



Management leadership processes and lecturers job effectiveness in public higher institutions in cross river state, Nigeria

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Abstract

The study aimed at investigating the relationship between management leadership processes and lecturers' job effectiveness in higher institutions in Cross River State, Nigeria. The ex-post facto research design was adopted for this study. The population of the study consists of all lecturers and students in higher institutions in Cross River State, the population stood at 1744 lecturers. The stratified random sampling technique was adopted for the study. The sample size of the study stood at 610 lecturers. A total of 1830 students from the institutions were purposively selected to respond to items that measures lecturers' job effectiveness. One research hypothesis was tested at 0.05 level of significance using the Pearson Product Moment Correlation Coefficient analysis. Based on the result, the study recommended among other things that, institutions management must consider their leadership processes as it is a critical factor in achieving productivity in tertiary educational system.

Keywords: management, leadership processes, lecturer' job effectiveness

1. Introduction

Leadership processes are series of actions or activities that management carries out towards obtaining job effectiveness. Leadership is most important factor in determining organizational success. Therefore, the assumption by most people that "without leadership no organization can achieve its goal, can be considered generally valid" (Peretomode, 2001) [16]. Leadership involves the use of influence, between management and subordinates in an organization. Morphet, John and Reller (1982) [10] conceptualized leadership as the influence of the actions, behaviour beliefs and goals of one actor in a social system by another actor being influenced. Leadership can be descriptive and evaluative in its processes.

Achu (2005) [1] hypothesized that, principals' leadership behaviour does not significantly influence teachers' productivity. The sample for the study includes 300 teachers randomly selected from randomly sample secondary school in southern Cross River State two instrument were used to gather data for the study. The instrument includes organizational climate questionnaire (TPQ). The collected data was analyzed using one-way analysis of variance. The result showed that principals' leadership behaviour does not significantly influence teachers' productivity.

Udenewu (2005) [20] in a study stated that there is no significant relationship between principal leadership process and teachers' effectiveness. The study was carried in Cross River State. The sample composes of 600 teachers, and 1200 students drawn randomly for the sampled secondary, school using stratified random sampling technique. Two set of questionnaires were used to collect data. The collected data were analyzed statistically using Pearson product moment correlation. The analyzed data of the above hypothesis revealed that there is a significant positive relationship between leadership process and teachers' effectiveness. This implies that principals' leadership

process or skills has an influence on teachers' effectiveness in terms of knowledge of the subject matter, teaching method, classroom communication and learning motivation. Oyedeji (1986) [15] conducted a study on leadership behaviour and teachers' effectiveness in some secondary school in Kwara State of Nigeria. He discovered that teachers under the democratic Principal's leadership were more effective than teachers under autocratic Principal's leadership. Also, quite a number of teachers rated their Principal as being democratic and the most important contributor to their effectiveness. He further discovered that, there was no teacher under the democratic Principal, that was of the opinion, that their Principal was not contribution to their job effectiveness. His findings further provide support for the widely held view of the superiority of the democratic leadership behaviour, which usually received above average in ratings on the efficiency and human relation criteria.

The initial research testing of this behaviour found employees whose supervisors used employee – centered behaviour had better work attitude and higher productivity. The study could not tell whether one variable caused the other. A follow up study, in which supervisors were trained to use one style of leadership or the other supported the positive effect of employee – centered behaviour on employee's attitudes. However, productivity was higher with the task – centered supervisors.

Fiedler (1973) [8] observed that, the relationship between behaviour and group performance is contingent upon the ease or difficulty experienced in exercising leadership for the task- oriented. While the person – oriented leader become more person-oriented as the difficulty of the leadership situation increases. The task-oriented facilities situations, while the person- oriented leader contributes most to group performance when he experiences an intermediate degree of difficulty. The contemporary

definition of leadership by Rost (1993) [17] is based on the basic nature of leadership in terms of the “interaction” among the people involved in the process: both leader and followers. Thus, leadership is not the work of a single person; rather it can be explained and defined as a “collaborative endeavour” involve in the process of leadership, both leaders and followers achieve real changes that reflect their natural purposes.

