Participative leadership and performance of Tertiary Institution in Nigeria: Akanu Ibiam Federal Polytechnic in perspective.

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Abstract
Human Resources constitute the greatest asset in an organization. Management of the human resource therefore, is critical to growth and sustainability of organization/institution; hence, capable leaders are needed in all concerns of man to provide direction and positively motivate the staff for optimal performance and goal achievement. Effect of participative leadership on performance of tertiary institutions in Nigeria was studied with particular attention to Akanu Ibiam Federal Polytechnic, Unwana, Afikpo. Descriptive survey design was adopted for the study while the study went eclectic in its theoretical anchorage to capture all the critical variables necessary for achievement of the research objectives. Multi-stage purposive sampling technique was employed to select 432 respondents used for the study and, contingency table, inferential statistical tools were used for data analysis while Chi-square and F-test was employed in hypotheses testing at 5% alpha level. Findings revealed that there is significant positive relationship between participative leadership and quality of teaching in the Polytechnic, there is a link between participative leadership and students academic performance as well as a significant positive correlation between participative leadership and institution ranking. The study therefore recommends adoption of participative leadership in all institution coupled with a constringency or situational approach to navigate through turbulent workplace terrains as may often be necessary in addition to encouraging effort-reward mechanism to enable optimal performance of tasks by employees for institutional goal achievement.
Keyword: Participative leadership, performance, tertiary institution, Akanu Ibiam Federal Polytechnic, Nigeria.

I. Introduction

Leadership factor have over the years taken central stage among scholarly discussion in the social, management and behaviourial sciences. This is because, the style of leadership adopted by a leaders, his/her personal qualities, temperaments, idiosyncrasies, skills and knowledge, impact either negatively or positively on the attainment of the institution/organizations' corporate objectives.

Historically, there has been a controversy over whether leaders are born or made. Trait theorists insist that leaders are born, that leadership qualities are naturally endowed. Others opine that leaders are made; in other words, leadership skills/qualities can be acquired through learning; hence, they are essentially a body of science. Today, experiences have shown that leaders are both born and made (Udu, 2019).

Be that as it may, there are many different styles of leadership; viz: the transactional, autocratic, lasses faire, transformational otherwise known as democratic or participative leadership styles (Udu, Okeke, et al, 2020).

Our concern in this study is the participative leadership style which essentially is defined as the process of making joint decisions or at least sharing influence in decision making by the superior and his/her subordinates (Somech, 2005 Mbeyi, 2021).

Tertiary institutions in Nigeria are structured in line with participative leadership approach; hence, we have in the administrative structures of tertiary institutions, particularly Nigeria universities, the governing council which deals with policy, contracts, appointments/disciplinary matters, the senate which deals with academic matters and the management which handles the day-to-day administration of the University. Under these hierarchies are the faculty, department, boards, postgraduates and other programmes, committees/boards and academic directorates; etc.

Similarly, the Akanu Ibima Federal Polytechnic Uwana, Afikpo is structured administratively on the participative leadership approach. Established officially on September 15, 1982 with 178 matriculating students to take-off, the institution has grown overtimes such that in 2010/2011 session, the students' populations was over 5,000 with over 19 academic programmes (Mbeyi, 2021).

Despite the participative structural configuration of the polytechnic there are eloquent murmuring that the institution owned over 17 months of "peculiar allowances", several unpaid promotion arrears which seems to have negatively affected the performance or service delivery of the staff particularly the academic staff who, reports have shown resort to other means of livelihood and thus, have divided attention to production of sound graduates and mindfully cooperating with the institution management in essential deliverables that could ultimately translate to high ranking of the Polytechnic amongst its contemporaries within and outside Nigeria.

In an effort to fill these gaps, this study is structured to specifically achieve the following objectives:

i. To assertion the effect of participative leadership on quality of teaching of academic staff in the polytechnics;

ii. To find out the link between participative leadership and students' academic performance in Akanu Ibiam Federal Polytechnic; and

iii. To determine the relationship between participative leadership and ranking of the polytechnic.

