BUSINESS EDUCATION ADMINISTRATORS' LEADERSHIP STYLE AND STAFF JOB PERFORMANCE IN FEDERAL COLLEGES OF EDUCATION (TECHNICAL) IN SOUTH-SOUTH, NIGERIA

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ABSTRACT: *This study investigated the relationship between Business Education administrators' leadership styles and staff job performance in Federal Colleges of Education (Technical) in south-south Nigeria. Five specific objectives, five research questions and two hypotheses guided the study. A Descriptive-correlation research design was adopted for the study as this enables the description of the variables and establishes their relationship. The population and sample consisted of 131 respondents made up of 12 administrators and 119 staff of the Business Education programme in Federal Colleges of Education (Technical) Asaba and Omoku in south-south, Nigeria during the 2021/2022 academic session. A structured questionnaire was used to collect data for the study. The questionnaire was face validated and tested for reliability using Cronbach Alpha to obtain reliability indexes of 0.72 and 0.76 for the two clusters of the instrument, with an average of 0.74. Mean and standard deviation was used to answer research questions 1, 2, and 4; while research questions 3 and 5, as well as the null hypotheses, were analysed using Spearman Rank Correlation (r). All computations were done using Statistical Package for Social Science (SPSS) version 21.0. For the relationship scale interpretation the scales by Bryman and Bell (2011) were used. The results of the study revealed that Business Education administrators used democratic/transformational leadership styles to drive job performance. The results also showed moderate positive and significant relationship between leadership styles of Business Education administrators and staff job performance which was deemed satisfactorily. The results also showed that work climate mediated on the relationship between Business Education administrators' leadership styles and staff job performance. Based on the findings, it was recommended among others that Business Education administrators in Colleges of Education should make concerted effort to let financing stakeholders provide more funds for enhancing the task performance environment required by staff.*

KEYWORDS: Business Education Administrators, Leadership Styles and Staff Job Performance

INTRODUCTION

The achievement of any education programme's objectives rest upon the harmonious interactions amongst relevant stakeholders. Stakeholders in educational programmes can be classified as internal and external. The internal stakeholders directly influence and are influenced by the programme's implementation and they include the programme's administrator(s), academic staff, non-academic staff, and students; while the external stakeholders are those who indirectly influence the programme through their actions and inactions. The external stakeholders include curriculum planners, supervisory ministry or agency, parents, and the entire host community. At the centre of providing the conducive environment in which both internal and external stakeholders interact harmoniously is the administrator. No little wonder, Mbuk and Akpan (2012) defined educational programme administrator as one saddled with the responsibility of providing a conducive environment for the actualization of educational objectives.

In the light of the foregoing discourse, it is not out of context to say that the attainment of Business Education objectives rests upon the effectiveness with which the administrator provides the conducive environment for stakeholders' operations. Supporting this fact, Rotua (2017) opined that the effectiveness of a Business education programme rests upon the ability of the administrators to motivate stakeholders to discharge their responsibilities within the available resources. Abdulkarim and Akpan (2018) defined a Business Education administrator as one who ensures the effective mobilisation and efficient utilisation of human and material resources needed for the realisation of fundamental objectives of the programme as well as providing a fair and equitable playing ground for those charged with responsibilities. Robert-Okah (2014) opined that educational administrators engaged with the functions of planning, organising, coordinating, directing, controlling, and staffing in carrying out assigned responsibilities. Otuo (2011) noted that the official responsibilities of vocational Business Education administrators may include: influencing the priorities and duration of the programme; outlining the procedures for attaining the programme's objectives; influencing the job performance of those involved in the implementation of vocational business education curriculum; coordinating the various units of the programme for effective job performance; ensuring the efficient utilisation of available resources; evaluating the quality of the programme through its products and research outcomes; and improving the public image of Business Education programme. Webber (2016) opined that educational administrators in performing their functions need to provide the right leadership which can stimulate positive attitude from other stakeholders if they must perform effectively.

The need for Business Education administrators to provide the right leadership is to be able to stimulate the work climate required for achieving the programme's goals. This is because the work climate as defined by Veyrat (2021) is the perceptions individual employees have about their work environment which influence the motivation and behaviour at work. Similarly, Cyrus (2022) defined work climate as the perceived nature of the workplace environment by the employees. Consequently, the perception created by the employees goes a long way to affect their psyche on how fit their working environment is, for the attainment of work objectives. Taking this into consideration, it behoves Business Education administrators to use their leadership capability to stimulate a positive work climate that motivates employees to perform better. Similarly, Babalola (2016) opined that the leadership capabilities of administrators can help to provide their team members with the atmosphere for contributing to the overall corporate goal of the organisation. Akparep, Jengre and Mogre (2019) also opined

that leadership is one of the key driving forces that ensure the improvement of an organisation's performance.

