



INFLUENCE OF ADMINISTRATORS' LEADERSHIP AND MOTIVATIONAL STYLES ON STAFF EFFECTIVENESS IN TERTIARY INSTITUTIONS IN ADAMAWA STATE, NIGERIA

TAKWATE, Kwaji Tizhe
Department of Arts & Social Sciences Education
Adamawa State University, Mubi
+2348081411058; +2347061269085
taquate@yahoo.com

MOLOGOH, Beatrice
Department of Science Education
Adamawa State University, Mubi
+2348037270204
salehbetty45@gmail.com

Abstract

This study investigated the influence of administrators' leadership and motivational styles on staff effectiveness in tertiary institutions in Adamawa State, Nigeria. The study was guided by two research questions and two research hypotheses. The study adopted a descriptive survey research design with a population of 1,503 respondents (209 school administrators and 1,294 academic staff) in seven State-owned tertiary institutions in Adamawa State. The sample of the study was 444 respondents. A multistage sampling technique was used to select the respondents. Administrators' Styles and Staff Effectiveness Questionnaire (ASSEQ) was used for data collection. The reliability coefficient of the instrument using Cronbach Alpha was 0.70. Descriptive statistics (Mean, standard deviation) and t-tests were used to answer and test the research question and hypotheses respectively. The study revealed that administrators' leadership and motivational style have a high effect on staff motivation in administration and job performance. The study also revealed a significant difference between the mean response scores of school administrators and staff on the influence of school administrators' leadership style ($t = 3.03$, when $p = 0.00$) and motivational style ($t = 1.31$, when $p = 0.19$) on staff effectiveness in state-owned tertiary institutions in Adamawa State. Based on the findings, the study concluded that administrators' leadership and motivational styles have high influences on staff effectiveness in state-owned tertiary institutions in Adamawa State. The study therefore recommended amongst others that Adamawa State tertiary institution management should invest in leadership development programs that can empower administrators to cultivate versatile leadership styles for influencing staff effectiveness.

KEYWORDS: Administrators; Leadership Style; Motivational Style; Staff Effectiveness; Tertiary Institutions, School Climate

Introduction

In the dynamic landscape of tertiary education, administrators play a pivotal role in shaping the academic environment and fostering a culture of excellence. Their leadership and motivational styles wield significant influence over the effectiveness of staff members, ultimately impacting the overall quality of education provided. This study delves into the nuanced relationship between administrators' leadership and motivational styles and the effectiveness of staff in tertiary institutions situated in Adamawa State, Nigeria. Tertiary institutions are hubs of knowledge dissemination and intellectual growth, and the administrators who helm these institutions serve as the architects of organizational culture. The leadership approach adopted by administrators, whether transformational, transactional, or a combination thereof, profoundly shapes the work atmosphere, employee morale, and the institution's ability to achieve its educational objectives (Imariagbontua, 2016). Likewise, the motivational strategies employed by administrators can either catalyze or impede staff members' commitment, productivity, and overall effectiveness.

Every administrator in every organization performs certain roles for the smooth running of the organization and the improvement of organizational performance. The manner the leader performs these roles and directs the affairs of the organization is referred to as leadership style. Duangjai and Saowanee (2014) stated that the administrative leadership style is a structure of the leader needed to motivate behaviours as required by various situations. Administrators' leadership style has a significant impact on staff effectiveness in tertiary institutions (Mshelia & Olukayode, 2022). Effective administrative leadership can inspire, motivate, and empower staff, creating an environment that supports staff professional growth and enhances effectiveness. However, administrators who adopt negative leadership styles, such as being autocratic, micromanaging, or displaying a lack of trust, can significantly lower staff morale and motivation. Staff members therefore may feel demotivated, disengaged, and undervalued, leading to decreased effectiveness in their roles. Hence, there is no empirical evidence to back up this claim among tertiary institutions in Adamawa State. Therefore, the

study examined the need to investigate this claim and offered suggestions as solutions to it. The style of motivation used by the administrator is another school climatic condition that can affect staff effectiveness.

Motivation is an internal and external drive that initiates a person's behaviour to act in a certain way (Takwate, 2021); as it depends very importantly on the goals which are to be achieved and the enabling conditions for achieving them. School administrators must therefore instill self-generated motivational factors among their staff because they rarely have control over extrinsic motivation like compensation or promotions, as failure to do so could result in delayed work, careless implementation of rules, lack of organization goals, and incorrect utilization of facilities. Additionally, the researcher observed in some tertiary institutions in Adamawa State that negative administrative motivation suppresses staff member's willingness to take initiative and be innovative. When administrators discourage new ideas, dismiss suggestions, or stifle creativity, staff members may become reluctant to contribute or think outside the box. This can limit their effectiveness in addressing challenges, implementing new teaching methods, or conducting research. However, there is no actual data to support this argument. The study therefore presupposed a need to evaluate this claim and even offer suggestions as remedies.

