



ROLE OF INITIATIVE IN INSTITUTIONAL LEADERSHIP AND MANAGEMENT

Dorathy I. EDU

Department of Educational Management
Ignatius Ajuru University of Education, Nigeria
dorathyedu@yahoo.com

Mary Anyankpele AMADI

Department of Educational Management
Ignatius Ajuru University of Education, Nigeria
maryAmadizz@gmail.com

ABSTRACT

The study examined role of initiative in institutional leadership and management. The study was guided by two research questions and two hypotheses. The descriptive survey design was adopted. The population of the study comprised of three thousand (3000) teaching and non-teaching staff in 3 public universities in Rivers State. A sample size of 150 staff which comprise of 60 teaching and 90 non-teaching staff drawn using stratified sampling technique participated in the study. The instrument used for data collection was a researcher designed structured questionnaire titled "Role of Initiative in Institutional Leadership and Management Questionnaire (RIILMQ)". The instrument adopted the 4-point Likert type rating scale. The reliability of the instrument was determined using the Cronbach alpha reliability test method to obtain a reliability coefficient of 0.80 for the instrument. The instrument was validated by two experts in the department educational management. The simple linear regression was used to answer the research questions and test the hypotheses at 0.05 level of significance. The findings of the study revealed that there was a significant positive relationship between initiative as a management principle and institutional leadership. It also revealed that there was a significant positive relationship between initiative as a management principle and institutional management. The study recommends among others that institutional leaders should be encouraged to use their initiative in decision making and in managing the activities of the institutions for attainment of set goals and objectives.

Keywords: Role, Initiative, Institutional Leadership, Management.

Reference to this paper should be made as follows:

Edu, D. I., & Amadi, M. A. (2020). Role of initiative in institutional leadership and management. *International Journal of Institutional Leadership, Policy and Management*, 2(3), 535-546.

Copyright © IJILPM 2020.

INTRODUCTION

Institutional leaders are those that direct the affairs of institutions, in this context, universities, they are in charge of policies and programmes, students and overall management of the

universities, which is in line with its mandate of manpower development. FRN (2004) describes the goal of tertiary education as contribution to national development through high level relevant manpower training. Institutional leaders influence others to enable them implement educational policies and programmes for the attainment of institutional goals and objectives.

Leadership in institutions is how the chief executives or upper echelon of management at all level of the institution influence their subordinate to achieve its objectives. Leadership deals with motivating, inspiring, coordinating, directing and supervising activities for the smooth running of the institution. Denga (2015) describes leadership as a goal directed behavior which has specific roles and call for a corporate support and unity towards goal-achievement. Leadership transforms potential into reality. Institutional leaders should endeavor to provide effective leadership and also promote efficient management practices. Management is getting things done through people. The institutional leader uses both human and material resources to achieve institutional goals. Hence, there is a link between leadership and management; Dejon (1978) views leadership as an element of management. While Eko cited in Adeniyi and Titilola (1985) asserted that leadership means knowing where to go and management means knowing how to get there. Leadership is qualitative and charismatic while management is quantitative and pragmatic. There are many management principles that are used by institutional leaders as exemplified by initiative. Hence, there is the need for this paper to evaluate initiatives in institutional leadership and management.

LEADERSHIP THEORIES

Trait Theory

Trait theory distinguishes leaders by their personal qualities and characteristics from non-leadership; the trait theory holds that certain qualities are inherited such as personality and intellectual abilities that enhance effective leadership.

It also means that one is a leader by having some leadership traits like physical characteristics e.g. size, physical energy, height.

Personality Trait of an Effective Leader

- **Physical Attributes:** Such as size, height, weight, physical appearance;
- **Intelligence:** The leader should be more intelligent than followers;
- **Personality:** such as self-confidence, integrity initiative, perseverance and honesty
- **Energy:** A leader should possess mental and physical energy to tackle difficult task;
- **Communicative Ability:** The leader's ability to communicate his ideas to the followers is very imperative;
- **Motivation:** The leader should have the desire to lead, the inner force that energize him to be a leader;
- **Knowledge of Human Behaviour:** Human behaviour cannot be predicted, and human beings are different, the leaders should be able to understand his followers;
- **Teaching Ability:** Leaders shows the followers how best to achieve their personal and organizational goals and objectives;
- **Emotional Balance:** The leader must put a check on his emotions especially during crisis.

