

Transactional and Transformational Leadership Styles and their Effects on Lecturers' Job Performance in Universities in Taraba State

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ABSTRACT

The study examined the effects of transactional and transformational leadership styles on lecturers' job performance in universities in Taraba State, Nigeria. The population consisted of 1,715 academic staff, comprising 114 heads of department and 1,601 lecturers. A multi-stage sampling procedure was adopted to select a sample of 313 respondents. Data were gathered using two validated instruments: the Leadership Styles of Heads of Department Questionnaire (LSHDQ) and the Lecturers' Job Performance Questionnaire (LJPQ). Descriptive statistics and Pearson correlation analysis were used for data analysis. Findings revealed that heads of department employed transactional leadership to a high extent, particularly through clear communication of expectations, strict adherence to rules, transparent decision-making, and consistent monitoring of staff performance (grand mean = 3.08). Transactional leadership showed a significant strong positive effect on lecturers' job performance ($r = .614, p = .035$). Transformational leadership was also practiced to a high extent (grand mean = 3.27), especially in mentoring, collaboration, trust-building, and inspiring staff. However, transformational leadership demonstrated a non-significant moderate negative effect on lecturers' job performance ($r = -.501, p = .312$). The study concludes that transactional leadership is a stronger predictor of lecturers' job performance than transformational leadership in the institutions studied. It recommends that leadership development initiatives in universities should strengthen the effective use of transactional strategies while enhancing transformational behaviours that support long-term professional growth.

Keywords: Transactional leadership; Transformational leadership; Lecturers' job performance; University administration; Heads of department

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INTRODUCTION

Lecturers' job performance refers to how effectively lecturers fulfil their responsibilities, which includes teaching, research and community service. It is the key factor in determining the quality of education and the overall success of an institution. (Birch *et al.*, 2012). Some of the challenges faced by lecturers in performing their task effectively include workload, work environment, stress, motivation, emotional intelligence and institutional support. Effective job performance requires excelling in their core duties while also contributing to academic and community environment. Effective leadership is crucial in addressing these challenges in order to enhance better overall performance in the universities.

Leadership style refers to the manner and approach leaders use to guide, motivate, and manage their teams. It encompasses a leader's behaviour, attitudes, and strategies for making decisions, setting expectations and fostering a positive work environment. (Cherry, 2020). However, different leadership styles can significantly influence team dynamics, productivity, and overall success to enhance lecturers' job performance. Examples of leadership styles are servant leadership style, transactional leadership style, transformational leadership style, emotional leadership style, and situational leadership style. Head of department is a leadership role responsible for overseeing specific academic department. They lead team of lecturers within their subject area, manage the curriculum, and ensure effective teaching and learning practices. Some of the key responsibilities of heads of department are curriculum development, instructional strategies, assessment and evaluation, professional development, collaboration, communication, resource management and monitoring and evaluation. However, heads of department face challenges such as role ambiguity, insufficient resources, administrative burdens, funding, and lack of training, research and administrative duties. These could also affect lecturers' job performance (Adebayo, 2016). When the heads of department use appropriate leadership style, the job performance of lecturers is enhanced.

Servant leadership is a leadership approach that puts serving others above all other priorities. Rather than managing for results. A servant leader prioritizes the growth, wellbeing, needs of employees, and provides timely feedback to maintain a healthy work environment or relationship. Servant leaders display characteristics such as strong listening skills, empathy, self-awareness, and the desire to create a healthy work environment that enhances performance (Robert Greenleaf, 2024). Servant leaders prioritize their followers' needs and use empathy insensitively by demonstrating a deep understanding of the feelings and needs of their staff. Servant leadership style enhances job performance by using persuasion to achieve departmental objectives (Adekalu *et al.*, 2018). Lecturers' contribution to teaching, research, and community service appear to have fallen short of

expectations; challenges such as excessive workload, inadequate resources, poor infrastructure, lack of management support, poor motivation, lack of professional development opportunities, lack of time for preparation, poor research funding, poor institutional culture among others. Insufficient time for research would lead to ineffectiveness of lecturers' job performance. Additionally inadequate and non-functional school facilities might hamper lecturers' job performance. These have resulted in turning out graduates who are unemployed or whose degrees are of little value.

