



## **Influence of Administrative Style of HODs on Effective Teaching and Learning in Tertiary Institutions in North East Nigeria**

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### **Abstract**

The study was designed to examine the influence of administrative styles of Head of Departments' on lecturers' job performance in tertiary institutions in North-East Nigeria. A correlational research design was adopted. The population of the study comprised of academic staff of the five tertiary institutions in Borno State. A simple random sampling technique was employed to select three hundred and eighteen (318) respondents using Research Advisors (2006) table at a 0.05 margin of error. Two standardized instruments were adopted: Indvik's (1985) Path-Goal Leadership Questionnaire (PGLQ) and Atsebeha's (2016) Teacher Job Performance Questionnaire (TJPQ). The reliability of these instruments was assessed using Cronbach's Alpha, yielding coefficients of 0.81 and 0.74, respectively. Data collected were analyzed using multiple regression analysis. Findings revealed that, administrative styles of Head of Departments significantly influenced various aspects of lecturers' job performance. Supportive and achievement-oriented administrative styles positively impacted teaching planning ( $p < 0.05$ ). Participatory and achievement-oriented administrative styles significantly improved classroom organization ( $p < 0.05$ ). Moreover, participatory, supportive, and achievement-oriented administrative styles significantly influenced lecturers' monitoring and evaluation of students' learning ( $p < 0.05$ ). The study therefore recommended that HODs should adopt supportive and achievement-oriented leadership while encouraging participatory decision-making and minimizing directive administration.

**Keywords:** Administrative Style, Lecturers' Job Performance, Lesson Planning, Monitoring and Evaluation

### **Introduction**

The leadership approach adopted by Heads of Departments (HODs) in educational institutions significantly influences the organizational culture, operational efficiency, and overall success of academic units. As key figures in departmental leadership, HODs are instrumental in guiding their teams toward set goals, creating a supportive work atmosphere, and shaping the professional growth of faculty members (Akanji *et al.*, 2020). Ensuring high-quality education remains a primary objective of the Nigerian educational system, emphasizing the need to elevate academic standards and achieve excellence. This goal is attained through a well-structured



curriculum, adequate resources, and the effectiveness of both school leaders and teachers (Saleem & Byrd, 2021).

Head of Departments should be able to influence their staff and other education stake-holders to ensure the achievement of school objectives. This includes ensuring that lecturers perform well and that students excel academically. Employing appropriate administrative styles that influence lecturers' job performance is crucial for achieving academic excellence in schools. Lecturers play a pivotal role in national development by shaping and developing learners who contribute to the progress of the country. Therefore, enhancing the quality of teachers and upholding high teaching standards is essential for long-term and sustainable nation-building (Saleem *et al.*, 2021).

However, despite numerous studies emphasizing the importance of school leadership, research indicates that many school heads need to recognize the significance of their administrative styles to teachers' job performance which can pose challenges in effectively managing their schools. Teachers' job performance is vital in achieving organizational goals within the school system. School heads can enhance teachers' optimal performance by identifying and striving to fulfill their needs (Haricharan, 2023).

While the path-goal theory is complex, and its practical impact is still fully established (Bans-Akutey, 2021), various educational studies have been conducted locally and internationally on administrative styles of school heads. According to Rana *et al.*, (2019), the path-goal theory suggests that leaders should select a leadership style that best meets the needs of their subordinates, considering environmental factors (Pacia & Guevarra, 2023). These factors include task structure and formal authority systems. Task structure refers to the extent to which a tasks nature and requirements are specified including simplicity, repetitiveness and clarity. The path-goal theory emphasizes the role of leaders in helping subordinates overcome obstacles to achieve satisfaction and performance. Some tasks may require more structure from the leader, while complex tasks may necessitate more support and guidance. Therefore, this paper aims to explore the relationship between school administrative style of Head of Departments and lecturers' job performance in tertiary institutions in Borno State.