It therefore means that leaders are born and not made. Implication of this theory is that if only those who possess certain traits were potential leaders, then there will be no need of training

individuals to occupy leadership positions, only those with inherent leadership trait will be trained. We should note that an individual born with all the inherent personal qualities without proper training cannot be an effective leaders, it is difficult to identify those with inherent personality leadership trait in order to separate leaders from non-leaders.

Situational Theory

It focuses on the leaders' ability to adapt to a leadership style based on the circumstances or situation. The situation includes other factors such as psychological, environmental, human, physical and organizational attributes and not only the leader and followers. In situational theory, either the leadership will change with the change in the group environment or the leader will be adaptive to the situation as it changes, if a leader is to remain in leadership, he must be flexible and be able to adapt to the situation as it changes with time, the leadership style should follow suit. At one time, a leader may use one idea and at other period, he may use or require other strategies. It can also imply that the position of the leader can change from one person to another as the situation changes, which means that the leadership should move to the most competent individual in the group, the leadership position is not permanent.

Contingency Theory

There is no single style of leadership that is appropriate in all situations. Fieldler in Koko and Nwiye (2006) stated that leadership behavior is based upon the favourability of the leadership situation such as leader-members relations, the task structure and position power. Effective leadership depends on the proper match between a leader's style and that of a specific situation. Different types of situation require different types of leadership. Leader-member relations focus on adherence of the followers to the guidance of the leader.

- **Leader Task structure:** It deals with clearly defined task and standard procedures to be carried out by the followers or group;
- **Position:** Power is the power of the leader to exercise reward or punishment.

Skill Theory

Effective leadership calls for leaned knowledge and acquired skills/abilities. Skill theory does not accept the connection between inherited traits and the capacity to be an effective leader. It argues that learned skills, a developed style and acquired knowledge are the keys to good leadership performance, it advocate for more efforts and resources devoted to leadership training and development.

Behavioural Theory

It states that specific behaviours differentiates leaders from non-leaders; leaders are made and not born, and so people could be trained and developed by designing good programmes that will inculcate behavior patterns in people who want to become effective leaders (Robbins & Judge, 2007).

Path-Goal Theory

It is a contingency theory developed by House (1970). The theory focuses on how effective leaders influences or motivates their followers' perceptions of work goals, personal goals and

paths to goals achievement by clarifying the path and removing the obstacles. Igwe (2000) identified four leadership styles that emerged from path-goal theory as directive leadership, achievement oriented leadership, participative leadership and supportive leadership.

- **Directive leadership:** The subordinates are guided by the leader on how to carryout their task;
- **Achievement:** Oriented leader sets challenging goals and wants improvement in performance;
- **Supportive Leadership:** The leader needs the support of subordinates that depends on their personal qualities and environmental factors, their welfare is also important to the leader;
- **Participative Leadership:** Just as the name implies, the leader and subordinates are all involved in decision making.

Transformational Theory

It creates a connection that results in increased motivation. The followers are inspired to put in extra effort to achieve group goals. Leaders encourage their followers to be creative and innovative, transformational leaders lead by example, by being creative, they encourage their followers to follow suit. Leaders and followers are goal oriented as it translates into higher productivity and workers satisfaction. The leader merges the organizational need and expectations of the followers. Hence, it reconciles task and human aspects of organization.

Transactional Theory

Transactional Theory focuses on followers. Leaders guide their followers in the direction of established goals by clarifying roles and job requirements. The followers are aware of the expectations and consequences in form of rewards and punishments, not meeting those expectations. The leader merges the organizational need and expectations of the followers. Hence, it reconciles task and human aspects of organization.