It is important to note that whether or not Business Education administrators will provide the work climate capable of ensuring employees' job performance is dependent on their leadership style. There are different leadership styles Business Education administrators can adopt to drive staff performance depending on the prevailing circumstances. According to Al Khajeh (2018), leadership styles used by administrators include autocratic leadership style, democratic or participative leadership style, laissez-faire leadership style, transformational leadership style, and transactional leadership style. Each of these leadership styles has its own features which makes it preferable in certain circumstances of administration in comparison to others. Nevertheless, the leadership style adopted and used by administrators in organising, coordinating and running an organisation has been identified to have a profound influence on the success of job performance and the attainment of the overall goals (Bhargavi & Yaseen, 2016). Consequently, this informs the need to always examine the relationship between the leadership style used by administrators and the job performance of their subordinates.

Staff job performance focuses on what they contribute to the achievement of organisation's routine and overall goals. According to Motowidlo and Kell (2012), job performance is the aggregate expected value the discrete behaviour of an individual contributes to the effectiveness of an organisation over a period of time. Sarasvathy (2013) defined job performance as the result of a series of behaviours exerted towards the accomplishment of job responsibilities or tasks performed on a daily basis aimed at achieving the general goals. The evaluation of staff job performance is both important to the understanding of variables that influence it and to designing remedial measures of correcting them. Obi (2016) opined that performance measurement is the evaluation of an employee's job performance over a specific period of time in order to determine areas of strength and weakness for management decisions. Consequently, within the context of this study, staff job performance would be measured by the perception of superior officers on the satisfactory level of their subordinate efforts to accomplish or achieve target goals or tasks within a given period.

Many researchers have actually examined issues surrounding administrators' leadership styles and employees' job performance. For instance, Nokwanda, *et al* (2016) examined the impact of leadership style on employee performance and reported that transactional leadership style had a more positive impact than transformational leadership in the police service. Daniel and Josse (2017) explored the relationship between leadership styles and performance and reported that authoritative leadership styles influence employee performance more than others. Tewari, *et al* (2019) conducted a study on leadership styles and productivity and reported maximum respondents were satisfied with the productivity of staff under the guidance of leaders with coaching leadership style. Akparep, *et al* (2019) study examined the leadership style practised at Tuma Kavi Development Association (TKDA) in the Northern Region of Ghana and its effect on its organisational performance. The results revealed that there is a strong relationship between leadership style and organisational performance of TKDA. Adeboyega and Awolusi (2021) examined the effect of leadership style on employee productivity in the Nigerian oil and gas industry using Chevron Nigeria Limited as a case study. The results indicated that the autocratic leadership style is the most predominant and effective leadership style used in Nigerian Oil and Gas. Despite the existence of many kinds of research on leadership styles and performance, it is worth noting that to the best of the researcher's knowledge, none of the existing works have considered the Business Education administrators' leadership styles and

staff job performance in Federal Colleges of Education (Technical) in south-south, Nigeria. Consequently, it is this gap in the literature that inspired the present study.

Statement of the Problem

Basically, Business Education administrators' leadership styles at whatever level are expected to influence the attainment of the programme's objectives through ensuring a work climate that promotes job performance. However, a situation where most of the students of Business education programme in Federal Colleges of Education (Technical) are complaining about staff poor disposition when carrying out what is deemed to be their responsibilities such as the opening of students' files, responding to students' questions during lecture, publishing students continuous assessment and others bring to question the motivation of staff to perform their work. In addition, the researcher observed the slow pace of work as information meant for certain staff do not get to them on time despite the availability of supporting staff. This is evidence in the complaint coming from most lecturers who claim not to be aware of certain crucial information such as lecture free days, shifting of examination time and others. The question that comes to mind is, Could these highlighted problems which have negative effect on the attainment of Business Education goals be a result of the leadership styles used by Business Education administrators over the years? To answer this question, the researcher deems fit to investigate the relationship between Business Education administrators' Leadership Styles and Staff Job performance in Federal Colleges of Education (Technical) in South-South Nigeria.

Aim/Objectives of the Study

The aim of this study was to investigate the relationship between Business Education administrators' leadership styles and staff job performance in Federal Colleges of Education (Technical) in South-South, Nigeria. Specifically, the study seeks to:

1. assess the leadership styles used by Business Education administrators in FCE (T.) in south-south, Nigeria,

2. assess the staff job performance in Business Education department in FCE (T.) in south-south, Nigeria

3. determine the relationship between the leadership styles used by Business Education administrators and staff job performance FCE (T.) in south-south, Nigeria

4. determine the work climate in which staff work in the Business Education department in FCE (T.) in south-south, Nigeria.

5. Assess the moderating effect of work climate on the relationship between leadership styles used by Business Education administrators and staff job performance in FCE (T.) in south-south, Nigeria

Research Questions

The following research questions guided the study:

1. What are the leadership styles used by Business Education administrators in FCE (T.) in south-south Nigeria?

2. What is the staff job performance in the Business Education department in FCE (T.) in south-south Nigeria?

3. How does leadership styles used by Business Education administrators relate to staff job performance FCE (T.) in south-south, Nigeria?

4. What is the work climate in which staff work in the Business Education department in FCE (T.) in south-south Nigeria?

5. What is the moderating effect of work climate on the relationship between leadership styles used by Business Education administrators and staff job performance in FCE (T.) in south-south Nigeria?

Research Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

1. There is no significant relationship between the leadership styles used by Business Education administrators and staff job performance FCE (T.) in south-south Nigeria.

