RELATIONSHIP BETWEEN BUSINESS EDUCATORS' PERCEIVED ADMINISTRATIVE LEADERSHIP STYLE AND THEIR JOB PERFORMANCE IN TERTIARY INSTITUTIONS IN TARABA STATE

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Abstract
This study determined the relationship between business educators' perceived administrative leadership style and their job performance in tertiary institutions in Taraba State. One research question guided the study and one null hypothesis was tested at 0.05 level of significance. Correlational survey design was adopted for the study and the population was 79 business educators in tertiary institutions in Taraba State. A structured questionnaire developed by the researchers and validated by experts was used for data collection. The measure of internal consistency method was used to test the reliability of the instrument and data analysis with Cronbach Alpha yielded a reliability coefficient of 0.82. Data collected from the study were analyzed with Pearson Product Moment Correlation for the research question and hypothesis using Statistical Package for Social Sciences (SPSS). The result showed that there was negative relationship between business educators' perceived autocratic administrative leadership style and their job performance in tertiary institutions in Taraba State, however, the relationship was not significant. Based on the findings, it was concluded that applying the democratic style of leadership will lead to increased effectiveness and efficiency of business educators in the institutions. The researchers recommended that administrators should adopt the democratic leadership style more than autocratic leadership style to enhance business educators' quality job performance which will lead to the achievement of the objectives of the programme in their institutions.

Keywords: Business educators, leadership, leadership style and job performance. **Introduction**

The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society which were to facilitate educational development in the country (Federal Republic of Nigeria (FRN), 2014). In fostering these educational goals, school administrators of educational institutions have important roles to play which include providing effective leadership in tertiary institutions. This is because the administrators are very crucial in the attainment of the goals of educational institutions. An administrator is viewed as a leader of an institution or organization. The administrator of an institution represents

the single most influential stakeholder in the school setting (Spillane, Camburn & Pareja, 2007) and is expected to set the academic tune for students, parents, staff and community members through effective participatory leadership.

Leadership in an organization is one of the factors that play a significant role in enhancing or retarding the interest and commitment of individuals in that organization. Leadership is defined as the interaction process which occurs between leaders and other workers, the goal of which is to achieve the determined aims of management (Voon, Lo, Ngui & Ayob, 2011). Effective leadership is the extent to which a leader continually and progressively leads and directs the followers to the agreed destination as defined by the whole group. Leadership is very central in organizations especially service organizations like schools because it helps to harness all the factors of production and direct them towards maximum productivity.

Leadership style is the pattern of behaviours engaged in by the leader when dealing with employees. Unamaka (2005) and Obiwuru, Okwu and Nwankere (2011) posited that leadership style is one of the factors that play significant role in enhancing or retarding the interest and commitment of individuals in an organization. Leadership style involves those variables that a leader will take care of as planning, structuring of tasks, controlling and relationship with all staff.

According to McNamara (2009), an effective leadership style leads to the achievement of organizational goals and objectives. Therefore, the success of any school depends on the suitability of the leadership administrators' leadership styles. Liberman (2004) identified five different leadership styles, namely, autocratic, democratic, laissez-faire, transactional and transformational leadership styles. This study focused only on the relationship between performances of business educators as a result of their perception that their administrators adopt autocratic leadership style.

Autocratic leadership style (ALS) places more emphasis on performance and low emphasis on people. The focus of power is with the leader and all interactions within the group move towards the leader (Mullins, 2009). Mullins explained further that the leader unilaterally exercises all decision-making authority by determining policies, procedures for achieving goals, work tasks, relationships, control of reward and punishment. The basic assumptions underlying autocratic leadership style are on the premise that people are naturally lazy, irresponsible, and untrustworthy and that leaving the functions of planning, organizing, and controlling to subordinates would yield fruitless results and so such functions should be accomplished by the leader without the involvement of people (Cole, 2004).