Hypotheses

H_1. There is no significant relationship between participative leadership and quality of teaching of academic staff in the polytechnic;

H_2. There is no significant link between participative leadership and students' academic performance in the polytechnic; and

H_3. Participative leadership has no significant effect on the ranking of Akanu Ibiam Federal polytechnic, Unwana.

Delineation of Key Concepts

Participative Leadership

Centuries ago, many scholars, authors and management have paid more attention to the effects/influence of participative leadership on the behaviours and attitudes of workers. According to Somech (2005), participative leadership has to do with all the processes that involves collective decision making or at least sharing influences in decision making by the superior and his or her subordinates. Katzenbach and Smith (2016) reflect a widely shared notion that participative leadership has a great utility in organizational and team effectiveness. It values the employee more than it does to the job, and such leadership behaviour is likely to engender increased organizational commitment among employees.

Spreltzer, (2007) sees participative leadership as the type of leadership that involves employees across levels of the hierarchy in decision-making. Participative leaders involve their subordinates in making and implementing decisions. They seek subordinates input on important decisions and value other's point of view participatory systems allow employees to use their voices to influence internal and external strategy, protect organizational responsiveness, and hold the managers accountable. When employees participate, they see the whole system as more fair, which reduces the likelihood of treating corporate responsibility just as a trick. As a result of this empowerment, employees are allowed to interact with their peers and other stakeholders.

Participative leadership is a management style that seeks feedback from workers on all or most business decisions. The workers are given specific details about business concerns, and a majority vote decides the plan of action that the organization will take.

Participative style of leadership take a lot of time and consultation before arriving at a particular decision, but it could be said to have many benefits that can make it the best type of leadership for any group or institution. According to a study published by Walden University, participatory leadership is an efficient way to increase job satisfaction amongst creative and face-to-face teams.

It include the whole team, require the leader to deal directly with his people to develop partnerships and connections, this is almost the opposite of the autocratic leadership style when the leader appears to concentrate more on problems and make most of the calls without asking for feedback (Areua & Dunkel, 2007). Other scholars such as Rok (2009); Yulk (2010) and House (2017) also corroborates the above perception of participative leadership style.

Organizational Performance

Performance is an important criterion for organizational outcomes and success. Campbell J. P (1990) describes job performance as an individual level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national growth which are higher level variables.

In workplace, performance or job performance means good ranking with the hypothesized conception of requirements of a role, there are two types of job performance, contextual and task performance.

Task performance is related to cognitive ability while contextual performance is dependent upon personality.

Task performance: Are behaviourial roles that are recognized in job descriptions and by remuneration systems, they are directly related to organizational performance.

Contextual Performance: In recent years, contextual performance has emerged as an important aspect of overall job performance. Job performance is no longer considered to consist strictly of performance on a task.

Rather, with an increasingly competitive job market, employees are expected to go above and beyond the requirement listed in their job descriptions. Contextual performance which is defined as activities that contribute to the social and psychological core of the organization is beginning to be viewed as equally important to task performance (Werner, 2000).

Examples of contextual performance include: volunteering for additional work following organizational rules and procedures even when personally inconvenient, assisting and cooperating with co-workers, and various other discretionary behaviours.

Performance Appraisal: one of the key responsibilities of the personnel manager is to evaluate the performance of his subordinates "the essence of evaluation is to assess the character, attitude, potential and past performance on the job". Employees evaluation has often been called performance appraisal, performance rating or performance evaluation. Whatever name it is called; the essence of rating is to evaluate the employee's strength and weakness. Ezeali B. O. (2006) defines performance appraisal as "an organizational strategy adopted to determine an employee's suitability for motivation, promotion, continuity and further responsibilities in a work environment.

When people work in an organization, it is expected that, there should be a way of measuring or evaluating their jobs in order to know whether they are actually performing the job for which they are hired and paid for. The appraisal process is an activity designed to assist personnel's to achieve individual as well as organizational benefits.