Adegboyega and Awolusi (2021) supported that, part of the reason for the suboptimal performance is believed might be the consequence of ineffective leadership styles exhibited by heads of department. It is believed that leadership styles practiced by heads of department significantly influence the work environment of the lecturers and adequate supervision and motivation of lecturers helps in the quality of their service delivery. However, the implications of this problem are far-reaching. The university's set goals will not be achieved, and hence, quality of graduates produced will drastically reduce. A decline in the quality of teaching will negatively affect the intellectual growth of students, who are the future workforce. Reduced research output hinders knowledge advancement and innovation and this in turn affects the nation's development.

Aim and objectives of the study

The aim of the study is to assess Transactional and Transformational Leadership Styles and their Effects on Lecturers' Job Performance in Universities in Taraba State.

1. Find out the extent to which heads of department apply transactional leadership style in the universities in Taraba State, Nigeria.
2. Determine the extent to which heads of department apply transformational leadership style in the universities in Taraba State, Nigeria.

METHODOLOGY

Research design

This study adopted descriptive survey and correlational research design. Correlational research design examines the relationship between two variables without the researcher controlling or manipulating any of them; it is non-experimental research that studies the strength and direction of the relationship between two or more variables (Boanmah *et al.*, 2018). Correlation study aims at finding out if there is any relationship between two variables with the aim of establishing the strength between the two.

The correlational research design was used in examining the relationship between Leadership styles of heads of department and lecturers' job performance in universities in Taraba State. The researcher will collect data through a descriptive survey to assess both leadership styles and job performance, and then analyse the correlation between these variables to determine the strength and direction of their relationship. Collie *et al.*, (2022) relates descriptive research as a methodological approach that seeks to depict the characteristics of phenomenon or subject under investigation. More so, this design was found most appropriate since the study obtained data from a sample drawn from the population and their views will be used to represent that of the entire population. Reasons for using descriptive survey method provide a rich and detailed account that aids in understanding categorizing and interpreting the relationship between leadership between leadership styles and lecturers job performance.

Population

The population of this study comprise 1715 participants namely: Heads of department and lecturers from all the three universities in Taraba State, Nigeria. Available data showed that the three universities combined have 114 Heads of department and 1601 lecturers. The Federal University Wukari has 925 lecturers (42 Heads of Department and 883 lecturers). Furthermore, Taraba State University Jalingo has 719 lecturers (47 Heads of Department and 672 lecturers). In addition, Kwararafa University Wukari has 71 lecturers (25 Heads of Department and 46 lecturers), giving a total of 1715 subjects (Table 1).

Table 1: Population of (HODs and Lecturers) in Universities in Taraba State, Nigeria.

University	Lecturer	HODs	Lecturers
A	925	42	883
B	719	47	672
C	71	25	46
Total	1715	114	1601

Source: NUC, Nigerian University Digest 2024

Sampling

This study adopted a multi-stage sampling procedure to ensure that the selection of participants is both systematic and representative of the university population in Taraba State. Multi-stage sampling procedure is appropriate for large populations spread across multiple levels or strata, such as faculties, departments, and individual staff members. The sampling were carried out in several structured stages using all the public and private universities to capture a broader perspective. In the first stage the stratified random sampling were employed to select faculties within each university. Faculties were