Autocratic leadership style according to Cole (2004), is an exploitative-authoritative system where power and direction come from the top downwards, where threats and punishments are employed and where communication is poor and team-work is non–existent. Tannenbaum and Schmidt (2007) described an autocratic leadership style as where leaders make decisions and announce them without inviting suggestions from subordinates. Development within an autocratic system comes from

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hard work and rarely is delegation of authority practiced (Bass & Bass, 2008). Authoritarian leaders depend on their power as weapon for coercion. Although ALS is characterized with high productivity, it often results in resistance and opposition which negatively affect productivity. This is why Gustainis (2004) affirmed that productivity increases where a leader adopts a leadership style adopts by a leader improves workers involvement in the entire process.

However, there is no one best style of leadership. Oluwatoyin (2012) opined that problems observed organizational performance in Nigerian business, educational and government establishments stem from bad attitude to employees inefficiency. Organizations in Nigeria are managed through a system that is strange to the people's culture as it is very well known that the adopted leadership style in an organization or group influences the followers' behaviour and job performance. The modern leadership theory believes that none of the leadership styles could yield the best results universally and that the best is the one that takes cognizance of prevailing situations and the followers generally and business educators in particular (Andrew, 2009).

Business educators are professionally trained teachers of business courses who are competent and engaged to all business related subjects in universities and colleges of education. According to Osuala (2004), a business educator is any person who plays a critical role in making business education viable and visible in the community. Osuala further explained that such critical role includes being an agent of change in business education who delivers high quality instruction and is able to identify problems facing teaching and learning in the field as well as speculate their solutions.

According to Adepoju (2006), a business educator could be rendered ineffective if the administrators' leadership style is in conflict with the tasks or role of the teacher. Where the administrator adopts a leadership style that enhances participation of staff applies disciplinary measures equitably and handled welfare and development as important, business educators are likely to perform their duties optimally. This is why Davies and Wilson (2003) asserted that leadership style and quality of leadership generally affect productivity and job performance in organizations.

According to Peretomade (2006), job performance is quality of the output of workers in organizations. In this study, job performance of business educators refers to the quality of their contributions towards achieving the objectives of the programme and the goals of education generally in their institutions. It is also their ability to combine relevant inputs for the enhancement of teaching and learning processes. Owoeye in Muga (2011) asserted that variables of job performance such as effective teaching, lesson preparation, supervision and monitoring of students' work

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are virtues which business educators should demonstrate consistently in the school system.

Gender has been observed to influence the leadership style of individuals. Babcock (2008) observed that males and females lead from different perspectives. This is supported by observation is leadership and team interaction where men and women exhibit different leadership styles and interpersonal communication styles in a variety of small group situations from student problem-solving situation to industry and community situations.

Business educators' job performance could be measured through annual report of their teaching activities such as lesson preparation, mastery of subject matter, commitment, effective supervision and monitoring of students' work, motivation and class management among others. Although, several studies have been carried out in different geographical areas on leadership styles and employees' job performance, it seems that no study has been conducted on the relationship between business educators job performance and leadership styles in tertiary institutions in Taraba State. This study is therefore imperative as it will reveal the actual situation for informed remedial actions towards the achievement of the programme.

Statement of the Problem

Observation and conduct of business education students in tertiary institutions in Taraba State reveal that business educators are not performing optimally. Balutu (2015) reported that business educators' low performance in tertiary institutions in Taraba State contributed in placing the state as educationally under-developed in comparison to Federal Capital Territory (FCT), Lagos, Adamawa, Enugu, Anambra and other States.

The problem of this study is that many business educators in tertiary institutions in Taraba State have nonchalant attitude to their work, students and the school and blame their frequent excuses and ineffectiveness on bad leadership. Some of them complain that their departmental and institution leadership are so work focused and show no concern to staff welfare and development. This, necessitated this study to empirically ascertain the actual situation to provide relevant authorities data for objective remedial actions.

Purpose of the Study

The main purpose of this study was to determine the relationship between business educators' perceived administrative leadership styles and their job performance in tertiary institutions in Taraba State. Specifically, the study determined the:

1. Relationship between business educators' perceived autocratic administrative leadership style and their job performance in tertiary institutions in Taraba State.

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Research question

One research question guided the study, thus:

1. What is the relationship between business educators' perceived autocratic administrative leadership style and their job performance in tertiary institutions in Taraba State? `

Hypothesis

The following null hypothesis was tested at 0.05 level of significance.

