EFFECT OF LEADERSHIP STYLES ON PERFORMANCE OF ACADEMIC STAFF IN KADUNA STATE UNIVERSITY (KASU)

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ZARIA, NIGERIA

NOVERMBER, 2021

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF SCIENCE (M.SC) IN PUBIC ADMINISTRATION

DEPARTMENT OF PUBLIC ADMINISTRATION,

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AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

NOVERMBER, 2021

DECLARATION

I declare that the work in this dissertation entitled "Effect of Leadership Styles on Performance of Academic Staff in Kaduna State University'' has been carried out by me in the Department of Public Administration. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

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CERTIFICATION

This Dissertation entitled ‘ EFFECT OF LEADERSHIP STYLES ON STAFF PERFORMANCE IN KADUNA STATE UNIVERSITY’’ by Badirudeen Tunde MURAINA meets the regulations governing the award of the Degree of Master of Science (MSc. Public Administration) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

Leadership style plays a very significant effect on the performance of employees in any organization, be it private organization or public organization, University inclusive. This work assessed the effect of leadership style on performance of academics staff in Kaduna State University (KASU). Kaduna State University is endowed with human and material resources, when developed can enhance its productivity and make University one of the Universities in Nigeria. However, despite the enormous human and material resources at its disposal, not much is seen in term of productivity and general development. The main objective of this study is to assess the effect of leadership styles on performance of academics staff of KASU. The survey method was employed through administration of 234 questionnaire and statistically presented and analyzed 211 returned responses with the used of descriptive table as well as regression model respectively. The study revealed that, Democratic, autocratic and laisses_faire leadership styles have significant positive relationship with performance of academics staff of KASU. We recommend the use of the three leadership styles to stimulate the performance of the academics staff but more of democratic leadership style than other two leadership styles.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The main drivers of any organization are the human resources and human developmental effort and attainment of organizational objectives is impossible without leadership. The improvement in organization performance will not be possible without the effective input of employee ability, motivation and most significantly the leadership skills that strengthen the creativity and innovation of the staff. Leadership issues have severally been discussed in the domain of organization discourse. This is because of its significance in attaining organizational goals and objectives.

The very purpose of leadership is in overall accomplishment of the organization goals and objectives, (Osabiya and Ikenga, 2018), which means the essence of leadership in organization is to ensure that, the goals and objectives of organization are achieved through the effort of employees. According to Ogbah (2015), leadership is the manner in which the leader executes and motivates his subordinates towards accomplishing the organizational goal. This means to get maximum result, organizations or institutions need to have a leader that can effectively discharge his duties through the instrumentation of good leadership styles. Obiwuru, Okwu, Akpa, and Nwankwere, (2014), posit that, the ability of management to execute collaborate efforts depends on leadership capability. Hence, an effective leader does not only inspire

subordinates critical potential to enhance efficiency but also meets their requirement in the process of achieving organizational goals (Lee & Chiange, 2014).

Northouse (2014) asserts that, ineffective or inappropriate leadership style can directly affect the performance and retention of employees in contemporary organizations. Without leadership organization cannot survive. Leadership transforms potential into reality. It is ultimate act which brings to success all the potential that is in organization and its people. In the past year, leadership has emerged as a new effective approach for managing the employees and organization at large. The traditional concept of personnel administration has gradually been replaced with the human resources management. This gives importance to the strategic integration of new leadership style into effective management of employees and to improve the employee's performance. It is important to note that, there are various kinds of leadership styles that can be employed in an organization and each leadership styles has its own peculiar advantage and disadvantage (Johnson, 2015 as cited by Segun, 2015).

The University systems are essentially composed of people, structure and technology that require an effective and proactive leadership to thrive in this present century. For a University system to deliver qualitative service through staff, in the areas of manpower development, capacity building, research and community development services, effective and result – oriented leadership styles and approach remain important.

Nigeria organizations generally and particularly universities have suffered leadership problem that have come to the front in recent time. These problems manifest themselves informs of organizational politics, power tussle, insubordinates, tribalism, and suppression etc. In some cases, however, a lack of conceptual clarity of the term leadership magnifies these problems.

For instance, a common practice predominately in universities and other academic institutions when organization fails to achieve its objectives, the employees will blame the leaders in some cases. In other cases, when an organization fails, the leader blames employees, (Habeeb and Ibrahim, 2017). Currently, Nigerian universities are ranked below the first hundred universities in the world and have suffered variously from administrative lapses that continuously retard the growth of the system (UNESCO 2017).

Effective leadership is widely accepted as important in setting strategic goals, policy development and practice within the University. Universities are renowned worldwide as embodiment of knowledge and are thus expected to blaze the trail in application of such knowledge. Theories and policies abound that guide leadership selection process of universities and the policy direction accordingly. Bello (2017) posited that, most Universities are self-style by the sitting vice chancellors who run these universities base on personal intuitions without recourse to lay down administrative and management practices. This results in unending industrial disputes between management of most Universities. In the past decade, a significant number of Nigerian Universities have experienced one form of industrial action or the other and leadership is a predominant in these disputes and these occurrences retard the system and ultimately affect all stakeholders (Bello, 2017).

The mandate of University is to provide a very sound and qualitative education to enable the product of the system function effectively in any environment in which they find themselves. However, these mandates are to be achieved through teaching, research and dissemination of existing new knowledge and the pursuit of service to the community and this cannot be achieved without leadership.

Kaduna State University is endowed with adequate and effective human and material resources which when developed can enhance its productivity and make the university one of the best universities in Nigeria. However, despite the enormous human and material resources at its disposal, not much is seen in term of productivity and general development. It is on this note that the researcher intend to assess the effectiveness of leadership style on the performance of academic staff of Kaduna State University.

1.2 Statement of the Research Problem

The survival and development of any organization, be it public organization (Universities inclusive) or private organization in Nigeria, basically depends on the effective leadership style adopted by leaders or managers heading the organization that will ensure employees commitment and performance. Leadership style is a key in realizing progress in the performance of academics staff too in Nigerian University system. It is also an issue of concern that Nigerian Universities should pay serious attention to the leadership style prevalent and relevant to their setting. Leadership style refers to a leader characteristics behavior when directing and managing groups of people towards achieving effective performance and productivity of employees, academics staff inclusive (peter, 2016).

Leadership style plays major role in determining the performance of academics, and leadership style is also a key to success or failure to any organization. It could be perceived as a process of working through people accomplish organizational goal and objectives through greater employees performance. Performance of academic staff in the Nigerian University

System is always defined by teaching, research and community service but still the academics performance in Kaduna State University is not commensurate , as report showed that, the faculty in the said University are not highly committed to teaching in which the graduates output for Kaduna State University of the year 2019 was 25% (n=1114) as against the number of students entrants which was 4290 of the 2015/2016, and in term of publications, the reports showed that only 12 academics papers were published in academic reputable journal (Kaduna State University Annual Reports, 2019), these could be attributed to inappropriate adoption of leadership style in Kaduna State University, strict and closed supervision by their respective heads which may likely reduce academic freedom of faculty being enjoyed in the University System. Another report by Nigerian University commission showed that quality of graduates is very poor as attributed to inadequate teaching, insufficient research publications and no involvement in community services which are regarded as barriers bedeviling the survival and development of university education system. (NUC, 2017)

Although several studies have been conducted on the effect of leadership styles on performance of academic staff (Munirat & yusuf, 2017, Raimond & Modesta,Williams, Ruth & Peter, 2014, Jerome, 2018), revealed posistive effect , nevertheless, scholar like Awolusi, Onikpyi and Akindele (2015); Barnard and Jane (2019); and Odunlami, Awosusi and Awolusi(2017) argued that further research in this area is needed to unravel whether the same form of leadership style have positive effect on performance of academics staff in Higher Education Institutions, University inclusive, at different geographic areas. To address this gap, this study intents to address the effect of leadership styles on performance of academics staff in Kaduna State University. It has been observed that the presence of effective leadership style

in University system will serve as a good signal to improve the performance of academics towards achieving full academic performance

1.3 Research Questions

In the light of the foregoing, this study hopes to provide answers to the following research questions:

i. How does democratic leadership style affect performance of academic staff of Kaduna State University?

ii. How does autocratic leadership style affect performance of academic staff of Kaduna State University?

iii. How does laissez-faire leadership style affect performance of academic staff of Kaduna State University?

1.4 Research Objectives

The broad objective of the study is to assess effect of leadership style on performance of academic staff of Kaduna State University

The specific objectives of this study are to;

i. Examine the effect of democratic leadership style on performance of academic staff of Kaduna State University.

ii. Find out the effect of autocratic leadership style on performance of academic staff of Kaduna state university.

iii. Ascertain the effect of laissez-faire leadership style on performance of academic staff of Kaduna state University.

1.5 Hypotheses of the Study

The hypotheses was tested in null forms.

H_{01} There is no significant relationship between democratic leadership style and performance of academic staff of Kaduna state university.

H_{02} There is no significant relationship between autocratic leadership style and performance of academic staff of Kaduna state university.

H_{03} There is no significant relationship between laissez-faire and performance of academic staff of Kaduna state university.

1.6 Significance of the Study

Although several studies have been conducted on the effect of leadership styles on performance of academic staff (Munirat & yusuf, 2017, Raimond & Modesta,Williams, Ruth & Peter, 2014, Jerome, 2018), revealed posistive effect , nevertheless, scholar like Awolusi, Onikpyi and Akindele (2015); Barnard and Jane (2019); and Odunlami, Awosusi and Awolusi(2017) argued that further research in this area is needed to unravel whether the same form of leadership style have positive effect on performance of academics staff in Higher Education Institutions, University inclusive, at different geographic areas. To address this gap, this study intents to address the effect of leadership styles on performance of academics staff in Kaduna State University. It has been observed that the presence of effective leadership style

in University system will serve as a good signal to improve the performance of academics towards achieving full academic performance.

The study will benefit university policy makers whereby valuable information on the extent to which leadership styles, such as democratic, autocratic, and lasses-faire affect the performance of the academic staff working in Kaduna state university.

Secondly, the study will benefit the university staff by improving on their performance towards their clients (students and other stakeholders of the Kaduna state university).

Finally, the study will benefit and help the future researchers as their guide and also bridge some gaps that the previous researchers left as far as effectiveness of leadership style on staff performance is concerned.

1.7 Scope and Limitation of the Study

This study is to specifically seek to determine the relationship between democratic leadership style and staff performance, autocratic leadership style and staff performance and laissez-faire leadership style and performance of academic staff of Kaduna state university.

The period between 2012 to 2019 was considered for this study. We looked at the two different leadership tenures, the tenure of vice chancellor, professor William Barnabas Qurix, 2012 to 2016 and professor Muhammed Tanko, 2017 till date, the period was considered for this study, this being the period during which university faced major challenges in term of leadership issues and performance. The entire population of academic staff of Kaduna State

University was considered for this study The independent variables in this study is leadership style which include democratic, autocratic and laissez-faire leadership styles, these styles were considered in this study because they are more applicable in public sector. The limitation of this study is inability of the researcher to have access to the top management of the Kaduna State University such as Vice- chancellor, deputy vice- chancellor directors and Deans of some Faculties

1.8 Operational Definition of Key Terms

1.8.1 Leadership : This is the process of influence the subordinates to achieve a set goals and objectives, University leaders are Vice chancellors, Deputies Vice chancellors, Deans, Directors and Head of the Departments

1.8.2 The indicators of democratic leadership styles are

i Encouraging employees to grow on the job and be promoted

ii Developing plan to help employees evaluate their performance.

iii Allowing employees to establish goals.

iv Recognizing and encourage achievement

Indicators of autocratic leadership style are

i Relying on threat and punishment to influence employees

ii Not trusting employees

iii Not allowing employees input

iv Not encouraging employees personal development

Indicators of laissez-faire leadership style are

i Very little guidance from leaders

ii Ensure freedom for followers to make decisions

iii Group members are expected to solve problem on their own.

Staff performance: The job related activities of academic staff and how well those activities are executed to achieve University goals. In this study, effective research output and teaching were used to measure the performance of academic staff.

Academic staff: These are those who engaged in teaching, research and community service in the University. The carrier structure of these categories of staff range from Graduate Assistant to Professor in the University.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews related literature on leadership styles, staff performance, the relationship between leadership styles and staff performance. Also empirical review, theoretical review and theoretical framework

2.2 Literature Review

2.2.1 **Concept of Leadership**

Stoner, (1995) says "leadership is the process of directing and influencing the task related activities of group members. It is also the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals. According to Luthans (2002) says that effective leader cannot exist without the full inclusion, initiatives and the co-operation of the employee. Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals, (Krieltner and Kinicki 2002). Koontz (1999) defines leadership as the rare ability to inspire followers to apply their full capabilities to a project. Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse, 2010; Yuki, 2005).

