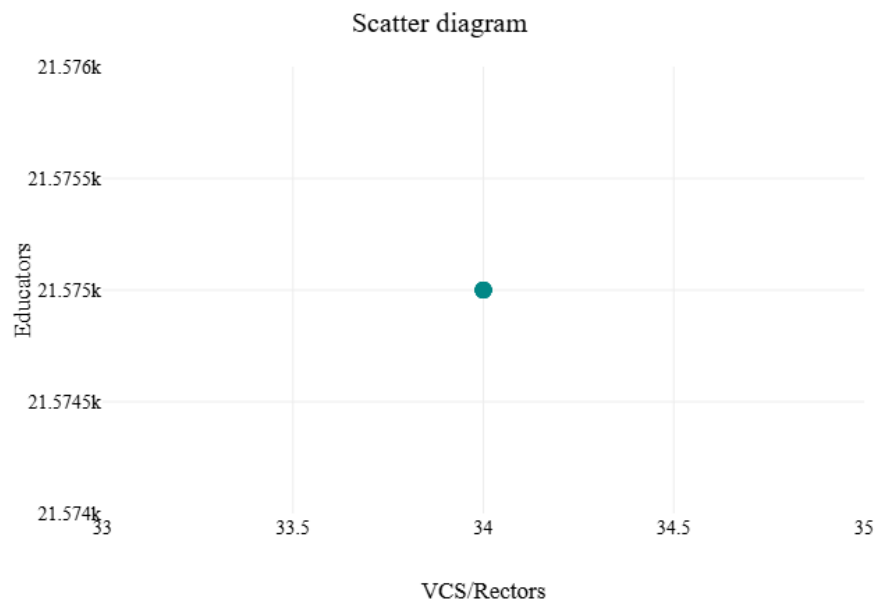
Questionnaire item	VCS/Rectors	Educators	Decision
Gives attention to each Educator’s need for development and growth	34	21575	Significance Diff
Plan new learning opportunities in a supportive atmosphere	34	21575	No Sig. Difference
Assist Educators in their respective development and inclination to higher-level potential	34	21575	Significance Diff

Encourage Educators to take responsibility for their respective development	34	21575	Significance Diff
Organizes workshops regularly for staff development	34	21575	Significance Diff
Set up the workshop venues on the institution's premises for easy staff access	34	21575	Significance Diff
Gives his/her approval when Educators want to attend in-service training	34	21575	Significance Diff
Encourages problem-solving and critical thinking for the betterment of the Institution.	34	21575	No Sig. Difference
Give constructive criticism to staff and encourage them to do better	34	21575	Significance Diff
Have high expectations for Educators as professionals	34	21575	Significance Diff

Null hypothesis	Alternative hypothesis
There is no correlation between VCS/Rectors and Educators	There is a correlation between VCS/Rectors and Educators

	Valid cases
Number	10

	r	p
VCS/Rectors and Educators	0	1



The p-value assesses whether the available data provides sufficient evidence to reject the null hypothesis. The null hypothesis states zero correlation between the population's Vice-Chancellors/Rectors and Educators. In most research, a p-value less than 0.05 is considered statistically significant. Here, the p-value of 1 is greater than 0.05, suggesting that the correlation observed in the sample ($r = 0$) is likely due to chance. Therefore, the null hypothesis of no correlation between Vice-Chancellors/Rectors and Educators in the population is not rejected. The result of the Spearman correlation thus showed no statistically significant correlation between Vice-Chancellors/Rectors and Educators, $r(8) = 0, p = 1$. Furthermore, as

the p-value is higher than 0.05, there was a significant difference in the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors and staff.

Hypothesis Three

There is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors adopted transformational leadership design and staff motivation in private and public higher education institutions in Southeast Nigeria.

Table 7: Chi-Square test analysis and the mean rating of Vice-Chancellors/Rectors and Educators on the extent to which transformational leadership design is adopted on the staff motivation.

S/N	Questionnaire item	VCS/Rectors	Educators	Decision
30	Cares for the welfare of Staff members	34	21575	No Significant Diff
31	Gives recognition to hardworking Educators and staff	34	21575	No Significant Diff
32	Challenge Educators to commit to the vision of the Institution	34	21575	Significant Difference
33	Encourages division of labor to attain the	34	21575	No Significant Diff
34	Motivating Educators by projecting an attractive future	34	21575	No Significant Diff
35	Lobby Educators and Staff to believe that the Institution's problems cannot be insurmountable	34	21575	No Significant Diff
36	Communicate to Educators that the Institution's vision can be attainable	34	21575	Significant Difference
37	Encourages shared vision and teamwork	34	21575	No Significant Diff
38	Respect Educators and Staff by treating them as professionals	34	21575	No Significant Diff
39	Encourages the Staff and Educators the importance of time management	34	21575	Significant Difference
40	Ensure that Staff and Educators take a break when they are supposed to do so	34	21575	No Significant Diff
41	Make sure that he/she does not correct Educators and Staff in the presence of students	34	21575	No Significant Diff

