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TRANSFORMATIONAL LEADERSHIP STYLE, MOTIVATION AND ACADEMICS' JOB PERFORMANCE AT PUBLIC UNIVERSITIES, SOUTH-WEST NIGERIA

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Universiti Utara Malaysia

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Transformational Leadership Style, Motivation and Academics' Job Performance at Public Universities, South-West Nigeria

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Abstract

Currently, in Nigeria, the concern on the job performance of the public university academics is increasing resulted from severe academics' job retrenchment crisis due to the wavering and discouraging current economic condition. The problem certainly threatens their job guarantee that impede them to effectively perform their work. Besides, ineffective leadership with low motivation factors causing reluctance to perform their work. Nevertheless, previous studies revealed transformational leadership and appropriate motivation increase good job performance. Therefore, convincing motivation element and transformational leadership are two essential boosters to increase academics' job performance. Hence, this study aimed to investigate the relationship between transformational leadership, motivation and academics' job performance as well as gauging motivation variable as an important mediator on the relationship between transformational leadership and academics' job performance. A quantitative method was used via a survey. Data was collected from 515 academics through simple random sampling technique from six public universities in six geopolitical zones at southwest Nigeria. Data were analyzed using SPSS and PLS-SEM statistical software. Four hypotheses were tested examining the extent of correlation, prediction and mediation influence in the research framework. Findings revealed a significant positive relationship between transformational leadership, motivation and academics job performance, whilst transformational leadership is substantiated as a significant predictor of academic's job performance. In fact, motivation is confirmed as a significant mediator on the relationship between transformational leadership and academics' job performance. Overall, results have supported previous findings on the relationship between these variables and the importance of motivation in assisting transformational leadership to enhance academics' job performance. Theoretical implications, methodologies and practicalities are discussed and in line with the global industries requirements and implement program development leadership for university academics. Therefore, the university sector should ensure effective transformational leadership in order to improve academics' motivation that will enhance their job performance.

Keyword: Transformational leadership style, motivation, job performance, academics, south-west Nigeria public universities.

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Abstrak

Pada masa ini, di Nigeria, kebimbangan mengenai prestasi kerja ahli akademik di universiti awam semakin meningkat berikutan krisis pemberhentian kerja ahli akademik yang teruk kerana keadaan ekonomi semasa yang lemah dan tidak menggalakkan. Masalah ini pasti mengancam jaminan pekerjaan mereka dan menghalang mereka dari melaksanakan kerja mereka dengan berkesan. Selain itu, kepimpinan yang tidak berkesan dan faktor motivasi rendah meningkatkan keengganan ahli akademik dari melaksanakan kerja mereka dengan baik. Walau bagaimanapun, kajian terdahulu menunjukkan kepimpinan transformasi dan motivasi yang sesuai meningkatkan prestasi kerja yang baik. Maka, kepimpinan transformasi dan motivasi yang meyakinkan adalah dua penggalak penting untuk meningkatkan prestasi kerja ahli akademik. Oleh itu, kajian ini dijalankan untuk mengkaji hubungan antara kepimpinan transformasi, motivasi dan prestasi kerja ahli akademik serta mengukur motivasi sebagai pengantara penting terhadap hubungan antara kepimpinan transformasi dan prestasi kerja ahli akademik. Kaedah kuantitatif telah digunakan melalui kaji selidik. Data dikumpulkan dari 515 ahli akademik melalui teknik pensampelan rawak mudah dari enam universiti awam di enam zon geo-politik di Nigeria selatan-barat. Data dianalisis menggunakan perisian statistik SPSS dan PLS-SEM. Empat hipotesis telah diuji meneliti sejauh mana korelasi, ramalan dan pengaruh mediasi dalam rangka penyelidikan. Penemuan menunjukkan hubungan positif yang signifikan antara kepimpinan transformasi, motivasi dan prestasi kerja ahli akademik, manakala kepimpinan transformasi disokong sebagai peramal penting prestasi kerja ahli akademik. Malah, motivasi disahkan sebagai pengantara penting mengenai hubungan antara kepimpinan transformasi dan prestasi kerja ahli akademik. Secara keseluruhannya, keputusan telah menyokong penemuan sebelumnya mengenai hubungan antara pemboleh ubah – pemboleh ubah dan kepentingan motivasi dalam membantu kepimpinan transformasi untuk mempertingkat prestasi kerja ahli akademik. Implikasi teori, metodologi dan praktikal dibincangkan dan selaras dengan keperluan industri dan global dalam melaksanakan kepimpinan pembangunan program untuk pentadbir universiti. Oleh itu, sektor universiti harus memastikan kepimpinan transformasi yang berkesan untuk meningkatkan motivasi ahli akademik yang akan meningkatkan prestasi pekerjaan mereka.

Katakunci: Kepimpinan transformasi, motivasi, prestasi kerja, ahli akademik, universiti awam di selatan-barat Nigeria.

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List of Abbreviations

AVE	Average Variance Extracted
ASUU	Academic Staff Union of University
CA	Cronbach Alpha
CB	Covariance Based
CR	Composite Reliability
GOF	Goodness of Fit
HOD	Head of Department
HPWS	High-Performance Work System
HR	Human Resources
ICiR	International Center for Investigative Reporting
KPK	Khyber Pakhtunkhwa
NUC	National University Commission
OCB	Organizational Citizenship Behavior
OIT	Organismic Integration Theory
PLS	Partial Least Square
SDT	Self-Determination Theory
SEM	Structural Equation Modelling
SPSS	Statistical Package for Social Science
TETFUND	Tertiary Education Trust Fund
UiTM	University Teknologi Mara Dungun, Terengganu

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CHAPTER ONE
INTRODUCTION

1.0 Introduction

In today's global business environment, job performance is seen as an important consideration for an organization in order to successfully survive in the current highly competitive business internationally. As a consequence, the employee should continuously improve their performance in order to remain competitive in their industry for a long period of time. This is a result of the fact that the success of institutes relies largely on the performance of the employees working in that organization. Therefore, it is fair to say that job performance is crucial for the realization of institutional goals which can lead to credible output**.** In organizations, goals have to be explicitly consistently defined by the employees and management staff (Groen, Wouters & Wilderom, 2012).

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Job performance is described as an act of employee behaviours at work which contributes to organizational objectives and divided into efficiency, productivity, and effectiveness. It is involved in the behaviours of organizational members to complete the organizational expectation, rules or formal roles (Shin, Sung, Choi & Kim, 2015; Lin & Hsu 2017). However, job performance engaging in the specific movement to achieve work requirements and maintaining corresponding to the conditions, policies, and procedure in the organizational environment (Battilana, Sengul, Pache & Model, 2015). From this view, it could be said that an organization's success or failure depends on the job performance of the individuals in the organization (Serrat,

2017). It shows how well a person is doing his job and extent to which the employee meeting their job duties.

More so, good job performance is necessary for the organization since an organization's success is dependent upon the employee's creativity, innovation, and commitment (García-Morales, Jiménez-Barrionuevo & Gutiérrez-Gutiérrez, 2012). However, job performances and productivity growth are also important in stabilizing the economy; by means of improved living standards, higher wages, an increase in goods available for consumption, etc (Jackson, 2011). Insistence on responsibility and greater customer expectation about quality education, swiftly changing technology, and responsibility by authorizing associations, the public and its influence on their drive and general performance (Tinuke et al., 2015). Therefore, research of individuals performance is important to society in general production and employee job performance seem to be related, e.g. in the U.S. performance in some cases measured as the number and value of goods produced (Griffin & Thurber, 2015; Preenen, Vergeer, Kraan & Dhondt, 2017; Selvarajan, Singh & Solansky, 2018; Yan, 2017; Hogan & Coote, 2014). In this case, job performance depends upon work settings, in the atmosphere of the office, social interaction and goal setting. This significantly affected different employees as well influenced the staff to move in the same direction, leading them to be successful in the long run (Alshurideh, Alhadeed & Barween, 2015). As a result, it could be concluded that higher goal setting has a high effect on the task job performance (Wojtczuk-Turek and Turek, 2016).

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Meanwhile, job performance is crucial for the realization of institutional goals and credible output. In organizations, specifically in a higher education institution goals have to be explicitly and consistently defined by the employees and management staff (Igbojekwe, Ugo-Okoro & Agbonye, 2015). It noted that the skills and knowledge of staff in terms of lecturing in tertiary institutions is a prerequisite for effective productivity, which translates into successful job performance. Furthermore, it enables the staff to be conscious of the wide-ranging aims for which colleges (universities) are built up, particularly on knowledge, teaching, research, publication and public services (Sukirno & Siengthai, 2011). Job performance creates a strategic vision and communicate that vision through framing and modelling the vision by "walking the talk", being consistent, and building a commitment towards the organization's vision (Samaitan, 2014). Therefore, it has become imperative to further explore and investigate the topic, about the determinants of academics job performance in the Nigeria higher education.

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1.1 Background of the Study

The issue of performance of academics staff in Nigerian universities has been a problem one for some time, especially with regards to quality teaching, research, publication and public engagement. Among the numerous challenges confronting universities in Nigeria is the phenomenon of the job performance of some academic staff. Specifically, Nigeria has the highest number of academics that emigrated from the African continent with an estimated figure of 10,000 out of 23,000. Among other factors contributing to a large number of academics in Nigeria World Bank Report (2004). The same situation is playing itself out in the Nigerian educational setting, in

which academics job performance in south-west Nigerian public universities issue has given much concern to different relevant stakeholders, like organization, industry and educational sectors. These factors contributing to the attitude of some lecturers who migrate from one university to another for job appointment, due to lack of motivation from the previous administrators and employers (Igbojekwe, Ugo-Okoro & Agbonye, 2015; Lowden, Hall, Elliot & Lewin, 2011; Abdullahi, Ghazali, Awang, Tahir & Ali, 2015; Mehari, 2016; Nkechi, Emeh Ikechukwu & Okechukwu, 2012; Eme, Emeh & Anyadike, 2012; Olsen & Maassen, 2007; Weber & Duderstadt, 2015; Salami, Iyanda & Suleiman, 2018).

In a similar vein, academic staff in Nigeria universities, range from, irregular salary, inadequate fringe benefits, incessant strikes and generally poor condition of service among others (Gberevbie, Osibanjo, Adeniji & Oludayo, 2014; Popoola & Igbinovia, 2016; Oyewole and Popoola, 2015) indicate that there are widespread low or decreasing levels of motivation, resulting in lower quality of education and poor job performance of academic staff in developing countries. Victor and Babatunde (2014) and also Campbell and Hwa (2014) opined that sizeable percentages are poorly motivated in sub-Saharan African and South Asia with lack of prestige from low remuneration in planning and teaching has been associated with poor job performance.

The higher education referred to as post-secondary or tertiary education which is the education given after secondary education in colleges of education, monotechnics,

polytechnics and universities and those institutions offering correspondence courses (Federal Ministry of Education 2004:30). The development of higher education in Nigeria took off at the onset of the world educational in the sixties. Just as the developed world started experiencing congestion in the classroom, and also increase in expenditure in the education sector.

Higher education has been recognized as a fundamental instrument for the construction of the knowledge economy and the development of human capitals all over the world (World Bank, 1999; Mundy & Verger, 2015). To further substantiate this, Asiyai (2013) and also Adetunji (2016) defined higher education as "the bedrock, driving force, and the facilitator for the strong socio-economic, political, healthier, cultural, and industrial development of a nation". These are key mechanisms increasingly recognized as human capital producing industries. The issue of quality process and output has been on the priority list of many nations' universities in the world including Nigeria.

The view of public universities education in Nigeria was when the university college, Ibadan; the first premier university was established. This was closely followed by the establishment of four other universities between 1960 and 1962. The latter is usually referred to as, the first generation universities. In their efforts at addressing the needs and aspirations of the common man in finding solutions to the economic, political, educational and socio-cultural problems; this institution of higher learning began to struggle for quality improvement. Due to the increasing population of the Nigeria nation and consequently increase in the demand for university education, the

government and private individuals/groups began to rapidly establish additional universities. In Nigeria, several universities institutions in which higher education institutions is an utter disregard of the serious guideline (NUC, 2014; Otobo, 2016). This development invariably caused academic job performance not to be effective in southwest public universities, due to inadequate consideration of the motivation and leadership styles that can facilitate conduciveness for the academic staff (Olubusayo, Stephen & Maxwell, 2014).

In Nigeria, there is a growing concern by the public on the job performance part of the problem information, the real value of government allocations for higher education declined by 27% even as enrollments grew by 79% (Jaiyeoba & Ademola, 2014), "citing" in (Saint Hartnett & Strassner, 2003). During this period there was a swift fall in the value of university education and research, by 62% drop in the real value of recurrent expenditure per student (Aghion, Dewatripont, Hoxby, Mas-Colell & Sapir, 2010; Victor & Babatunde, 2014).

Likewise, downward pressure on staff salaries, together with deteriorating working conditions and political repression on campus, generated a series of staff during the 1990s, culminating in year-long closures of the university system in 1992 and 1996 (Amaghionyeodiwe & Osinubi, 2012). One of the biggest difficulties that led to this situation was a lack of effective leadership and motivation which resulted in several protests by the academic union (Sims & Lorinkova, 2016).

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The role of tertiary institutions is crucial to the development of a Nation. Universities remain the peak higher institution where people are trained for the betterment of the society. With this, high-level technical capacities that underpin economic growth can be gathered by the students (Marginson, 2011). The university system faces some challenges that affect the expected output in terms of achieving the targeted social, political and economic development of the nation. In which performance of academics in Nigeria public universities is of importance, because of abundant research output will expand the frontiers of knowledge and accelerate social, economic, artistic, scientific and technological development in every society, as well as good quality tertiary education as an important avenue towards nurturing the needed for universal main education, community workers needed for better of the nation facilities, the accountants, economists, and journalist required for better business and better governance.

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In order for public universities in south-west to develop the above capacities, it must ensure that their academics are well motivated in order to commit to the quality needed for socio-economic and political development (Folorunso, Adewale & Abodunde, 2014; Ojokuku, 2013; Asiyai, 2013; Abdulsalam & Mawoli, 2012; Aja-Okorie & Adali, 2013). For example, performance among academic staff on effective knowledge delivery will facilitate skill acquisition and entrepreneurship development, which will bring about poverty reduction especially in developing countries one of which is Nigeria. Academic staffs do play a very critical role in helping to educate people and develop their cognitive, affective and behavioural intelligence. Universities are established to serve as centres of technological and

scientific advancement, skills development, production of quality entrepreneurial graduates, and strategic researches and development strategies.

In Africa, Edoka (2012) and Ngaithe, K'Aol, Lewa & Ndwiga, (2016) noted that transformational leadership style positively affects the performance of the employees. However, Selesho and Naile (2014) contend that a transformational leadership style does not influence job motivation and job performance. The findings of other studies Edoka (2012); Selesho and Naile (2014); and Boehm, Dwertmann, Bruch and Shamir (2015) are mixed with some revealing that transformational leadership positively and significantly affect staff performance while others indicate that transformational leadership negatively influences staff performance.

Over the years, the Nigerian government through National Universities Commission has been installing leadership in the tertiary education system with the aim of improving performance. This notwithstanding, most of the public universities have failed to achieve their mandates and their performance represents a mixed bag of notable successes, failures and missed opportunities (Kipkenei, Ndiku, Maiyo & Cherui, 2016; Ngaithe, K'Aol, Lewa & Ndwiga, 2016; Siddiquee, 2014).