grouped (stratified) based on academic disciplines (e.g., sciences, arts, education, management, engineering, etc.) to ensure coverage across different fields. From each stratum, a random selection of faculties was made to provide unbiased representation. This stratification ensures that no single field dominates the study, which helps generalize findings across disciplines. In the second stage, a sample of 313 were selected using Krejcie and Morgan (1970) table of determining sample size having 21 HODs and 292 lecturers. After which sampling fractions of 0.3684, 0.4123 and 0.2193 was used to allocate the number of departments to be used in each university. Federal University of Wukari will use 8 HODs, Taraba State University of Jalingo used 9, while, Kwararafa University Wukari used 4. Simple random sampling were used to select 21 departments from the 114 departments in all the faculties in the three universities. All departments in a faculty will be listed, and random selection methods such as drawing lots will be used to choose the required number of departments from each faculty. This step is crucial to minimize researcher bias and ensure that all departments, regardless of size or popularity, have an equal chance of being included. The third stage is the selection of heads of department. Since each department has only one head of department (HOD), purposive sampling was applied at this stage. The HOD of each selected department were automatically included in the sample, as they are the primary subjects for assessing leadership styles. Their inclusion is critical because the study aims to analyse how their leadership approaches impact the job performance of lecturers under their supervision. The fourth stage is the selection of teaching staff proportionate random sampling was used to select lecturers from the chosen departments. The 292 number of lecturers sampled from each department were determined proportionally, based on the size of the academic staff in each department. In the selection, more teaching staff were selected from the larger department to reflect its greater staff strength. Within each department, the selection of teaching staff was done randomly to avoid selection bias and ensure that every lecturer has an equal chance of being part of the study. In selecting the lecturers, 0.5515, 0.4197 and 0.0287 sampling fraction was used to apportion the number of lecturers to federal University of Wukari (161), Taraba State University of Jalingo (123) and Kwararafa University Wukari (8) respectively. Simple random sampling were used to select 292 lecturers from the 21 departments in all the faculties in the three universities. This was done by writing 292 "YES" and 1309 "NO" on pieces of paper was taken to the various universities and departments for lecturers to pick. All the lecturers that picked "YES" were used for the study, while those that picked "NO" were not part of the sample for the main study. One hundred and sixty nine HODs (8) and Lecturers (161) will be selected from the federal university of Wukari, 132 HODs (9) and Lecturers (123) from Taraba State University Jalingo and 12 HODs (4) and lecturers (08) from Kwararafa University Wukari, giving a sample of

Table 2: Extent to which Heads of Department Apply Transactional Leadership Styles in their Departments n = 313.

S/N	Transactional Leadership Style	VHE	HE	LE	VLE	N	Mean	Std.	Decision
1	I use extrinsic motivation to clearly define tasks to reward staff.	1	1	1	3	6	2.00	1.27	LE
2	I ensure that rules are followed in order to achieve departmental goal.	5	1	-	-	6	3.83	.408	HE
3	I use practical motivation to reward staffs who achieve their targets.	1	1	1	3	6	2.00	1.27	LE
4	I set clear expectations of reward to staff performance.	5	1	-	-	6	3.83	.408	HE
5	I ensure there is transparency in decision-making in my department.	4	2	-	-	6	3.67	.516	HE
6	I monitor the performance of staff in my department.	3	2	-	1	6	3.17	1.17	HE
	Grand Mean						3.08		HE

Source: Field Survey, 2025 VHE=very high extent, HE=high extent, LE= low extent, VLE= very low extent, N=number, STD= standard deviation

313 respondents (Table 2).

Instruments for data collection

Two instruments were used for data collection for the study, they are researcher-structured questionnaires titled "Leadership Styles of Heads of Department Questionnaire" (LSHDQ) and "Lecturers Job Performance Questionnaire" (LJPQ).