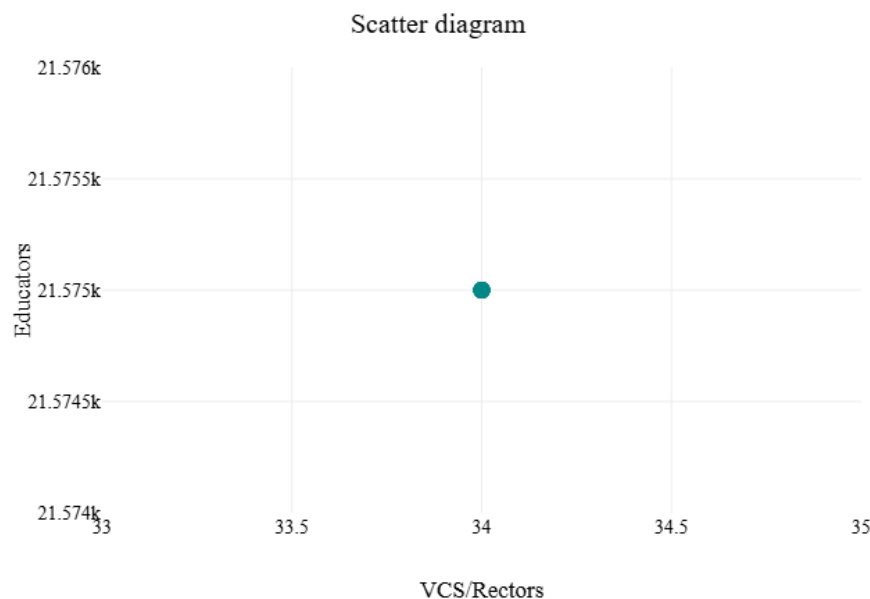
Questionnaire item	VCS/Rectors	Educators	Decision
Cares for the welfare of Staff members	34	21575	No Significant Diff
Gives recognition to hardworking Educators and staff	34	21575	No Significant Diff
Challenge Educators to commit to the vision of the Institution	34	21575	Significant Diff
Encourages division of labour to attain the	34	21575	No Significant Diff
Motivating Educators by projecting an attractive future	34	21575	No Significant Diff
Lobby Educators and Staff to believe that the Institution's problems cannot be insurmountable	34	21575	No Significant Diff
Communicate to Educators that the Institution's vision can be attained	34	21575	Significant Diff

Encourages shared vision and teamwork	34	21575	No Significant Diff
Respect Educators and Staff by treating them as professionals	34	21575	No Significant Diff
Encourages the Staff and Educators on the importance of time management	34	21575	Significant Diff
Ensure that Staff and Educators take a break when they are supposed to do so	34	21575	No Significant Diff
Make sure that he/she does not correct Educators and Staff in the presence of students	34	21575	No Significant Diff

Null hypothesis	Alternative hypothesis
There is no correlation between VCS/Rectors and Educators	There is a correlation between VCS/Rectors and Educators

	Valid cases
Number	12

	r	p
VCS/Rectors and Educators	NaN	aN



The above table summarises the results of the correlation analysis for the variables Vice-Chancellors/Rectors and Educators, showing the correlation coefficient (r) and the p-value (p). The correlation coefficient indicates the strength and direction of the linear relationship between Vice-Chancellors/Rectors and Educators. The coefficient NaN suggests correlation. This means that, generally, as Vice-Chancellors/Rectors increases, Educators and vice versa.

It is important to note that correlation does not imply causation, meaning that we cannot conclude from this result whether one variable influences or causes changes in the other. The p-value assesses whether the available data provides sufficient evidence to reject the null hypothesis. The null hypothesis states zero correlation between the population's

VCS/Rectors and Educators. In most research, a p-value less than 0.05 is considered statistically significant. Here, the p-value of aN is less than 0.05, suggesting that the correlation observed in the sample ($r = \text{NaN}$) is unlikely due to chance. Therefore, the null hypothesis of no correlation between VCS/Rectors and Educators in the population is rejected. The result of

the Pearson correlation thus showed that there was a statistically significant correlation between VCS/Rectors and Educators, $r(10) = \text{NaN}$, $p = \text{aN}$ (DATAtab, Online Statistics Calculator, 2024).

Table 7 showed that questionnaire items 30, 31, 33, 34, 35, 37, 38, 40, and 41 scored a high p-value of 1, higher than the 0.05 probability level. This means there is a significant difference in the mean ratings of Vice-Chancellors and Educators on those item numbers. On the other hand, questionnaire items 32, 36, and 39 scored 0, which is lower than the significance level of 0.05. Therefore, there is no significant difference in the mean ratings of Vice-Chancellors and Educators on those items. Thus, the null hypothesis is rejected.

The Hypothesis Four

There is no significant difference between the mean ratings of Vice-Chancellors/Regents and Educators regarding the extent to which Vice-Chancellors/Regents adopt transformational leadership design and Staff discipline in both public and private higher education in South-East Nigeria.

Table 8: The Chi-Square test analysis and the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design and Staff discipline.

