

LEADERSHIP STYLES AND ADMINISTRATIVE EFFICIENCY IN PEACOCK COLLEGE OF EDUCATION, JALINGO, TARABA STATE

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Abstract

Persistent administrative inefficiencies in Nigerian tertiary institutions continue to raise concerns about the effectiveness of leadership styles in promoting organizational performance. This study examined the relationship between leadership styles and administrative efficiency at Peacock College of Education, Jalingo, Taraba State, Nigeria. The study adopted a quantitative descriptive-correlational design involving the entire population of 72 academic and non-academic staff, selected through a census approach. Data were collected using a structured questionnaire adapted from the Multifactor Leadership Questionnaire (MLQ-5X) and analyzed using descriptive statistics and Pearson's Product Moment Correlation. Findings revealed that transformational leadership is the dominant style practiced ($M = 3.19$, $SD = 0.60$), yet transactional leadership demonstrated a stronger positive correlation with administrative efficiency ($r = 0.573$, $p < .01$) than transformational leadership ($r = 0.446$, $p < .01$). The study concludes that while transformational leadership fosters motivation and innovation, transactional leadership ensures structure and accountability-both essential for institutional effectiveness. It recommends an integrative leadership approach that blends visionary and managerial competencies to strengthen administrative performance and sustainable growth in Nigerian Colleges of Education.

Keywords: Leadership Styles, Administrative Efficiency, Transformational Leadership and Transactional Leadership

Introduction

Administrative efficiency has long been regarded as a determinant of leadership success and Organizational effectiveness (Yukl & Gardner, 2020; Northouse, 2021). Today, within higher education institutions, leadership style does not only influence academic vision and student achievement, but also determines institutional capacity to deliver administrative services effectively (Bush & Glover, 2020). Administrative efficiency explains how well an institution mobilizes its human and material resources, ensures timely decision-making, coordinates internal operations, and achieves strategic goals, and these could be successful through a leadership style. In Nigeria, the relationship between leadership style and administrative performance has become increasingly important amid pressures to improve educational quality, reduce bureaucratic inefficiencies, and

enhance accountability in service delivery (Obona, Uguba, & Otuu, 2024; Leithwood, Harris, & Hopkins, 2019). Educational institutions are complex systems characterized by established rules, procedures, resources, personnel, and relationships. Therefore, for a Nigerian Colleges of Education to operate efficiently, a collegial leadership approach, one that is grounded in consultation and collaboration among peers is required, rather than a rigid or garrisoned-command-style system of leadership (Okoli, 2016).

Leaders mostly employ a characteristic behavioural pattern to guide, motivate, and influence subordinates under them (Northouse, 2021). The task of leadership is to ensure that organization's corporate energy is optimally harnessed and channeled towards meeting the objectives of the organization. Classical and contemporary leadership models identify multiple styles: transformational, transactional, autocratic, democratic, and laissez-faire, each producing different outcomes depending on context and institutional culture. However, this work is concern with transformational and transactional leadership styles. Because, transformational leadership emphasizes vision, creativity, and moral inspiration, fostering a shared sense of purpose and commitment (Gumus, Bellibas, & Esen, 2020), while in contrast, transactional leadership emphasizes policy adherence, task completion, and performance-based rewards that reinforce structure and accountability (Yukl & Gardner, 2020). These leadership approaches are evident within Nigeria's education system; however, the extent to which each style unilaterally or collectively, contributes to administrative efficiency has not been sufficiently examined (Anyanwu & Nzurike, 2025).

Administrative efficiency, within educational institutions, encompasses the management of non-academic functions such as communication, scheduling, resource allocation, and policy implementation (Alvarez-Sández, Velázquez-Victorica, Mungaray-Moctezuma, & López-Guerrero, 2023). Efficient administration enhances coordination, reduces delays, and improves productivity among staff, while inefficiency often results in poor service delivery, low morale, and student dissatisfaction (Sam-Eleyi & Harcourt, 2025; Wang, Tsai, & Huang, 2022). In every organization, leadership sets clear benchmarks, promotes accountability, and institutionalizes innovation across these processes (Bush, 2020). However, higher education institutions in Nigeria continue to grapple with infrastructural deficiencies, bureaucratic rigidity, inadequate ICT integration, and unskilled administrative personnel (Ikaka, Echadu, & Igbang, 2025). Even visionary leaders are constrained by these systemic weaknesses, yet empirical evidence consistently suggests that effective leadership adaptation can mediate such challenges and foster institutional efficiency (Wen, Qi, & Zhang, 2023; Sule, 2024).