Furthermore, Adamawa State, located in northeastern Nigeria, presents a unique context with its diverse educational landscape. Exploring the interplay between administrators' leadership styles, motivational techniques, and staff effectiveness in this regional context contributes to a more comprehensive understanding of the factors influencing the success of tertiary institutions. This research aimed to unravel the intricate dynamics involved in the leadership-motivation-staff effectiveness nexus. By examining the experiences and perspectives of administrators and staff members alike, we seek to identify patterns, challenges, and opportunities that can inform best practices for optimizing organizational performance in tertiary education settings. Through a multi-faceted exploration of leadership and motivation, this study therefore aimed to provide actionable insights that could guide administrators,

policymakers, and educators in fostering a conducive and empowering work environment for enhanced staff effectiveness in Adamawa State's tertiary institutions.

Statement of the Problem

In Adamawa State, Nigeria, the tertiary education sector stands at a critical juncture where the efficacy of institutional operations is intricately tied to the leadership and motivational styles employed by administrators. However, despite the recognized importance of administrators' roles, there exists a gap in understanding the specific ways in which their leadership and motivational styles impact the effectiveness of staff within tertiary institutions. One of the central problems in this context is the lack of comprehensive research that delves into the nuanced dynamics between administrators' leadership styles and the subsequent motivation levels of staff members. This dearth of empirical evidence leaves a significant void in knowledge, hindering the development of targeted strategies to enhance staff effectiveness. The absence of a thorough exploration into the leadership and motivational practices within tertiary institutions in Adamawa State hampers the ability to identify and address potential challenges that may impede optimal organizational performance.

Furthermore, Adamawa State's tertiary education landscape is diverse, with institutions of varied sizes, resources, and academic focuses. These institutions' heterogeneity complicates leadership and motivation research, requiring an assessment of how these elements vary among academic settings. Without a comprehensive grasp of these variances, creating effective and culturally relevant solutions is difficult. Another factor is the global evolution of education due to technological advances and changing social expectations. It is uncertain how much Adamawa State's tertiary administrators have changed their leadership and motivational techniques to meet modern educational needs. This lack of awareness limits the development of forward-thinking strategies to advance institutions in a fast-changing world. Given these factors, this study tries to address the overall issue of the lack of understanding of how administrators' leadership and motivational styles affect staff effectiveness in Adamawa State's tertiary institutions.

Research Questions

The following research questions guided the study:

1. What is the extent of school administrators' leadership style influence on staff effectiveness in tertiary institutions in Adamawa State, Nigeria?
2. What is the extent of school administrators' motivational style influence on staff effectiveness in tertiary institutions in Adamawa State, Nigeria?

Research Hypotheses

The following hypotheses were formulated and tested at a 0.05 level of significance:

H0₁: There is no significant difference in the mean response scores of school administrators and staff on the influence of school administrators' leadership style on staff effectiveness in tertiary institutions in Adamawa State.

H0₂: There is no significant difference in the mean response scores of school administrators and staff on the influence of school administrators' motivational style on staff effectiveness in tertiary institutions in Adamawa State.

Methodology

This study adopted a descriptive survey research design. The population of the study was made up of 1,503 (209 school administrators and 1,294 academic and non-teaching staff) of the seven State-owned tertiary institutions in Adamawa State [Adamawa State University (ADSU), Mubi; Adamawa State Polytechnic (SPY), Yola; College of Education (COE), Hong; College of Agriculture (COA), Ganye; College for Legal Studies (CLS), Yola; College of Nursing and Midwifery (CNM), Yola; and College of Health Technology (CHT), Michika]. The study sampled 444 respondents consisting of 138 school administrators and 306 academic and non-teaching staff. A multistage sampling technique was used to select the respondents for the study. In Stage I, the respondents were proportionately sampled and in Stage II they were selected using a simple random sampling technique without replacement.

Administrators Styles and Staff Effectiveness Questionnaire (ASSEQ) structured on a four-point scale was used for data collection after face and content validity was tested. The

reliability coefficient of the instrument using Cronbach Alpha revealed a coefficient of 0.70. The data generated was analyzed using descriptive and inferential statistics of mean and standard deviation and t-test respectively. Hence, 2.50 was the decision point for the research questions. This implies that any grand mean above or equal to 2.50 was accepted to indicate a high level of agreement between the respondents while less than 2.50 signifies disagreement in their responses. For the null hypothesis, if $p > 0.05$; the researcher accepts the null hypothesis. Otherwise, the researcher rejects the null hypothesis when $p < 0.05$.

