

Impact of Gombe State University's Leadership Style on Employees Performance (2004-2013)

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Abstract – Organizations are set up to achieve certain goals that lead to their establishments. These organizations, whether private or public, formal or informal use leadership as a key factor in steering the affairs of the organizations to achieve their desired goals. Leadership as a way of influencing the activities of employees towards actualizing the organizational goals requires the use and adoption of appropriate leadership style. The absence of it leads to the failure of organizations in achieving their goals. However, as a result of many challenges facing university educational system in Nigeria, which include inadequate funding, failure to meet staff expectation, industrial actions and violent demonstration by students and host of other problems associated with the system, the universities are found to be lagging behind in achieving the main purpose which they were originally set up to achieved. This research thus attempts to trace the impact of leadership style on employees' performance citing Gombe State University as a point of reference. The research design involves the use of questionnaire and online data collection. About 993 population of Gombe State University employees both academic and non-academic staff are taken. The results of the research show that, the leadership style of the then VC impacted positively on employees' performance. On the use of modern technology usage, majority of the respondent agree that employees of Gombe State University used modern technological equipment for research maximally. Furthermore, it is however noted that, leadership style of Gombe state University from 2004-2013 has helped in developing university to a modern one, more importantly, findings show that leadership of Gombe state University from 2004-2013 facilitated discipline on employees' performance. **Copyright © 2016 Penerbit Akademia Baru - All rights reserved.**

Keywords: Leadership Style, Employees, Gombe State University, Organization

1.0 INTRODUCTION

Concept and definition of leadership style differ from one person or situation to another [21]. The word "leadership" is used in various aspects of human endeavors such as in politics, business, academics, and social works. Some views about leadership show that it is a personal ability of individual. It was argued that the degree to which the individual exhibits leadership traits depends not only on his /her characteristics and personal abilities, but also on the characteristics of the situation and environment in which he/her finds himself/herself [1]. Individual and group are members of an organization formed with the primary aimed of

achieving certain personal objectives. The extent to which they are active members depends on how they are convinced that their membership will enable them achieve their predetermined objectives. Therefore, an individual will support an organization if he believes that through it, his personal objectives and goals could be met [2]. Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of individuals in the organization. Thus, scholars emphasize the need for a manager to identify leadership style [22]. The extent to which members of an organization contribute in harnessing the resources of the organization equally depends on how well the managers or (leaders) of the organization understand and adopt appropriate leadership style in performing their roles as managers and leaders. For that reason, efficiency in resources mobilization, allocation, utilization and enhancement of organizational performance depends on a large extent on leadership style among other factors. Attitude to work, leadership style and motivation are some of the factors that exert positive or negative effect on organizational performance in Nigeria [3].

From the above discussions, with respect to academics, there is unanimous agreement that education plays a very significant role in transforming the fortune of a country. It is due to this that countries of the world including Nigeria are investing in their educational system. Nigeria's quest to become one of the developed countries in the world will not be achieved without a quality university educational system. Like in many other countries in the world, the goals of universities in Nigeria are primarily centered on research, teaching and manpower development through dissemination of sound knowledge for their immediate community and humanity in general. In order to carry out this important function, Nigerian universities are confronted with two major challenges; one is getting committed employees especially academic staff, the other challenge has to do with getting effective leaders that have the required skills in unleashing the potentials of the employees [4].

Over the years, studies that investigated the proposed linkages between leadership styles and employees performance have increased tremendously across many disciplines [14]. The main concern of these researches is to gain more insight into nature on how leadership style influences employees' performance in an organization [5]. However, as a result of many challenges facing university educational system in Nigeria, which include inadequate funding, failure to meet staff expectation, industrial actions and violent demonstration by students and host of other problems associated with the system, the universities are found to be lagging behind in achieving the main purpose which they were originally set up to achieve [6]. Because of these problems, different kind of leadership styles adopted by the university managements especially in most of the public institutions do not always yield desirable outcome, the case might be said to include secondary schools [14]. These problems can therefore affect the standard and activities of the organization [15]. Gombe State University experiences aforementioned problems and unique leadership style. To overcome all those challenges, since the establishment of Gombe State University in 2004, it is evident that the management (leaders) adopted and used different leadership styles at different times in sustaining and managing the affairs of the university. Therefore, this research is set to examine the influence of leadership style on employee's performance in Gombe state university (2004-2013). From the above background, this research is set to answer the following questions; (1) What are the types of leadership styles adopted by Gombe State University 2004-2013?, (2) What is the impact of leadership styles adopted by Gombe State University management on employees' performance 2004-2013? (3) Which kind of leadership styles established better University need?