It is pertinent to note, in passing, that organizational leadership at Peacock College of Education, Jalingo, Taraba State, appears to be facing these systemic challenges. As a mid-sized teacher-training

institution, it faces persistent inefficiencies, including delayed documentation, weak communication channels among departments, and declining staff morale. These problems may stem from the leadership styles practiced by its administrators. Overly centralized or authoritarian leadership may stifle creativity and innovation, whereas participatory and visionary leadership fosters collaboration and problem-solving (Bass & Avolio, 1994; Obona et al., 2024). The selection of Peacock College as the focus of this study is deliberate. Unlike public universities that are often the subject of research, colleges of education remain underrepresented in Nigerian educational research despite their vital role in national teacher development. Investigating the leadership styles practiced within such institutions and how they influence administrative performance can offer valuable insights to policymakers, education managers, and institutional leaders. Furthermore, by examining the leadership structure of Peacock College, this study aims to explore how leadership decisions affect administrative efficiency and what leadership traits are most conducive to achieving operational excellence.

Furthermore, emerging contextual factors, such as digital transformation, remote work structures, and the post-pandemic demand for adaptive leadership, reveals the need for leaders who can manage institutional change effectively (Offem & Ogar-Ikwen, 2025; Wen et al., 2023). Studies indicate that higher education institutions that integrate technology through strategic leadership achieve improved workflow coordination, faster decision-making, and enhanced accountability (Leithwood et al., 2019; Gumus et al., 2020). Conversely, in settings where leadership remains rigid or reactive, such technologies remain underutilized. This explains the importance of leadership agility, the capacity to adapt, inspire, and maintain institutional cohesion amid systemic and environmental changes (Northouse, 2021; Yukl & Gardner, 2020).

From the foregoing, the relationship between leadership style and administrative efficiency is both multidimensional and context-dependent. While leadership is widely acknowledged as a determinant of institutional performance, there remains a gap in empirical understanding of which specific leadership styles most strongly predict administrative efficiency within Nigeria's Colleges of Education, particularly in Taraba State. This study therefore examines the dominant leadership styles practiced in Peacock College of Education and their relationship with administrative efficiency. The findings are expected to contribute to the broader discourse on leadership and governance in tertiary education by providing evidence-based studies for institutional reform, capacity building, and effective educational management within Nigeria and comparable developing contexts.

Research Questions

The following research questions direct the study:

- i. What leadership style(s) is predominantly used by Management of Peacock College of Education, Jalingo, Taraba State-Nigeria?
- ii. What is the relationship between the identified leadership style(s) and administrative efficiency in Peacock College of Education, Jalingo, Taraba State-Nigeria?

Objectives of the Study

The study examined the impact of leadership style(s) on administrative efficiency in Peacock College of Education, Nigeria. Specifically, the study tries to:

- i. Identify the dominant leadership (transformational and transactional) style(s) practiced by Management of Peacock College of Education, Jalingo, Taraba State-Nigeria.
- ii. Examine the relationship between the identified leadership style(s) and administrative efficiency in Peacock College of Education, Jalingo, Taraba State-Nigeria.

Hypotheses

The study is guided by a null hypothesis:

H₀₁: There is no significant relationship between the identified leadership style(s) and administrative efficiency in Peacock College of Education, Jalingo, Taraba State.

Literature Review and Theoretical Framework

Conceptual Framework

The concepts of administrative efficiency and leadership style, respectively, serve as the cornerstones of the study's conceptual framework. However, in order to give the work a foundation, concepts such as administration and leadership must be considered before moving on to them. Two academic points of views and a contextual definition are used to evaluate each concept.