For institutional leaders to work effectively and achieve their goals there are different type of leadership styles to be adopted. They include democratic leadership which is task centered, high concern for people, and participative, Autocratic leadership is task centered low concern for people and directive. Laissez-faire leadership style has low concern for task and low concern for people and free rein. There is no leadership style that can match all situations. Sometimes, a combination of leadership styles can be used to achieve success.

Function of an Effective Leader

- An effective leader must be a goal getter, getting things done to achieve organizational goals
- The leader's ability to influence, inspire and motivate the subordinate is a plus.
- An effective leader is visionary: visionary leader foresights about the future of the organization and plan to achieve it as vital.
- An effective leader is a problem solver. He has the ability to resolve problems than his subordinate.
- An effective leader should have creative ideas through creative thinking.
- Total commitment of the leader towards the attainment of organizational goals.

- The leader should be democratic, involving the subordinates in decision making through participative management.
- An effective leader should be a good listener, he should listen more and talk less
- The leader should be a mediator by controlling conflict within the organization
- An effective leader should give psychological wages to hard working subordinate such as praise, affection and recognition.
- An effective leader is a planner, policy maker and policy analyst.
- An effective leader should be innovative; he should be able to develop new methods or ways of improving the organization.
- An effective leader should be humble and not ego-centric.
- An effective leader should be able to communicate or pass information to the subordinate.
- Effective leader is a coordinator, a mobilize, and an energizer.
- An effective leader should be a courageous leader who is fearless.

Management

Management is an effective and efficient utilization of human and material resources in an organization. Awujo (1994) defined management as a process by which a cooperative group directs actions of others towards common goals. Management was defined by Babatunde and Ajetunmobi (1986) as a system where an establishment uses in enabling its human and material resources to achieve the set goals and objectives. While Koka and Nwiyi (2006) describes management as the art of guiding the activities and energy of a group of people towards the accomplishment of some goals, management entails fundamental functions or elements, which include planning, directing, coordinating, staffing and controlling; management principles or processes are universally, applying to people in high and low positions in all types of organizations.

The growth of big industrial organizations led to industrial revolution which increased the impact of management, three prevailing schools of management thoughts emerged, the first was the traditional or classical school made up of the scientific management movement and administrative management school. Frederick Taylor is referred to as the father of scientific management school of thought. His main focus was increase efficiency and productivity of workers by improving realistic and satisfactory rewards system. Henri Fayol, in Administrative process, enumerated fourteen principles of management in which initiative is one of the principles.