2. Work climate has no moderating effect on the relationship between leadership styles used by Business Education administrators and staff job performance in FCE (T.) in south-south Nigeria.

Situational leadership theory by Hoy, W. and Miskel, C. (2001)

Situational leadership theory by Hoy and Miskel (2001:403) stated that leadership effectiveness is influenced by the situations within which a leader operates more than the behaviour of the leader. A situational leader, therefore, is seen as one who acts according to the prevailing situations of work (Rowland, 2008:11). This means that different situations would attract the use of different methods and styles of leadership. Therefore, the choice of any style is determined by the situational variables identified by different writers, which include leadership styles and expectations, followers' behaviour, superior styles and expectations, the work climate and job demands (tasks). This theory is relevant to the present study because it makes the researcher take into consideration that the choice of leadership styles is relative to the prevailing situation at the leader's disposal. Consequently, in examining the choice of leadership style used by Business Education administrators, this will be taken into consideration.
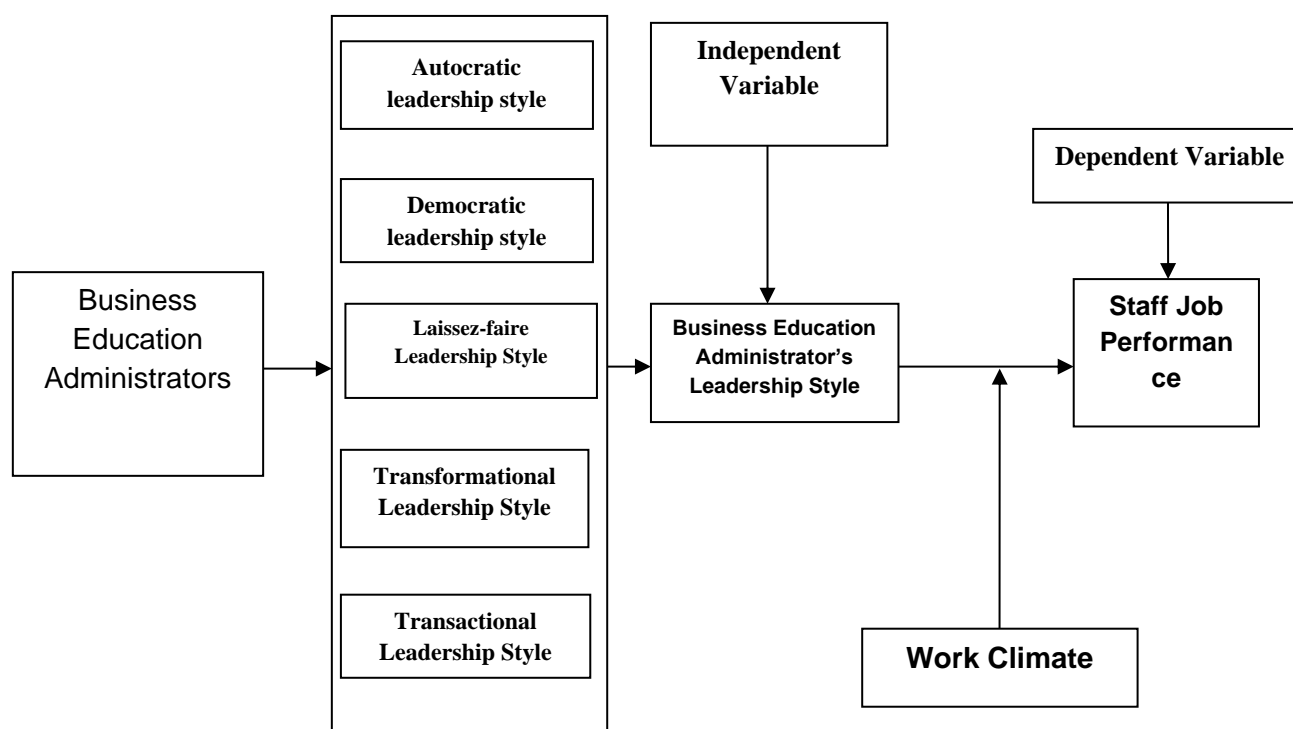
Conceptual Framework

Figure 1: Schematic Representation of Relationship Between Business Education Administrator's Leadership Style and Staff Job Performance

Source: Researcher's designed

The conceptual framework above reveals how the independent variable (Business Education Administrator's Leadership Style(s)) interacts with the dependent variable (Staff job performance), mediated by the work climate (staff perception of their work environment). The framework actually shows that Business Education administrators have the choice to use any of the different leadership styles available to drive staff job performance-based. Nevertheless, the choice of leadership style is based on the prevailing circumstances in which the administrator intends to stimulate staff job performance (situational leadership). Consequently, all major concepts within the design are explained below:

Business Education Administrators

According to Abdulkarim and Akpan (2018), a business education administrator is one who ensures the effective mobilisation and efficient utilisation of human and material resources needed for the realisation of fundamental objectives of educational programmes. Rotua (2017) opined that the effectiveness of the Business education programme rests upon the ability of the administrators to motivate subordinates to work with the available resources at their disposal. Otuo (2011) opined that the basic roles of administrators of vocational Business Education should include:

1.   Influencing the priorities and duration of the programme.

2.   Outlining the procedures for the attainment of the programme's objectives.

3.   Influencing the job performance of those involved in the implementation of vocational business education curriculum.