There are two basic elements in the definition of leadership which are:-

a. Power and Influence: Leadership is a relationship between people in which influence and power are evenly distributed on a legitimate basis. The power may be given to the leader by the consent of the group members by a contractual work agreement or law, it is his to exercise.

b. Followers: there is no leadership in isolation of followers, if you want to know whether you are a leader, see if there is someone following you and since one cannot really coerce people to behave in appropriate ways. Leadership implies that followers must explicitly or implicitly consent to their part in this influence relationship. In effect, followers voluntarily relinquish to the leader their right to make certain independent decisions (Fielder and Chemers, 1974).

2.2.2 Differences between Leadership and Management

According to Filley (1976), the starting point to understand leadership is to distinguish it from management. Management can be defined as a process, mental and physical whereby subordinates are brought to execute prescribed formal duties and to accomplish certain given objectives. Leadership in contrast, is a process whereby one person exerts social influence over the members of a group. A leader then is a person with power over others who exercise this power for the purpose of influencing their behaviors. Fielder (1959) everyone whose work involves direction and supervision of other people is in a leadership position. So managers who supervise people are leaders. However some like the managers of a stock room or a ticket officer who manage things and may not have supervision of employee are not leader. It is equally obvious that many leaders are not managers. A man may have power to influence without having a formal managerial position; he may be an informal work group leader, a union steward, the captain of football team etc. On the other hand while most managers are indeed leaders, the leadership functions they perform are only a part of their managerial job. Managers prepare budget, write letters, negotiate with customers and perform other function which do not involve supervision or direction of subordinate. Leadership only represents one of the most important dimensions of managerial accomplishment.

2.2.3 Democratic Leadership Style

The democratic leadership is also known as participative leadership style. It is a leadership style that encourages employees to participate in decision-making process in the organization. A democratic manager keeps his employees informed about everything that affects their work and shares decision-making and problem solving responsibilities (Swarup, 2013). Ushie, Agba, Ogaboh, and Chieng (2010) state that in a democratic leadership style, the manager

delegates‟ authority to subordinates while retaining the ultimate responsibility. In the various views of Zervas& David (2013) and Iheriohanma,Wokonia, Nwokorie (2014), democratic leadership style tends to foster responsibility, flexibility, and high morale that will result to improved employees‟ performance.

Despite the benefits associated with democratic leadership style, it is still fraught with some pitfalls. Donna (2011) stressed that the democratic leadership is marked by several drawbacks that must be overcome to ensure its effectiveness in the organization. He pointed out five basic challenges of the democratic leadership style to include: competency, crises, consensus, pseudo-participation, and adherence. He further concluded that overcoming these five negatives of the democratic leadership style will allow organizations to fully benefit from the advantages of this management style such as higher employee performance, satisfaction and better retention rates.

2.2.4 Autocratic Leadership Style

This leadership style is often classified as the classical approach (Swarup, 2013). It is a style of leadership where a manager is the most powerful entity, the primary decision maker and authority (Gordon, 2013). This style of leadership is based on the traditional premise that leaders are good managers who direct and control their people. Those followers (employees) are obedient subordinates who follow orders (Ali, Ismael, Mohamed & Davoud, 2011). This position is supported by Gordon (2013) that employees under autocratic leadership style are expected to follow the orders of their manager even if they do not agree or do not receive any explanation.

She argued that in order to motivate employees, managers using autocratic leadership styles often employ a set of rewards and punishments that are highly structured. Zervas and David

(2013) posit that an autocratic leader accomplishes ends through imparting a clear, compelling vision, sees to it that the vision is built into strategic planning, and that it guides action throughout the organization.

They stress that autocratic leaders provide clear directions, monitor progress closely, and convince subordinates of the position of management. Gordon (2013) stated that organizations with an autocratic style of leadership have instances of employee absenteeism and unusually high turnover. She maintained that employees‟ problems with autocratic leadership include the idea that managers do not trust their employees, the fact that managers often use punishment or threat to motivate employees, and the fact that employees‟ input is generally not valued. She further stressed that autocratic leadership often has a negative effect on employees‟ morale. She went further to state that when talented employees are confronted with an autocratic leader, they become more passive, aggressive, and often tend to leave the organization and, in some cases, the employees may also feel resentful and look for ways to get their managers in trouble, a situation which may lead to paranoia on the part of the manager. Ushie (2010) in support of this position, posit that autocratic leadership style creates two types of behavior. It makes workers to be either aggressive or apathetic and withdrawn. In the overall assessment of the characteristics of autocratic leadership style, it implies that an organization with this style of leadership will witness a high level of employees‟ discontent which its resultant effect will be employees "low performance and turnover in the organization.

This is because in this knowledge - based economy, employees prefer organizations that will offer them the opportunity for creativity and innovativeness in order to show case their critical talents and skills. This is pertinent because one of the principles of organizational

effectiveness is team work and sharing of ideas which help to bond of relationship and increase productivity in organizations. When employees are provided with such participatory opportunities in workplace, they intend to perform in their optimal level and stay in such organization.

2.2.5 *Laissez-faire leadership style.*

Laissez-faire is a French phrasing which means “leave it be. It describes leaders who allow their people to work on their own (Alan, 2013). The term laissez-faire was originally used relative to mercantilism, and is defined in economics and politics as an economic system that functions best when there is no interference by government, and is considered a “natural” economic order that procures the maximum well-being for the individual and extends to the community (Ronald, 2011).

The laissez-faire leadership style is also known as the “hands-off style. Kendoa (2013) posits that laissez-faire leadership involves giving the group members the freedom to make the decisions. Muhammad & Usman (2012) assert that laissez faire style of leadership gives more opportunities and least possible guidance to employees in decision making in the organization.

Alan (2013) stressed that a laissez-faire leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. The leadership style is most likely to be effective when individual team members are experienced, highly skilled, trustworthy, motivated and capable of working on their own. Swarup (2013) suggested that laissez-faire leadership style should not be used when, it makes employees feel unsure at the unavailability of a manager, the manger cannot provide regular feedback to let employees know how well they are doing, managers are unable to appreciate employees for their good

work, and the manager does not understand his responsibilities and is hoping that the employees can cover for him. The laissez-faire leadership style has been criticized for its negative effect in the organization. Alan (2013) opined that the leadership style can be damaging if the team members do not manage their time well or if they do not possess the knowledge, skills, or motivation to do their work effectively.

Ronald (2011) argued that laissez-faire leadership style can lead to anarchy, chaos, and inefficiency. In spite of these identified downsides of laissez-faire leadership style; some positive aspect of the leadership style has also been supported by Alan (2013) he posits that the main benefit of laissez-faire leadership style is that it gives team members much autonomy; it can lead to high job satisfaction and also increased productivity in the organization. This suggests that if employees under laissez-faire leadership feel satisfied on their job, it believes that such a leadership style could improve employees‟ performance. The problem with the above in the African context is that laissez-faire has been hardly practiced in totality due to the interference of politics because the employees need to be monitored and the level of personal drive and discipline is challenged.

Transformational Leadership Style

Transformational leadership is observed when leaders encouraged followers to boost the level of their morale, motivation, beliefs, perceptions, and coalition with the objectives of the organization. Burn stresses further that a transformational leader needs to have a solid understanding of the necessary goals to be successful and be articulated in explaining those goals and the method through which they are to be achieved (Rich, 2013). In the views of Mervely, *Nico,Barbara and Kai* (2011), transformational leadership may be seen as

encouraging followers to carry out their work in a promotion- based manner, and accordingly elicit fit for those who prefer to use promotional means of self-regulation.

Transformational leadership style has been proven to be the most effective style of leadership (Obasan & Hassan, 2014). Transformational leadership serves to change the status quo by articulating to the followers the problems in the current system and a compelling vision of what a new organization could be achieved. There are four components of transformational leadership that are prescribed by scholars. These are: Charismatic, inspirational motivation, intellectual stimulation, and individual consideration (Obiwuru, Okwu, Akpa, andNwankwere, 2011). A person with this leadership style is one who inspires his or her team members with a shared vision of the future. They are able to alter the beliefs and attitudes of their followers and inspire them to subordinate their own interests for the good of the organization.

Transformational leaders are highly visible and spend a lot of time communicating. Again, these leaders are able to facilitate new understandings by inspiring or altering awareness of issues which easily translate into excited and inspired followers who are willing to put forth exceptional efforts to achieve specific goals. Hill, Seo, Kang, & Taylor, (2012) they discussed the effects of transformational leadership on the normative commitment of employee towards their organization.

According to the survey, it was shown that different hierarchical levels in an organization bring a little difficulty when a change needs to be implemented within the firm. Whereas, if direct manager follows transformational approach and encourages the employees towards the change in a more positive way then there are more chances of less change resistance and high

adaptability. Joo, Jun Yoon, & Jeung, (2012) presented in his study that employees are more satisfied and committed to their organizations when there is a friendly environment, their leader has the courage to share his vision and articulate the mission in a friendly and good atmosphere. Most of the employees expect their leader to allow them to participate and share thoughts when making a decision as a whole.

Servant Leadership

According to Greenleaf & Spears (2002), servant leadership is demonstrated in a leader's desire to motivate and guide followers, offer hope, and provide a more caring experience through established quality relationships. Whetstone (2002) added that the imperative servant leaders desire to serve the needs and desires of followers must supersede the leader's personal interests. Servant leaders demonstrate a sense of moral responsibility and respect for followers as they inspire followers to grow and to develop (Greenleaf, 1997).

Charismatic Leadership Style

The concept is derived from the Greek word charisma which means “divinely inspired gift” (Stephen, 2013). Charismatic leadership style is the leadership style that has his influence springing mainly from the personality of the leader (Eze, 2010). David (2013) stated that in a charismatic leadership style, leadership is achieved through setting an example, rather than through instruction or intentional staff development, establishment of high standards, and through impart enthusiasm evidences abound on the positive correlation between charismatic leadership and enhanced organizational performance (Conger, Kanungo, and Menon, 2000). Alan (2013) opined that charismatic leadership style is related to transformational leadership. This is because these inspire enthusiasm in their teams and are energetic in motivating others

to move forward. This excitement and commitment from the team is an enormous benefit both to the individual and the organization.

The above review has revealed the positive and negative aspects of charismatic leadership. For an organization that wants to retain its critical and talented workforce, it is therefore suggested that the socialized charismatic leadership is encouraged. This is because an effective socialized charismatic leader can revolutionize an organization and inspire employees to enhanced performance (Stephen, 2013), unlike the personalized charismatic leader that focuses on his personal advancement and interest.

Charismatic leader can easily breed frustration, revolution and apathy the most talented employees, thereby running the employees interest and organizational goals, this in turn can hamper performance.

Transactional Leadership

Transactional leader approaches followers with an eye to exchanging one thing for another; transactional leaders identify what the followers want from their work and try to offer that in exchange for accomplishing organizational objectives; in other words, transactional leaders rely on follower's self-interest for motivation. As long as the followers do their job, the rewards or promises of rewards are fulfilled by the leader (Bass, 2008). Transactional leaders display behaviors associated with both constructive and corrective aspects. The constructive behavior style is labeled contingent reward and the corrective style is labeled management-by exception. Contingent reward involves the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved.

2.3 Academic Performance

Academic Performance has been conceptualized by various scholars under different perspective, for instance, scholar like Altbach, Scott and Ssenga as cited by Peter, Hamish and Leo (2013) conceptualized it as a process of assessing, summarizing and developing the work performance of any academic staff employed and retained procedurally in line with the Staff Condition of Service within the University system. Academic performance has been defined as the overall expected values from academics staffs attitudes carried out over the course of a set of time in academic environment which is to be assessed and appraised periodically (Adenike, 2011; Sunday & Mathew, 2017; Patrick, 2003). Academics performance means the extent to which academic staffs demonstrate certain work behavior in the Nigerian Universities, and the outcomes of their academic services delivery, are portrayed obviously. Academic Performance is relating to education, especially at college or University level which is the act of performing or doing something successfully using knowledge, research, publication and community and or administrative services as distinguished from merely processing others employees performance

2.4 Empirical Studies

Studies have been carried out by various researchers on leadership style under many perspective as well as its effect and impact on performance of employee, academic staff inclusive, in Nigeria. For instance, Raimond and Mondesta (2014) analysed the impact of leadership style on job satisfaction and performance in Higher Education Institutions in Lithuania. The study examined six different styles of leadership, viz: coach leadership style, specialist leadership style, servant leadership style, autocratic leadership style, transformational leadership style and transactional leadership style. The study used survey

method with internet questionnaire as instrument of data collection. And both frequency table and correlation tool were used for description and analysis respectively. The study revealed the significant of impact of leadership style on satisfaction and performance of faculty, where servant and autocratic leadership styles have been to have highest positive significant impact on job satisfaction and performance.

