Effective Leadership Style as Correlate of Staff Performance in Universities in Rivers State

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Abstract

This study evaluated the role leadership style play in staff job performance in tertiary institutions in Rivers State. This study specifically sort answers to the purpose of the research in relation to the research questions and hypotheses put forward in this study. This study is grounded in the Lawler and Hall (1970) theory of leadership. A far-reaching literature review was carried out. This study used quality creative writings especially from a developing economy framework to bring together many approaches to achieving sustainable research on the relationship between leadership styles on staff job performance. The study covered a lot of ground from both theoretical and empirical information. The research design for this study is a survey design. The population of study is 5630, while the sample size is 300. The researcher's supervisors and four experts in education and the social sciences ascertained the validity of the research instruments by reading through the questionnaire and making corrections where necessary. The reliability of the research instrument was statistically tested using SPSS version 23 and the result obtained was .888. The analysis of data involved the use of the following procedures: Frequency, mean point value, percentages and One-Way Analysis of Variance (ANOVA). The findings of this study revealed the basic roles of leadership style on staff job performance. Analysis of both literature and empirical results and findings showed that there are significant relationships between leadership styles and staff job performance. Study recommends that since leadership style play significant role in staff job performance in tertiary institutions in Rivers State there is the need to enhance the way staff are treated.

Keywords: Effective, Leadership Style, Staff Performance, Universities, Rivers State.

Reference to this paper should be made as follows:

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INTRODUCTION

Over the years, it has been observed that poor attitude of some staff or employees to work in Nigeria, has been causing serious setback to economic development. This is in fact the root cause of impoverished economy all over the world. Hence, Managers and Leaders or Captains of Industries/Organizations therefore have to contend with the serious task of how best to get staff/employees committed to their work and put in their best towards the achievement of organizational objectives.

However, what constitutes effective leadership has always been a topic for debate. According to Ololube (2013), to many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience and most importantly the skill to negotiate and work with others to achieve desired goals. Good leaders are therefore made and not born because they are products of a never ending process of self-study, education, training and the accumulation of relevant experience (Base & Base in Ololube 2013).

Effective leadership is therefore predicated on strong characterization and selfless devotion for self-actualization. Hence, from the perspective of the staff/employee, effective leadership comprised of everything a leader does that affects the achievement of objectives and the well-being of the staff and the organization (Abbasialiya, 2010). Hence, trustworthiness is the key to the position of 'effective leadership' because it's the foundation upon which every other thing is built, whether in education, business, the military, religion, government, or international organizations (Lamb & McKee, 2004; Ivancevich, Konopaske & Matteson, 2007).

The leadership style adopted by managers is therefore crucial because it could mar or increase performance. Indeed, the success of a leader depends on the behavior or leadership style possessed and adopted whether or not such behaviour or style is accepted by those being led. It is the willingness of the people to follow that makes a person a leader (Agi & Adiele, 2015).

An effective leadership is perceived through the willingness and readiness of staff to work to achieving higher performance. A leader must know that he is going to lead a diverse and in some cases unpredictable group of individuals. Leadership here is often concerned with how to increase the level of work behaviour and ensure that work goals are effectively and efficiently achieved. A leader should therefore observe the psychological state of his subordinates so as to know what should; and what should not influence staff to perform their tasks creditably.

The researchers in this work tried to understand and keep in touch with a combination of leadership styles, situational factors and their relevance, either positively or negatively on subordinates' level of performance. Therefore, leadership according to Agi and Adiele (2015) is a process by which a person influences others by motivating and directing them to achieve group goals, also helping them to face future challenges that may spring up in the organization. It is all about directing, guiding and influencing people all in a bid to achieving group or the organizational goals. It is also seen as the ability to secure desirable action from a group of followers voluntarily without the use of force, and whereas for Cole (2002) leadership is a dynamic process at work in a group whereby one individual over a particular period of time and in a particular organizational context influences the other group members to commit themselves freely to the achievement of the group tasks or goals. For Moorhead and Griffin in Agi and Adiele (2015), leadership is both process and property. As a process, it is non-coercive influence directed at coordinating the activities of group members towards goal achievement. As a product,

it influences others to achieve group goals. Lastly, an effective leader is seen as one who knows the way, goes the way, and shows the way (Newman, 1997, p. 8).

Statement of the Problem

The concept of "effective leadership" is not given due attention by most organizations in Nigeria and other parts of the world. The compromising attitude of many leaders towards the welfare of their subordinates had led to their ignorance of these things which motivate or do not motivate their workers or staff.

Managers are placed in a leadership position in an organization to influence the behaviour of their formal work group: the result is that workers are not adequately led and the consequences have often been that their commitment to the organizational objective dwindles; thereby failing to achieve the desired goals for the Organization.

Countless questions have been asked as to the causes, nature and relevance of these indifferences on the part of the organization or supported leadership in those organizations adopting the most suitable leadership styles that responds or conforms to the situation? Do the leaders in an organization possess the required qualities of an effective leadership? Do the behaviour and attitude of leaders encourage or motivate subordinates towards increased performance? The answers to these questions lie with the leaders who are saddled with the responsibility of bringing leadership to success through their effective utilization of the potentials and resources available to them within the organization. Effective leadership indeed transforms potentials and ideas into reality. This study therefore attempted to answer the above questions and many other relevant questions on the relevance of effective leadership style on staff performance in tertiary education in Rivers state.

Purpose of the Study

This study is designed to theoretically and empirically investigate the following research objectives:

- To determine if autocratic leadership style has relationship with staff performance in tertiary education.
- To evaluate if bureaucratic leadership style has relationship with staff performance in tertiary education.
- To examine if charismatic leadership style has relationship with staff performance in tertiary education.
- To determine if democratic leadership style has relationship with staff performance in tertiary education.
- To examine if laissez-faire leadership style has relationship with staff performance in tertiary education.
- To evaluate if transactional leadership style have relationship with staff performance in tertiary education

Research Questions

The study is guided by the following research questions:

- What is the relationship between autocratic leadership style and staff performance in tertiary education?
- What is the relationship between bureaucratic leadership style and staff performance in tertiary education?
- What is the relationship between charismatic leadership style and staff performance in tertiary education?
- What is the relationship between democratic leadership style and staff performance in tertiary education?
- What is the relationship between laissez-faire leadership style and staff performance in tertiary education?
- What is the relationship between transactional leadership style and staff performance in tertiary education?

Hypotheses

The under listed hypotheses guided the study:

- There is no significant relationship between autocratic leadership style and staff performance in tertiary education.
- There is no significant relationship between bureaucratic leadership style and staff performance in tertiary education.
- There is no significant relationship between charismatic leadership style and staff performance in tertiary education.
- There is no significant relationship between democratic leadership style and staff performance in tertiary education.
- There is no significant relationship between laissez-faire leadership style and staff performance in tertiary education.
- There is no significant relationship between transactional leadership style and staff performance in tertiary education.