S/N	Questionnaire items	Vice-Chancellors/Rectors	Educators	Decision
42	To ensure that the laws and regulations of the Institution assist Educators in understanding their responsibilities	34	21575	Non-Significant Diff.
43	Encourage impartial judgment of offenders without fear of favor	34	21575	Significant Diff.
44	Keep proper accounts of Educators and Staff activities in the Institution to monitor behaviors	34	21575	Significant Diff
45	Grant offenders a fair hearing to defend themselves before the management	34	21575	Non-Significant Diff
46	Apply positive reinforcement to strengthen good behavior	34	21575	Significant Diff.
47	Withdraw privileges to stop negative behavior	34	21575	Significant Diff.
48	Gives constructive criticism when correcting Educators	34	21575	Non-Significant Diff.
49	Avoid urgent decisions in disciplinary matters	34	21575	Significant Diff.
50	Do a thorough investigation to get facts for good judgment for an alleged offence	34	21575	Non-Significant Diff.
51	Removes bias in decision-making	34	21575	Non-Significant Diff.

52	Notifies Educators and Staff of the name of the offense	34	21575	Non-Significant Diff.
53	It avoids stigmatizing the offender	34	21575	Non-Significant Diff.

Null hypothesis	Alternative hypothesis
There is no correlation between VCS/Rectors and Educators	There is a correlation between VCS/Rectors and Educators

	Valid cases
Number	12

	r	p
VCS/Rectors and Educators	NaN	aN

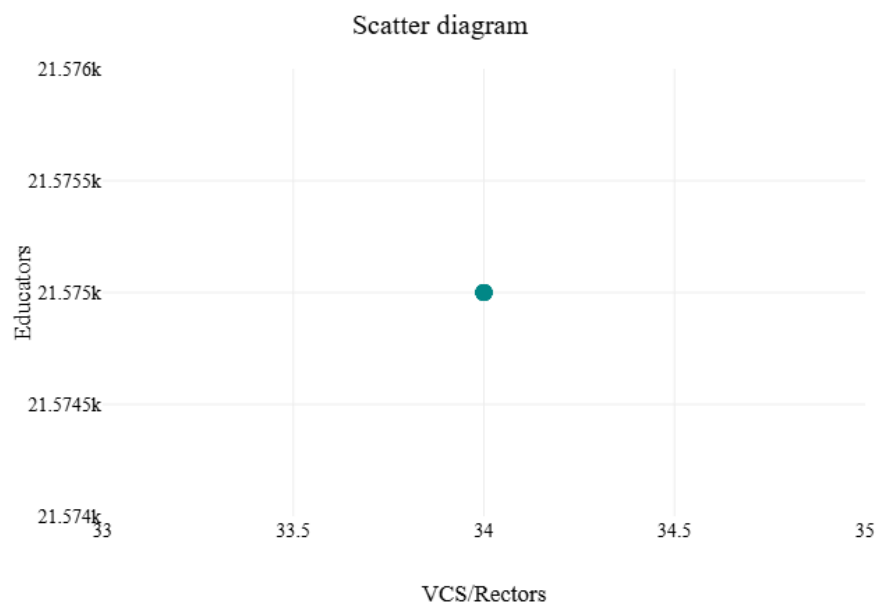


Table 8 showed that questionnaire items 42, 45, 48, 50, 51, and 52 scored a high p-value of 1, higher than the 0.05 probability level. This means there is a significant difference in the mean ratings of Vice-Chancellors and Educators on those item numbers. On the other hand, questionnaire item numbers 43, 44, 46, 47, and 48 scored 0, which is lower than the significance level of 0.05. Therefore, there is no significant difference in the mean ratings of Vice-Chancellors and Educators on those items. Thus, the null hypothesis of no correlation between Vice-Chancellors/Rectors and Educators in the population is rejected.

RESEARCH FINDINGS

The main findings of the research are the following:

1. Fairly, Vice-Chancellors/Rectors in both private and public Higher Institutions of Learning in Southeast Nigeria utilize transformational leadership design, and sometimes, they adopt transactional leadership design and occasionally laissez-faire leadership design.

2. Vice-Chancellors/Rectors adopt transformational leadership design and staff development to a great extent.
3. Vice-Chancellors/Rectors adopt transformational leadership design and staff motivation to a great extent.
4. Vice-Chancellors/Rectors adopt transformational leadership design and staff discipline to a great extent.
5. Furthermore, there is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the kind of leadership designs adopted by Vice-Chancellors/Rectors.
6. Statistically, there is a significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators regarding how much Vice-Chancellors/Rectors and staff development adopt transformational leadership design.
7. Also, there is a significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors and Staff motivation adopt transformational leadership design.
8. Finally, there is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which transformational leadership design is adopted by Vice-Chancellors/Rectors and Staff disciplines, behaviors, grant offenders a fair hearing to defend themselves before the management, apply positive reinforcement to strengthen good behavior, withdraw privileges to stop negative behaviors, give constructive criticism when correcting Educators, avoid urgent decisions in disciplinary matters, do a thorough investigation to get facts for good judgment for an alleged offense, removes bias in decision-making, notifies Educators and Staffs of the name of the offense and finally, it avoids stigmatizing the offender. All the above opinions are essentially based on their scores.

