The Effect of Teaching and Learning Based on the Impact of Supportive and Achievement Oriented Administrative Style of Head of Departments among Lecturers in Tertiary Institutions in Borno State"

Kaumi Umara, H. N. Hota

School of Education, Noida International University, Plot 1, Yamuna Expy, Sector 17A, Uttar Pradesh, 203201, India

Email: umarakaumi@gmail.com

https://orcid.org/0009-0007-3119-0977

Email: dir.soe@niu.edu.in

https://orcid.org/009-009-6069-065X

ARTICLE INFO	ABSTRACT
	"This study determines the effect of teaching and learning based on the impact of supportive and achievement-oriented administrative styles adopted by Heads of Departments (HODs) among lecturers in Tertiary institutions in Borno State, Nigeria. A correlational research design was adopted to examine the relationships between the identified variables. The sample consists of employees from five higher institutions in Borno State, selected through a simple random sampling technique. Two validated instruments (Indvik's Path-Goal Leadership Questionnaire (PGLQ) and Atsebeha's Teacher Job Performance Questionnaire (TJPQ)) were employed to measure administrative styles and the effect of teaching and learning. We employed frequency counts, simple percentages and Pearson's Product Moment Correlation Coefficient for data analysis. The study indicated a significant relationship between supportive and achievement-oriented administrative styles and effective teaching and learning. Therefore, based on the outcome of this study, we recommended that tertiary institutions actively promote and adopt leadership styles comprising supportive and achievement-oriented administrative styles among HODs." **Keywords:** HOD, Leadership, Styles, Higher Institution, Borno State

Introduction

The leadership style of Heads of Departments (HODs) in educational institutions substantially influences their respective academic units' organizational culture, effectiveness, and overall success. As influential leaders, HODs are vital in guiding their departments towards their goals by creating a positive and supportive workplace and helping faculty members grow professionally (Akanji *et al.*, 2020). The complex nature of administrative styles includes essential leadership attributes such as communication, decision-making, delegation, mentorship, and adaptability to evolving educational environments (Mgaiwa, 2023). In the ever-evolving field of education, comprehending the variations in Heads of Departments (HODs) administrative styles is essential for making informed decisions, developing effective strategies, and continuously enhancing academic programs (Munene, 2022).

A Head of Department's (HOD) methods of supervising staff, allocating resources and providing support significantly influence lecturers' performance, output, and career development. Also, how departments are managed within a school can affect the whole school's atmosphere, influencing whether talented lecturers stay, how engaged students are, and how well the school is known for its academic work (Akanji *et al.*, 2021). One of the most critical ways HODs can manage is by being supportive, which is essential to how they work with lecturers and create an excellent place to learn and work (Khan, 2020).

A supportive administrative style encompasses leadership attributes such as effective communication, judicious resource allocation, mentorship, and cultivating a positive work culture (Haricharan, 2023). Knowing how HODs manage their departments is essential for making informed decisions and planning for the future. Research shows that a supportive leadership style can significantly impact how Lecturers feel about their jobs, how productive they are, and how much they grow professionally, which can ultimately help departments be more successful and vibrant (Lim *et al.,* 2021).

A 'supportive administrative style' means a leader who acts as a mentor, communicates clearly, shares resources somewhat, and creates a positive workplace (Drewniak *et al.,* 2020). When a department head uses this style, it can help Lecturers grow and learn and create a good place for learning. Supportive leadership involves showing by example, giving helpful feedback, and making a friendly and enjoyable workplace (Chin *et al.,* 2023). Leaders create a place where people feel supported and welcome, encouraging positive behaviour and making people feel better about their jobs.

As Luthan (2011) describes it, supportive leadership means making the workplace a good place and showing that you genuinely care about how your employees are doing. This kind of leadership is beneficial when employees deal with physically or emotionally tough things. Similarly, Quick and Nelson (2013) and Moorhead and Griffin (2012) highlight that supportive leadership subordinates dress physically and emotionally, resulting in higher morale and productivity. Companies prioritizing supportive leadership often experience improved job performance and better customer service, as Murugesan (2011) noted.