Although, conditions for research in public universities have been severely compromised as manifest by the general remuneration, heavy teaching loads, inability to mentor young faculty and inadequate infrastructure, hence poor research performance among university academics (Simon, 2014). Therefore, the question that needed to be answered was; does transformational leadership affect job

performance among the academics of public universities in southwest Nigeria? Yet, there is lacking in literature focusing on the role of transformational leadership style on academics job performance. The map of Nigeria below shows the southwest geo-political zone research study area of the researcher.

The South-West Nigeria Geo-Political Zone

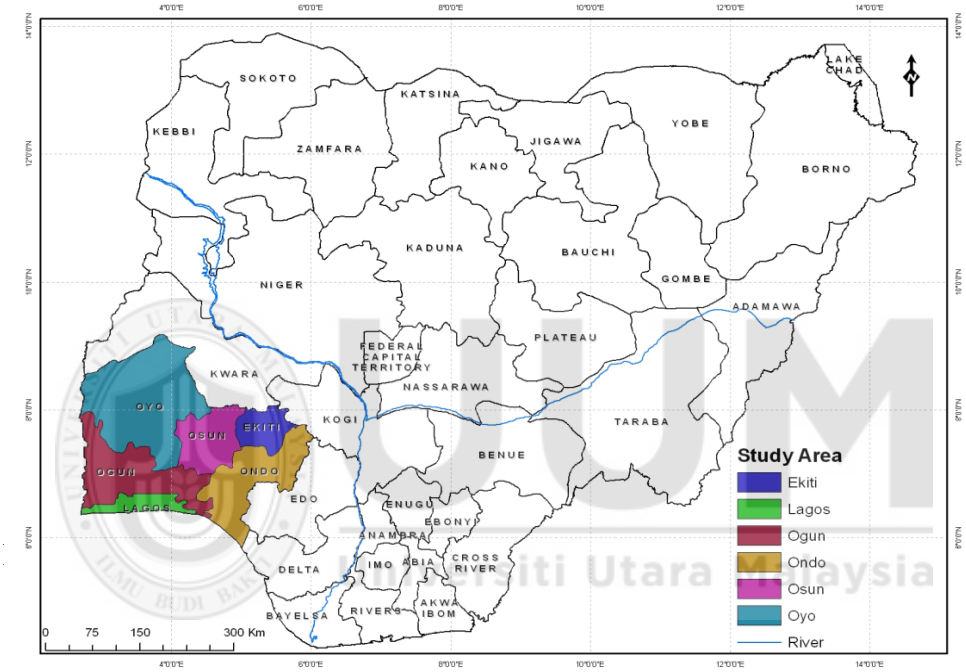

Figure 1.1
Map of Nigeria that Includes the Study Area

1.2 Problem Statement

Academics job performance has become a very important topic of discussion within public universities in higher institutions education Nigeria (Tinuke, 2015; Albrecht, Bakker, Gruman, Macey & Saks, 2015). The job of university academics is extremely demanding consequently necessitating an efficient performance that will

give impetus to greater motivation leading to improved job performances. The job description of university academics is categorized by four major elements: teaching, research, publication and public engagements (Schmitz, Urbano, Dandolini, de Souza & Guerrero, 2017).

Though, the situation currently practice reveals that the performance of academics being experienced among Nigerian public universities, in research, publications, teaching and public engagement are frequently concerned. The level of academics' achievement in this area, is the result of the input to the extent to which the assessment of job performance is negligible. Consequently, academics performance has a strategic role and is the main factor in determining student performance as well as university performance. However, in most countries, institutions of higher learning involves the shortage of expert intellectuals, which arises from the brain drain and the mass departure of academics to other countries. Also, there are challenges in which presupposes needs for adapting to the most appropriate style, technique methods and/or amending the problems in offering a more conducive working environment and better remuneration (Tinuke, Bakare, Rasheed Ajibola, Fowotade, Billiaminu & Durowade, 2015).

In spite of the importance and contributions of the higher education to a nation's development, individual academics saddle with the responsibility of impacting quality services to their students but constraint with several challenges. For example, irregular salary, inadequate benefits and incessant strike (Myika, 2015; Otara, 2015). The consequence of these challenges has resulted in poor performance of academics

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in higher education institutions globally especially in southwest public universities in Nigeria (Mohamedbhai, 2014).

In fact, these have also contributed to increasing brain drain in most countries especially in Nigeria (Adam, 2014). Academic staffs play a very critical role in helping to educate people and develop their cognitive, affective and behavioural intelligence as part of the public engagement. In other words, if the academics are not able to achieve the role as part of the criteria of the universities as academics, automatically it will affect their job performance. In the view of this, understanding the job performance can help the management of the universities to adjust academics behaviours to better results and work quality in the institutions (Abdulsalam & Mawoli, 2012).

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Specifically, Nigeria has the highest number of academics that emigrated from the African continent with an estimated figure of 10,000 out of 23,000. Among other factors contributing to a large number of academics in Nigeria World Bank Report (2004). The same situation is playing itself out in the Nigerian educational setting. Similarly, academics job performance in Nigerian universities is a disturbing issue which has given much concern to different relevant stakeholders like organization, industry and educational sectors.

Among the challenges faced by academics in Nigeria public universities, range from, irregular salary, inadequate fridge benefits, incessant strikes and generally poor condition of service among others (Gberevbie, Osibanjo, Adeniji & Oludayo, 2014;

Popoola & Igbinovia, 2016). In a similar vein, Oyewole and Popoola (2015) indicate that there are widespread low or decreasing levels of motivation, resulting in a lower quality of education and poor job performance of academics in developing countries. Also, which leads to sizeable percentages that are poorly motivated in sub-Saharan African and South Asia (Shin & Jung, 2014; Otara, 2015; Karatepe & Olugbade, 2016). Lack of prestige from low remuneration and low self-support in planning and teaching has been associated with poor job performance (Campbell & Hwa, 2014).

This study emanates from the zeal to help public universities achieve their goals. With the competitive global educational market, needs for awareness of the benefit of changing the environment of higher education institutions, academics job involvement and good performance that may result from the administrative leader and motivation. However, this research aims at increasing knowledge in this field, as a contribution to academic motivation among the south-west region of public universities in Nigeria (Donnelly, 2014; Abdulsalam & Mawoli, 2012; Vratskikh, Al-Lozi & Maqableh, 2016).

Furthermore, Victor and Babatunde (2014) posited that education industry in Nigeria has been neglected through lack of adequate funding at all levels, low academics wages and salaries, lack of proper supervision of human and material resources, low research facilities across the various level of education. With basic amenities such as water and electricity are also very important for academics' job satisfaction and motivation, for example, sanitary facilities are especially important to motivate female lecturers to work at a given school. In fact, one of the factors

contributing to the attitude of some academics who migrate from one university to another for job appointment does so due to lack of motivation from the previous employers (Igbojekwe, Ugo-Okoro & Agbonye, 2015; Lowden, Hall, Elliot & Lewin, 2011).

Moreover, the job performance of academics is fundamental to the sustainability of the Nigerian educational system because education is regarded as a dynamic instrument of change (Siron, Muttar & Ariffin Ahmad, 2015). However, Nigeria tertiary institutions of learning like other sectors of the economy are facing severe financial problems, this according to (Saka & Salman, 2014), is as a result of the economic recession in Nigeria which has affected every facet of the economy.

In addition, several reports have shown that academics in the Nigerian education sector are unmotivated, unhappy, and sad (Lopez, 2004; Halidu, 2015; King-Brown, 2015) and these have contributed to low research output from university world news in February 2017. Also, Abdullahi Baffa the executive secretary of tertiary education trust fund (TETFUND) in Abuja said that 90% of lecturers' research proposals are very poor and unfundable in 10th of August, 2017 from the international centre for investigative reporting (ICiR).

Among others, given the fact that the Nigerian government accepts education to be a huge government venture and thus gives it whole-hearted support. Based on the incessant problem facing academics in Nigeria, the need to examine factors that can improve the performance of academics in Nigeria Higher education institution

becomes paramount (Ajayi, 2008; Adetunji, 2016; Devi & Sumitha, 2016 Lawal, 2013; Olanipekun, Aje & Awodele, 2014).

Previous academic scholars have indicated that the various factors responsible for the poor performance of academic staff are categorized into internal and external factors (Oludeyi, Momoh & Akinsanya, 2018). The internal factors include strikes, lack of employees' motivation and weak accountability for educational performance and poor working environment Isaac, Awosusi, Omojola, Arogundade, Bukola, Ekundayo & Haastrup, 2011). Moreover, higher education affects every area of national development and deserves requisite attention in which many strategic have been implemented by developing countries, such as Nigeria to improve their higher education performance is a significant factor affecting organizational performance (Tinuke, 2015; Mukred, Yusof, Mokhtar & Abdul Manap, 2016).

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Job performance of academics is fundamental to the sustainability of the Nigerian educational system. Likewise, the influence of academics teaching effectiveness on the learning outcome of academic performance prerequisite for accessing the level of academics job performance (Igbojekwe et al., 2015; Mbon, Etor & Osim, 2012). Therefore, from a theoretical perspective, there are few studies focused on the effect of transformational leadership on the job performance of academic staff in Nigeria public universities (Amanchukwu, Stanley & Ololube, 2015; Ugwu, Onyishi & Rodríguez-Sánchez, 2014). At a global level, Bouckenooghe, Zafar and Raja, (2015); Deichmann and Stam (2015) Nanjundeswaraswamy and Swamy (2014); Ibrahim, Ghavifekr, Ling, Siraj and Azeez (2014); Irefin and Mechanic (2014)

Masa'deh, Obeidat and Tarhini (2016) theorized that transformational leadership is linked to organizational performance. Nichols (2015) and also Ngaithe *et al.* (2016) argued that visionary and inspirational skills of transformational leaders motivate followers to deliver superior performance.

Recently, a study conducted in the area of transformational leadership was found correlated to organizational performance Boamah, Laschinger, Wong & Clarke 2018; Masa'deh, Obeidat & Tarhini, 2016; Obeidat, Tarhini & Aqqad, 2016) transformational leadership have the four dimensions that serve as antecedents to creating structurally empowering work environment, through intellectual stimulation, that encourages employees to participate in the decision-making process, which fosters critical thinking and development of skills and knowledge. Also, associated with higher levels of employee motivation towards employees' willingness to exert extra effort to reach a given goal's organizational performance (Walumbwa, Avolio & Zhu, 2008; Zhu, Avolio & Walumbwa, 2009; Zhu, He, Treviño, Chao & Wang, 2015; Bouckenooghe, Zafar and Raja, 2015; Deichmann and Stam, 2015).

Nevertheless, empirical studies of Ngaithe (2016); Denis, Langley and Sergi (2012) noted that the relationship between transformational leadership and academics job performance have generally been missing. While, there is need for further studies on the role of motivation since the results from previous studies lofty goals of universities academics cannot be overemphasized (Ofoegbu, 2004; Tella, Ayeni, and Popoola. 2007; Sakiru *et al*., 2013 Siddique, Aslam, Khan & Fatima, 2011; Abdulsalam & Mawoli, 2012; Aarabi, Subramaniam & Akeel, 2013; Apolline, 2015)

studies emphasized on the process why motivation as mediation role assessment is needed. This is because it entices, stimulates an organism of the employee to perform a certain action to achieve the desired goal, express and continue a behaviour. Also, it helps the academics to carry out job tasks, within the specific job assigned. It includes career advancement or promotion and increased responsibility on job and recognition by subordinates or management etc. the importance of motivation in educational administration, for instance, is only beginning to be understood and applied to professionals and other employees within the university system. It concludes that it is vital and essential to recognize the motivational value of intrinsic and extrinsic motivators factors like; for achievement or self-fulfillment in order to strike a balance on what has been an over-dependent on.

Currently, prior studies on the influence of transformational leadership and academics performance in public universities in Nigeria is scanty (Siddique, Aslam, Khan & Fatima, 2011; Ebuara, Udida, Ekpiken & Bassey, 2009; Van Knippenberg & Sitkin, 2013; Antonakis, Bastardoz, Liu & Schriesheim, 2014; Barrick, Thurgood, Smith & Courtright, 2015; Ekpe, Mat & Adelaiye, 2017; Van Knippenberg & Sitkin, 2013; Hayes, 2009, 2013; Hayes & Scharkow, 2013; Pandelaere, Briers, Dewitte & Warlop, 2010; Legault, Gutsell & Inzlicht, 2011).

Based on the fact that, the previous studies on the influence of transformational leadership on academics job performance in the context of a developing country such as Nigeria is limited. Therefore, there is an urgent need to investigate the influence of transformational leadership on academics job performance in Nigeria in order to

provide relevant information necessary for policy formulation (Ugwu, Onyishi & Rodríguez-Sánchez, 2014; Imhangbe, Okecha & Obozuwa, 2018). Thus, this study seeks to establish the influence of transformational leadership on academic job performance in public universities of the southwest region of Nigeria.

In fact, there are limited studies that attempted to examine the mediating role of motivation on the relationship between transformational leadership style and job performance (Belle, 2013; Inayatullah & Jehangir, 2012; Jayaweera, 2015; Lazaroju, 2015; Taghipour & Dejban, 2013). Researchers have begun to realize the missing mediating links between transformational leadership style and job performance. For example, (Belle, 2013; Dobre, 2013; Inayatullah & Jehangir, 2012; Jayaweera, 2015; Reinharth & Wahba, 1975; Taghipour & Dejban, 2013) have argued about the existence of possible mediators such as motivation that may account for the significant linked between transformational leadership style and job performance.

Although empirical findings may have advanced the understanding of these links, little is known about the mediating role of motivation in the relationship between transformational leadership style and job performance. Hence, there is still exists unclear support that indicates a direct relationship between the variables. The question of whether transformational leadership style and job performance as perceived by the academics would, directly and indirectly, affect their motivation which eventually leads to job performance remains unanswered (Liaw, Chi & Chuang, 2010). Therefore, this study is interested in investigating the role of

motivation as a mediator factor in the relationship between transformational leadership styles and job performance in the academic context.

From theoretical perspectives, there are limited studies focused on the effect of transformational leadership on the job performance of academics in Nigeria public universities (Amanchukwu, Stanley & Ololube, 2015; Ugwu, Onyishi & Rodríguez-Sánchez, 2014). Scholars have employed different theories to understand the underlying causes of job performance at work (Breevaart, Bakker, Demerouti & van den Heuvel, 2015; Baranowski, Anderson & Carmack, 1998). To date, some other theories that have been used to understand the underlying causes of job performance include social exchange theory, (Blau, 1964); general system theory (Von Bertalanffy, 1968) among others (Kaplan, 1998; Dahlgaard-Park, Reyes & Chen, 2018).

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Furthermore, other theories that had been used to study job performance include (Arnolds & Boshoff, 2002; Demerouti, Bakker & Leiter, 2014; Ronen & Zuroff, 2017) Theory of Social Exchange; (La Guardia & Patrick, 2008). One possible reason for using different theories to understand the underlying causes of job performance is because of the complex nature of human behaviour. However, relying on one or a few of the theoretical perspective to explain an individual's job performance attitude and behaviour is sufficient enough.

This study contributes to knowledge as it uses a motivation mediation to test the relationship between academics job performance and transformational leadership

style, unlike previous studies (Mawoli & Babandako, 2011; Vongphanakhone, 2014). There is currently a gap of literature in this area, especially in a developing country Nigeria. Therefore, the results of the study will thus be used by academics to research on the same topic. Again, the study contributes to knowledge regarding transformational leadership as a necessary style to manage workforces effectively which university responds best. University tends to prefer more inclusive management styles that will carry an academics staff along.