Leadership is composed of four basic components, which are essential and must be present in each particular relationship:

1. The relationship is based on influence. This influence is multidirectional, meaning that influence can go either way (not necessarily top-down), and the influence attempts must not be coercive. Therefore, the relationship is not based on authority rather by persuasion.
2. Leadership and follower are the people in this relationship. Both leaders and followers are doing leadership. Typically, there is more than one follower and more than one leader in this arrangement. All active players practice influence.
3. Leaders and followers intend real change and intention means that the leaders and followers promote and purposefully seek changes which must be substantial.
4. The changes the leaders and followers intend reflect their mutual purposes. The key is that the desired changes must not only reflect the wishes of the leader but also the desires of the followers (Rost, 1991) [18].

The implication is that, leaders in higher institutions should operate in a share-powered environment with lecturers. Because no longer does a single leader like the Vice Chancellor have all the answers and the power to achieve job effectiveness. Instead opportunity should be given to many people to participate in leadership for the purpose of achieving set goals. Leadership to day reject the idea that leadership revolves around the leader’s ability, behaviours, styles or charisma. Akuegwu (2000) [2] research on the influence of school administrators’ leadership style on teachers’ productivity. The result of the analysis of variance revealed that the calculated F-value 20.75 was greater than the critical F-value of 2.99 at 0.05 level of significant with 2 and 483 degree of freedom. The findings show that teachers democratic leadership style were more productive than others. This study is supported by research finding of Deng (1982) [5] Edem (1987) [7] and Okeke (1986) [14] Ndoma – Egba (1995) [12] in his own study on the influence of the leadership style of vice-chancellors, one – way analysis of variability in administrative effectiveness was used. In testing, the four factors of administrative effectiveness were considered which includes: maintaining of academic standards, disciplinary tone, staff motivation and general effectiveness. The result of the study revealed that there is a significant influence of leadership style of Vice – Chancellors’ administrative effectiveness in maintaining academic standard as indicated by this statistical finding: (F – 192.72, DF=2, 1997: P<.05), Discipline. (F2 – 1997 = 213.57, P<.05), Motivation (F2 – 1997 = 113.19, P<.0.05), and General effectiveness (F2- 1997=426.98, P<.05). Further analysis using fishers LSD multiple comparison test revealed that Vice – Chancellors perceived as democratic by staff were significantly more effective in maintaining

academic standards, discipline, staff motivation and general effectiveness than their counterparts that were perceived to be autocratic and transactional in their leadership styles. The result of this study lend credence to and provide support for earlier findings of Scott (1963) [19], Adebayo (1984), Umuzurike (1986) [23], Azubike (1987) [4], Nenty (1988) [13] and Ukpohor (1988) [22].

Udida (2005) [21] research on leadership style of institutional administrator on the academic staff productivity. The leadership style was classified into democratic, autocratic and laissez faire and its associated fishers’ multiple comparison test were used to analyze the data obtained from the variables. The analysis of the study had the calculate F-values of 8.37 (leadership style and publication). 056 (leadership style and work load) 0.052 (leadership style and overall productivity) one of this value 8,37 was greater than the critical F – value of 3.00, were the remaining two 0.56 were less than the critical F- value at 0,05 level of significance with 2, 564 degree of freedom. Therefore, the null hypothesis was unaccepted in the dimension of leadership style and worked load and overall productivity. This means that institutional administrators’ leadership styles does not influence academic staff, while it influences it on the publication dimension of the staff productivity, it would be deduced from this finding that the leadership style adopted by management to a great extent can determine the job effectiveness of its subordinate.

This fact was supported by the research of findings of Duala-Njel (1987) [6] and Umuzurike (1986) [23]. The study revealed that teachers job effectiveness depended on the management styles of leadership. They argued that democratic management style had a listening ear to their subordinates and had confidence in them. This would promote good relationship between the management and the subordinate thereby enhance their job effectiveness. However, a leadership style is based on the assumption that subordinates are more likely to work effectively for management who adopt a certain style of leadership, than those management who adopt an alternative style. There are many dimensions to leadership and many possible ways of describing leadership style such as dictatorial or autocratic, unitary, bureaucratic, benevolent, charismatic, consultative participative or democratic and abdicator.