LITERATURE REVIEW

Leadership

Leadership is a "must key" in the successful administration of any organizational system. It is a product of motivation which is evidenced in the individual's attitude, actions and exemplary life style. As a social system, the administration of schools require full co-operation of all stake holders who are in constant interaction in the process of accomplishing the predetermined goals and objectives of the institution. These people need direction and co-ordination, which can only be made possible through a dynamic or effective leadership (Ukeje & Okorie in Agi & Adiele, 2015).

Hence, leadership according to Cole (2000) in Agi and Adiele (2015, p. 17) "is a dynamic process at work in a group whereby one individual over a particular period of time and in a particular organizational context influences the other group members to consist themselves freely to the achievement of group task or goals".

Thus, leadership, according to Agi and Adiele (2015), is a process by which a person influences the other by motivating and directing them to achieve group goals; also helping them to face future challenges that may spring up in the organization.

Effective leadership is therefore a continuation of both the intrinsic and extrinsic activities in an individual to motivate, direct, lead and provide sure shoulders to helping an organization to accomplish its set tasks and targets or objectives using the available resources. The ability of an individual or group of people to influence others towards the achievement of set goals. According to Moorhead and Giffin (1995, p. 297 in Agi & Adiele, 2015), leadership is done through a process of non-coercive influence directed at co-ordinating the activities of group members towards goal achievement and as a product, influencing others towards achieving goals of the group.

Effective leadership is one of the key functions of management. Nwana (1995) defined leadership as the ability of a leader to influence his subordinates so that they strive willingly towards the attainment of organizational goals. An effective leader is that person who performs leadership activities and thus central in a group interaction. Owen (2004) noted that effective leadership is essentially a reflection of a true personality of a manager. What a man is and brings to the office in the form of a total personality largely determines what and how he does and what degree of success he attains.

The above definitions shows that effective leadership involves making sure that the subordinates are charged in the desired direction so that they can contribute effectively to the attainment of the organizational goals. This is the essence of management which involves getting things done through other people (Ololube, 2017). To Owen (2004), organizations need to work with people of high morale, thus a leader must be able to motivate and inspire his subordinates. An effective leader is expected to act as a linking pin between people in various organizational levels (Ibekwe, 1984 in Ololube, 2017).

The importance of effective leadership cannot be overemphasized. Thus, in any social or group environment, an effective leader is one particular agent who often had a disproportionate impact on the staff. Thus, without an effective leadership, an organization is just but a muddle of a man machines. Management activities such as planning, organizing and decision making will be mere dormant cocoons until the leader triggers the power of motivation in people and guides them towards goals achievement. Effective leadership is all about the transformation of ideas and potentials into reality. It is the ultimate act which brings success to all the potentials that are within the organization and its people.

Some Basic Leadership Styles

Ololube (2013) identified seven leadership styles namely; Coercive or Autocratic Leadership Style, Bureaucratic Leadership Style, Charismatic Leadership Style, Democratic/Participative Leadership Style, Laissez-faire or free reign Leadership Style and Transactional Leadership Style.

Coercive or Autocratic Leadership Style

An autocratic leader makes all decisions. He is always very conscious of his position and has little trust and faith in his subordinates. Close control and supervision of group and individual characterizes an autocratic leadership style. Orders are usually issued to be carried out with

question allowed but no explanations given. The system tends to be repressive and with holds information other than that which is absolutely necessary for doing the job.

Autocratic or coercive leadership is an extreme exercise of power over the subordinate staff by the leader. It does not make room for suggestions from staff or team members even if the input is in the best interest of the team or organization (Ololube, 2013). Agi and Adiele (2015) characterized this leadership style as follows:

- Lack of collective decision making and consultation;
- Lack of subordinates' participation;
- A one way communication method from the top down to the bottom;
- Lack of motivation and conducive work environment;
- There is lack of relationship or a very low level leadership – subordinates' relationship;
- Little or no consideration for the work force;
- High emphasis on goal achievement;
- Strict adherence to work rules;
- Non-negotiate compliance;
- Reliance on position or authority power; and
- Reliance on reward and punishment to secure compliance.

The style may be good among unskilled workers to produce results. Though this leadership style uses the carrot and stick method as a means of motivating his subordinate. To Ololube (2013) the benefit of autocratic leadership is that it is incredibly efficient as decisions are quickly reached since they often emanate from one man. Hence, it is devoid of the usual bureaucratic bottlenecks in the public agencies which also makes the implementation faster. It is not staff centred and most of the "staff resent being dealt with" in such manner. It is however the best approach in managing crisis, when decision must be made quickly and without dissent (Ololube, 2013). There is also strict compliance to work schedules.

Bureaucratic leadership styles

Bureaucratic leaders like rules to be followed regimentally, as handed down. This leadership style is apt and appropriate especially in a very risky work environment where safety is highly adhered to such as working in a highly inflammable gaseous environment, working with dangerous machinery, toxic substances, dangerous heights, enclosed environment etc. It is also safer practice where employees or staff do routine tasks (Shaefer in Ololube, 2013). One major setback of this kind of leadership style is that it does not aid flexibility, creativity and innovation leading to ineffectiveness in team work.

Charismatic Leadership Style

Charismatic like transformational leadership style, elicits and inspires eagerness in the team work and motivates staff/employees to move forward, which is an asset to performance and goal achievement (Ololube, 2013). The shortfall here is that much emphasis or confidence is placed on the leader rather than the staff. Hence any adverse effect on the leader could collapse the entire organization. In some cases, charismatic leaders also assume wrong notions about

themselves, as people that cannot commit any wrong or mistake even when their misdeeds are quite glaring (Ololube, 2013).

Democratic/Participative Leadership Style

In the democratic style of leadership, decision making is shared between leadership and the group. Authority is decentralized and there is free flow of communication. When the leadership is constrained to make decision alone, the reason is explained to the group. The leader permits a climate of general control and supervision. This leadership style is suitable for skilled and educated people, engineers, technicians and craftsmen.

Democratic or participative leadership as the name implies allows for staff/employees input in decision making process. They encourage creativity and team participation; thereby making team members to have high job satisfaction leading to high performance as well because of their involvement in the decision making process. This style of leadership also help to develop staff skills and expertise; helping them in decision making process and taking up leadership role. It is also motivational as well as more financially rewarding.

However, it does not encourage speed especially during crisis. It is always difficult to reach a quick decision; thereby leading to waste of valuable time and loss of man hour; trying to gather input (Ololube, 2013) which sometimes may not be readily relevant to solving the issue at hand.

Pseudo – Democratic leadership Style

This is a variant of the democratic style of leadership as Identified by Daft (2003). Here, the leader simply makes the subordinates to make input which in most cases, may not be accepted; but never made known to them. It is a quasi – autocratic leadership style put in place to ascertain the intension of the team members merely to get their views or mind set concerning a particular issue. It is often used to lure the staff to believing in the leader. This is however helpful in quick decision making process since the leader does not have to rely on the inputs of the subordinates (Agi & Adile, 2015). Hence, less dependency on subordinates for decision making.

One major shortfall here is that when the staff discover the leader's double dealing game, it wanes and destroys their trust on the leader. This also affects their performance level as emphasis will shift from common goals of the organization to individual goals (Agi & Adile, 2015). This can be quite discouraging.

