

## Leadership Style, Motivation and Delegation in one Selected Tertiary Institution in Kogi State, Nigeria

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### Abstract

Leadership, delegation and Motivation are problems besetting all organizations in the world. This study was therefore carried out in a tertiary institution in Kogi state, Nigeria with a view to identifying the leadership style currently practiced in the chosen institution and how it can be sustained. The level of delegation and motivation of staff was also studied. It is expected that at the end of the study, a baseline data will be provided. Self study questionnaire comprising twenty items were used and these were broken down into three sections. These are leadership style, Motivation, and delegation of authority. The questionnaires were administered on a sampled population of 100 persons spreading across all categories of staff over a period of six (6) months. The results obtained showed that democratic (participative) leadership style is practiced in the institution and that this leadership style is sustainable. There are sufficient levels of motivation and delegation of authority in the tertiary institution and these could improve staff performance thereby enhancing the realization of its goals and objectives. This is also found to be sustainable. A baseline data has therefore been established for the leadership style, motivation level and delegation of authority for the institution.

**Key Words:** Leadership, Motivation, Delegation, Institution and Authority.

### Introduction

There is no universally accepted leadership style in the world over but it is a common belief that leadership style is determined by the environment, circumstances and people. This means that leadership styles are adopted depending on the people, environment or circumstances the leader operates. Leadership styles commonly adopted are autocratic (dictatorial) where the leader leads absolutely. He does not entrust his authority to other people and thus, he adopts a directive approach. The participative (Democratic) leader on the other hand does not rule absolutely and purposefully limits his or her roles. He creates a sense of purpose, expresses much respect for, and trust in subordinates, recognizes the skills and strengths of others and as such, he is more inclined to delegate. Belbin (2001) suggests that the autocratic leadership is more prevalent as most people psychologically prefer to be led and have faith in the leader. However, the increasing uncertainty and continuous change together with social pressure for the sharing of power had led to increasing attention to team leadership.

### Purpose of the Study

Leadership style has been a major problem in all organizations. This study is therefore undertaken to examine the current leadership style in one of the tertiary institutions in Kogi state. More also, it looked at the level of delegation and ensuring motivation. The provision of a data baseline is therefore envisaged at the end of the study.

### Methodology

Questionnaire was drawn up (twenty items) into three sections: Leadership style, Level of Motivation and Delegation of Authority. The first five items (1-5) were to test autocratic leadership style, 6-10 democratic leadership, 11-15 motivation and 16-20 delegation levels. These questions were completed by 100 staff from a total of 250. The 100 staff sample comprised junior and senior staff and a mixture of academic and non-academic staff.



The responses were categorized using Likert's four scales as: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The returned questionnaires were collated and the responses collapsed with strongly agree and agree collapsed as agree, while disagree and strongly disagree collapsed into disagree for the purpose of analysis.

## Conceptual Framework

### *Delegation*

Delegation of authority involves assigning greater responsibility to subordinates. According to Koontz and Weihrich (2003), delegation is the organizational process of transferring authority from a superior to a subordinate. Delegation of authority empowers a subordinate to make commitments, use resources and take decision in relation to duties assigned to him. No organization can function effectively without delegation. Delegation originates from the fact that one person alone cannot successfully discharge all the responsibilities in an organization. It is the transference to others of responsibilities for the performance of specific task and for the making of decisions in a general or specific area of management activity (Koontz and O'Donnell, 2000).

It must be emphasized however, that delegation of responsibility can be effective only if the person to whom it is delegated is given commensurate authority to carry out his responsibility. It often involves allowing the subordinate to use his or her initiatives in decision making and thereby leading to their being motivated. In essence, delegation of authority means that a subordinate has the power to make decisions and to act within explicit limits without checking with superiors. Delegated authority enables the superior to share responsibilities with his subordinates. When one delegates, three major factors are implicit: (a) there is assignment of responsibility, (b) there is a delegation of authority and (c) there is a creation of accountability.

Most leaders often fail to delegate owing to obvious reasons ranging from the fact that the leader is accountable. Though useful however, despite the fact that delegation is very important organizational process, some leaders find it difficult to delegate authority and responsibility to their subordinates or delegate it improperly. A number of factors may be responsible for this:

1. Dominant executive behavior. This is a situation where a particular leader becomes indispensable to the organization. In other words the manager feels or believes that he is the only person who can do the job.
2. The fear of subordinates or fear that delegation diminishes managerial authority. This reflects a situation where the leader thinks or believes that his subordinates are more competent than him and that in reality, they ought to be in his position. He therefore refuses to delegate out rightly so as not to expose the competence of the subordinates and to expose his own incompetence.
3. All delegations involve risks. The moment you ask subordinate to carry out a new duty, you are more worried than they are because you are accountable.
4. Letting go of certain duties you enjoyed doing or performing which have become part and parcel of you.
5. There is bound to be increase in your work load in the short-term because when you delegate you have to train, guide and correct the employee to whom you are assigning the work. Once you are able to delegate effectively then you start reaping the Cumulative rewards of your delegation.

In spite of all the shortcomings of delegation, it was evident from this investigation that enough delegation was being done in this institution with associated motivation. An increase in the delegation level of authority- 64.2% to 77% was recorded within three and

half months' period. This indicated that the delegation level is sustainable in the institution.

