

IMPACT OF SUPPORTIVE AND ACHIEVEMENT ORIENTED ADMINISTRATIVE STYLE OF HEAD OF DEPARTMENTS ON EFFECTIVE TEACHING AND LEARNING AMONG LECTURERS' IN TERTIARY INSTITUTIONS IN BORNO STATE

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Abstract

This study explores the impact of supportive and achievement-oriented administrative styles adopted by Heads of Departments (HODs) on effective teaching and learning among lecturers in tertiary institutions in Borno State, Nigeria. Correlational research design was adopted to examine the relationships between the identified variables. The sample consists of employees from five higher institutions in Borno State, selected through a simple random sampling technique. Two validated instruments, Indvik's Path-Goal Leadership Questionnaire (PGLQ) and Atsebeha's Teacher Job Performance Questionnaire (TJPQ), are employed to measure administrative styles and teaching effectiveness. The study utilizes frequency counts, simple percentages and Pearson's Product Moment Correlation Coefficient for data analysis, revealing significant relationships between supportive and achievement-oriented administrative styles and effective teaching and learning. The study therefore recommended that, tertiary institutions actively promote and cultivate a leadership culture that integrates both supportive and achievement-oriented administrative styles among HODs.

Keywords: Supportive, Achievement Oriented, Administrative Style, Effective Teaching and Learning

Introduction

The administrative style adopted by Heads of Departments (HODs) within educational institutions serves as a critical determinant in shaping the organizational culture, effectiveness, and overall success of academic units. HODs, occupying pivotal leadership roles, play a crucial role in steering departments towards their objectives, fostering a positive work environment, and influencing the professional development of faculty members (Akanji *et al.*, 2020). The complex nature of administrative styles encompasses leadership attributes such as communication, decision-making, delegation, mentorship, and the ability to adapt to evolving educational settings (Mgaiwa, 2023). As institutions strive to meet the demands of an ever-changing educational landscape, understanding the distinctions of HODs' administrative styles becomes essential for informed decision-making, strategic planning, and the continuous improvement of academic programs (Munene, 2022).

An HOD's approach to faculty supervision, resource allocation, and support mechanisms can significantly influence the morale, productivity, and professional growth of lecturers. Furthermore, the interplay of various administrative styles within an institution contributes to the overall institutional climate, affecting the retention of talented faculty, student engagement, and the academic reputation of the institution (Akanji, *et al.*, 2021). At the core of this variety of administrative styles of HODs resides the fundamental principle of an administrative approach characterized by support administrative style, a crucial facet influencing how HODs interact with their faculty and contribute to a conducive learning and working environment (Khan, 2020).

A supportive administrative style encompasses a range of leadership attributes, including effective communication, judicious resource allocation, mentorship, and the cultivation of a positive work culture (Haricharan, 2023). As institutions navigate the evolving landscape of higher education, understanding how HODs employ supportive administrative styles becomes paramount for informed decision-making and strategic planning. The study contends that the adoption of a supportive administrative style by HODs can significantly influence faculty morale, productivity, and growth, ultimately contributing to the vibrancy and success of academic units (Lim *et al.*, 2021).

According to Drewniak *et al.*, (2020), the term 'supportive administrative style' encompasses a spectrum of leadership attributes, including mentorship, communication, resource allocation, and fostering a positive work culture. Understanding how these elements interact within the departmental context is essential for comprehending the broader implications on the professional development of lecturers and the overall academic atmosphere.

Supportive leadership style is characterized by role modelling, appreciating and congratulating subordinates for work done, helping subordinates, and providing constructive criticisms. Supportive leaders create a friendly work environment, recognize and reward employee achievements. Supportive leaders are friendly and available to their subordinates. They provide a pleasant work environment, show concern for their subordinates' well-being, are highly respectful, treat their followers equally, and are supportive of healthy and positive work relationships that influence positive employee behaviour (Chin *et al.*, 2023).

Supportive leadership, as described by Luthan (2011), involves leaders making work enjoyable for employees by demonstrating concern, friendliness, and approachability. This style is particularly effective in situations where tasks and relationships are challenging, whether physically or psychologically demanding. Quick and Nelson (2013) and Moorhead and Griffin (2012) emphasize that supportive leadership is characterized by a focus on meeting both the physical and psychological needs of subordinates. By creating a positive work environment and ensuring the well-being of team members, leaders adopting this style contribute to a happier and more productive workforce.