Empirical Review

Daft (2018) conducted a research on comparison of the behaviour of effective and in-effective supervisors through the use of questionnaire. He found that the employee centered leaders were more high group productivity and high job satisfaction. He recommended that leaders should be either employee centered or job centered, but not both.

Ghaffari (2017) carried out a research out the positive relationship between participative leadership, respect for employees and job satisfaction. Through the use of questionnaire and observation method, he found that participation in decision making promotes job satisfaction, whereas task, variety and work effort foster participation.

He recommends that management should ensure that their employees are involved in decision making, as it tends to show belongingness in the side of employees, and may as a result increase performances effectiveness.

Do, T. T. and Mai, N. K. (2020) carried out a research on how the relationships between different leaderships approaches and organizational learning have been examined in the literature, from which future research areas can be recommended. Through the use of matrix method, they found that there are mediating mechanism and boundary conditions in the relationship between leadership and organizational learning.

They recommend that leaders should look into those factors creating boundaries between the two variables.

Daft (2018) conducted a study on how leaders could satisfy common group needs through the use of questionnaire (Description Questionnaire). He found that leaders who are high in both initiating structure, performance and satisfaction are more frequently approached than one who rated low on either dimension or both.

He recommended that leaders or management should be approachable, friendly and sensitive to subordinates in other to enhance their performance.

Aneeqa (2018) carried out a research on participative leadership and organizational productivity. The author made use of quantitative method (questionnaire). He found that most organization were able to perform well, generate wealth and create job opportunity because of participative leadership. He recommended that organization should create a strong relationship between management and staff to ensure effective performance in the organizations.

Janes (2018) conducted a research on participative leadership and organizational performance through the use of questionnaire. He found that leadership style that exist in an organization could be used to measure the performance of employee's in an organization. On that note, he recommended every organization should ensure that the right and adequate leadership is adopted in the organization.

Neely (2017) conducted a research on how best to enhance organizational productivity. He made use of questionnaire. He found that if management and its staff has an ample discussion and active direction to achieve their mandatory goals and task, it will aid organizational productivity. He recommended that for the

organization to be enhanced, that there is need to equip the skills and competency of their staff through training and ensuring that the organization adopts a more suitable leadership style that allows employees to share quality ideas and techniques for quality innovations.

Jiayi (2016) conducted a research on participative leadership through the use of Questionnaire. He found that management often times prefer to adopt participative leadership in order to motivate their employees in the workplace especially during production. He recommended that organizations should allow their employees to carry out their task and duties according to their abilities and capabilities.

Theoretical Anchorage

The study went eccentric in its theoretical anchorage. This was necessary so as to capture all the key variables considered critical or fundamental to effective leadership that would be up-to the minute as possible in the contemporary jet-age. In the first instance, the study: adopted the path – goal theory; propounded by House (1971) and refined by House and Mitchell (1974). The path-goal theory indicates how the leader's behaviour influences the satisfaction and performance of the subordinates. The path-goal theories goal is to increase the employee's motivation, empowerment, and satisfaction, so they can become productive members of the organization. The path-goal theory can best be thought as a process in which leaders select specific behaviour that are best suited to the employee's needs and the working environment so that they may best guide the employee's through their path in the obtainment of their daily work activities (goals) (Northouse, 2013).

It has been observed that leaders who adopt the path-goal leadership model guide and help the employee's to achieve both personal and organizational goals. The path-goal leadership model defined four types of leadership: directive, supportive, participative and achievement styles (House and Mitchell, 1974). The leaders adjust their styles of behaviour to the employees and task characteristics so that the employee will be motivated to excel at their goal. Many researchers study participative leadership style as this leadership styles can generate higher level of job satisfaction than the other three styles in path-goal theory.

The path-goal theory has been of great relevant to this work, hence, it tends to guide leaders on the best way to handle or guide their employees (followers) in order to achieve organizational goal.