### **Objectives of the Study**



The objectives of this study are to examine:

1. The influence of administrative styles of Head of Departments' on lecturers' effective teaching planning in tertiary institutions in Borno State, Nigeria.
2. The influence of administrative styles of Head of Departments' on lecturers' effective classroom organization in tertiary institutions in Borno State, Nigeria.
3. The influence of administrative styles of Head of Departments' on lecturers' effective monitoring and evaluation of students' academic progress in tertiary institutions in Borno State, Nigeria.
4. The influence of administrative styles of Head of Departments' on lecturers' effective ability to maintain a conducive classroom atmosphere and discipline in tertiary institutions in Borno State, Nigeria.

### Research Hypotheses

The following hypotheses were tested at 0.05 significance level:

- H<sub>01</sub>: Administrative styles of Head of Departments have no significant influence lecturers' effective teaching planning in tertiary institutions in Borno State, Nigeria.
- H<sub>02</sub>: Administrative styles of Head of Departments have no significant influence lecturers' effective classroom organization in tertiary institutions in Borno State, Nigeria.
- H<sub>03</sub>: Administrative styles of Head of Departments have no significant influence lecturers' effective monitoring and evaluation of students' academic progress in tertiary institutions in Borno State, Nigeria.
- H<sub>04</sub>: Administrative styles of Head of Departments have no significant influence lecturers' effective to maintain a conducive classroom atmosphere and discipline in tertiary institutions in Borno State, Nigeria.

### Literature Review

Numerous scholars have examined how administrative styles influence job performance in school settings. Kazimi *et al.*, (2023) found that servant leadership positively correlates with teachers' job satisfaction, while study conducted by Panagopoulos *et al.*, (2023) revealed a



strong positive relationship between transformational leadership and job satisfaction among Greek primary school teachers. Similarly, Fatima *et al.*, (2024) found that participatory administrative style contribute to improved job performance and satisfaction, with administrative support playing a mediating role.

Orunbon *et al.*, (2024) and Saleem *et al.*, (2020) examined the influence of the path-goal leadership framework on teachers' job performance. Both studies indicated that directive, supportive, and achievement-oriented leadership styles significantly enhance teachers' job performance. Taher (2021) further explored the impact of leadership on job satisfaction and conscientiousness. His study revealed a strong positive correlation between humanistic and conscientious leadership styles and positive teacher outcomes. Murugesan (2011) found that supportive leadership enhances employee engagement. Rowld and Schlotz (2009) and Imtiaz *et al.*, (2024) found that supportive leadership reduces job stress while maintaining high performance levels. Studies by Yu (2017) further confirm that social, emotional, and instrumental support positively impact employee well-being.

Achievement-oriented leadership in the other hand focuses on setting high performance expectations and encouraging continuous improvement (Saleem *et al.*, 2021). Leaders in this category emphasize goal-setting, innovation and excellence, providing constructive feedback and fostering a culture of result oriented (Syakur, 2020). The study conducted by Hassan *et al.*, (2023) revealed that, leaders' administrative style enhances employee engagement in the IT sector, while Wu (2021) reported that, achievement-oriented administrative style combined with coaching improves creativity and problem-solving.

Supportive administrative leadership encompasses mentorship, communication and fostering culture of positive work (Drewniak *et al.*, 2020). This leadership style involves role modeling, recognizing employee achievements, and creating a friendly work environment (Chin *et al.*, 2023). It emphasizes approachability and respect, ensuring employees feel valued and motivated. Study conducted by Luthan (2011) and Quick and Nelson (2013) highlighted the effectiveness of supportive leadership in challenging work environments, as it meets both physical and psychological employee needs, leading to increased productivity and job satisfaction.

## Methodology



A correlational research design was adopted in this study. The population of this study comprised of staff of the five tertiary institution in Borno State. Simple random sampling technique was used to obtain the sample from the HODs and academic staff in the five (5) higher institution. This sample size were determine using Research Advisors (2006) table of sample size selection where degree of accuracy of error at 0.05 was used. Two established research instruments were adopted: Indvik (1985) Path-Goal Leadership Questionnaire (PGLQ) and Atsebeha (2016) Teacher Job Performance Questionnaire (TJPQ). The reliability of these instruments was assessed using Cronbach's Alpha which yielded reliability indices of 0.81 and 0.74 respectively for administrative style of Head of departments and Lecturers' job performance. Data collected were analyzed using multiple regression analysis.