Companies that prioritize supportive leadership, as noted by Murugesan (2011), tend to be more successful. This leadership approach fosters a workplace where employees feel cared for, resulting in improved job performance and enhanced customer service levels. Adeyemi's (2010) study in Nigeria sheds light on the prevalent leadership styles among principals in senior secondary schools. The findings indicate that democratic leadership is common, but interestingly, teachers' job performance is observed to be better under autocratic leadership. Rowld and Schlotz (2009) and Imtiaz and Ahmed (2009) highlight the positive impact of supportive leadership on job performance without increasing work-related stress. Employees under supportive leaders exhibit better stress management and sustained high performance.

Yu (2017) and Yelamanchili (2019) noted that, supportive administrative style contribute to employee well-being and performance. This support can manifest in social, emotional, informational, instrumental, and rewards-based assistance. Khalid et al.'s (2021) study reveals that supportive leadership not only has a direct negative impact on job stress but also moderates the relationship between job stress and performance. Shin *et al.*, (2016) study in a South Korean engineering company shows that supportive leadership positively influences task performance and organizational citizenship behavior through mediating factors such as team commitment. Sarmah (2022) conducted a study based on self-determination theory, indicates that supportive leadership is linked to work engagement through job resources, while controlling leadership relates to exhaustion via job demands.

Thuku *et al.*, (2018) reported that, in Kenyan primary schools, there was positive correlation between head teachers' supportive leadership styles and teachers' job satisfaction, emphasizing the significance of a supportive school leadership culture. Mutonyi *et al.*, (2021) research highlights the positive and significant relationship between supportive leadership style and staff innovative behavior, suggesting that supportive leaders contribute to a culture of innovation. Oketch and Komunda (2020) results also emphasizes a strong relationship between supportive leadership style and staff motivation in private universities in Uganda, with Kampala International University serving as a case in point. The findings indicate that a supportive leadership approach positively influences employee motivation within the university context.

On the other hand, achievement-oriented leadership is characterized by leaders who set high performance expectations and challenge their team members to reach ambitious goals. Leaders using this style emphasize excellence, continuous improvement, and a results-driven approach (Saleem *et al.*, 2021). They provide clear direction, set challenging objectives, and encourage innovation and creativity within the team. Achievement-oriented leaders often provide constructive feedback, recognize outstanding performance, and create a culture that values high standards and accomplishments. This leadership style is associated with increased motivation, goal attainment, and a focus on continuous improvement (Syakur, 2020).

Recent research highlights the continued relevance and effectiveness of achievement-oriented leadership. Hassan *et al.*, (2023) found a positive association between achievement-oriented

leadership and employee engagement in the IT industry. Engaged employees are more likely to be productive, innovative, and contribute to organizational success. Similarly, a study by Wu (2021) revealed that, achievement-oriented leadership, coupled with supportive coaching behaviors, fosters higher levels of creativity and problem-solving within teams. This synergistic combination empowers individuals to tackle complex challenges and generate novel solutions.

Some of the key elements contribute to the effectiveness of achievement-oriented leadership include: Collaborative goal setting which involves team members in defining objectives fosters ownership and buy-in, leading to increased commitment and effort. As Van Quaquebeke *et al.*, (2023) emphasize, shared goals create a sense of shared purpose that unites and motivates individuals. Autonomy and empowerment which include granting individuals' decision-making authority and control over their work fosters a sense of agency and fuels intrinsic motivation. Wang *et al.*, (2022) suggests that, achievement-oriented leadership combined with autonomy leads to greater employee well-being and job satisfaction.

Regular feedback and recognition which provides a timely and constructive feedback keeps team members on track and highlights areas for improvement. Additionally, acknowledging and celebrating successes reinforces positive behaviors and motivates continued excellence. Achievement-oriented leadership is not without its challenges. Setting overly ambitious goals or neglecting to provide adequate support can lead to burnout and hinder performance. To navigate these pitfalls, leaders must strike a balance between setting high standards and ensuring their team feels equipped and supported to achieve them.

By embracing a collaborative, supportive, and achievement-oriented approach, leaders can cultivate high-performing teams, drive innovation, and propel their organizations towards sustained success. In today's ever-evolving business environment, this leadership style remains a valuable asset for navigating the path towards achieving remarkable outcomes. Combining both supportive and achievement-oriented leadership styles may seem distinct, effective leaders often integrate elements of both in their approach (Mohammed *et al.*, 2014). Balancing support and encouragement with a focus on challenging goals creates a dynamic leadership style that fosters both individual well-being and organizational success. Leaders who successfully blend these styles can create a motivated and engaged team that is not only satisfied and fulfilled but also driven to achieve high levels of performance and excellence.

