

---

## Transformational Leadership and Team Effectiveness in Niger Delta University, Bayelsa State, Nigeria.

**Samuel Arome Baba (PhD)**

Department of Management,  
University of Port Harcourt,  
Nigeria.

07038018043

[babasam97@yahoo.com](mailto:babasam97@yahoo.com)

**Kenneth Ujadughele (PhD)**

Department of Management,  
University of Port Harcourt,  
Nigeria.

08023522231

[ujaken@yahoo.com](mailto:ujaken@yahoo.com)

### Abstract

*This study examined the relationship between transformational leadership and team effectiveness in Niger Delta University, Bayelsa State, Nigeria. Cross sectional research design was adopted in the study. Three-hundred (300) copies of questionnaire were retrieved and analyzed from the field survey out of Three-hundred and twenty (320) distributed. Spearman's rank order correlation coefficient statistical tool was employed to ascertain the relationship existing between the variables. Findings revealed a positive and significant relationship between the predictor variable transformational leadership and the measures of team effectiveness (goal achievement and problem solving). It was concluded that transformational leadership significantly relates positively to team effectiveness in Niger Delta University, Bayelsa State, Nigeria. The study suggested that team leads in Nigeria's south-south universities should be forced to evaluate their leadership abilities on a regular basis. Similarly, institutions should conduct frequent polls of employee perceptions of leadership. The school management should employ staff based on competence and not on political ground or personal relationship.*

**Keywords:** Transformational leadership, Team Effectiveness, Goal achievement, Problem solving.

## **Introduction**

Nowadays, Universities are acknowledged to have a big impact in all economies around the world. Universities have long been recognized as development engines, developing individual ability, job creation, and economic progress across the globe. According to Ali (2010), Universities help the community in which they are located to be able to participate in globalization with a democratic voice, as well as to grow and enhance society. According to Brennan et al. (2004), the location of a university in an area will offer job possibilities for both skilled and unskilled labor, which will lead to a growth in the town's population as a result of people flocking there to look for work. Universities also contribute to economic activity expansion, modifications to the building environment, and assist the area in which they are located in dealing with educational trends (Brennan et al., 2004).

Teams or workgroups have been acknowledged as an organization's structural response to provide the flexible and effective working that an organization needs to meet modern business demands, including increased competition, constant demand for innovations, growing job specializations, and the internalization of organization operations (Akmal, 2015; Brown, 2014; Solat et al., 2017). Team effectiveness is the degree to which a team is successful in attaining its goals, addressing the needs and ambitions of its members, and enduring within an organization (McShane.; et al., 2015). Teams are described as the "cornerstone" or "mainstay" of organizational existence, putting the effectiveness of the team at the heart of organizational performance

Niger Delta University (NDU) has faced a number of issues that have hampered their development, individual capacity building, goal attainment, and economic contribution to the nation. According to Udida et al. (2009), university systems confront several challenges, including inadequate finance, insufficient curriculum coordination, leadership issues, and a lack of infrastructure amenities, to name a few. Niger Delta University has suffered enormous leadership challenges, such as bad leadership styles of Vice Chancellors. Many leaders of the university rose without appropriate procedure. They are selected by the political class. They are less qualified to manage academic institutions such as universities. They lack the competence, leadership, and administrative abilities needed to restructure colleges for sustainability, which has resulted in a slew of additional issues. Another issue confronting Niger Delta University is that it is little recognized in other areas of the world due to their lack of interest in international cooperation and research. Niger Delta University has a poor reputation outside of Nigeria's geographical area. Rarely do scholars and foreign students travel to South-South Nigerian colleges for exchange programs in recent years. According to Adeniyi et al. (2012), the National Universities Commission, which is tasked with overseeing institutions in Nigeria, is failing miserably to repackage and rebrand Nigerian universities abroad.

## **Research Questions**

The project aims to answer the following research questions:

- i. Is there a relationship between transformational leadership and goal achievement?
- ii. Is there a relationship between transformational leadership and problem solving?