On the basis of and implications of the theory, this study contributes to the institutional effectiveness by using the combination of the transformational leadership style and motivation in Nigeria (public universities) tertiary institution. This study tends to investigate the significance of individual academics responds to motivational factor techniques that are directed to their growth needs. Also, the study will contribute to the existing literature by assessing the roles of transformational leadership styles and motivation in determining academics job performance in the public tertiary institutions.

The practical gap of this study creates awareness within the public universities in the south-west of Nigeria, that job performance of academics institutional missions are more easily achieved. Also, through the support of the effective transformational leadership and motivation i.e., the key to an institutional survival its ability to maintain its effective academics' job performance as it attempts to achieve its mission and targets (Timah, 2015; Northouse, 2015; Sadeghi & Pihie, 2012). Furthermore, it assists in the design of aimed at tailoring transformational leadership

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style to promote academics' performance. Finally, some of this leadership program would make leaders achieve stated objectives on time.

In addition, leaders of various universities would be aware of the importance of academics' motivation as a tool to facilitate effective job performance. In this case, leaders would know the systems of motivating academics because motivation plays a vital role in the university. More so, it complements the educational goal of the ministry of education and national university commission about training, skills and development requirements for transformational leadership style, motivation on the job performance of academics. Finally, it offers additional reaction on the methodology in educating future leaders in Nigeria tertiary institution (universities) towards the effective job performance of the academics of the institution. In this context, the used for transformational leadership style, motivation and academics job performance would be, of benefit to this current research. Finally, the theory explains the relationship between the variables.

In general, based on the aforementioned perspectives, extant empirical studies that have been able to develop several models taken into consideration different sets of individual, organizational, and situational factors to explain the underlying structures involved in job performance at work (Deluga, 1998, 1994; Godwin & Neck, 1998; Shanker, Bhanugopan, Van der Heijden & Farrell, 2017). Furthermore, these theories are used to understand the underlying causes of job performance at work, appears to be a paucity of studies applying control (Knies, Boselie, Gould-Williams & Vandenabeele, 2015; Arthur, 1994; Bakker & Demerouti, 2018; Chen &

Silverthorne, 2008; Latham & Saari, 1979; Ouchi, 1979; Snell, 1992) to explain job performance, suggesting possible operation of mediator that could weaken or strengthen the relationship.

One explanation for why there is a paucity of studies applying control theory to understand the underlying causes of job performance is that most of the studies (e.g. Howard, Gagné, Morin & Van den Broeck, 2016; Van Yperen, Wörtler & De Jonge, 2016; Landry, Gagné, Forest, Guerrero, Séguin & Papachristopoulos, 2017; Howard, Healy & Boyatzis, 2017) that applied control theory were mainly conducted among organization sample. Such as non-academic staff. A further limitation of the few studies that they mainly focused on specific forms of job performance such as, (Ritz, Brewer & Neumann, 2016; Paul, Bamel & Garg, 2016; Rich, 1997; Berkery, Morley, Tiernan, Purtill & Parry, 2017; Warr & Nielsen, 2018). Thus, the present study addresses this gap in the literature by examining a broad range of job performance at universities work rather than focusing on specific forms of job performance such as workplace substance use. Furthermore, focusing on narrow forms of job performance provide an incomplete view of job performance at work.

A study conducted by Ou et al. (2013); Masa'deh, Obeidat & Tarhini, 2016; Jones, Woods & Guillaume, 2016; Chen and Li (2013); Afsar, Badir and Bin Saeed (2014) on motivation mediating transformational leadership style and job performance at work found that there are also positive effects of transformational leadership style have become available in organization context. However, they suggested that the study should be expanded to address the role of motivation in academics job

performance in universities setting. So far, there is a limited study on motivation as a mediator in the public sector especially in public university (Wright, Moynihan & Pandey, 2012; Baba & Ghazali, 2017). Therefore, there is a need for the influence of transformational leadership style and motivation on academics job performance in Nigeria public universities.

More so, as indicated by Marran (2017) many studies on leadership had been done that focusing on business management in an organization while limited research on educational setting. So, there is a need for the researcher to look at the impact role of transformational leadership styles in an educational environment specifically public universities. This statement follows that; motivation should be mediating transformational leadership style and job performance. Transformational leaders tend to encourage and motivate their followers to take on more responsibility autonomy (Belias & Koustelios, 2014) thereby enhancing employees' sense of achievement and fulfilment with their job. The next section explains the concept of motivation.

A review of the literature indicates that in addition to a transformational leadership style that is purported to influence an individual's decision to engage in job performance of academic staff, this study also considers motivation factors as predictors of job performance. Motivation is the process of arousing and sustaining goal-directed behaviour or a process of activating the potential in employees and in the context, of this study focuses on the motivating role fulfilled by the transformational leadership style (Parker, Bindl & Strauss, 2010; Ye, 2011).

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Transformational leadership style plays an important role in the ability of the leader to inspire his subordinate and encourage them to execute job expected from them. Basically, human beings by nature seek to be accepted by others (Frieder, Wang & Oh, 2018; Kuada, 2015; Ryan & Deci, 2000). Additionally, staffs that have a strong need for enjoy being part of an organization and tend to conform in order to be liked and accepted by members (Blau, 1964; Cartwright & Lippitt, 1957, 2013; McClelland, 1987; Ryan & Deci, 2000). Hence, it is reasonable to expect that job performance could be shaped by the motivations.

In summary, the study only involved academic staff in public universities who have years of teaching experience. It did not include lecturers from private universities. Thus, this research can make an effective contribution to understanding the utmost way to plan for successful job performance of academics in Nigeria public universities. This study also should benefit both scholars and practitioners regarding ways for increasing the level of the job performance of academics among the public universities. A literature search reveals limited empirical studies on the issues of the job performance of academics among the universities in the south-west geopolitical zone.

Also, the researcher examines the academics job performance through the measurements of the items among public universities in the south-west. While the mediating role, motivation strengthens the relationship between transformational leadership style and job performance. Furthermore, in this study, the motivation and transformational leadership style are to be tested on job performance were examined

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in order to provide a more insightful understanding of academics job performance in south-west universities. In fulfilling the objectives of this study, the following questions were designed.

1.3 Research Questions

On the basis of the problems stated above, the present study seeks to address the following research questions:

1.3.1 Is there any relationship between transformational leadership style and academics job performance in Nigerian public universities?

1.3.2 Is there any relationship between transformational leadership style and motivation in Nigeria public universities?

1.3.3 Is there any the relationship between motivation and academics job performance in Nigeria public universities?

1.3.4 Does motivation role mediate the relationship between transformational leadership style and academic job performance in Nigeria public universities?

1.4 Research Objectives

In the line with the above research questions, the general objective of this study is to examine the relationship between transformational leadership style, motivation and job performance in public universities in Nigeria. Specifically, the objectives of the study are:

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1.4.1 To investigate the relationships between transformational leadership style and academic job performance in Nigeria public universities.

1.4.2 To examine the relationships between transformational leadership style and motivation in Nigeria public universities

1.4.3 To examine the relationship between motivation and academic job performance in Nigeria public universities.

1.4.4 To examine the mediating role of the motivation on the relationship between transformational leadership style and academic job performance in south-west Nigeria public universities.

1.5 The Scope of the Study

This study is centred on academic job performance, transformational leadership style and motivation. The respondents of study focusing on public universities in the southwest geopolitical zone of Nigeria. The study is to investigate transformational leadership style, motivation and academic job performance in public university Nigeria specifically.

The study adopted a quantitative method research techniques. This study is limited to academics in selected public universities in Nigeria. The study was restricted to academics in six public universities located in the south-west in Nigeria and was involved to be used as the target universities in the study. The public universities in North, East and west geopolitical zone of the country was exempted in this study due to the prevailing crises, insecurity and terrorist activities (Boko Haram) currently experienced in that area.

The study focus is on three variables, transformational leadership style, motivation and academics job performance which was measured with (teaching, research, publication and public engagement in the Nigerian universities. In a more recent survey, it was discovered that academic job performance in Nigerian universities has not been effectively carried out except in a few private institutions (Abdulsalam & Mawoli, 2012; Akpan, 2010). However, since the focus of this study was to examine the transformational leadership style, motivation and academic job performance in the South-west geo-political zone Nigeria universities, individuals will be the unit of analysis in the present study. The reason why south-west public university is being chosen for this study, 1) Being the first generation universities in those years or century, there is need to examine the academic job performance in order to know the efficiency and effectiveness of the job performance from the universities are still in shape or carried out, 2) Also to check the academics job performance in south-west universities 3) it is a violent free zone and the next section illustrate the significance of the study.

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1.6 Significance of the Study

This research would be significant to the management of universities in helping to boost the motivation of their academics which may lead to an increase in their job performance level. Therefore, investigating academics job performance using study, can help take a bold on documented information.

Furthermore, this research when it is completed will make appropriate suggestions in the form of policies and strategies that would be adaptable and implementable for

academics job performance purposes. Consequently, the research can help the Nigerian leadership towards sustaining the importance of universities in the development of the nation's economy. Thus, this research can make an effective contribution towards understanding the best possible way to plan for the success of higher education in Nigeria. In furtherance to that, the present study would attempt to fill the gap most especially among the academics of public universities in the southwest region of Nigeria regarding job performance.

The findings of this research would be of crucial benefit to academics, and to universities management who desire to improve on the yearnings of their academic staff. This research would be of crucial beneficial because it would attempt to contribute to the knowledge, practical and methodologically. This study when completed would be relevant for the adoption of a framework that can serve as a guide when studying academics job performance. Regarding its contribution in the area of practice, the study would attempt to guide other researchers, tertiary institution management, the central government in the formation of policies that will lead to a regime where job performance issues among academics will be a source of fulfilment and contentment.

This study will help the administrators of the 6 public universities in the southwest region of Nigeria namely, Federal University Oye Ekiti, University of Lagos, University of Science & Technology Okiti Pupa, University of Abeokuta, Obafemi Awolowo University and University of Ibadan in boosting the motivation and job performance level of their teaching staff in their jobs. This study will attempt to shed

light on the mediating role of the motivation on the relationship between transformational leadership style and academics job performance. From a theoretical perspective.

1.6.1 Theoretical

From the theoretical perspective the findings of this research, it is expected to offer empirical evidence on the transformational leadership style, motivation and academics job performance at public universities in southwest Nigeria, thereby adding value on the existing literature. In addition to that, this study makes the attempt at contributing to the knowledge of academics job performance by offering empirical support on the transformational leadership style in determining academics job performance. Also, considering motivation as a mediator, on the relationship between the transformational leadership style and academics job performance in southwest Nigeria. Several studies have been carried out to investigate various predictors of job performance (Afful-Broni, 2012; Borman & Motowidlo 2014; Chiaburu, Oh, Wang & Stoverink, 2017; Campbell, 1990; De Waal & Kerklaan, 2013; Judge, Thoresen, Bono & Patton, 2001; Mbon et al., 2012; Murphy, 1989; Rich, Lepine & Crawford, 2010; Sadikoglu & Zehir, 2010; Menges, Tussing, Wihler & Grant, 2017; Sukirno & Siengthai, 2011; Smeek et al., 2008).

This study will attempt to confirm the Social Exchange Theory, Mauss & Cunnison (1954), Blau (1964), and General system theory, (Kast & Rosenzweig, 1972; Von Bertalanffy, 1968). Firstly, the study will attempt to confirm the role of Social Exchange Theory, Mauss & Cunnison (1954), Blau (1964), in explaining the

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relationship between the employer and employees that, if they give psychological capital it will tend to receive more reciprocation when positive resource is spent which can influence or enhance employees. Secondly, from the social perspective, the study will also try to show the positive and significant relationship between motivation and academics job performance. That is to say, if employees are intrinsically or extrinsically motivated, this may lead to increased academics job performance. Finally, the study will also try to emphasize the role of general system theory (Kast & Rosenzweig, 1972; Von Bertalanffy, 1968) which will show that when universities or organizations have good leadership, its efforts is perceived on its intrinsic and extrinsic motivation of the staff in the universities.

The mediating role of motivation on the relationship between transformational leadership style and academics job performance could be explained from theoretical perspectives. These perspectives include (Deci & Ryan, 2014; Kanfer, Chen & Pritchard, 2008; Kanfer & Chen, 2016; Mukhopadhyay, de Reuver & Bouwman, 2016; Ouchi, 1979; Snell, 1992), and social exchange theory Homans (1961); (Emerson, 1962, 1972, 1976) (Blau, 1964); (Bertalanffy and Ludwig, 1989); (Sinnott, 1989) general system theory; (Fallatah & Syed, 2018). 1) Social exchange theory suggests that employees are less likely to involve in job performance. 2) When individuals find a particular task enjoyable or identifiable with the self, they are more likely to fully endorse and participate in the task (Cerasoli, 2012).

The benefits of these study are anticipated to (a) add to the understanding of leadership on the recognition of academics behaviour by validating the relationship

that leads to organizational or universities institution job performance. (b) It provides a framework for higher education institutions to help lead and motivational factors for maximum job performance (c) It serves as a predictor for job performance of academics. (d) It gives proper structure to effective individual performance in the universities institution and organization. It is estimated that the conclusions and resulting model will apply to other tertiary institution leadership cases and will offer a standard motivation in measuring the effectiveness of leadership. The reformation or adjustment will then apply to other institution (universities) situation as a means of measurement and as a predictor of academic staff behaviour. The next section describes the practical gap.

1.6.2 Practical gap

The study creates awareness within the public universities in the southwest of Nigeria, that job performance of academic staff institutional missions are more easily achieved, through the support of the effective transformational leadership and motivation i.e., the key to an institutional survival its ability to maintain its effective job performance as it attempts to achieve its mission and targets (Timah, 2015; Northouse, 2015; Sadeghi & Pihie, 2012). Also, it assists in the design of aimed at tailoring transformational leadership style to promote academic staffs' performance. Some of this leadership program would make leaders achieve stated objectives on time.

In addition, leaders of various universities would be aware of the importance of academics staff's' motivation as a tool to facilitate effective job performance. In this case, leaders would know the systems of motivating lecturers because motivation plays a vital role in the university. More so, it complements the educational goal of the ministry of education and national university commission about training, skills and development requirements for transformational leadership style, motivation on the academics job performance. Finally, it offers additional reaction on the methodology in educating future leaders in Nigeria tertiary institution (universities) towards the effective job performance of the academic staff of the institution. In this context, the transformational leadership style, motivation and academics job performance would be of benefit to this current research. The theory explains the relationship between the variables and the next section shown the definition of the key terms.

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1.7 Definition of the Key Terms

1.7.1 Academic Job performance: is defined as the outcome of employee's activities in higher education institutions, who are employed for teaching, research, publications and public engagement in order to achieve the set goals (Sukirno & Siengthai, 2011).

1.7.2 Transformational Leadership Style: This referred to leadership that behaviorally motivated and helped the subordinates in the achievement of goals that were otherwise not thought to be achievable in an organization. This was leadership

that went beyond “carrot and stick” approach to leadership in terms of a combination of rewards and punishment to induce good behaviour (Bass & Avolio, 1995).

1.7.3 Motivation: This is the process of arousing and sustaining goal-directed behaviour or a process of activating the potential in employees and in the context of this study focuses on the motivating role fulfilled by the transformational leadership style (Amabile, Hill, Hennessey & Tighe, 1994).