## Results

**Table 1: Multiple Regression analysis on the influence of administrative style of HODs and lecturers' effective teaching planning**

Sources of Variation	Sums of Squares	df	Mean Square	F	p-value	Remark
Regression	113.380	4	28.345	2866.55	0.000	Reject $H_{01}$
Residual	3.09500	313	0.010			
Total	116.475	317				

$$r^2 = 0.897$$

Table 1 presents the summary of multiple regression analysis examining the influence of Head of Departments administrative styles on lecturers' effective teaching planning. The model is statistically significant ( $F = 2866.55$ ,  $p = 0.000$ ), indicating that administrative styles significantly influence the effective teaching planning. The coefficient of determination ( $R^2 = 0.897$ ) shows that 89.7% of the variation in teaching planning is explained by the independent variables. Since the p-value is less than 0.05, hypothesis one is rejected and we conclude that, administrative style of Head of Departments significantly influences lecturers' effective teaching planning in Tertiary institutions in North East Nigeria.

**Table 2: Regression Coefficients**

Variables	Unstandardized Coefficients		Standardized Coefficients	T	p-value
	B	Std. Error	Beta		



(Constant)	-0.046	0.064		-0.724	0.470
Directive	-0.009	0.011	-0.008	-0.776	0.438
Participatory	0.088	0.064	0.071	1.367	0.172
Supportive	0.306	0.050	0.304	6.073	0.000
Achievement Oriented	0.708	0.064	0.614	11.098	0.000

Table 2 presents the regression coefficients for different administrative styles. The supportive style and achievement-oriented administrative styles have a significant positive influence ( $B = 0.306$ ,  $p = 0.000$ ) and ( $B = 0.708$ ,  $p = 0.000$ ). This suggest that, when HODs provide support and set high expectations, lecturers improve their teaching planning. This indicates that supportive and achievement-oriented administrative styles significantly enhance teaching planning.

**Table 3: Multiple Regression analysis on the influence of administrative style of HODs and lecturers' effective classroom organization**

Sources of Variation	Sums of Squares	df	Mean Square	F	p-value	Remark
Regression	81.966	4	20.492	2098.4	0.000	Reject $H_{02}$
Residual	3.0570	313	0.010			
Total	85.023	317				

$$r^2 = 0.766$$

Table 3 presents the summary of multiple regression analysis examining the influence of Head of Departments administrative styles on lecturers' effective classroom organization. Results revealed that, the whole model is statistically significant ( $F = 2098.4$ ,  $p = 0.000$ ), indicating that administrative styles significantly impact classroom organization. The coefficient of determination of 0.766 indicated that, 76.6% of the effective classroom organization is being influence by the administrative styles of head of Departments. Therefore, hypothesis two is rejected.

**Table 4: Regression Coefficients**

Variables	Unstandardized Coefficients		Standardized Coefficients	T	p-value
	B	Std. Error	Beta		
(Constant)	0.127	0.063		2.012	0.045
Directive	-0.016	0.011	-0.017	-1.382	0.168



Participatory	0.706	0.064	0.666	11.081	0.000
Supportive	0.028	0.050	0.032	0.555	0.579
Achievement Oriented	0.276	0.063	0.280	4.360	0.000

Table 4 presents the regression coefficients for different administrative styles. The participatory administrative style ( $B = 0.706$ ,  $p = 0.000$ ) and achievement-oriented style ( $B = 0.276$ ,  $p = 0.000$ ) significantly influence classroom organization because they both have p-values less than the level of significant. Therefore, hypothesis two is rejected.

**Table 5: Multiple Regression analysis on the influence of administrative style of HODs and lecturers' effective monitoring and evaluation**

Sources of Variation	Sums of Squares	df	Mean Square	F	p-value	Remark
Regression	132.242	4	33.060	1640.7	0.000	Reject $H_{03}$
Residual	6.30700	313	0.020			
Total	138.549	317				

$r^2 = 0.817$

Table 5 presents the summary of multiple regression analysis examining the influence of Head of Departments administrative styles on lecturers' effective monitoring and evaluation. The model as a whole is statistically significant ( $F = 1640.7$ ,  $p = 0.000$ ). This means that, administrative styles of Head of Departments significantly impact monitoring and evaluation. The coefficient of determination of 0.817 suggested that, 81.7% of the lecturers' effective monitoring and evaluation is being influence by Administrative Style of Head of Departments. Therefore, hypothesis three is rejected.