Munirat Yusuf (2017) supported the work of Raimonda and Modesta (2014) by investigating the causal relationship between Universities performance as organization and the leadership styles prevalent in the University. The study analysed two different styles of leadership, thus: autocratic leadership style and democratic leadership style. The population of the study was 3915 from six different universities that cut across six geopolitical l zones in Nigeria. The chi-square tool of analysis was used, and the study established a significant impact of leadership style on performance of University staff.

Similarly to the work of Munirat and Yusuf (2017) is Jerome (2018) who also investigated the nexus between leadership style and job satisfaction of library staff in private Universities in South –west, Nigeria. The study examined autocratic, democratic and laissez-faire leadership styles. Survey research design was adopted. The population of the study 361 library staff. Findings revealed that the level of job satisfaction of library staff was low and that the most practice leadership style is autocratic. It also revealed a significant relationship between leadership style and job satisfaction ($r = 0.028$, $p < 0.05$), the study concluded that leadership style contributed significantly to the low level of job satisfaction

Ebrahim(2018) carried out a study on effect of democratic leadership style on employee performance in twenty organizations in United Arab Emirate(UAE).The objective of that

study was to investigate the effect of democratic leadership style on employees performance. The mixed method approach was used (quantitative and qualitative) to generate data. Pearson correlation was used as statistical tool for the analysis in that study. The study found out that, democratic leadership style has positive significant relationship with employee performance. The study recommended the continuation of democratic leadership style in those organizations.

Jember (2015) carried out a research on impact of democratic leadership style on employee performance. The study area of kaffa zone higher public educational institution in Ethiopia. The objective of that study was to examine the effectiveness of democratic leadership style on employee performance. Mixed method was used in that study (quantitative and qualitative) research methodology were used .The study used Pearson correlation as statistical method analysis. The study revealed that democratic leadership style has positive significant relationship on employee performance. The study recommended that, the leadership of that institution should continue to use democratic leadership style

Mawoli, Muhammed, and Sarkin-Daji (2013) carried out a study on effect of democratic leadership style on employee performance in Federal Medical Center; Bida, Niger State. The objective of that study was to examine the effect of democratic leadership style on employee performance of health workers at Federal Medical Center, Bida, Niger State. The study made used of survey research method and linear-regression analytical tool was used to test the hypothesis. The study found that, democratic leadership style has positive significant effect on job performance of health workers in Federal Medical Center. Bida, Niger State. The study recommended more use of democratic leadership style in that organization.

Celestine. (2015) carried out a study on effect of autocratic leadership style on employee performance at Bank of Agriculture in Kenya. The objective of that study was to investigate the effect of autocratic leadership style on employee performance. Cross section descriptive survey research was adopted in that study. Pearson correlation and regression analysis were used in that study to assess both relationship and effect as per the hypothesis. The study found that autocratic leadership style had insignificant relationship with employee performance. It means Autocratic leadership style had negative effect on employee performance. The study recommended that, since autocratic leadership style had negative effect on employee performance, the leaders of that organization should try to avoid this type of leadership style.

Joyce, Abdul and Zubair (2018) carried out research on autocratic leadership style and its impact on employee performance. A causal research design was used to carry out that research. In that study, middle management employers from service sector at different location Wang Valley in Malaysia was used. Regression analysis was conducted to analysis the data using SPSS21. The result showed that, autocratic leadership style has positive and significant influence on employee performance. The study suggests that leaders with extremely distinguish styles have more influence on employee performance. The study concluded that, the autocratic leadership style is useful in the short term.

Veronica (2018) conducted a study on impact of autocratic leadership style on employee performance, a study on private organization in Malaysia. The purpose of that study was to investigate the impact of autocratic leadership style on employee performance. The study used quantitative approach and questionnaire was used. A five- point's liker scale questionnaire was used to determine the impact of autocratic leadership style on employee performance. The study made used of regression as analytical for the analysis. The result showed that, autocratic

leadership style had negative impact on employee performance. The study recommended that, the right leader with high capability be identified at all level of the organization. That, organization in Malaysia should make use the recommendation to adopt democratic leadership style instead of autocratic leadership style.

Ebenezer and Stephen (2017) carried out a research on examining lassies-faire leadership style on employee performance in the public sector of Ghana, a study of Ghana Atomic Energy commission. The aim of that study was to find out whether employee performance was affected by the leadership style of the leader in that organization. They used mixed method approach (quantitative and qualitative) were used in that study. Regression was used as analytical tool in that work. The finding showed that laissez-faire leadership style had no effect on employee performance. The study recommended that, the leaders should find out for other factors that hinder the performance of the employee.

Amal zada and Nosheen (2014) carried out research on impact of laissez-faire leadership style on employee performance in Pakistan. The objective of that study was to find out how laissez-faire leadership style has affected the performance of employee. The study used survey research design method. Regression analysis was used conducted to test the hypothesis. The study found out that, laissez-faire leadership style had negative effect on employee performance. The study recommended that, laissez-faire should not be used in that organization.

The gap which the Study intends to fill

Jing and Avery (2017), concluded that despite a hypothesized leadership-performance relationship suggested by some researchers, current findings are inconclusive and difficult to

interpret making direct comparisons virtually impossible. They identify the need for more studies on this subject as a priority. In Nigeria, Mohammed, Yusuf & Sanni (2014), stated that although progress has been made in understanding leadership traits, there is need to realize that much is not known about how a leadership style can be applied effectively to enhance employee performance, thus gaps and unanswered questions remain.

In Nigeria, Naris and Ukpere (2012) identified that literature available on the subject of leadership styles and performance on Nigeria public institutions is limited and inconclusive, thus need for more studies that can contribute to growing body of literature investigating leadership influence on employees' performance. The literature on leadership and employee performance is scattered across countries, therefore, from the preview of literature it is evident that the research evidence on the effect of leadership style on employee performance that leadership style can explain significant number of performance outcomes at individual and organizational level. But the evidence is not evenly distributed across all the sectors at large or even within African. It is also evident that evidence from the Nigeria university system is lagging behind. It is these facts that have motivated this study in order to contribute to Nigerian university system.

2.6 Review of Related Leadership Theories.

In studying leadership, scholars and theorists have developed many different theories and approaches in their attempts to explain leadership. It has been noted that until the 20th century, research on leadership was not based on scientific inquiry (Chemers, 1997).The following sections include a review of the most popular theories and approaches to leadership.

The Great Man Theory

Early research on leadership attempted to identify those traits which differentiated great persons in history from the general masses (Stogdill, 1974). The concern of 18th and 19th century philosophers focused on great men rather than on situations (Spotts, 1964).The Great Man Theory assumes that leaders have unique qualities not found amongst masses. It also assumes that leaders are born, not made. This theoretical perspective is considered to be the simplest, oldest, and most widely held notion of effective leadership. The theory ignores the past achievements of an organization and magnifies the greatness of executives in the organization. In other words, the theory implies that the success of an organization depends entirely on the greatness of its executives. According to this theory, it could be assumed that history was shaped solely through the efforts of great men such as Moses, Churchill, and Lenin (Bass, 1981).

In his study of 14 nations over a long period of time, Woods (1913) mentioned the influence of the man in the making of a nation. He postulated that the man shaped the nation in accordance with his abilities. The Great Man Theory, like others, is not without weaknesses. Among other critics, Smith (1964) criticized the theory in several ways. First, he asserted that great leaders do not have universal traits in common and the applications of those traits also happen in myriad ways. Second, he asserted that different traits are demanded and valued by different societies.

For time immemorial, corporations have been enriched by such diverse traits of leaders. Smith argued further that in the same society, different organizations demand different traits and that within an organization different department would demand for different trait.

Trait Theory

During the first half of the 20th century, trait theory was considered to be the dominant theory of leadership (Chemers, 1997; Gordon, 1981).The trait approach sought to determine the personal, psychological, and physical traits of strong leaders. The theory held that if leaders were endowed with superior traits or characteristics that differentiated them from their followers, it should be possible for these traits or characteristics to be isolated (Bass, 1981).

In a classic review of the literature on leadership, Stogdill (1948) reviewed 124 studies of leadership traits. The purpose of the review was to examine the relationship between the traits approach and effective leadership. As a result, Stogdill found that there were some characteristics (intelligence, physical, social background, personality and task-related characteristics) that could be used to distinguish leaders from non-leaders. His results revealed little or no link between other characteristics and effective leaders. They also led to Stogdill to the realization of the importance of situational variables in determining effective leadership. In general, Stogdill‘s conclusion did not support the study of trait theory as the sole approach to leadership research. He concluded that: A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers. Thus, leadership must be conceived in terms of the interaction of variables which are in constant flux and change.

The persistence of individual patterns of human behavior in the face of constant situational change appears to be the primary obstacle encountered not only in the practice of leadership, but in the selection and placement of leaders. The work of Stogdill and other researchers weakened the argument that trait theory is a complete explanation of leadership. Hollander and Julian (1969) also criticized trait theory because of its failure to determine the most

important traits that could be associated with effective leadership. In their argument, they also posited that leadership effectiveness is not totally dependent on personality factors and that many other factors, including situational factors, are also important. Gordon (1981) summarized numerous studies that placed emphasis on leadership traits, citing their inability to totally explain leadership success. Goulder (1950) reduced the downfall of the trait approach to two key factors. First, leadership traits that were common to all good leaders could not be identified. Secondly, it could not be documented that leaders possess a set of characteristics that are not also possessed by followers. The numerous shortcomings of the trait approach led many researchers to try to find a better explanation of leadership ability (Griffin, 1990). Consequently, in the early 1950s, researchers had changed their focus from studying the personal characteristics of leaders to the study of leader‘s observable behaviors (Schermerhorn et al., 1982). Even so; this shift in the focus of research did not lead to the complete demise of the trait theory school. The theory is still considered and applied in research in the 1990s (Bryman, 1996).

Behavioral Theory

During the 1950s, once researchers observed that the trait theory was not an adequate approach to explain leadership effectiveness, they started to focus on behavioral traits of leaders. Specifically, they began to focus on what the leader does and how he or she does it. (Ivancevich et al.,1977). This approach assumed that successful leaders with a particular style of behavior were expected to be fruitful for leading persons and groups toward the achievement of specific goals, which consequently led to high productivity and morale (Ansari, 1990). The behavioral approach simply aimed to identify certain kinds of behaviors that leader‘s exhibit and to determine the effects of such behaviors’ on subordinates. A

composite of these behaviors' is referred to as leadership style. Ultimately, researchers were able to isolate two contrasting styles of the behaviors' of leaders, variously called initiating structure versus consideration, autocratic versus democratic, task-oriented versus socio-emotional, or production-cantered versus employee- centered (Trice et al., 1993).

2.7 Theoretical Framework

Fiedler's contingency Theory (1964)

Among the first researchers to develop such a theory called a contingency theory was Fiedler. Fiedler"s (1964) contingency theory directed the study variables by the assertion that; the leaders ability to lead is contingent upon various situational factors, including the leaders preferred style, the capabilities and behaviors of workers that depend heavily on the situational factors. This theory propounds the intimate approach to management by focusing on situation first rather than organizational means, to apply a specific leadership style that will stimulate individual performance.

According to Certo (2000), Fiedler came out that each leader has a preferred leadership style, which may be people oriented or task oriented. It continues that whether people oriented or task oriented, leaders perform better depends on three characteristics of the situation. Leader-member relation, task structure and the position power of the leader. The extent to which the leader has the support and the loyalty of the group members is what is called leader-member relations. Task structure refers to any specified procedure that employees should follow in carrying out the task. Position power also refers to the formal authority granted to the leader by the organization. The first assumption here is that, an individual who attempts to influence others must use both directive (task) and supportive (relationship) behavior.

However, this assumption did not cater for inherent change in human behavior scenario in performance. The second assumption here is that, any leadership style depends on a specific situation, by this, Fiedler implied that, the behavioral patterns of the leader will help him/her acquire more competences needed for effectiveness in using the styles in their relevant situations and thus effectiveness in performance. However, the second assumption in this theory left a lot to be desired, since situation were determined by both external and internal factors that affected the way employees responded to the situation.

The Fiedler contingency model proposes that effective employees performance depends on the leadership style and degree to which the situation gives the leader control. Fiedler claims that, if performance is to be improved, we must cope not only with the leader style but also with the situation factors which influence his/her performance that can be improved either by the leaders to fit to the situation or the situation fit to the leader.

Fielder (1964) pointed out four characteristics which will help a leader to implement good leadership style in an organization. These characteristics include:-

i. Position of supremacy

ii. Task structure

iii. Expertise

iv. Leader member relation

I. Position of Supremacy

Is the degree to which the power in a position is distinguished from other group members to comply with directives as can be seen in the case of manager. This is the power arising from organizational authority. Fielder pointed out that a leader who has a clear power position

obtains better fellowship for the achievement of organizational goal than a leader without such power.