Laissez-Faire Leadership Style

Etymologically, the above word is a French phrase for "let it be", which when applied to leadership style, describes a leader whose staff/employees work on their own with or without minimal interference from the leader (Ololube, 2013) and allows a carefree attitude to work. This is a leadership style where there are practically no rules in the organization. The leader set objectives and grant complete freedom to groups or individual decision without his participation or direction. There is a very minimal supervision because the staff are self-motivated. This style may be good for professional people who seek independent, such as university professor and research scientist. This style may also be disastrous if group members are unable to function well

since the needed minimal supervision could not be guaranteed (Flippo & Munsinger, 1982 in Agi and Adiele, 2015).

Here the work team is only provided with resources and advice (if need be), but allowed to set deadlines for themselves without the involvement of management or the leader. Mullins (1996) in Agi and Adiele (2015) divided this leadership style into genuine laissez-faire and faceless laissez-faire (non-style).

Genuine laissez-faire

Here the staff work under minimal supervision or observation of the leader. The essence is actually to allow workers perform their best without direct interference from the top. It helps to ascertain their skill and ability in the performance of their duties with minimal supervision. However, managers adopting this method are always readily available where help is needed (Agi & Adiele 2015).

Faceless (non-style) laissez-faire

Here, the work team is given complete free hand to decide how best and time to deliver without the involvement of the leader. Hence the team members take decisions and initiate problem solving, which should have been the lot of the leader; Mullins in Agi and Adiele (2015) described it as "abdication". Managers/leaders who adopt this attitude are carefree with the direction and control of their organization and duties of their subordinates which often leads to absenteeism, non-commitment and negligence in duty, indiscipline etc. Yet the leader tries as much as possible to get the best out of his employees and increase performance under the prevailing circumstances (Igboeli, 1990). It is most common when managers do not have sufficient control over their staff or in-depth knowledge of the job he is supposed to do or each team is supposed to do at a given time.

Transactional leadership style

This simply implies that your acceptance of the contract is an indication of your obedience to the leader. The "transaction" simply involves the payment of the team members by the organization for their effort and compliance (Ololube, 2013). The manager or leader has right to punish, accept or reject a work when performed poorly by a team member. Hence, your continuous stay or retainer ship is depended on your continuous effort and compliance, which will ensure your continuous payment.

Role Expectations of Leadership Positions

Ifeanacho and Egbue (1990) suggested that leaders should play the following roles which they see as crucial in order to facilitate the accomplishment of the set objectives:

- Arbitrating- conflict is unavoidable in any organizational set up. A leader should therefore be able to resolve conflict and any unhealthy competition that could impede organizational activities amicably.

- Suggesting- A leader should not be power drunk or be lord over his subordinates. He should allow his subordinates to make suggestions and have a sense of involvement in organizational activities.
- Catalyzing- A leader should be able to facilitate the attainment of organizational goals.
- Providing security- A leader should know how to maintain positive and optimistic attitude in the face of adversities.
- Refreshing- A leader is a mirror through which organization's image is seen. He should be the mouth piece and represent the interest of the members of the Organization.
- Inspiring and Praising- a leader should give honor to which it's due. This is a way of motivating them to perform better and according them due recognition of their contributions to the organization's welfare either intrinsically or extrinsically.

Leadership Effectiveness

One of the most widely discussed theories of leadership in recent years is Fieldlers theory of leadership effectiveness (1967). In his research, Fieldler asked respondents on his questionnaire to describe the person with whom he or she could work least effectively and person with whom he or she could work most effectively.

The leader that describes his least, preferred co-workers in (LPC) negatively behaves different from the leader who describes a least preferred co-worker in relatively favored terms and is presumably a relationship motivated leader. In contrast, a leader who rejects a co-worker with whom he has difficulties with is presumably a task related leader. Fieldler calls the former a "high LPC leader and the latter a low LPC leader". The high LPC leader tends to be relatively democratic, permissive, supportive and generally concerned about people and their feelings. The low LPC leader is autocratic, task oriented, controlling and does not show much concern about employee and their feelings. In summary, Fieldler pointed three situations that affect a leadership style. They are:

- Task structure: Here, fieldler has in mind the way task can be clearly divided and people are held responsible for them in contrast to situations where task are vague and not well structured. He believes that there are task which are lean, the quality performance can be easily controlled than where task are ambiguous.
- Position power: this is the rate at which the power of a position can be distinguished from sources of power. Fieldler pointed out that a leader with clear and considerable position is in a better position to have better followers than without such followers.
- Leader-member Relation: In Fieldler's opinion, much regards are given to this dimension since position, power and much task structure may be largely under the control of an organization, has source of relationship to which group members like and trust a leader and are willing to follow him.

Igboeli (1990) mentioned two possible implications for organizational effectiveness of Fieldlers' contingency theory, the first is to attempt through training, to change a manager leadership style since low LPC and high LPC may be a matter of attitude or motivational disposition. Secondly, it is also possible to train leaders to identify their task situation and adopt strategies that capitalize on their particular leadership style. For example, a low LPC leader facing unstructured task will somehow try to structure it so as to firm his leadership style.

Tannebuam and Schmidt Leadership Continum

One criticism of early work on leadership style is that they looked at styles too much in black and white terms. The autocratic and democratic styles or task oriented and relationship-oriented styles which they described are extremes, whereas in practice the behavior of many, perhaps most leaders in business will be somehow between the two. Contingency theorists Tannebuam and Schimdt suggested the idea that leadership behavior varies along a continuum and that as one moves from the autocratic extreme the amount of surbodinate participation and involvement in decision making increases. Their framework identified a continuum of possible leadership style ranging from the one that is highly "boss centered" to one that offers tremendous freedom to surbordinates to exercise control in their areas of operation, between the two extremes are many possible combination of leader-follower influence sharing as shown below (Tannabuam & Schimdt, 1958).

Continuum of leadership behaviour

Boss	Subordinate
Centered	Centered
Leadership	Leadership

The authors argue that the variables on the organizational setting which largely influence leadership styles are:

- Forces in the leadership
- Forces in the subordinates
- Forces in the environment

However five forces were identified as determinants of leadership style. They are:

- Value system
- Confidence on subordinate
- Leadership inclination
- Feeling of securing in an uncertain situation
- Forces in the subordinate

Participative leadership is likely to be effective where the subordinate exhibits the following characteristics:

- Subordinates have relatively high need for independence
- Subordinates have the readiness to assume responsibility for decision making
- They have a relatively high tolerance for ambiguity
- They are interested in the problem and feel that its important
- They have the necessary knowledge and experience to deal with the problems
- They understand and identify with the goals of the organization.
- They have learned to expect to share in decision making.

In a situation where these features are not significant, leadership however will likely show indications towards autocratic style. A successful evaluation of these predominant features in his subordinate will provide opportunities for them to develop and tap these potentials optimally for their own benefits and of the organization (Tannabuam & Schimdt, 1958).

Forces in the environment

Forces in the organizational environment also influence the style of leadership and these forces are:
- Type and nature of organization (mass productin forms, process or unit or technology firm):
- Size of the firm (small or large complex organization)
- How effectively subordinates work together as a team
- The nature of problem the organization will contend with
- The pressure of time for the decision etc.