Leadership Styles

Leadership is a highly sought-after but elusive trait in contemporary organizations and society. As Bolden, Gosling, and Hawkins (2023) observe, leadership is widely valued but elusively defined, with over 650 documented definitions capturing different dimensions of its nature and purpose (Silva, 2016). Despite this diversity, most definitions emphasize how leadership is practiced rather than what it is (Genza, 2021).

For instance, Winsidi and Shabran (2025) see leadership as an endeavor on the part of the leader to influence the behaviour of others; if the members are evidently changing in a positive way, the leadership is deemed successful. Similarly, Kreitner and Kinicki (2005, as cited in Winsidi & Shabran, 2025) define leadership as the process of persuading individuals to willingly pursue organizational objectives. These definitions de-emphasize the wielding of authority and power traditionally embedded in leadership. Instead, they reveal the relational and influence-based dimensions of leadership. For instance, at the individual level, leadership involves offering counsel, direction, inspiration, and encouragement. In addition to providing motivation and emotional

support, effective leaders help staff members align their efforts toward shared organizational goals (Winsidi & Shabran, 2025).

Additionally, according to IMD Business School (2025), leadership is the capacity to persuade and direct a team of individuals toward the accomplishment of a shared objective. It includes a variety of abilities and conducts that enable people to give guidance, inspire group members, make choices, encourage cooperation, and advance development. Leadership, therefore, is not confined to hierarchical positions; it can be exercised at all organizational levels. Similarly, McKinsey & Company (2024) describe leadership as a combination of attitudes and actions that enable people to collaborate, adapt to change, and accomplish collective goals. From these definitions, leadership can be contextually understood as an adaptive social process in which individuals, regardless of formal position, mobilize talents and resources to co-create shared value, achieve collective goals, and sustain ethical influence in dynamic environments.

Leadership Style

Leadership style refers to the characteristic pattern of behaviour and strategies that leaders use to influence, motivate, and guide their subordinates (Mohan & Nithayananthan, 2025). It represents the behavioural signature of leadership and determines how leaders interact with their teams. Thoha (2013) views leadership style as a behavioural norm expressed by a leader when influencing others. Effective leadership style selection is increasingly recognized as a cornerstone of organizational performance and employee well-being (Mohan & Nithayananthan, 2025). Each style reflects a unique balance of authority, empathy, and adaptability. As Winsidi and Shabran (2025) emphasize, leaders must adjust their styles according to personality, task demands, and situational context while serving as role models within the organization.

Types of Leadership Styles

Leadership theories have produced numerous classifications of leadership styles. However, this study focuses on transformational and transactional leadership styles because they represent the two central components of the Full Range Leadership Theory (Bass & Avolio, 1994), one of the most empirically supported frameworks in leadership research. This theory has been widely applied in education, corporate, and public-sector contexts, making it highly relevant to the structure and dynamics of a College of Education (Rădulescu & Mircea, 2025). Both Nigerian and international evidence indicate that transformational and transactional leadership styles are most consistently linked with administrative efficiency (Obona, Uguba, & Otuu, 2024; Sam-Eleyi & Harcourt, 2025).

