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The Influence of Leadership Styles and Motivation on Staff Job Performance in Public Universities in North-Central States of Nigeria

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Abstract:

This study assessed the influence of leadership styles and communication on staff job performance in the public universities of North Central Zone of Nigeria. Two research questions and two hypotheses guided the study. The descriptive survey design was adopted for the study. A sample of 1430 out of the total population of the study which stood at 14,268 academic and non-academic staff was used for the study. The proportionate sampling technique was used to select the sample of 700 academic and non-academic staff of these universities. A questionnaire titled 'Influence of Leadership style and Motivation on Staff Job Performance Questionnaire (ILMSJPO)' was used for data collection. After all relevant data were collected; mean and standard deviation were used to answer the research questions while chi-square was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that leadership style and motivation significantly influence both the academic and non-academic staff job performance in public Universities in the North Central zone of Nigeria. The p-value of $0.00 < 0.05$ level of significance for the hypotheses showed that job performance is influenced by proper handling of these administrative variables. Based on the findings, the researcher recommended among others that vice chancellors, managers of institutions, various heads of department and units should give required attention to these variables so as to enhance job performance in institutions of learning.

Keywords: Influence, leadership, motivation, performance

1. Introduction

Throughout history, leadership has been one of the pillars of human societies. Every leader must possess certain skills which are then termed, styles of leadership (Bennett & Anderson, 2003). Leadership styles are the key determinants of the success or failure of all organizations. A leader is a person who influences, directs, and motivates others to perform specific tasks as well as inspires subordinates towards efficient performance in the interest of the accomplishment of stated corporate objectives.

Ngambi, Cant, Heerden and Ngambi (2010) as cited in Jeremy, Melinde and Ciller (2011) sees leadership as a process of influencing others' commitment towards realizing their full potential in achieving a value-added, shared vision, with passion and integrity. The nature of this influence is such that the members of the team cooperate voluntarily with each other in order to achieve the objectives which the leader has set for each member, as well as for the group. The relationships between the leader and employee, as well as the quality of employees' performance, are significantly influenced by the leadership styles adopted by the leader (Jeremy, Melinde & Ciller, 2011).

Democratic leaders involve workers in decision making and allow them to have a say, the autocratic leader dictates orders and subjects workers to working under duress thereby making them feel quite inferior and frustrated. Bureaucratic leaders on the other hand direct according to the dictates of the organization. Such leaders exercise administration by the book and believe that everything must be done according to procedure or policy and do not allow for flexibility which is a key factor in achieving success. A laissez-faire leader has neither personal opinion nor initiatives and thus gives too much room to too many suggestions and along the way gets confused and loses control and ability to provide guidance to workers.

In the opinion of Akpakwu (2007), the school head should regard himself as one amongst equal and a friend to all his staff but an enemy to none. Under such purposeful and effective leadership, the staff are always tempted to stay in their work place rather than seek transfer to other places. As observed by Agba (2000), in a school situation whereby the school principal or manager's relationship is cordial with his staff, responsibilities fairly shared among members of staff and the morale of the staff is duly considered, teachers are always looking happy and serious with their work thereby making high job performance a possibility.

Observation by Shaibu (2005) shows that, the success of all school programmes depend on the managerial style of the heads. This according to Shaibu, is why it is really vital for principals or heads of institutions to have the ability to inspire workers (all members of the university community) to work together towards the goal achievement of the school hence the absence of such demoralizes them from performing jobs in their best. An objective and purpose-driven leadership style can also serve as great motivation to staff and thus becomes a very important function of personnel management

Staff motivation is a very important function of personnel administration that should not be ignored. This is because it propels, ignites, pokes and directs staff behaviour towards job performance. According to Ochai (2012), teachers and staff of educational institutions need to be motivated for higher productivity in the educational system. Ochai (2012) further stated that, motivation is that thing that gears up the internal drive in an individual, directing behaviour towards some ends. Ochai adds that, there are two major types of motivation; intrinsic and extrinsic motivation. These are also regarded as internal and external motivation. Intrinsic motivation is an internal force that motivates people from within (for example, to acquire degree for promotion could be an internal motivation) while external or extrinsic motivations are forces or factors that exist outside of a person or situation.