The positive effects of supportive leadership are seen in more than just schools. For example, Adeyemi (2010) studied how leaders in Nigerian secondary schools behave and found that even though democratic leadership was shared, having a leader who makes all the decisions led to better teacher performance. Similarly, Rowld and Schlotz (2009) and Imtiaz and Ahmed (2009) showed that supportive leadership can help people handle stress better and keep doing their jobs well. Supportive leadership has also been connected to less stress at work and better performance (Khalid *et al.,* 2021; Shin *et al.,* 2016), further showing how important it is in higher institutions.

In Kenya, research by Thuku *et al.* (2018) found a positive connection between head Lecturers' supportive leadership styles and Lecturers' job satisfaction in primary schools. This emphasizes the importance of fostering a supportive leadership culture in education. Mutonyi et al. (2021) also highlighted the positive relationship between supportive leadership and innovative behaviour among staff. Oketch and Komunda (2020) found that when leaders are supportive, it helps staff in private universities feel more motivated.

Leaders who use this approach value doing things well, reaching goals, and encouraging creative and new ideas in their teams. Achievement-oriented leadership has been shown to motivate people and help them reach their goals (Syakur, 2020), making it very important in both schools and workplaces.

Recent studies show that combining supportive and achievement-oriented leadership styles can be the best way to make an organization successful (Mohammed *et al.,* 2014). By combining support with high-performance goals, leaders can create a balanced approach that helps people feel good while pushing teams to achieve high standards. This dynamic combination can enhance educators' professional growth and students' academic success (Alyafei, 2023).

Although research emphasizes the significance of supportive and achievement-oriented leadership styles, there must be a significant gap in our understanding of how these styles specifically play out among Heads of Departments (ODs) in tertiary institutions in Borno State, Nigeria. Addressing this knowledge gap is essential for creating specific plans to improve how the organization works and improve learning for Lecturers and students. Understanding how these leadership styles affect teaching and learning in this situation is essential for making good decisions and strategically improving academic programs.

Methodology

This study employed a correlational research design to assess the relationship between two central variables: the "supportive and achievement-oriented administrative style of Heads of Departments (HODs)" and its "effect on teaching and learning" within higher education institutions in Borno State, Nigeria. A correlational research design was considered suitable for examining the nature and strength of associations between the above-mentioned variables in this study. Because it would provide an appropriate understanding of potential predictive relationships

and the interdependence of critical constructs (Igoni *et al.,* 2004), this approach enables us to deduce connections without manipulating the variables by establishing correlations and making it helpful in studying natural settings like educational institutions.

The study population comprised the entire workforce from five higher institutions in Borno State, including academic staff and HODs. A simple random sampling tool was employed to identify a representative sample from this population so that each institution had an equal chance of participation. A Research Advisors' (2006) Sample Size Table was used to determine the sample size in the population, which recommends an appropriate sample size while keeping a margin of error at 0.05 for statistical precision and reliability.

To collect data, two well-established research instruments were adopted: the Path-Goal Leadership Questionnaire (PGLQ) developed by Indvik (1985) and the Teacher Job Performance Questionnaire (TJPQ) developed by Atsebeha (2016). The PGLQ was designed to assess leadership styles, mainly concentrating on how HODs lead their departments through supportive and achievement-oriented behaviours. The TJPQ questionnaire tool was used to assess the lecturers' job performance in order to understand the effect of teaching and its contribution to the learning outcomes of the students. The reliability of the instruments mentioned above was checked using Cronbach's Alpha, which uses a statistical measure of internal consistency. The reliability coefficients were 0.81 for the supportive administrative style and 0.74 for the achievement-oriented administrative style, indicating a substantial and acceptable level of reliability for both scales. These indices suggest that the instruments are dependable for assessing the administrative styles of Heads of Departments (HODs) and their influence on teaching performance.

The data were obtained and analyzed using descriptive statistical methods such as Charts, frequency counts, and simple percentages to summarise the data systematically. Pearson's Product Moment Correlation Coefficient (PPMCC) tool was employed to assess the relationships between variables in order to show a vital statistical outline for determining the strength and direction of the association between the administrative styles of HODs and the effect of teaching and learning.