II. Task structure

This is another way of implementing good leadership style. According to Gareth (2000), the leader that is primarily concerned with ensuring that subordinates perform at a high level, focuses on accomplishment and ensuring that if the job is done is a leader that is task structured. I n this case, job or task is clearly spelt out and people are held responsible for them.

III. Expertise Fielder pointed out that a leader must have knowledge of his job very well in order to instruct and guide his followers or subordinate on the better way to reach the expected organizational goal.

IV. Leader member relations

The degree of confidence, trust and respect subordinate has in their leader. Fielder pointed out that not all leaders possess the entire trait. He went further to say that many non-leaders 'posse of all of them. From the sequential presentation of Fielder's ideal, it will be of great advantage if a leader adopts it. The constructive idea will lead to the achievement of an organization goal in the most effective and efficient ways thereby increasing productivity and motivating workers to perform their job efficiently and effectively.

The relevance of this theory to the study

The theory relates to the independent variable in the logic of democratic, autocratic, laissez-faire leadership style which the management of KASU can adopt for the University while dependent variable relate to staff performance which is the result of the style adopted.

Democratic, autocratic, laissez-faire leadership styles which are independent variable consider for this study can be best on the styles of leadership and situation the organization discover itself. Though, there is need for the management to identify and comprehend the situation before choosing the suitable styles of leadership.

Adoption of democratic, autocratic and laissez-faire leadership styles has the capacity to enhance or decrease the performance of staff in KASU. However, if the right leadership style is adopted, staff performance will improve. If performance is to be inproved, the leadership of Kaduna State University need to know when to make use of each leadership style to stimulate the performance of their staff. It is the responsibility of the leadership of Kaduna State University to combine the three leadership styles to stimulate the performance their staff.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the procedure that was adopted in carrying out the study. The chapter organized under the following sub –headings, Research design, and population of the study, instrument for data collection, method of data collection and method of data analysis.

3.2 Research Design

A descriptive survey research was adopted in this study, because people view and opinion would be sought and described accordingly to establish how leadership styles affect performance of academic staff of Kaduna State University.

3.3 Population of the Study

The population of this study consists of all the academic staff of Kaduna State University. According to data obtained from the office of the Registrar, there are total 560 academic staff in Kaduna State University as at July 2019.

3.4 Determination of Sample Size

A sample size of 560 respondents was determined, using Krejcie and Morgan.

Category of Respondents	(N)	(S)	Sample technique
Academic staff	560	234	Simple Random and purposive techniques

Source: Registrar office.

Key: N- Population size, **S-** Recommendation sample population (Krejcie and Morgan, 1970)

3.5 Sampling Technique

Simple random- This sampling technique was used to select 234 academic staff that participated in the research. The researcher chooses this sampling technique because each member has equal chance of being included in the sample.

Purposive technique – This sample technique was used to select five head of the department and interviewed them. These heads of the department were purposively picked because they

are part of the leadership of the University and they are in the best position to tell us the type of leadership style in which the leadership of the University is using.

3.6 Sources of Data collection

Data for the study was collected from primary source involving the use of questionnaire and interview which was used to elicit respondents' opinion in appreciating the effect of leadership styles on staff performance in Kaduna State University.

The questionnaire was structured using closed ended likert scale of strongly agree, agree, undecided, disagree and strongly disagree, to recognize the degree of intensity in the respondent feelings and perceptions, for easy, tabulation, and subsequent analysis. 234 questionnaire was administered to the Kaduna State University academics staff while interview was conducted with five heads of the department. The head of the department that were interviewed include, head of the departments of physic department, Economics department, Agriculture department, Computer science department and Mathematics department. These heads of the department were purposively chosen

3.7 Administration of Instruments

The researcher adopted personal on the spot administration and recovery techniques during the administration of the instrument. To realize this, the researcher administered questionnaire and conduct interview. The researcher ensured that instruments distributed are retrieved from the respondents immediately after their responses.

3.8 Validity and Reliability of instruments

In order to ensure that the instrument measure what it intends to measure, the instrument was subjected to content validity. Babbie (2008) stated that validity describes a measure that accurately reflects the concept it is intended to measure. It equally important that the items and questions cover the full range of the issues or attitude being measured, assessment of the items of an instrument in this respect is called content validity (Kumar, 2011). In order to ensure content validity of validity of the instrument, the questionnaire was given to the experts to validate the content of the instruments to ensure that instrument measure what it supposed to measure.

Construct Reliability and Validity

As highlighted earlier, this study tested for the reliability and validity of the construct of the study using composite reliability and AVE respectively. Details of the result is presented in Table below. As seen the constructs of the study all passed validity test and reliability test. It is seen clearly that all AVE coefficients are above 0.5, while composite reliability coefficients are above 0.7. Hence, it can be said that validity and reliability test is passed.

Construct Reliability and Convergent Validity

Construct	**AVE**	**CR**

Democratic Leadership	0.64	0.93
Autocratic Leadership	0.56	0.88
Laissez-Faire Leadership	0.58	0.77
Performance	0.57	0.65

Sources: Field work, 2019

3.9 Method of Data Analysis.

The study adopted the multiple regression technique of data analysis. Creswell (2009) stated that, researcher has to provide a rationale for the choice of statistical test and mention the assumption associated with the statistic. For multiple regression to be used, it must satisfy the following assumptions: normality, linearity, homoscedasticity and independence of the residuals. Therefore, the choice of multiple regression analysis is justified on this ground.

The interview responses on the other hand was analyzed using thematic analysis. Thematic analysis is about identification of main themes. It emphasizes pin-pointing; examining and recording patterns of meaning.

3.10 Model Specification

In order to examine the effect of Leadership Styles on Performance of academic staff of Kaduna State University, the following stochastic regression model can be specified.

$$P= \beta_O{}^{+} \beta^1 DL^{+} \beta_2 AL^{+} \beta_3 LFL^{+}{}_U \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots 1$$

Where

P= Performance

DL= Democratic Leadership style

AL= Autocratic Leadership style

LFL= Laissez-faire Leadership style

β = Constant

β_1 – β_3 =Parameters

U = error term (signifying other variable not captured in the model)

DECISION RULE

Reject null hypothesis when P value is less than 5% (0.5) level of significant and when the p value is greater than 5% or 0.5 value, you accept null hypothesis

CHAPTER FOUR

AN OVERVIEW OF KADUNA STATE UNIVERSITY AND ORGANISATIONAL STRUCTURE

4.1 History of Kaduna State University

The Kaduna State University was established under the Kaduna State Law Number 3 promulgated on 21st May, 2004. The promulgation was a consequence of the obvious and feel need to boost higher education in the State and the country in general. The underlying factor is the fact that the demand for University education in Nigeria has, since the past few years, risen astronomically. This has been the basis of reform regarding the establishment and ownership of Universities by both the public and the private sector. Since the reforms, many State and Private universities have been established. The objective is to provide added opportunities for advancing the frontiers of learning, through teaching, research and community service by taking cognizance of the needs and aspirations of the people of Nigeria.

These needs, fuelled by population growth in Nigeria, increased awareness of the importance of tertiary education and the need to accelerate the development of the necessary man-power for nation building, justified the need for establishment of many more universities in Nigeria. Another reason is that, access to education has been the defining factor in the establishment of institutions of learning in Nigeria, which aim at addressing the challenges of inadequate spaces for eligible university applicants.

Kaduna State has been a Centre of Learning from pre-colonial era to the present time. The State has enjoined the presence of some famous secondary and tertiary schools. In terms of number, Kaduna State has maintained a large number of public schools comparable to any

state in the northern region, both at the lower and higher level. However, the number of youths competing for higher education in the state far exceeds the available spaces in the catchment universities of the State. Human resources needs of the State in critical areas of development and growth such as agriculture, industry, engineering, medicine and law have therefore remained unfulfilled causing frustration among young men and women, their parents and guardians, potential employers and the general society as a whole. This growing need, arising from both the national trend and the inadequacy of the current University level education to accommodate all who qualify and are able, calls for the establishment of a State owned University in Kaduna State.

Consequent upon these, the Kaduna State Government set up a Technical Committee to review the situation in detail and appraise the State Government on the desirability or otherwise of such an undertaking. The Committee was inaugurated on Friday, 24th January, 2003 and submitted its report on Monday, 12th May, 2003. Sequel to this the Kaduna State University was established on 21st May, 2004 with two campuses, one in Kaduna town and the other in Kafanchan. Academic activities commenced in 2005/2006 academic session at Kaduna campus with 3 Faculties, 17 Academic Departments, 19 Undergraduate Programmes and a College of Basic Studies. At present, the University has 2 Colleges, 2 Schools, 8 Faculties, 51 Academic Departments, 32 Undergraduate Programmes and 54 Postgraduate Programmes in the 2 campuses. This shows how the University has spectacularly grown over the years.

4.2 Vision

The vision of Kaduna State University is to become a University of world class standard with Excellence in Applied Sciences and Sustainability studies.

4.3 Mission

The mission of Kaduna State University is to provide an all-round university education of the highest standard for the development of the individual and the state, while inculcating the spirit of love, tolerance, understanding and unity in the state in particular and the country in general

4.4 Objectives

The broad objective of Kaduna State University is to produce competent and qualified graduates with strong moral and academic standing. The specific objectives are:

- To encourage the advancement of learning and to hold out to all persons without distinction of race, creed, sex or political conviction the opportunity of acquiring a higher and liberal education.
- To provide courses of instruction and other facilities for the pursuit of learning in all its branches, and to make those facilities available on proper terms to such persons as are equipped to benefit from them.
- To encourage and promote scholarship and conduct research in all fields of learning and human endeavour.
- To relate its activities to the social and economic needs of the people of the State and the Nation at large.

- To undertake any other activities, appropriate for a university of the highest standard

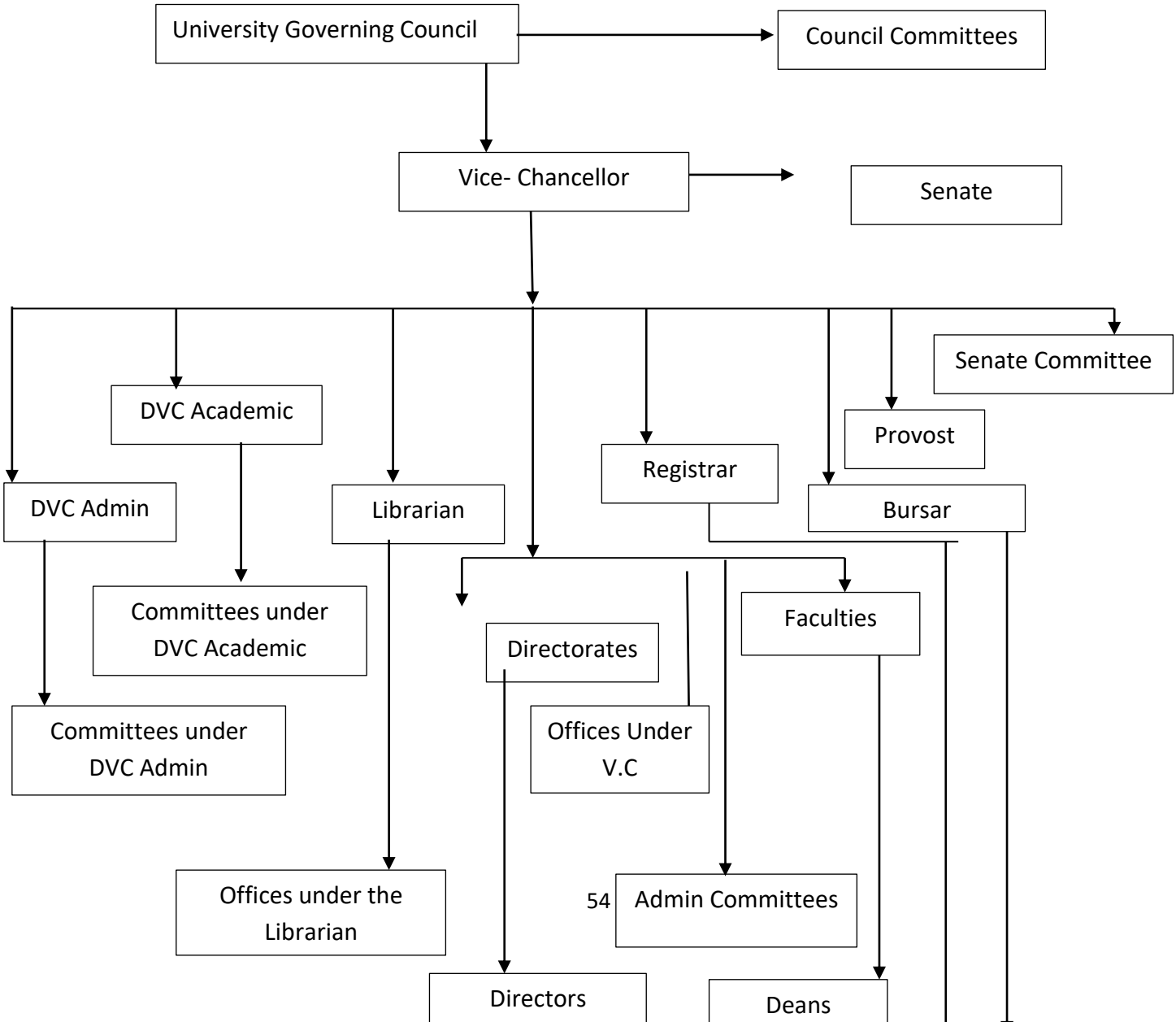
4.5 Administration and Organisational Structure of Kaduna State University

The Organizational structures of Colleges and Universities vary distinctly depending on the Institutional type, culture and history, yet they also share much in common.The vast majority of Public and Private Universities are over seen by an Institutional or system-wide Governing board. This some paradoxical combination of distinctiveness and uniformity reflects the unique characteristics of the individual Universities and the shared task environment (including strategic planning, fiscal oversight, curriculum planning, and student affairs). The organizational structure of Universities is an important guide to institutional activity. Scholars of Higher Education have developed a variety of multi-dimensional models of organizational behavior that also shed considerable light on University structure and process. The Multi-dimensional model seeks to explain organizational behavior across institutional types and various institutional activities. The model somewhat vary in the number of dimensions incorporated from J. Victor Baldridge's three dimensions (bureaucratic, collegial and political) and Lee Bolman and Terrence Deal's four- frame (structural, human resource, political and symbolic) to Robert Birnbaum's five dimensions (bureaucratic, collegial, political anarchical and cybernetic). These models are quite helpful in thinking about organizational structure and process within colleges and Universities.