2.0 MATERIAL AND METHODS

2.1 Description of the Study Area

On May 29, 2003, the Gombe State Governor Muhammad Danjuma Goje made his determination to provide sound qualitative education in the State. This was particularly significant given the acute shortage of tertiary educational institution for hundreds of Senior Secondary School Certificate holders in the State as well as stiffer competition for admission into institutions of higher learning that have Gombe State as one of their catchment area.

With the passage of the bill for the establishment of Gombe State University by the State House of Assembly on April 14, 2004, the signing of the bill by the State Governor was done on May 3, 2004 and the National Universities Commission recognition of the University was on May 7, 2004. Professor Abdullahi Mahadi was appointed as the pioneer Vice-Chancellor in July, 2004 and assumed duties on 1st August, 2004. However, Gombe state university is located between longitude 10 to 10 11E and located in Tudun Wada area of the Northern part of Gombe metropolitan adjacent to Malam inna and Jauro, Abere quarters Gombe local government area of Gombe State. The undergraduate teaching started in January 2006 with 370 students under three distinctive faculties of Arts and Social Sciences, Education and Sciences. The School of Basic and Remedial Studies (SBRS) of the University started its own academic activities in 2004/2005 academic session. Today, the University has graduated six sets of students from different field of specializations from 2009 to 2013. It's equally hold two convocation ceremonies.

In terms of staff strength, the University started with 70 staff in 2004 and now has staff strength of 993 as at the end of February 2015 which includes academic and non-academic staff (GSU, Registry 2015).

2.2 Population of the Study

The population for this research constitutes the population of Gombe State University employees including Academic and Non-academic staffs from eighteen academic departments and eight non-academic divisions. Therefore, a total of nine hundred and ninety three (993) serves the population of this study as at the end of February 2015.

2.3 Sampling Size

Based on the above estimated population figures of the study, one hundred and forty seven (147) representing 25% of the population of academic staff and one hundred and twenty five (125) equally representing 25% of the population of non-academic staff constitutes the sample size of the study. It is believed that the total percentage will provide the suitable representative of the general population. The justification for selecting this sample is for the researcher to get a representative sample.

2.4 Sampling Technique

In this study, Multi-stage sampling method is found to be appropriate in drawing out sampled respondents for the study [17]. First, stratified sampling method involves dividing the population into two strata- academic and non-academic staff, from which the sample is drawn by adopting simple random sampling [7]. The essence of using this method is to give the opportunity of ensuring the homogeneity of the population with regard to the category of the staff. In drawing sample size for this study, existing academic faculties and major divisions of

the university to which staff are deployed are selected with a view to ensuring adequate representation of the university staff.

In selecting the academic staff, the researcher divided the university into faculties. The researcher also selected among the academic staff in the SBRs unit. There are four faculties in Gombe State University. These includes: Faculty of Arts and Social Sciences with 213 staff, Faculty of Sciences with 160 staff, Faculty of Education with 18 staff and College of Medical and Pharmaceutical Sciences. School of Basic and Remedial Studies equally have 58 staff. Therefore, the researcher selected an approximation of 25% of the academic staff in each of the above faculties and SBRs. The researcher therefore, selected 53 from Faculty of Arts and Social Sciences, 40 from Faculty of Sciences, 5 from Faculty of Education, 11 from Medical Colleges and Pharmaceutical Sciences and 15 from SBRs unit. This gives the total of 124 academic staff.

