

Leadership Styles and Instructors' Content Delivery of Literacy Centres in Borno State, Nigeria.

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Abstract

This study examined the relationship between supervisors' leadership styles and instructors' content delivery in literacy centers in Borno State, Nigeria. The sample of the study comprised all the two hundred and twenty-one (221) instructors across Borno State. Twenty-one (21) Instructors were used for pilot study. A face and content validity was carried out by three experts in Measurement and Evaluation, Continuing Education and Extension Services, University of Maiduguri. The internal consistency of the instrument otherwise known as reliability was determined through test-retest method and a reliability coefficient index of 0.76 was obtained. The remaining 200 instructors were used for the final study. Data were collected using questionnaire. The data collected were analyzed using descriptive statistics of mean and standard deviation while analysis of Variance (ANOVA) was used to test the null hypothesis. Based on findings, the study recommended among others that the appointment of instructors should be based on merit. Government should motivate instructors by providing the necessary incentives to enhance quality content delivery in literacy centers. Government in collaboration with the State Agency for Mass Literacy should organize on-the- job training in the form of seminars/workshops for instructors to improve on their level of instructional performance.

Keywords: Content delivery, Instructors, Leadership styles, and Literacy Centers

Introduction

Leadership is a position of responsibility given to an individual who is expected to manage, and improve all that is available in order to drive the aims and objectives of the organization by creating enabling environment through harnessing human and infrastructural resources, gathering of information, analysing planning, supervising, and giving clear directives on set goals. The choice of skill(s) to which the set goals are to be achieved is leadership style. Therefore, a leader is one who is able to make positive influence in an organization or a social unit. According to Shamaki (2015), the success of an organization whether formal or informal depends on the way or manner in which a leader operates. To succeed, a leader has to adopt a particular leadership style or blending of style together to achieve the aim and the objective of that organization. An effective leadership style leads to achievement of school goals and objectives. Therefore, the success of any academic institution, depends on the ability of the leader in his or her leadership style. More so, leadership style however, refers to the pattern or the collection of leadership behavior that characterize a given leader. Leadership style represents a range of behavior of a leader, a leader adopts a particular leadership style in order to succeed. It's also involves those variables that a leader will do in an organization such as planning, structuring of tasks, controlling and his

relationship with staff under his jurisdiction. Leadership is the key to progress and survival of any organization. The success or failure of proper organizations, nations and other social units has been largely credited to the nature of their leadership style (Oladipo, Jamilah, Abdul daud, Jeffery & Salami, 2013).

Obilade (1999) as cited by Wachira, Gutumu and Mbugua (2017) said “instructors/teachers job performance are the duties performed by an instructor or a teacher at a particular period in the school system in achieving organizational goals. Principals can therefore encourage effective performance of their instructors or teachers by identifying their needs and trying to satisfy or meeting them. Research shows that many principals do not consider their leadership styles as crucial in the instructors/teachers.”

Ramazan (2020), opined that, contemporary educational organizations are under the pressure of change for educational sustainability and international competitiveness. These rapid changes, especially swift advancements in information and communication technologies, affect many structures and processes of educational organizations from the content and delivery of the education service to the educational administration. This new economic reality is the inevitability of organizational change. The lack of adaptability to educational changes or to be late in change has the potential to affect negatively on many upper systems such as economic and social can have devastating effects on education systems of countries. To surviving, overcoming change pressures and, meets the needs of the information age of the 21st century, educational organizations have to be more innovative, dynamic and proactive to improve core competence in the context of change which force school outcomes. One way to achieve these goals depends on the existence of an innovative, open to change, and strong leadership capacity. This is in addition to using the human and material resources effectively, for the existence of school institutes and their sustainability. This is to say leadership style is an important factor to a successful content delivery in any educational organization.

Allen (2015) says, education quality is becoming increasingly important for those who are involved in it either directly or indirectly, and for those who use its services. Access to education and quality education are to be regarded as mutually dependent and individual needs and rights. This is primarily achieved by developing creativity, civil and democratic values, as well as by knowledge, ability and skills needed for everyday and professional life. Basic education is not sufficient or complete, and therefore should be considered only as a basis for learning that needs to be used all lifelong. Lifelong learning for all has become one of the pillars of development.