Tannabuam and Schimdt (1958) have explicitly stated that the best style of leadership is the one that recognizes the three variables forces in the leader, forces in then subordinates and forces on the situation, thus; "A successful leader is one who is keenly aware of these forces which are most relevant to his behavior at any point in time." He accurately understands himself, the individual and the group he is dealing with, and the company and broad social environment in which he operates. A successful leader is one who is able to behave appropriately in the height of those perceptions. If direction is in order, he is able to provide such freedom.

Performance

A simple mathematical formula for performance is ratio of output to input. Hence, we can increase performance by keeping inputs, or increasing output by decreasing inputs simultaneously. This simple formula, however, can be misleading, as no all of the important factors that affect performance are easily quantified. There are closely-linked technical, psychological and cultural dimensions to performance. Failure to examine these dimension in any performance analysis will more than likely lead to the failure of performance improvement efforts.

Performance is a parameter that is observed, evaluated and measured for every employee and by every employer, even though it remains the most vaguely defined criterion. How an employer benchmarks an employee's performance is as vast a canvass as the history of employer-employee relationship and to date it remains under the shadow of ambiguity.

Okenwa (1999) said performance is the level workers output measures against the background of inputs. It is the resultant level that output can vary e.g., low, moderate or high depending on workers efforts in their work place.

Chinemelu (1997) defined performance as a technological process by which some quantities of input materials are processed in known devices using known techniques so as to obtain some quantities of outputs.

Igboeli (1995) stated that performance is higher than previously obtained level of output without depreciating in quality, reduction in quantity, and increase in cost and time duration.

Ebebe (1998) said that there are two important concept that are associated with performance; they are efficiency and effectiveness, leadership effectiveness is the extent to which they achieve anything, While efficiency is seen as the ratio of actual output to inputs.

Nwachukwu (1989) stated that efficiency has to do with the number of outputs obtained per unit application. It shows how well resources are being utilized. In other words, when resources are applied optimally, it will lead to efficiency.

Ibekwe (1984) in Ololube (2017), maintained that to improve our effectivesness in producing goods and services, we need better management especially the conceptual and human dimensions modern management.

Leadership as a Tool for Improved Performance

A leader is otherwise seen as a coach. This is due to his motivating, directing, authority, discipline, etc. He exhibits all these with a sole aim of ensuring a sustained performance in the organization. It's based on the hands-on experience and on-the-job knowledge of you, the manager, not textbook or theoretical training conducted by training professionals.

Unlike training professionals, you must be focused on the company's business objectives. As a coach, you need to make sure that employees receive on-target training relevant to those objectives. You are also accountable for the performance of employees being trained. Thus, for you it is results that count, not the training activity. Not training just for training sake. Coaching also means breaking up training into small units that last only a few hours. This eliminates launching a tidal wave of information at employees that they forget as soon as they step out of the classroom. But coaching isn't just about training. It's also about developing the full potential of employees, helping to identify and grow the personality and performance strengths that will make them better employees.

For many managers, training and coaching employees is just another task to be added to their already overflowing agenda. For this reason most organizations view employee development as an activity irrelevant to the job they must accomplish. They see it as an investment of their time with no return. This way of thinking is wrong. Because coaching will create employees who are confident and ambitious, and this will give you a tremendous return on your investment, which will in turn get results.

In traditional organizations that were part of the Industrial Age, professional trainers were people skilled in learning theory, program design, delivery, and were responsible for training. But in the new organizations of the Information Age, managers are ultimately accountable for employee performance, performance, and the training of employees. Successful coaching begins with performing the task of the manager-trainer better. To do this, managers must have both knowledge and experience in the subject they are teaching. You have to convince employees that you know what you're talking about. And employees want to know that what they're learning comes from real-life situations, not books or company reports.

To learn, employees must pay attention to what is being taught. One of the most effective ways to keep employee's attention is by using diversionary methods such as games or exercises. Employees are thus learning without making any special effort to concentrate on the learning process. Always conduct your training in plain, intelligent, and understandable language. Training must be tied to a frame of reference that employees can understand. The new material must be associated to something the employee is familiar with, such as an experience, a related

topic, or a mastered process. The material must be applicable to the job, and the employee must know how to apply it for training to be truly effective.

The best learning process challenges employees to study for themselves. Don't just hand information over. Make the material exciting enough to stimulate employees to seek out, understand, and master the information. The acquired material will then be more memorable than if it is simply received on a platter. Review the material to make sure that employees fully understand it, and know how to apply it to their jobs. At the end of the training, both the trainer and the employees should be evaluated. Different evaluations should measure how much employees learned, their attitudes toward training as a result of the training sessions they just had, and the impact of the training on employee performance and organizational objectives.

The primary purpose of coaching or leading in this regard is to help employees consider alternatives and make decisions regarding their careers. While this is clearly beneficial to the employee, coaching also helps the organization by getting the right person in the right job. It prevents organizations from investing too much time and money in employees who are not suited for certain jobs or responsibilities. Through effective leadership skill, a leader is able to identify deficiencies in employees and find strategies to help them overcome these deficiencies, through training, reading, and research. It also highlights advancement possibilities for employees, encouraging them to stay with the organization.

To be a successful coach, employees must be willing to confide in you. There must be an atmosphere of open communication between you and your employees. It is only in this type of scenario that employees will speak fearlessly and comfortably about issues affecting their jobs and careers. But, a positive communication work environment has to do with more than saying "my door is always open" lip service. Employees have to believe that you are sincerely concerned over their well-being. Once you've created an open environment, the stage is set for you to have a good coaching program in place. Now is the time to call on your interpersonal communication skills such as, showing empathy, understanding, and creating trust in staffer/employees etc. You have to be an active listener; be more interested in what employees have to say than in hearing your own voice, and questioning to clarify employee's comments, and not getting into the driver's seat.

One of the most important parts of coaching is creating a mentoring relationship with your staff/employees. Mentoring allows you to share your experiences with your employees and help them achieve the same level of success as you. As they benefit from your experience, they avoid the mistakes that can set back or ruin their careers. To become a good mentor you have to create a network of contacts with various departments and hierarchical levels. This will provide you with knowledge about the organization's history, philosophy, and strategic direction that you need to give to your staff. You also have to allow freedom so that your staff/mployees are exposed to different values, beliefs, and goals that are necessary to help them grow. Give your employees the freedom of choice, while making sure the chosen mentor has the necessary qualifications.

METHODS

Research Design

This study adopted a survey design, which is a framework that is used as a guide in collecting and analyzing the data for the study. The survey approach was used to enable the researcher to

evaluate the leadership effectiveness that could lead to employee's high performance and as well as the nature of and type of required solution for effective leadership on performance of employees.