Furthermore, in selecting the non-academic staff, the researcher equally divided the university into eight divisions. They are the Registry Division with 161 staff, Works department with 49 staff, Bursary department with 20 staff, Student Affairs with 13 staff, Vice-Chancellor's office with 156, Technologist with 54 staff, Clinic with 5 staff and Library with 43 staff. This also gives the total of 501 non-academic staff in the university. The same method is applied and selecting 40 staff from Registry unit, 12 staff from works department, 5 staff from bursary department, 3 staff from student affairs, 39 staff from vc's office, 14 staff from technologist unit, 1 staff clinic and 11 staff from library. This gives the total of 125 non-academic staff. Below is the presentation procedure of selecting the academic and non-academic staff of Gombe State University.

Table 1: Number of academic staff from four faculties

Faculty	Total Number of Staff	Sample Size	% of Sample Size
Arts and Social Sciences	213	31	15
Sciences	160	24	15
Education	18	3	15
Medical College and Pharmaceutical Sciences	43	6	15
School of Basic and Remedial Studies	58	9	15
Total	492	73	75

2.5 Sources of Data

The research used two types of data, primary and secondary. The primary data is sourced through the use of questionnaires, while, the secondary data was sourced from written documents including journal articles, textbooks, internet materials and university publications.

2.6 Method of data Collection

The researcher will employ primary data collection instrument. Questionnaires in this respect are designed to include both closed and open ended questions, which offered the respondents opportunity to express their views. The questionnaires designed are to be administered on the sampled population of the Gombe State University employees which includes Academic and

nonacademic staff from departments. The questionnaire is designed to elicit information covering the subject of the research [8].

Table 2: Non-academic staff from eight divisions

Divisions	Population	Sample Size	% Sample Size
Registry	161	24	15
Works Dept.	49	7	15
Bursary Dept.	20	3	15
Student Affairs Division	13	2	15
Vice-Chancellor's Office	156	23	15
Technologist	54	8	15
Clinic	5	1	15
Library Division	43	6	15
Total	501	74	120

2.7 Method of Data Analysis

The data generated was analyzed with the aid of Statistical Package for the Social Sciences (SPSS) and percentage tables.

3.0 RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of data collected from the field. During data collection one hundred and forty-seven questionnaires were distributed in the field and fortunately all of them were retrieved. The Respondents are classified according to their personal data which includes sex, marital status, age, educational qualification, length of service and position in the organization. These were compared according to the university studies. These characteristics are presented in frequency and percentage distribution tables. The responses to the questions or relevant variables were equally analyzed and tabulated.

3.1 Demographic Data

Table 3 analyses respondents' socio-demographic characteristics as contain in the following tables. The table indicates the sex distribution of respondents. Male respondents are 73.5% while female respondents are 26.5%. This shows that male respondents are dominant working class in Gombe State University as it was observed by the research of Jone et al., [9].

Table 3: Sex of respondents (field survey, 2015)

Respondents	Frequency	Percent
Male	105	73.5
Female	42	26.5
Total	147	100.0

Table 4: Frequency table showing age of respondents

Respondents	Frequency	Percent
18-29	82	50.0
30-40	42	40.0
41-50	22	9.6
51-65	1	0.4
Total	147	100.0

This table being the second shows that 50% of the respondents are between ages 18-29 years. Also, 40% are between ages 30-40. Whereas 9.6% are between ages 41-50. This shows that the age group of the respondents is dominated by youths in Gombe State University.

Table 5: Frequency table showing religions of the respondents (field survey, 2015)

Respondents	Frequency	Percent
Islam	104	75.5
Christianity	43	24.5
Traditionalist	0	0.0
Total	147	100.0

From the above table, 75% of the respondents are Muslims while 24% are Christians. This data shows that the respondents are predominantly Muslims.