**Table 6: Regression Coefficient**

Variables	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	-0.331	0.091		-3.647	0.000
Directive	-0.029	0.016	-0.024	-1.749	0.081
Participatory	0.388	0.091	0.287	4.239	0.000
Supportive	0.213	0.072	0.194	2.963	0.003



Achievement Oriented	0.618	0.091	0.492	6.795	0.000
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Table 6 presents the regression coefficients for different administrative styles. The directive style has a negative but non-significant effect ( $B = -0.029$ ,  $p = 0.081$ ), while the participatory administrative style has a significant positive influence ( $B = 0.388$ ,  $p = 0.000$ ), suggesting that involving lecturers in decision-making improves monitoring and evaluation. The supportive administrative style also has a significant positive effect ( $B = 0.213$ ,  $p = 0.003$ ), indicating that when HODs provide support, lecturers perform better in monitoring and evaluation. The achievement-oriented administrative style has the strongest positive influence ( $B = 0.618$ ,  $p = 0.000$ ), meaning that setting high expectations leads to improved monitoring and evaluation. Overall, participatory, supportive, and achievement-oriented styles significantly enhance monitoring and evaluation, while the directive style does not have a meaningful impact.

**Table 7: Multiple Regression analysis on the influence of administrative style of HODs and lecturers' classroom atmosphere and discipline**

Sources of Variation	Sums of Squares	df	Mean Square	F	p-value	Remark
Regression	96.804	4	24.201	2164.99	0.000	Reject $H_{04}$
Residual	3.4990	313	0.011			
Total	100.303	317				

$$r^2 = 0.781$$

The results of the multiple regression analysis in table 7 examines the influence of administrative styles of Head of Departments on lecturers' effective classroom atmosphere and discipline. The model as a whole is statistically significant as indicated by ( $F = 2164.99$ ,  $p = 0.000$ ). This means that, administrative styles of Head of Departments significantly influence classroom atmosphere and discipline. The  $r^2$  statistic which is the coefficient of determination is 0.781. This suggested that, 78.1% of the lecturers' effective classroom atmosphere and discipline is being influence by the administrative style of Head of Departments.

**Table 8: Regression Coefficients**

Variables	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	-0.331	0.091		-3.647	0.000





Directive	-0.029	0.016	-0.024	-1.749	0.081
Participatory	0.388	0.091	0.287	4.239	0.000
Supportive	0.213	0.072	0.194	2.963	0.003
Achievement Oriented	0.618	0.091	0.492	6.795	0.000

Table 8 presents the regression coefficients for different administrative styles of Head of Departments. The participatory administrative style ( $B = 0.388$ ,  $p = 0.000$ ), supportive administrative style ( $B = 0.213$ ,  $p = 0.003$ ) and achievement-oriented administrative style ( $B = 0.618$ ,  $p = 0.000$ ) have significant influence on lecturers' effective classroom atmosphere and discipline.

### Conclusion and Recommendations

The findings of the study revealed that, administrative style of Heads of Departments (HODs) plays a significant role in influencing the effective teaching and learning in tertiary institutions in North East Nigeria. The multiple regression analysis demonstrated that administrative styles significantly influence various aspects of lecturers' job performance which include effective teaching planning, classroom organization, monitoring and evaluation and classroom atmosphere and discipline. The results also revealed that, supportive and achievement-oriented administrative styles positively enhance teaching planning. Participatory and achievement-oriented styles significantly improve classroom organization and participatory, supportive and achievement-oriented administrative styles have influence on lecturers' effective monitoring and evaluation. Similarly, participatory, supportive and achievement-oriented administrative styles significantly enhance classroom atmosphere and discipline. To improve teaching effectiveness, HODs should adopt supportive and achievement-oriented leadership, encourage participatory decision-making, and minimize directive administrative.

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