Motivation is divided into two types which include the following intrinsic and extrinsic motivation encroaches performance examples are a higher pay package; prospect for promotion; challenging environment; recognition; bonuses; facilities and equipment working environment.

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1.7.4 Intrinsic Motivation: referred to the reason why individual engage in work primarily for the sake of wanting to experience new thing because it is inherently interesting or enjoyable (Amabile et al.1994).

1.7.5 Extrinsic Motivation: refers to motivation to work primarily in response to some factor apart from the work itself, and refers to doing something because it leads to a separable outcome e.g salary, benefits, and commission (Amabile et al.1994).

1.7.6 Public universities in Nigeria: Public universities in Nigeria refer to federal universities that are fully funded by either the state or the federal government under the monitoring of the National Universities Commission (NUC) (Omuta, 2010).

1.7.7 Academic Staff: is defined as the employee in an institution for the purpose of achieving the primary objective of the establishment of such higher education (Academic Staff Union of Universities, ASUU, 2014) (Okebukola, 2014).

1.8 Organization of the Chapter

This study is structured into five chapters. Chapter one contains the introduction, the background of the study, the problem statement, the research questions, the research objectives, the significance of the study, the scope of the study and the organization of the study. Chapter two captures the literature review which discusses the concepts of transformational leadership style. In particular, the concepts of motivation among academics job performance in public universities. Thereafter, we shall review the prior studies connections that link the ideas towards instituting a model that describes the relationship. To connect this relationship, Social exchange theory (Blau, 1964) and general system theory (Kast & Rosenzweig, 1972; Von Bertalanffy, 1968) are used as a basis and the elaboration of these theories is offered. Chapter three describes the research methodology of the study. The framework and hypotheses development are explained in this chapter. In addition, the chapter describes the operationalization of the variables and measurement of instruments is adapted from the previous studies, research design, research population, sample size, sampling method, as we as the instrument for the data collection. The chapter discusses the method of data analysis and the statistical package used in the study. Finally, a pilot test or preliminary study is reported. Next is the chapter four which examines the analysis of data and results findings of the study conducted and discuss the interpretation of the research findings as it relates to the research questions. Lastly,

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in addition to chapter five highlight and summarizes the entire study; theoretical and practical implications of the findings. It also concludes with limitations and recommendations for future research.

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CHAPTER TWO
LITERATURE REVIEW

1.0 Introduction

The focus of this chapter is to concentrate on the review of relevant literature as far as the subject area is concerned. The relationship between transformational leadership style, motivation and academic job performance among southwest public universities in Nigeria. Additionally, the strong awareness of transformational leadership style, motivation and academic job performance by offering broader explanation would be part of the issues to be examined in this chapter. The next section explains the definition and the concepts.

1.1 Job Performance

In the past, job performance is a common term but has not been defined comprehensively even in industrial, organizational psychology and human resources management. Job performance is viewed as how an individual performs the job in a better way (Li, Bagger & Cropanzano, 2017). Using the word job performance in all aspect of management and literature revealed that there are different labels used interchangeably, for instance, employee performance (Carpini, Parker & Griffin, 2017; Mahdinezhad, Shahhosseini, Kotamjani, Bing & Hashim, 2017; Bhargava & Pradhan, 2016). Work performance (Van Aarde, Meiring & Wiernik, 2017; Bowling, Khazon, Meyer & Burrus, 2015), employee job performance (Fan, Cui, Zhang, Zhu, Härtel & Nyland, 2014; Guo, Liao, Liao & Zhang, 2014), employee work performance: individual work performance (Koopmans et al., 2011), individual

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performance and firm performance (Ramanathan, 2018) etc. For the purpose of this study, job performance will be used throughout.

This is simply because the concept is generally viewed as how an individual performs his job improvement needed and the way performance in discharging in his duties. Though there is a perplexity over the exact definition of job performance, it is considered a highly crucial factor in the context of organizational outcomes and success. Scholars have expended vast in investigating the most common and widely acceptable theory over job performance, in order to understand job performance problems in developing and developed countries which derived from the work of other scholars and Campbell psychological point of view which, explains the level of job performance from person to person.

In fact, it is something that is done by a single individual and the following scholars has contributed to the studies of job performance. They are scholars like Huang (2015); (Sandhu, Iqbal, Ali & Tufail, 2017; Campbell et al., 1990; Thrasher, Bramble & Baltes, 2016; Sai Mei Ling, 2014; Owens, Baker, Sumpter & Cameron, 2016; Carpini, Parker & Griffin, 2017; Chandrasekar, 2011; Ramawickrama, Opatha & Pushpa Kumar, 2017; Campbell and Wiernik, 2015; Chamberlin, Newton and LePine, 2018; Harari, Reaves & Viswesvaran, 2016; Chiniara & Bentein, 2016).

In this way, another research Ashfaq, Mahmood and Ahmad (2013) clarified that the job performance is the result of contributions through improvement of the employees' quality, flexible working environment and make the employees feel

cosier. Furthermore, according to Sai Mei Ling (2014) and Beltrán-Martín and Bou-Llusar (2018) performance of employees refers to the degree of their involvement includes while they handling all the problems that occur in the workplace. The job performance can be differentiated from more encompassing constructs like the performance of an individual that is determined by three factors i.e. motivation, work environment and ability to do work positively and negatively which have an impact on employee's job performance.

Employee job performance is one amongst the factors in an organization which the overall performance is set by their members' job performance level. However, performance is classed as two types which known as individual performance and organizational performance. As stated by Dusterhoff, Cunningham and MacGregor (2014) individual performance of the members and the organization is extremely important for the organization as well as for its members. Most organization conduct performance evaluations in order to boost the performance level of their organization members.

However, there is no particular definition of job performance, though the term is very common and known to everyone. Based on the wider concept, the scholars have not reached an exact conclusion over the definition of job performance. It is due to the fact that job performance varies from one field to another. Every field has its own scales and paradigms to decide the phenomenon of job performance, in fact, the performance is also categorized in accordance with the nature and setting of the organization.

Despite having confusion over the exact definition of job performance, it is viewed as a highly crucial factor in the organizational outcome and success. The statement of Wulf and Lewthwaite (2016) further stretch on the precise explanation of job performance according to which the extent of job performance varies from person to person. In fact, it is a something that is done by a single individual. In this way, the job performance can differentiate from more encompassing constructs like the performance of an organization or the performance of a nation which varies at a higher level. The next section depicts and shown the several works of literature and work-related studies on job performance perspective areas.

The literature on the definition and work-related studies on job performance from the perspective of organizational behavior have received much attention (Sai Mei Ling, 2014; Campbell, 1990; Golden & Veiga, 2018; Frieder, Wang & Oh, 2018; Choi, Miao, Oh, Berry & Kim, 2018; Alessandri, Consiglio, Luthans & Borgogni, 2018; Grosser, Obstfeld, Choi, Woehler, Lopez-Kidwell, Labianca & Borgatti, 2018). Individual performance derives from actual behaviour that can be measured in terms of expertise rather than outcomes (Chamberlin, Newton & LePine, 2018). That is the reason job performance comprises of work performances which are applicable to the organizational goal within the individual employee control; and quantifiable i.e. apparent, noticeable etc.

The first broad area of recent performance evaluation research focuses on defining job performance. First, there are several efforts outlining general models of job performance and the determinants of job performance which proposed the view of

job performance as multidimensional in nature (Oswald, Hambrick & Jones, 2017; Sykes & Venkatesh, 2017; Alessandri, Borgogni, Schaufeli, Caprara & Consiglio, 2015; Ramawickrama, Opatha & PushpaKumari, 2017)

In addition, Morandin and Bergami (2014) postulated several broad individual determinants of performance (i.e. Declarative Knowledge, Procedural Knowledge and Skill, and Motivation). Empirical support for this model is presented by (McCloy, Campbell & Cudeck, 1994), who show significant relationships between the measured and latent variables of performance and specified performance determinants indicating a good fit to their model (Tubré, Arthur & Bennett, 2014. Borman, Brantley & Hanson, 2014; Harari & Viswesvaran, 2017; Ferris, Lian, Brown & Morrison, 2015; Takahashi, 2010; Sanchez and Levine (2012). Sadeghinejad Karkavandi (2013) drew specific attention to the need to examine more fully the nature of job performance variability across employees and also called attention to distributional aspects of performance in their discussion of maximum and typical measures of performance, essentially referring to range difference within rates.

More so, the rates of job performance domain are expanding and this is sounded somewhat broadly argue that the nature of work is changing and therefore so are the different definitions of what jobs and job performance are all about. Meanwhile, Consistent with these broad distinctions might be made between measures of task proficiency in job performance and what is being called contextual performance. Whereas contextual performance is defined as extra task proficiency that contributes

more to the organizational, social, and psychological environment to help accomplish organizational goals. These contextual factors include such aspects as persisting with enthusiasm and extra effort, volunteering to carry out duties not formally part of one's job and endorsing and supporting organizational objectives Borman & Motowidlo, 2014; Gorman, Meriac, Roch, Ray & Gamble, 2017; Buller & McEvoy, 2012).

This notion is consistent with the work who discusses organizational citizenship behaviour; prosaically behaviour as discussed and organizational spontaneity Borman & Motowidlo, 2014). All these labels refer to constructs contributing to organizational goals and reflect the polar opposites of constructs of employee deviance and counter-productivity that detract from organizational goals. Such contextual behaviours serve to facilitate communications, lubricate social communications, and reduce tension and/or disruptive emotional responses and are viewed as important and contributing to organizational goals (Kell, Motowidlo, Martin, Stotts & Moreno, 2014).

On a very general level, job performance can be defined as "all the behaviours employees engage in, while at work" (Said, Zaidee, Zahari, Ali & Salleh, 2015; Fogaça, Rego, Melo, Armond & Coelho, 2018). However, job performance refers to how well someone performs at his or her work. Definitions range from general to specific aspects and from quantitative dimensions. Initially, researchers were optimistic about the possibility to define and measure job performance. Nowadays, it is generally agreed that job performance consists of complicated series of interacting

variables pertaining to aspects of the job, the employee and the environment Rusbadrol, 2014; LePine, Zhang, Crawford & Rich, 2016).

However, job performance is a multi-dimensional construct which indicates how well employees perform their tasks, the initiative they take and the resourcefulness they show in solving problems. Job performance could be affected by situational factors, such as the characteristics of the job, the organization and co-workers (Aqel, 2017; Oldham & Da Silva, 2015; Serhan, Tsangari & Business, 2015; Mokgolo, Modiba & Mokgolo, 2012) and by dispositional factors. Job performance is influenced by attitude, need for achievement, self-regard, the locus of control, effective temperament and the interaction between these constructs.

According to Motowildo, Borman and Schmit (1997) job performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness (Juhai, 2013; Onukwube, Iyabga and Fajana, 2010). Chikungwa and Chamisa (2013); Hellriegel, Jackson and Slocum (1999) see job performance as an individual's work achievement after having exerted effort. Harari, Reaves and Viswesvaran (2016) regard it as the behaviour and outcomes that employees engage in or bring about that is linked with and contribute to organizational goals (Chamberlin, Newton & LePine, 2018; Onukwube, Iyagba, & Fajana, 2010). It is clear from these definitions that job performance is related to the extent to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational goal. Job performance is not a single unified construct but a multidimensional

construct consisting of more than one kind of behaviour (Campbell 1990; Shah, Majid, Samo & Memon, 2016). Job performance was traditionally viewed as a single construct (Onukwube et al., 2010).

Performance in the organization can be divided into organizational performance and job performance. According to Otley, the performance of an organization is subjected to the performance of the employee's job performance and other components such as the environment of the organization. The difference between organizational and job performance is apparent; an organization that is performing well is the one that is successfully reaching its objectives, in other words: one that is in effect carrying out an appropriate plan and job performance is the single outcome of an employee's work. Furthermore, high job performance is the ability of the employee himself. The employee must be able to give better results and also have a high productivity (Doucet, Shao, Wang & Oldham, 2016).

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Job performance refers to the quality and quantity of tasks being achieved by individuals or teams (Athena et al., 2011), representing all behaviours engaged at work (Lin & Hsu, 2017). Huang and Weiler (2010) divided job performance into task performance and context performance and indicated that it was the behaviours related to organizational objectives; such behaviours could be measured by individual contribution to organizational objectives. Lloyd & Modlin (2012) regarded job performance as employee behaviours at work contributing to organizational objectives and divided it into efficiency, productivity, and effectiveness. Efficiency was used for evaluating the job performance of employees;

productivity was applied to calculate the cost for certain efficiency; and, effectiveness stood for the value of efficiency and productivity.

Shin and Konrad (2017) considered job performance as engaging in the specific movement to achieve work requirements and maintaining or corresponding to the conditions, policies, and procedure in the organizational environment. Lin and Hsu (2017) claimed that job performance was the behaviours of organizational members to complete the organizational expectation, rules, or formal roles. Vorhies *et al.* (2011); Dalal, Bhave and Fiset (2014) indicated that job performance was the records of employee achievement in a specific period. Wei *et al.* (2010); Wentzell (2010) regarded job performance as the value of personal work contribution, the work quality and quantity or a team achieving a task.

Lloyd & Modlin (2012) classified job performance into three dimensions. (i) Work achievement. Evaluation focuses on work outcomes, such as quality of production, the cost of the production unit, sales volume or sales amount of sales personnel, rather than working methods. (ii) Work behaviour. Work performance which can hardly be measured, such as specialized staff, administrators, or team members, can be measured by the work behaviours of employees. (iii) Employee personality. Personal traits, including favourable attitudes, confidence, and cooperation, are covered for the measurement (Huang & Weiler, 2010).

Job performance is defined as any kinds of employees' behaviours (aggressive, committed, lazy, dissatisfied, etc.) during work time (Zahrah, Hamid, Rani & Kamil,

2017; Abdi, Nor & Radzi, 2014). Numerous studies also defined performance as the outcome of the combined effort, commitments, engagement, and involvement of each employee (Dalal, Baysinger, Brummel & LeBreton, 2012; Gruman & Saks, 2011; Tayo & Adedapo, 2012). According to the online dictionary of Wikipedia, Job performance is the quality and quantity expected in a particular job from an employee to perform their job well, which is most of the time determined, by motivation and the will and ability of the individual employee to do the job.

Job performance is one of most essential elements of organizational behaviour research that and has been considered as a significant indicator for the effective organizations. Thus the success of an organization is dependent on the good performance of its employee (Colquitt, LePine, Wesson, & Wu, 2010). Like other sectors, the educational sector is also dependent on the good performance of its employees as the quality of an educational process is influenced by teachers' job performance. Therefore effective job performance of a teacher is essential for the improvement of the educational system as (Yusoff, Khan, Mubeen & Azam, 2013). The concept of job performance has received considerable scholarly research. Researchers argue that performance has to be considered as a multi-dimensional concept. Job performance is commonly used in business and education fields of studies. However, the concept is yet to have a universally acceptable definition (Bala, 2013).

Several definitions of the concept have been given by different scholars indifference. Job performance has been defined as work performed in terms of quantity and

quality expected from each employee (business dictionary), (Nijs, Gallardo-Gallardo, Dries & Sels, 2014). For instance, in education, technical engineering and business, divergent opinions have been said by different scholars on job performance (Epstein, Buhovac & Yuthas, 2015). Jing, Avery and Bergsteiner (2011) define job performance as the outcomes of work because it provides the strongest linkage to the strategic goals of the organization, customer satisfaction, and economic contributions.