Table 6: Frequency table showing ethnic group of respondents (field survey, 2015)

Respondents	Frequency	Percent
Fulani	35	23.5
Hausa	32	21.9
Tera	30	19.2
Tangale	30	19.2
others specify	20	16.2
Total	147	100.0

The above table shows the ethnic groups of the respondents. 23.5% of the respondents belong to Fulani, 21.9% belong to Hausa, 19.2% belong to Tera, 19.2% belong to Tangale and 16.2% belong to others. Thus, the above information shows that majority of the respondents are Fulani by tribe.

Table 7: Frequency table showing status of respondents (field survey, 2015)

Respondents	Frequency	Percent
Single	15	18.9
Married	132	80.7

Total	147	100.0
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This table shows the marital status of the respondents' .18.9% of the respondents are not married, while 80.7% are married. Based on that, majority of the workers in Gombe State University are married.

Table 8: Monthly income of respondents (field survey, 2015)

Respondents (₦)	Frequency	Percentage
18,500-39000	24	12.6
40000-83000	45	32.2
90000-112,000	47	33.5
120,000-144,000	24	15.6
145,000-205,000	4	3.0
210,000-300,000	3	2.9
Total	147	100.0

Table 8 presents the income of the respondents. 24 respondents have income of about 18500-39000. 45 of them earn about 40,000-83,000. Moreover, 47 of them have income of 90,000-112,000. Similarly, 24 respondents generate income of 120,000-140,000. Besides, 4 respondents' gate income of 145,000-205,000. And finally, only 3 respondents have income of 210,000-300,000 in the University. The above table demonstrated that the respondents are paid differently. Hence the information from the above table portrays that the income of every worker depends on his/her rank and level of education [16].

Table 9: Frequency table shows status of the respondents in gombe state university (field survey, 2015)

Respondents	Frequency	Percent
Academic staff	82	53.6
Non-academic staff	65	46.4
Total	147	100.0

The above findings shows the status of the respondents. 82 of the respondents are academic staff while, 65 are non-academic staff.

Table 10: Frequency of working experience of respondents (field survey, 2015)

Respondents	Frequency	Percent
2-4years	126	53.8
5-7years	74	31.9
8-11years	21	14.3
Total	147	100.0

Table 10 indicates years of working experience of the respondents. Majority of the respondents' state that, they have been working in the university for about 2-4 years. And also 74 respondents say that they have been in Gombe State University for at least 5-7 years.

Meanwhile, the remaining 21 respondent service age is about 8-11 years. In this regard, the above study indicates that more than half of the respondents have not been in the university for long.

Table 11: Frequency of leadership style adopted by Gombe State University from 2004-2013

Respondents	Frequency	Percent
Transformational	19	12.4
Participatory	102	73.7
Autocratic	26	13.9
Total	147	100.0

Table 11 described the responses about the types of leadership style adopted in Gombe State University from 2004-2013. 19 respondents argue that the style of leadership adopted was transformational, 102 respondents say it was participatory, and conversely, 13.9% of them maintained that it was autocratic leadership style. Thus, the dominant respondents agree to the fact that the leadership adopted was participatory [18, 19].

Table 12: Frequency of the impact of leadership on employees discipline in Gombe State University (field survey, 2015)

Respondents	Frequency	Percent
Positive	145	98.7
Negative	2	2.3
Total	147	100.0

Table 12 demonstrated that overwhelping majority of the respondents believe that leadership style in Gombe State University positively made the workers a good conduct whereas few of the respondents claimed that it made them violating the rules of the school. Consequently, the findings show that the leadership of the university positively disciplined almost all the workers.

Table 13: Frequency of the impact of leadership in developing university to the modern one (field survey)

Respondents	Frequency	Percent
Poor	1	0.4
Good	60	41.0
very good	86	58.5
Total	147	100.0

Most of respondents point out that leadership style drastically developed university in to a modern one (Table 15). However, some of the respondents have it that leadership of the then VC developed the school. Nevertheless, only one respondent criticizes the leadership in developing the institution. Impliedly, leadership of the then VC transformed the university in to a model.