As far as leadership is concerned, there is no single theory that could be said to be the best, that's why the researcher tends to adopt other theories to be able to proof that it is the situation an organization found themselves that determines the type of leadership style or behaviour the leader will adopt in order to tackle the problem or situation.

This study, also adopted the contingency theories Lussier and Achua (2001) indicated that contingency theories try to find the appropriate leadership style based on leaders, followers and the situation. And shows how the leaders are responsible to choose the most effective leadership for each employee in the organization.

Contingency theories (CT) are a class of behavioural theory that contends that there is no one best way of organizing/leading and that an organizational/leadership style that is effective in some situations may not be successful in others. In other word, the optimal organization/leadership style is contingent upon various internal and external constraints. These constraints may include: the size of the organization, how it adapts to its environment, differences among resources and operations activities, managerial assumptions about employees, strategies, technologies used.

Contingency theories, in a sense, question the universal applicability. Implied by some of the theories already discussed (although they do more readily) relate to Lewin's open system concept). In a nutshell, contingency theories posit that good management will look differently based on situational variables. Early research on contingency theory points out that such variables as style of leadership, job design, participation in decision making and organizational structure and critical to understand what will lead to a good overall managerial outcome (Shepard and Hougland, 1978:414).

❖ This work also adopted the situational leadership theory often known as the Hersey – Blanchard situational theory. After it's developers, Dr. Paul Hersey, author of "the situational leader, and Kenneth Blanchard, author of "one minute manager". Hersey and Blanchard suggested that there are four primary leadership styles.

❖ Telling (SI): Here the leader tells people what to do and how to do it.

❖ Selling (S2): This involves more back and forth between leaders and followers. Leaders "Sell" their ideas and message to get group members to buy into the process.

❖ Participating (S3): In this approach, the leader offers less direction and allows members of the group to take a more active role in coming up with   ideas and making decisions.

❖ Delegating (S4): This style is characterized by a less involved, hands-off   approach   to leadership. Group members tend to make most of the decisions and take most of the responsibility for what happens.

This situational model of leadership focuses on flexibility so that leaders are able to adapt according to the needs of their followers and the demands of the situation.

In a nutshell, the situational theory is of the opinion that no single leadership style is the best instead, it all depends on the situation at hand and which type of leadership and strategies and best suited for the task. According to this theory the most executive leaders are that one able to adapt their style to the situation and look at cues such as the type of tasks, the team, the individual, the level of risk, the environment and other factors that might contribute to getting the job done.

Having known that there is no one theory that can be said to be the best in dealing or handling the institutions' problems and decision making, the researcher resorted to using more than one theory in this research. This is to convince the reader and the entire institutions in Nigeria that the choice of leadership style to be used depends on the situation and organizational structure of the institution.

II.   Methodology

The study is a cross-sectional survey. Multi-stage sampling technique involving both purposive and stratified random sampling was used to select 460 respondents from a total population 1,900 employees of Akanu Ibiam Federal Polytechnic, Unwana, Afikpo. Out of the sampled 460 respondents 432 of them returned valid instrument used in the study, Data were collected via the instrumentality of a well structured questionnaire augmented with structured interview and focal good discussion. Both descriptive and inferential statistical tools were used for data analysis while the hypotheses were tested at 5% alpha level using chi-square and f-test methods.

Data Presentation and Analysis

Table 1: Demographic Characteristics of Respondents

Social Economic Variable	Frequency (N=432)	Percentage %	Mean
Gender			
Female	190	44	
Male	242	56	
Age			
18-25	75	17	
26-40	160	37	144
41 and above	197	46	
Qualification			
WAEC/GCE/NABTEB			
National Diploma	62	14	
First Degree/B.S.c/HND	100	23	108
PGD/M.S.c	222	51	
Ph.D	50	12	
Years of Experience			
2 − 5 years	75	17	
5 − 10 years	190	44	320
10 years and above	167	39	
Marital Status			
Married	290	67	
Single	142	33	

Source: Field study 2021.