RESULTS AND DISCUSSION

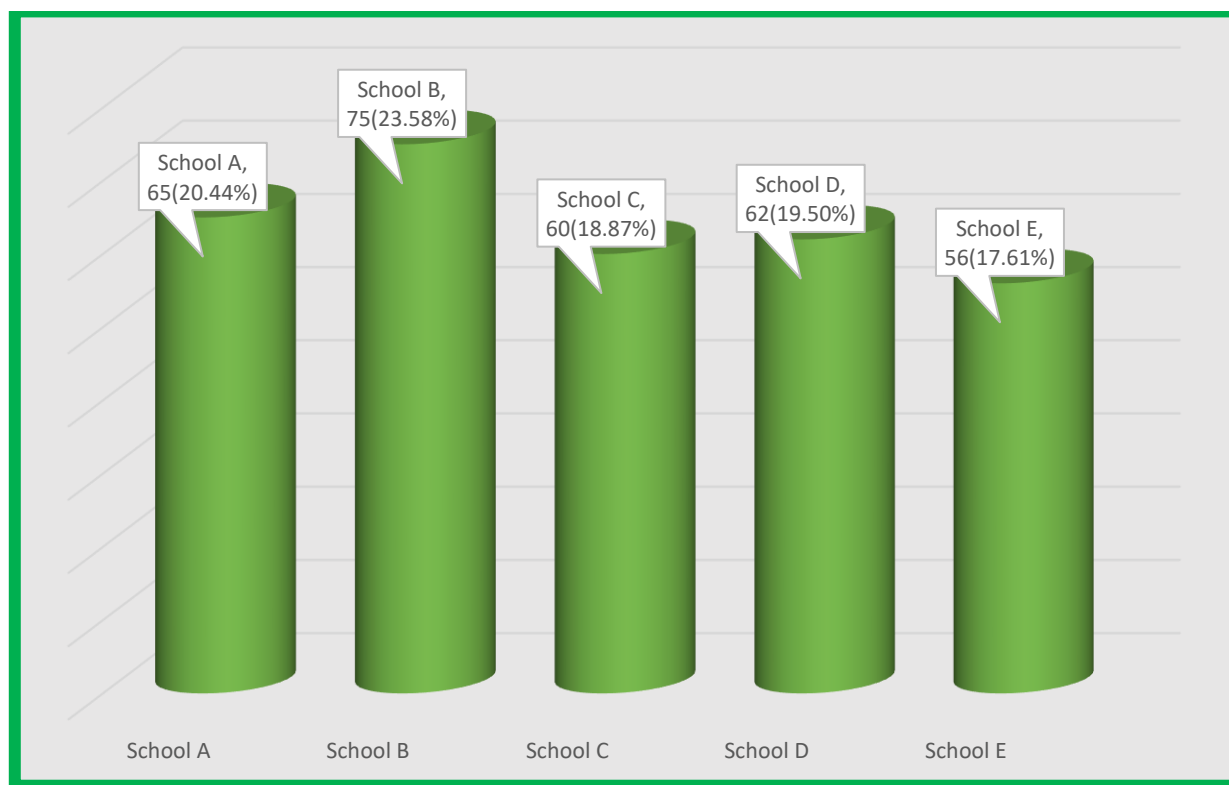### Distribution of the respondents by institutions

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

Figure 1 shows how many respondents were in each of the study's five Schools (Schools A to E). It also shows the percentage of respondents from each school. School A had 65 respondents, which was 20.44% of all the people who took part. School B had 75 respondents, which was 23.58%. School C and School D had 60 and 62 respondents each, 18.87% and 19.50%. School E had 56 respondents, 17.61% of all the respondents. In total, there were 318 respondents from all the schools. The percentages show how many people from each school were in the study, giving us information about how the respondents were spread out among the different schools.

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

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

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

Results from Table 1 revealed that 75(23.58%) of the lecturers strongly agree and 156(49.06%) agree that their HODs maintain a friendly working relationship with lecturers, 69(21.70%) strongly agree and 128(40.25%) agree that their HOD does little things to make it pleasant to be lecturers, 15(4.72%) strongly agree and 32(10.06%) strongly agree that their HOD says things that hurt lecturers personal feelings, 66(20.75%) strongly agree and 156(49.06%) agree that their HODs help lecturers overcome problems that stop them from carrying out their tasks. In comparison, 83(26.10%) of the lecturers strongly agree, and 128(40.25%) agree that their HODs behave in a manner that is thoughtful to lecturers' personal needs.