### **Motivation**

According to Robbins and Coulter (2009), motivation can be seen as the inner drives that make one do much than he otherwise would have done enthusiastically and willingly. This is necessary for any leader or manager. Generally speaking, motivation is the art of getting a person or somebody to behave or act willingly and enthusiastically to achieve a goal more than he would otherwise have done. Motivation is a general term applying to a set of processes concerned with the 'force' that energizes behavior and directs it towards attaining some goals (Mullins, 2010). This set of processes refer to the entire class of drives, needs, wishes and similar inner forces that stimulate people to action towards accomplishing desired goals. Berelson and Steiner (2000) opined that motivation involves identifying what makes an employee to produce, and taking action to meet that thing that makes the employees to produce. In the same vein, to say that managers motivate their subordinates is to say that they do those things which they think will satisfy these drives and desires and induce the subordinates to act in a desired manner.

Staff motivation is the total processes of encouraging subordinates to enable them perform. Motivating factors such as listening and hearing, attention, caring, smiling, showing appreciation and praising, knowing people by their first names, etc, often motivate subordinates whilst shout, inattentiveness, non-challance, non-recognition and officiousness often demotivate.

### **Results and Analysis**

The results obtained are given below in tables 1 and 2 respectively.

**Table 1: Average of Responses and Non-responses of 100 respondents on Leadership style, motivation and delegation level in a tertiary institution in Kogi state.**

Response	Leadership Style		Delegation	Motivation
	Autocratic	Democratic		
Strongly Agree (SA)	26.2	23.0	26.2	18.8
Agree (A)	23.6	40.4	38.0	35.8
Strongly Disagree (SD)	22.4	20.4	14.6	25.0
Disagree (D)	24.0	13.2	18.6	17.4
Undecided	3.8	3.0	2.6	3.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Table 2: Collapsed Staff Responses on Leadership style, delegation and motivation Perception in a tertiary institution in Kogi State.**

Item	Response of Staff		Non-Response	Total
	Agree	Disagree		
Autocratic	49.8	46.4	3.8	100
Democratic	63.4	33.6	3.0	100
Motivation	54.6	42.4	3.0	100
Delegation	64.2	33.2	2.6	100

It is seen from Table 2 above that leadership style is averagely democratic with 63.4% and 49.8% autocratic. Almost one third (64.2%) of the respondents are of the view that enough delegation was being practiced by the leadership of the institution, hence over half of the respondents feel that enough motivation was being given by the leadership style and delegation.

Each Department/ Division / Unit was closely monitored three and half months after the first questionnaires were administered to ensure that the above mentioned measures were closely implemented. Another appraisal was then carried out using the previous questionnaires to establish the sustainability of the leadership style, delegation, and motivation of staff. The results are given in tables 3 and 4. Table 3 is the uncollapsed results whilst Table 4 is the collapsed results.

Table 3: **Uncollapsed Staff responses on leadership style, delegation and motivation.**

Response	Leadership style		Delegation	Motivation
	Autocratic	Democratic		
Strongly Agree (SA)	10	35	32	25
Agree (A)	09	46	45	45
Strongly Disagree (SD)	35	12	13	09
Disagree (D)	40	07	10	21
<b>Total</b>	100	100	100	100

Table 4: **Collapsed Staff Responses on leadership style, delegation and staff motivation to ensure sustainability.**

Item	Response of Staff		Total
	Agree	Disagree	
Autocratic	25	75	100
Democratic	81	19	100
Motivation	70	30	100
Delegation	77	23	100

It can be seen from Table 4 above that the staff perception improved significantly over a period of three and half months in the variables investigated. It could be observed that the current leadership style of the chosen institution can be sustained and this will invariably improve productivity and achieve the objectives and goals of the tertiary institution.

## Discussion of Results

### *Leadership Style*

The leader is expected to create a vision which should be communicated. The leader should energize, inspire, motivate, direct and create a culture and conducive environment for work. Leadership style is environment, people, and circumstances dependent. Leaders who are task oriented often neglect people and are generally referred to as dictatorial or autocratic leaders whilst leaders who are less task oriented pay more attention to people and are often preferred than task oriented leaders. The leadership style here is democratic (supportive) where team members are treated as equals, concern is shown for the needs and welfare, consequently, a friendly working environment always exist. As opposed to the supportive leadership, we have the achievement oriented leader. Here, emphasis is on goals and target setting performance

improvements and showing confidence that team members will attain high standards. Another leadership style is participative- here team members are consulted and their opinions are taken into consideration. The leadership style perception by staff during this study has changed from 49.8% to 25% for autocratic and 63.4% to 81% within three and half months' period. It could be concluded therefore, that the leadership style is sustainable.

However, it should be noted that each leadership style has its advantages and disadvantages. It can be concluded from this study that a mixture of democratic (supportive) and achievement oriented (directive) style is currently being practiced in this tertiary institution in Kogi state.

### **Conclusion**

The study has considered the leadership styles, motivation and delegation of authority in a tertiary institution thereby providing a data baseline. It has been established that a democratic (supportive) leadership style is currently being practiced in the institution and that this leadership style is sustainable. The level of motivation and delegation of authority is also adequate and sustainable.

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