4.   Coordinating the various units of the programme for effective job performance.

5.   Ensuring the efficient utilisation of available resources.

6.   Evaluating the quality of the programme through its products and research outcomes.

7.   Improving the public image of the Business education programme.

The above roles conform to the functions of vocational Business education administrator as a leader which was outlined by Abdulkarim and Akpan (2018) to include:

a.   *Decision making function*: ability to discharge the responsibilities of making effective decisions concerning the input and processes of the programmes. The recruitment of personnel, the purchase of equipment, tools and machines, the award of contracts, and other things that will ensure the smooth running of the programme requires the administrator's decision making.

b.   *Personnel development function:* To ensure the quality of personnel for the implementation of the programme's curriculum a serious-minded vocational Business Education administrator would develop a model for the purpose of developing the staff irrespective of the apparent or prevailing economic circumstances.

c.   *Promoting peaceful climate function:* Only through peaceful climate, can the educational programme's objectives be effectively implemented. Therefore, the administrator of the vocational Business education programme has the responsibility of the vocational education administrator to create such a climate. This has implications on the leadership style utilised by the administrator to manage the educational stakeholders (staff and students) in order to ensure proper behaviour.

d.   *Demonstrating work competencies function:* Vocational business education administrators must be competent in their area of vocation. They must be able demonstrate work competencies in correcting their academic staff, technicians and other supporting staff.

e.   *Community relation and services function:* The NPE (2014) noted that the administrative machinery for any system of education in the country shall be based on close participation and involvement of the communities, at the local level, in the administration of schools among others. Consequently, vocational Business Education administrators need to look for ways to involve the community in the educational process.

Consequently, within the context of this work, a business education administrator is seen as one who has the responsibility to effectively manage every aspect of the programme effectively through planning, organising, coordinating, and implementing the programme's plan using the available human and non-human resources.

Leadership Styles

There are different kinds of leadership styles that Business education administrators can adopt in performing their work. The choice of leadership style however is said to be determined by the prevailing situation an administrator finds themselves in (Kemsley, 2011). This is based on the fact that each leadership style has its own unique characteristics that make it fit to certain situations and/or conditions. Common leadership styles traced in existing literature are:

Autocratic Leadership: According to Singapore Productivity Association (2010), an autocratic leadership style is an extreme form of transactional leadership. The association noted that this leadership style empowers the leader to exercise authority over employees with little or no opportunity for the latter to make any contribution to the decision making process. Al Khajeh (2018) opined that leaders using this style do not desire any form of contribution from their subordinates in decisions taken, it is more of dictatorship. This means that the leaders are the sole decision-maker on any issue that needs to be decided upon.

Democratic Leadership / Participative Leadership: According to Nwokocha and Iheriohanma (2015), this leadership style encourages workers to be involved in the decision-making process and take ownership of the decision process. Similarly, Bhargayi and Yaseen (2016) opined that the democratic leadership style allows for the participatory roles of group members in the decision-making process. Akparep, *at al* (2019) opined that to ensure effective decision making, issues to be decided on should be put forward for brainstorming and arriving at an agreed decision.

Laissez-faire Leadership: Gill (2014) noted that laissez-faire leadership entails leaving employees to carry on the tasks and jobs using their own initiative without adherence to any strict policies or procedures. This leadership style can be said to be used when the leader doesn't have confidence in own ability to guide subordinates on what needs to be done. According to Akparep, *et al* (2019), the laissez-faire leadership style is one in which the leaders refuse to be part of the decision-making process, are not available when needed, and take no responsibility for their lack of commitment to leadership roles. Consequently, this is a passive and ineffective form of leadership style.

Transformational Leadership Style: According to Singapore Productivity Association (2010), transformational leadership style is a style where leaders do not only consider the attainment of organisational objectives without paying attention to the development of their subordinates. Leaders using the leadership style according to Mohammed and Wang (2018) work on a balanced approach by helping their subordinates to solve some of the challenges faced at work and at the same time teaching them how to tackle problems in a similar context. Consequently, transformational leaders are said to prioritise staff self-actualization by motivating them to be successful in job performance.

Transactional Leadership Style: Mohammed and Wang (2018) noted that leaders using transactional leadership style always praise and reward their subordinates when they meet and exceed the required job expectations. In other words, the transactional leadership style is a task-focused leadership style. The response of the leader to employees who accomplished set goals and complete tasks given defines whether or not it is transactional. Daniel and Josse (2017) noted that the transactional leader accomplishes goals by exchanging what the subordinates want with the accomplishment of jobs or tasks or organisational goals. Consequently, the

transactional leader provides contingent reward by clarifying the work required to obtain rewards and uses incentives to stimulate employee's self-interest and exert influence on job performance. Transactional leadership style focuses more on short-term task accomplishments and has serious limitations for knowledge-based or creative work.