The UNESCO (2012) report highlighted indices of quality education. Some of them are:

- i. Quality learners: Are learners healthy, well-nourished and ready to participate and learn, supported in learning by their families and communities?
- ii. Quality learning environment: Is the environment healthy, safe and protective and gender sensitive, and provides adequate resources and facilities?
- iii. Quality content: Is the content reflected in relevant curricula and materials for the acquisition of basic skills and knowledge?
- iv. Quality processes: Processes through which trained teachers use student centered teaching approaches in well-managed classrooms and schools and skill assessment to facilitate learning.
- v. Quality outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education.

Statement of the Problem

It is believed that a strong relationship between good leadership and instructors is what is required for effective performance of instructors in the academic set up for goal attainment. Good leadership in the educational sector provides good working environment, facilities and good condition of service for instructors. Where leadership makes provision of these, the instructors it is believed will be more motivated and effective in performing their role of delivery of academic content to learners; where this is the case, learners can be better exposed to instructors who will even be friendlier to them thereby encouraging them to learn and realize the potentials in them. This implies that good leadership is the foundation for educational goal attainment. Unfortunately, it appears good leadership is lacking in the agency for mass literacy in Borno State. Literacy centres in the State seems to be lacking permanent structures. Most of the literacy centres in Borno State are erected with zinc and most of them have been blown off by windstorm thereby making most of the literacy classes not to be holding during raining season. This situation it is believed does not go down well with the performance of instructors in the agency. This study, therefore, investigates the relationship between leadership and instructors content delivery in literacy centres in Borno State, Nigeria.

Objective of the Study

The general objective of this study is to investigate the relationship between leadership styles and Instructors' content delivery in literacy centres in Borno State, Nigeria. While the specific objectives are to;

- i. Ascertain the relationship between supportive leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria
- ii. Examine the relationship between participative leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria
- iii. Determine the relationship between achievement oriented leadership style instructors' content delivery in literacy centres in Borno State, Nigeria?

Research Questions

- i. What is the relationship between supportive leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria?
- ii. What is the relationship between participative leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria?
- iii. What is the relationship between achievement oriented leadership style instructors' content delivery in literacy centres in Borno State, Nigeria?

Research Hypotheses

1. There is no significant relationship between supportive leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria.
2. There is no significant relationship between participative leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria.
3. There is no significant relationship between achievement oriented leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria.

Leadership Styles and Instructors Job Performance

Supportive Leadership Style and Instructors' Job performance: Supportive leadership style refers to being friendly and approachable as a leader and includes attending to wellbeing and human needs of subordinates using supportive behaviour to make work environment pleasant and treats subordinates as equals and gives them respect for their status (Cheng, 2002). According to Lacombe (2013) the manager is not so interested in giving orders and managing every detail as in giving employees the tools they need to work themselves. While delegation is a vital part of Supportive Leadership, managers do not simply assign tasks and then receive the results. Instead, they work through the tasks with employees to improve skills and talent until the manager does not need to worry about a task being done correctly and the employee is fully empowered in a particular area. It could be concluded that a supportive leadership style whose interest is attending to human wellbeing will perform his/her job well as that will give him much joy and satisfaction.

Participative Leadership Style and Instructors' Job performance

Participative Leadership occurs when a manager seeks to involve company employees, to solicit their ideas and take their suggestions into serious consideration before making decisions (Chen & Tjosvold, 2006). This leadership style is characterized by consultation, empowerment, joint decision-making, democratic leadership, and power sharing (Clark, 2007), and should not be considered a sign of weakness. Participative Leadership style involves a leader who invites subordinates to share in the decision making. According to Liu (2012), a participative leader consults with subordinates, seeks their ideas and opinions and integrates their input into group organizational decisions. This style, is usually one of the most effective and leads to higher productivity, due to better contributions from the group members and increases group morale. In view of participative leadership style which is basically characterized by consultation, empowerment, joint decision-making, democratic leadership, and power sharing in an organization, job performance will be effective because everyone is carried along and involved in the process.

Achievement Oriented Leadership Style and Instructors' Job performance

Yazdanpanah and Afrassiabi (2014), said that in achievement-oriented leadership style a manager shall set challenging goals, require the correction and reformation of performances, and get assured that his inferiors act according to the high standards. If specific objectives are determined, the output will improve and challenging specific goals induce motivation for the individuals which in turn help performance reach an ideal status. In regard to the fact that one of the skills of time-management is determining the objectives and prioritizing them and the activities, a principal can thus motivate his teaching staff at school which in turn results in the effectiveness of the educational organization. In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement and sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behaviour. This style works well with achievement oriented subordinates (Lussier & Achua, 2001). Similarly, Wilson (2017), highlighted other leadership styles. The achievement oriented leadership style is anchored on surmounting challenges via internal motivation. Therefore, the performance of such a leader is likely to be very positive and acceptable.