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

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

S/N	ITEMS	RESPONSES			
		SA	**A**	**DA**	**SD**
1.	Our HOD let lecturers know what they are expected to perform at their highest level	66 (20.75%)	153 (48.11%)	62 (19.50%)	37 (11.64%)
2.	Our HOD sets goal for lecturers' performance that are quite challenging	69	126	82	41

		(21.70%)	(39.62%)	(25.79%)	(12.89%)
3.	Our HOD encourages continual improvement in lecturers' performance	74	128	82	34
		(23.27%)	(40.25%)	(25.79%)	(10.69%)
4.	Our HOD show some doubt about lecturers' ability to meet most objectives	20	72	131	95
		(6.29%)	(22.64%)	(41.19%)	(29.87%)
5.	Our HOD consistently sets challenging goals for lecturers to attain	54	185	70	9
		(16.98%)	(58.18%)	(22.01%)	(2.83%)

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

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

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

Variable	N	Mean	SD	r	p-value	Remark
Supportive Leadership Style	318	14.98	2.48			
				0.758	0.00	Reject H_{o1}
Effective teaching and learning	318	29.72	2.48			

Table 3 presented the Pearson Product Moment Correlation Coefficient analysis on the relationship between the supportive administrative style of Heads of Departments and the effect of teaching and learning in higher institutions. The results indicated a strong positive correlation observed between the supportive leadership style of HODs and the positive effect on teaching and learning in higher institutions when the Pearson Product Moment Correlation Coefficient was employed. The result also revealed that the relationship between the supportive leadership style of HODs and the positive effect on teaching and learning in higher institutions was statistically significant, with a p-value (0.00) less than the significance level ($p < 0.05$). Therefore, hypothesis one is rejected.

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

Table 4: The relationship between achievement-oriented leadership styles of Heads of Departments and their effect on teaching and learning in higher institutions in Borno State using the PPMCC

Variable	N	Mean	SD	r	p-value	Remark
Achievement-oriented	318	14.99	2.69			
				0.446	0.00	Reject H_{o2}
Effective teaching and learning	318	29.72	8.11			

Table 4 presented the Pearson Product Moment Correlation Coefficient on the relationship between the achievement-oriented leadership style of Heads of Departments and effective teaching and learning in higher institutions. The results of the study indicated a strong positive correlation between the achievement-oriented leadership style of HODs and lecturers' job performance, which was observed with a correlation coefficient. The result also revealed that the relationship between the achievement-oriented leadership style of HODs and effective teaching and learning in higher institutions is statistically significant because the p-value (0.00) is less than the significance level (). Therefore, hypothesis two is rejected.

CONCLUSION AND RECOMMENDATION

This study determines the effect of different administrative styles used by Heads of Departments (HODs) in universities in Borno State, Nigeria, can affect the quality of teaching and learning. We focused on two main styles: supportive and achievement-oriented. We discovered that when HODs were supportive and fostered a positive work environment, it greatly impacted teaching and learning. The HOD who engages in supportive leadership tends to have collaborative relationships with the lecturers because it assists them in overcoming challenges. In the same vein, the study found that when Heads of Departments adopted an achievement-oriented approach by setting ambitious goals and clear expectations, it improved teaching and learning outcomes. Lecturers felt more motivated to do their best when their HODs encouraged them to improve continuously and gave them a clear sense of what was expected. Our findings emphasize the importance of supportive and goal-oriented leadership in a thriving university environment. When HODs use both administrative styles, they can have strong relationships with their staff, create a positive and productive atmosphere, and ultimately improve the quality of education in Borno State. These results have important implications for anyone involved in the higher education system. Therefore, based on the outcomes of our study, we recommended that policymakers, higher institution administrators, and educators review these findings and develop policies to improve teaching and learning quality across the regions. Ultimately, a leadership approach that combines support and a focus on achievement can positively impact universities at Borno State.

REFERENCES

[1]   Adeyemi, T. (2010). Principals' Leadership Styles and Teachers" Job Performance in Senior Secondary Schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory*, *3*(3), 84-92.