Job performance is behaviour exhibited or something done by the employee as well as behaviour that can be gauged regarding the extent to which it contributes to institution effectiveness (Mawoli & Babandako, 2011; O'Boyle, Humphrey, Pollack, Hawver & Story, 2011; Soane, Butler & Stanton, 2015; Rich, Lepine & Crawford, 2010). Job performance is viewed as an individual's work achievement after having exerted effort and can also be regarded as the behavioural outcomes that employees engage in or bring about which link and contribute to organizational goals. It is clear from these definitions that, job performance is related to the extent to which an employee can accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational objective and goal (Mawoli and Babandako, 2011; Onukwube, Iyagba and Fajana, 2010).

Based on Borman and Motowidlo (2014) job performance can be viewed from the level of the behavioural aspect and the outcome of the performance of individuals. Performance encompasses specific behaviour such as sales conversations with customers, teaching statistics to undergraduate students, programming computer

software, assembling parts of a product). This conceptualization implies that only actions that can be scaled (i.e., counted) are regarded as performance. Moreover, this performance concept explicitly describes the behaviour as goal-oriented, i.e. behaviour which the organization hires the employee to do well as performance (Muangsillapasart, 2018).

Furthermore, Lee, Tan and Javalgi, (2010) revealed that there are two types of job performance which is in role performance that related to behaviour towards prescribed task, duties and responsibilities as formally documented in the job description while employees' creativeness and problem-solving skills in the workplace refers as innovative job performance. Meanwhile, Sonnentag, Volmer and Spychala, (2010) said that job performance has to consider as a multidimensional concept which is task performance and contextual performance.

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Therefore, in view of Campbell & Wiernik (2015) study on accurate measure of job performance is based on direct observation of behavior in support of Miraglia, Alessandri and Borgogni (2015); Di Pietro, Pantano & Di Virgilio, (2014); Murphy, (2015); Martin, Guillaume, Thomas, Lee & Epitropaki, (2016) argues that job performance should be explained in terms of behaviour instead of results (Dalal, Bhave & Fiset, 2014; Joseph, Jin, Newman & O'boyle, 2015) and further described performance as the reflection of behaviours that have direct relation with organization’s goal.

Job performance of employees is the most critical subject which plays an important role in accomplishing organizational performance (Wang et al., 2015). Job performance can be defined as a set of managerial behaviours express how employees do their jobs (Saw, Lim, Mok, Chin & Tey, 2017). Job performance contains quality and quantity of results-driven from individual or group struggle completion (Wong, Wong & Wong, 2015; Lowe & Wilson, 2017).

In another meaning job performance can be described as the ability of individuals to achieve their respective work aims, then meet their expectations, achieve benchmarks or accomplish their organizational goals. Meanwhile, several scholars (Motowidlo et al., 1986; Uppal, Mishra & Vohra, 2014; Akgunduz, 2015) have completely used different performance activities and those job performance measurements vary from one occupation or profession to another. They are scholars like Fu & Deshpande, 2014; Salau, Adeniji & Oyewunmi, 2014; Karatepe & Aga, 2016; Zehir, Akyuz, Eren & Turhan, 2016; Igbinovia & Popoola, 2016; Kaynak, Toklu, Elci & Toklu, 2016; Mshellia, Malachy, Sabo & Abu-Abdissamad, 2016; Banerjee & Mehta, 2016; Karatepe & Aga, 2016). Shan, Ishaq & Shaheen, 2015; Joseph, Jin, Newman & O'boyle, 2015; Raza, Kanwal, Rafique, Sarfraz, & Zahra, 2017) have all contributed to studies in job performance. Finally, job performance has been most widely accepted within the related field of organizational behaviour.

Higher education is the most basic constituent, and it needs attention and evaluation to foresee prospective outcomes in a given country. It is indeed a reward for citizens, gives knowledge and respect, makes an individual a confident, and provides a career.

For human capital theory, teaching or higher education is an efficient tool to develop science and technology, capabilities that are needed for a living standard in an international knowledge economy (e.g. Ding and Zeng, 2015). Pertaining to teaching education institutions are often referred to as skilled or professional organizations driven by values and norms related to academia/university. Hence, the success of strategic objectives by higher educational establishments depends on employees of the institution.

However, De Waal and Kerklaan (2013) affirms that good performance in higher education will lead to positive growth. Effective knowledge delivery will facilitate skill acquisition and entrepreneurship development which will bring about poverty reduction especially in developing countries like Nigeria. Ample research output will expand the frontiers of knowledge and accelerate social, economic, artistic, scientific and technological development in every society. Although the researcher explained the concept of job performance, the researcher is interested to study the academics' job performance as presented in the next section.

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1.1.1Academic Job Performance

The academic job performance needs to be defining from the point of view of public universities which is the part of the educational sector because the nature and the content of the job are different. In an academic setting, job performance is how an academic staff executed the teaching-learning activities and the set of behaviour that are relevant to the goals of the organization or universities unit in which a person

works (Lau & Buckland, 2000). Academic job performance is fundamental to the effectiveness and actualization of the institution's educational goals and aspirations. Scholars have indicated that there is need to measure the efficiency of lecturers on students' academic performance in order to ascertain the level of effectiveness and output of the scholars (Victor & Babatunde, 2014; Kolo, Jaafar & Ahmad, 2017). Selesho and Naile, (2014) stated that the extent to which lectures perform their duties effectively is a function of the availability of research grants, teaching skills and competence of academic staff.

More so, academic job performance comprises of actions which are under the lecturer control, however, puts a limit on which actions are and are not significant to job performance. The job of university academics is extremely exacting; consequently necessitating an efficient performance assessment scheme/structure that will give impetus to greater motivation leading to improved job performances. The job description of university academics is characterized by major elements: teaching, research, publication and community service or public engagement (Sukirno & Siengthai, 2011; Smeek et al., 2008; Tinuke et al., 2015; Olasumbo & Eigbe, 2014).

Unfortunately, practice indicates that in job performance of academics in Nigerian public universities, attainment in research, (as acknowledged by the volume of scholarly publications, within a specified assessment period) is the job element mostly underlined while accomplishments on the two other job elements of teaching and community service or public engagement are frequently consigned to the non-significant level to the extent that irrespective of an academic's achievements in

these areas, the input to preferred appraisal result is inconsequential (Victor & Babatunde, 2014; Selesho & Naile, 2014).

Therefore, in line with the literature and objectives of the investigation explored, the researcher defines academic job performance as comprises of actions which are under the lecturer control, however, puts a limit on which actions and are not significant to job performance, in relation to the need expected to be achieved from the work they perform (Ross, 2017). The need for investigating academic job performance is as a result of the university is an institution that needs publication, research in teaching and impact to public engagement which can boost the image and the ranking of institution with increase and academic staff, therefore motivating and supporting their needs in workplace is paramount relevant and important (Tinuke et al., 2015). Furthermore, the important aspect of it all is to acknowledge that academic staff have needs that need to pay attention to, by motivating them and providing a convenient environment in order to carry out the obligation assigned, is also significant (Gonzalez-Rico, Chambel & Cesario, 2015).

Hence, given the effectual role academic staff play in the university environment, university management has the organizational responsibility of providing the needs of academic staff to ensure their performance. In reference to this thought, Alessandri, Borgogni and Truxillo (2015); Aida Mehrad (2015) and Ozioko (2017) explained each facets of job performance for example, remuneration, co-workers, work, administration and elevation all help to support staff need and therefore should be converted to motivation meeting the aspirations of academic staff by the

university administrations. It is important for university administrators to be aware that in helping the academic staff realizes their goals that can lead to an increase in their job performance. In the view of that, job performance among academic staffs makes them remain in the academia for a long time. In addition to that, positive staff attitudes like efficiency, productivity relation between staff, can be improved upon while negative attitudes like absenteeism and burn out are diminished. Diverse reasons may affect job performance of the academic staff which university administrators constantly strive to control. The reasons may include internal and external factors that lead to the job performance of academic staff. Therefore, job performance is one of the main industrial factors that directly relate to job performance increase in efficiency and performance as a whole.

Previous studies indicate that academics job performance is how a lecturer executed the teaching-learning activities. Likewise, Job performance is the set of behaviour that is relevant to the goals of the organizational unit in which a person works (Victor& Babatunde, 2014). Academics job performance comprises of actions which are under the lecturer control, however, it puts a limit on which actions are and are not significant to job performance (Olasumbo, 2014).

Whereas, Ibrahim (2015) argues that job performance of academics calls for critical inspection as it is concerned with the job, the nature of supervision, opportunity available for advancement, fringe benefits and for working conditions suitability. Job performance is more than the ability of the employee alone. Liu and Wang, (2016); Yawar and Seuring (2017) refer to the managerial side of performance. According to

Xing, Liu, Tarba and Cooper (2016) and Masa'deh, Obeidat and Tarhini (2016) acknowledged that academic job performance can be perceived as "obtaining external funds" an employee's performance is based on individual factors, namely: skills, knowledge, experience, and abilities. As well as the organization's hierarchy and task distribution that is also good for employee performance.

In a similar way, Mbon, Etor, Osim (2012) noted that quality job performance is a prerequisite for suitable learning and credible results through the recognition of the universities goals. Relatedly, Victor and Babatunde (2014) posit that encouragement for creativity and innovation, appreciation for genuine effort, an award with honours and acknowledge on an accomplishment that enhances the performance of university academic staff. Studies conducted by Abdulsalam and Mawoli (2012); Akpan (2010); Cobblah (2015); Okonkwo (2017) on job performance in universities revealed that effective job performance by the academic staff can lead to the realization of the broad objectives for which universities are established, namely knowledge delivery, research and community services.

The rationale for focusing on the public universities in the southwest geopolitical zone of Nigeria as the context of this study is as follows. Firstly, the literature indicates that job performance in organization/institution workplace of behaviour such as knowledge delivery (teaching, research, publication and public engagement is prevalence and on the increase in Nigerian universities. For example, research suggests that the incidences of interpersonal job performance, described as effectiveness and efficient knowledge delivery among lecturers of Nigerian

universities are on the increase; however, little effort was made by the university leader's authorities to control such performance (Habib & Jalloh, 2016; Ndum & Okey, 2013). In a more recent survey, it was discovered that academic job performance in Nigerian universities has not been effectively carried out except in a few private institutions (Abdulsalam & Mawoli, 2012; Akpan, 2010).

Academic performance can also be viewed as the outcome of lecturers-students assessment towards achieving institutional goals. The influence of academics teaching effectiveness on the learning outcome of students as measured by student's academic performance has been the subject of several studies, (Adediwura & Tayo, 2007; Adu & Olatundun, 2007). Vegas and Petrow (2008) pointed out that Latin American countries, educational performance is not only weak and it is also declining relative to other countries with similar income levels.

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However, Victor and Babatunde (2014) maintain that the key question of the current era in U.S education is "the outcomes question" and that the current emphasis on measuring performance threatens the work done by the organization devoted to improving lecturer's professionalism. The study empirically examines the impact of lecturer participation on lecturer performance in higher education institutions in Indonesia and there are several conclusions based on the research findings which described in the previous section. First, this research finds that academic rank positively affects lecturer performance. Certainly, in Indonesia, engaging more in research, teaching, publications, public service and other managerial activities becomes an academic requirement and prerequisite for the lecturers to get a higher

academic rank. Therefore, Academics job performance refers to the results of which employees in higher education institutions who are employed for teaching, research, publications and public engagement activities of the institution achieve goals (Sukirno & Siengthai, 2011; Smeek et al., 2008). The next section illustrates the previous studies on academic job performance.

1.1.2 Previous Studies on Academic Job Performance

Karthikeyan and Srivastava (2012) posit Job performance as an action that contribute to organizational goals and that are under the individual's control. After reviewing taxonomies of job performance, researchers have felt the need to broaden the scope of job performance by not restricting it to duties and responsibilities alone (Task performance). The various other factors which account for performance with respect to a job viz., adaptability, job stress, employee productivity/efficiency, stability have been taken as components to measure the factor of Job performance.

DeRue and Morgeson (2007) carried out a research on the dynamic nature of the values-based person–team fit and person–role fit and the study was conducted in an experiential class setting at a large Midwestern university among 205 undergraduate business students and 43 masters of business administration (MBA) students. The results revealed that person team fit when conceptualized as values congruence, is generally stable over time, but perceptions of person–role fit in teams are dynamic. Individuals' growth satisfaction and performance were positively related to increases in person–role fit over time.

However, Bono and Judge (2003) conducted studies on search theories by linking transformational leadership at work examined from 247 participants individuals (leaders) positions within the participating organization and 954 of the individuals who reported directly to them. The effects of self-concordant work goals on job attitudes and performance were generally positive; however, the pattern of relationships differed in the field study and the experimental study.

Moreover, Sun, Aryee and Law (2007) view high-performance human resource practices, citizenship behaviour, and organizational performance in a relational perspective. It was examined processes (mediation and moderation) linking high-performance human resource practices and productivity and turnover. As well tested 240 students from hotels in the Republic of China revealed partially mediated the relationships between high-performance human resource practices and both performance indicators.

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In addition, Inayatullah and Jehangir (2012) carried out research found that there is a significant and positive relationship between lecturer's motivation and their job performance on lecturer's job performance: in the role of motivation, the finding revealed that there is a significant and positive relationship between lecturer's motivation and their job performance. In the same vein, Kyvik and Olsen, (2008) further explain the impact of the ageing of tenured academic staff affect the research performance of universities in Norwegian, provided by research output. Based on the accidence for a two-decade, it was found that there is no difference in research output

between aged and younger staff does not differ, although the younger colleagues tent to perform more than the old colleges used to.

Moreso, the research studies Rothmann and Coetzer (2003) on the big five personality dimensions and job performance. The results showed that emotional stability, extraversion, Openness to experience and conscientiousness were related to task performance and creativity. Meanwhile, Aarabi, Subramaniam and Akeel (2013) study posit a relationship between motivational factors and job performance of employees in the Malaysian service industry and sampling technique was carried out from 130 employees of service organizations constituted the sample. The results showed that among the motivational factors, and two variables were found to be significant predictors of job performance. Freedom and intrinsic were not found to be significantly related to job performance. And that of (Min et al. 2006) who found that the training of employees seems to be one of the motivational driving factors that have a direct correlation with their job performance.

In the same vein, Bonache and Noethen (2014) the relationship between the five factors of personality, individual job performance and its components in the Indian corporate sector. It was found that the factors associated with the five-factor model of personality Conscientiousness, extraversion, and emotional stability were valid predictors of job performance.

Although several studies have been carried out to examine various factors that influence individuals to engage or involve in job performance, empirical research on

the job performance of academic staff especially in the Nigerian university context is limited. Hence, there is a need to further investigate job performance so that the findings from the study can be generalized and also centred to the Nigerian context. For example, Abdulsalam and Mawoli (2012) conducted a study to examine 141 out of 219 academic staff from Babangida University, Nigeria on the job performance of academic staff, motivation and teaching performance. Regression results were revealed that there is an adequate positive correlation between teaching performance and motivation, and also revealed a weak negative correlation between motivation and research performance.

In the other study, Onaigho and Ekpenyong (2011) examine 180 business studies teachers influence the level of job satisfaction and job performance from both private and public in Benin, Nigeria. The finding result was the level of job performance was high. In a related study, Adeola, Waliu, Adewale and Dorcas (2017) conducted a study whether there is improving the influence of personality traits, and work commitment on job performance in Oyo state district, Nigeria from 15 principals, 75 HODs and 300 class teachers in public secondary school. The further result showed, there was a greater significant influence of work commitment than personality traits on teacher's job performance.