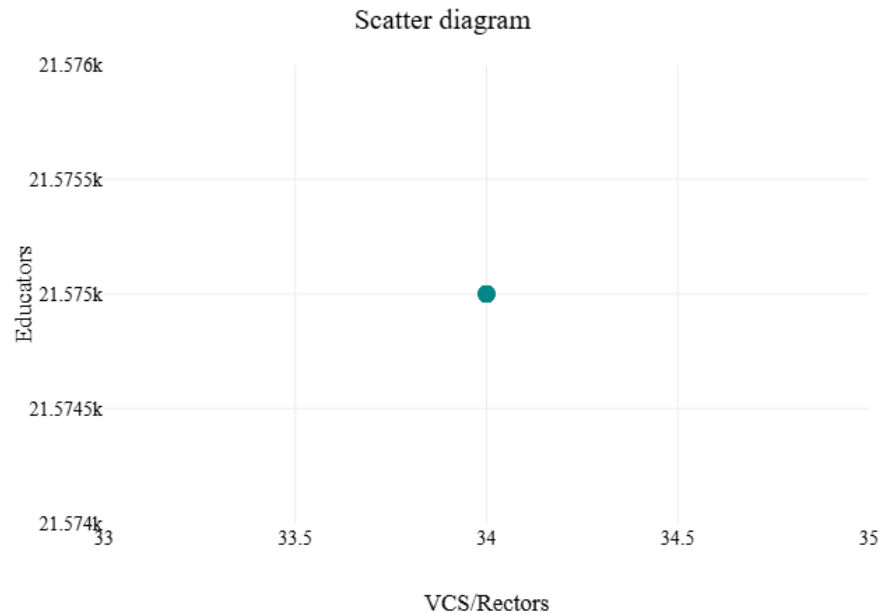
Hypothesis One

The hypothesis of this research shows no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the type of leadership design adopted by Vice-Chancellors/Rectors in both private and public higher institutions of Learning in Southeast Nigeria.

Table 5: A Chi-Square test analysis on the mean ratings of Vice-Chancellors/Rectors and Educators on the type of leadership design adopted by Vice-Chancellors/Rectors.

S/N	Questionnaire items	Vice-Chancellors/Rectors	Educators	Decision
1	Talks about work values and beliefs	34	21,575	Significance Difference
2	Show a sense of power and confidence in carrying out duties	34	21,575	Significance Difference
3	Instills pride in those associated with him/her	34	21,575	Significance Difference
4	Engage in conversation about the future	34	21,575	Significance Difference
5	Articulate a compelling vision of the future	34	21,575	No Significant Difference
6	Meeting regularly with educators to discuss matters arising	34	21,575	Significance Difference

	r	p
VCS/Rectors and Educators	0	1



Using Spearman Correlation Analysis, the Chi-Square test result in Table 5 above was tested with a significance level of 0.05 (5%) with 19 valid cases. Thus, AI interpretation summarises the outcome of the correlation analysis for the variables Vice-Chancellors/Rectors and Educators, showing the correlation coefficient (r) and the p -value (p). The correlation coefficient indicates the strength and direction of the linear relationship between Vice-Chancellors/Rectors and Educators. The coefficient 0 suggests a negligible correlation. This means that, generally, as Vice-Chancellors increase, Educators and vice versa.

Moreover, the p -value assesses whether the available data provides sufficient evidence to reject the null hypothesis. The null hypothesis states that the correlation between Vice-Chancellors/Rectors and Educators in the population is zero. A p -value less than 0.05 (5%) is considered statistically significant in most research. Here, the p -value of aN is less than 0.05, suggesting that the correlation observed in the sample ($r = \text{NaN}$) is unlikely due to chance. Therefore, the null hypothesis of no correlation between VCS/Rectors and Educators in the population is rejected (DATAtab, Online Statistics Calculator, 2024).

In the above calculation, the p -value of 1 is more significant than 0.05, suggesting that the correlation observed in the sample ($r=0$) is likely due to chance. Thus, the null hypothesis that there is no correlation between Vice-Chancellors/Rectors and Educators in the population is therefore not rejected. In conclusion, the result of the Pearman correlation thus showed no statistically significant correlation between Vice-Chancellors/Rectors and Educators, $r(17) = 0$, $p = 1$. This means there is no significant difference in the responses of Vice-Chancellors/Rectors on the leadership design of Vice-Chancellors/Rectors in both private and public Higher Institutions of Learning in the South-East of Nigeria.

Hypothesis Two

There is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors adopt transformational leadership design and staff development in private and public higher education institutions in Southeast Nigeria.

Table 6: The Chi-Square test analysis and the mean ratings of Vice-Chancellors/Rectors and Educators on how much Vice-Chancellors/Rectors and staff development adopt transformational leadership design.