Data Source and Method of Collection

In conducting this study, secondary data and information will be used. The data will be sourced from secondary material (secondary source) like text books, magazines, journals and other published materials from the internet and the staff of tertiary institutions in Rivers State. Primary data will also be used in areas of distribution of questionnaires to respondents, as such; first-hand information will be derived. The researcher will use the following methods (instrument) in the collection of data:

The Questionnaire

Questionnaire is a term used for almost any kind of instrument that has questions or items to which individuals respond. Although the term is used interchangeably with "schedule", it seems to be associated more with self-administered instruments that have items of the closed or fixed-alternative type (Kerlinger, 1973, p. 487). The questionnaire is in no small measure the most frequently used instrument in educational research. Its popularity is demonstrated by the number of published studies. The one I used in this research is a structured or fixed response questionnaire as against the unstructured or open-ended questionnaire.

Nworgu's (1991, pp. 93-94) characteristics of a good questionnaire was applied in designing the questionnaire for this study. The characteristics are: relevance, consistency, usability, clarity, quantifiability and legibility. As a result, a questionnaire was designed with the help of the researcher's supervisor to elicit information from the respondents that helped gather information on effective leadership in relation to performance.

A suitable design was structured along a four-point Likert-type scale (summated) of strongly agree (4), agree (3), disagree (2) and strongly disagree (1). The simplicity of the questionnaire was adopted because of the different categories of people that comprise the respondents thereby necessitating a simplified questionnaire.

Section A of the Questionnaire (Contents)

Section "A" of the questionnaire focused on items such as gender, age, status, length of service and academic qualifications.

Section B of the Questionnaire (Contents)

Section "B" consist of 37 items and it focused on possible leadership styles and competencies, which may or may not be perceived as being capable of improving employees' job effectiveness for increased performance. The questionnaire questions were designed to investigate the relationship between leadership style and staff job performance in tertiary institutions in Rivers State.

Population of the Study

The population of this study comprised of all 5,630 staff of the three (3) selected institutions in Rivers state, which is categorized into target and accessible population. A target population is classified as all the members of a given group to which end the investigation is related, whereas the accessible population is looked at in terms of those elements in the target population within the reach of the researcher (Pole & Lampard, 2002). The population comprised management staff, directors, heads of departments, and lecturers of universities in Rivers State. The universities are:

1. University of Port Harcourt
2. Rivers State University
3. Ignatius Ajuru University of Education

Sample and Sampling Techniques

A sample of 300 was drawn randomly to ensure representation of the population and the sample is drawn in the ratio of number of employees in each category of the workforce in the institutions selected for this study. Thus:

1. University of Port Harcourt (80 respondents)
2. Rivers State University (100 respondents)
3. Ignatius Ajuru University of Education (120 respondents)

Validity of the Instrument

The instrument used in this research is valid because the researcher took time to comply with the formalities and procedures adopted in framing a research questionnaire. To validate the instrument, the questionnaire was given to the researcher's supervisor and other experts who read through and made necessary corrections.

Reliability of the Instrument

The strength of the instrument that was used in this research was reliable because it was able to elicit the required information concerning leadership style and staff performance. A quantitative analysis of the inquiry was performed using the statistical package for the social sciences (SPSS) version 23 of a computer program to statistically test the reliability of the research instrument. In research statistics when a research instrument's reliability has been assured it gives the bases for continuity. The reliability of the variables in this study was termed to be reliable because it varies between 0 and 1 and the nearer the result is to 1, and preferably at or over .8- the more internally reliable is the scale (Bryman & Cramer, 2010, p. 63). Thus a reliability estimate of .888 was achieved, which makes the instrument very reliable.

Data Analysis Techniques

In method literature, there is no one single right way or most appropriate way to analyze quantitative data. Analysis implies and indeed requires a principal choice. For this study, the

analyses involved the use of simple percentages, mean and standard deviation to answer the research question. The criterion mean to accept or reject the research questions is $4+3+2+1=10\div4=2.50$. One-way Analysis of Variance (ANOVA) set at $p < .05$ to test the hypotheses was used. Any hypothesis that is equal or less than .05 level of significant was rejected and any hypothesis greater than .05 was accepted.

RESULTS AND DISCUSSION

Descriptive Statistic of Respondents Demographic Variables

Information on the age shows that respondents who are aged between 25-35 years were 10(3.3%), those between 36-45 years were 90(30.0%), 46-55 years were 160(53.3%), respondents who are above 55 years were 40(13.0%). Data on gender revealed that male respondents were 180(60.0%), while female were 120(40.0%). Information on qualification revealed that those with Bachelor's degree were 70(23.0%), those who hold Master's degree were 150(50.0%), those with Doctorate degree were 70(23.0%), and respondents' with other type of degrees were 10(3.3%). For status, lecturer 11 were 20(6.7%), lecturer 1 80(26.7%), senior lecturers were 60(20.0%), Deans were 10(3.3%) and respondents who are non-academic staff were 130(43.3%). Information on respondent's length of service revealed that those who have worked for less than 10 years were 120(40.0%), 10-20 years were 90(30.0%), and those who have worked above 31 years were 10(3.3%).

Table 1: Descriptive Statistic of Respondents Demographic Variables

Respondents Demographic Variables		Frequency	Percentage
Age	25 – 35 years	10	3.3
	36 – 45 years	90	30.0
	46 – 55 years	160	53.3
	Above 55 years	40	13.3
Gender	Male	180	60.0
	Female	120	40.0
Qualification	Bachelor's Degree	70	23.3
	Master's Degree	150	50.0
	PhD.	70	23.3
	Other	10	3.3
Status	Lecturer 11	20	6.7
	Lecturer 1	80	26.7
	Senior Lecturer	60	20.0
	Dean	10	3.3
	Non-academic Staff	130	43.3
Length of Service	Less Than 10 Years	120	40.0
	10 - 20 years	90	30.0
	21 - 30 Years	80	26.7
	Above 31 Years	10	3.3

Research Question One/Hypothesis One: Autocratic Leadership Style and Staff Performance

The data existing in Table 2a summarized respondents mean scores and ANOVA analyses of the six key items on autocratic leadership style and staff job performance in Nigerian tertiary

institutions. The table revealed that respondents agree that autocratic leadership style places high emphasis on goal achievement, as such it improves staff performance (Mean= 2.5667, SD=.80445). Respondents exposed to view that autocratic leadership style places strict adherence to work rules, as such improves staff performance (Mean=2.5457, SD=.83739). Also, respondents are of the opinion that autocratic leadership style places reliance on reward and punishment (ie., the carrot and stick technique) to secure compliance, as such it improves staff performance (Mean=2.5333, SD=.84732). Respondents also hold the view that autocratic leadership style portrays lack of relationship or a very low level leadership – subordinates' relationship (Mean=3.4000, SD=.71299). The same applies to respondents' view that coercive/autocratic leadership style tends to be repressive and with holds information other than that which is absolutely necessary for doing the job (Mean=3.3667, SD=.65853). They maintained that autocratic leadership style does not give room for suggestions from staff or team members even if the input is in the best interest of the team or organization (Mean=3.3333, SD=.74660). The results in table 2a all the mean scores are above 2.5, and the results in ANOVA analysis in Table 2b shows that significant relationship (F=16.928, p. < .000) exist between coercive leadership style and staff job performance in tertiary institutions in Rivers state. Thus, hypothesis 1 was rejected.