In the views of Kreitner (2005), motivation is the psychological process that gives behaviour required purpose and direction. Kreither adds that by comprehending and managing this process properly, managers attempt to get individuals to willingly pursue organizational objectives. To Stoner, Freeman and Gilbert (2000), motivation is a human psychological characteristic that contributes to a person's degree of commitment.

As pointed by Mgbodile (2004), in every school situation, staff motivation, if properly handled, sets in competitive responsibility, fair play and a sense of belonging and participation. Mgbodile also adds that motivation of staff brings about the maintenance of staff morale, reduction of friction and dissatisfaction among staff. This inevitably results in the improvement of the relationship within and between the institutions as well as the achievement of higher academic performance by students.

In the same vein, Stoner, Freeman and Gilbert (2000) state that motivating employees is important to organizations because motivated employees strive to find the best way to perform their jobs satisfactorily and are interested in producing high quality products. To achieve organizational goals, personnel managers must identify what motivates workers to work hard. What do workers need or want from work? This will help the manager to design a reward system that will satisfy these needs. Educational managers are therefore advised to motivate their staff adequately for efficient and effective performance towards higher academic achievement of all institutions of learning.

1.1. Purpose of the Study

- To determine the influence of leadership styles on staff job performance in public Universities in North Central Nigeria.
- To determine the influence of motivation on staff job performance in public universities in North Central Nigeria.

1.2. Research Questions

- How do leadership styles influence staff job performance in public universities in North Central Nigeria?
- What is the influence of motivation on staff job performance in public universities in North Central Nigeria?

1.3. Hypotheses

- Leadership styles have no significant influence on staff job performance in public universities in the North Central States of Nigeria.
- Motivation has no significant influence on staff job performance in public universities in the North Central States of Nigeria.

2. Methodology

The researcher employed survey design for the study. The survey design was chosen because, a large population was studied. Furthermore, this design also enhances the study situation in their natural setting without manipulation of variables. The study was confined to North Central States of Nigeria which is one of the six geopolitical zones in the country. North Central Nigeria comprises Benue, Kogi, Kwara, Nasarawa, Niger and Plateau States, and Abuja Federal Capital Territory.

The population of the study comprised 14,268 university personnel made up of 6,674 academic staff and 7,594 non-academic staff from 13 public Universities in the North Central States of Nigeria (Academic Planning Unit, 2015). A sample of 1,430 out of 14,268 Academic and non-academic staff of public universities made up of 670 academic staff and 760 non-academic staff representing more than 10% of the total population. Samples were selected from 7 out of the 13 Public Universities in the North Central States of Nigeria. Multi-stage sampling technique was used to arrive at the sample size used for the study. By so doing, one (1) public university was sampled from each of the 7 North Central States and the FCT Abuja. Out of the 7 public Universities selected, 4 were State Universities while 3 were Federal Universities.

A structured questionnaire titled Influence of leadership styles and motivation on staff job performance (ILMSJPO), with two sections; A&B was developed for the study. Section A was for Academic staff and section B for non-academic staff. The descriptive statistics of mean and standard deviation were used to answer the research questions. Chi-square (X^2) was

used to test the hypotheses at 0.05 level of significance. The decision was that, if the p-value value is greater than the alpha value of 0.05, the null hypothesis was not rejected and vice versa.

3. Results

3.1. Research Question One

How does leadership style influence staff job performance in public universities in North Central Nigeria?

S/N	Influence of Supervision on Staff Job Performance	Academic			Non-Academic			
		N	Mean	S.D	N	Mean	S.D	Decision
1	A transformational leader motivates staff and affect personal social needs	670	3.29	0.64	760	2.89	0.73	Accepted
2	An autocratic leader is often not accepted by staff which trickishly denies cooperation	670	3.27	1.04	760	3.29	0.95	Accepted
3	Democratic leader carries staff along in decision making and this leads to high job performance	670	3.66	0.62	760	3.40	0.83	Accepted
4	A lassie-faire leader tries to please every staff and this creates confusion among staff which affects job performance	670	3.52	0.67	760	3.47	0.80	Accepted
5	A transactional leader bargains with staff to get jobs performed. Lack of uniformity affect job performance	670	3.47	0.66	760	3.49	0.72	Accepted