[2]   Akanji, B., Mordi, C., Ajonbadi, H., & Adekoya, O. D. (2021). Exploring cultural values in conflict management: A qualitative study of university heads of departments. *Qualitative Research in Organizations and Management: An International Journal*, *16*(2), 350-369.

[3]   Akanji, B., Mordi, C., Ituma, A., Adisa, T. A., & Ajonbadi, H. (2020). The influence of organisational culture on leadership style in higher education institutions. *Personnel Review*, *49*(3), 709-732.

[4]   Alyafei, O. (2023). Analysis of Leadership Style: A Case of One Leader. *Journal of Human Resource and Sustainability Studies*, *11*(3), 511-520.

[5]   Alyafei, O. (2023). Analysis of Leadership Style: A Case of One Leader. *Journal of Human Resource and Sustainability Studies*, *11*(3), 511-520.

[6]   Atsebeha, A. T. (2016). Principals' leadership styles and their effects on teachers' performance in the Tigray region of Ethiopia. *University of South Africa: Pretoria, South Africa*.

[7]   Chin, C. H., Sim, S. C., Thong, J. Z., & Chin, Y. S. (2023). Global responsible leadership traits and employee sustainable performance in Malaysia: a gender comparative analysis. *Journal of Global Responsibility*.

[8]   Drewniak, R., Drewniak, Z., & Posadzinska, I. (2020). Leadership styles and employee expectations. *European Research Studies Journal, 23*(1), 398-411.

[9]   Gerpott, T. J., Liu, X., & Kim, H. W. (2023). Beyond individualism: Shared goals and wspolnota as predictors of team creativity. *Journal of Applied Psychology, 108*(3), 346-362.

[10]   Haricharan, S. J. (2023). Leadership, management and organisational implications for public service employee well-being and performance. *SA Journal of Human Resource Management*, *21*, 2080.

[11]   Hassan, Z., Spulbar, C., Birau, R., Mushtaq, M., & Carmen Bărbăcioru, I. (2023). Relationship among leadership styles, employee's well-being and employee's safety behavior: an empirical evidence of COVID-19 from the frontline healthcare workers. *Economic research-Ekonomska Istrazivanja*, *36*(1), 32-47.

[12]   Hassan, A., Ahmad, N., & Ullah, S. (2022). The impact of achievement-oriented leadership on employee engagement in the IT industry: The mediating role of job autonomy and perceived organizational support. *Management Science, 7*(2), 357-372.

[13]   Igoni, C. G. (2020). Administrative practices of principals and teaching staff job performance in secondary schools in Nigeria. *International Journal of scientific and Engineering Research*, *11*(10), 1034-1046.

[14]   Indvik, J. (1985). *A Path-goal Theory Investigation Of Superior-subordinate Relationships (leadership, Downward Communication, Supervision, Organizational)*. The University of Wisconsin-Madison.

[15]   Khalid, A., Zafar, A., Zafar, M. A., Saqib, L., & Mushtaq, R. (2012). Role of supportive leadership as a moderator between job stress and job performance. *Information Management and Business Review*, *4*(9), 487-495.

[16]   Khan, S. A. R., Yu, Z., Belhadi, A., & Mardani, A. (2020). Investigating the effects of renewable energy on international trade and environmental quality. *Journal of Environmental management*, *272*, 111089.

[17]   Lim, S. M., Ghavifekr, S., & Kenayathulla, H. B. (2021). Optimizing the use of learning analytics through strategic direction and leadership practice: A higher education institution perspective. *MOJES: Malaysian Online Journal of Educational Sciences*, *9*(3), 25-36.

[18]   Liu, X., Wang, M., & Zhu, X. (2020). The impact of achievement-oriented leadership and autonomy on employee well-being and job satisfaction: A moderated mediation model. *International Journal of Human Resource Management, 31*(12), 1808-1829.

[19]   Luthan, F. (2011). Organizational Behaviour: An Evidence-Based Approach. Boston: McGraw-Hill.

[20]   Mgaiwa, S. J. (2023). Leadership styles of academic deans and department heads: university dons' perspectives on how they affect their job satisfaction. *International Journal of Educational Management*, *37*(5), 1088-1103.