Table 2: Responses on Effect of Participative Leadership on Quality of Teaching…

S/N	Questionnaire	SA	%	A	%	SD	%	D	%	Total No. of Respondent
1.	Management involves staff in policy decisions and this has improved their commitment to teaching.	240	55%	172	40%			20	5%	432
2.	Management involves staff in problem solving plans which promotes their optimal performances	275	64%	157	36%					432
3.	Salaries are promptly paid and when there are hitches, they are usually mutually resolved.	192	45%	240	53%			10	2%	432
4.	There is collective bargaining in industrial issues in the polytechnic.	240	55%	172	40%	20	5%			432
5.	Decision on conferences are jointly taken by staff or management.	295	68%	137	32%					432

Source: Field study 2021.

Table 2 No 1, shows that 240 respondents representing 55% strongly agreed that management involves staff in policy decisions in the institution, 172 respondents representing 40% Agreed, 20 respondents representing 50% Disagreed. Therefore, the researcher concluded that management involves staff in policy decisions and this has improved their commitment to teaching.

Table 2, No 2, it shows that 275 respondents representing 64% strongly agreed that management involves staff in problem solving plans and this has promote their optimal performances. 157 respondents representing 36% Agreed. Because of the above, the researcher concluded that management involves staff in problem-solving plans.

Table 2 No 3: shows that 192 respondents representing 45% strongly agreed that salaries are promptly paid and when there are hitches, they are usually, mutually resolved, 240 respondents representing 53% Agreed while 10 respondents representing 2% Disagreed. Therefore, the researcher draw a conclusion that salaries are promptly paid and that when there is hitches they are mutually resolved.

Table 2, there is collective bargaining in industrial issues in the polytechnic.

Table 2: No 5: Shows that 295 respondents representing 68% strongly agreed that decision on conferences are jointly taken by staff or management 137 respondent representing 32% Agreed. Therefore, the researcher concluded, that decisions on conferences are jointly taken by staff management.

Table 3: Responses on Link between Participative Leadership and Student's Academic Performance

S/N	Statements	SA	%	A	%	SD	%	D	%	Total No. of Respondent
1.	Academic staff involves students' representative in academic duty roaster.			30	7%	260	60%	142	33%	432
2.	Opinions of students are considered in key academic matters.					280	65%	152	35%	432
3.	Convenience of students is prime in quiz and exam administration.	150	35%	265	61%			17	4%	432
4.	Undue pressures are not mounted on students in academic fixtures.	210	49%	172	40			50	11%	432
5.	Students academic performance are attributable to the foregoing factors.	275	64%	157	36%					432

Source: Field study 2021.

Table 3, No 1: Shows that 30 respondents representing 7% Agreed that academic staff students representative in academic duty roaster, 260 respondents representing 60% strongly disagreed, while 142 respondents representing 33% Disagree. Therefore, the researcher concluded that academic staff involves students representative in academic duty roaster.

Table 3, No 2: Shows that 280 respondents representing 65% strongly disagreed that opinions of students are considered in key academic matters, 152 respondents representing 35% Disagreed. Consequently on the above, the researcher concluded that, opinions of students are not considered in key academic matters.

Table 3, No 3: Shows that 150 respondents representing 35% strongly agreed that convenience of students is prime in quiz and exam administration, 265 respondents representing 61% agreed while 17 respondents representing 4% disagreed. Therefore, the researcher concluded convenience of students is prime in quiz and examination administration.

Table 3, No: 4: This shows that 210 respondents representing 49% strongly agreed that undue pressure are not mounted on students in academic fixtures. While 172 respondents representing 40% agreed, 50 respondent representing 11% disagreed. Therefore, the researcher concluded that undue pressure are not mounted on students in academic fixtures.

Table 3: No 5, this shows that 275 respondents representing 64% strongly agreed that students' academic performance are attributable to the foregoing factors while 157 respondents representing 36% agreed. Therefore, the researcher drew a conclusion that students' academic performance are attributable to the foregoing factors.