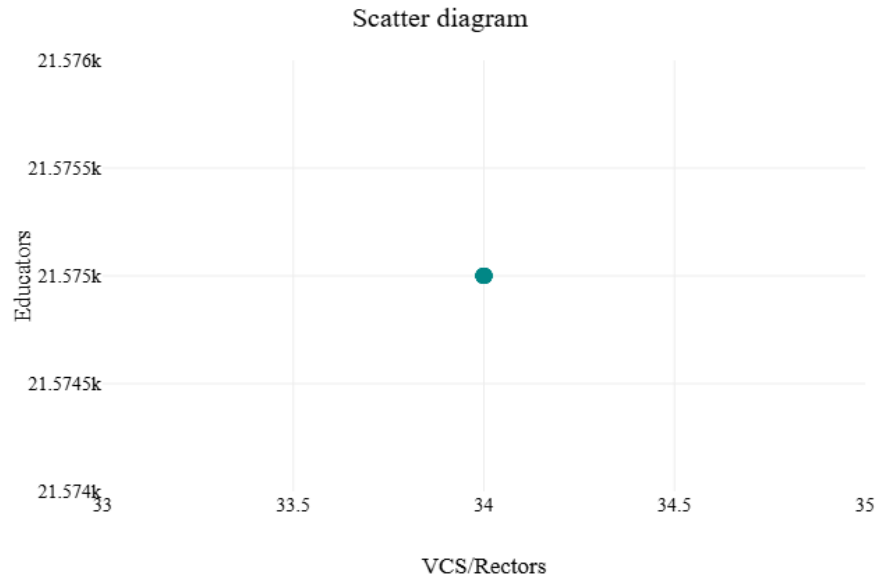
S/N	Questionnaire item	VCS/Rectors	Educators	Decision
20	Gives attention to each Educator's need for development and growth	34	21575	Significant Diff
21	Plan new learning opportunities in a supportive atmosphere	34	21575	No Sig. Difference
22	Assist Educators in their respective development and incline to higher level potential	34	21575	Significant Diff
23	Encourage Educators to take responsibility for their respective development	34	21575	Significant Diff
24	Organizes workshops regularly for staff development	34	21575	Significant Diff
25	Set up the workshop venues on the Institution premises for easy staff access	34	21575	Significant Diff
26	Gives his/her approval when Educators want to attend in-service training	34	21575	Significant Diff
27	Encourages problem-solving and critical thinking for the betterment of the Institution	34	21575	No Sig. Difference
28	Give constructive criticism to staff and encourage them to do better	34	21575	Significant Diff
29	Have high expectations for Educators as professionals	34	21575	Significant Diff

Questionnaire item	VCS/Rectors	Educators	Decision
Gives attention to each Educator's need for development and growth	34	21575	Significance Diff
Plan new learning opportunities in a supportive atmosphere	34	21575	No Sig. Difference
Assist Educators in their respective development and inclination to higher-level potential	34	21575	Significance Diff
Encourage Educators to take responsibility for their respective development	34	21575	Significance Diff
Organizes workshops regularly for staff development	34	21575	Significance Diff
Set up the workshop venues on the institution's premises for easy staff access	34	21575	Significance Diff
Gives his/her approval when Educators want to attend in-service training	34	21575	Significance Diff
Encourages problem-solving and critical thinking for the betterment of the Institution	34	21575	No Sig. Difference
Give constructive criticism to staff and encourage them to do better	34	21575	Significance Diff
Have high expectations for Educators as professionals	34	21575	Significance Diff

Null hypothesis	Alternative hypothesis
There is no correlation between VCS/Rectors and Educators	There is a correlation between VCS/Rectors and Educators

	Valid cases
Number	10

	r	p
VCS/Rectors and Educators	0	1



The p-value assesses whether the available data provides sufficient evidence to reject the null hypothesis. The null hypothesis states zero correlation between the population's Vice-Chancellors/Rectors and Educators. In most research, a p-value less than 0.05 is considered statistically significant. Here, the p-value of 1 is greater than 0.05, suggesting that the correlation observed in the sample ($r = 0$) is likely due to chance. Therefore, the null hypothesis of no correlation between Vice-Chancellors/Rectors and Educators in the population is not rejected. The result of the Spearman correlation thus showed no statistically significant correlation between Vice-Chancellors/Rectors and Educators, $r(8) = 0, p = 1$. Furthermore, as the p-value is higher than 0.05, there was a significant difference in the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors and staff development adopt transformational leadership design.

Hypothesis Three

There is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors adopted transformational leadership design and staff motivation in private and public higher education institutions in Southeast Nigeria.

Table 7: Chi-Square test analysis and the mean rating of Vice-Chancellors/Rectors and Educators on the extent to which transformational leadership design is adopted on the staff motivation.