Transformational Leadership

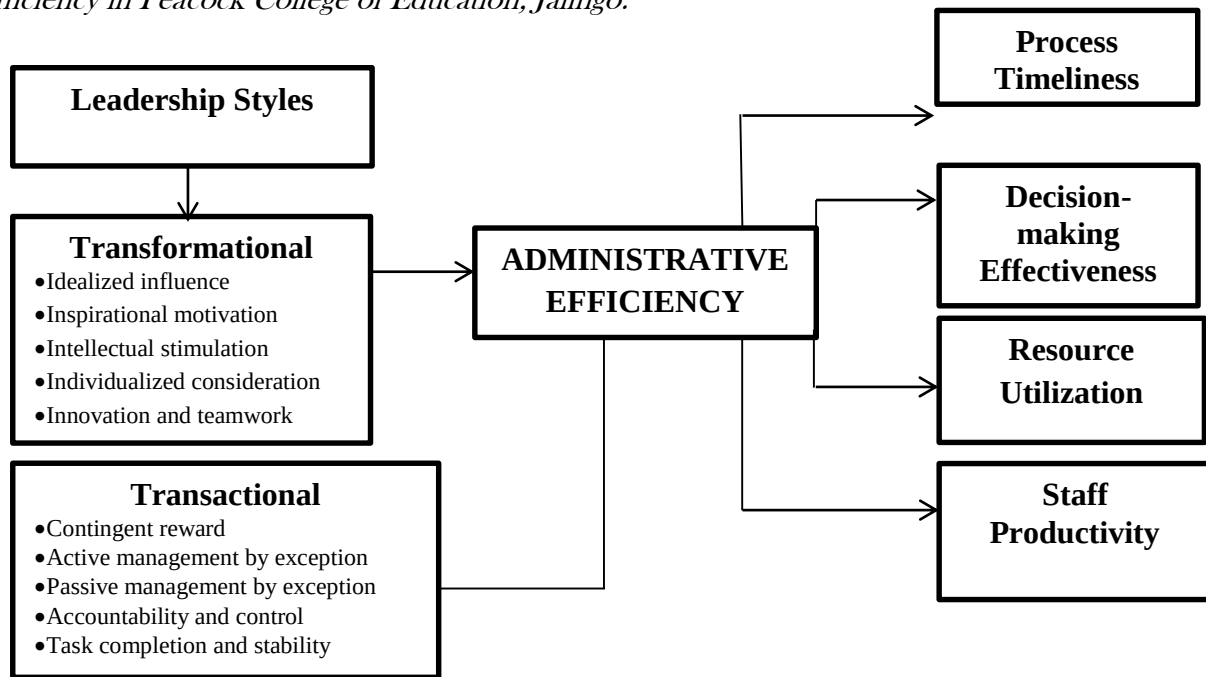
Transformational leadership is a dynamic leadership style where leaders inspire, motivate, and intellectually stimulate their followers to transcend self-interest and pursue collective goals. Rather than focusing solely on task completion, transformational leaders foster a shared vision, encouraging

team members to strive for exceptional performance and personal development (Mohan & Nithayananthan, 2025). Employees working under transformational leaders often experience heightened motivation, engagement, and professional growth, as these leaders focus on empowerment and self-actualization. Such leadership is particularly effective in dynamic environments where innovation, adaptability, and team cohesion are critical (Yorulmaz, Saydam, & Karatepe, 2025). Historically, transformational leadership has been exemplified by figures such as Mahatma Gandhi, who mobilized a nation through moral authority and visionary ideals, and Steve Jobs, who reshaped the technology landscape by inspiring creativity and pushing boundaries at Apple Inc. These leaders did not merely manage they transformed people, organizations, and societies. In educational and organizational contexts, transformational leadership is associated with increased institutional performance, innovation, and employee satisfaction, making it a preferred style in many 21st-century leadership models (IMD Business School, 2025).

Transactional Leadership

Transactional leadership is a task-oriented leadership style that emphasizes clear expectations, structured rewards and consequences, and consistent performance monitoring. Leaders who adopt this style define goals, delegate responsibilities with precision, and rely on a system of incentives and penalties to regulate performance (Rădulescu & Mircea, 2025). This style emphasizes goal clarity, procedural order, and consistent performance monitoring (IMD Business School, 2025). Transactional leaders maintain organizational stability through control mechanisms and reward systems, promoting efficiency and predictability in administrative processes (Mohan & Nithayananthan, 2025). Regular feedback and clear expectations reinforce discipline and productivity, especially in structured institutions such as colleges of education. However, this style's heavy reliance on compliance and external motivation may suppress creativity, discourage innovation, and limit intrinsic commitment to organizational goals (Yorulmaz et al., 2025). While transactional leadership is effective in maintaining order and ensuring performance in hierarchical environments, it may be insufficient in contexts that require flexibility, innovation, and emotional engagement. Consequently, contemporary scholars advocate for a balanced integration of transactional discipline with transformational inspiration to sustain both operational efficiency and institutional growth (Leithwood, Harris, & Hopkins, 2019; Northouse, 2021).

Figure 1: Conceptual framework illustrating the influence of leadership styles on administrative efficiency in Peacock College of Education, Jalingo.