Table 1: Means and Standard Deviations of Responses of Academic Staff and Non-Academic on Influence of Leadership Styles on Staff Job Performance

In Table 1, the mean values of the responses of both academic and non-academic staff in North Central Universities in Nigeria on leadership styles and the corresponding number of employees are stated. The mean values of items 1-5 for the academic staff are 3.29, 3.27, 3.66, 3.52 and 3.47 respectively while those of the non-academic staff are 2.89, 3.29, 3.40, 3.47 and 3.49 respectively. The corresponding values for the standard deviation in the responses for the academic staff are 0.64, 1.04, 0.62, 0.67 and 0.66 respectively. While those of the non-academic staff are 0.73, 0.95, 0.83, 0.80 and 0.72 respectively. From the table, all the mean values from the responses of both the academic and non-academic staff are above the benchmark of 2.50 indicating that both academic and non-academic staff agreed that leadership style can greatly affect job performance.

3.2. Research Question Two

What is the influence of motivation on staff job performance in public universities in North Central Nigeria?

9.5	Influence of Motivation on Staff Job Performance	Academic			Non-Academic			
		N	Mean	S.D	N	Mean	S.D	Decision
1	Lack of recognition of staff for excellent job performance affect further efforts	670	3.31	0.62	760	3.33	0.61	Accepted
2	Financial assistance and other rewards motivate staff	670	3.29	0.88	760	3.26	0.91	Accepted
3	Provision of canteen for staff quickens their prompt return to work and enhance job performance	670	3.40	0.66	760	3.56	0.67	Accepted
4	Payment of earned allowances to university staff motivates and promote job performance	670	3.47	0.63	760	2.94	0.65	Accepted
5	Vehicle loans to staff facilitate their prompt and early resumption to work which promotes job performance	670	3.36	1.06	760	3.36	0.85	Accepted

Table 2: Means and Standard Deviations of Responses of Academic Staff and Non-Academic on Influence of Motivation on Staff Job Performance

In Table 2, the mean values of the responses of both academic and non-academic staff in North Central Universities in Nigeria on motivation styles and the corresponding number of employees are stated. The mean values of items 1-5 for the academic staff are 3.31, 3.29, 3.40, 3.47 and 3.36 respectively while those of the non-academic staff are 3.33, 3.26, 3.56, 2.94 and 3.36 respectively. The corresponding values for the standard deviation in the responses for the academic staff are 0.62, 0.88, 0.66, 0.63 and 1.06 respectively. While those of the non-academic staff are 0.61, 0.91, 0.67, 0.65 and 0.85 respectively. From the table, all the mean values from the responses of both the academic and non-academic staff are above the benchmark of 2.50 indicating that both academic and non-academic staff agreed that motivation can greatly affect job performance.

3.3. Test of Hypotheses

3.3.1. Hypothesis One

Leadership Style has no significant influence on staff job performance in public universities in the North Central States of Nigeria

	Df	χ^2	χ^2_{α}	Sig.
Chi-square	4	10.001	9.488	0.040
No of Valid Cases		1430		

Table 3: Chi-Square Test of Influence of Leadership Style on Staff Job Performance

Table 3 shows that $\chi_c^2 = 10.001$ and $\chi_{\alpha}^2 = 9.488$ at $df = 4$; Hence chi-square calculated (10.001) is greater than the tabulated value of 9.488, the null hypothesis is rejected. This implies that leadership styles have significant influence on staff job performance in public universities in the North Central States of Nigeria.

3.3.2. Hypothesis Two

Motivation has no significant influence on staff job performance in public universities in the North Central States of Nigeria

	Df	χ^2	χ^2_{α}	Sig.
Chi-square	4	18.999	9.488	0.001
No of Valid Cases		1430		

Table 4: Chi-Square Test of Influence of Motivation on Staff Job Performance

Table 4 shows that $\chi_c^2 = 18.999$ and $\chi_{\alpha}^2 = 9.488$ at $df = 4$; Hence chi-square calculated (18.999) is greater than the tabulated value of 9.488, the null hypothesis is rejected. This implies that motivation has significant influence on staff job performance in public universities in the North Central States of Nigeria.

