



RELATIONSHIP BETWEEN ADMINISTRATIVE PRACTICES OF HEAD OF DEPARTMENTS AND LECTURER'S JOB PERFORMANCE IN SELECTED HIGHER INSTITUTIONS IN NORTHEAST, NIGERIA

Management

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ABSTRACT

This study investigates the relationship between administrative practices of Heads of Departments and Lecturers' Job Performance in tertiary institutions in Borno State, Northeast Nigeria. The study adopted correlational research design and the population of the study comprised of all employee of tertiary institutions in Borno state. A sample of three hundred and eighteen (318) participants was randomly selected, and data collection employed the Path-Goal Leadership Questionnaire (PGLQ) to assess four administrative practices (Directive, Participative, Supportive, Achievement Oriented), and the Teacher Job Performance Questionnaire (TJPQ) to measure various aspects of teaching performance. Reliability checks using Cronbach's Alpha coefficients (above 0.70) confirmed the validity of these instruments. Data collected was analyzed using Multiple Regression Analysis to explore how HODs' Administrative Practices influence Lecturers' Job Performance. Results from the regression analysis indicated a significant relationship ($F=153.64$, $p<0.01$) between these administrative practices and Lecturers' Job Performance, with an R-square value of 0.663 suggesting that 66.3% of the variability in job performance among lecturers is explained by these practices. The results further revealed that, among the administrative practices of the head of departments, Participatory administrative practice and achievement oriented administrative practices are the best predictor of lecturers' job performance with p-values <0.01 . The study recommends fostering participatory and achievement oriented administrative practice to improve educational outcomes in similar contexts.

KEYWORDS

Administrative Practices, HoD, Lecturers' Job Performance, Tertiary Institutions, Multiple Regression Analysis and Leadership Styles

INTRODUCTION

The role of the Head of Department (HoD) in academic institutions is multidimensional, encompassing the coordination of departmental activities and fostering harmonious relationships with lecturers to ensure administrative success (Shauli et al., 2022). This coordination involves not only administrative tasks but also the creation of an environment where lecturers feel valued and supported. Klein (2023) emphasizes the pivotal role of the HoD in departmental administration, highlighting the necessity of close collaboration with lecturers to achieve departmental goals (Kalkan et al., 2020). Such collaboration is essential in cultivating a culture of teamwork and mutual respect, which is crucial for the overall success of the department.

Ogbonnaya (2010) summaries the daily administrative tasks led by the HoD, including planning, controlling, and coordinating human, material, financial, and time resources to achieve departmental objectives. These tasks require a high level of organizational skill and a deep understanding of the department's needs and goals. Effective planning and resource management are critical to ensuring that the department runs smoothly and efficiently. Ndubuisi and Jacob (2021) identify leadership, lecturer welfare maintenance, and instructional facility management as critical responsibilities of the HoD, emphasizing their importance in enhancing both lecturer and departmental performance. Leadership in this context involves not only managing resources but also inspiring and motivating lecturers to perform at their best.

Improving administrative quality and instructional activities is another crucial aspect of the HoD's role, as stressed by Igoni (2020). Effective practices implemented by the HoD can significantly influence lecturer performance by providing the necessary support and resources. For instance, clear communication of expectations and regular feedback can help lecturers improve their teaching practices. Freeman (2021) highlights the importance of involving lecturers in decision-making, proper delegation, communication, and the adequate provision of facilities as essential administrative practices for optimizing lecturer performance. This inclusive approach ensures that lecturers feel a sense of ownership and commitment to the department's goals.

Recognizing lecturers' efforts and organizing workshops are effective strategies employed by HoDs to motivate lecturers, as noted by Ani (2007). These strategies not only boost morale but also enhance professional development, which is essential for maintaining high teaching standards. Involving lecturers in decision-making processes further enhances their job performance and productivity, as observed by Adeyemi (2011). This involvement can lead to innovative ideas and solutions, as lecturers who are directly involved in the classroom often

have valuable insights into what works best for students. Proper welfare management and the provision of instructional materials are also critical for lecturer performance, as emphasized by Nicholls (2005). Ensuring that lecturers have the resources they need to teach effectively is a fundamental part of the HoD's role.