This combination contributes to a positive organizational culture that values both the personal development of team members and the attainment of challenging objectives (Alyafei, 2023). In essence, the combination of supportive and achievement-oriented leadership styles creates a symbiotic relationship where educators feel supported in their personal and professional growth while being motivated to achieve high academic standards. This dual focus contributes to an environment conducive to effective teaching and learning, benefiting both educators and students. While the literature underlines the importance of supportive administrative styles and their positive impact on faculty morale, productivity, and growth, there exists a notable gap in understanding how these supportive attributes manifest within the specific context of HODs in tertiary

educational institutions in Borno State Nigeria. The lack of a focused investigation into the distinct characteristics and practices defining a supportive administrative style in this context hinders the development of targeted strategies to enhance organizational success and the overall educational experience for both lecturers and students.

Moreover, despite the acknowledged influence of HODs on steering departments towards their objectives and fostering positive work environments, there is a dearth of research specifically exploring how their supportive administrative styles directly contribute to the quality of teaching and learning experiences within tertiary institutions in the study area. Understanding the distinct dynamics of supportive administrative styles in the demesne of teaching and learning is essential for informed decision-making, strategic planning, and the continuous improvement of academic programs. Addressing this gap is crucial for elucidating the direct implications of HODs' leadership on effective teaching and learning in tertiary institutions.

Objectives of the Study

The objectives of the study are to determine the

1. Impact of Supportive Administrative Style of Head of Departments on Effective Teaching and Learning among Lecturers' in Borno State Tertiary Institutions.
2. Impact of Achievement Oriented Administrative Style of Head of Departments on Effective Teaching and Learning among Lecturers' in Borno State Tertiary Institutions.

Research Questions

The following research questions were answered:

1. Impact of Supportive Administrative Style of Head of Departments on Effective Teaching and Learning among Lecturers' in Borno State Tertiary Institutions.
2. Impact of Achievement Oriented Administrative Style of Head of Departments on Effective Teaching and Learning among Lecturers' in Borno State Tertiary Institutions.

Research Hypotheses

The following hypotheses were answered at 0.05 level of significant:

H₀₁: Impact of Supportive Administrative Style of Head of Departments has no significantly impact on Effective Teaching and Learning among Lecturers' in Borno State Tertiary Institutions.

H₀₂: Impact of Supportive Administrative Style of Head of Departments has no significantly impact on Effective Teaching and Learning among Lecturers' in Borno State Tertiary Institutions.

Methodology

This study employed a correlational research design, aiming to ascertain the extent of the relationship between two key variables: the 'supportive and achievement-oriented administrative style of Heads of Departments (HODs)' and 'effective teaching and learning' within higher institutions in Borno State, Nigeria. Correlational research is instrumental in establishing connections between variables, providing insights into predictive relationships and the interdependence of variables (Igoni *et al.*, 2004). The study focused on the entire workforce of five higher institutions in Borno State, Nigeria, with a sample drawn using a simple random sampling technique, specifically from HODs and academic staff across these institutions. The determination of the sample size adhered to Research Advisors' (2006) Sample Size Table, incorporating a degree of accuracy or margin of error at 0.05.

To measure the key constructs, 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, resulting in reliability indices of 0.81 and 0.74 for the directive and participatory administrative styles of Heads of Departments, respectively. The collected data were analyzed using charts, frequency counts, simple percentages and Pearson's Product Moment Correlation Coefficient, providing a robust framework for exploring the relationships and predictive dynamics between the identified variables. This methodological approach enhances the study's credibility and contributes to the depth of understanding regarding the impact of administrative styles on the efficacy of teaching and learning in higher education institutions.