Results

Where: \bar{x}_A – Means of administrators' response; δ_A – standard deviation for administrators; \bar{x}_S – Mean of staff response; δ_S – standard deviation for staff; $G_{\bar{x}}$ – Grand mean

Research Question 1: What is the influence of school administrators’ leadership style influence staff effectiveness in tertiary institutions in Adamawa State, Nigeria?

Table 1: Mean Response on the Influence of Administrators’ Leadership on Staff Effectiveness in Tertiary Institutions, Adamawa State

S/N	Items	Administrators		Staff		$G_{\bar{x}}$	Remark
		\bar{x}_A	δ_A	\bar{x}_S	δ_S		
1	Administrators work collectively with the staff to achieve institutional goals	3.03	1.17	2.92	1.19	2.98	High
2	Administrators provide adequate institutional resources to aid staff effectiveness	3.19	1.17	2.77	1.18	2.98	High
3	Administrators always sticks to the rules of the institution in the discharge of their duties.	3.22	1.05	2.95	1.17	3.09	High
4	Administrators often present ideas and directions in logical ways	3.42	0.99	3.14	1.20	3.28	High
5	Administrators often set attainable goals and targets for staff at the beginning of the semester	2.91	1.10	2.79	1.09	2.85	High
6	Administrators helps to develop innovative methods for solving school problems	3.07	1.08	2.96	1.07	3.02	High
	$G_{\bar{x}}$	3.14	1.07	2.92	1.15	3.03	High

Table 1 shows the responses of school administrators and staff. The Table reveals a grand mean response of 3.14 (High) and a standard deviation of 1.07 for school administrators, while the grand mean response for staff was at 2.92 (High) with a standard deviation of 1.15. The overall grand mean of 3.03 indicates that the use of collaboration, institutional resources, adherence to rules, clear guidance, set goals and innovative methods by school administrators have a high influence on staff effectiveness in tertiary institutions in Adamawa State, Nigeria.

Research Question 2: What is the influence of school administrators’ motivational style on staff effectiveness in tertiary institutions in Adamawa State, Nigeria?

Table 1: Mean and Standard Deviation of School Administrators’ Motivational Style Influence on Staff Effectiveness in Tertiary Institutions in Adamawa State

S/N	Items	Administrators		Staff		$G_{\bar{x}}$	Remark
		\bar{x}_A	δ_A	\bar{x}_S	δ_S		
7	Administrators make special effort to help staff carry out their job	2.94	1.13	2.83	1.10	2.89	High
8	Administrators often use non-financial incentives to ensure improved staff performance	2.84	1.25	2.62	1.32	2.73	High
9	Administrators use financial incentives as a major motivational tool of your school administration	2.45	1.26	2.40	1.19	2.42	Low
10	Staff are always appreciated by the school administrators for contributions made	2.88	1.20	2.66	1.28	2.77	High
11	Administrators often show empathy for staff welfare	3.13	1.23	3.04	1.21	3.08	High
12	Administrators use performance indicators as a means of motivating staff in your institution	2.71	0.86	2.79	1.11	2.75	High
	$G_{\bar{x}}$	2.82	1.16	2.72	1.20	2.77	High

Table 2 shows the responses of school administrators and staff on the influence of administrators’ style of motivation on staff effectiveness in tertiary institutions in Adamawa State. The respondents’ responses showed all the items were high except item 3, which was low. However, the Table reveals a grand mean response of 2.82 (High) and a standard deviation of 1.16 for school administrators, while the grand mean response for staff was at 2.72 (High)

with a standard deviation of 1.20. The overall grand mean of 2.77 means that tertiary institutions' administrators use special effort, non-financial incentives, words of appreciation, empathy and performance indicators to influence staff effectiveness in Adamawa State, Nigeria.

Hypotheses 1: There is no significant difference in the mean response scores of school administrators and staff on the influence of school administrators' leadership style on staff effectiveness in tertiary institutions in Adamawa State.