Staff Job Performance

Staff job performance has been identified as the main stake in the attainment of a firm's predetermined goals. According to Kaluyu, *et al* (2015), job performance has to do with individual quality and quantity of outcome in a particular job. Markus (2019), job performance can be viewed as an individual employee's contribution to the overall success of the organisational goal. Kolibacova (2014) noted that employees' performance depends on many factors such as: motivation, knowledge, skills, abilities and the working condition among others. This is in line with the organisational theory which contended that effective leadership is required to stimulate workers to work. This is because as noted by Akparep, *et al* (2019) workers are much willing to do their best where leaders treat them well by providing them with good working conditions.

The evaluation of staff job performance is both important to the understanding of variables which influence it and to designing remedial measures of correcting them. Obi (2016) opined that performance measurement is the evaluation of an employee's job performance over a specific period of time in order to determine areas of strength and weakness for management decisions. Haque, *et al* (2017) noted that workers' performance is determined by the level with which they can perform their responsibilities economically, effectively and efficiently. Consequently, within the context of this study, staff job performance would be defined as the level with which administrators are satisfied with the quality and quantity of work carried out by employees under their administration within a given period. This means that to evaluate staff job performance, the perception of superior officers would be relied upon on the satisfactory level of their subordinate efforts to accomplish target goals within a given period.

Autocratic Leadership Style and Job Performance

Amegayibor (2021) reported that autocratic, charismatic, and visionary leadership styles influence employees' job performance. Amegayibor reported that this is because it ensures error reduction when performing tasks. Daniel and Josse (2017) reported that authoritative leadership style influences employee's performance more than others. Adeboyega and Awolusi (2021) reported that the autocratic leadership style is the most predominant and effective leadership style used in the Nigerian Oil and Gas.

Democratic Leadership Style and Job Performance

Akparep, *et al* (2019) reported that the democratic leadership style ensured shared responsibility by leaders and their subordinates and offered support for the accomplishment of jobs. Tsigu and Roa (2015) reported that the democratic and transformational leadership styles of managers affect employee job performance positively. Tewari, *et al* (2019) reported high productivity of staff under the guidance of leaders with a democratic leadership style. Adekunle (2020) reported that the democratic leadership style accounts for more difference in performance than the autocratic in most organisations.

Transformational Leadership Style and Job Performance

Mohammed and Wang (2018) opined that another name for transformational leadership is a facilitator, in other words, the leader motivates staff and feels motivated by their contribution made to enable them achieve high levels of performance and motivations. Thus, a high level of effective communication between the team members and their leaders is considered as the prerequisite for attaining success. The effect of such a level of communication is seen in the increased levels of motivation, higher job satisfaction, commitment, productivity, and performance among employees. Tsigu and Roa (2015) reported that the democratic and transformational leadership styles of managers affect employee job performance positively. Nokwanda, *et al* (2016) reported that transactional leadership style had more of a positive impact than transformational leadership in the police service.

Transactional Leadership Style and Job Performance

Singh (2015) reported that the transactional leadership style is appropriate for improving employee productivity. Mohammed and Wang (2018) reported that several studies have found that transactional leadership styles lead to mutual trust between organisational managers and their subordinates. This is because employees who perform at their best are given good motivation and those who fail are punished. Consequently, all employees are careful in doing what they are required to do.

METHODOLOGY

A Descriptive-correlation research design was adopted for the study. This research design is deemed appropriate because researchers intend to gather the information that is related to describing and testing the relationship between variables under investigation. According to Davidson, George and Ouna (2019), this research design is preferable when dealing with situations that require describing variables as well as establishing their relationship.

The target population of the study is made up of 10 Business education administrators and 131 staff in the School of Secondary Education (Business) in Federal Colleges of Education (Tech.) in South-South, Nigeria during 2021/2022 academic session.

Table 1: Population Distribution of Respondents

Respondents category	FCE(T.), Asaba	FCE(T.), Omoku	Total
Dean	1	1	2
Heads of departments	4	4	8
School officer	1	1	2
Academic Staff	36	48	84
Non-academic staff	17	18	32
Total	**59**	**72**	**131**

Source: School Dean's Office

The entire population was used as the sample of the study because it is a manageable size. A researcher-designed structured questionnaire tagged, "Business Education Administrators' Leadership Styles and Staff Job Performance Questionnaire" (BEALESSJOPQ) was used to collect relevant data for the study. BEALESSJOPQ comprises two sections. Section 1 with items are used to assess the Business Education Administrators' Leadership Style(s); while Section 2 with items is used to assess Staff Job Performance which was designed based on a 4-point modified Likert Scale. The response scales for section 1 are based on four points modified likert scale of Strongly Agree – 4 points, Agree – 3 points, Disagree – 2 points and Strongly Disagree – 1 point; while the response pattern to section 2 is also based on a 4-point rating scale of Excellently Performed (EP- 4 points), Satisfactorily Performed (SP - 3 points), Fairly Performed (FP - 2 points) and Poorly Performed (PP-1 point). Section 1 of the instrument is to be answered by other staff of Business Education other than the administrators while section 2 is to be answered by only the administrators.