The exclusion of lecturers from decision-making processes can significantly hamper departmental effectiveness, as warned by Mabindisa (2021). Sundani and Mamokhere (2021) establish a significant link between departmental decision-making strategies, lecturer task performance, and student academic outcomes in higher education institutions. This link highlights the broader impact of effective departmental administration on overall academic success. Effective welfare management, including salary structures and work-life balance, positively impacts lecturer performance (Torlak, 2022). Ensuring that lecturers are well-compensated and have a good work-life balance is essential for maintaining high levels of motivation and job satisfaction.

The theoretical framework of this study aims to provide structure and simplicity in understanding how leadership styles impact effective teaching and learning outcomes in higher institutions in Borno State, Nigeria. Leadership theories, including Fiedler's Contingency Theory (1964) and House's Path-Goal Theory (1971), guide the exploration of how the administrative practices of HoDs influence educational effectiveness. Fiedler's Contingency Theory emphasizes the importance of matching leadership styles to situational contexts, distinguishing between task-oriented and relationship-oriented approaches. In contrast, Path-Goal Theory focuses on leaders adapting their behaviors to enhance subordinates' motivation and satisfaction by clarifying paths to goals, removing obstacles, and providing rewards. These theories highlight the importance of leadership flexibility and adaptation in promoting effective educational outcomes, suggesting significant implications for leadership development and practice in educational settings.

Thuku, Jeremiah, and Edward (2018) investigated the positive relationship between supportive leadership by head teachers and job satisfaction among primary school teachers in Nakuru County, Kenya. Their correlation analysis highlighted the influence of a supportive school environment on teacher well-being. Similarly, Mutonyi, K'Aol, and Ouma (2021) focused on how supportive leadership fosters innovative behavior among staff, finding that this leadership style significantly predicts innovation. Oketch and Komunda (2020) studied the effect of supportive leadership on staff motivation in Ugandan universities, emphasizing its role in enhancing motivation. These studies collectively highlight the importance of supportive leadership

in shaping organizational outcomes such as job satisfaction, motivation, and innovation.

In Nigeria, there is substantial evidence of administrative shortcomings among HoDs in selected higher institutions, which have led to poor job performance among lecturers. These deficiencies are evident in various forms, including a lack of commitment to their duties, poor teaching quality, irregular class attendance, and deteriorating infrastructure. Such issues collectively contribute to ineffective instructional delivery and subpar lecturer performance. Addressing these challenges necessitates that HoDs prioritize effective management strategies to ensure lecturers teach efficiently and enhance their overall job performance and productivity. Furthermore, there is a concerning trend of HoDs in Nigerian higher institutions failing to involve lecturers in decision-making processes, coupled with inadequate management of staff welfare and insufficient provision of instructional materials. These factors significantly impact the quality of education and hinder lecturer performance across the country's higher institutions. This study seeks to determine the relationship between the administrative practices of HoDs and lecturers' job performance in selected higher institutions in North East Nigeria.

The uniqueness of this study lies in its comprehensive examination of the multidimensional role of the HoD and its impact on lecturer performance and departmental effectiveness. By integrating recent research and highlighting the interconnectedness of administrative practices, lecturer involvement, and academic outcomes, this study provides valuable insights into how HoDs can optimize departmental operations. This complete approach highlights the importance of inclusive decision-making, effective resource management, and continuous professional development in achieving educational excellence.

Methodology
Research Design

This study employs a correlational research design, as defined by Oduma and Ossai (2024), to examine the relationships between the administrative styles of Heads of Departments (HoDs) and effective teaching and learning outcomes in higher institutions in Borno State, Nigeria. This design is suitable for establishing the nature and strength of relationships between variables without manipulating them, thereby providing insights into existing dynamics within the educational environment in the study area.

Population And Sample

The population for this study comprises all employees across five higher institutions in Borno State, Nigeria. To obtain a representative sample, a total of three hundred and eighteen (318) participants were selected using simple random sampling. This sampling method ensures that every individual within the population has an equal chance of being included in the study, thus enhancing the generalizability of the findings. The sample size determination was guided by the Research Advisors (2006), which provides established guidelines for achieving accuracy in research studies.