The same institution may evidence a bureaucratic, hierarchical decision-making process in its central administration and a collegial process in its academic senate. It is a combination of organizational structure and process that shapes college and University behavior.

Public and private Universities of all types incorporate key authority structures including a Governing board/ Council chancellor, a cohort of Administrative leaders and an Academic senate. In public Institutions these core organizational entities collaborate with such external authorities as State and Federal Political leaders, Community Organizations and members of the public as well as business interests and philanthropic foundations. These external organizations routinely interact with and shape the policies and procedures of the University's organizational structures.

ORGANOGRAM / ORGANIZATIONAL STRUCTURE OF PUBLIC UNIVERSITY SYSTEM IN NIGERIA.



The Leadership Pattern in KASU, the contribution to Training and Development

Management of Kaduna State University (KASU), under the leadership of Professor Muhammad Tanko encourage the strengthening of cages and collaboration opportunities with the aim of promoting quality teaching and original research work in various disciplines. In recent the Vice-Chancellor has ensured transparency in the way and manner scholars are nominated and study funds are managed. The University Training and Development Committee has promptly considered and recommended for sponsorship of staff members for Master's Degree and Doctor of Philosophy Degree (Ph. D) in various Universities within and out of the country. To this end and as at end 2018, a total of sixteen (16) Academic staff members have so far been sponsored for Ph.D at various Universities in Malaysia. China. Cyprus and Turkey. The University recently entered into a collaborative agreement with the Universiti Tenaga National, Malaysia and sent three staff members to be trained renewable energy under the Presidential Needs Assessment Intervention Funds. Details of sponsored staff are as follows

S/N	Name	Department	Programme	Amt. Approved
1	Sani Aliyu	Chemistry	Ph.D Chemistry, UT Malaysia	19,890,310.00
2	Abduljalal Abdulsalam	Geography	Ph.D Law Hydrology Up Malaysia	19,421,650.00
3	Mohammaed Ibrahim	Mathematical Sc.	Ph.D Security in Computing . UP Malaysia	19,435,665.00
4	Shehu Idris	Microbiology	Ph.D. Env. Microbiology , Sams Malaysia	19,454,500.00
5	Ismail Ibrahim Lakin	Physics	Ph.D Physics. UP Malaysia	19,487,360.95
6	Muhammad Sirajo Afaka	Animal Sc.	Ph.D Aminal Science UP. Malaysia	19,700,677.90
7	Tamar Haruna Dambo	Mass.Comm	Ph.D Comm/ Media Study. EMU. Cyprus	19,984,115.00
8	Usman Ahmed Adamu	Library	Ph.D Lab and Info Sc. Malaysia Malaysia	19,635,180.00

9	Danarka S.Dari	Economics	Ph.D Economics, Up Malaysia	18,948,613.65
10	Amos Alvan	Biochem	Ph.D Caneer Oncology, Nanjing University China	22,957,346.60
11	Umar Abdullahi Ahmed	Economics	Ph.D Economics, UTARA Malayisa	9,000,000.00
12	Stephen A. James	Biochemistry	Ph.D. Bioinformatics, Malaysia	12,000,000.00
13	Danjuma Joshua	History	Ph.D International Relations. Turkey	9,000,000.00
14	Mustapha Isa	Physics	Ph.D. Renewable Energy Solar, UNITEM	11,983,333.33
15	Hauwa Mustapha	Chemistry	Ph.D. Renewable Energy Biogens UNITEM	11,983,333.33
16	Abbas Dalhatu Umar	Physics	Ph.D Renewable Energy Wind, UNITEM	11,983,333.33
TOTAL				264,855,419.10

S/N	Name	Department	Programme	Amt. Approved
1	Ahmed Damoala Amaru	Pharmacology	Ph.D. Pharmacology, ABU Zaria	1,500,000.00
2	Aliyu Mohammed Lawal	Library	Master Lib & Info Science, ABU Zaria	1,200,000.00
3	Daniel Iami Gilian	Library	M.Sc. Archive/ Record Mgt. ABU Zaria	1,200,000.00
4	Danatus Paul	Sociology	Ph.D Sociology, Nasarawa State Univ.	3,600,000.00
5	Martin Chindo	Architecture	Ph.D Architecture , Univ of Jos	4,500,000.00
6	Salamatu Hayatu	Chemistry	Ph.D Chemistry , Bayero UnIV. Kano	3,600,000.00
7	Sa'adatu Abdulkadir	Mathematics	Ph.D Computer Science. NDA Kaduna	4,500,000.00
8	Abigail William Zakka	Microbiology	Ph.D Microbiology,Univ of Lagos	4,500,000.00
9	Gandi Bala Reuben	Animal Sc.	Ph.D Animal Sciecne. ABU Zaria	4,500,000.00
TOTAL				**216,900,000.00**

Source: KASU annual report 2019

During the period under review, a total of fifty- four (54) staff members attended various conference and workshops within and outside at the cost of N51,529,643.95. Payment to scholars have been prompted and staff are encouraged to attend conference so as to have bordering on currency devaluation or hike in cost of flight.

In order to address the challenge face by foreign scholars, the tertiary, Education Trust Fund (TEFFund) has approved the N135,372,421.71 of which the sum of N105,298,501.94 has been paid to standard scholars to living expenses while the tuition segment N30,073,919.23 will be paid directly to the respective training institutions by TETFund.

Presently, request for funds for a total of 24 Scholars mainly local Ph.D's and 54 Conference applications have been submitted to TETFund consideration and approval. Pending foreign and Bench Work application will be considered by committee as soon as the response applications are received.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This chapter presents the result of the analyzed data. The descriptive statistics of the respondents were presented in this section. This study carried out various preliminary analysis, such as checking for missing values, normality test, outlier detection and deletion and construct reliability test. The study further examined the effect between the exogenous and the endogenous variables in this stud.

5.2 Response Rate

There were 234 copies of questionnaires distributed to respondents of the study. However, only 222 copies of questionnaires were retrieved from respondents by the researcher. This represents about 95% of the total copies of questionnaires distributed to respondents. However, only 211 copies of questionnaires were found usable after test of outliers. On Table 4.1, it is seen that 11 copies of questionnaires were deleted from the data set as they failed the test for outliers. That is to say that only 211 copies of questionnaires out of 234 distributed copies of questionnaires was used by this study for final analysis, and is considered statistically appropriate for the study (Hair *et al.,* 2014).

Table 5.1
Questionnaire Distribution and Response Rate

Questionnaires	**Frequency**	**Rate (%)**
Distributed Questionnaires	234	100
Unreturned Questionnaires	12	5
Returned Questionnaires	222	95
Unuseable Questionnaires	11	5
Useable Questionnaires	211	90

Sources: Field work, 2019

5.3 Preliminary Analysis

It is important that studies before running final analysis, that preliminary analysis be conducted. For this present study, the collected data was tested for missing data and outliers, normality test and construct reliability. Missing data points were discovered and replaced using mean substitution, while outliers were detected using Mahalanobis distance. Cases detected as outliers as a result of statistical tests were deleted from the dataset. Normality test was done using skewness and kurtosis statistics, while construct reliability and validity was tested was tested using composite reliability and Average Variance Extracted (AVE) (Hair *et al.,* 2014). The following give detailed information as to the preliminary analysis in this study was done.

5.3.1 Missing Data

Baraldi and Enders (2010) opined that missing data are pervasive in nature, and are described as one of the most important statistical and design problems in research. Therefore, it is important that before any data analysis is conducted in quantitative research, missing data points are checked for as they very high missing data points could disrupt data analysis. According to scholars like Hair *et al.,* (2014) quantitative studies should always check for missing data. Hair *et al.,* (2014) advised that missing data in quantitative studies should not be more than 10 percent in any study. Missing data points above 10 percent could disrupt the statistical prowess of any data analysis. However, Hair *et al.,* (2014) advised that missing data below 10 percent should be replaced using mean substitution. Details of the missing data can be seen in the appendix. For this study, there are 5,772 data points. There are 13 missing data points (see appendix) in this study and the missing data constitute about 0.2 percent of the total data points. This is far less than 10 percent threshold given by Hair *et al.,* (2014). The

missing data points occurred randomly and were replaced using mean substitution as suggested by Hair *et al.,* (2014).

5.3.2 Outlier test

Statistical outliers are unusual points in a set of data that differ substantially from the rest (Caroni, Karioti & Pierrakou, n.d). An outlier could be different from other points with respect to the value of one variable (e.g. the breaking strain for a beam that broke at exceptionally low load) or, in multivariate data, it could be unusual in respect of the combination of values of several variables. Outliers are also referred to as abnormalities, discordant, deviants, or anomalies in the data mining and statistics literature (Aggarwal, 2012).

Tabachnick and Fidell (2013) outlined that researchers may use Mahalanobis distance (d^2) to detect outliers. Hair *et al.,* (2104) stated that researchers may use 0.001 significant level to detect cases that should be considered as not suitable for this study. 11 cases failed outlier test and were eventually deleted from the data set.

5.3.3 Normality Test

The data were further tested for normality. It is imperative at this point that the data collected should display some form of normality. The normality of individual items was tested using skewness and kurtosis statistics. Kurtosis measures how peak or how flat a distribution is when compared with a normal distribution (Hair *et al., 2014*). While skewness is the measure of the symmetry of a distribution (Tabachnick & Fidell, 2013). Based on the result presented in Table 4.2, the variables of the study fall within the range of ±1.96, which serves as the most commonly used threshold (Hair *et al.,* 2014). As a result, the data displayed some normality.

Table 5.2
Normality Test using Skewness and Kurtosis Statistics

Construct	Items	Skewness	Std. Error	Kurtosis	Std. Error
Democratic Leadership	DL1	-0.21	0.12	-0.25	0.24
	DL2	-0.24	0.12	-0.43	0.24
	DL3	-0.16	0.12	-0.65	0.24
	DL4	0.18	0.12	0.27	0.24
	DL5	0.19	0.12	0.23	0.24
	DL6	0.29	0.12	-0.37	0.24
Autocratic Leadership	AL1	-0.66	0.12	0.32	0.24
	AL2	-0.34	0.12	-0.38	0.24
	AL3	-0.64	0.12	-0.27	0.24
	AL4	-0.17	0.12	-0.56	0.24
	AL5	-0.19	0.12	0.46	0.24
	AL6	0.25	0.12	0.64	0.24
	AL7	0.43	0.12	0.33	0.24
Laissez-Faire	LFL1	-0.44	0.12	0.26	0.24
	LFL2	-0.24	0.12	-0.45	0.24
	LFL3	-0.54	0.12	0.26	0.24
	LFL4	-0.26	0.12	0.35	0.24
	LFL5	-0.45	0.12	0.32	0.24
Performance	PRF1	-0.66	0.12	0.76	0.24
	PRF2	-0.53	0.12	0.26	0.24
	PRF3	-0.25	0.12	0.43	0.24
	PRF4	-0.18	0.12	0.47	0.24
	PRF5	-0.35	0.12	0.37	0.24
	PRF6	-0.29	0.12	0.54	0.24
	PRF7	0.19	0.12	0.25	0.24
	PRF8	0.45	0.12	-0.58	0.24

Source: Field work, 2019

5.3.4 Construct Reliability and Validity

As highlighted earlier, this study tested for the reliability and validity of the construct of the study using composite reliability and AVE respectively. Details of the result is presented in Table 5.3 below. As seen on Table 4.5, the constructs of the study all passed validity test and reliability test. It is seen clearly that all AVE coefficients are above 0.5, while composite reliability coefficients are above 0.7. Hence, it can be said that validity and reliability test is passed.