Table 3: t-test Analysis of Mean Response Scores of Respondents on the Influence of School Administrators' Leadership Style on Staff Effectiveness in Tertiary Institutions in Adamawa State

Respondents	n	\bar{x}	δ	t	Sig. (2-tailed)	Remark
Administrators	129	3.14	1.07	3.03	0.00	Rejected
Staff	292	2.92	1.15			

Significant $p < 0.05$

Table 3 shows the t-test analysis of mean response of school administrators and staff on the influence of school administrators' leadership style on staff effectiveness in tertiary institutions in Adamawa State. Since $p = 0.00 < 0.05$, when $t = 3.03$, the null hypothesis, was therefore rejected. This means that there is a significant difference between the mean response scores of school administrators and staff on the influence of school administrators' leadership style on staff effectiveness in tertiary institutions in Adamawa State.

Hypothesis 2: There is no significant difference in the mean response scores of school administrators and staff on the influence of school administrators' motivational style on staff effectiveness in tertiary institutions in Adamawa State.

Table 4: t-test Analysis of Mean Response Scores of School Administrators and Staff on the Influence of School Administrators' Motivational Style on Staff Effectiveness in Tertiary Institutions in Adamawa State

Respondents	n	\bar{x}	δ	t	Sig. (2-tailed)	Remark
Administrators	129	2.82	1.16	1.31	0.19	Accepted
Staff	292	2.72	1.20			

Not Significant $p > 0.05$

Table 4 shows the t-test analysis of hypothesis 2. Since $p = 0.19 > 0.05$, when $t = 1.31$, the null hypothesis is therefore accepted. This means that there is no significant difference between the mean response scores of school administrators and staff on the influence of school administrators’ motivational style on staff effectiveness in tertiary institutions in Adamawa State.

Discussion

The findings in Table 1 reveal that administrators use collaboration, institutional resources, adherence to rules, clear guidance, set goals and innovative methods to influence staff effectiveness in tertiary institutions in Adamawa State, Nigeria. This finding is in agreement with the studies of Wagbara and Ukaigwep (2019) and Nwachukwu and Emunemu (2020) who found that the leadership style of school heads was significantly helpful in ensuring staff performance and effectiveness at work. This finding underscores the significance of administrative strategies in creating an environment conducive to both staff and institutional success through leadership style. A leadership style that emphasizes collaboration suggests that administrators recognize the value of collective efforts and teamwork to enhance staff effectiveness. In comparison, administrators’ adherence to rules and policies, guiding staff and setting goals can lead to reduced conflict and increased overall effectiveness. The incorporation of innovative methods highlights administrators’ recognition of the need to adapt to changing educational landscapes. This finding implies that administrators must continuously evaluate the influence of their leadership style on staff effectiveness and remain open to refining their approaches based on feedback and evolving needs. Overall, the finding underscores the pivotal

role administrators play in shaping the educational experience through staff effectiveness in tertiary institutions within Adamawa State, Nigeria.

Table 3 (Hypothesis 1), which was rejected revealed that there is a significant difference between the mean response scores of school administrators and staff on the influence of school administrators' leadership style on staff effectiveness in tertiary institutions in Adamawa State, with $t = 3.03$ when $p = 0.00$. The calculated t-value of 3.03 suggests that the difference in mean response scores between the school administrators and staff groups is substantial enough to be considered statistically significant. The p-value of 0.00 further supports this notion. The significant difference in mean response scores implies that school administrators and staff members perceive and evaluate the influence of school administrators' leadership style on staff effectiveness differently. This divergence in perception could be attributed to various factors, such as the roles, responsibilities, and expectations of the two groups (school administrators and staff), as well as their proximity to decision-making processes and interactions with administrators. In conclusion, the observed significant difference underscores the complexity of leadership dynamics within tertiary institutions. Addressing this divergence in perception can lead to improved collaboration, a more inclusive decision-making process, and a more effective leadership style that positively influences staff members' effectiveness and institutional attainment of the objective.

The finding in Table 2 reveals that administrators use special effort, non-financial incentives, words of appreciation, empathy and performance indicators to influence staff effectiveness in tertiary institutions in Adamawa State, Nigeria. This finding is in agreement with the studies of Acheck (2015) and Brai, Boyce, Olokpo and Onwuka (2018) who found that the motivational style of school heads helps in enhancing staff performance and effectiveness at work. This finding highlights the administrators' understanding of the diverse factors that contribute to staff motivation, engagement, and overall effectiveness within the educational context. Administrators who invest their efforts in supporting and recognizing staff members demonstrate a commitment to professional growth and well-being, which not only

helps to enhance staff members' skill sets but also communicates a sense of value and appreciation, fostering a positive work environment. While financial incentives are important, the emphasis on non-financial incentives underscores administrators' awareness of the various ways they can motivate staff beyond monetary rewards. The use of performance indicators reflects a commitment to accountability and transparency. This finding implies that by employing non-financial incentives, words of appreciation, and empathy, administrators are fostering a culture of employee engagement, where staff members feel motivated to contribute their best efforts. Ultimately, this finding highlights the critical role administrators play in creating an environment where staff members are not only effective in their roles but also motivated, appreciated, and supported.