[21]   Mohammed, U. D., Yusuf, M. O., Sanni, I. M., Ifeyinwa, T. N., Bature, N. U., & Kazeem, A. O. (2014). The relationship between leadership styles and employees' performance in organizations (a study of selected business organizations in Federal Capital Territory, Abuja Nigeria). *Leadership*, *6*(22), 1-11.

[22]   Munene, C. (2022). *An Exploration of how University Heads of Departments (HoDs) come to consolidate their leadership roles in the Zambian Context* (Doctoral dissertation, University of Leicester).

[23]   Murugesan, G. (2011). Principles of Management. India: Wiley Press.

[24]   Mutonyi, N., K'Aol, G., & Ouma, C. (2021). Influence of Supportive Leadership Style on the Innovative Behaviour of Senior Managers in the Manufacturing Sector in Kenya. *The University Journal, 3*(1), 167-179.

[25]   Oketch, C., & Komunda, T. R. (2020). Supportive leadership style and staff motivation in private universities in Uganda: case of Kampala International University. *Global Journal of Management and Business Research: Administration and Management*, *20*(18), 1-9.

[26]   Quick, J. C. & Nelson, D. L. (2013). Principles of Organizational Behaviour: Realities & Challenges. UK: Cengage Press.

[27]   Rowld, J. & Schlotz, W. (2009). Transformational and transactional leadership and followers' chronic stress. *Leadership Review, 9*, 35-48.

[28]   Saleem, A., Wu, L., Aslam, S., & Zhang, T. (2021). Spotlight on leadership path-goal theory silos in practice to improve and sustain job-oriented development: evidence from education sector. *Sustainability*, *13*(21), 12324.

[29]   Saleem, F. T., & Byrd, C. M. (2021). Unpacking school ethnic-racial socialization: A new conceptual model. *Journal of Social Issues*, *77*(4), 1106-1125.

[30]   Sarmah, P., Van den Broeck, A., Schreurs, B., Proost, K., & Germeys, F. (2022). Autonomy supportive and controlling leadership as antecedents of work design and employee well-being. *BRQ Business Research Quarterly*, *25*(1), 44-61.

[31]   Shin, Y., Oh, W. K., Sim, C. H. S., & Lee, J. Y. (2016). A multilevel study of supportive leadership and individual work outcomes: The mediating roles of team cooperation, job satisfaction, and team commitment. *Journal of Applied Business Research (JABR)*, *32*(1), 55-70.

[32]   Sodikin, M., & Fachrunnisa, O. (2022). A Meta-Synthesis of Research on Achievement-Oriented Leadership Style: Ihsan Values Lens. *International Journal of Economics, Management and Accounting*, *30*(1), 203-223.

[33]   Syakur, A., Susilo, T. A. B., Wike, W., & Ahmadi, R. (2020). Sustainability of communication, organizational culture, cooperation, trust and leadership style for lecturer commitments in higher education. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *3*(2), 1325-1335.

[34]   Syakur, A., Susilo, T. A. B., Wike, W., & Ahmadi, R. (2020). Sustainability of communication, organizational culture, cooperation, trust and leadership style for lecturer commitments in higher education. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *3*(2), 1325-1335.

[35]   Thuku, W., Kalai, J. M., & Tanui, E. K. (2018). Relationship Between Achievement-Oriented Leadership Style and Teachers' job Satisfaction in Nakuru County, Kenya. *European Journal of Education Studies*, *5*(2), 250-260.

[36]   Van Quaquebeke, N., & Gerpott, F. H. (2023). Tell-and-sell or ask-and-listen: A self-concept perspective on why it needs leadership communication flexibility to engage subordinates at work. *Current Opinion in Psychology*, 101666.

[37]   Wang, Y., Chin, T., Caputo, F., & Liu, H. (2022). How supportive leadership promotes employee innovation under uncertainty: evidence from Chinese E-commerce industry. *Sustainability*, *14*(12), 7491.

[38]   Wu, C., Yang, Y., & Wang, F. (2021). Achievement-oriented leadership and team creativity: The moderating role of supportive coaching behaviors. *Journal of Business Ethics, 170*(3), 557-570.

[39]   Yu, P. L. (2017). Innovative culture and professional skills: The use of supportive leadership and individual power distance orientation in IT industry. *International Journal of Manpower*, *38*(2), 198–214.