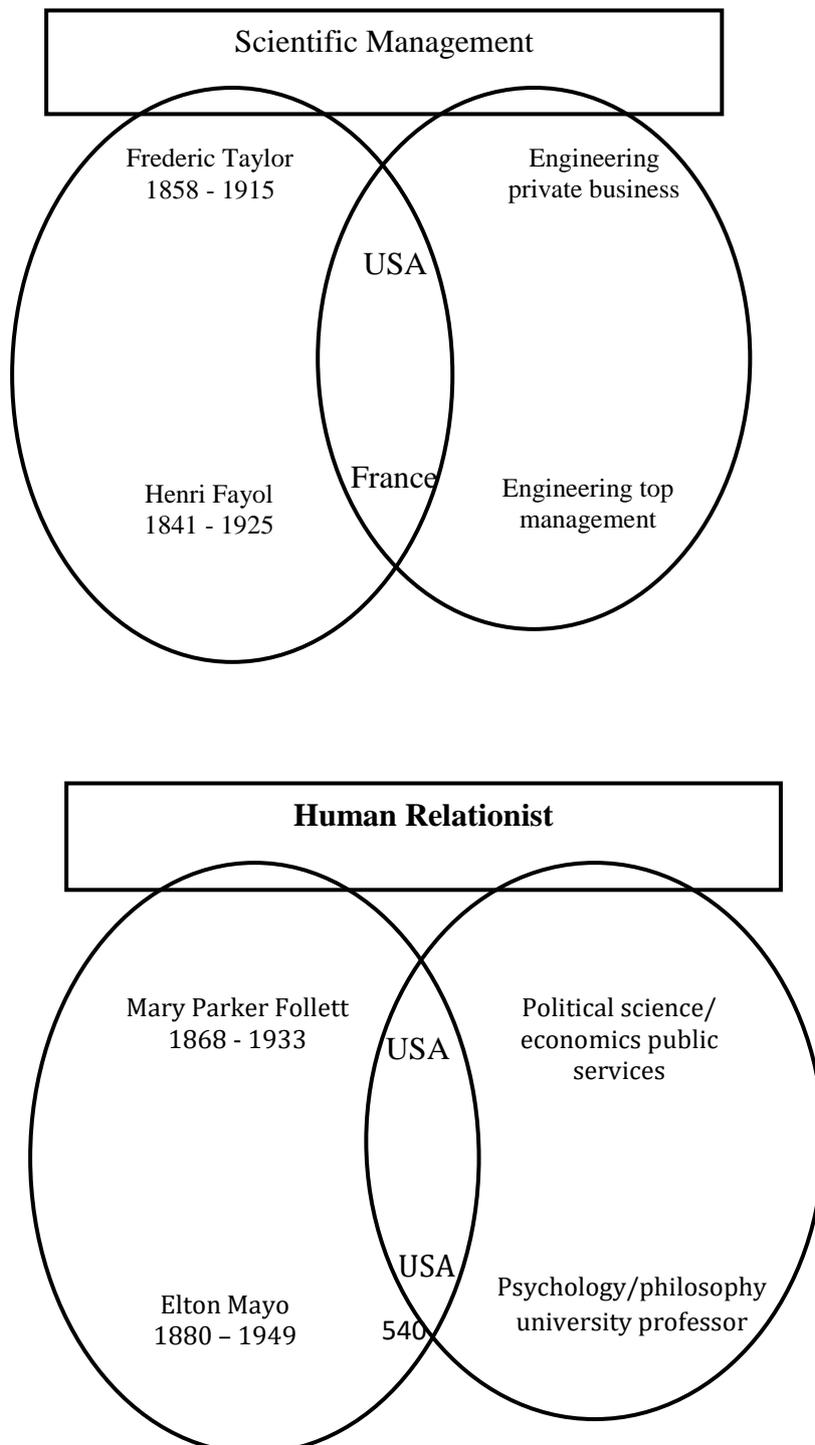
The human relation movements notable contributors such as Elton Mayo and Associates saw the gap in scientific and administrative management and shifted their focus to the importance of social and psychological factors as motivators, the behavioural school of thoughts notable contributors are Chester Barnard and others, their focus was on human factor: human behavior in formal organizations, how sociological, psychological and ethical factors can influence human behavior.

Leadership and Management

Leadership and management are not synonymous; management is getting things done through people while leadership was defined by Nkwor (2018) as a process of influencing people to strive willingly, enthusiastically towards group goals accomplishment. Management and leadership are not the same, because management includes many functions

which direct and coordinates but there are no such activities in leadership. A manager could be a leader or a boss.

Leadership or upper echelon of management consists of chief executives or persons occupying leadership positions while management could be seen as a process by which these chief executives utilize effectively and efficient the available human and material resources for goal attainment in the organizations. The leaders employ management functions of planning, organizing, directing, coordinating and controlling to carry out the routine activities of the organizations. Leadership is an essential tool of management, it energizes people to action, it makes the manager or leaders job simply. Managers can possess leadership abilities to inspire their subordinate for effective job performance, leadership is an element or principles of management. Leaders can be seen as the human being, that occupy the position of authority while management can be seen as the human beings as well as activities or operations of the institution towards the achievement of goals and objectives (three schools of thought on management).