Servant Leadership and Instructors' Job performance

Servant leadership describes a leader who is often not formally recognized as such. When someone, at any level within an organization, leads simply by meeting the needs of the team, he or she is described as a servant leader. Servant leadership is a form of democratic leadership in many ways, as the whole team tends to be involved in decision making. Supporters of the servant leadership style suggest that it is an important way to move ahead in a world where values are increasingly important, and where servant leaders achieve power on the basis of their values and ideals. This is to say, a servant leader employ dialogue and diplomatic approach to offer leadership irrespective of social status of individuals or organization. The leader explores the relationship he shares with the people to deliver his task. However, the disadvantage of this leadership style is that it gives room for too many opinions that could collapse a set goal due to leader's disposition to please everyone. The connection between a servant leader and job performance is that, the servant leader makes good use of human relationship with his/her subordinate to deliver his tasks.

Task-oriented Leadership and Instructors' Job performance

Highly task-oriented leaders focus only on getting the job done, and could be quite autocratic. They actively define the work and roles required, put structures in place, plan, organize and monitor. However, since task-oriented leaders do not tend to think much about the well-being of their employees, this approach could suffer many of the flaws of autocratic leadership with difficulties in motivating and retaining employees. The implication of this leadership style is that, a conceived task must be accomplished irrespective of how, what, where and when. Other relevant key players may not be carried along provided the goal is achieved. This leadership style involves high risks. This leadership style could fail in delivering job performance due to its autocratic nature. However, it could also turn out to be the best form of leadership style to implement an instructor's job performance especially in an organization that is loose and careless.

Methodology

Correlation design was used because the data used for the study consisted of pairs of observations. Ferguson (1981) argued that correlational design is concerned with describing the degree or magnitude of the relationship between two or more variables. The target population for this study were all the two hundred and twenty-one (221) adult instructors in Literacy Centres in Borno State. 21 instructors were used for test-retest, while the remaining two hundred (200) instructors were used for the final study.

Data for the study were collected using questionnaire tagged Leadership Styles and Instructors Content Delivery Questionnaire (LSICDQ). A face and content validity was carried out by three experts in the Department of Continuing Education and Extension Services, University of Maiduguri. The internal consistency of the instrument otherwise known as reliability was determined through test-retest. The responses of the respondents for the test-retest were computed using Pearson Product-Moment Correlation Coefficient (PPMC). A positive significant correlation of 0.72 was obtained. Hence, the instrument was considered reliable for the study. The data collected were presented in tables and analyzed using descriptive statistics of Mean and Standard Deviation for the research questions and Analysis of Variance (ANOVA) was used to test the hypothesis formulated in the study.

Research Question One: What is the relationship between supportive leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria?

Table 1: mean and standard deviation of supportive leadership style and instructors' content delivery

Variables	N	Score	Mean	SD	Sig
Introduction of a supportive leadership instructor	200	205	1.83	1.178	0.042
Execution of subject content of supportive leadership instructor	200	190	1.92	1.177	0.014
Delivery of lesson by supportive leadership instructor	200	197	2.18	1.260	0.021
Use of chalkboard of a supportive leadership instructor	200	195	1.92	1.188	0.015
Teaching methods of a supportive leadership instructor	200	155	3.35	0.982	0.010
Use of teaching aids by supportive leadership instructor	200	200	1.84	1.082	0.024
Timing by supportive leadership instructor	200	139	2.30	0.855	0.054
Use of vocabulary by supportive leadership instructor	200	185	2.93	0.883	0.039
Effectiveness in Communication by supportive leadership instructor	200	166	3.48	0.827	0.041
Conclusion of lesson by supportive leadership instructor	200	189	3.44	0.781	0.061

**if $p \leq 0.05$ it means that the value is statistically significant, if $p > 0.05$, it means that the value is not statistically significant*