## **Research Hypotheses**

The following null research hypotheses were formulated and tested:

H<sub>01</sub>: There is no significant relationship between transformational leadership and goal achievement.

H<sub>02</sub>: There is no significant relationship between transformational leadership and problem

solving.

## **Literature Review**

### **Transformational Leadership**

Transformational leadership is a type of leadership which involves the leader encouraging followers to alter their values, social conventions, and personal interests in order to perform beyond their initial performance expectations. For instance, instead of just pursuing stable employment or job promotions, for example, they might go a step further and volunteer their expertise and knowledge to increase organizational effectiveness (Aryee et al. (2012). The four behavioural components of transformational leadership are distinct but connected: idealized influence, which refers to leaders' unique actions that foster pride and respect among workers as a result of the leader's relationship; The term "inspirational motivation" refers to a leader's actions that boost both an organization's and an individual's vision and spirit; and intellectual stimulation; which refers to leaders' actions that encourage employees' motivation by enhancing their own individual and organizational level (Braun et al. (2013).

Increased intrinsic motivation and organizational commitment result from transformational leaders sharing their own values and corporate principles with their team members (Yidong & Xinxin, 2013a). Intrinsic motivation promotes creative problem solving and improved team performance by emphasizing the shared long-term goal that unites the team members (Chen et al., 2013). Team members that are intrinsically motivated see themselves as a single body, sharing their knowledge of work duties and how to best fulfill them, expressing a large number of original ideas at every step of team-level activity, hence improving team performance (Aryee et al., 2012). When workers look up to their boss as a role model, the team performs better because they are more innovative and proactive in expressing their ideas. (Pearce & Sims Jr, 2002).

### **Team Effectiveness**

A team is a collection of individuals who cooperate to accomplish a single goal. According to Mickan and Rodger (2000), Teams are group of individuals whose skill sets complement one another and who collaborate to accomplish shared goals that the group takes ownership of. The ability of a group of people to work together to accomplish predefined goals or targets can be summed up in one simple sentence under the broad category of "team effectiveness." However, existing research agrees that a full grasp of the word would include defining 'efficacy' on several levels (Cooke & Hilton, 2015; Mickan & Rodger, 2000). To correctly assess team effectiveness, Mickan and Rodger (2000) advocate determining What organizational, procedural, and individual levels of team effectiveness implies. Similarly, Cooke and Hilton (2015) highlight that team performance must be defined at the individual, group, and higher-level impacts.

### **Goal Achievement**

This summarizes team members' behaviors in relation to their key goals. The degree to which a team accomplishes its aims or objectives, as well as the requirements and objectives of its members, is referred to as team effectiveness. A team is a collection of individuals who have been tasked with working together to achieve organizational and group objectives. A team is a small collection of people with complementary skills who are committed to achieving a single objective, who adhere to common performance criteria, and who use a technique for which each member is individually accountable (Acharya & Steffen, 2015). In the

postindustrial era of today, more and more businesses are working in fast-paced environments with lots of uncertainty and risk (Riolli-Saltzman & Luthans, 2001).

### **Problem solving**

Problem solving is the process of overcoming obstacles that seem to stand in the way of achieving a goal. It is a method of adjusting things without interfering (Skinner, 1953).

The cognitive process of identifying ways to accomplish objectives called problem-solving (Mefoh et al., 2017).

A team's success or failure is totally dependent on the team leader. To be successful in addressing organizational challenges, a team must have effective leadership, adequate work distribution, and members who understand their roles (McShane.; et al., 2015). A successful team-based company is dynamic and always ready to modify and re-orient its core strengths to meet new challenges.

### **Methodology**

This study used three hundred and thirty-six (336) academic and non-academic staff of Niger delta university (NDU) in Bayelsa state as study population and sample size of three hundred and twenty (320). However, out of three hundred and twenty (320) copies of questionnaires that were administered, three hundred (300) copies were retrieved. Spearman Rank Order Correlation Coefficient was used for data analysis.