Examine 83 employees from the polytechnic college of education, Zamfara state, Nigeria was investigated the impact of remuneration on employees' performance. The result showed a strong positive on remuneration and employee performance. Meanwhile, a study conducted from 4 public universities, Nigeria on motivation and

job performance of academic staff. Found strong influence on the academic's motivation and overall performance (Ojukuku, 2013). In the same vein, Mahdinezhad, Bin Suandi, bin Silong and Omar (2013) carried out a study from the styles of leadership on job performance. 6 research assistant from 246 lecturers of tertiary institutions in Nigeria. The result from the study showed that there was no significant relationship between lecturers' work environment and their job performance (Onoyase, 2017).

In another study conducted, 360 respondent across 6 public universities in Nigerian. Showed a significant relationship on performance standard and the job element compensation system (Tinuke, 2015). A study carried out, on 255 employees of media with ages ranging from 20 to 57 years. The result has implications for employee retention, performance management and incentive strategy (Babalola, 2016).

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More so, Tay, Dar and Lees (2016) conducted a study of 292 service employees and 106 supervisors from all the 6 retail outlets in Malaysia. It was revealed that employees' performance expectation was higher than their self-reported and supervisors' perceptions of employees' performance. Zahrah, Hamid, Rani and Kamil (2017) examine 150 Muslim employees Islamic religiosity Malaysia. It was found a significant relationship between the Islamic religiosity and job performance. Job satisfaction was found to be positively related to job performance when tested on 337 academicians of 20 Malaysian public universities (Ismail & Mamat, 2013).

In sum, although quite a number of empirical studies have been conducted on job performance or similar constructs in the Nigerian context, most of them did not consider various forms of the job performance of academics, rather, they looked at specific types of job performance at work. Hence, this study incorporates (Campbell, Gasser and Oswald, 1996; Campbell 1993; Kuncel, Campbell, Hezlett & Ones, 2001) theory of job performance to examine the mediating effect of motivation on the relationship between transformational leadership style and job performance. This is because Campbell *et al*. (1996); Campbell 1993; Kuncel *et al*. (2001) theory is broader, most widely accepted and it is much suitable in the Nigerian context.

Generally, it was shown to be indirectly related to job performance through its influence on declarative knowledge, procedural knowledge, and motivation. These results are similar to the results from other researchers (Borman, Hanson, Oppler, Pulakos & White, 1993; Schmidt & Hunter, 1993; Schmidt, Hunter & Outerbridge, 1986) who proposed and empirically demonstrated that job knowledge (declarative knowledge) and skill (procedural knowledge) mediate the relationship between g and job performance. Their results suggest that work is a direct determinant of job performance, whereas job performance is primarily indirect.

More so, general cognitive ability predicts job performance across jobs and settings primarily because it predicts learning and acquisition of job knowledge. Job knowledge requirements and the complexity of jobs tend to go hand in hand. Not all job knowledge or job tasks are equally difficult or complex. The literature has demonstrated that the validity of predicting job performance is moderated by the

complexity of the job. Research by Richardson and Norgate (2015) found that the validity of ranges from a low of .23 for low-complexity jobs (e.g., shrimp picker, cannery worker) up to a correlation of .58 for high-complexity jobs (e.g., retail food manager, fish and game warden). In her review of this literature, Gottfredson (1997); Volodina, Nagy and Köller (2015) made the important observation that jobs do not need to be more "academic" for there to be a stronger relationship with g. The job only needs to comprise more cognitively complex tasks.

Academic performance in the classroom is the end product of many other behaviours. For example, obtaining a good grade after answering examination items is the result of effective performance studying, managing goal conflicts, coordinating work with classmates, seeking additional information, negotiating with peers and faculty, avoiding counterproductive behaviors (e.g., drugs and alcohol), handling finances, and structuring effective communications (Kuncel, Campbell, Hezlett & Ones, 2001) each of these is likely to be partially determined by declarative and procedural knowledge, such as specific study skills, writing skills, planning skills, and team performance skills. The extent to which students have mastered these skills varies across individuals and is partially a function of other individual differences.

In summary, performance in both academic and work settings is a direct function of learned declarative and procedural knowledge. Performance in an academic classroom setting is determined by the direct demonstration of declarative and procedural knowledge after having engaged in many other complex and ill-defined tasks; that is, the knowledge was recently acquired through a number of different and

complex tasks that occur both within and outside of the classroom. Although the academic setting places a greater emphasis on the acquisition of knowledge, performance in both settings should be and is predicted by g. in both situations involve learning. Both situations contain complex or practical tasks. Finally, performance in both situations is partially determined by previously acquired levels of knowledge and skill.

Victor and Babatunde (2014) found 50 lecturers and 10 heads of department of Adekunle Ajasin University, Nigeria. This study also revealed that provision of adequate chances for professional growth, instructional facilities influences lecturer's performance. In the same vein, examine 31 companies in the financial, securities and insurance industries in Taiwan. Result found that big five personality traits significantly influence job performance (Yang & Hwang, 2014). In addition, De Feyter, Caers, Vigna and Berings (2012) conducted a research on 375 students of a university college in Belgium. The result revealed a positive indirect effect of neuroticism on academic performance at higher levels of self-efficacy.

Therefore, based on the literature reviewed, the researcher now defined Job performance as an assesses whether a person performs a job well and also studied academically as part of industrial and organizational psychology which is (the branch of psychology that deals with the workplace), also forms a part of human resources management. The next section explains the definition and the concept of transformational leadership style.

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2.2 Transformational Leadership Style

2.2.1 Transformational Leadership Style

Transformational leadership style has got its antecedents from the organizational behaviour. At the same time the body of literature which is devoted to corporate organizational behaviour system. The dawn of the transformational leadership era began when James Macgregor Burns published the book Leadership in 1978. In this seminal work, a significant justification was made in describing transformational leadership theory. Transformational leadership is more concerned with end-values, such as liberty, justice, equality and performance (Luu, 2014). Furthermore, Burns "characterized transformational leadership as being based on non-economic sources of influence, motivates others to move beyond their self-interest and commit themselves to organizational performance" (Deinert, Homan, Boer, Voelpel & Gutermann, 2015; Northhouse, 2004; Bass & Avolio, 1990; Burns, 1978; Nguyen, Mia, Winata and Chong 2017).

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However, this kind of leadership style is one of the leadership that looks at, a leader's capability determines the ability of the management to initiate a collaborated effort among the team members. This was the basis for transformational leadership style since a transformational leader gains people's trust and allows collaboration among team members (Samaitan, 2014; Geib & Swenson, 2013; Etemesi, 2012). The relevant leadership behaviour is crucial to improve awareness creation in organizations (Dong, Bartol Zhang & Li, 2017; Okibo & Shikanda (2011). Therefore, the employees' behaviour paths are mostly shaped by the way leaders give support to organizational members and provide a clear direction in regard to

guidelines. It further elaborated that a transformational leadership style has to watch out for prospective needs in admirers, and satisfies higher motives, whilst connecting with the full attributes of the Adorers.

Transformational leadership style plays a special role in the valuing of individual or group achievements; they are the most prominent personality in the organization and serve as role models. By ennobling achievements together, leaders let people feel that they are part of the group (Boyko & Jones, 2010; Bragg, 2000). When leaders encourage their employee's through recognition and celebration, they inspire them to perform better.

The prior studies of the management offer transformational leadership behavior model in face of the organization and academic challenges that leaders are encountering (Kouzes & Posner, 2002; Boehm, Dwertmann, Bruch & Shamir, 2015; Boehm, Dwertmann, Bruch & Shamir, 2015; Berkovich, 2016; Eberly, Bluhm, Guarana, Avolio & Hannah, 2017). This is because transformational leadership style is regarded as a model for an effective leader that involve team member towards the organizational success which depends on the relationship, strength of people within the organization. (Kouzes and Posner, 2002; Day, Fleenor, Atwater, Sturm & McKee, 2014; Boehm, Dwertmann, Bruch & Shamir, 2015).

More so, transformational leadership style is of particular interest for those who rely on well-trained leaders to guide teams and organizations to achieve expected (and

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increasingly higher) levels of performance. Transformational leadership style in leadership training and leader development has significant value with regard to predicting performance and particularly identified as effective for making decisions and for leading teams to higher performance levels (Bass et al., 2003; Bass & Bass; 2008; Avolio, et al., 2009). Previous research on leadership styles, work values and attitudes have focused on finding specific behaviours and attitudes which produce the strongest impact on organization employee motivation.

Therefore, studies that investigate the relationship between the transformational leader and organization are in literature but less in the area of higher tertiary education particularly in Nigeria public universities. This is because the study wants to focus on the link between the transformational leadership style and academic job performance. Supported the finding by arguing that transformational leadership improves job performance. Wang & Howell (2012); Jyoti and Bhau (2015) argued that job performance influences the ability of the followers to work efficiently ultimately enhancing their performance. Also, leadership style may influence the ability of the followers to work efficiently for the organization and this ultimately enhances the employee's job performance. On the other hand, transformational leadership style cannot raise motivation and job performance, and it is the commitment of staff to their job that can improve the performance (Ekpe, Mat & Adelaiye, 2017; Ombego, 2015).

Importantly, transformational leadership were used to corroborate early styles of the leadership that is used to assess leadership styles in which leaders were rated as more

transformational and performance indicators pointer were more effective at home base and in simulated scenario training exercises (Bass et al., 2003; Bass & Avolio, 2000). Which have been refined and expanded to be generalizable to numerous industries and disciplines, although transactional leadership, autocratic, laizzes-faire and digital leadership style have behaviours that may be effective in one situation and which may not be equally effective in all contexts compared to transformational leadership style that is ascertained to be good in all aspect of the organizational system (Hargis, Watt & Piotrowski, 2011). Transformational leadership style was offered in the organization to influence higher quality decisions in training since optimal leadership profiles are more transformational and are associated with better outcomes (Bass & Bass, 2008). Transformational leadership theory and decision-making efforts are fundamental to improving team effectiveness in the organization (Zhang & Peterson, 2010).

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Transformational leadership style is entirely different from the transactional leadership style. Transformational leaders try to develop the followers' full potential (Bass 1985; Johnson and Dipboye 2008), by influencing and engaging them. Followers feel more transformed and developed and organizational commitment achieved by internal motivation as employees find organizational environment beneficial for their development.

Transformational leadership adds value to transactional leadership as it emphasizes on followers' personality, attitude and beliefs on performance outcomes and results in "augmentation effect" (Bass 2008; Yukl 2010). The main foundation of the

transformational leadership style is the leader's ability to motivate the follower to accomplish more than what the follower planned to accomplish (Krishnan 2005). Burns (1998) proposed that transformational leaders go in a relationship with the followers in which they motivate each other to a higher level which results in value system congruence.

Bass and Avolio (1994) observed that transactional leaders work within their organizational cultures by following the rules, procedures and norms; while transformational leaders change the culture of their organizations by first understanding it, and then realigning it with a new vision and a revision of its shared assumptions and values. Meanwhile, Burns (1978) argued that transactional leadership practices lead followers to short-term relationships of exchange with the leader. These relationships tend toward shallow, temporary exchanges of gratification and often create resentments between the participants. Additionally, a number of scholars criticize transactional leadership theory because it utilizes a one-size-fits-all universal approach to leadership theory construction that disregards contextual factors related organizational challenges (Beyer, 1999; Yukl, 1999; 2011; Yukl & Mahsud, 2010).

Empirical support for transactional leadership typically includes both transactional and transformational behaviours Transformational leaders try to develop the followers' full potential (Bass 1985; Johnson and Dipboye 2008), by influencing and engaging them. Followers feel more transformed and developed and organizational commitment achieved by internal motivation as employees find organizational

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environment beneficial for their development. Transformational leadership adds value to transactional leadership as it emphasizes on followers' personality, attitude and beliefs on performance outcomes and results in "augmentation effect" (Bass 2008; Yukl 2010). The main foundation of the transformational leadership style is the leader's ability to motivate the follower to accomplish more than what the follower planned to accomplish (Gundersen et al., 2012; Lee, Veasna & Wu, 2013; Liu, Liu & Zeng, 2011; McCleskey, 2014).

Next, Laissez-Faire style within the organization acknowledged by experts. Laissez-faire leadership style is the one in which a leader delegates all the decision-making powers to followers. Zareen, Razzaq and Mujtaba (2015) described laissez-faire leadership as a leader's disregard for supervisory duties and lack of guidance to subordinates. Laissez-faire leaders offer little support to their subordinates and are careless to productivity or the necessary completion of duties (Quade, Perry & Hunter, 2017). Such leaders give complete freedom to their followers to make a decision by providing them with all necessary tools and resources. In this case expectations from followers become very high to solve their own problems but when they go through the process and ultimately make a decision the whole process becomes a good learning opportunity to develop and to know about necessary organizational tools (Eagly, Mary, Schmidt and van Engen, 2003).

Similarly, Laissez-faire leadership style becomes more effective in the situations when followers are highly skilled, motivated, capable, and willing to doing things on their own (Chaudhry and Javed 2012). Laissez-faire leadership style also becomes

useful in the situations when there are large numbers of decisions, decision making is easy, and followers have to perform routine tasks with fewer complexities and less demanding criteria or when rules and regulations are pre-determined. This is because people vary in nature and response, some of them lack the ability to set deadlines or managing their projects independently by solving problems or aligning their objectives with the organizational goals (Eagly, et al. 2003). Such employees require high relationship orientation with their managers and leaders; in these circumstances, laissez-faire leadership style fails, resulting in poor performance of employees in the form of off-track efforts and missed deadlines.

Furthermore, Digital Leadership is the capability of (business) leaders to identify and realize the opportunity for (business) growth and value through effective, efficient and acceptable use of Digital Technologies (IT) (Zareen, Razzaq & Mujtaba, 2015). Digital leadership seeks technology-enabled opportunities to reinvent the business and expand and disrupt markets, it understands how different stakeholders are using technology to advance their own interest and it focuses the organization for change and activates all resources towards that change in the area of digital leadership definition is the accomplishment of a goal that relies on ICT through the direction of human assistants and uses of ICT through the direction of human assistants and uses of ICT" (Hüsing et al 2013) With this kind of leadership, both the goal and the resources involve using ICT.

Consequently, this creates additional demands on the competencies of an effective digital leader. According to Valentine and Stewart (2015) mention the following

competencies examples; skills, knowledge and experience to govern technology for strategic advantage, making technology decisions and governing risk, and using technology to achieve returns and demonstrate value. According to Bennis (2013), digital leaders must have been coupled with resilience and adaptive capacity, and openness to the new. Bennis argues that these qualities need to be learned to become a digital leadership. Another approach for defining digital leadership is followed by Toomey (2016) which relates to the concept of leadership to the paradigm shift of the digital era and defines digital leadership as follows: Digital Leadership is the capability of (business) leaders to identify and realize opportunity for (business) growth and value through effective, efficient and acceptable use of Digital Technologies (IT). Digital leadership seeks technology-enabled opportunities to reinvent the organization business and expand disrupt markets, which understands how different stakeholders are using technology to advance their own interest and it focuses the organization for change and activates all resources towards the change. In this way, transformational leadership styles contribute more changes in employee to put more effort into their work by showing results in different situations. Therefore, transformational leadership style is more preferable than another aforementioned style.