Description of Instruments

Leadership Styles of Heads of Department Questionnaire (LSHDQ)

The instrument "Leadership styles of heads of department" (LSHDQ) is a questionnaire that were administered to lecturers to obtain information on their job performance based on the leadership styles of heads of department. This instrument comprised two section; Section A and section, respectively. Section A consists of the demographic and personal data of the respondent such as; name of the university, department, and status. Section B addresses variables on job performance based on the Heads of department's leadership styles and will consist of three sub-units. Each sub-unit contains 7 items addressing the variables of the study as it relates to lecturer job performance based on leadership styles like; Teaching, Research, Community Service, Servant-Leader leadership style, having a total of twenty one items using four points rating scale. The respondents are expected to tick (✓) the appropriate items as it appeals to them. The Instruments were developed on a rating scale: Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LH) = 2, Very Low Extent (VHL) = 1

Lecturers Job Performance Questionnaire (LJPQ)

The instrument "Lecturers' Performance Questionnaire" (LJPQ) is a questionnaire that were administered to lecturers to obtain information on their job performance based on the leadership styles of HODs. This instrument comprised two section; section A and section B, respectively. Section A will consist of the demographic and personal data of the respondent such as: name of the university, department, and status. Section B addressed

variables on job performance based on the heads of department's leadership styles and will consist three sub-units. Each sub-unit contained 5 items addressing the variables of the aims of the study as it relates to lecturers' job performance based on leadership styles; having a total of fifteen items using four points rating scale. The respondents are expected to strike or tick (✓) the appropriate items as it appeals to the respondent. The Instruments will be developed on a rating scale: Very High Extent (VHE) =4, High Extent (HE) =3, Low Extent (LE) =2, Very Low Extent (VLE) =1

Data analysis Procedure

Data for this study were analysed using both descriptive and inferential statistics. Descriptive statistics involving mean and standard deviation were used to analyse the extent to Heads of Departments were able to apply Transactional and Transformational Leadership styles while correlation analysis was used to analyse the relationships between Heads of Department Use of Transactional and Transformational Leadership style and Lecturers' Job Performance.

RESULTS AND DISCUSSION

In Table 2, items 1 and 3 was rated low extent with mean scores of 2.00 each, while items 2, 4, 5 and 6 were rated high extent which ranged from 3.17 to 3.83, and the deviations of scores from the mean scores ranged from .408 to 1.27. This meant that heads of department apply transactional leadership styles in their departments in the universities by ensuring that rules are followed in order to achieve departmental goal, setting clear expectations of reward to staff performance, ensuring there is transparency in decision-making and monitoring the performance of staff in the department. It was further discovered that heads of department hardly apply transactional leadership styles in their departments by using extrinsic motivation to clearly define tasks and practical motivation to reward staffs who achieve their targets. The grand mean was 3.08, indicating that heads of department apply transactional leadership styles in their departments in the universities in Taraba State to a high extent.

Table 2 reveals the result on the relationship between

Table 3: Relationship between Heads of Department Use of Transactional Leadership Style and Lecturers' Job Performance n= 313.

Variables	N	\bar{X}	SD	R	Df	P-value	Decision
Transactional Leadership style	6	21.50	1.23	0.614	30	0.035	Reject Ho
Lecturers' Job Performance	26	69.73	6.23				

Source: Field Survey, 2025

Table 4: Extent to which Heads of Department Apply Transformational Leadership Styles in their Departments n = 313.

S/N	Transformational Leadership Style	VHE	HE	LE	VLE	N	Mean	Std.	Decision
1	I use idealized influence by building trust to inspire staff members.	4	2	-	-	6	3.67	.516	HE
2	I use inspirational motivation to have a clear vision that can help staff members.	1	-	3	2	6	2.00	1.10	LE
3	I use individual consideration by mentoring staff in my department.	3	2	-	1	6	3.17	1.17	HE
4	I create an environment of collaboration by using active listening.	5	1	-	-	6	3.83	.408	HE
5	I use active communication to ensure that all staff are together.	4	2	-	-	6	3.67	.516	HE
6	I create change in my department.	3	3	-	-	6	3.50	.548	HE
7	I help shape future success of staff in my department.	1	2	1	2	6	2.33	1.21	LE
8	I nurture staff to be on high performance.	6	-	-	-	6	4.00	.000	HE
	Grand Mean						3.27		HE

Source: Field Survey, 2025 VHE=very high extent, HE=high extent, LE= low extent, VLE= very low extent, N=number, STD= standard deviation

Table 5: Relationship between Heads of Department Use of Transformational Leadership style and Lecturers' Job Performance n = 313.