Table 1 is a display of instructional performance as examined by the researchers. In this table, ten (10) major component were evaluated using the score sheet of each question has a highest score of 5 marks. From the result obtained, introduction has a mean score of 1.83 and standard deviation of 1.178 with p value of 0.042, subject content has a mean of 1.92 and standard deviation of 1.177 with a p value of 0.014, delivery of lesson has a mean of 2.18 and standard deviation of 1.260 with $p=0.021$, use of chalk board has a mean of 1.92 and standard deviation of 1.188 with $p = 0.015$, teaching method has mean of 3.35 and standard deviation of 0.982 with p value of 0.010, use of teaching aids has mean of 1.082 with standard deviation 1.082 with p value = 0.024, timing has the mean score of 2.30 with standard deviation of 0.855 with $p=0.054$, use of vocabulary has a mean score of 2.93 with standard deviation 0.883 with p value = 0.039, effectiveness in communication has a mean of 3.48 with standard deviation of 0.827 with $p=0.041$, lastly conclusion of lesson has a mean of 3.44 and a standard deviation of 0.781 with $p=0.061$. The P value shows how relevant the variables are, as factors that contribute to better performance, hence the level of performance was found to be minimal.

Table 2: Frequency, percentage, mean and standard deviation of Participative Leadership Style and instructors' content delivery

S/N	Items	Options				Mean / SD
		SA	A	SD	D	
1.	Introduction of a participative leadership instructor	29 (14.5)	52 (26)	13 (6.5)	106 (53)	2.49±0.825
2.	Execution of subject content of participative leadership instructor	139 (69.5)	45 (22.5)	6 (3)	10 (5)	3.11±0.619
3.	Delivery of lesson by participative leadership instructor	25 (12.5)	31 (15.5)	7 (3.5)	137 (68.5)	2.40±0.789
4.	Use of chalkboard of a participative leadership instructor	135 (67.5)	38 (19)	12 (6)	15 (7.5)	3.00±0.712
5.	Teaching methods of a participative leadership instructor	40 (20)	22 (11)	19 (9.5)	119 (59.5)	2.32±0.795
6.	Use of teaching aids by participative leadership instructor	125 (62.5)	37 (17.5)	28 (14)	12 (6)	2.83±0.878
7.	Timing by participative leadership instructor	49 (24.5)	12 (6)	41 (20.5)	98 (49)	2.16±0.817
8.	Use of vocabulary by participative leadership instructor	66 (33)	33 (16.5)	17 (8.5)	84 (42)	2.57±0.865
9.	Effectiveness in Communication by participative leadership instructor	126 (63)	37 (18.5)	22 (11)	15 (7.5)	2.89±0.831
10.	Conclusion of lesson by participative leadership instructor	122 (61)	18 (9)	14 (7)	46 (23)	2.72±0.724
Total		856	287	197	642	0.1167±0.9421

Table 3: Frequency, percentage, mean and standard deviation of achievement oriented leadership style and instructors' content delivery

S/N	Items	Options				Mean / SD
		SA	A	SD	D	
1.	Introduction of an achievement oriented leadership instructor	131 (65.5)	50 (25)	7 (3.5)	12 (6)	3.12±0.662
2.	Execution of subject content of achievement oriented leadership instructor	121 (60.5)	56 (28)	7 (3.5)	16 (8)	3.13±0.697
3.	Delivery of lesson by achievement oriented leadership instructor	111 (55.5)	48 (24)	24 (12)	17 (8.5)	2.92±0.895
4.	Use of chalkboard of an achievement oriented leadership instructor	52 (26)	44 (22)	11 (5.5)	93 (46.5)	2.64±0.885
5.	Teaching methods of an achievement oriented leadership instructor	123 (61.5)	52 (26)	10 (5)	15 (7.5)	3.08±0.728
6.	Use of teaching aids by achievement oriented leadership instructor	123 (61.5)	61 (30.5)	6 (3)	10 (5)	3.20±0.663
7.	Timing by achievement oriented leadership instructor	31 (15.5)	44 (22)	42 (21)	83 (41.5)	2.39±1.050
8.	Use of vocabulary by achievement oriented leadership instructor	113 (56.5)	47 (23.5)	47 (23.5)	29 (14.5)	2.44±0.911
9.	Effectiveness in Communication by achievement oriented leadership instructor	47 (23.5)	30 (15)	30 (15)	86 (43)	2.45±0.961
10.	Conclusion of lesson by achievement oriented leadership instructor	34 (17)	29 (14.5)	29 (14.5)	100 (50)	2.40±0.951
	Total	834(100)	434(100)	213(100)	461(100)	0.1208±0.8591

HO₁: There is no significant relationship between supportive leadership style and Instructors' content delivery in literacy centres in Borno State, Nigeria.