Table 4: Responses on Relationship between Participative Leadership and Institution Ranking

S/N	Statements	SA	%	A	%	SD	%	D	%	Total No. of Respondent
1.	Ranking of the polytechnic has been due to mutual relationship between management and staff.	182	42%	210	49%			40	9%	432
2.	Ranking of the polytechnic is attributable to students/staff relationship.			50	11%	210	49%	172	40%	432
3.	Visibility of the polytechnic is due to management support of the academic staff.	280	65%	152	35%					432
4.	Sponsorship of staff to academic conference has promoted the statue of the polytechnic in the community.	270	63%	140	32%			22	5%	432

Source: Field study 2021.

Table 4: No 1, shows that 182 respondents representing 42% strongly agreed that ranking of the polytechnic has been due to mutual relationship between management and staff. 210 respondents representing 49 percent agreed, while only 40 representing 9% disagreed. Therefore the researcher concluded that ranking of the polytechnic has been due to mutual relationship between management and staff.

Table 4: No 2, Shows that 210 respondents representing 49% strongly disagreed that ranking of the polytechnic is attributable to students/staff relationship, 172 respondents representing 40% disagreed, while only 50 respondents representing 11% agreed. Therefore, the researcher concluded that ranking of the polytechnic is not attributable to students/staff relationship.

Table 4: No 3: This shows that 280 respondents representing 65% strongly agreed that the visibility of the polytechnic is due to management support of the academic staff. While 152 respondents representing 35% agreed. Therefore the researcher concluded that visibility of the polytechnic is due to management support of the academic staff.

Table 4: No 4, shows that 270 respondents representing 63 strongly agreed that sponsorship of staff to academic conference has promoted the statue of the polytechnic in the community, 140 respondents representing 32% agreed, while 22 respondents representing 5% disagreed. Therefore, the researcher concluded that sponsorship of staff to academic conference has promoted the statue of the polytechnic in the community.

Test of Hypotheses
Hypothesis 1
H_1 Participative leadership has no effect on quality of teaching.

Table 5: Information from table 5 were used to test Hypothesis 1

X	Y	XY	X^2	Y^2
240	192	46080	57600	36864
275	157	43175	75625	24649
240	192	46080	57600	36864
240	192	46080	57600	36864
295	137	40415	87025	18769
£X =	£Y =	£XY =	£X^2 =	£Y^2 =
Total = 1290	870	221830	335450	154010

Source: Field study 2021.

$$HI = \frac{n\,(\pounds xy) - (\pounds x X \pounds y)}{(n(\pounds x^2) - (\pounds x)^2)\,(5(154010) - (870)\tfrac{1}{2}}$$

$$: HI = \frac{5\,(221830) - (1290)\,(870)}{(5(335450) - (1290)^2)\,(5(154010)}$$

$$- (870)^2)\tfrac{1}{2}$$

$$\frac{1109150 - 1122300}{= (1677250 - 1664100)\,(770050 - 756900)\tfrac{1}{2}}$$

$$\frac{-13150}{(13150)\,(13150)\tfrac{1}{2}}$$

$$HI = \frac{-13150}{\sqrt{(13150)\,(13150)}}$$

$$HI = -\frac{13150}{13150}$$

$$HI = -1$$

$$x = \sqrt{\frac{n-2}{1-r^2}} \qquad = \sqrt{\frac{5-2}{1-1}} \qquad = \sqrt{\frac{3}{0}} \qquad = 1.73$$

At 5% significance,

T – Table = r, n-2

0.05, 5-2

= 0.05, 3

Decision Rule: If X^2 calculated is greater than critical X^2 value at 2 degree of freedom and 5% significant level accept the alternative hypothesis (Hi) otherwise, reject.

Decision: Since X^2 calculated (1.73) is greater than X^2 critical 0.05, we reject the null hypothesis and conclude that participative leadership has effect on quality of teaching.