4. Discussion

From the result of the study as reflected in table 3, it was found that leadership styles have influence on staff job performance. This can be seen from the responses of both the academic and non-academic staff in which majority agreed on the items in the questionnaires on the influence of leadership styles on staff job performance. Table 3 shows that $\chi_c^2 = 10.001$ and $\chi_{\alpha}^2 = 9.488$ at $df = 4$; Hence chi-square calculated (10.001) was greater than the tabulated value of 9.488, the null hypothesis was rejected. This implies that leadership style has significant influence on staff job performance in public universities in the North Central States of Nigeria.

This finding corroborates that of Ejaigu (2013) who conducted a study on the influence of administrators' leadership styles of business school educators on staff job performance among tertiary institutions in Delta State, Nigeria and found that administrators' leadership styles (democratic, autocratic, bureaucratic and laissez-faire) actually influences staff job performance negatively and positively and that the type of leadership style adopted by school administrators has effect on employees' commitment to goal achievement in the institution. The researcher therefore recommended that positive leadership styles among administrators should be encouraged in running educational institutions which should include variables such as; motivation, human relations, communication, delegation of authority among others as these will lead to improved job performance.

Also consistent with the finding of this study is that of Adeyemi (2011) who conducted a study on principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria and found that leadership style among principals of senior secondary schools in the State affect their staff job performance. Teachers' job performance was also found to be at a moderate level in the schools. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. It was recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance job performance among teachers. The use of the laissez-faire leadership style should be discouraged among school principals, as it found out not to have brought about better job performance among teachers.

Result of the study as shown in table 4 revealed that motivation have influence on staff job performance. This can be seen from the responses of both the academic and non-academic staff in which majority agreed on the items in the questionnaires on the influence of motivation on staff job performance. Table 4 shows that $\chi_c^2 = 18.999$ and $\chi_{\alpha}^2 = 9.488$ at $df = 4$; Hence chi-square calculated (18.999) was greater than the tabulated value of 9.488, the null hypothesis was rejected. This

implies that motivation has significant influence on staff job performance in public universities in the North Central States of Nigeria.

The findings of this study is similar to that of Muogbo (2013) who conducted a study on Influence of Employee Motivation on Organizational Performance of selected manufacturing firms in Anambra State and found out that there exists positive influence on employee motivation and workers performance. There exists a significant influence of the use of motivation to propel employee performance. The researcher therefore recommended that firms should adopt extrinsic rewards in their various firms to increase productivity. On the bases of these findings, employers are continually challenged to develop pay policies and procedures that will enable them to attract, motivate, retain and satisfy their employees.

This study disagree with the findings of Aacha (2010) who conducted a study on the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza Division, Masaka District of Ghana and found that the performance of teachers was good despite the fact that their motivation was inadequate. A significant positive relationship between intrinsic motivation and performance of teachers was also found to exist in primary schools in Kimaanya-Kabakuza division in Masaka District of Ghana which positively affects students' performance. From the foregoing it can be concluded that staff job performance is greatly dependent on proper personnel administration as it would be summarized in the next chapter.

5. Conclusion

Based on the findings of this study, the following conclusions were drawn. Personnel administration has been found to have significant influence on staff job performance in public universities in North Central states of Nigeria. This implies that personnel administrators must embrace all the six component of personnel administration earlier discussed in this work, and not limit themselves to only one or just two of the responsibilities. It has also been made clear by this study that academic performance of students is greatly dependent on both academic and non-academic staff job performance which eventually metamorphosis into community and national development. It is pertinent for all educational administrators and policy makers to put up continuous checks on personnel administrators in public universities to ensure that the ultimate, which is job high performance, is achieved.

6. Recommendations

- Superior officers should endeavor to maximally use their leadership positions and adopt leadership styles that will encourage their subordinates to perform their duties efficiently, effectively and happily.
- University staff should be well motivated and properly rewarded for hard work, excellence, diligence and dedication to duty so as to boost their morale and make them more effective and efficient in performing their duties.

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