Results

Distribution of the respondents by institutions

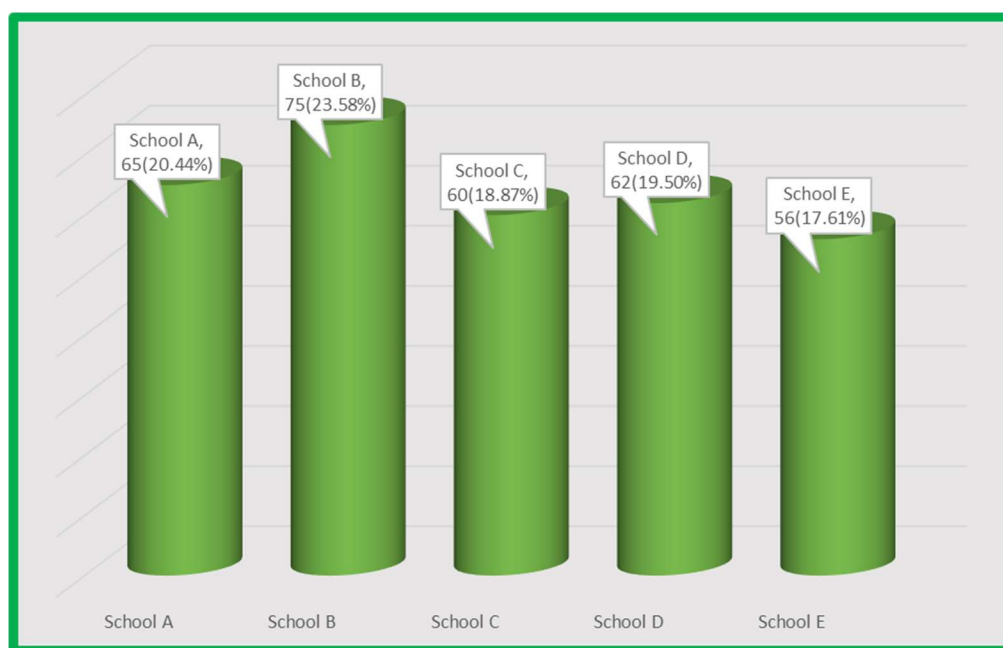


Figure 1: Bar-chart showing the distribution of the respondents based on institutions

Figure 1 illustrates the distribution of respondents across five schools (Schools A to E) in the study, presenting both the frequency and percentage of participants from each school. School A comprises 65 respondents, representing 20.44% of the total sample, while School B has 75 respondents, accounting for 23.58%. School C and School D contribute 60 and 62 respondents, respectively, making up 18.87% and 19.50% of the participants. School E, with 56 respondents, constitutes 17.61% of the overall sample. The total number of respondents across all schools is 318, and the percentages reflect the proportional representation of each school within the entire participant pool, offering insights into the distribution of respondents among different educational institutions in the study.

Research Question One: What is the level of relationship between supportive administrative styles of Head of Departments and effective teaching and learning in higher institution in Borno State, Nigeria?

Table 1: Frequency and percentage distribution of the respondents on the supportive administrative style of Head of Departments and effective teaching and learning in higher institutions in Borno State

S/N	ITEMS	RESPONSES			
		SA	A	DA	SD
1.	Our HOD maintains a friendly working relationship with lecturers	75 (23.58%)	156 (49.06%)	69 (21.70%)	18 (5.66%)
2.	Our HOD does little things to make it pleasant to be lecturers	69 (21.70%)	128 (40.25%)	86 (27.04%)	35 (11.01%)
3.	Our HOD says things that hurts lecturers personal feelings	15 (4.72%)	32 (10.06%)	190 (59.75%)	81 (25.47%)
4.	Our HOD helps lecturers overcome problems that stop them from carrying out their tasks.	66 (20.75%)	156 (49.06%)	72 (22.64%)	24 (7.55%)
5.	Our HOD behaves in a manner that is thoughtful to lecturers' personal needs	83 (26.10%)	128 (40.25%)	86 (27.04%)	21 (6.60%)

Results from table 1 revealed that 75(23.58%) of the lecturers strongly agree and 156(49.06%) agree that their HODs maintains a friendly working relationship with lecturers, 69(21.70%) strongly agree and 128(40.25%) agree that their HOD does little things to make it pleasant to be lecturers, 15(4.72%) strongly agree and 32(10.06%) strongly agree that their HOD says things that

hurts lecturers personal feelings, 66(20.75%) strongly agree and 156(49.06%) agree that their HODs help lecturers overcome problems that stop them from carrying out their tasks while 83(26.10%) of the lecturers strongly agree and 128(40.25%) agree that their HODs behave in a manner that is thoughtful to lecturers' personal needs.

Research Question Four: What is the level of relationship between achievement-oriented administrative styles of Head of Departments and effective teaching and learning in higher institution in Borno State, Nigeria?

Table 2: Frequency and percentage distribution of the respondents on the achievement-oriented administrative style of Head of Departments and effective teaching and learning in higher institution in Borno State, Nigeria

S/N	ITEMS	RESPONSES			
		SA	A	DA	SD
1.	Our HOD let lecturers know what they are expected to perform at their highest level	66 (20.75%)	153 (48.11%)	62 (19.50%)	37 (11.64%)
2.	Our HOD sets goal for lecturers' performance that are quite challenging	69 (21.70%)	126 (39.62%)	82 (25.79%)	41 (12.89%)
3.	Our HOD encourages continual improvement in lecturers' performance	74 (23.27%)	128 (40.25%)	82 (25.79%)	34 (10.69%)
4.	Our HOD show some doubt about lecturers' ability to meet most objectives	20 (6.29%)	72 (22.64%)	131 (41.19%)	95 (29.87%)
5.	Our HOD consistently sets challenging goals for lecturers to attain	54 (16.98%)	185 (58.18%)	70 (22.01%)	9 (2.83%)