Table 2a: Mean and standard deviation of answers to coercive / autocratic leadership style and staff performance

s/n	Items	Mean	Std. dev.	Remark
1	Coercive/autocratic leadership style places high emphasis on goal achievement, as such it improves staff performance.	2.5667	.80445	Accepted
2	Coercive/autocratic leadership style places strict adherence to work rules, as such improves staff performance.	2.5457	.83739	Accepted
3	Coercive/autocratic leadership style places reliance on reward and punishment to secure compliance, as such it improves staff performance.	2.5333	.84732	Accepted
4	Coercive/autocratic leadership style portrays lack of relationship or a very low level leadership – subordinates' relationship.	3.4000	.71299	Accepted
5	Coercive/autocratic leadership style tends to be repressive and with holds information other than that which is absolutely necessary for doing the job.	3.3667	.65853	Accepted
6	Coercive/autocratic leadership style does not give room for suggestions from staff or team members even if the input is in the best interest of the team or organization.	3.3333	.74660	Accepted

Table 2b: ANOVA result for answers to coercive / autocratic leadership style and staff performance

		Sum of Squares	df.	Mean Square	F	Sig.
Coercive / autocratic leadership style and staff performance	Between Groups	19.792	3	6.597	16.928	.000
	Within Groups	281.875	296	.952		
	Total	301.667	299			

Research Question Two/Hypothesis Two: Bureaucratic Leadership Style and Staff Performance

The information in Table 3a (items 7-12) summarised respondents rating of bureaucratic leadership style and staff job performance. Respondents' opinion depicts that staff performance are influenced by bureaucratic leadership style (Mean=2.9667, SD=.70750). They are of the view that bureaucratic leaders like rules to be followed regimentally as handed down without recourse to staff performance (Mean=3.2000, SD=.65429). Respondents are of the belief that bureaucratic leadership style does not create room for individual differences as such staff performances are affected (Mean=2.8667, SD=.76431). Likewise, hold that bureaucratic leadership style portrays setback that does not support flexibility, creativity and innovation as such staff performance is influenced (Mean=3.1000, SD=.74735). To the respondents, bureaucratic leadership style is dependent on hierarchy of authority as such does not encourage staff initiatives for utmost performance (Mean=2.9667, SD=.91379). Nonetheless, they equally agree that under bureaucratic leadership style employment is based on professional competences and expertise, as such it influence staff performance (Mean=3.2333, SD=.61657). The results in Table 3a revealed that all the mean scores are above 2.5, and the ANOVA analysis results in Table 3b shows that significant relationship (F=10.347, p. < .001) exist in all the items between bureaucratic leadership style and staff job performance. As a result, hypothesis 2 was rejected.

Table 3a: Mean and standard deviation of answers to bureaucratic leadership style and staff performance

s/n	Items	Mean	Std. dev.	Remark
7	Staff performance are influenced by bureaucratic leadership style	2.9667	.70750	Accepted
8	Bureaucratic leaders like rules to be followed regimentally as handed down without recourse to staff performance.	3.2000	.65429	Accepted
9	Bureaucratic leadership style does not create room for individual differences as such staff performances are affected.	2.8667	.76431	Accepted
10	Bureaucratic leadership style portrays setback that does not support flexibility, creativity and innovation as such staff performance is influenced.	3.1000	.74735	Accepted
11	Bureaucratic leadership style is dependent on hierarchy of authority as such does not encourage staff initiatives for utmost performance.	2.9667	.91379	Accepted
12	Bureaucratic leadership style employment is based on professional competences and expertise, as such it influence staff performance.	3.2333	.61657	Accepted

Table 3b: ANOVA result for answers to bureaucratic leadership style and staff performance

		Sum of Squares	df.	Mean Square	F	Sig.
Bureaucratic leadership style and staff performance	Between Groups	10.778	3	3.593	10.347	.001
	Within Groups	198.889	296	.672		
	Total	209.667	299			

Research Question Three/Hypothesis Three: Charismatic Leadership Style and Staff Performance

The statistical representation in table 4.4a summarised respondents view on effect of charismatic leadership style on staff job performance. Respondents were of the judgment that charismatic leadership style elicits and inspires eagerness in team work and stimulates staff performance (Mean=3.3667, SD=.83739). Charismatic leadership style places much emphasis or confidence on the leader rather than the staff performance. They were also of the view that charismatic leadership style places much emphasis or confidence on the leader rather than the staff performance (Mean=2.9667, SD=.65853). They hold that any adverse effect on a charismatic leader could collapse the entire organization and staff performance (Mean=2.9333, SD=.77301). They were confident that charismatic leaders assume wrong notions about themselves, as people that cannot commit any wrong or mistake even when their misdeeds are quite glaring, as such staff performance if influenced (Mean=2.6313, SD=.66861). Similarly, the respondents agree that charismatic leaders see themselves as the sole source of inspiration and take the whole glory on excellent job performance (Mean=2.5333, SD=.84732). Correspondingly, they are of the view that charismatic leaders are asset to staff performance and goal achievement (Mean=3.1333, SD=.61927). the results presented in Table 4.4a revealed that all the mean scores are above 2.5, and the ANOVA results shows that significant relationship (F=18.576, p. < .000) exist between charismatic leadership style and staff job performance. Agreeably, hypothesis 3 was rejected.

Table 4a: Mean and standard deviation of answers to charismatic leadership style and staff performance

s/n	Items	Mean	Std. dev.	Remark
13	Charismatic leadership style elicits and inspires eagerness in team work and stimulates staff performance.	3.3667	.83739	Accepted
14	Charismatic leadership style places much emphasis or confidence on the leader rather than the staff performance.	2.9667	.65853	Accepted
15	Any adverse effect on a charismatic leader could collapse the entire organization and staff performance.	2.9333	.77301	Accepted
16	Charismatic leaders assume wrong notions about themselves, as people that cannot commit any wrong or mistake even when their misdeeds are quite glaring, as such staff performance if influenced.	2.6313	.66861	Accepted
17	Charismatic leaders see themselves as the sole source of inspiration and take the whole glory on excellent job performance.	2.5333	.84732	Accepted
18	Charismatic leaders are asset to staff performance and goal achievement.	3.1333	.61927	Accepted

Table 4b: ANOVA result for answers to charismatic leadership style and staff performance

		Sum of Squares	df.	Mean Square	F	Sig.
Charismatic leadership style and staff performance	Between Groups	17.167	3	5.722	18.576	.000
	Within Groups	197.500	296	.667		
	Total	214.667	299			

Research Question Four/Hypothesis Four: Democratic / Participative Leadership Style and Staff Performance

Information in Table 5a abridged the ratings of the effect of democratic and participative leadership style on staff job performance. Respondents opine that democratic style of leadership encourages team decision making, as such improves staff performance (Mean=3.9000, SD=.30050). They hold that democratic leadership style is suitable for skilled and educated people, and professionals (Mean=3.3333, SD=.65087). Also, they belief that democratic leader permits a climate of general control and supervision that enhances staff performance (Mean=3.4000, SD=.55470). Respondents are of the view that democratic leadership encourages creativity and team participation; thereby making team members to have high job satisfaction leading to high performance (Mean=3.5667, SD=.49636). To the respondents, they hold that Democratic leadership helps to develop staff's performance, skills and expertise (Mean=3.3667, SD=.70750). Similarly, they agree that democratic leadership does not encourage speed especially during crisis. It is always difficult to reach a quick decision and performance (Mean=2.8000, SD=.87324). The results in Table 5a revealed that all the mean scores are above 2.5, and all the results in the ANOVA analysis (Table 5b) shows that significant relationship (F=36.732, p. < .000) exist between democratic and participative leadership style and staff job performance. Accordingly, hypothesis 4 was rejected.