The conceptual framework in *Figure 1* depicts how transformational and transactional leadership styles influence administrative efficiency, evaluated through four key dimensions: process timeliness, decision-making effectiveness, resource utilization, and staff productivity.

Transformational leadership is defined by its capacity to inspire, intellectually stimulate, and individually consider followers through the “Four I’s”, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. This leadership style emphasizes vision, empowerment, and innovation, enabling subordinates to transcend self-interest for collective institutional goals. In contrast, transactional leadership operates on a more structured, compliance-oriented exchange system that maintains performance through rewards and corrective feedback. Its first core component, contingent reward, involves setting clear expectations and providing incentives or recognition when targets are achieved (Western Governors University, 2021). The second, management-by-exception (active), reflects a hands-on approach in which leaders closely monitor processes and promptly correct deviations to ensure operational efficiency. Conversely,

management-by-exception (passive) entails a reactive stance, intervening only after problems become apparent. While this may reduce managerial oversight, excessive reliance on it can delay interventions and negatively affect organizational performance (Cherry, 2024).

Thus, the model illustrates that while transactional leadership ensures order and compliance, transformational leadership fosters innovation, collaboration, and sustained administrative improvement within the institutional setting of Peacock College of Education, Jalingo.

Theoretical Framework

Full Range Leadership Theory

This study embraced the Full Range Leadership Theory. The theory was propounded by Bass and Avolio (1994). The theory is predicated on the notion that each leadership style can be discerned by its positioning along two axes: the first pertains to the leader's level of involvement, while the second concerns the leader's level of effectiveness (Cornell, 2024). This implies that every organization's effectiveness depends on the leadership style (behaviour) that its leaders choose and implement. A thorough grasp of how various leadership behaviours affect organizational outcomes is provided by this dual-axis framework.

Transformational leadership represents high involvement, with leaders deeply engaged in inspiring and motivating their teams. This means that leaders are also team players when it comes to achieving organizational goal and not just decision makers. They are involved in the actions that consistently result in the accomplishment of the organization's main goals. Transactional leadership, which on the other hand involves setting clear goals and using rewards or punishments to motivate, offers moderate effectiveness. By positioning leadership styles within this two-dimensional space, the theory actually illustrates that effective leadership involves both active engagement and behaviours that completely influence organizational performance positively. Thus, in order to improve involvement and effectiveness and to better meet the changing needs of their organizations, leaders can evaluate and modify their style to best suit the workplace.

Methodology

This study adopted a quantitative descriptive–correlational research design to identify the dominant leadership style practiced by management and to examine its relationship with administrative efficiency at Peacock College of Education, Jalingo. The population of the study comprised all 72 academic and non-academic staff of the institution, and due to the small population size, a census sampling technique was employed, allowing every staff member to participate. Data were collected via structured questionnaire adapted from the Multifactor Leadership Questionnaire (MLQ-5X) by Bass and Avolio (1995) for leadership styles, and researcher-developed items for administrative efficiency. The instrument was validated by experts in public administration, and its reliability was

confirmed through Cronbach's Alpha coefficients above 0.70. Data collected were analyzed using Descriptive statistics, particularly mean and standard deviation, were used to identify the dominant leadership style, while Pearson's Product Moment Correlation (r) was employed to determine the strength and direction of the relationship between leadership styles and administrative efficiency. Ethical standards such as informed consent, confidentiality, and voluntary participation were strictly observed throughout the study.

Result and Discussion

Table 1: Descriptive Statistics of Transformational and Transactional Leadership Styles and Their Prevalence in Peacock College of Education, Jalingo

Leadership Style	Mean Score (M)	Median Score	Minimum Score	Maximum Score	Standard Deviation (SD)
Transformational	3.19	3.20	1.40	4.00	0.60
Transactional	2.88	2.80	1.20	4.00	0.59

Table 1 shows descriptive statistics of transformational and transactional leadership styles as perceived by staff of Peacock College of Education, Jalingo. The results reveal that transformational leadership recorded a higher mean score (M = 3.19, SD = 0.60) than transactional leadership (M = 2.88, SD = 0.59). This indicates that transformational leadership is the dominant style practiced by the management of Peacock College of Education, Jalingo.