Table 14: Frequency of leadership role in teaming employees in the university best on performance (field survey, 2015)

Respondents	Frequency	Percent
Agree	105	66.3
Disagree	10	4.4
strongly agree	32	29.3
Total	147	100.0

Table 14 show that, majority of the respondents agree that leadership played a vital role in teaming employees in the university based on performance. On the other hand, 10 respondents disagree with the statement while 32 respondents strongly disagree with the motion. In a nutshell, the study indicates that as a result of leadership, employees of the university were teamed up based on their performance.

Table 15: Frequency of the impact of leadership on employee's performance (field survey, 2015)

Respondents	Frequency	Percent
Positive	124	89.7
Negative	23	9.3
Total	147	100.0

Considering the above analysis, it is clear that most of the respondents believed that leadership style impacted positively on employees' performance. The remaining 23 respondents on the other hand, argue that leadership impact was negative on their performance while about 124 concur that, the leadership impact of the institution is positive on employee's performance.

Table 16: Frequency of leadership style and management relationship with their employees in Gombe State University (field survey, 2015)

Poor	5	3.8
Good	107	71.6
very good	35	24.6
Total	147	100.0

Based on Table 16, most of the respondents stated that the management relationship with the employees was good while 35 respondents maintain that their relationship was very good. Generally, the relationship between management and employees was good.

The supplied information above indicates that majority of the respondents used technological equipment for learning and research daily. In the same vain, 30 respondents utilized the facilities weekly whereas remaining respondents used the facilities monthly. At this juncture, it will be noted that most of the employees of Gombe State University used modern technological equipment for learning and research in their day-to-day activities.

Table 17: Frequency of how employees of the Gombe state University use modern technological equipment for learning and research (field survey, 2015)

Respondents	Frequency	Percent
Daily	88	72.0
Weekly	30	14.3
Monthly	29	13.7
Total	147	100.0

4.0 DISCUSSION

Based on the data collected, the findings reveal that majority of the respondents see style of leadership adopted in university as participatory one. This is evident from the fact that the management considered the views of the employees before it made decision especially on matters affecting them [20]. This research was in contrary with another research carried out in Malaysian public and private universities where majority of the respondent adopt transformational and laissez faire as significant system of leadership [10]. Similarly, 19 respondents consider it as transformational. Viewed differently, the remaining 13 respondents argue that it was autocratic in nature. From table 13, study shows that majority of the respondents testify that as a result of good leadership, they became workers of good conduct. At the same time, few of the respondents say it only made them undisciplined. Also, majority of the respondents say the school developed [11].

The information gotten from table 14 portrays that some of the respondents believed that leadership drastically developed the school considering its improvement in short time. However, one of them opposes the views by saying there was no any development brought about. Furthermore, from table 15 indicates that majority of the respondents have it that leadership played a vital role in teaming employees [12]. 10 of them however disagree with the view while 32 strongly disagree with it since that the management used to sack them at will.

In table 16, most of the respondents believed that leadership impacted positively on their performance, because it motivated them to work hard [2]. On the other hand, the remaining respondents' state that it negatively affected their performance as they developed fear of management punishment. Equally, from table 17, most of the respondents state that their relationship with the management was good and, 35 of them argue it was even very good. This will be attributed to the fact every one of them does his/her activities without interference and above all, they respect one another. Findings from table 18 shows that most of the respondents used technological equipment daily for learning and research .Table 18, study indicates that 30 respondents utilized technological facilities weekly while remaining 29 state that they used them on monthly basis [7].

5.0 CONCLUSION

Undoubtedly, adopting different types of leadership had profound impact on employees' roles in formal organizations. In the case of Gombe State University, owing to varied system of leadership practiced, the employees' performance, discipline, hard work and dedication were improved. The management also provided technological facilities for effective service delivery. In effect, the school overnight became developed and modern one capable of competing any university anywhere in world. At this juncture it is factual to say that the tenure of Professor Abdullahi Mahdi is good and thus worthy of praising.

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