

LECTURES' PERCEPTION OF TRANSFORMATIONAL LEADERSHIP CAPACITIES OF HEAD OF DEPARTMENTS AND JOB PERFORMANCE IN THE FACULTY OF EDUCATION IN NIGERIA UNIVERSITIES

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ABSTRACT

The purpose of the study was to find out lectures' perception of transformational leadership capacities of heads of department and job performance, in the Faculty of Education in Ebonyi State University. A research question and a hypothesis guided the study. The study design was a survey design. The population sample consisted 125 lecturers and heads of departments in the 7 departments. The instrument for data collection was a questionnaire titled "Transformational Leadership Capacities and Lecturers Job Performance Questionnaire (TLCLJP) with sufficient reliability of 0.75. Data collected were analyzed using statistical mean (\bar{x}) standard deviation (SD) and PersonProduct Moment Correlation Statistics hypothesis was tested at 0.05 level of significance. The result of the study indicated that lecturers' overall perception was on inspirational motivation, leadership capacities exhibited by heads of department in their transformational leadership characteristics. The study showed a significant positive relationship between transformational leadership capacity and lecturers job performance with particular reference to teaching and research work. The study recommended regular in-house leadership training, programming transformational leadership for HODs by the Faculty of education to improve on new trends in educational leadership and management.

KEYWORDS: Leadership, Transformational Leadership, Effectiveness, Intellectual Stimulation, Inspiration Motivation and Job Performance.

INTRODUCTION

The centrality of leadership in the management of any organization or institution of learning is long established by educational and political theorist as postulated by Pareto and Masa (1992) cited in Akpan (2003). On the other hand the university is regarded as a citadel of wisdom expected to train and produce high level of manpower (graduates) needed to man various aspects of the Nigerian economy. The extent to which the university, discharges this enormous function depends on the job performance, effectiveness of lecturers which could be influenced by the leadership of the Heads of Department in the administrative position (Akpan and Etor, 2012). Leadership in this direction is viewed as a relationship through which one person influences the behavior or actions of others (Mullims, 1996). A growing body of knowledge has shown that leadership: is characterized by a position of dominance and prestige accompanied by the ability to direct, motivate and to assist others in achieving a specific purpose (Ogunsaju 2006).

The foregoing portrays leadership as a dynamic process. The process of leadership "cannot be separated from the activities of the group and with effective team building Akpan (2011:120)". Therefore, leadership is a process of social influence where leaders induce flowering/lecturers to apply their energies and resources towards collective goals.

Hence, Leadership is related to both processes of influencing other people's behavior, goal development and attainment.

For effective management of departments in the Faculty of Education, leadership is considered imperative through the use of appropriate leadership style. In this direction the leadership paradigm has to be shifted from transactional leadership to transformational leadership. Baster (1992:2) contends that "transactional leadership is based on exchange of service (from a leader) for various kinds of rewards that the leader controls, at least in part". Leithwood (1990:8) also affirms that "transactional leadership does not stimulate improvement". Transactional leadership works only when both leaders and followers understand and are in agreement about which tasks are important (Mitchell & Tucker, 1992:35). This implies an exchange relationship between the leader and the follower to meet their own self-interests employed by transactional leader.

On the other hand, transformational leadership recognizes and exploits an existing need or demands of potential follower and looks for potential motive in follower, seeks to satisfy higher needs, and engages the full-person of the follower (Akpan & Etor, 2012).

In their views, Bass and Avolio (1994:1) affirms that transformational leadership contains 'interrelated components of charisma or idealized influence (behavioural), inspirational motivation, intellectual stimulation and individual consideration. Empirical and Theoretical body of Studies have shown that emotional intelligence is inherently associated with transformational leadership (Leban and Zulau 2004 Mandell and Pherwant 2003 and Barling, Slater and Kelloway 2000) found significant correlations between emotional intelligence and several factors of the transformational leadership. These include: idealized influence otherwise known as charismatic leadership. The transformational leaders act as role models, admired and trusted, identify with subordinates, apply extraordinary capabilities, persistence and determination; Inspirational Motivation leaders encourage team spirit, show enthusiasm, provides meaning and challenges to the work at hand and above all, they create atmosphere of commitment and share vision. Intellectual stimulation- transformational leaders encourages creativity and problem solving approach; individualized consideration- leaders act as mentor good listeners, needs differences acknowledged, and ready to interact and followers develop high level of potentials (Laban 2014:27). A head of department who possesses the above interrelated components focuses on intellectual stimulation and motivation of subordinates and interested in innovative and commitment of staff to the achievement of set goal of the department. Secondly, if the HODs utilize transformational leadership style collaboratively, clarifies or defines the purpose of teaching and learning, empowers subordinates energetically and committed, this implies team spirit and its implication is that lecturers' job performance in the department will be improved. Bass and Avolio (1994) views is illustrated as follows:

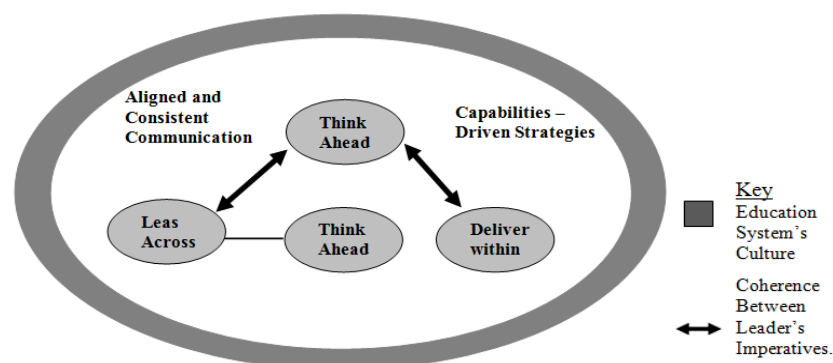


Figure 1: Transformational Leadership Framework

Source: Booz & Company, 2002

Their views are interpreted here as when the HOD is being charismatic, he thinks ahead and inspires others, when he leads across, he intelligently motivates and stimulates his staff and delivers within. The capacity driven strategy is completed with aligned effective communication.

In school administration/management, academic departments need transformational leaders who in their capacities will not only motivate but stimulate lecturers to be more involved in their work. Such departmental head communicates, delegates functions, understand staff strengths and weakness in order to seek best ways of optimizing their job performance. A study carried out by

Hall, Wysocki & Kepner (2012) indicates that university lecturers perform various functions of teaching, research, supervision of students' project, supervise semester examinations, attend departmental and faculty board meetings and other assignments. In this regard, lecturers need leaders who in one way or the other are capable of encouraging them to be innovative in adopting new approaches and being proactive to work performance.

From the foregoing there is need to find out the extent to which transformational leadership capacities of heads of departments in the faculty of education relates to lecturers' job performance output in Ebonyi State University. This is the crux of this study.

The Problem

Academic departments in universities in Nigeria, Ebonyi State University inclusive are managed and man by Deans and Heads of Department who are leaders in this context. Leadership styles of some of the Heads of Departments (HODs) leave much to be desired. Research has shown that some of them are deficient in a range of leadership competencies resulting in ineffective leadership, low quality of instructions, poor job performance and satisfaction by lecturers, some are not result-oriented. Some lecturers complain of high handedness and poor leadership traits, lack of confidence, trust and cooperation of some heads of departments. Hence, the academic environment becomes characterized with job stress, unhealthy interpersonal relationship and low morale. These invariably may affect lecturers' output particularly in the area of teaching/learning, supervision of students' projects, teaching practice supervision, examination supervision and research among others. The way lecturers perceive the leadership competence/style of HODs can impact positively or negatively on their job performance and commitment to duty. Then the question, Is there any relationship between transformational leadership capacities of HODs and their job performance in the Faculty of Education in Ebonyi State University, Abakaliki?

Purpose of the Study

The overall purpose of the investigation is to establish whether there is any relationship between leadership capacities of heads of department and their job performance in the Faculty of Education, Ebonyi State University.

Research Question

- What are the lecturers' perception on transformational leadership capacities of head of departments?

Hypothesis

H₀₁: Lecturers' perception of transformational leadership capacities of heads of Departments do not significantly relate to their job performance.