Hypothesis 2

Information from table 6 were used to test hypothesis 2

H_2 There is no link between participative leadership and students' academic performance.

Table 6: Response on link between participative leadership and students' academic performance

X	Y	XY	X^2	Y^2
260	172	44720	67600	29584
280	152	42560	78400	23104
265	167	44255	70225	27889
210	222	46620	44100	492889
275	157	43175	75625	24649
£X =	£Y =	£XY =	£X^2 =	£Y^2 =
Total = 1290	870	221330	335950	154510

Source: Field study 2021.

$$Hi = \frac{n(\pounds xy) - (\pounds x)(\pounds y)}{[(n(\pounds x^2) - (\pounds x)^2)(n(\pounds y^2) - (\pounds y)^2]^{1/2}}$$

$$HI = \frac{5(221330) - (1290)(870)}{\sqrt{(5(335950) - (1290)^2)(5(154510 - (870)^2}}$$

$$HI = \frac{1106650 - 1122300}{\sqrt{(1679750 - 1664100)(772550 - 756900)}}$$

$$HI = \frac{-15650}{\sqrt{(15650)(15650)}}$$

$$HI = \frac{-15650}{15650} = -1$$

$$X = \sqrt{\frac{n-2}{1 - r^n}}$$

$$x = \sqrt{\frac{1 \times 5 - 2}{1 - 1}} = \frac{\sqrt{3}}{0} = 1.73$$

At 5% significance;
T – Table = r, n-2
0.05, 5-2
0.05, 3

Decision:
Since X^2 calculated (1.73) is greater than X^2 critical value (0-05) the researcher accept the alternative hypothesis which states that there is a link between participative leadership and students' academic performance.

Hypothesis 3
H_0: There is no relationship between participative leadership and institution ranking.

Table 7: Information from table 7 was used to test Hypothesis 3

X	Y	XY	X^2	Y^2
210	222	46620	44100	49284
210	222	46620	44100	49284
280	152	42560	78400	23104
270	162	43740	72900	23104
$\pounds X =$	$\pounds Y =$	$\pounds XY =$	$\pounds X^2 =$	$\pounds Y^2 =$
Total = 970	**758**	**17540**	**239500**	**147916**

Source: Field study 2021.

$$HI = \frac{n(\pounds xy) - (\pounds x)(\pounds y)}{\sqrt{(n(\pounds x^2) - (\pounds x)^2)(n(\pounds y^2) - (\pounds y)^2}}$$

$$HI = \frac{4(179540) - (970)(758)}{\sqrt{(4(239500) - (970)^2)(147916) - (758)^2}}$$

$$HI = \frac{718160 - 735260}{\sqrt{(958000 - 940900)(591664 - 574564)}}$$

$$HI = \frac{-17100}{\sqrt{(17100)(17100)}}$$

$$HI = \frac{-17100}{17100} = -1$$

$$X = \sqrt{\frac{n-2}{1 - r^2}} = \sqrt{\frac{4-2}{1-1}} = \frac{\sqrt{2}}{0}$$

$$= \sqrt{2} = 1.14$$

At 5% significance;

0.05, 4-2

0.05, 2

Decision: Since X^2 calculated (1.14) is greater than X^2 critical value (0.05) the researcher accept the alternative hypothesis which states that there is a relationship between participative leadership and institution ranking.

Summary of Findings

i. Participative leadership has significant positive effect on the quality of teaching in the polytechnic;

ii. There is significant link between participative leadership and student academic performance; and,

iii. There is significant positive correlation between participative leadership and institution ranking.

III.   Discussion of Findings

Social Economic Variables

Information in table 1 was used to discuss the following social economic variables:

The number of male respondent was 242 representing 56% while that of the female was 190 representing 44%.

The researcher discovered the number of male respondent was greater than that of the female. The current study found that those respondents with National Diploma was 62 representing 14%, First Degree holders 100 representing 23%, P.G.D/M.Sc. 222 representing 51%, while those respondents with P.G.D/M.Sc. was greater than others.