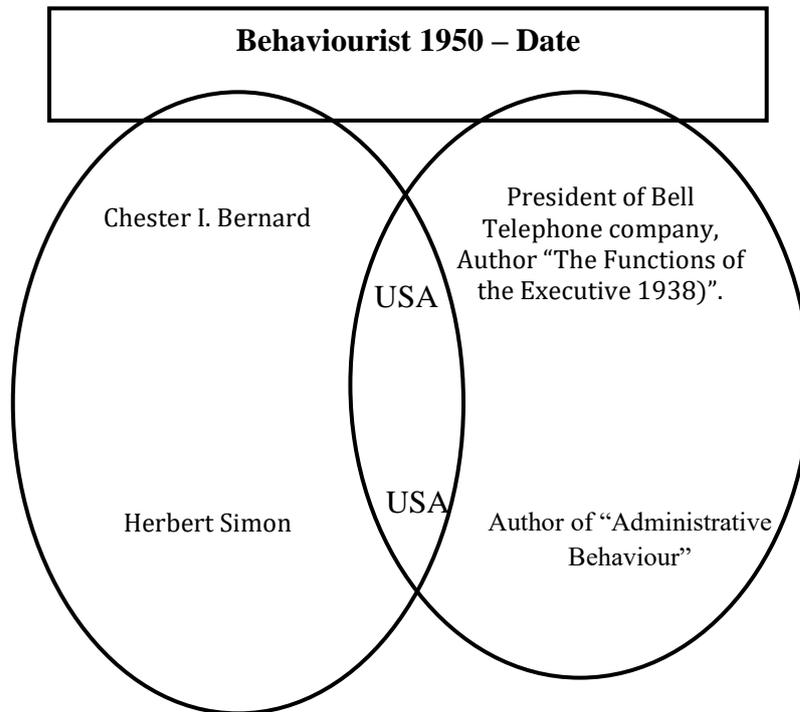


Figure 1: Three schools of thought on management. Source: Maduagwu (1998, p. 18)

THE CONCEPT OF INITIATIVE

Initiative as one of Henri Fayol 14 Principles of management plays a vital role in any organization, in this context public universities, at all levels of the universities right from the top senate to department level, employee’s ability to bring in new ideas innovations, creativity through creative thinking skills, proactive actions that will lead to effectiveness and efficiency should be encouraged in executing plans. Those in positions of leadership should not behave as if they know it all, because the job cannot be done by one person alone. Noun Module (2009) stated that the principle of initiate allows employers to be natural and resourceful in the process of plan execution not to follow dogmatic procedures of the past, but to apply their initiative where necessary to get things done properly. Ololube (2019) also stated that creativity and positive use of initiative should be encouraged in management in order to carry out plans.

Robins and Judge (2007) stated that psychological empowerment makes employees belief in their impact on work environment competence, their job to be meaningful and perceived autonomy in their work. If workers use their discretions to do their jobs because of their competence and resourcefulness, they can introduce new strategies that will take the university to the next level, instead of relying on static and obsolete rules and procedures that had never yielded the desired result.

Statement of the Problem

Despite the importance of leadership and management in universities, the gap still remains because institutional leaders have failed to provide the needed leadership by neglecting management principles and appropriate leadership styles. Ukeje et al. (1992) stated that the works of Taylor Fayol and others have common features which are still in use as management principles. However, as a result of the above problems, the study seeks to ascertain role of initiative in institutional leadership and management.

Aim and Objectives of the Study

The study examined the role of initiative in institutional leadership and management. Specifically, this study intends to:

- Determine how initiative as a management principle impact on institutional leadership.
- Determine how initiative as a management principle impact of institutional management.

Research Questions

The following research questions guided the study:

- How does initiative as a management principle impact on institutional leadership?
- How does initiative as a management principle impact institutional management?

Hypotheses

The following research hypothesis was formulated to guide the study and was tested at 0.05 level of significance:

1. There is no significant relationship between initiative as a management principle and institutional leadership.
2. There is no significant relationship between initiative as a management principle on institutional management.