Variables	N	\bar{X}	SD	R	Df	P-value	Decision
Transformational Leadership style	6	71.17	4.792	-.501	30	.312	Accept Ho
Lecturers' Job Performance	26	69.73	6.23				

Source: Field Survey, 2025

heads of department use of transactional leadership style and lecturers' job performance in universities was presented. From the result, transactional leadership style had a mean score of 21.50 and a standard deviation of 1.23, while lecturers' job performance had a mean score of 69.73 and a standard deviation of 6.23. The result further showed that $r(30) = -.614$, $p < 0.05$, showing a positive relationship between the two variables. Since the p-value of .035 is less than 0.05 level of significance, the null hypothesis is rejected. It was concluded that there is a significant positive strong relationship between heads of department use of transactional leadership style and lecturers' job performance in universities in Taraba State, Nigeria (Table 3).

Table 4 presents the results on the extent heads of department apply transformational leadership styles in the universities in Taraba State. From the table, items 2 and 7 were rated low extent with mean scores of 2.00 and 2.33, items 1, 3, 4, 5 and 6 were rated high extent by the respondents with mean scores ranging from 3.17 to 4.00 and deviations of the scores from the mean scores ranging from .000 to 1.17. This meant that heads of department apply transformational leadership styles through using idealized influence by building trust to inspire staff members, individual consideration by mentoring staff in my department, creating an environment of collaboration by using active listening, using active communication to ensure that all staff are together, creating change in my

department and nurture staff to be on high performance. It was discovered that heads of department apply transformational leadership styles in the universities in Taraba State using inspirational motivation to have a clear vision that can help staff members and helping shape future success of staff in the department to a low extent. The grand mean was 3.27; this implies that heads of department apply transformational leadership styles in their departments in the universities in Taraba State to a high extent. From Table 4, transformational leadership style had a mean score of 71.17 and a standard deviation of 4.79, while lecturers' job performance had a mean score of 69.73 and a standard deviation of 6.23. The result further showed that $r(30) = -.501$, $p < 0.05$, indicating a negative moderate relationship between the two variables. Since the p-value of .312 is greater than 0.05 level of significance, hence the null hypothesis is retained. It was concluded that there is no significant relationship between heads of department use of transformational leadership style and lecturers' job performance in universities in Taraba State, Nigeria.

Conclusion

The study established that heads of department in universities in Taraba State employ both transactional and transformational leadership styles to a relatively high extent.

Transactional leadership indicators such as adherence to rules, clarity of rewards, transparency in decision-making, and close monitoring of staff were Predominant and showed a significant positive relationship with lecturers' job performance. This implies that lecturers in these institutions perform better when expectations, procedures, and rewards are clearly defined and consistently implemented by department leaders. Transformational leadership, although practiced to a high extent particularly in trust building, mentoring, collaboration, and communication did not significantly predict lecturers' job performance. This suggests that while transformational behaviours foster positive interpersonal relations and long-term staff development, they may not directly translate to immediate or measurable job performance outcomes within the context of the universities studied. Overall, leadership style remains a critical determinant of lecturers' productivity, and the effectiveness of each style appears to depend on contextual institutional needs and expectations. Based on the findings of the study, the following recommendations were made.

Recommendations

1. Heads of department should strengthen transactional leadership practices such as clear communication of expectations, consistent monitoring, and fair reward systems, as these have demonstrated a significant influence on lecturers' job performance.
2. Transformational leadership competencies should be developed through targeted leadership training, enabling heads of department to more effectively inspire, mentor, and motivate lecturers in ways that eventually translate to improved job performance.
3. Policies that improve lecturers' working conditions including workload reduction, research support, and resource provision should be prioritized, as leadership styles are more effective when institutional barriers are minimized.

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