### **Statistical testing of hypothesis**

**Hypothesis 1 (H<sub>01</sub>): There is no significant relationship between transformational leadership and goal achievement.**

Goal-achievement was used as the dependent variable and transformational leadership as the independent variable in a correlation study for Hypothesis 1. The results show that  $t_{cal} = 0.379$  and  $t_{tab}$  at 5% = 0.05. Because  $t_{cal} > t_{tab}$ , we reject the null hypothesis that the transformational leadership parameter has no statistically significant relationship to goal achievement at the 5% level of significance. The study rejects the null hypothesis, which states that there is no significant relationship between transformational leadership and goal achievement at Niger Delta University (NDU), Bayelsa State, because the p-value of 0.379 is higher than the critical value at 5% = 0.05 level of significance. The correlation coefficient of -5.9% between the variables shows a somewhat adverse link.

**Hypothesis 2 (H<sub>02</sub>): There is no significant relationship between transformational leadership and problem solving.**

Using problem-solving as the dependent variable and transformational leadership as the independent variable, a correlation analysis was conducted in relation to hypothesis 2. The results show that  $t_{cal} = 0.304$  and  $t_{tab}$  at 5% = 0.05 respectively. Because  $t_{cal} > t_{tab}$ , the null hypothesis—according to which the transformational leadership parameter has no statistical significance for problem solving at the 5% level of significance—is rejected. The study rejects the null hypothesis that there is no significant relationship between problem solving and transformational leadership at Niger Delta University (NDU) in Bayelsa State because the p-value of 0.304, as shown in the table above, is higher than the critical value at 5% = 0.05 level of significance. The correlation coefficient of 5.9% shows that the variables have a shaky positive connection.

## Conclusion

In this study's findings, it was discovered that transformational leadership as a dimension of leadership diversity positively impact on the measures of team effectiveness (goal achievement and problem solving) of Niger Delta University, Bayelsa state. This implies that breeding transformational leaders who have the capacity to encourage, inspire, develop and influence team members with exceptional leadership skills, will produce improved results, solve problems and meet organizational set goal.

This finding supports the position of Gill (2006) that leadership as including a person who supports by exciting, motivating and encouraging followers to take action in order to achieve goals that support an organization's existence and mission. Cole (2002) remarked that the process of leadership is one that is constantly evolving in terms of time, structure, and forms of organization that requires a person to influence a group of individuals in order to reach an ultimate goal.

As transformational leaders communicate personal morals and corporate ethics with their colleagues, it will result in increased intrinsic drive and organizational commitment (Yidong & Xinxin, 2013b), which will promote creative problem solving and improved team performance.

## Recommendations

- Team leaders in Nigeria's south-south universities should be forced to evaluate their leadership abilities on a regular basis. Similarly, institutions should conduct frequent polls of employee perceptions of leadership.
- The school management should employ staff based on competence and not on political ground or personal relationship.
- Management of NDU should look out for leaders who can communicate personal morals and corporate ethics with their colleagues, it will result in increased intrinsic drive and organizational commitment.
- School should encourage leaders who can influence individual and groups to effect change and transform the school in terms of providing social amenities, curriculum and the school standard to match that of the international communities.

## References

- Acharya, V. V., & Steffen, S. (2015). The “greatest” carry trade ever? Understanding eurozone bank risks. *Journal of Financial Economics*, 115(2), 215-236.
- Adeniyi, O. A., Omisakin, D., Olusegun, A., Egwaikhide, F., & Oyinlola, A. (2012). Foreign direct investment, economic growth and financial sector development in small open developing economies. *Economic Analysis & Policy*, 42(1).
- Akmal, K. (2015). Personality traits influence on team cohesiveness and performance: The moderating effect of leadership. *Information and knowledge management*.
- Ali, A. (2010). Developing the community: The role of universities and open and distance learning.
- Aryee, S., Walumbwa, F. O., Zhou, Q., & Hartnell, C. A. (2012). Transformational leadership, innovative behavior, and task performance: Test of mediation and moderation processes. *Human Performance*, 25(1), 1-25.

- Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The leadership quarterly*, 24(1), 270-283.
- Brennan, J., King, R., & Lebeau, Y. (2004). The role of universities in the transformation of societies. *Synthesis Report. Centre for Higher Education Research and Information/Association of Commonwealth Universities, UK*, 72.
- Brown, L. M. (2014). A proposed talent management model for Leader-Managers in State-Owned enterprises in China. *International Journal of Human Resource Studies*, 4(3), 198.
- Chen, G., Farh, J.-L., Campbell-Bush, E. M., Wu, Z., & Wu, X. (2013). Teams as innovative systems: Multilevel motivational antecedents of innovation in R&D teams. *Journal of applied psychology*, 98(6), 1018.
- Cole, G. (2002). Personnel and Human Resource Management 5th. *London: Continuum*.
- Cooke, N. J., & Hilton, M. L. (2015). Enhancing the effectiveness of team science.
- Gill, R. (2006). *Theory and practice of leadership*. Sage Publications.
- McShane, L., S., Glinow, V., & A., M. (2015). *Organizational Behavior Emerging Knowledge, Global Reality*. McGraw-Hill.
- Mefoh, P. C., Nwoke, M. B., Chukwuorji, J. C., & Chijioke, A. O. (2017). Effect of cognitive style and gender on adolescents' problem solving ability. *Thinking Skills and Creativity*, 25, 47-52.
- Mickan, S., & Rodger, S. (2000). Characteristics of effective teams: a literature review. *Australian Health Review*, 23(3), 201-208.
- Pearce, C. L., & Sims Jr, H. P. (2002). Vertical versus shared leadership as predictors of the effectiveness of change management teams: An examination of aversive, directive, transactional, transformational, and empowering leader behaviors. *Group dynamics: Theory, research, and practice*, 6(2), 172.
- Riolli-Saltzman, L., & Luthans, F. (2001). After the bubble burst: How small high-tech firms can keep in front of the wave. *Academy of Management Perspectives*, 15(3), 114-124.
- Solat, S., Bashir, M., Ali, A., Baig, S. A., Hussain, Z., & Jamil, K. (2017). The impact of leadership style on group effectiveness: The mediating role of counterproductive behavior. *City University Research Journal*, 1-13.
- Udida, L., Basse, U., Udofia, I., & Egbona, E. (2009). System performance and sustainability of higher education in Nigeria. 11th International Conference of Educational Management Association of South Africa (EMASA),
- Yidong, T., & Xinxin, L. (2013a). How ethical leadership influence employees' innovative work behavior: A perspective of intrinsic motivation. *Journal of business ethics*, 116(2), 441-455.
- Yidong, T., & Xinxin, L. (2013b). How ethical leadership influence employees' innovative work behavior: A perspective of intrinsic motivation. *Journal of business ethics*, 116, 441-455.



Appendices

**Table 1. Results of Spearman Rank Order Correlation Coefficient for items of transformational leadership influence and goal achievement.**

			TRNSF_LD	GOAL_ACH
Spearman's rho	TRNSF_LD	Correlation Coefficient	1.000	-.051
		Sig. (2-tailed)	.	.379
		N	300	300
	GOAL_ACH	Correlation Coefficient	-.051	1.000
		Sig. (2-tailed)	.379	.
		N	300	300

**Table 2. Results of Spearman Rank Order Correlation Coefficient for items of transformational leadership and problem solving.**

			TRNSF_LD	PROB_SOLV
Spearman's rho	TRNSF_LD	Correlation Coefficient	1.000	.059
		Sig. (2-tailed)	.	.304
		N	300	300
	PROB_SOLV	Correlation Coefficient	.059	1.000
		Sig. (2-tailed)	.304	.
		N	300	300