This also suggests that leaders in Peacock College are more inclined to inspire, motivate, and intellectually challenge their staff, fostering a more dynamic and innovative work environment. By emphasizing vision, individual attention, and intellectual stimulation, transformational leadership can have a positive effect on employee morale, institutional loyalty, and creativity, which could result in better administrative outcomes. This finding is therefore in consonant with the Full Range Leadership Theory adopted in this study, which posits that transformational leaders tend to achieve higher performance levels by engaging followers more deeply in organizational functions. Thus, based on this analysis, it can be inferred that transformational leadership is the more dominant style among the Management of Peacock College of Education. This aligns with objective one of the study which is identifying the prevalent leadership style, providing a foundation for further exploration of its impact on administrative efficiency.

Table 2: Correlation Matrix Showing the Relationship between Leadership Styles and Administrative Efficiency in Peacock College of Education, Jalingo

Variables	1	2	3	Mean (M)	SD
1. Transformational Leadership	1			3.19	0.60
2. Transactional Leadership	0.677	1		2.88	0.59
3. Administrative Efficiency	0.446	0.573	1	3.22	0.63

The correlation matrix in Table 2 shows the linear associations between transformational leadership, transactional leadership, and administrative efficiency among staff of Peacock College of Education, Jalingo. The findings show that transformational leadership recorded a higher mean score ($M = 3.19$, $SD = 0.60$) compared to transactional leadership ($M = 2.88$, $SD = 0.59$), indicating that transformational leadership is the dominant style practiced by the management. Furthermore, correlation analysis revealed a positive and statistically significant relationship between leadership style and administrative efficiency ($r = 0.573$, $p < .01$). Consequently, this study based on the statistical findings, rejects the null hypothesis, which states that there is no relationship between the identified leadership style(s) and administrative efficiency. It is therefore concluded that transformational leadership significantly influences administrative efficiency in Peacock College of Education, Jalingo, Taraba State.

Discussion of Findings

The findings revealed that transformational leadership is the dominant style practiced at Peacock College of Education, Jalingo, and revealing leaders' tendency to motivate and intellectually stimulate subordinates toward collective goals. This supports Bass and Riggio (2006) and Avolio and Yammarino (2013), who argue that transformational leadership enhances commitment and innovation in educational institutions, however, despite its dominance, transactional leadership showed a stronger correlation, with administrative efficiency than transformational leadership ($r = 0.446$). This reveals that structured supervision, clear expectations, and performance-based rewards more directly influence administrative outcomes, consistent with Yukl and Gardner (2020) and Wang, Tsai, and Huang (2022).

The findings affirm the Full Range Leadership Theory by Bass and Avolio (1994), which posits that both transformational and transactional behaviours are essential for institutional effectiveness. As observed by Leithwood, Harris, and Hopkins (2019), blending visionary leadership with managerial discipline yields sustainable efficiency. Thus, leadership at Peacock College benefits most from

integrating inspiration and accountability to achieve both immediate operational efficiency and long-term institutional growth.

Conclusion

The findings in conclusion identified transformational leadership as the most predominantly practiced leadership style at Peacock College of Education, Jalingo, which agreed with the objective one of the study, while regarding to relationship between the identified leadership style(s) and administrative efficiency, transactional leadership has more direct and statistically significant association with administrative efficiency. Thus, the implication is that effective leadership in the College must combine visionary and relational attributes with structural clarity and performance-based management where transformational leadership drives institutional innovation, while transactional leadership sustains operational order, together enhancing the overall administrative performance of the College.

Recommendation

Based on the findings and conclusion above, the study recommended that:

- i. Management of Peacock College of Education, Jalingo, adopt a balanced leadership approach that integrates the motivational and visionary strengths of transformational leadership with the structural clarity and accountability of transactional leadership.
- ii. Continuous leadership development programmes should be prioritized to enhance adaptive capacity, emotional intelligence, and performance management skills among administrators. Above all, institutional policies should promote transparent reward systems, participatory decision-making and innovation-driven administrative culture to ensure sustained efficiency, productivity, and long-term institutional growth.

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