Table 5.3
Construct Reliability and Convergent Validity

Construct	**AVE**	**CR**
Democratic Leadership	0.64	0.93
Autocratic Leadership	0.56	0.88
Laissez-Faire Leadership	0.58	0.77
Performance	0.57	0.65

Sources: Field work, 2019

5.3.5 Multicollinearity Statistics

This study used Variance Inflation Factor (VIF) and Tolerance Value to assess the multicollinearity diagnostics of the constructs of the study. According to Hair *et al.*, (2014), VIF coefficient should not be more than 0.5, while tolerance coefficient should be less than 1. As seen on Table 4.4, all VIF coefficients are less than 0.5, while all the tolerance coefficient are less than 1.

Table 5.4
Multicollinearity Statistics

Constructs	VIF	Tolerance
Democratic Leadership	1.820	0.55
Autocratic Leadership	1.963	0.51
Laissez-Faire Leadership	1.548	0.65

Sources: Field work, 2019

5.4 Demographic Statistics

The demographic distribution of the profile of respondents of the study are reported in this section. More precisely, distribution of the respondents of the study with regards to age, sex, educational qualification, marital status and length of service reported in this section of the chapter.

Table 5.5

Demographic Distribution of Respondents

Characteristics	Frequency	Percentage	Cumulative Percentage
Age			
25-35	56	26.5	26.5
36-45	76	36.0	62.5
46-55	45	21.3	83.8
>56	34	16.2	100
Sex	**Frequency**	**Percentage**	**Cumulative Percentage**
Male	143	67.8	67.8
Female	68	32.2	100
Level of Education	**Frequency**	**Percentage**	**Cumulative Percentage**
B.Sc.	56	26.5	26.5
M.Sc.	77	36.5	63.0
M.Phil.	33	15.6	78.6
PhD	45	21.4	100
Marital Status	**Frequency**	**Percentage**	**Cumulative Percentage**
Single	75	35.5	35.5
Married	136	64.5	100

Length of Service	Frequency	Percentage	Cumulative Percentage
1-5years	54	25.6	25.6
6-10years	91	43.1	68.7
11-15years	34	16.1	84.8
>16years	32	15.2	100

Sources: Field Work, 2019

As seen on Table 5.5, 26.5 percent of the respondents of this study are between 25 to 35 years, while, 36 percent of the respondents are between ages 36 to 45. In addition, 21.3 percent of the respondents of the study are 46 to 55 years of age, while 16.2 percent are above 56 years of age. It is seen that most of the respondents of this study are between 36 to 45 years of age. This implies that, the majority of academics staff in Kaduna State University are young people.

More so, most of the respondents of this study are males as they represent 67.8 percent of all the respondents of this study. On the other hand, only 32.2 percent of the respondents of this study are females. This means majority of academics staff in Kaduna State University are male. 26.5 percent of the respondents of this study are first degree holders, while 36.5 percent are Master of Science holders. 15.6 percent are master of philosophy holders, and finally, 21.4 percent are PhD holders.

Most of the respondents of this study are married as they represent 64.5 percent of the respondents of this study. While, 35.5 percent of the respondents still remains unmarried.

5.5 Descriptive Statistics of Latent Variables

This section provides descriptive statistics of the variables of the study, using mean and standard deviation. Result is presented in Table 4.6

Table 5.6
Descriptive Statistics of Constructs: Mean and Standard Deviation

Construct	Sample	Mean	Std. Deviation
Democratic Leadership	211	3.22	0.84
Autocratic Leadership	211	3.26	1.08
Laissez-Faire Leadership	211	3.36	1.01
Performance	211	3.39	0.86

Sources: Field work, 2019

Table 5.6 presents the descriptive statistics of the variables of the study. They are democratic leadership, autocratic leadership, laissez-faire leadership and performance. All the latent construct in this study were measured on a four-point Likert scale. Table 4.6 showed a mean response of 3.22 on democratic leadership with a standard deviation of 0.84. That is to say, respondents agree moderately to statements on democratic leadership. Autocratic leadership has a mean response of 3.26, with standard deviation coefficient of 1.08. This shows also that respondents moderately agreed to statements on autocratic leadership. Laissez-Faire leadership has a mean response of 3.36, with a standard deviation of 1.01. Similarly, respondents agreed moderately to statements on laissez-faire Leadership. Finally, performance has a mean response of 3.39 and a standard deviation of 0.86, meaning respondents agree moderately to statements on performance.

How does democratic leadership style affect performance of academic staff of Kaduna State University?

Table 5.7: The leadership allows for genuine participation in decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	27	12.8	12.8	12.8
	Agree	133	63.0	63.0	75.8
	Strongly Agree	51	24.2	24.2	100.0
	Total	211	100.0	100.0	

Source: Field work, 2019

Table 5.7 shows that 27 respondents which represents 12.8% disagreed that leadership allows for genuine participation in decision making process. 133 (63.0%) respondents agreed, while 51 respondents which represents 24.2% strongly agreed. The result shows that majority of the respondents believed that democratic leadership allows for genuine participation in decision making process in Kaduna state University.

Table 5.8 : The leadership talks to lecturers about problems and action plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	23	10.9	10.9	10.9
	Undecided	6	2.8	2.8	13.7
	Agree	148	70.1	70.1	83.9
	Strongly Agree	34	16.1	16.1	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.8 clearly shows that 23 respondents which represents 10.9% disagreed with the statement. 6 respondents (2.8%) were undecided about the statement, 148 respondents which represents 70.1% agreed while 34 respondents representing 16.1% strongly agreed that democratic leadership talks to lecturers about problems and action plan. It can be understood from the point that a problem shared is half solved.

Table 5.9. All organizational goals are participatory in nature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	8.5	8.5	8.5
	Disagree	23	10.9	10.9	19.4
	Undecided	2	.9	.9	20.4
	Agree	81	38.4	38.4	58.8
	Strongly Agree	87	41.2	41.2	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.9 shows that 18 respondents which represent 8.5% strongly disagreed with the statement that all organizational goals are participative involvement. 23 respondents (10.9%) disagreed, 2 respondents 0.9% were undecided, 81 respondents representing 38.4, while 87 respondents representing 41.2% strongly agreed with the statement.

Table 5.10: The leader taps into the creativity of lecturers in the departments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	28	13.3	13.3	13.3
	Agree	102	48.3	48.3	61.6
	Strongly Agree	81	38.4	38.4	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.10 shows that 28 respondents (13.3%) were undecided on the statement, 102 respondents representing 48.3% agreed while 81 respondents strongly agreed that leaders taps into the creativity of lecturers in the department. Lecturers are researchers and always out with new findings.

Table 5.11 The leadership encourages personal development of the lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	145	68.7	68.7	68.7
	Strongly Agree	66	31.3	31.3	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.11 shows that 145 (68.7%) agreed with the statement that leadership encourages personal development of the lecturers while 66 respondents representing 31.3% strongly agreed. Any democratic leader would always encourage personal development of their staff.

How does autocratic leadership style affect performance of academic staff of Kaduna State University?

Table 5.12 Threats and section are used to motivate their lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	13.3	13.3	13.3
	Disagree	147	69.7	69.7	82.9
	Agree	36	17.1	17.1	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.12 shows that 28 respondents which is represented by 13.3% strongly disagreed, 147 respondents representing 69.7% while 36 respondents representing 17.1% agreed that threats and fear are used to motivate their lecturers. We can infer from the responses that lecturers are not motivated by threats and fear for any of promotion.

Table 5.13. The leader imposes decisions on academic staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	20	9.5	9.5	9.5
	Agree	127	60.2	60.2	69.7
	Strongly Agree	64	30.3	30.3	100.0

Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.13 depicts that 20 respondents representing 9.5% disagreed on the statement. 127 respondents representing 60.2% agreed while 64 respondents representing 30.3 strongly agreed. This response can infer that there are situations that may warrant a leader to impose decision on academic staff.

Table 5.14 Orders are given directly by the leader

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	3.3	3.3	3.3
	Agree	93	44.1	44.1	47.4
	Strongly Agree	111	52.6	52.6	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.14 shows that 7 respondents (3.3%) disagreed, 93 respondents representing 44.1% agreed, while 111 respondents strongly agreed that orders are given directing by the leader. It is the responsibility of the leader to give order to the subordinate.

Table 5.15 All decisions are made by the leader

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	70	33.2	33.2	33.2
	Disagree	99	46.9	46.9	80.1
	Agree	42	19.9	19.9	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.15 clearly shows that all decisions are not made by the leader with 70 respondents at (33.2%) strongly disagreed, 99 respondents (46.9%) disagreed while 42 respondent (19.9%) agreed with the statement. This implies that, the leadership of Kaduna State University allow their staff to involve and participate in decision making.

Table 5.16 There is more downward communication and little upward communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	129	61.1	61.1	61.1
	Strongly Agree	82	38.9	38.9	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.16 shows that 129 respondents at 61.1% agreed with the statement that there is more down communication and little upward communication, while 82 respondent at 38.9 revealed that there is more downward communication and little upward communication.

How does laissez-faire leadership style affect performance of academic staff of Kaduna State University?

Table 5.17 Management takes more responsibility than middle level administrators and lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	3.3	3.3	3.3
	Undecided	3	1.4	1.4	4.7
	Agree	97	46.0	46.0	50.7
	Strongly Agree	104	49.3	49.3	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.17 indicated that 7 respondents which represent 3.3% disagreed, 3 respondents which represent 1.4% were undecided, 97 respondents which represent 46.0% agreed while 104 respondents which represent 49.3% strongly agreed that management takes more responsibility than middle level administrators and lecturers. This can be understood from the fact that management is shouldered with so many duties to deal with starting from the policy making stage to supervision and evaluation.

Table 5.18 There is free-flowing horizontal communication between administrators and lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	1.9	1.9	1.9
	Undecided	8	3.8	3.8	5.7
	Agree	108	51.2	51.2	56.9
	Strongly Agree	91	43.1	43.1	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.18 clearly indicated that out of 211 respondents, 4 respondents which represent 1.9% disagreed with the statement that there is free-flowing horizontal communication between administrators and lecturers. 8 respondents (3.8%) were undecided, 108 respondents representing 51.2% agreed while 91 respondents representing 43.1% strongly agreed. By implication, information flow horizontally between administrators and lecturers in the university. For an organization to achieve its goals communication has to be horizontal. This will speed up implementation of policies in the organization.

Table 5.19. Management takes more responsibility on the goals achievement than lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	2.4	2.4	2.4
	Undecided	3	1.4	1.4	3.8
	Agree	113	53.6	53.6	57.3
	Strongly Agree	90	42.7	42.7	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.19 clearly shows that out of 211 respondents, 5 respondents which represent 2.4% disagreed with the statement that management takes more responsibility on the goals achievement than lecturers. 3 respondents representing 1.4% were undecided on the statement, 113 respondents (53.6%) agreed while 90 respondents (42.7%) strongly agreed. The result can

be judged from the angle that management ensures that proper supervisions and control are put place in the university.

Table 5.20. The leadership style empowers academic staff to make specific decisions that will affect their work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	3	1.4	1.4	1.9
	Undecided	8	3.8	3.8	5.7
	Agree	112	53.1	53.1	58.8
	Strongly Agree	87	41.2	41.2	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.20 shows that a respondent strongly disagreed, 3 respondents (1.4%) disagreed, 8 respondents (3.8%) were undecided, 112 respondents (53.1%) agreed while 87 respondents (41.2%) strongly agreed with the statement that leadership style empowers academic staff to make specific decisions that will affect their work.

Table 5.21. Leaders should allow subordinates to appraise themselves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	4.7	4.7	4.7
	Undecided	4	1.9	1.9	6.6
	Agree	127	60.2	60.2	66.8
	Strongly Agree	70	33.2	33.2	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.21 is an indication that leaders should allow subordinates to appraise themselves with 10 respondents representing 4.7% on disagree side, 4 respondents (1.9%) which were undecided, 127 respondents 60.2% agreed while 70 respondents which represent 33.2% strongly agreed.