Table 4: ANOVA table of relationship between supportive leadership style and Instructors' content delivery

Model	Sum of square	Df	Mean square	F	Sig
Regression	291.668	2	145.834	199.336	0.000
Residual	1679.751	2296	0.732		
Total	1971.420	2298			

Significant at $P \leq 0.05$

From the Anova table the p-value 0.000 (0.01 significant level) shows there is strong significant relationship between supportive leadership style and instructors' content delivery. Regression

analysis result displaying consideration of leadership style and content delivery, the result shows how good is the fit, the regression result reveals that the P-value is greater than 0.05, considered it not significant. The hypothesis which states that, “there is no significant relationship between leadership styles and content delivery is hereby accepted”.

HO₂ There is no significant relationship between participative leadership style and instructors’ content delivery in literacy centres in Borno State, Nigeria.

Table 5: ANOVA result on relationship between participative leadership style and instructors’ content delivery

Model	Sum of square	Df	Mean square	F	Sig
Regression	291.668	2	145.834	199.336	0.000
Residual	1679.751	2296	0.732		
Total	1971.420	2298			

From Table 5, the p-value 0.000 (0.01 significant level) shows there is strong significant relationship between participative leadership style and instructors’ content delivery. The Regression analysis result displaying participative leadership style and instructors content delivery shows the p-value is greater than 0.05, which is considered not significant. Therefore, null hypothesis is accepted”.

HO₃ There is no relationship between supportive leadership style, participative leadership style, achievement oriented leadership style and instructors’ content delivery in literacy centres in Borno State, Nigeria

Table 6: Multiple Correlation

Variables	Supportive leader	Participative leader	Achievement oriented leader
Supportive leader	1.000	0.155	0.334
Participative leader	0.155	1.000	-0.105
Achievement oriented leader	0.334	-0.105	1.000

The Table 6 describes the relationship between supportive leadership style, participative leadership style, achievement oriented leadership style and instructors’ and content delivery in literacy centres in Borno State, Nigeria. The respondents’ responses show that at 0.05 level of significance, there was a positive correlation of 0.334 with p-value of 0.194 of supportive leadership style and participative leadership style value of 0.155 with p-value of 0.334 of achievement oriented leadership style. The hypothesis which states that there is no relationship between supportive leadership style, participative leadership style, achievement oriented leadership style and instructors’ content delivery in literacy centres is accepted.

Discussion of Findings

Findings of this study are in tandem with the study carried out by Shamaki (2015), on the influence of Leadership Style on Teacher’s Job Productivity in Public Secondary Schools in Taraba State, Nigeria. Shamaki found out that among the leadership styles, democratic (participative) leadership style contribute more to teachers’ job productivity than other leadership styles. Furthermore, the findings are equally in consonance with Wachira *et al* (2017), in their study on the effect of principals’ leadership styles on teachers’ job performance in public secondary schools in Kien

West Sub Country Kenya. The study found out that there was a significant relationship between leadership styles and teachers' job performance. The researchers concluded that supportive leadership style affects teachers' performance. The finding is in agreement with Kingori (2013) who showed that different leadership style will have different impacts on job delivery. This is also in agreement with Wilson (2017). Wilson's findings identified 10 different leadership styles adopted by different principals in different secondary schools, and emphasized that the various leadership styles have significant effects on the staff job performance in the schools in term of content delivery. However, the finding is in disagreement with Adeyemi (2010) who established that teachers' job performance (content delivery) was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles.

Conclusion

The study concentrated on the relationship between leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria. Based on the above findings, the study concluded that there is a significant relationship between leadership style and instructors' content delivery in literacy centres in Borno State, Nigeria. It could be seen that the supportive leadership style has proven to be effective in content delivery. It is thereby concluded that delivery of lesson by supportive leadership instructor in literacy centres in Borno State, Nigeria is significant. Furthermore, teaching methods of a supportive leadership instructor in literacy centres in Borno State, Nigeria is perceived by the respondents to be good; effectiveness in Communication by supportive leadership instructor to deliver content is appreciable. Finally, the study noted that the concluding part of a supportive leadership style during lesson is excellent.

Recommendations

Based on findings, it is recommended that:

- i. The appointment of instructors should be based on merit and those with supportive leadership styles be given higher consideration.
- ii. Government should motivate instructors especially those with supportive qualities of leadership by providing the necessary incentives so there will be quality content delivery in literacy centers.
- iii. Government in collaboration with the State Agency for Mass Literacy should organize on-the-job training in the form of seminars/workshops for instructors to improve on their level of content delivery.
- iv. Supportive leadership style should be adopted by instructors to help in quality content delivery.

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