1. There is no significant relationship between business educators' perceived administrative autocratic leadership style and their job performance in tertiary institutions in Taraba State.

Method

Correlational research design was adopted in this study. The study was carried out in Taraba State of Nigeria. The population of the study was 79 business educators in all tertiary institutions in Taraba State. The entire population was studied without sampling because the size was manageable. Instrument for data collection for this study was a structured questionnaire titled ―Questionnaire on Administrators Leadership Styles (QALS)‖ which was validated by experts in business education and administration. To ascertain the reliability of the instrument, it was administered on 20 business educators in Federal College of Education, Yola, Adamawa State who were not included in the population. The application of Statistical Package for Social Sciences (SPSS) version 21 using Cronbach Alpha reliability method on the obtained data yielded a reliability coefficient of 0.82. The researchers administered the instrument personally to the respondents in their schools with the aid of one research assistant. Data collected for this study were analyzed using the Pearson product moment correlation analysis for both the research question and the hypothesis with the statistical package for social sciences (SPSS). The null hypothesis was rejected where the probability (*P*) value obtained was less than the significance level of 0.05 and not rejected where the probability (*P*) value obtained was greater than the significance level of 0.05.

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Results

Table 1

Pearson's Correlation between business educators' perceived administrative autocratic leadership style and their job performance.

	N	Autocratic leadership style	Job performance	Decision
Autocratic leadership style	79	1	-.022	Negative
Job performance	79	-.022	1	

Table 1 shows that the Pearson's Correlation Coefficient is r. (79) = -.022. This shows that there is a negative relationship between business educators' perceived autocratic administrative leadership style and their job performance in tertiary institutions in Taraba State. This implies that the autocratic administrative leadership style has negative influence on job performance of the business educators.

Table 2

Significance of relationship between business educators' perceived autocratic administrative leadership style and their job performance

	N	Autocratic Leadership Style	Job performance	P-value	Decision
Autocratic Leadership Style	79	1	-.022	.87	Not Significant
Job performance	79	-.022	1		

Table 2 shows that the p-value of 0.87 is greater than the significance level of 0.05. This shows that the negative relationship between business educators' perceived autocratic leadership style and their job performance is not significant. Therefore, the null hypothesis was not rejected

Discussion

Results of the study revealed that there was a negative relationship between business educators' perceived autocratic administrative leadership style and their job performance in tertiary institutions in Taraba State. This finding corroborates that of Gustainis (2004) who stated that increase in job performance occurs when the leader

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adopts an inclusive leadership style and gives attention to workers' welfare. Also Warrick (2001) opined that autocratic leadership style breeds hostile attitude, conflicts, high employee turnover, absenteeism, low productivity which generally affect work quality in organizations. The style also breeds yes-men who lack creativity and innovation and who only know how to adhere to rules, procedures, red tape, and status seeking symbols. Such workers are often afraid of taking initiatives because it could involve risk of committing punishable mistakes that would lead to demotion or dismissal. This implies that autocratic leadership style is not a good style of leadership for better job performance among business educators in tertiary institutions.

The findings also showed that the negative relationship between business educators' perceived autocratic administrative leadership style and their job performance was not significant. This agreed with the report of Bass and Bass (2008) that relationship between autocratic administrative leadership style and subordinates' job performance is not significant.

Conclusion

Leadership as one of the important tasks of management is the science and art of influencing positively people in order to achieve organizational goals. Leadership style in an organization is one of the factors that play significant roles in enhancing or retarding the interest and commitment of individuals in the organization. Based on the findings of this study, it is concluded that continual adoption of autocratic leadership styles by administrators of tertiary institutions will cripple education and other programmes in Taraba State.

Recommendations

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

1. School administrators should adopt democratic leadership style rather than autocratic style to motivate business educators for higher quality performance to achieve the objectives of the programme.
2. Educational agencies and professional associations should collaborate with tertiary institutions to organize workshops and seminars for school administrators at regular intervals to acquaint them with the impacts their leadership styles could have on productivity.

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