While Hypothesis 2, which was accepted revealed that there is no significant difference between the mean response scores of school administrators and staff on the influence of school administrators' motivational style on staff effectiveness in tertiary institutions in Adamawa State, with $t = 1.31$, when $p = 0.19$. The calculated t-value of 1.31 indicates a relatively small difference in mean response scores between the School Administrators and staff groups. The p-value of 0.19 further confirms that this difference is not statistically significant. The lack of a significant difference in mean response scores implies that both school administrators and staff members view the influence of school administrators' motivational style on staff effectiveness in a similar manner. This consensus suggests that, regardless of their roles or responsibilities, both groups perceive the motivational approach similarly. The finding implies that administrators' motivational strategies are understood consistently across different levels of the institution. This suggests that administrators are effectively conveying their intentions and approaches to motivate staff members. This consistency can lead to a positive organizational culture and a more motivated and effective workforce.

Conclusion

In conclusion, the findings of this study reveal that school administrators use effective leadership and motivation styles to influence staff effectiveness to a high level in tertiary

institutions of Adamawa State. The comprehensive analysis of administrators' utilization of leadership and motivational styles underscores the complexity of their role in shaping the institutional environment and fostering a conducive atmosphere for both staff members and students. The study therefore reveals that administrators' leadership style significantly affects staff effectiveness. Whether characterized by a collaborative, transformational, or authoritative approach, leadership style sets the tone for organizational culture, communication, and employee engagement. Effective leadership not only provides direction but also serves as a source of inspiration and motivation for staff members to excel in their roles. Furthermore, administrators' motivation strategies are identified as pivotal in influencing staff effectiveness. By recognizing and catering to individual and collective motivations, administrators enhance staff morale, job satisfaction, and overall productivity. Tailored motivational approaches foster a sense of purpose, ownership, and commitment among staff members, resulting in improved job performance.

Recommendation

Based on the findings of the study, the following recommendations are made:

1. Adamawa State tertiary institution management should invest in leadership development programs that can empower administrators to cultivate versatile leadership styles. Training in different leadership styles can help equip administrators with the skills to adapt their approach to different situations and effectively inspire and guide staff members.
2. Administrators should participate in workshops on motivational strategies and techniques. These workshops can provide insights into understanding diverse staff motivations and help administrators tailor their approaches to better engage and motivate staff members.
3. Administrators should advocate for staff development opportunities, including training, workshops, and skill enhancement programs. Investing in staff growth helps to boost staff's confidence, skills, and overall effectiveness.

References

- Acheck, T. A. (2015). *Motivational strategies used by administrators in the management of schools. The case of some selected secondary schools in the Fako Division of the Southwest Region of Cameroon*. Master's Thesis: University of Jyväskylä, Finland.
- Brai, M. A., Boyce, A. O., Olokpo, M. I. & Onwuka, O. (2018). The essence of employees' motivation on organizational effectiveness. *International Journal of Social Sciences and Conflict Management*, 3(1), 16-21.
- Duangjai, B. & Saowanee, T. (2014). The relationship between the leadership style and school effectiveness in school under the office of secondary education area 20. *Procedia – Social and Behavioural Sciences*, 112, 991 – 996
- Imariagbontua, A. V. (2016). Assessment of the effectiveness of leadership styles and administrative competence of administrators in secondary schools in Central Senatorial District of Delta State. *International Journal of Innovative Education Research*, 4(3), 13-22.
- Mshelia, H. J. & Olukayode, E. (2022). Leadership styles and their applications for effective school administration. *International Journal of Scientific and Management Research*, 5(2), 56-63.
- Nwachukwu, O. L. & Emunemu, B. O. (2020). Administrator leadership style and effectiveness of academic staff in public secondary schools in Ibadan North Local Government Area of Oyo State, Nigeria. *African Journal of Educational Management*, 21(1), 71-83.
- Takwate, K. T. (2021). Psychosocial effect of motivational incentives on senior secondary school teachers' work effectiveness in Adamawa State, Nigeria. *Britain International of Linguistics, Arts and Education Sciences Journal*, 4(3), 165-174.
- Wagbara, C. D. & Ukaigwep, C. (2019). Administrators' leadership styles and administrative effectiveness in public senior secondary schools in Rivers State. *International Journal of Research and Innovation in Social Science*, 8(10), 529-535.