Table 5a: Mean and standard deviation of answers to democratic leadership style and staff performance

s/n	Items	Mean	Std. dev.	Remark
19	Democratic style of leadership, encourages team decision making, as such improves staff performance.	3.9000	.30050	Accepted
20	Democratic leadership style is suitable for skilled and educated people, and professionals.	3.3333	.65087	Accepted
21	Democratic leader permits a climate of general control and supervision that enhances staff performance.	3.4000	.55470	Accepted
22	Democratic leadership encourages creativity and team participation; thereby making team members to have high job satisfaction leading to high performance.	3.5667	.49636	Accepted
23	Democratic leadership helps to develop staff's performance, skills and expertise.	3.3667	.70750	Accepted
24	Democratic leadership does not encourage speed especially during crisis. It is always difficult to reach a quick decision and performance.	2.8000	.87324	Accepted

Table 5b: ANOVA result for answers to democratic leadership style and staff performance

		Sum of Squares	df.	Mean Square	F	Sig.
Democratic leadership style and staff performance	Between Groups	41.236	3	13.745	36.732	.000
	Within Groups	110.764	296	.374		
	Total	152.000	299			

Research Question Five/Hypothesis Five: Laissez-Faire Leadership Style and Staff Performance

The data in Table 6a summarised respondents rating of the effect of laissez-faire leadership style and staff performance. Respondents were of the understanding that laissez-Faire describes a leader whose staff work on their own with or without minimal interference from the leader (Mean=3.2667, SD=.62998). Also, they belief that laissez-Faire leadership style encourages staff's job performance in the work environment (Mean=2.7667, SD=.85518). They are also of the opinion that laissez-Faire leadership style encourages staff's job performance in the work environment (Mean=2.7217, SD=.71689). Respondents agree that laissez-Faire leadership style does not encourage team work staff's job performance in the work environment (Mean=2.8333, SD=.77947). Similarly, the agreed that laissez-Faire leadership style allows for carefree attitude to work, as such does not encourage effective job performance (Mean=3.2333, SD=.80481). furthermore, respondents were of the view that laissez-Faire leadership style may be good for professional people who seek independence to enhance performance, such as university professor and research scientist (Mean=2.7667, SD=.80481). The respondents also hold that laissez-Faire leadership style may be disastrous if staff are unable to function effectively because the needed minimal supervision could not be guaranteed for excellent performance (Mean=3.2667, SD=.51293). the results presented in Table 6a shows that all the mean scores are above 2.5, and the results in the ANOVA analysis displayed (Table 6b) that significant relationship (F=44.480, p. < .000) exist between laissez-faire leadership style and staff job performance. As a result, hypothesis 5 was rejected.

Table 6a: Mean and standard deviation of answers to laissez-faire leadership style and staff performance

s/n	Items	Mean	Std. dev.	Remark
25	Laissez-Faire describes a leader whose staff work on their own with or without minimal interference from the leader.	3.2667	.62998	Accepted
26	Laissez-Faire leadership style encourages staff's job performance in the work environment.	2.7667	.85518	Accepted
27	Laissez-Faire leadership style does not encourage staff's job performance in the work environment.	2.7217	.71689	Accepted
28	Laissez-Faire leadership style does not encourage team work staff's job performance in the work environment.	2.8333	.77947	Accepted
29	Laissez-Faire leadership style allows for carefree attitude to work, as such does not encourage effective job performance.	3.2333	.80481	Accepted
30	Laissez-Faire leadership style may be good for professional people who seek independence to enhance performance, such as university professor and research scientist.	2.7667	.80481	Accepted
31	Laissez-Faire leadership style may be disastrous if staff are unable to function effectively because the needed minimal supervision could not be guaranteed for excellent performance.	3.2667	.51293	Accepted

Table 6b: ANOVA result for answers to laissez-faire leadership style and staff performance

		Sum of Squares	df.	Mean Square	F	Sig.
Laissez-faire leadership style and staff performance	Between Groups	40.292	3	13.431	44.480	.000
	Within Groups	89.375	296	.302		
	Total	129.667	299			

Research Question Six/Hypothesis Six: Transactional Leadership Style and Staff Performance

The data presented in Table 7a summarised respondents rating of the effect of transactional leadership style on staff job performance. They were of the view that transactional leadership style simply implies that your acceptance of the contract is an indication of your obedience to the leader, as such improves job performance (Mean=2.7647, SD=.71689). Item 33 reports that transactional leadership style simply involves the payment of team members based on their performance, effort and compliance (Mean=2.8487, SD=.61927). Respondents belief that a leader has the right to punish, accept or reject a work when performed poorly by a team member (Mean=3.0000, SD=.36576). They also hold that team member continuous stay or retainer ship is depended on performance, effort and compliance, which guarantees continuous payment (Mean=3.1000, SD=.59821). Same is true of their view that Transactional leader's guarantees sense of responsibility in work. They help develop good character traits that will help team members to carry out the professional responsibilities effectively (Mean=3.0333, SD=.54762). Similarly, they were of the opinion that in transactional leadership, communication is important. Leaders ensure that contracts are communicated effectively to team members to enhance job performance (Mean=3.2000, SD=.40067). Data in Table 7a revealed that all the mean scores are greater than 2.5, and the results in the ANOVA analysis (Table 7b) show that significant relationship (F=13.031, p. < .000) exist between transactional leadership style and staff performance. Consequently, hypothesis 6 was rejected.

Table 7a: Mean and standard deviation of answers to transactional leadership style and staff performance

s/n	Items	Mean	Std. dev.	Remark
32	Transactional leadership style simply implies that your acceptance of the contract is an indication of your obedience to the leader, as such improves job performance.	2.7647	.71689	Accepted
33	Transactional leadership style simply involves the payment of team members based on their performance, effort and compliance.	2.8487	.61927	Accepted
34	The leader has the right to punish, accept or reject a work when performed poorly by a team member.	3.0000	.36576	Accepted
35	Team member continuous stay or retainership is depended on performance, effort and compliance, which guarantees continuous payment.	3.1000	.59821	Accepted
36	Transactional leader's guarantees sense of responsibility in work. They help develop good character traits that will help team members to carry out the professional responsibilities effectively.	3.0333	.54762	Accepted
37	In transactional leadership, communication is important. They ensure that contracts are communicated effectively to team members to enhance job performance.	3.2000	.40067	Accepted

Table 7b: ANOVA result for answers to transactional leadership style and staff performance

		Sum of Squares	df.	Mean Square	F	Sig.
Transactional leadership style and staff performance	Between Groups	19.444	3	6.481	13.031	.000
	Within Groups	147.222	296	.497		
	Total	166.667	299			

DISCUSSION

This study evaluated effective leadership as a correlate of staff performance in tertiary institutions in Rivers State. The study revealed that autocratic leader makes all decisions. An autocratic leader is always very conscious of his/her position and has little trust and faith in his subordinates. An autocratic leadership exercise too much power over the subordinate. It does not make room for suggestions from staff or team members even if the input is in the best interest of the team or organization (Ololube, 2013).