S/N	Questionnaire item	VCS/Rectors	Educators	Decision
30	Cares for the welfare of Staff members	34	21575	No Significant Diff
31	Gives recognition to hardworking Educators and staff	34	21575	No Significant Diff

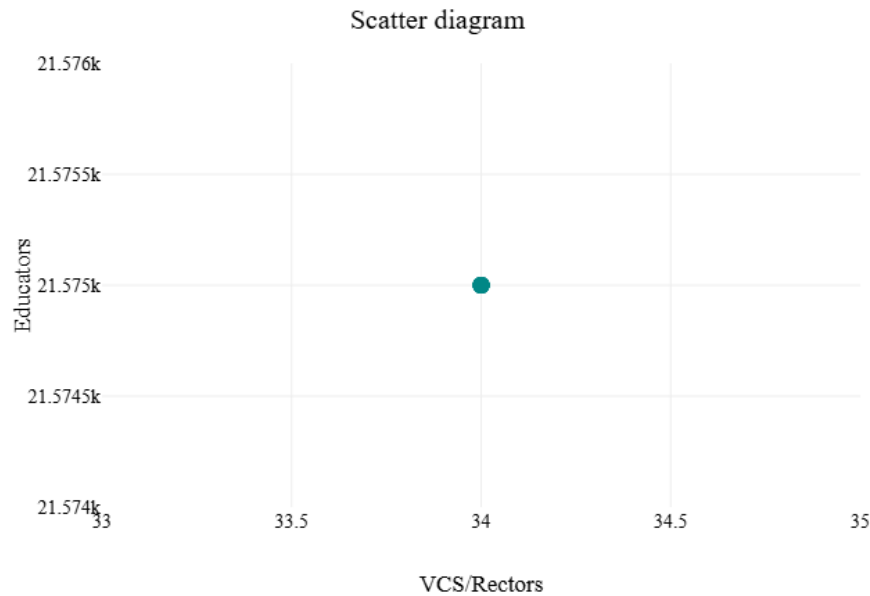
32	Challenge Educators to commit to the vision of the Institution	34	21575	Significant Difference
33	Encourages division of labor to attain the	34	21575	No Significant Diff
34	Motivating Educators by projecting an attractive future	34	21575	No Significant Diff
35	Lobby Educators and Staff to believe that the Institution's problems cannot be insurmountable	34	21575	No Significant Diff
36	Communicate to Educators that the Institution's vision can be attainable	34	21575	Significant Difference
37	Encourages shared vision and teamwork	34	21575	No Significant Diff
38	Respect Educators and Staff by treating them as professionals	34	21575	No Significant Diff
39	Encourages the Staff and Educators the importance of time management	34	21575	Significant Difference
40	Ensure that Staff and Educators take a break when they are supposed to do so	34	21575	No Significant Diff
41	Make sure that he/she does not correct Educators and Staff in the presence of students	34	21575	No Significant Diff

Questionnaire item	VCS/Rectors	Educators	Decision
Cares for the welfare of Staff members	34	21575	No Significant Diff
Gives recognition to hardworking Educators and staff	34	21575	No Significant Diff
Challenge Educators to commit to the vision of the Institution	34	21575	Significant Diff
Encourages division of labour to attain the	34	21575	No Significant Diff
Motivating Educators by projecting an attractive future	34	21575	No Significant Diff
Lobby Educators and Staff to believe that the Institution's problems cannot be insurmountable	34	21575	No Significant Diff
Communicate to Educators that the Institution's vision can be attained	34	21575	Significant Diff
Encourages shared vision and teamwork	34	21575	No Significant Diff
Respect Educators and Staff by treating them as professionals	34	21575	No Significant Diff
Encourages the Staff and Educators on the importance of time management	34	21575	Significant Diff
Ensure that Staff and Educators take a break when they are supposed to do so	34	21575	No Significant Diff
Make sure that he/she does not correct Educators and Staff in the presence of students	34	21575	No Significant Diff

Null hypothesis	Alternative hypothesis
There is no correlation between VCS/Rectors and Educators	There is a correlation between VCS/Rectors and Educators

Valid cases	
Number	12

	r	p
VCS/Rectors and Educators	NaN	aN



The above table summarises the results of the correlation analysis for the variables Vice-Chancellors/Rectors and Educators, showing the correlation coefficient (r) and the p-value (p). The correlation coefficient indicates the strength and direction of the linear relationship between Vice-Chancellors/Rectors and Educators. The coefficient NaN suggests correlation. This means that, generally, as Vice-Chancellors/Rectors increase, Educators and vice versa.

It is important to note that correlation does not imply causation, meaning that we cannot conclude from this result whether one variable influences or causes changes in the other.

The p-value assesses whether the available data provides sufficient evidence to reject the null hypothesis. The null hypothesis states zero correlation between the population's VCS/Rectors and Educators. In most research, a p-value less than 0.05 is considered statistically significant. Here, the p-value of aN is less than 0.05, suggesting that the correlation observed in the sample ($r = \text{NaN}$) is unlikely due to chance. Therefore, the null hypothesis of no correlation between VCS/Rectors and Educators in the population is rejected. The result of the Pearson correlation thus showed a statistically significant correlation between VCS/Rectors and Educators, $r(10) = \text{NaN}$, $p = \text{aN}$ (DATAtab, Online Statistics Calculator, 2024).