METHODS

This study adopted the correlational design. The population of this study was 3000 teaching and non-teaching staff in three public universities in Rivers State. The sample size of this study was 150 made up of 60 teaching and 90 non-teaching staff. The stratified sampling technique was used in selecting the sample that participated in the study. The population was divided into the strata of the tertiary intuitions and then the strata of teaching and non-teaching staff. The instrument for data collection was a researcher designed structured questionnaire titled, "Role of Initiative in Institutional leadership and Management Questionnaire" (RIILMQ). The instrument adopted the four point Likert ratings scale. The instrument was validated by two experts in educational management while the reliability of the instrument was determine using the Cronbach alpha reliability test method to obtain a coefficient of 0.80 to certify the instrument reliable. The data collected was used to answer and test the research questions and hypotheses respectively. The simple linear regression was used to answer the research questions and test the hypothesis at 0.05 level of significance.

RESULT

Research Question 1: How does initiative as a management principle impact on institutional leadership?

Hypothesis One: H₀₁: There is no significant relationship between initiative as a management principle and institutional leadership.

Table 1: Summary of regression analysis on the impact of initiative as a management principle on institutional leadership

A: Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.768 ^a	.590	.584	.55938		
a. Predictors: (Constant), Initiative						

B: Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.936	.191		10.147	.000
	Initiative	.416	.065	.768	6.441	.000
a. Dependent Variable: Institutional Leadership						

C: ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	p-value
1	Regression	12.981	1	12.981	41.484	.000 ^b
	Residual	46.310	148	.313		
	Total	59.291	149			
a. Dependent Variable: Institutional Leadership						
b. Predictors: (Constant), Initiative						

Part B of Table 1 shows that the summary of regression analysis on the impact of initiative as a management principle on institutional leadership might be described as strong and positive (Beta=.768). The R-square value of .590 in part shows a 59.0% contribution of initiative as a management principle to institutional leadership. The regression equation $y=1.936+.416x$ shows that an increase in initiative might lead to a corresponding increase in institutional leadership. The result of the F-statistic shows that there is a significant relationship between initiative as a management principle and institutional leadership (F1, 148=41.484, $p < 0.05$). The null hypothesis was rejected at 0.05 alpha level.

Research Question 2: How does initiative as a management principle impact on institutional management?

Hypothesis Two: H₀₂: There is no significant relationship between initiative as a management principle and institutional management.

Table 2: Summary of regression analysis on the impact of initiative as a management principle on institutional management

A: Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.666 ^a	.444	.438	.65494		
a. Predictors: (Constant), Initiative						

B: Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.334	.223		10.447	.000
	Initiative	.362	.076	.666	4.792	.000
a. Dependent Variable: Institutional Management						

C: ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	p-value
1	Regression	9.849	1	9.849	22.962	.000 ^b
	Residual	63.484	148	.429		
	Total	73.333	149			
a. Dependent Variable: Institutional Management						
b. Predictors: (Constant), Initiative						

Part B of Table 2 shows that the Summary of regression analysis on the impact of initiative as a management principle on institutional management might be described as strong and positive (Beta = .666). The R-square value of .444 in part A shows a 44.4% contribution of initiative as a management principle to institutional management. The regression equation $y = 2.33 + .362x$ shows that an increase in initiative might lead to a corresponding increase in institutional management. The result of the F-statistic shows that there is a significant relationship between initiative as a management principle and institutional management ($F_{1, 148} = 22.962, p < 0.05$). The null hypothesis was rejected at 0.05 alpha level.

DISCUSSION OF FINDINGS

The impact of initiative as a management principle on institutional leadership

Result of findings as indicated in Part B of Table 1 shows that the summary of regression analysis on the impact of initiative as a management principle on institutional leadership might be described as strong and positive (Beta = .768). The R-square value of .590 in part A shows a 59.0% contribution of initiative as a management principle to institutional leadership. The regression equation $y = 1.936 + .416x$ shows that an increase in initiative might lead to a corresponding increase in institutional leadership. The result of the F-statistic shows that there is a significant relationship between initiative as a management principle and institutional leadership ($F_{1, 148} = 41.484, p < 0.05$). The null hypothesis was rejected at 0.05 alpha level. This finding implied that institutional leadership is dependent to a very large extent on the initiative of the leader. The successes and failures of leadership in any

institution are predicted by the leaders' ability to use his/her initiative in addressing issues that may arise in such institution instead of relying on the laid down procedures that may not be yielding results. This finding is consistent with that of Noun Module (2009) who states that the principle of initiative allows employers to be natural and resourceful in the process of plan execution not to follow dogmatic procedures of the past, but to apply their initiative where necessary to get things done properly. Ololube (2019) also stated that creativity and positive use of initiative should be encouraged in management in order to carry out plans.