Research Instruments

To gather data on the administrative styles of HoDs and lecturers' job performance, the study utilizes two primary instruments. The first instrument is the Path-Goal Leadership Questionnaire (PGLQ), developed by Indvik (1985). This questionnaire assesses four key administrative styles: directive, supportive, participative, and achievement-oriented leadership. Each style is measured through a series of items that capture specific behaviors and practices associated with effective leadership.

The second instrument is the Teacher Job Performance Questionnaire (TJPQ), designed by Atsebeha (2016). This questionnaire evaluates various components of teacher job performance, including teaching planning, classroom organization, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership. These components collectively provide a comprehensive measure of how administrative practices influence teaching effectiveness.

Reliability And Validity

The reliability of the research instruments was confirmed using Cronbach's Alpha coefficients, with values exceeding 0.70 as recommended by Saleem et al. (2020). This high level of reliability indicates that the instruments consistently measure the constructs they

are intended to assess, ensuring the accuracy and dependability of the data collected. Additionally, the validity of the instruments was supported through expert reviews and pilot testing, further ensuring that they accurately capture the constructs of interest.

Data Collection

Data were collected through the administration of the PGLQ and TJPQ to the selected sample of HoDs and lecturers. The questionnaires were distributed in both digital and paper formats to accommodate participant preferences and ensure a high response rate. The data collection process was carefully monitored to ensure completeness and accuracy of the responses.

Data Analysis

The collected data were analyzed using Multiple Regression Analysis. This statistical method was chosen for its ability to explore the influence of multiple independent variables (administrative styles of HoDs) on a dependent variable (lecturers' job performance). Multiple Regression Analysis provides detailed insights into the extent to which each administrative style contributes to variations in teaching effectiveness, thereby highlighting the most impactful leadership practices.

Ethical Considerations

The study adhered to ethical guidelines throughout the research process. Informed consent was obtained from all participants, ensuring that they were fully aware of the study's purpose and their rights. Confidentiality of the participants' information was maintained, and the data were used solely for research purposes.

RESULTS

The results present a multiple regression analysis exploring the relationship between the administrative practices of Heads of Departments (HODs) and lecturers' job performance in tertiary institutions in North East Nigeria.

Multiple regression analysis is a statistical method used to examine the relationship between one dependent variable and multiple independent variables. In this study, the dependent variable is lecturers' job performance, while the independent variables are the administrative styles of HODs, specifically directive, participatory, supportive, and achievement-oriented styles.

The analysis shows that the administrative practices of HODs significantly impact lecturers' job performance in tertiary institutions in Borno State, North East Nigeria. The significant F-statistic and p-value suggest that the independent variables collectively explain a substantial portion of the variance in lecturers' job performance

Table 1: Administrative Practice of Head of Departments and Lectures Job performance in Tertiary Institutions in Borno State

Sources of Variation	Sum of Squares	df	Mean Square	F	p-value
Regression	5972.665	4	1493.166	153.64	<0.01
Residual	3041.863	313	9.718		
Total	9014.528	317			

Table 1 gives the summary of the regression analysis on the relationship between directive, participative, supportive, and achievement-oriented Administrative practices of Head of Departments and Lectures Job Performance in Tertiary institution in Borno State. The results revealed that, Lectures' Job Performance in tertiary institutions are being influenced by administrative practices of the Head of Departments with (F=153.64,df=4,p-value<0.01). The r-square value of 0.663 indicated that, 66.3% of the lecturers' job performance is being influenced by administrative practices of the Head of Departments.