Table 7 showed that questionnaire items 30, 31, 33, 34, 35, 37, 38, 40, and 41 scored a high p-value of 1, higher than the 0.05 probability level. This means there is a significant difference in the mean ratings of Vice-Chancellors and Educators on those item numbers. On the other hand, questionnaire items 32, 36, and 39 scored 0, which is lower than the significance level of 0.05. Therefore, there is no significant difference in the mean ratings of Vice-Chancellors and Educators on those items. Thus, the null hypothesis is rejected.

The Hypothesis Four

There is no significant difference between the mean ratings of Vice-Chancellors/Regents and Educators regarding the extent to which Vice-Chancellors/Regents adopt transformational

leadership design and Staff discipline in both public and private higher education in South-East Nigeria.

Table 8: The Chi-Square test analysis and the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors adopt transformational leadership design and Staff discipline.

S/N	Questionnaire items	Vice-Chancellors/Rectors	Educators	Decision
42	To ensure that the laws and regulations of the Institution assist Educators in understanding their responsibilities	34	21575	Non-Significant Diff.
43	Encourage impartial judgment of offenders without fear of favor	34	21575	Significant Diff.
44	Keep proper accounts of Educators and Staff activities in the Institution to monitor behaviors	34	21575	Significant Diff.
45	Grant offenders a fair hearing to defend themselves before the management	34	21575	Non-Significant Diff.
46	Apply positive reinforcement to strengthen good behavior	34	21575	Significant Diff.
47	Withdraw privileges to stop negative behavior	34	21575	Significant Diff.
48	Gives constructive criticism when correcting Educators	34	21575	Non-Significant Diff.
49	Avoid urgent decisions in disciplinary matters	34	21575	Significant Diff.
50	Do a thorough investigation to get facts for good judgment for an alleged offence	34	21575	Non-Significant Diff.
51	Removes bias in decision-making	34	21575	Non-Significant Diff.
52	Notifies Educators and Staff of the name of the offense	34	21575	Non-Significant Diff.
53	It avoids stigmatizing the offender	34	21575	Non-Significant Diff.

Null hypothesis	Alternative hypothesis
There is no correlation between VCS/Rectors and Educators	There is a correlation between VCS/Rectors and Educators

	Valid cases
Number	12

	r	p
VCS/Rectors and Educators	NaN	aN

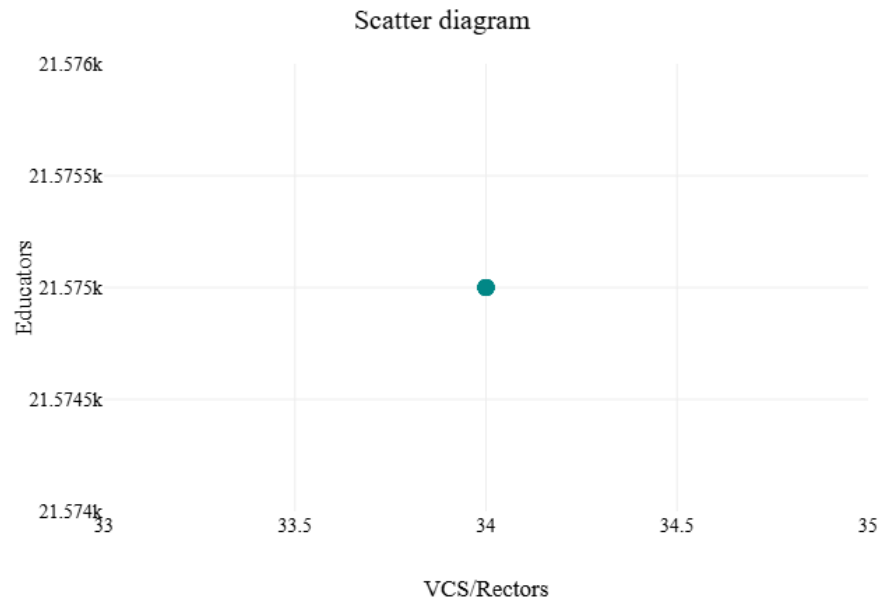


Table 8 showed that questionnaire items 42, 45, 48, 50, 51, and 52 scored a high p-value of 1, higher than the 0.05 probability level. This means there is a significant difference in the mean ratings of Vice-Chancellors and Educators on those item numbers. On the other hand, questionnaire item numbers 43, 44, 46, 47, and 48 scored 0, which is lower than the significance level of 0.05. Therefore, there is no significant difference in the mean ratings of Vice-Chancellors and Educators on those items. Thus, the null hypothesis of no correlation between Vice-Chancellors/Rectors and Educators in the population is rejected.