However, transformational leadership style is seen as encouragements style that motivates and lead others to perform beyond expectation (Chang & Teng, 2017; Vasilagos, Polychroniou & Maroudas, 2017; Bass, 1985; Burns, 1978). In addition, transformational leadership theory assumed the leader and member were committed to an ideal larger than themselves that was for the common good of the organization

(Jin, Seo & Shapiro, 2016; Tucker & Russell, 2004). Ng (2017) and Judge and Bono (2000) argued that transformational leadership theory has garnered the most attention in contemporary leadership research. These theories acknowledge the importance of symbolic behaviours and the role of a leader in creating events that are meaningful for followers. These theories also include a more comprehensive set of variables (traits, behaviors, mediating processes, and situation) and integrate them better in explanations of effective leadership behaviors (Yukl, 2006; Breevaart, Bakker, Hetland, Demerouti, Olsen & Espevik, 2014; Seibert, Sargent, Kraimer & Kiazad, 2017).

Transformational leadership diverges from other leadership styles in that the leader is more concerned about the subordinate needs and their personal development (Northhouse, 2004; Deinert, Homan, Boer, Voelpel & Gutermann, 2015). Therefore, in order to achieve desired needs or outcomes, a transformational leader influences subordinate by: enhancing the level of attentiveness about the importance and value of desired needs or outcomes; influencing subordinate to go beyond their own self - interest for the sake of the organization performance; altering and expanding the needs and wants of subordinate; and by acting as a role model that can motivate subordinates to accomplish their fullest potential (Eberly, Bluhm, Guarana, Avolio & Hannah, 2017). Bass (1985) viewed transformational leadership style as building on and expanding another leadership style in contributing desires needs or outcomes. In other words, the transformational leadership style could generate effort, cohesion, and effectiveness beyond what could be generated by another leadership style.

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Transformational leadership is defined as a leadership approach that causes a change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values and changes the expectations and aspirations of employees. Bass (1985) also used the term "transformational" instead of "transforming." Bass (1985) added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent, to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity.

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Transformational leadership has gained wide popularity among leading researchers during the past decade (Lowe, Kroeck & Sivasubramaniam, 1996) because of its qualitatively different approach to motivating followers as compared with other leadership styles (Gardner & Avolio, 1998; Howell & Avolio, 1993; Yammarino, Spangler, & Bass, 1993). Bass and Avolio (1994) characterized transformational leadership as being composed of four unique but interrelated behavioural components: inspirational motivation (articulating an appealing and/or evocative vision), intellectual stimulation (promoting creativity and innovation), idealized influence (charismatic role modelling), and individualized consideration (coaching and mentoring).

Several empirical and theoretical studies have found that leaders who display these four behaviours are able to realign their followers' values and norms, promote both personal and organizational changes and help followers to exceed their initial performance expectations (e.g., (House & Shamir, 1993; Jung & Avolio, 2000; Zarina, 2012). The transformational leadership process is comprised of four components: which are i) Idealized influence, ii) Inspirational motivation, iii) Individual motivation and, iv) Intellectual stimulation.

Firstly, idealized influence is defined with respect to both the leader's behaviour and the follower's attributions about the leader. Idealized leaders consider the needs of others before their own personal needs, avoid the use of power for personal gain, demonstrate high moral standards, and set challenging goals for their followers. Jointly, these behaviours set the leaders as role models for their followers (Kark &

Shamir, 2013; Moss & Ritossa, 2007). It is also the dimension in which idealized influence showed concerns on the formulation and articulation of vision and challenging goals and motivating followers to work beyond their self-interest in order to achieve common goals (Grant, 2012).

In this dimension, leaders act as role models who are highly admired, respected and trusted by their followers (Walumbwa, Morrison & Christensen, 2012). Accordingly, Voon, Lo, Ngui and Ayob (2011) posit that leaders with greatly idealized influence are willing to take risks and are consistent rather than arbitrary by demonstrating high standards of ethical and moral conduct. Furthermore, the transformational leader concentrates on compelling, communications, modelling behaviour, and displaying symbols focused on moving others, the organization, and the leader to a higher level of achievement (Avolio & Yammarino, 2002; Den Hartog, Van Muijen & Koopman, 1997). The transformational leader develops the skills of followers, so followers operate at a higher level and perform beyond expectation (Bass, 1998; Bass, 1990a; Conger & Kanungo, 1987). Secondly, inspirational motivation refers to the ways by which transformational leaders motivate and inspire those around them, mostly by providing meaning and challenge. Transformational leaders do so by displaying enthusiasm and optimism, involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating a commitment to the shared goals (Avolio & Bass, 2001; Braun, Peus, Weisweiler & Frey, 2013).

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It is also the dimension in which inspirational motivation expressed the way leaders motivate and inspire their followers to commit to the vision of the organization. Leaders with inspirational motivation foster strong team spirit as a means for leading team members towards achieving desired goals (Hüttermann & Boerner, 2011). Therefore, there appeared to be a connection between this transformational principle of inspirational motivation and the organization's ultimate performance. This connection was a key element of the transformational leadership dimensions (Avolio et al., 1991).

Thirdly, individualized consideration represents the leader's consistent effort to treat each individual as a special person and to act as a coach and mentor who continually attempts to develop his or her followers' potential. It is also the dimension in which individualized consideration leaders paying special attention to each individual followers. The vision of the leaders provides a framework that guides the followers in making a new approach that can facilitate the realization of their mission (Seligman & Csikszentmihalyi, 2014). Also, individualized consideration can be viewed as the degree and level at which personal attention from the leader is given to the followers that would sustain a cordial relationship that will enhance personal needs of the followers (Tims, Bakker & Xanthopoulou, 2011).

Lastly, intellectual stimulation represents the leader's effort to stimulate the followers to be innovative and creative as well as the leader's effort to encourage followers to question assumptions and to reframe problems and approach them in new ways (Bass & Avolio, 1993; Carmeli, Sheaffer, Binyamin, Reiter-Palmon &

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Shimoni, 2014) It is also the dimension in which Intellectual stimulation showed concerned with the role of leaders in stimulating innovation and creativity in their follower followers by questioning assumptions approaching old situations in new ways. They always encourage their followers to try new approaches or methods to solve old problems (Voon, Lo, Ngui & Ayob, 2011).

More specifically, the concept of individual consideration meant the leader saw each individual as a whole person within the organization. The leader focused on delegating appropriate work to individuals who would contribute to their professional growth (Bass & Riggio, 2006; Uhl-Bien, Riggio, Lowe & Carsten, 2014; McDermott, Kidney & Flood, 2011). The transformational leader is seen as someone who treats each individual as unique and who emphasizes the individual needs of each follower as well as organizational needs in ways that show caring, support, empathy, appreciation, tolerance of diverse views, and leniency (van Dierendonck & Patterson, 2015). The transformational leader also sees followers as an important factor in the workplace and builds leadership qualities in followers (Hargis, Watt & Piotrowski, 2011; Nielsen & Daniels, 2012).

In sum, a transformational leader is a leader that motivates followers to accept and accomplish difficult goals that followers normally would not pursue, makes followers feel (Dai, Dai, Chen & Wu, 2013) trust, admiration, loyal, respect and motivated to do more than they originally expected to do. This leadership style is the most dominant, practical and fit to the organizations that wish to develop greater autonomy (Grant, Gino & Hofmann, 2011; Yang, 2015).

Furthermore, by expressing confidence in their followers and demonstrating self-determination, transformational leaders are able to develop a high degree of trust and commitment among their followers (Hirst, Walumbwa, Aryee, Butarbutar & Chen, 2016; Panaccio, Henderson, Liden, Wayne & Cao, 2015). Consequently, the followers may be encouraged to develop close relationships with their supervisor, which, in turn, results in heightened positive result with the supervisor.

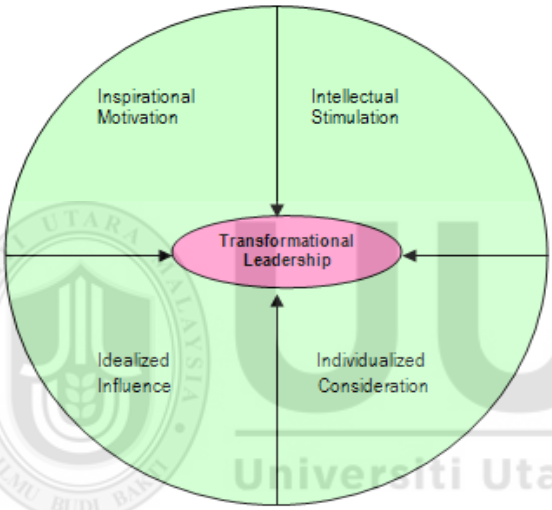

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Figure 1.2
Model of transformational leadership

Transformational leadership has long been associated with employee behaviours and is part of "the New Leadership" paradigm that concerned with the values, ethics, standards and long-term goals Barrett, 2011; Currie and Lockett; 2011; Zhu, Avolio, Riggio & Sosik, 2011; Day & Sin, 2011). Transformational leadership is also comprised of appraising motivation of the followers, realizing their needs and desires to boost the morale of the employee by encouragement (Wang & Howell, 2012; Fink, 2013; Yukl, 1999; Melé, 2014; Koning & Van Kleef, 2015; Quintana, Park, & Cabrera, 2015; Yusuf, Muhammed and Kazeem, 2014).

In addition, prior studied defined transformational leadership as the process whereby an individual joins with others and creates a connection that elevates the level of motivation and ethics in both the leader and the follower or changes his followers to trust the leader to perform at a higher level and to achieve the organizational goals (Obiwuru, Okwu, Akpa & Nwankwere, 2011; Wang, Oh, Courtright & Colbert, 2011; Akhavan Tabassi & Hassan Abu Bakar, 2010). These types of leaders are aware of the needs and desires of subordinates and attempt to assist followers to attain their fullest potential.

Moreover, Michaelis, Stegmaier and Sonntag (2010) view transformational leadership as the ability to bring about changes that would be significant to achieving the organizational strategy, vision, attitude and culture (Müller & Turner, 2010). Transformational leadership has been fundamentally shaped the last decades in leadership and management research and become quite popular in organizations, as indicated by the spreading use of transformational leadership training and education (Brooks & Normore, 2010; Gardner, Cogliser, Davis & Dickens, 2011; Ford & Richardson, 2013).

In particular, transformational leaders are expected to intellectually stimulate their followers and thus may activate the followers' potential (Wang & Howell, 2012). Accordingly, Wagner and Hollenbeck (2014) point out that today's network, interdependent, culturally diverse organizations require transformational leadership to transform followers to bring out their ingenuity creativity, imagination, and best efforts.

Yet, empirical evidence is still mixed, including positive (Eisenbeiß & Boerner, 2013) citing in (Gong, Huang & Farh, 2009) negative (Basu & Green, 1997) and non-significant direct relationships between transformational leadership and followers' motivation (Wang & Liu, 2015). According to Burns (1998); Grant (2012) and Stewart (2006) transformational leadership as leaders induced their followers to act for specific goals, which stand for the values and motivations. This is a kind of an important role expected to be played by a leader. A study conducted by (Akert & Martin, 2012; Zhu et al., 2011); Obiwuru, Okwu, Akpa and Nwankwere (2011) found that transformational leaders motivate and enhance goal accomplishment to be pursued by the followers.

Meanwhile, referring to the transformational leadership style in the education system can be said that less attention has been given to of transformational leadership reviewed literature is compared to other leadership style concentrated on higher education and also transformational leadership style has been proposed or suggested as efficient for universities. In reference to the concentration of the style of leadership must be on communication and the capabilities of the organizational members. Transformational leadership has prepared a normal and basic approach to leadership in schools and universities. Transformational leadership style in educational institutes should seek for the efficiency of the results rather than moving along their own conclusion.

A transformational leader can help the individual's growth to the extent of his recognition instead of organizational education. Followers have proven that they are

quite satisfied with working with transformational leaders. They endeavoured more and had high performance; even transformational leaders can be observed when the leaders and subordinate had reached the maximum level of motivation and morale among them and high performance. this is the due to the clarity of their vision, the power of their personality and the ability of the transformational leader in influencing the followers to change their perceptions and expectation and the continuation of the leader to motivate these subordinate/followers to work and achieve common goals. Robinson, McCarthy and Smyth (2010) also have performed researches in a higher education organization. According to their researches outcome, transformational leadership flows and has been very successful in these institutions. Have also accomplished researches in higher education institutions and universities with similar outcomes.

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Therefore, the researcher now defined Transformational leadership style as a style of leadership where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. Hence, the next section covers a review of the literature on previous empirical studies on transformational leadership style.

2.2.2 Previous studies on Relationship between Transformational Leadership Styles and Academic Job Performance

In the literatures, studies have stressed the importance of transformational leadership style helping to promote positive outcomes for individuals, organizations and other critical stakeholders (Etemesi, 2012; Geib & Swenson, 2013; Samaitan, 2014; Cossin

& Caballero, 2013; Nyarangi; 2013; Ngaithe, K'Aol, Lewa & Ndwiga, 2016) in which a leadership that plays a special role within the valuing of individual or cluster achievements, are the most prominent personality within the organization and function as role models. However, empirical studies have suggested that organizations are likely to benefit through this type of leadership style who successfully transform the main target

It has been established that transformational leadership style behaviour has been found to be positive to so many organizational variables in a different consistent fashion on follower innovation, performance and at individual attitude likewise as organizational level (Caillier, 2014; Bass and Avolio, 1990; Pearce and Sims, 2002; Cavazotte, Moreno & Hickmann, 2012; Almutairi, 2015; Bacha, 2014; Basham, 2012; Braun, Peus, Weisweiler & Frey, 2013; Chen, Bian & Hou, 2015; Cheung & Wong, 2011; Mahdinezhad et al., 2013; Munir, Rahman, Malik & Ma'amor, 2012; Shahhosseini, Silong & Ismaill, 2013).

In a study conducted Basham (2012) 300 university presidents from both private and public higher education in United State from the 25th anniversary higher education directory was found significant from the rate of 70% of the expert panellist participating. Transformational leadership on subordinate was found positively related to work performance from 202 among the employees of a research and development institution from a government based research centre in Taiwan. In a similar vein, job performance academic staff was indicated a positive strong relationship between transformational leadership style and employees' job

satisfaction Munir, Rahman, Malik and Ma'amor (2012) when tested on 214 from academic staff in 4 affiliated colleges in Klang Valley in Malaysia. Similarly, 360 employees from 39 academic teams at a German university was tested and positively related to level team performance (Braun et al., 2013). In other writing, Dvir, Eden, Avolio and Shamir (2002) 54 military leaders, 90 direct followers, and 724 indirect followers tested on the transformational leadership, follower development and performance found a more significant positive impact on direct followers' development and on indirect followers' performance.

In another study, Jyoti and Bhau (2015) tested transformational leadership on job performance from 392 lecturers, 60 HODs and 332 lecturers working in higher education sector government colleges in Jammu, India was found the insignificant difference. Flávia Cavazotte, Moreno and Bernardo (2013) tested 107 managers among Brazilian employees from financial sector on transformational leadership style, subordinate formal and contextual performance. It was revealed that perceived transformational leadership is associated with higher level task performance. 200 academic staff was tested from the Colleges revealed a significant relationship between leaders' democratic pattern and lecturers' performance; 200 academic staff and 300 students from the Colleges (Fashiku, 2016).

Relatedly, 387 academic staff from both private and public universities in Malaysia. found transformational leadership and academic staff were found significant (Hashim & Mahmood, 2011) carried out. Likewise, 437 participants employed by 6 U.S. banking organizations in the Midwest, on transformational leadership result found

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were related to supervisor-rated performance (Walumbwa, Avolio & Zhu, 2008). There is a significant difference in performance in terms of project supervision three hundred and forty-seven lecturers drawn from four public and two private universities in the south-western zone of Nigeria and there is a significant difference between the performance of the university lecturers (Ologunde, Akindele & Akande, 2013).