Table 2: Regression Coefficients

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	T	p-value
	B	SE			
(Constant)	5.944	1.413		4.206	0.000
Directive	0.177	0.070	0.087	2.525	0.012
Participatory	1.769	0.221	0.940	8.013	0.000
Supportive	0.655	0.241	0.304	2.725	0.007
Achievement Oriented	-1.056	0.205	-0.496	-5.144	0.000

Table 2 displays regression coefficients for four leadership practices (Directive, Participatory, Supportive, Achievement Oriented) predicting a dependent variable (Lecturers' Job Performance). The intercept (Constant) is 5.944 with a significant t-value (4.206, $p = 0.000$). Directive leadership ($B = 0.177$, $p = 0.012$), Participatory ($B = 1.769$, $p = 0.000$), Supportive ($B = 0.655$, $p = 0.007$), and Achievement Oriented ($B = -1.056$, $p = 0.000$) administrative practice all significantly predict the Lecturers' Job Performance because the values are all less than the level of significance (0.05). Therefore, administrative practice of Head of Departments significantly predict Lecturers' Job Performance in Tertiary Institutions.

DISCUSSION

The results of the multiple regression analysis reveal that the administrative practices of Heads of Departments (HODs) significantly influence lecturers' job performance in tertiary institutions in Borno State, North East Nigeria. Specifically, the analysis identifies directive, participatory, supportive, and achievement-oriented administrative styles as key predictors. The regression coefficient ($B = 0.177$, $p = 0.012$) indicates a positive relationship between directive leadership and lecturers' job performance. Directive leadership involves clear instructions and close supervision, which may provide lecturers with a structured environment conducive to high performance (House, 1971). This style shows the strongest positive impact ($B = 1.769$, $p = 0.000$). Participatory leadership, which includes involving lecturers in decision-making processes, fosters a sense of ownership and motivation among lecturers, enhancing their performance (Vroom & Yetton, 1973). The supportive style also positively influences job performance ($B = 0.655$, $p = 0.007$). This style, characterized by showing concern for lecturers' well-being, creates a supportive work environment that can improve job satisfaction and performance (House, 1996). Interestingly, this style has a negative impact on job performance ($B = -1.056$, $p = 0.000$). Achievement-oriented leadership focuses on setting challenging goals and high performance standards. While this can motivate some, it may also create pressure and stress for others, potentially reducing overall job performance (House & Mitchell, 1974).

The R-square value of 0.663 indicates that 66.3% of the variance in lecturers' job performance is explained by the combined administrative practices of HODs, highlighting the substantial impact of leadership styles on educational outcomes.

These findings have significant implications for the management of tertiary institutions. The positive impact of participatory and supportive administrative styles suggests that fostering an inclusive and supportive work environment is crucial for enhancing lecturers' performance. Institutions should consider training HODs in these leadership styles to improve overall job satisfaction and performance.

Conversely, the negative impact of the achievement-oriented style indicates a potential area of concern. While setting high standards is important, it must be balanced with adequate support to prevent undue stress among lecturers. This balance is crucial for maintaining a healthy and productive academic environment.

The results align with existing literature on leadership and job performance in educational settings. Previous studies have highlighted the positive effects of participatory and supportive leadership on employee performance and job satisfaction. For example, Vroom and Yetton (1973) and House (1996) emphasize the benefits of inclusive decision-making and support for employees' well-being.

The negative impact of achievement-oriented leadership is also supported by prior research. Studies by House and Mitchell (1974) indicate that while high-performance goals can drive productivity, they can also lead to burnout and decreased job satisfaction if not managed properly.

These findings contribute to the broader understanding of effective leadership in educational institutions, emphasizing the need for a balanced approach that combines clear direction with support and inclusion.

CONCLUSION

Based on the findings from the regression analysis examining the impact of administrative practices of Heads of Departments on

Lecturers' Job Performance in tertiary institutions in Borno State, Northeast Nigeria, the study reveals a strong and statistically significant relationship between the administrative practices of Directive, Participatory, Supportive, and Achievement Oriented administrative practices and lecturers' job performance. Specifically, Participatory and achievement oriented administrative practices are the best predictors of lecturers job performance in tertiary institutions. These findings highlight the significant role that administrative practices play in enhancing job performance among lecturers of tertiary institutions. The substantial proportion of variance (66.3%) explained by these administrative practices highlights their significance in fostering a conducive academic environment. These results suggest that institutions aiming to improve lecturers' performance should consider fostering participatory and achievement oriented administrative cultures, thereby potentially enhancing overall educational outcomes in tertiary institutions in this region of Nigeria.

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