RESEARCH FINDINGS

The main findings of the research are the following:

1. Fairly, Vice-Chancellors/Rectors in both private and public Higher Institutions of Learning in Southeast Nigeria utilize transformational leadership design, and sometimes, they adopt transactional leadership design and occasionally laissez-faire leadership design.
2. Vice-Chancellors/Rectors adopt transformational leadership design and staff development to a great extent.
3. Vice-Chancellors/Rectors adopt transformational leadership design and staff motivation to a great extent.
4. Vice-Chancellors/Rectors adopt transformational leadership design and staff discipline to a great extent.
5. Furthermore, there is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the kind of leadership designs adopted by Vice-Chancellors/Rectors.
6. Statistically, there is a significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators regarding how much Vice-Chancellors/Rectors and staff development adopt transformational leadership design.
7. Also, there is a significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which Vice-Chancellors/Rectors and Staff motivation adopt transformational leadership design.

8. Finally, there is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which transformational leadership design is adopted by Vice-Chancellors/Rectors and Staff disciplines.

CONCLUSION

The research results showed that Vice-Chancellors and Rectors in both private and public higher learning institutions in Southeast Nigeria largely adopt a transformational leadership design, somewhat adopt a transactional leadership design, and minimally adopt a laissez-faire leadership design. Additionally, Vice-Chancellors and Rectors predominantly adopt a transformational leadership approach to staff development. Transformational leadership design should be widely adopted based on staff motivation and discipline. Moreover, there is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the kind of leadership designs adopted by Vice-Chancellors/Rectors; there is a considerable difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which transformational leadership design is adopted by Vice-Chancellors and Staff development, there is a significance difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which transformational leadership design is adopted by Vice-Chancellors/Rectors in Staff motivation. Also, there is no significant difference between the mean ratings of Vice-Chancellors/Rectors and Educators on the extent to which transformational leadership design is adopted by Vice-Chancellors/Rectors in Staff discipline. The research recommendation is that the Government officials in charge of Higher Education should organize grassroots workshops to create more awareness of transformational leadership design so that Vice-Chancellors/Rectors who utilize either transactional or laissez-faire leadership design will appreciate and adopt transformational leadership design.

Finally, higher education policymakers should incorporate in-service training for Vice-Chancellors/Rectors in transformational leadership design. This will encourage Vice-Chancellors/Rectors who adopted transformational leadership in their respective Institutions and Educators who are future Vice-Chancellors/Rectors and supposed to understand the vision and mission of transformational Vice-Chancellors/Rectors will be made to understand the norms and practices of transformational leadership design for easy communication among themselves, Vice-Chancellors/Rectors and their future leaders as Vice-Chancellors/Rectors.

References

- Allen, M. (2017). *The SAGE Encyclopedia of Communication Research Methods Vols . 1-4*. California: SAGE Publications.
- Aneke, C. (2015, December 10th). *Transformational Leadership Style of Principals and Human Resource Management in Public Secondary Schools in South East of Nigeria*. Thesis (Unpublished). Nsukka, Enugwu, Nigeria: University of Nigeria.
- Balarabe, M. (2016). National transformation through entrepreneurship education: A lead paper presented at the Annual National Conference of the Institute of Education in Nigeria. Annual National conference of the Institute of Education (p. 5). Balarabe Musa: University of Nigeria, Nsukka.
- Balarabe, M. (2016). National Transformation Through Entrepreneurship Education: A lead paper presented at the Annual National Conference of the Institute of Education. Annual National Conference of the Institute of Education (pp. 1- 15). Zaria: Ahmadu Bello University.

Coghlan, D., & Brydon-Miller, M. (2014). *The SAGE Encyclopedia of Action Research Vols.1-2*. London: SAGE Publications Ltd.

DATAtab, T. (2024, December 2). Online Statistics Calculator. Retrieved from DATAtab e.U. : URL <https://datatab.net>

DATAtab, T. (2024, August 27th). Online Statistics Calculator. Retrieved from Datatab.net: DATAtab Team (2024). DATAtab: Online Statistics Calculator. DATAtab e.U. Graz, Austria. URL <https://datatab.net>

Hoy, W., & Miskel, C. (2013). *Educational Administration (9th ed.)*. New York: McGraw-Hill.

Munene, I. (2022, December 22nd). Why Kenya's Decision to Appoint Corporate Chancellors Won't Fix Universities. Retrieved from The Conversation Academic Rigour Journalistic Flair: <https://theconversation.com/why-kenyas-decision-to-appoint-corporate-chancellors-wont-fix-universities-143029>

Oboegbulam, A., & Onwura, C. (2011). *Organizational and Management of Education: A Nigerian Perspective*. Nsukka: Great AP Express Ltd.

Peters, A., & Wasimi, B. (2022). *Oyo School Privatization Crisis*. Ibadan, Nigeria: The Punch News Paper .

Views, S. A. (2022, December 22nd). The Role of Chancellors in African Institutions. Retrieved from Iafrika.com: <https://iafrica.com/the-role-of-chancellors-in-african-institutions/>

Yahaya, T. (2022, December 23rd). Academia.com. Retrieved from The Role and Duties of Principals and Vice Principals: https://www.academia.edu/28084824/ROLE_AND_DUTIES_OF_PRINCIPALS_and_VICE_PRINCIPALS