Theoretical Framework

Related theories and models of leadership abound that explain leadership functions and approaches to leadership include: - Transformational Leadership, Instructional leadership and Emotional Intelligence.

Transformational Leadership

Transformational leadership model in education was developed by Leithwood and Jantzi in 2005) with the following categories: Developing people by providing intellectual stimulation, offering, individual support and modeling desirable professional practices, foster participation in school decisions and instructional programmes (Lithwood and Jantzi 2008). From the foregoing, the impact of transformation leadership in education according to the theory is to motivate staff (lecturers) to perform beyond expectation through intellectual stimulation and inspiring them to transcend their own self-interest for a higher collective purpose. Furthermore transformational leaders advocate the use of negotiation and use of rewards to staff for enhancing productive. Therefore, the use of negotiation rewards and motivation by the leaders leads to increased staff commitment, job stratification and productivity.

Instructional Leadership

Instructional leadership theory was propounded by Hallinger in 2000. The model anchored on specific leadership functions such as managing instructional programmes through supervision and evaluation of instruction; coordinating curriculum and monitoring students' progress. Such leader promotes positive school learning climate, professional development and providing incentives for teachers (Hallinger, 2000 in Laban 2014).

METHODS

The survey design was adopted for the study because Awotunde and Ugoduluwa (2004) describes a survey as an attempt to collect data from a sample of population in order to determine the current status of that population with respect to one or more variables. The areas of study covered was Faculty of Education, Ebonyi State University, Abakaliki.

The population of the study consisted of 125 lecturers and Heads of Departments. A breakdown of the population showed that Arts & Social Science Education had 13, Business education has 9, Educational Foundations 35, Human Kinetic Education 13, Home Economic 12, Science Education 15, Technical and Vocational Education 21 and 7 Heads of Department. There was no sampling because the population was of manageable size, the entire population was studied.

The instrument for data collection was adapted from Akpan and Etor (2012) modified as Transformational Leadership Capacities and Job Performance Questionnaire (TLCTPQ) for respondents, made up of 20 items. A modified 4-point Likert-type with the response pattern of Strongly Agree (SA=4 points), Agree (A=3 points), Disagree (D=2 points) and Strongly Disagree (SD=1 point). The content validity of the instrument was established by three experts, two in Educational Foundations and one from Measurement and Evaluation all in the faculty of education, Ebonyi State University. Reliability of the instrument was established through a measure of the internal consistency of the instrument. The

Cronbach Alpha Statistics was used to establish the reliability of the instrument which yielded 0.75. This was considered high enough for the study.

The researcher with three research assistants administered the questionnaire to the respondents. The researcher acted as the overall supervisor of the entire exercise of data collection. The respondents were requested to complete the questionnaire for collection on the spot in order to ensure maximum return.

Data collected were analyzed using statistical mean (\bar{x}) and Standard Deviation (SD) to answer the research question while Pearson Product Moment Correlation were used to test the hypothesis. Statistical package for the Social Science (SPSS Batch System) was employed to facilitate the data analysis.

RESULTS

In order to describe the perception of lecturers regarding transformational leadership capacities of head Departments and job performance table 1 presents an overall picture of the result in respect of research question and hypothesis.

Research Question 1:

What are the Lecturers' Perception on Transformational Leadership Capacities of Heads of Departments?

Table 1: Rank Order of Transformational Leadership Capacities of Departments (N 125)

Variables	\bar{x}	SD	Rank order
Idealized / charismatic influence	10.12	1.90	4 th
Intellectual stimulation influence	13.47	2.80	2 nd
Inspirational motivation	14.68	2.71	1 st
Individual consideration influence	13.16	2.88	3 rd
Grand Mean	12.86	2.57	

The result on table 1 shows that idealized influence exhibited by HODs had a mean score of 10.12 with standard deviation of 1.90 and is ranked 4th position. Intellectual stimulation had a mean score of 13.47 with 2.80 as standard deviation ranking 2nd position, inspirational motivation had a mean score of 14.68 with standard deviation 2.71 ranked 1st position while individualized consideration ranked 3rd with mean score of 13.16 and SD of 2.88.