Results from table 2 shows that 66(20.75%) of the lecturers of tertiary institutions strongly agree and 153(48.11%) agree that their HODs let them know what they are expected to perform at their highest level, 69(21.70%) strongly agree and 126(39.62%) agree that their HODs set goal for lecturers' performance that are quite challenging, 74(23.27%) strongly agree and 128(40.25%) agree that their HODs encourage continual improvement in lecturers' performance, 20(6.29%) strongly agree and 72(22.64%) agree that their HODs show some doubt about lecturers' ability to meet most objectives and also 54(16.98%) strongly agree and 185(58.18%) agree that their HODs consistently set challenging goals for lecturers to attain.

Hypothesis One: There is no significant relationship between supportive administrative styles of Head of Departments and effective teaching and learning in higher institution in Borno State, Nigeria.

Table 3: Summary of the Pearson Product Moment Correlation Coefficient on the relationship between supportive administrative styles of Head of Departments and effective teaching and learning in higher institution in Borno State

Variable	N	Mean	SD	r	p-value	Remark
Supportive Leadership Style	318	14.98	2.48			
				0.758	0.00	Reject H ₀₁
Effective teaching and learning	318	29.72	2.48			

Table 3 gives the summary of the Pearson Product Moment Correlation Coefficient on the relationship between supportive leadership style of Head of Departments and effective teaching and learning in higher institution. Results revealed that there was strong positive relationship between supportive leadership style of HODs and effective teaching and learning in higher institution with Parson Product Moment Correlation Coefficient $r = 0.758$. The result also revealed that the relationship between supportive leadership style of HODs and effective teaching and learning in higher institutions is statistically significant with p-value (0.00) less than the level of significant ($\alpha = 0.05$). Therefore, hypothesis one is rejected.

Hypothesis Two: There is no significant relationship between achievement-oriented administrative styles of Head of Departments and effective teaching and learning in higher institution in Borno State, Nigeria.

Table 4: Summary of the Pearson Product Moment Correlation Coefficient on the relationship between achievement-oriented administrative styles of Head of Departments and effective teaching and learning in higher institution in Borno State

Variable	N	Mean	SD	r	p-value	Remark
Achievement-oriented	318	14.99	2.69			
				0.446	0.00	Reject H ₀₂
Effective teaching and learning	318	29.72	8.11			

Table 4 gives the summary of the Pearson Product Moment Correlation Coefficient on the relationship between achievement-oriented leadership style of Head of Departments and effective teaching and learning in higher institutions. Results revealed that there was strong positive relationship between achievement-oriented leadership style of HODs and lecturers' job

performance with correlation coefficient $r = 0.678$. The result also revealed that the relationship between achievement-oriented leadership style of HODs and effective teaching and learning in higher institutions is statistically significant because the p-value (0.00) is less than the level of significant ($\alpha = 0.05$). Therefore, hypothesis two is rejected.

Conclusion and Recommendation

This study investigated the impact of Heads of Departments' (HODs) administrative styles on effective teaching and learning in higher institutions in Borno State, Nigeria. The analysis focused on two key administrative styles: supportive and achievement-oriented. Results revealed a significant positive correlation between supportive administrative styles and effective teaching and learning. Lecturers acknowledged the friendly working relationships with HODs, emphasizing the importance of maintaining a positive work environment and providing support to overcome challenges. Additionally, the study found a strong positive correlation between achievement-oriented administrative styles and effective teaching and learning. Lecturers expressed agreement that HODs who set challenging goals, encouraged continual improvement, and provided clear expectations positively influenced job performance, contributing to an enhanced educational experience.

The rejection of the null hypotheses for both supportive and achievement-oriented administrative styles highlights the significance of these leadership behaviors in shaping the educational landscape. The study's findings suggest that a balanced integration of supportive and achievement-oriented practices by HODs can foster a conducive learning environment, cultivate positive relationships among academic staff, and ultimately contribute to the overall effectiveness of teaching and learning in higher education institutions in Borno State, Nigeria. These insights highlight the importance of strategic leadership approaches in educational settings and offer valuable considerations for policymakers, administrators, and educators seeking to enhance the quality of higher education in the region.

In conclusion, the results affirm that both supportive and achievement-oriented administrative styles play crucial roles in shaping the dynamics of higher education institutions. A combination of these styles can contribute to a positive work environment, foster strong relationships, and set challenging goals, ultimately enhancing the overall effectiveness of teaching and learning in tertiary institutions in Borno State, Nigeria.

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