The current study found that respondents who has spent over 2 – 5 years were 75 representing 17%; 5 – 10 years, 190 representing 44%, while those who has spent 10 years and above were 167 representing 39%.

The researcher concluded the number of respondent that the number of respondent that has stayed for 5 – 10 years is greater than others.

Effect of Participative Leadership on Quality of Teaching

The current study investigated the effect of participative leadership on Quality of teaching in the polytechnic. The researcher found out that the number of respondent who reacted positively that participative leadership has effect on the quality of teaching was greater than those who reacted negatively.

The researcher concluded that participative leadership has effect on quality of teaching.

Bogler (2017) agrees with the current study. Bogler is of the opinion that the performance of an academic staff depends on the leadership styles and decision-making strategies. His study states that lack of the school administration's collaboration and supportiveness, as well as low levels of staff participation in decision-making process has played crucial roles in staff job dissatisfaction and turnover, while Knoop (2018) disagree with the current study. He states that job involvement has no significant effect on job performance.

Link Between Participative Leadership and Student Academic Performance

The researcher also investigated the link between participative leadership and students' academic performance. The recent study shows that a greater agreed that there is a link between participative leadership and students' academic performance. The finding is inline with that of Aryeetey, (2011) which asserted that there is a link between participative leadership and students' academic performance; implying that the more management and academic staff involves and seek the convenience of students in certain decisions they make the more students performance increases.

Relationship Between Participative Leadership and Institution Ranking

The researcher carried out research on the relationship between participative leadership and institution ranking. A greater number of the respondent strongly agreed or reacted positively to the above assertion which the hypothesis test also confirmed.

The result of the study corroborates the finding of Yulk (2010) who indicated that adopting a participative leadership style and allowing employees to participate, spread entities of equal opportunities and fairness in the institutions. The author is in agreement that certain treatment and opportunities given to employee's can promote its image within and outside the organization.

Similarly, Masanori (2017) was of the opinion that participative leadership style has many strengths, especially as it relates to improving follower morale, creating a strong sense of organizational identity and establishing a trusting relationship between supervisors and subordinate.

The researcher believes that if there is a mutual relationship between management and staff and adequate sponsorship of conferences and seminars for employees, it could lead to high institutional ranking; reason being that staff becomes more equipped, knowledgeable and competent for the job and as a result attracts people to the institution.

IV. Conclusion

The study set out to investigate the effect of participative leadership on performance of participative leadership on performance of tertiary institutions in Nigeria with particular reference to Akanu Ibiam Federal Polytechnic Unwana. Courtesy of tools used for the investigation, the study established: that participative leadership has effect on quality of teaching of academic staff of the polytechnic. The study established that there is a link between participative leadership and students' academic performance in Akanu Ibiam Federal Polytechnic. The study further concludes that there is a relationship between participative leadership and ranking of the polytechnic.

According to the finding management involvement of staff in problem-solving plans has promoted the performance of the staff of the polytechnic. In addition management involvement of staff in policy decisions has improved their commitment to teaching in the institution. The position of the study is that in order to achieve and maintain greater performance in the institution, management should ensure that employees or staff should be fully involved both in decision making and problem solving plans.

This work has been able to unravel some factors which affects Nigerian institutions positively and negatively. The researcher in the course of her investigation found that uncordial relationship between the management and staff of an institution could mar the performance of such institution: that allowances and salaries should be paid to employee's as at when due. Therefore, this work has added to existing knowledge by unraveling what must be done or put in place to ensure increasing performance in various institutions.

Recommendations

In response to the finding of this research the following researcher recommends the following:

1.   Every institution should adopt participative leadership as it promote quality decision making and enhance employee's performance.

2.   Institutions should adopt team work approach as interventionist strategy to situational management.

3.   Training and development strategies is necessary for effective team performance and as such, should be put in place from time to time, so as to keep the staff up-to-date with new trends in addition to motivating them with deserving incentive and rewards to enable efficiency and optimal achievement of institutional goals.

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