H₀₁: Lecturers' perception of transformational leadership capacities of head of departments do not significantly relate to their job performance

Table 2: Relationship between Lecturers' Perception of Transformational Leadership Capacities and their Job Performance (N 125).

Variables	df	X	SD	r
Transformational leadership capacities (x)		12.86	2.57	
Classroom teaching activities (y ¹)	123	13.08	3.75	0.60*
Research works (y ²)		14.48	4.11	0.53*
Supervision of students projects (y ³)		13.65	3.40	0.62*

*Significant $P < 0.05$, df 123, crit 0.196.

From table 2: the computed values for classroom teaching (y^1) equals 0.60, research works (y^2) 0.53 and supervision of Shldentsproject (y^3) 0.62 are greater than the critical value of 0.196 required for a significant at 0.05 alpha level and 123 degree of freedom.

DISCUSSIONS

Table 1 reveals that lecturers' overall perception indicated that inspirational motivation was most outstanding leadership capacities of HODs in the Faculty of Education. The finding also showed that lecturers' perceived their HODs as transformational leaders who possessed transformation leadership characteristics of charisma as they are inspired, stimulated, inspirational, motivated and committed to their assigned duties. This finding is consistent with previous research findings of Akpan & Etor 2011, Odeh 2012, Brindusa 2012 and Laban 2014, who in their separate studies reported that inspirational motivation and intellectual stimulation are very important characteristics of a transformational leader which enable the leader to elicit a stronger sense of commitment from their subordinates for positive impact on their job performance effectiveness and efficiency. The findings are consistent with Arikewoyo 2007 and Collow 2011, findings when they reported that teachers perceived their school heads as giving moderate leadership capacities in facilitating activities that can improve instructional practices and curriculum materials.

On the contrary, the finding of Luo & Najjor (2007) disagreed with the findings of this study when they reported that leadership capacity of Heads of Department was perceived as moderately negative. This is not surprising since authors' area of study, environmental factors and level of education may be more related or differ from the prevailing situation and circumstance of the present study.

Table 2 shows a positive significant relationship between lecturers' perception of transformational leadership of the HODs and lecturers' job performance with particular reference to classroom instructional activities, research and supervision of students' projects and teaching practice. The finding shows that lecturers' job performance is related to leadership style of the Heads of department. The finding is in accord with Collow 2011 and Akpan & Elor 2012, who in their different research findings reported that the transformational leadership capacities of heads of department significantly correlates with the job performance of the lecturers.

This implies that lecturers job performance is to a large extent related the leadership style and capacities of heads of department. The implication of the findings of this study underscore the importance of National University Commission (NUC) and National Policy on Education (NPE) attached to quality assurance mechanism and leadership capacity, stressing fruitful synergy between Heads of Department and lecturers. Lecturers are subordinates to heads of department and if they perceive HODs as possessing quality leadership capacities, they would be motivated by the school and head of department to put in their best for the achievement of school goals and vice versa.

RECOMMENDATIONS

Based on the findings and discussions of this study, the following recommendations are made

- Regular in-house leadership training programme on transformational leadership should be organized for heads of departments by the Faculty of Education with full observation of to NUC demand for quality assurance and the global academic quality for leaders to be transformational in their' leadership behaviour and style. Such training programme will enable heads 'of department avail themselves of the opportunity of new trends in educational

leadership and its application in the administration/ management of the department for high productivity by the lecturers.

- The management of Ebonyi state University should provide an enabling environment and facilities to heads of department to enable them adapt transformational leadership style since quality has been found to correlate positively with lecturers' job performance.
- Heads of department should be more proactive in addressing leadership challenges of their different departments drawing on the past as well as multiple disciplines for new perspectives. To do this, HODs, should shift emphasis on transactional leadership style, (described leaders) to motivate lecturers to perform beyond expectation by intellectual stimulation and inspiring them to transcend their self-interest for a higher collective productivity.

CONCLUSIONS

In the light of the findings of this study, the study has established the need for heads of department to always exhibit transformational leadership characteristics to enhance their performance and lecturers' job performance. This is because, if inspirational motivation, individual consideration, intellectual stimulation by the school are effectively utilized and applied by HODs in their day to day administration, positive impact on job performance of the lecturers will be improved.

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