According to Agi and Adiele (2015) this leadership style may be good among unskilled workers to produce results. According to Ololube (2013), the benefit of autocratic leadership is that it is incredibly efficient as decisions are quickly reached since they often emanate from one man. Hence, it is devoid of the usual bureaucratic bottlenecks in the public agencies which also makes the implementation faster.

It is not staff centred and most of the staff resent being dealt with in such manner. It is however the best approach in managing crisis, when decision must be made quickly and without dissent (Ololube, 2017). There is also strict compliance to work schedules. However, autocratic leadership has its merits and demerits.

On bureaucratic leadership style, rules are followed regimentally, as handed down. Staff performances are influence by bureaucratic leadership style. This leadership style is apt and appropriate especially in a very risky work environment where safety is highly adhered to such as working in a highly inflammable gaseous environment, working with dangerous machinery, toxic substances, dangerous heights, enclosed environment etc. It is also safer practice where employees or staff do routine tasks (Ololube, 2013). One major setback of this kind of leadership style is that it does not aid flexibility, creativity and innovation, thereby leading to ineffectiveness in team work.

The results on charismatic leadership style and staff job performance revealed that relationship exist between this style of leadership and staff performance. This leadership style elicits and inspires eagerness in the team work and motivates staff/employees to move forward which is an asset to performance and goal achievement (Ololube, 2013). The shortfall here is that much emphasis or confidence is placed on the leader rather than the staff. Hence any adverse effect on the leader could collapse the entire organization. In some cases, charismatic leaders also assume wrong notions about themselves, as people that cannot commit any wrong or mistake even when their misdeeds are quite glaring (Agi & Adiele, 2015).

The findings on democratic style of leadership revealed relationship with staff job performance because decision making is shared between leadership and the group. Authority is decentralized and there is free flow of communication. When the leadership is constrained to make decision alone, the reason is explained to the group. The leader permits a climate of general control and supervision. This leadership style is suitable for skilled and educated people, engineers, technicians and craftsmen (Lamb, 2013). Democratic or participative leadership is motivational as well as more financially rewarding. However, it does not encourage speed especially during crisis. It is always difficult to reach a quick decision; thereby leading to waste of valuable time and loss of man hour; trying to gather input (Ololube, 2013) which sometimes may not be readily relevant to solving the issue at hand.

In laissez-faire leadership style there are practically no rules in the organization. The leader set objectives and grant complete freedom to groups or individual decision without his participation or direction. As such, this leadership style has influence job performance and staff

are self-motivated. This style may be good for professional people who seek independent, such as university professor and research scientist. This style may also be disastrous if group members are unable to function well since the needed minimal supervision could not be guaranteed (Flippo & Munsinger, 1982 in Agi & Adiele, 2015).

The results from transactional leadership style simply imply that your acceptance of the contract is an indication of your obedience to the leader. The "transaction" simply involves the payment of the team members by the organization for their effort and compliance (Ololube, 2013). The manager or leader has right to punish, accept or reject a work when performed poorly by a team member. Hence, your continuous stay or retainer ship is depended on your continuous effort and compliance, which will ensure your continuous payment.

In all, the study revealed that leadership style influences staff job performances in tertiary education institutions in Rivers State.

CONCLUSION

In today's world, leaders are looking for attention and they engage in positive or even negative behaviour to achieve goals. It is important that leaders recognize the worth of their staff on a constant basis. Staff should feel their importance and be appreciated to contribute in decision making activities. To this end, leadership should not just dole out commendation over any minimal achievement or use the same leadership style for every situation.

Staff have their responsibilities to perform on their job if the leadership style used is appropriate. However, many staff become incredibly frustrated when the leadership style is inappropriate and have difficulty coping with the leadership style used. The struggle to cope with the frustration they encounter as a result of the leadership style they are faced with, often leave staff feeling disgruntled, disappointed and irritated. All of this might affect their ability to perform effectively. A number of staff/employees are confused about where they fit in, and often struggle with the confusion and skills needed to maintain positive job performance. Leaders must acknowledge their staff abilities as well as their needs and reorganize their strength and limitations so that they can be better prepared for their job. However, leaders who are at the core of staff development must aim to strengthen their academic abilities and encourage these abilities while also supporting their staff where the need comes within and outside their work place. To do all these, leaders must have the openings to tap the full potentials of their staff. Failure on their part to tap into their staff potentials through their leadership style might result in grave consequences like under performance and negligence.

Leaders should be able to design, organize themselves and better improve their leadership style, which is based upon a detailed knowledge of the staff skills and their abilities. Leaders are to use appropriate, effective leadership practices to create and manage a great and dynamic work environment. Leaders should demonstrate strong communication skills and employ qualified staff.

Finally, no leader should see themselves as a repertoire of knowledge or indispensable, as all, both the leader and the subordinate staff form an integral part of the system that makes the organization or the institution whole and functional.

Recommendations

This study recommends that:

- Autocratic leadership style should be used to the extent that it reinforces staff performance in tertiary education.
- Bureaucratic leadership style should be used to the extent that it reinforces staff performance in tertiary education.
- Charismatic leadership style should be applied to the level that it reinforces staff performance in tertiary education.
- Democratic/participative leadership style with all its advantages should be used to the extent that it supports staff performance in tertiary education.
- Laissez-faire leadership style with all its disadvantages should be used to the level that it reinforces staff performance in tertiary education.
- Transactional leadership style should be applied to the extent that it reinforces staff performance in tertiary education.

Suggestion for Further Studies

- Many works remain to be done in the understanding of the impact of leadership on staff job performance. This unique study in the area of leadership and job performance has implications that can soften the progress in the understanding of the issues surrounding the theme of this study.
- The major implication of this study is that issues surrounding leadership styles and staff job performances have been identified. The study complements stakeholders understanding of the role of leadership style in staff job performance in tertiary institutions. Researcher can leverage on the theme of this study to direct the future of research globally on leadership and staff job performance.
- This study has produced a developing body of pragmatic evidence that can be used for decision making on the role of leadership style on job performance both in the public and private institutions of higher learning. This is not saying that this research is an end in itself. However, the study can be useful in several ways to solving part of our misunderstanding of staff job performance. This research provides many other major implications by providing new knowledge base for institutional management. That is, we can use the process of this research effort and not just its intellectual contents to improve job performance strategies in tertiary institutions.
- Other studies should be made to ascertain who really needs close supervision between the junior lecturers/ junior non-teaching staff and their senior counterparts.
- Or why are most tertiary institutions not performing at their peak? Is it a problem of leadership or the led?

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