The instrument was validated by a lecturer from the Business Education department and one expert of Measurement and Evaluation from the School of Education in Federal College of Education (Tech.), Omoku-Rivers State. The Cronbach alpha reliability test was conducted to test for reliability of internal consistency using responses from 05 Business Education Administrators and 05 staff of the Business Education department in Federal College of Education, Obudu, Cross Rivers State who are not part of the study. The reliability indexes for the two clusters yielded 0.72 and 0.76, with an average index of 0.74.

Mean and standard deviation was used to answer research question 1, 2, and 4; while to answer research questions 3 and 5 as well as to test null hypotheses posed at a 0.05 level of significance, Spearman Rank Correlation (r) was computed. All computations were done using Statistical Package for Social Science (SPSS) version 21.0. For decision-making, the following were used as a guide: For the relationship scale interpretation, the scales by Bryman and Bell (2011) was used:

$r = 00 – 0.19$ 'very weak relationship

$r = 0.20 – 0.30$ 'weak',

$r = 0.40 – 0.59$ 'moderate relationship',

$r = 0.60 – 0.79$ 'strong',

$r = 0.80 – 1.00$ 'very strong'

RESULTS/DISCUSSIONS

Research Question 1: What are the leadership styles used by Business Education administrators in FCE (T.) in south-south Nigeria?

Table 2: Summary of Mean and Standard Deviation on leadership Styles used by Business Education Administrators in FCE(T.) in south-south, Nigeria

S/N Items	FCE(T.), Asaba (n = 53)			FCE (T.), Omoku (n = 66)		
Autocratic Leadership Style	**X**	**SD**	**Decision**	**X**	**SD**	**Decision**
1 Do not consult with staff	1.58	0.50	D	1.49	0.70	SD
2 Silence subordinates' voices	2.15	0.84	D	1.89	0.69	D
3 Takes decision alone	1.12	0.82	SD	1.46	0.56	SD
4 Do not listen to others' opinion	1.38	0.98	SD	1.59	0.77	D
5 Likes commanding staff	1.24	0.45	SD	1.32	0.51	SD
Grand mean	1.49	0.72	SD	1.55	0.65	D
Democratic Leadership Style						
6 Allows staff to dialogue	2.28	0.39	D	3.33	0.53	A
7 Provides opportunity for opinion sharing	3.12	0.43	A	3.30	0.46	A
8 Consults staff on issues at hand	2.40	0.51	D	3.31	0.63	A
9 Delegates responsibilities	3.73	0.67	SA	3.67	0.76	SA
10 Uses committee approach to decision making	3.15	0.46	A	3.24	0.46	A
Grand mean	2.94	0.59	A	3.37	0.57	A
Transformational Leadership Style						
11 Inspires staff to work harder	3.31	0.94	A	3.24	0.46	A
12 Stimulates the intellectual capacity of the staff	2.88	0.86	A	3.16	0.63	A
13 Provides support to staff	3.92	0.74	SA	3.24	0.46	A
14 Prioritise staff needs	2.73	0.60	A	2.86	0.71	A
15. Have consideration of staff	2.84	0.46	A	3.15	0.45	A
Grand mean	3.14	0.72	A	3.13	0.54	A
Transactional Leadership Style						
16 Set clear goals to be attained by staff	2.31	0.74	D	1.99	0.77	D
17 Provides feedback to staff	2.23	0.43	D	2.41	0.60	D
18 Monitors staff progress at work	2.63	0.50	A	2.96	0.81	A
19 Rewards staff for work done	2.15	0.46	D	1.33	0.47	SD
20 Provides resources for task accomplishment	2.15	0.78	D	1.87	0.66	D
Grand mean	2.29	0.58	D	2.11	0.66	D
Laissez-faire Leadership Style						
21 Allows staff to work as they wish	2.45	0.41	D	2.48	0.61	D

Source: Field Survey, 2022

Table 2 shows that the staff of Business Education departments in Federal College of Education (Tech.), Asaba strongly disagreed that their administrators use autocratic leadership style with a mean score of 1.49 and standard deviation of 0.72; while their counterpart from Federal College of Education (Tech.), Omoku disagreed that their administrators use autocratic leadership style with mean score of 1.55 and standard deviation 0.65. The table also reveals that both staff of Business Education departments in Federal College of Education (Tech.), Asaba and Omoku disagreed that their administrators use transactional and laissez-faire leadership styles with mean scores of 2.29, 2.11, 2.45, 2.48 and standard deviation scores of 0.58, 0.66, 0.41 and 0.61 respectively. The table also reveals that both staff of Business Education departments in Federal College of Education (Tech.), Asaba and Omoku agreed their administrators used democratic and transformational leadership styles with mean scores of 2.94, 3.37, 3.14, 3.13 and standard deviation scores of 0.59, 0.57, 0.72, and 0.54 respectively. This means that Business Education Administrators in these two Colleges use more democratic and transformational leadership styles in the discharge of their responsibilities.

Research Question 2: What is the staff job performance in the Business Education department in FCE (T.) in south-south Nigeria?