Questions on Dependent Variable (Staff Performance)

Table 5.22. The leadership styles are in no way affecting my performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	51	24.2	24.2	24.2
	Disagree	106	50.2	50.2	74.4
	Agree	48	22.7	22.7	97.2
	Strongly Agree	6	2.8	2.8	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.22 shows that leadership styles are in some way affecting their performance with 51 respondents (24.2%) that strongly disagreed. 106 respondents (50.2%) disagreed, 48 respondents (22.7%) agreed while 6 respondents which represent 2.8% strongly agreed with the statement. There is no doubt that every leadership style leads to a particular organizational result. This by implication affects workers performance.

Table 5.23. I attend at least one national conference per annum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	4.7	4.7	4.7
	Agree	114	54.0	54.0	58.8
	Strongly Agree	87	41.2	41.2	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

The result from table 5.23 indicated that 10 respondents which represent 4.7% disagreed that they attended at least one national conference per annum. 114 respondents which represent 54.0% agree while 87 respondents representing 41.2% strongly agreed. This by implication, means that majority of academic staff of Kaduna state university attend at least one national conference per annum.

Table 5.24 I attend at least one international conference in every three (3) years.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.4	1.4	1.4
	Disagree	47	22.3	22.3	23.7
	Agree	106	50.2	50.2	73.9
	Strongly Agree	55	26.1	26.1	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

The result from table 5.24 showed that majority of the academic staff of Kaduna State University do attend at least one international conference in every three (3) years. From the table, 3 respondents (1.4%) strongly disagreed, 47 respondents (22.3%) disagreed, 106 respondents (50.2%) agreed while 55 respondents (26.1%) strongly agreed.

Table 5.25. My conference papers are published in conference proceedings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	121	57.3	57.3	57.3
	Strongly Agree	90	42.7	42.7	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

From table 5.25, majority of the papers of the academic staff of the University are published in conference proceedings. The table showed that 121 respondents represented by 57.3% agreed while 90 respondents which is represented by 42.7% strongly agreed. It also imply that the staff always come up with good research work for publication.

Table 5.26. I published my research articles with a university, polytechnic or C.O.E. affiliated journals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	121	57.3	57.3	57.3
	Strongly Agree	90	42.7	42.7	100.0

Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.26 shows that the academic staff of the Kaduna State University published their research articles in any of the mentioned institutions. Here we observe that 121 respondents representing 57.3% agreed while 90 respondents (42.7%) strongly agreed. This implies that the leadership of Kaduna State University encourage personal development of their staff

Table 5.27 : I have authored a book(s.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	19	9.0	9.0	9.0
	Agree	124	58.8	58.8	67.8
	Strongly Agree	68	32.2	32.2	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

The result from table 5.27 clearly depicted that majority of the academic staff of the University under study has authored a book where 19 respondents (9.0%) disagreed, 124 respondents (58.8%) agreed while 68 respondents (32.2%) strongly agreed. The significant number of the respondents that disagreed could be determined from the fact that they maybe graduate assistant in the University who are undergoing their postgraduate programme.

Table 5.28. Overloading hampers me from meeting deadlines of passing/finishing requirements like grades and supervision of project

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	155	73.5	73.5	73.5
	Strongly Agree	56	26.5	26.5	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.28 clearly shows that overloading hampers lecturers from meeting deadlines of passing requirements like grade and supervision. 155 respondents (73.5%) agreed while 56

respondents (26.5%) strongly agreed. Efforts should be made to reduce the workload on the academic staff of Kaduna State University and employed more staff.

Table 5.29. I have consultation time to attend to the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	155	73.5	73.5	73.5
	Strongly Agree	56	26.5	26.5	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

We also observed the same in table 5.29 where overloading hampers academic staff from meeting deadlines of passing/finishing requirement like grades and supervision of project. From the table 5.29, 155 respondents (73.5%) agreed while 56 respondents (26.5%) strongly agreed.

Table 5. 30. My teaching is negatively affected by the leadership of my department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	8.1	8.1	8.1
	Disagree	35	16.6	16.6	24.6
	Agree	109	51.7	51.7	76.3
	Strongly Agree	50	23.7	23.7	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

From table 5.30, it is crystal clear that teaching in the university is negatively affected due to the leadership existing in various departments. In the table, 17 respondents (8.1%) strongly disagreed, 35 respondents (16.6%) disagreed, 109 respondents (51.7%) agreed while 50 respondents (23.7%) strongly agreed. The department should make their possible effort to manage the department in a way it does not affect teaching negatively.

Table 5.31. I offered a sufficient number and quality of course related resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	14.2	14.2	14.2

	Disagree	100	47.4	47.4	61.6
	Agree	69	32.7	32.7	94.3
	Strongly Agree	12	5.7	5.7	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.31 shows that 30 respondents (14.2%) strongly disagreed with the statement that the administrative works make me ineffective in the classroom since I hardly have time to prepare my lessons. 100 respondents (47.4%) disagreed, 69 respondents (32.7%) agreed while 12 respondents (5.7%)..

Table 5.32. The University is doing well in research and development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	21	10.0	10.0	10.0
	Agree	150	71.1	71.1	81.0
	Strongly Agree	40	19.0	19.0	100.0
	Total	211	100.0	100.0	

Source: Field Work, 2019

Table 5.32 showed that the University is doing well in research and development. This can be seen from the responses of 21 respondents (10.0%) that disagreed, 150 respondents (71.1%) that agreed and 40 respondents (19.0%) that strongly agreed. This implies that, the leadership of Kaduna State University are trying their best to ensure that the Kaduna state University is one of the best University in Nigeria.

5.6 Test of Hypotheses

The hypotheses of the study were tested using multiple regression analysis analyzed using SPSS statistical tool. This enabled the researcher to test the three null hypotheses of the study. Details of the test of hypotheses are presented below.

Table 5.33 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703[a]	.494	.487	4.57749

a. Predictors: (Constant), LFL, DL, AL

Table 5.33 show the result of the Adjusted R square of the study. From the output of the Table, it is seen that the independent variables of the study accounts for 48.7 percent change in the performance of academic staff of the Kaduna state university. That is to say, democratic leadership, autocratic leadership and laissez-faire leadership is responsible for about 49 percent changes in the performance of the academic staff of the university. This clearly depicts the importance of the three variables on staff performance.

Table 5.34 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4699.110	3	1566.370	74.755	.000[b]
	Residual	4819.295	230	20.953		
	Total	9518.405	233			

a. Dependent Variable Performance (PRF)

b. Predictors: (Constant), LFL, DL, AL

Table 5.34 depicts the fitness of the model of the study using F statistics. F statistics is 74.755, significant at less than 1 percent. This clearly means that the model is fit and is qualified for further analysis.

Table 5.35 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9.987	2.201		4.538	.000		
	DL	.354	.089	.251	3.968	.000	.549	1.820
	AL	.367	.073	.332	5.045	.000	.509	1.963
	LFL	.316	.076	.243	4.171	.000	.646	1.548

a. Dependent Variable: Performance (PRF)

Table 5.35 presents the results of the test of hypotheses. It is seen that Democratic Leadership (DL) significantly predicts employees' performance ($\beta = 0.35$, $p<0.05$). As a result, H_{01} that

states that there is no significant relationship between democratic leadership style and performance of academic staff of Kaduna state university is empirically rejected. This means that increase in democratic leadership leads to a simultaneous increase in the performance of academic staff and vice versa. Similarly, Autocratic Leadership (AL) does significantly predicts employees' performance (β=0.37, $p<0.05$). Thus, H_{02} that states that there is no significant relationship between autocratic leadership style and performance of academic staff of Kaduna state university is rejected. Finally and similarly, Laissez-Faire Leadership (LFL) significantly predicts employees' performance (β=0.32, $p<0.05$). Thus, H_{03} that states that there is no significant relationship between laissez-faire and performance of academic staff of Kaduna state university is rejected. This means that increase in laissez-faire leadership leads to a simultaneous increase in the performance of academic staff and vice versa.

5.7 Qualitative Data Analysis

The interview method was used to collect data from respondents. Five participants were interviewed for this study, all of them being Head of Department the Interview took place over the phone. The phone call was recorded simultaneously as the participants responded to questions that were asked. The recordings were clear enough, so the researcher did not miss a word said by the participants. The audio recordings were then transcribed, common themes in all transcripts were identified. Transcripts were compared to each other to observe similarities and differences in answers.

5.7.2 Common Theme 2: All University Activities are Mostly Approved by the University Leadership (Autocratic Leadership style)

Heads of the department were asked if all activities in the university go down from the university leadership. The common theme that surfaced from the responses from the interview was that mostly all university activities are mostly approved by the university leadership. This means that university management mostly are in charge of major decisions in the university and shapes all organizational activities.

5.7.3 Common Theme 3: University Staff are always supported in the Area of Research and Training (Democratic Leadership style)

Heads of the departments were asked if university management encourages personal development of academic staff in the area of research and teaching by providing necessary support to university staff. All of the participants of the study agreed that university management always support and encourage university staff by training them and granting them research grants and thus has helped improved university staff performance.

5.7.4 Common Theme 4: The Three Leadership Styles are used by University Management

Heads of the department were asked which of the three leadership styles is always used by university management. The common theme that was deduced from the responses of the participants of the interview was that the university do not actually favor a particular leadership style, but always use the three leadership styles available depending on the situation of things.

5.7.5 Common Theme 5: Leadership Styles affect Staff Performance

Heads of the department were asked if leadership style affects successful staff performance and the common theme from their responses shows that leadership styles does affect staff performance. This thus further affirms the results of the quantitative analysis carried out earlier in this study.

5.7.6 Common Theme 6: Democratic Leadership Style is the most effective on Staff Performance

Participants were asked to recommend which of the leadership styles they will recommend to be used frequently by the school management. All of the participants recommended the frequent use of democratic leadership style as they believe it to be the most effective leadership style that increases staff performance.

5.8 Discussion of Findings

The study revealed that democratic leadership style has a positive significant relationship with employees' performance, at less than 1 percent performance ($\beta = 0.35$, $p<0.05$). As a result, there is a positive significant relationship between democratic leadership style and employee's performance among academic staff Kaduna State University, the response from the head of the departments we interviewed is in support of this finding. Also the head of departments recommend more use of democratic leadership style than other leadership style as they believe it to be the most effective leadership style. Therefore, we reject the null hypothesis that state there is no significant relationship between democratic leadership style and performance of academic staff of Kaduna state university. This result is therefore in consistent with previous empirical studies, which have reported that democratic leadership style is related to

employee's performance and vice versa. (Jerome 2018, Munirat and Yusuf 2017, Raimonda and Modesta 2015).

Similarly, Autocratic leadership style was discovered to be positively related with employees' performance, at less than 1 percent performance ($\beta=0.37$, $p<0.05$). As a result, there is a positive significant relationship between autocratic leadership style and employee's performance among academic staff Kaduna state University. This is also in support of the response we got from the people we interviewed, therefore, we reject the null hypothesis that state there is no significant relationship between autocratic leadership style and performance of academic staff of Kaduna state university. This result is therefore in consistent with previous empirical studies, which have reported that autocratic leadership style is related to employee's performance and vice versa. (Ruth and Peter 2014)

Finally, it was also discovered that laissez-faire leadership (LFL) significantly predicts employees 'performance ($\beta=0.32$, $p<0.05$). As a result, there is a positive significant relationship between laissez-faire leadership style and employee's performance among academic staff Kaduna state University. Therefore, we reject the null hypothesis that state there is no significant relationship between laissez-faire leadership style and performance of academic staff of Kaduna state university. This result is therefore in consistent with previous empirical studies, which have reported that laissez-faire leadership style is related to employee's performance and vice versa. (Ronald 2011 and Alan 2013).

It was also discovered through the interview that the leadership of Kaduna State University do not actually favour a particular leadership style but always use the three leadership styles available depending on the situation. This means the leadership of Kaduna State University make use of three leadership styles to stimulate the performance of their staff

5.9 Summary of Finding

The finding section is sub-divided into three sub-section that originated from research hypotheses. The researcher puts the finding of the study in guidance with the research hypothesis of the study as follows

5.9.1 Summary of Finding on Research Hypothesis One

Hypothesis one stated that, there is no significant relationship between democratic leadership style and performance of academic staff of Kaduna State University. Following the analysis of the results on research hypothesis one, it was found out that democratic leadership style has positive significant relationship with academic staff performance of Kaduna State University . This means when the leadership of Kaduna State University use democratic leadership style the performance of academic staff improved in the area of research and teaching, many academic staff have published papers and attended conferences and they also have consultation time to attend to students. This consequently meant that hypothesis one is rejected. It was further noted by researcher through interview with head of the department that administrative structure put in place is flexible, that democratic leadership is practiced to stimulate the performance of academics staff in Kaduna State University.