One of the most extensive research studies on behavioural categories of leadership was at Ohio State University. The focus was effect of leadership on group performance as stated by Mullins (1996) [11]. Questionnaires were design which comprises of a list of descriptive items, each dealing with a specific aspect of leadership behaviour. The questionnaires were used repeatedly in different kinds of organizations and it variety of leadership group member situations. The result indicated two major dimensions of leadership behaviour labeled consideration and initiating structure. Consideration, reflect the extent to which the leader establish trust, mutual respect and rapport with the group and shows concern, warmth support and consideration for subordinates. This dimension is associated with two – ways communication approach to leadership. Structure reflects to an extent to which the leader defines and structure group interaction towards attainment of the formal goals and organizes group activities. This dimension is associated with effort to achieve organizational goals. This study has reflected the need of a leader to focus on

both consideration and structure in order to satisfy individual needs organizational goals which promote job effectiveness.

The study is supported by Hellers (1984)^[9] who found that, subordinate worked hardest for a leader who had high concern with getting the job done (initiating structure) but who also demonstrated personal warmth (consideration). They exerted least effort for a leader who showed low concern on performance or results but demonstrated personal warmth. Mullins (1996)^[11] observed that to understand the process of leadership; it is necessary to analyze the role of leader, and the function and the responsibility of leader. These functions, requires different emphasis in different situation according to the nature of the group. The same leadership position may also change over a period of time. It is possible, however, to list a range of general functions which are served by the leadership position. A leader as executive, the leader as planner, a leader as policy – maker, a leader as expert, the leader as external group representative, the leader as a controller of internal relations, the leader as purveyor of rewards and punishment, the leader as arbitrator and mediator, the leader as exemplar, the leader as symbol of the group, the leader as substitute for individual responsibility, the leader as ideologist, a leader as father figure, the leader as scape-goat.

2. Statement of problem

The objective of Tertiary education, all over the world is for human capital development and the training of individuals in character and in learning. The achievement of these objectives may be determined by many factors such as skills and competences of lecturers. Lecturers are often held accountable for the level of discipline, academic achievement and general wellbeing of students in tertiary institutions. The role performance of lectures in tertiary institutions of learning includes but not limited to teaching, research and community services. The question that necessitated this study therefore is, how effective is lecturers job performance? This is because there have been a lot of complaints as regard the effectiveness of lectures job performance. In recent times, there has been public outcry about the quality of graduates coming out of tertiary institutions. Despite efforts by higher institutions management to put in place mechanism to address the issues, it appears so much is needed to be done to turn the tides. One wonders whether the nature of leadership processes in these institutions is responsible for the ineffectiveness of lecturers as regards their job performance.

3. Methodology

The purpose of this study was to investigate the relationship between management leadership processes and lecturers’ job effectiveness in higher institutions in Cross River State, Nigeria. The research design adopted for this study was the ex-post facto design. The population of the study consists of all lecturers and students in higher institutions in Cross River State, the population stood at 1744 lecturers. The stratified random sampling technique was adopted for the study. The sample size of the study stood at 610 lecturers. The sample size represents 35% of the population. A total of 1830 students from the institutions were purposively selected to respond to items that measures lecturers’ job effectiveness. One research question was formulated to

guide the study. One hypothesis was tested using the Pearson Product Moment Correlation Coefficient. The hypothesis was tested at 0.05 Alpha level of significance. The questionnaire method was used to collect data for the study. Two questionnaires titled “Management’s leadership processes and lecturers’ job effectiveness questionnaire” (MLPLJEQ) and “Student Opinion Questionnaire” (SOQ) were used for data collection. The instruments were given to experts in measurement and evaluation for vetting and validation before it was administered. To ascertain the consistence rate of the questionnaires, a pilot test was conducted on both lecturers and students who were not part of the sample. Scores obtained from the exercise were analyzed using the split half reliability estimates. The figure obtained for MLPLJEQ stood at 0.74 while value for the SOQ stood at 0.84. These figures showed a high reliability of the instrument. The Spearman Brown formula was used to correct the test length.