Table 3: Summary of Mean and Standard Deviation on Staff Job Performance in Business Education Department in FCE(T.) in south-south, Nigeria

N/S	items	FCE(T.), Asaba (n = 06)			FCE (T.), Omoku (n = 06)		
		Mean	SD	Decision	Mean	SD	Decision
22	Execution of defined tasks	3.23	0.71	SP	3.43	0.65	SP
23	Meeting deadlines	2.23	0.43	FP	2.40	0.47	FP
24	Contribution to department goal	3.00	0.80	SP	2.88	0.65	SP
25	Quality of finished works	3.00	0.80	SP	2.85	0.61	SP
	Grand mean	**2.86**	**0.69**	**SP**	**2.89**	**0.60**	**SP**

Source: Field Survey, 2022

Table 3 reveals that Business Education Administrators from both Federal College of Education (Tech.), Asaba and Omoku opined that staff of their departments satisfactorily performed defined tasks, contribute to department goal and provide a quality finished work with mean scores of 3.23, 3.43, 3.00, 2.88, 3.00, 2.85 and standard deviation scores of 0.71, 0.65, 0.80, 0.65, 0.80, and 0.61 respectively. The table also reveals that Business Education Administrators from both Federal College of Education (Tech.), Asaba and Omoku opined that staff of their departments fairly performed to meet deadlines with mean scores of 2.23, 2.40 and standard deviation scores of 0.43, and 0.47 respectively. However, when the grand mean scores of 2.86, 2.89 and standard deviation scores of 0.69 and 0.60 are considered, it can be concluded that Business Education Administrators from both colleges opined that staff of their departments satisfactorily performed their job.

Research Question 3: How does leadership styles used by Business Education administrators relate to staff job performance FCE (T.) in south-south, Nigeria?

Hypothesis 1: There is no significant relationship between the leadership styles used by Business Education administrators and staff job performance FCE (T.) in south-south, Nigeria.

Table 4: **Summary of Spearman Rank on How Leadership Styles used by Business Education Administrators relate to Staff Job Performance and the Significance of the Relationship**

			Democratic and Transformational Leadership Styles	Staff Job Performance
Spearman's rho	Democratic and Transformational Leadership Styles	Correlation Coefficient	1.000	.561**
		Sig. (2-tailed)	.	.001
		N	119	12
	Staff Job Performance	Correlation Coefficient	.561**	1.000
		Sig. (2-tailed)	.001	.
		N	12	12

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4 reveals r = 0.561, p < .05 at 0.001. This means there is a moderate positive relationship between leadership styles used by Business Education Administrators in Federal Colleges of Education (Tech.) in south-south Nigeria and Staff job performance. In addition since the p-value obtained is less than the p-value provided at 0.001, the null hypothesis is rejected. Therefore, it means there is a significant relationship between leadership styles used by Business Education Administrators and Staff job performance in Federal Colleges of Education (Tech.) in south-south Nigeria.

Research Question 4: What is the work climate in which staff work in the Business Education department in FCE (T.) in south-south Nigeria?

Table 5: Summary of Mean and Standard Deviation on Work Climate in which Staff Work in Business Education Department in FCE(T.) in south-south, Nigeria

N/S	items	FCE(T.), Asaba (n = 06)			FCE (T.), Omoku (n = 06)		
		Mean	SD	Decision	Mean	SD	Decision
26	Appropriate for tasks performance	2.42	0.51	D	2.33	0.53	D
27	Supports teamwork	2.67	0.47	A	3.40	0.45	A
28	Supports career advancement	3.22	0.50	A	3.18	0.61	A
29	Has clear lines of formal authority	3.56	0.61	SA	2.54	0.42	A
	Grand mean	**2.97**	**0.52**	**A**	**2.86**	**0.50**	**A**

Source: Field Survey, 2022

Table 5 reveals that staff of the Business Education department in both Federal Colleges of Education (Tech.), Asaba and Omoku disagreed that the work climate is appropriate for task performance with mean scores of 2.42, 2.33 and standard deviations of 0.51 and 0.53 respectively. The table also reveals that staff of Business Education department in both Federal Colleges of Education (Tech.), Asaba and Omoku agreed that the work climate in which they carry out responsibilities support teamwork and career advancement with mean scores of 2.67, 3.40, 3.22, 3.48 and standard deviation scores of 0.47, 0.45, 0.50, and 0.61. The table also reveals that staff of Business Education department in Federal College of Education (Tech.), Asaba strongly agreed that the work climate has clear lines of formal authority with a mean score of 3.56 and a standard deviation of 0.61; while their counterparts Business Education department in Federal Colleges of Education (Tech.), Omoku agreed with mean score of 2.54 and standard deviation score of 0.42. Nevertheless, when the grand mean scores of 2.97, 2.86 and standard deviation of 0.52 and 0.50 are considered, it can be concluded that staff from both colleges agreed that their work climate supports teamwork, career advancement and has clear lines of formal authority.

Research Question 5: What is the moderating effect of work climate on the relationship between leadership styles used by Business Education administrators and staff job performance in FCE (T.) in south-south, Nigeria?

Research Hypothesis 2: Work climate has no moderating effect on the relationship between leadership styles used by Business Education administrators and staff job performance in FCE (T.) in south-south, Nigeria.