5.9.2 Summary of Finding on Research Hypothesis Two

The research hypothesis which originated from research objective: There is no significant relationship between autocratic leadership style and performance of academic staff of Kaduna State University. The analysis of results showed that there is significant relationship between autocratic leadership style and performance of academic staff of Kaduna State University, this means that hypothesis two is rejected. This means that when autocratic leadership style is used

by leadership of Kaduna State University the performance of academic staff is improved in the area of teaching, many lecturers were able to facilitate their teaching on time and also in the area of research , many lecturers have author many books. This shows that autocratic leadership style affected individual performance efficiency to work, individual innovation, teaching, research and creativity in Kaduna State University. In line with above finding through interview, the researcher noticed the leadership of Kaduna State University made use of autocratic leadership style to stimulate performance of academic staff.

5.9.3 Summary of Research on Hypothesis Three

This research hypothesis originated from the research objective which state that: There is no significant relationship between laissez-faire leadership style and performance of academic staff of Kaduna State University. Thus the research hypothesis was tested and rejected as a result of analysis. This revelation was reflected in the interview conducted at the different department, where researcher noticed that most staff enjoys less authority from their head of the department but not fully and this made the performance of academics staff to improve

5.10 Implications of the Study

The study examined effect of leadership style on performance of academic staff in Kaduna State University. Specifically, findings of this study would in one way or the other offer some invaluable contributions to the body of knowledge and some important implications for stakeholders and policymakers. Therefore, it is necessary to explicate both managerial and theoretical implications of the study.

5.10.1 Managerial Implication

There are several managerial implications that can be derived from the findings of this study. Firstly, it provides management with recommendations on how to improve employee performance among academic staff Kaduna state University.

More importantly academic staff Kaduna state University needs to ensure that the leadership styles (democratic, autocratic and laissez faire) are well taken care of so as to increase their level of satisfaction, performance and ultimately increase the university performance.

5.10.2 Theoretical implication

The major theoretical contribution of this study is the use of the three basic leadership styles which have not been used up till this time in a single scrutiny especially among academic staff Kaduna state University. The theory adapted showed that there is no one best leadership style for the university. Every situation that arises has its special leadership style. Attention should be made to identify leadership style for a particular situation and the solution to a managerial situation is depending on the styles that influence on the situation.

CHAPTER SIX
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

The descriptive survey design was adopted for the study. Observation of primary data sources (questionnaire and interview) were used as the method of data collection for primary sources. Multiple regressions were used in testing the hypotheses. The research population and sample size are 560 and 234 academics staff of Kaduna State University. Simple and purposive sampling technique were used. The instrument used were questionnaire and interview. The

instruments were validated and adjudged reliable in eliciting the required data from the tests conducted on the data collected and the analyses of the results, the study found out that, democratic, autocratic and laissez-faire-faire have significant positive relationship with staff performance of academic staff of Kaduna State University.

6.2 Conclusion

Based on the result, democratic leadership style has a positive effect on staff performance of Kaduna State University. This indicates that when democratic leadership style is applied, the performance of the workers would increase. Therefore, Kaduna State University leaders are encouraged to adopt democratic leadership style and involve team members in the decision making process and give necessary support to academic staff in the area of research and teaching, since it is confirmed that performance of the staff is the best under this style of leadership. Kaduna State University should encourage innovation and research, team work and creativity that leads to job satisfaction, increased productivity and subsequently increase performance. Autocratic leadership style also shows positive significant relationship on performance of academic staff of Kaduna State University. This indicates that performance of the staff would also increase when autocratic leadership style is applied. The same thing to laissez-faire leadership style, when laissez-faire leadership style is applied, the performance of the staff also improved, it is now the responsibilities of the leaders of Kaduna State University to know when to apply and make use of any leadership style to stimulate the performance of academic staff of Kaduna State University.

Laissez-faire leadership style is considered as moderate leadership style. This technique is being suited when staff understand their responsibilities well and possess strong analytical

skills. This approach can be used when leaders are very much confident on team members and in any condition should not be blamed each other for any mistake.

Since all the three leadership style have positive significant relationship between performances of academic staff of Kaduna State University, it is now the responsibilities of the leaders to combine the three leadership styles to stimulate the performance of their staff.

6.3 Recommendations

Universities need to have highly capable leaders to lead in daily activities and accomplish the Universities goals and objectives. Base on the finding of this research, all the three leadership styles have positive significant relationship between performances of academic staff. In order to stay in competitive environment, it is recommended that, the right leader with high capability be identified at all level of Kaduna State University.

Since all the three leadership styles have significant positive relationship with staff performance of Kaduna State University, it is recommended that , the leadership of Kaduna State University should always make use of the three leadership styles to stimulate the performance of academics staff of Kaduna State University .The leadership of Kaduna State University should know when to use each leadership style to stimulate the performance of their staff. In other words, they should know when to use democratic leadership style, they should know when to use autocratic leadership style and they should know when to use laissez-faire leadership style. We also recommend more use of the democratic leadership style than any other leadership style base on the response we got from the heads if the department we interviewed, It should be known that staff are the most important asset in the University and staff performance highly depends on leadership styles applied by the leadership of

University. Universities with good leadership capability will further improve the performance of the staff. Therefore, serious attention should be given to make leadership a higher priority

6.4 Suggestion for future Studies

The research was conducted on Kaduna State University, it better the research will be conducted in other part of Nigeria. The researcher takes one state University to do this research paper. In future, the other researcher better to use wide range of sample from different types of public institutions

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APENDIX A

Department of Public Administration
Faculty of Administration
Ahmadu Bello University,
Zaria, Nigeria

LEADERSHIP STYLE QUESTIONNAIRE (LSQ)

Dear Sir/Madam

This questionnaire is designed to examine the existence of the assessment of the effect of leadership styles on Performance of Academic Staff in Kaduna State University (KASU). Please, respond to the items as truthful as possible in relation to leadership style in your institution.

You are kindly requested to respond to the items by putting a tick in the appropriate blank spaces in the right hand side of each item as it applies to you. Your response will be used strictly for research purpose and in which value judgement will be ensued.

Thanks for your anticipated co-operation.

Yours Faithfully,

Muraina B.T

QUESTIONNAIRES ON THE EFFECT OF LEADERSHIP STYLES ON PERFORMANCE OF ACADEMIC STAFF IN KADUNA STATE UNIVERSITY.

Part 1. Bio-data

In this section, you are kindly requested to thick the alternative that fits your opinion

1. Age

1. 25-35 2. 36- 45 3. 46- 55 4. 56- and above

2. Sex

1. Male 2 Female

3. Level of education

1. B.sc 2. M.sc 3. M.ph 4 P.hd

4. Marital status

1. Single 2. Married

5. How long have u served

1. 1-5years 2. 6-10 years 3 11-15years 4. 16 -20year

PART 11: REGARDS TO LEADERSHIP STYLES

	DEMOCRATIC LEADERSHIP	SD	D	UD	A	SA
1.	The leadership allows for genuine participat ion in decision making					
2.	The leadership talks to lecturers about problems and action plan					
3.	All organizational goals are participative involvement					
4.	The leader taps into the creativity of lecturers in the department					
5.	The leadership encourages personal development of the lecturers					
	AUTOCRATIC LEADERSHIP	SD	D	UD	A	SA
1.	Threats and fear are used to motivate their lecturers					
2.	The leader imposes decisions on academic staff					
3.	orders are given directly by the leader					
4.	All decisions are made by the leader					
5.	There is more downward communication and little upward communication					
	LAISSEZ-FAIRE LEADERSHIP	SD	D	UD	A	SA
1.	Management takes more responsibility than middle level administrators and lecturers					
2.	There is free-flowing horizontal communication between administrators and lecturers					
3.	Management takes more responsibility on the goals achievement than lecturers					
4.	The leadership style empowers academic staff to make specific decisions that will affect their work					
5.	**Leaders should allow subordinates to appraise themselves.**					

Research and Teaching (Performance)

S/N	ITEMS	SD	D	UD	A	SA
1.	The leadership styles are in no way affecting my performance					
2.	I attend at least one national conference per annum.					
3.	I attend at least one international conference in every three (3) years.					
4.	My conference papers are published in conference proceedings.					
5.	I published my research articles with a university, polytechnic or C.O.E. affiliated journals.					
6.	I have authored a book(s.)					
7.	Overloading hampers me from meeting deadlines of passing/finishing requirements like grades and supervision of project					
8.	My teaching is negatively affected by the leadership of my department					
9.	I have consultation time to attend to the students					
10.	The University doing well in research and development.					

STRUCTURE INTERVIEW FOR HEAD OF THE DEPARTMENTS WHO ARE INVOLVED IN LEADERSHIP IN KADUNA STATE UNIVERSITY.

Instructions

Please answer the following statement as understood or practice by you

1. In your own understanding, what is leadership? Explain in your own understanding----------
----------2. Do you think all activity is go down from leaders----------
----------3. Is leadership of Kaduna State University encourages personal development of academic staff in the area of research and teaching? ----------
----------4. Is Leadership of Kaduna State University are providing necessary support for academic staff in the area of teaching research? ----------
----------5. What is democratic leadership style? Do you think is important for academic staff performance?

(a) Support your answer

6. What is autocratic leadership style? Is autocratic leadership style is important for academic staff performance?

(a) Support your answer

7. What is laissez-faire leadership style? Do you think laissez-faire leadership style is important for academic staff performance?

(a) Support your answer

8. In what situation the leadership of Kaduna State University adopt democratic, autocratic and laissez –faire leadership styles to stimulate the performance of academic staff?

9. What is staff performance?

10. How can leadership limit successful staff performance?

11. What kind of leadership style will u recommend for your institution generally and why?

Appendix B Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703[a]	.494	.487	4.57749

. Predictors: (Constant), LFL, DL, AL

Appendix B: Anova

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4699.110	3	1566.370	74.755	.000[b]
	Residual	4819.295	230	20.953		
	Total	9518.405	233			

a. Dependent Variable: PRF

b. Predictors: (Constant), LFL, DL, AL

Appendix C: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9.987	2.201		4.538	.000		
	DL	.354	.089	.251	3.968	.000	.549	1.820
	AL	.367	.073	.332	5.045	.000	.509	1.963
	LFLp	.316	.076	.243	4.171	.000	.646	1.548

a. Dependent Variable: PRF

Appendix D: Collinearity Diagnostics

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	DL	AL	LFL
1	1	3.958	1.000	.00	.00	.00	.00
	2	.022	13.285	.22	.02	.00	.82
	3	.012	18.468	.74	.15	.33	.17
	4	.008	22.408	.04	.82	.67	.00

a. Dependent Variable: PRF

Appendix E: Replacement of Missing Values

Result Variables

	Result Variable	N of Replaced Missing Values	Case Number of Non-Missing Values		N of Valid Cases	Creating Function
			First	Last		
1	DL1_1	0	1	234	234	SMEAN(DL1)
2	DL2_1	1	1	234	234	SMEAN(DL2)
3	DL3_1	0	1	234	234	SMEAN(DL3)
4	DL4_1	2	1	234	234	SMEAN(DL4)
5	DL5_1	0	1	234	234	SMEAN(DL5)
6	DL6_1	1	1	234	234	SMEAN(DL6)
7	AL1_1	0	1	234	234	SMEAN(AL1)
8	AL2_1	1	1	234	234	SMEAN(AL2)
9	AL3_1	0	1	234	234	SMEAN(AL3)
10	AL4_1	1	1	234	234	SMEAN(AL4)
11	AL5_1	0	1	234	234	SMEAN(AL5)
12	AL6_1	0	1	234	234	SMEAN(AL6)
13	AL7_1	1	1	234	234	SMEAN(AL7)
14	LFL1_1	0	1	234	234	SMEAN(LFL1)
15	LFL2_1	0	1	234	234	SMEAN(LFL2)
16	LFL3_1	1	1	234	234	SMEAN(LFL3)
17	LFL4_1	2	1	234	234	SMEAN(LpFL4)
18	LFL5_1	0	1	234	234	SMEAN(LFL5)
19	PRF1_1	0	1	234	234	SMEAN(PRF1)
20	PRF2_1	1	1	234	234	SMEAN(PRF2)
21	PRF3_1	0	1	234	234	SMEAN(PRF3)
22	PRF4_1	0	1	234	234	SMEAN(PRF4)
23	PRF5_1	0	1	234	234	SMEAN(PRF5)
24	PRF6_1	1	1	234	234	SMEAN(PRF6)
25	PRF7_1	0	1	234	234	SMEAN(PRF7)

26	PRF8_1	1	1	234	234	SMEAN(PRF8)

THE PHONE NUMBERS OF INTERVIEWEE

HEAD OF DEPARTMENT OF PHYSIC	08027726029
HEAD OF DEPARTMENT OF ECONOMICS	08126131323
HEAD OF DEPARTMENT OF AGRICULTURE	08104340010
HEAD OF DEPARTMENT 0F COMPUTER SCIENCE	08073320438
HEAD OF DEPARTMENT OF MATHEMATICS	08152795038