The impact of initiative as a management principle on institutional management

Findings in Part B of Table 2 shows that the Summary of regression analysis on the impact of initiative as a management principle on institutional management might be described as strong and positive (Beta = .666). The R-square value of .444 in part A shows a 44.4% contribution of initiative as a management principle to institutional management. The regression equation $y = 2.33 + .362x$ shows that an increase in initiative might lead to a corresponding increase in institutional management. The result of the F-statistic shows that there is a significant relationship between initiative as a management principle and institutional management ($F_{1, 148} = 22.962, p < 0.05$). The null hypothesis was rejected at 0.05 alpha level. The result of the finding depict that initiative played a significant role in the management of institutions. Managers with good and proactive initiatives tend to ensure effective management of such institutions. This finding agrees with that of Robins and Judge (2007) who stated that psychological empowerment makes employees believe in their impact on work environment competence, their job to be meaningful and perceived autonomy in their work. They further opined that if workers use their discretions to do their jobs because of their competence and resourcefulness, they can introduce new strategies that will take the university to the next level, instead of relying on static and obsolete rules and procedures that had never yielded the desired result.

CONCLUSION

Based on the findings of this study, the following conclusion is drawn. There is a significant positive relationship between initiative as a management principle and institutional leadership. There is also a significant positive relationship between initiative as a management principle and institutional management. An increase in the initiative of leaders and managers might lead to a concomitant increase in the leadership and management of such institution. Good leadership can be provided by encouraging employees to use their initiative as a management principle in decision making and plan execution for the achievement of institutional goals.

Recommendations

- Institutional leaders should adopt management principles for the smooth running of the institutions.
- Employees should be encouraged to use their initiative in decision making and plan execution.
- Institutional leaders should determine the appropriate leadership style that will make him succeed.
- Leadership and management are two inseparable concepts that must be considered by institutions for the attainment of goals and objectives.
- There should be effective communication at all level of institution.

REFERENCES

- Titola, O., & Adeniyi, O. (1985). *Leadership and national development, proceeding of a National Conference*. Mustar Printers Enterprises.
- Awujo, A. C. (1994). *Elements of management*. CAPLLC Publishers.
- Babatudne, A. E., & Ajetunmobi, S. S. (1986). *Secretarial practice and office management today*. University Press.
- Denga, D. I. (2015). *Managerial psychology in business and educational administration*. Arizonas' Publisher.
- Federal Republic of Nigeria (2014). *National policy on Education*. NERDC.
- Igwe, L. E. B. (2006). *Fundamental theories concepts, principles and practice of educational administration*. Petrup Enterprises.
- Koko, M. N., & Nwiyi, G. V. (2006). *Educational Management, A practical perspective*. Rodi Printing and publishing.
- Maduagwu, S. N. (1998). *Educational Management in Nigeria*. Fredsburg Printers and Publishers.
- Nkwor, E. O. (2018). Effective leadership for Higher Education reform in Nigeria. In N. P. Ololube (Ed.), *Encyclopedia of institutional leadership, policy and management*. Peal Publishers.
- Noun Module (2009). *Principles of institutional administration*. Noun Publishers.
- Ololube, N. P. (2019). *Practical guide to human resources management and organizational theory*. Pearl Publishers.
- Robbins, S. P., & Judge, T. A. (2007) *Organizational behaviour*, 12th edition. Prentice Hall.
- Ukeje, B. O., Okorie, N. C., & Nwagbara, U. A. (1992). *Educational administration, theory and practice*. Totan Publishers.