Table 6: **Summary of Partial Correlation on the Significant Moderating Effect of Work Climate on the Relationship between Business Education Administrators Leadership Styles and Staff Job Performance in Federal Colleges of Education (Tech.)**

Control Variables			Leadership Styles	Staff Job Performance	Work Climate
-none-[a]	Leadership Styles	Correlation	1.000	.659	.632
		Significance (2-tailed)	.	.000	.003
		Df	0	129	129
	Staff Job Performance	Correlation	.659	1.000	.632
		Significance (2-tailed)	.000	.	.078
		Df	129	0	129
	Work Climate	Correlation	.632	.659	1.000
		Significance (2-tailed)	.003	.078	.
		Df	119	83	0
		Correlation	1.000	.659	

Business Environment	Leadership Styles	Significance (2-tailed)	.	.000
		Df	0	82
	Staff Job Performance	Correlation	.632	1.000
		Significance (2-tailed)	.000	.
		Df	129	0

a. Cells contain zero-order (Pearson) correlations.

Table 6 reveals r = 0.632, p < .05 at 0.003. Since the p-value obtained at 0.003 is less than the level of significance at 0.05, the null hypothesis is rejected. This means that work climate has a significant moderating effect on the relationship between Business Education Administrators' Leadership Styles and Staff Job Performance in Federal College of Education (Tech.) in south-south Nigeria.

DISCUSSION OF MAJOR FINDINGS

The results of the study reveal that Business Education Administrators in Federal Colleges of Education (Tech.) in south-south Nigeria use democratic and transformational leadership styles to motivate others to work. This finding emanated from the fact that the Business Education Administrators are said to allow staff to dialogue, provide opportunities for opinion sharing, consult staff on issues at hand, delegate responsibilities, use committee approach to decision making, inspire staff to work harder, stimulate the intellectual, capacity of the staff, provide support to staff, prioritise staff needs, and have consideration of staff which are common features of democratic and transformational leadership styles.

The results also show that Business Education Administrators opined that staff satisfactorily performed their jobs; while the staff opined that the work climate in which they work promotes team work, career advancement and has clear lines of formal authority. The results also indicated a moderate positive relationship between leadership styles used by Business Education Administrators and staff job performance in Federal Colleges of Education (Tech.) in south-south Nigeria. The results of a test of hypotheses reveal that there is a significant relationship between leadership styles used by Business Education Administrators and staff job performance in Federal Colleges of Education (Tech.) in south-south Nigeria. The results also reveal that the relationship between the leadership styles used by Business Education Administrators and staff job performance is significantly moderated by work climate in Federal Colleges of Education (Tech.) in south-south Nigeria. These findings emanated from the fact that Business Education administrators as democrat and transformation leaders were able to influence staff under their authority to appreciate collaborative efforts at work and feel supported for career advancement, but their inability to provide the appropriate climate for tasks performance would hinder the staff from putting in their maximum best in the course of job performance. The findings of this study are contrary to the findings of Adeboyega and Awolusi (2021) when they reported that the autocratic leadership style is the most predominant

and effective leadership style used in Nigerian Oil and Gas. This is an indication that the leadership style applicable in one sector may not be too good for another sector. The findings are supported by the findings of Gujarathi and Maduletty (2019) when they reported maximum satisfaction with the productivity of staff under the guidance of leaders with coaching leadership style. Coaching is a common characteristic of transformational leaders as seen in the Federal Colleges of Education (Tech.) in south-south, Nigeria. The findings are also consistent with the findings of Akparep, Jengre and Mogre (2019) when they reported that there is a strong relationship between leadership style and performance. Although it is important to note that the two organisations are not within the same sector. This is also an indication that leadership styles may be effective in driving performance in more than one sector. The findings of this study are supported by the findings of Tsigu and Roa (2015) when they reported that democratic and transformational leadership styles of managers affect employee job performance positively.

CONCLUSION

Based on the findings of this study, it can be concluded that the use of democratic and transformational leadership styles by Business Education Administrators within Federal Colleges of Education (Technical) in south-south Nigeria create a psychological environment for the staff's satisfactory job performance. Consequently, it can be concluded that Business Education Administrators' leadership styles moderately relate to staff job performance due to the absence of an appropriate environment for the performance tasks which may translate to the absence of certain facilities required for discharging responsibilities within Business Education departments in the Colleges. This indicates that work climate which is seen as the perception of the staff about their working environment is an important variable that should be taken care of in order to complement driving forces of other variables especially leadership styles in stimulating staff job performance within Federal Colleges of Education (Technical) in south-south Nigeria.

RECOMMENDATIONS

Based on the findings of this study and the conclusions drawn, the following recommendations are put forward for implementation:

1. Business Education administrators in Colleges of Education should enhance their democratic and transformational leadership styles strategies by allowing dialogue and consultation with staff on certain matters especially as will affect the staff directly in the performance of their jobs;

2. Business Education administrators in Colleges of Education should make every concerted effort to let financing stakeholders provide more funds for enhancing the task performance environment of their staff;

3. Business Education administrators and staff need to strategize on how to ensure timely performance of jobs in order to ensure the attainment of the programme's objectives.

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