4. Result Hypothesis

The null hypothesis state that, lecturers’ perception of organizational management leadership process does not significantly relate to their job effectiveness. In other to test this hypothesis, Pearson product moment correlational coefficient analysis is used and display in the table below.

Table 1: Pearson product moment correlational coefficient (r) analysis of relationship between lecturers’ perception of organizational management leadership process and their job effectiveness n = 610

Variables	ΣX	ΣX ²	ΣXY	r
	ΣY	ΣY ²		
Lecturers perception of leadership process	9652	166652		
Job effectiveness in term of relationship with students (Y1)	11108	208580	178685	.309*
Mentoring & advice to students (Y2)	11577	226053	185646	.261*
Class attendance and lesson presentation(Y3)	11507	223739	184561	.256*
Evaluation of student (Y4)	10757	197395	172820	.249*
Appearance and professional poise (Y5)	11585	226825	185937	.267*
Total job effectiveness	56534	5381058	907649	.294*

*Significant at .05; df = 608; critical r – value = 0.080

The positive (r) value obtained in this result implies that the more favourable lecturers’ perception of organizational management leadership processes, the higher lecturers job effectiveness in terms of relationship with students, mentoring/advice to students, class attendance, lesson presentation, evaluation of students and professional poise tends to be conversely, the less favourable lecturers’ perception of organizational management leadership process, the lower their effectiveness.

5. Discussion of findings

The result presented in table 1 showed that there was a significant positive relationship between lecturer perception of management leadership processes and their job effectiveness in terms of relationship with students (r =.309; P<.05); mentoring and device to students (r = .261; P<.05); class attendance and lesson presentation (r = .256; P<.05);

evaluation of students ($r = .249$; $P < .05$) appearance and professional poise ($r = .267$; $P < .05$) and total job effectiveness ($r = .294$; $P < .05$). The null hypothesis that speculated, lecturer perception organizational management leadership process does not significantly relate to their job effectiveness was rejected. This is because the calculated r – value of .309; .261; .256; .249; .267 and .294; were found to be higher than the critical r – value of 0.080 given .05 alpha level and with 608 degrees of freedom. This implies that the more favourable lecturers' perception of management leadership processes, the higher lecturers' job effectiveness in terms of their relationship with students.

This finding agrees with some earlier studies of Udida (2005)^[21] who agreed that leadership and followership must both move together in order to achieve the desired objectives. However, the study showed that leadership does significantly influence teachers' professional commitment to duties. The difference in the findings however may have been influenced because of the area of study.

Leadership is not an end in itself, but a means to an end, so it is a means to influence, lead, guide, direct motivate workers to increase productivity thereby increasing job effectiveness so when lecturers perceive a negative relationship between them and the leadership, it is bound to affect their job performance negatively. Leaders in higher institutions ought to pay great attention to their leadership processes since it is a factor that bears on the job effectiveness of lecturers. Other researchers attest to the fact that, it is generally accepted that the quality of the leadership in an organization be it religious, educational, social, business or otherwise, affects to a large extent the success or failure of the organization.

6. Conclusion

Based on the findings, the study concludes that leadership processes in any organization is an essential factor which influence the level of productivity among workers. For lecturers to be effective in their role performance, management must pay attention to its leadership processes as it affects condition of service and general job satisfaction of lecturers.

7. Recommendations

The following recommendations were made based on the findings:

1. Leadership should be a means in achieving the organizational objectives and not an end in itself
2. Leadership must urgently and effectively address all conflict affecting institutional members
3. Leadership processes should be transparent and accountable to enjoy adherence from the workforce.
4. Leadership should be participatory and should involve subordinate in decision making process to promote job effectiveness
5. Leaders should avoid autocratic tendencies that could result to organizational conflict.

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