Furthermore, transformational leadership was positively related to performance at the team and organization levels from 117 independent samples over 113 primary studies meta-analytic (Wang et al., 2011). In addition, Herman and Chiu (2014) carried out 250 front-line employees and their immediate managers working in five banks republic of China. The result was found support the model by individual-focus transformational leadership behaviours exert a differential impact.

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A significant positive was reported between transformational leadership and team performance involving 360 employees from 39 academic teams (Braun, Peus, Weisweiler & Frey, 2013). A similar result was recorded when tested 192 managers from public and private banks from Iran found correlated relationships between. transformational leadership style and job performance. (Shahhosseini, Silong & Ismaill, 2013). In the same vein, 333 lecturers of UIN Maulana Malik Ibrahim, Malang, East Java of Indonesia was tested found transformational leadership and a positive effect on the lecturers' job performance (Sani & Maharani, 2012).

More so, Transformational leadership has been widely linked to positive individual and organizational consequences (García-Morales et al., 2012). These leadership styles are found to correlate positively with organizational performance. (e.g., Avolio, Waldman & Einstein, 1988; Yammarino & Dubinsky, 1994; Yammarino, Spangler & Bass, 1993; Riaz, Haider & Open, 2010; Voon, Lo, Ngui & Ayob, 2011 Ismail, Mohamed & Sulaiman, 2011) Barling, Weber & Kelloway, 1996; Dóci & Hofmans, 2015).

Overall, there is evidence showing positive relationships between transformational leadership and performance; these relationships are stronger. Yet, there remains a need for more rigorous field tests of the impact transformational leadership on performance to establish causality (Kirkpatrick & Locke, 1996). Indeed, the positive effects of transformational leadership style have been confirmed in the workplace, civilian as well as in military samples (Bass, 1998; Zhu, Newman, Miao & Hooke, 2013). The researcher concludes that transformational leadership style, enhanced by motivating, can augment the development of human resources and their performance in a variety of organizational context.

In sum, despite the evidence reported in research that the transformational leader abilities and attributes appeared to develop organizational performance the link has been inconclusive. Few empirical studies have been conducted within the job performance of academic staff in the Nigerian public university context, to examine the relationship between transformational leadership and job performance. Even though many previous studies have proved the connection between transformational

leadership dimensions and performance, inadequate studies have explained the nature of this connection in other context and how the transformational leadership style affect organizational performance. Therefore, transformational leadership style will be implemented in this study. The next section illustrated the motivation.

2.3 Motivation

Many definitions have been advanced by scholars regarding the subject motivation. Motivation is derived from a Latin word *movere* which is translated to as move. Motivation is an influence that maintains a huge impact on any direction and activities. Motivation has been defined as individual's belief in their different ability of thought, feeling, behavior, needs, personality, values, cognition, affect and considerable interest to influence a worker's and hence, the firm's performance (Latham & Ernst, 2006; Amabile, Hill, Hennessey & Tighe, 1994). Zebrowitz-McArthur and Baron (1983) affirmed that motivation is a mass of various activities that affects and guides our behaviour achieve specific goals.

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The authors argued that motivation depends on certain intrinsic and extrinsic features that are joined together with positive results in abundant employees. Motivation also refers to the propelling power that continuously inspires employees to move and complete certain actions (Mafini & Dlodlo, 2014). The most practical definitions of motivation were the one offered by Luthans, Avolio, Walumbwa and Li (2005) and Latham and Ernst (2006) observe motivation as a psychological process that directs, stimulates the persistence of employee behaviour. Other authors like Latham and Pinder (2005); Latham & Pinder, (2005); Moody and Pesut (2006); Dent and other

(2011) Acar (2014) defined motivation as a stimulus-driven inner urge, psycho-biologically, a value based that activates and guides human behavior in response to supporting intrinsic satisfaction, other, self and environment, perceived wants, desired goals and resulting in to the intentional fulfillment of basic human drives.

Therefore, motivation from the beginning of the 21st century is seen as those psychological procedures which cause stimulation, course and tenacity of charitable actions that are made with the aim of achieving specific goals (Rahman, Mannan, Hossain, Zaman & Hassan, 2018). Work motivation is a set of energetic forces that originate within as well as beyond an individual's being. Normally, the favoured items factors among employee programs such as incentives and rewards. Moreover, studying the role effect of motivation on the academics job performance is the focus of this study as a very important component of the psychological process and environmental circumstances for discussing the subject of motivation (Spector, 1985; Lachance-Grzela & Bouhard, 2009). Therefore, it is fair to say that motivation programs/elements are crucial components of inducements, recompenses and appreciation which are used by different organizations to correlate success factors and employee job performance in the organization.

Meanwhile, many scholars are of opinion that motivation is a key and indispensable factor towards ensuring the establishment of a competent workforce within the context of academic job performance (Lazaroiu, 2015; Prytherch, Kakoko, Leshabari, Sauerborn & Marx, 2012; Jayaweera, 2015; Kiruja & Mukuru, 2018). This is because motivation is related to specific issues, situations and circumstances

that based and constitutes academic staff working lives (Evans, 1998). In respect to this, academics will be motivated to go along away with their jobs in the area of effectiveness, productivity or efficiency (Campbell et al., 1993). Effectiveness refers to the evaluations of the results of performance, while productivity is the ratio of effectiveness to the cost of attaining the outcome. For example, the ratio of hours of work (input) in relation to assembled (outcome) describes productivity (Mihaiu, Opreana & Cristescu, 2010).

Buberwa (2015) posits that Job performance was a factor for effectiveness and motivation was also the inner drive that pushes individuals to act or perform. Specific theories may propose a varying set of factors influencing motivation and job performance. But many scholars agreed that motivation was the psychological process that causes the arousal, direction, intensity and persistence of behaviour as presented by (Chigona, Chigona & Davids, 2014). Ufuophu-Biri and Iwu (2014) make the point that to properly understand job performance even in a developing country like Nigeria competition and productivity are needed as motivation for academic job performance.

In other literature, Kosteas (2011) have shown that adequately motivated academic staff exhibit higher levels of performance. This is because authors like Evans (1998) have emphasized that the best way to inspire lecturers is by providing them with a say and sense of belonging, by active discussion and partaking in decision making, and motivation through the recognition efforts and achievements. In line with Saleem, Mahmood and Mahmood (2010) also argued the best way to stimulate

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people working in an organization effective motivation that tends to make employees more gratified and contented with tested severally.

Many studies have shown significant link between motivation and job performance (Aarabi, Subramaniam & Akeel, 2013; Saka & Salman, 2014; Abdulsalam & Mawoli, 2012; Ali, Dahie & Ali, 2016; Amabile, Hill, Hennessey & Tighe, 1994; Victor & Babatunde, 2014; Said, Zaidee, Zahari, Ali & Salleh, 2015; Ibe-Moses, 2018; Afful-Broni, 2012; Ogunleye & Osekita, 2016; Sandhu, Iqbal., Ali & Tufail, 2017; Belle´, 2014; Park and Rainey, 2008; Vandenabeele, 2014; Wright et al., 2012). Therefore, motivation can be viewed from two separate in the literature which covers on intrinsic and extrinsic motivation in the next section.

2.3.1 Types of Motivation

There are two types of motivation in an organization or institution, which are: i) intrinsic motivation and ii) extrinsic motivation.

2.3.1.1 Intrinsic Motivation

Intrinsic motivation is derived from the personal desire or attention which does not include workings on matters for the sake of being gratified monetarily. Rather it is driven by an inner set of satisfaction to be pleased from the inside. These are what refers to an internal motivating factors because they come from within the individuals. This refers to as psychological considerations at the workplace. It includes things like using one capability, the wisdom of task and accomplishment, optimistic acknowledgement, accepting gratitude, and to be approached and handled

in a complimentary way. According to Parvin and Kabir (2011) opined that every person does have his or her own peculiar motivation influences and ignite internally generate the courage to carry out actions and some duties which have the capacity to help the individual to reach a goal.

The phenomenon of intrinsic motivation was first acknowledged within the studies of behaviour, where it was discovered that many organisms engage in playful, and curiosity-driven behaviours even in the absence of reinforcement or reward (Tripathi & Chaturvedi, 2014; White, 1959). Amabile, Hill, Hennessey, and Tighe (1994) defined intrinsic motivation as a feeling which is derived without any obvious external rewards. Kuvaas, Buch, Weibel, Dysvik and Nerstad (2017) are of the view that people are said to be motivated intrinsically when they desire, attention, personal fulfilment, self-expression and contentment interest at work. Levesque, Copeland, Pattie and Deci (2010) elaborated that intrinsic motivation inherent, rational and the ability to engage one's interest and use one's capacity, and in so doing to achieve ideal changes. Intrinsically motivating actions get increased by the subject concern from achieving them especially when you are getting any reward in return.

In humans, intrinsic motivation is not the only form of motivation, but it is a pervasive and important one. From this, the individual in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one's inherent interests that one grows

in knowledge and skills. The inclinations to take interest in novelty, to actively assimilate, and to creatively apply our skills is not limited to childhood but is a significant feature of human nature that affects performance, persistence, and well-being across life's epochs (Nix, Ryan, Manly & Deci, 1999).

Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relationship between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfaction a person gains from intrinsically motivated task engagement (Rode, Gómez-Baggethun & Krause, 2015). In part, these different definitions derive from the fact that the concept of intrinsic motivation was proposed as a critical reaction to the two behavioural theories that were dominant in empirical psychology from the 1940s to the 1960s.

Specifically, the operant theory Skinner (1953) and Hull, 1943) maintained that all behaviours are motivated by rewards (i.e., by separable consequence such as food or money), intrinsically motivated activities were said to be ones for which the reward was in the activity itself. Thus, researchers investigated intrinsically motivated activities were said to be ones that provided the satisfaction of innate psychological needs. Thus, researchers explored what basic needs are satisfied by intrinsically motivated behaviours. Much importance has been placed on intrinsic motivation in

social psychology because it is perceived as a type of motivation leading to highly valued outcomes such as creativity, quality, spontaneity, and vitality.

For example, in the line with Abdullah and Wan (2013) recognizes that an employee's intrinsic motivation makes certain actions just because it not only helps to fulfil their interest but it also helps to satisfy their fulfilment. Intrinsic motivation is fired by profound interest and participation in the effort, delight, inquisitiveness or a responsibility to set a goal for one's self. Intrinsic motivation is often evaluated together with the proportions of the intention to succeed and overcome thought-provoking assignments (Chaban, 2017). Eventually, research on intrinsic and extrinsic motivation presupposes that workers strive hard to be sufficiently informed of the happenings and events of within and outside their environments.

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2.3.1.2 Extrinsic Motivation

Extrinsic motivation is external factors that drive people's behaviour and deal with concrete recompenses like remunerator, fringe paybacks, upgrade and condition of service. Extrinsic motivation is often decided at the level of the organization and which are often lies out of the influence of supervisors. Extrinsic denotes the conduct that is propelled by outside benefits such as cash, reputation and commendation in line with (Amabile Hill, Hennessey and Tighe, 1994) sees motivation as outside aspiration factors of an individual which could be in the form of financial gratification or marks. Rewards as such as these do go a long way to provide some form of satisfaction to the workers which cannot be obtained while engaging in the job or financial rewards for job performance of academic staff activities include

personal earnings, salary increment, commission, prize money, (Quaglione, Muscio & Vallanti, 2015).

This type of motivation happens from outside the employee and it is different from intrinsic motivation. There is no definite universally accepted definition of extrinsic motivation. Extrinsic motivation is rewarded that are deeply seated in positively assessed works and is usually given to employees by employers in their work environment. Extrinsic motivation is a means of doing something because it leads to a separate outcome (Ogunleye & Osekita, 2016). These are usually termed to be external reinforcement measures which are regarded to be highly significant that relates to employees work environment which has an effect and is said to have impact immensely on work ethics professional behaviour. Shields (2013); Gagné and Vansteenkiste (2013) and Ryan, Huta and Deci (2013) opined that elements of extrinsic motivation comprise of the following, upgrades of employment, state symbols and respect, bonuses, mentions and other supports like additional leave, extrinsic motivation is a state of stimulating and reinforcing employee motivation with the aim to inspire the employee to work more and faster or better in form of gift and monetary rewards such as money and grades.

Extrinsic motivation is the impact which comes from outside source and individual sources can be anything from employers it is the use of positive or negative incentives is what determines the way the sources influence an individual and changed stimuli could be recognition, respect or even money though as suggested (Osterloh & Frey, 2007) (Bénabou & Tirole, 2011) that the usefulness of physical

money is engaged in transactions and not to deliver utility. These motivations provide satisfaction and pleasure that the task itself may not provide (Gagné & Vansteenkiste, 2013; Ryan, Huta & Deci, 2013). An extrinsically motivated person will devote time to working on a task given, even when they have little interest in it because of the anticipated satisfaction they will get from reward financial benefits package which workers acquire from the organization that includes money for performances, housing support, health coverage and security scheme (Kesari, Verma & Atulkar, 2015).

Similarly, extrinsic motivation related benefits should, in turn, propel the employee to reciprocate the gesture by exhibiting a high sense of commitment, responsibility and dedication towards the organization. This should be equally followed by showing a total lack of interest for any form of alternative employment that attempts to come from outside the organization. Previous studies in the private sector organization generally supported of such assertion (Mottaz, 1988; Loscocco, 2016)

Extrinsic motivation refers to motivation that comes from outside an individual (Bénabou & Tirole, 2011). The motivating factors are external or outside rewards such as money and grades. These motivations provide satisfaction and pleasure that the task itself may not provide (Gagné & Vansteenkiste, 2013; Ryan, Huta & Deci, 2013). An extrinsically motivated person will devote time to working on a task given, even when they have little interest in it because of the anticipated satisfaction they will get from reward (Kesari, Verma & Atulkar, 2015).

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2.4 Previous studies on motivation

Reviewing the past literature studies had shown that testing similar dimensions of motivation which had led to different results on job performance. For example, intrinsic motivation was found positively associated with job performance. For example, fifty (50) lecturers and ten (10) heads of department in University, Nigeria (Victor & Babatunde, 2014). 202 supervisor-subordinate dyads from 12 enterprises in China found a significant positive effect on both intrinsic motivation and job performance (Guo, Liao, Liao & Zhang, 2014). 130 employees of service organizations Malaysia showed that among the motivational factors, two variables were found to be significant predictors of job performance (Aarabi, Subramaniam & Akeel 2013).

240 SME owner-managers in northeast Nigeria found a significant positive relationship between EO, TO and performance of SMEs (Sandhu, Iqbal, Ali & Tufail, 2017). 160 librarians and 141 library officers spread across the 17 fully operational Universities in North Central, Nigeria was showed a moderate level of motivation and was a high level of the job performance of library personnel (Saka & Salman, 2014). 219 academic staff Nigeria was tested found a positive correlation between motivation and teaching performance; and a weak negative correlation between motivation and research performance (Abdulsalam & Mawoli, 2012). 169 respondents were selected from non-academic staff of departments in UiTM, Malaysia was found to have positively and significantly related to job performance (Said, Zaidee, Zahari, Ali & Salleh, 2015). 254 hotel workers at twenty-five chain hotels in Bristol, England found a significant relationship between work motivation

and job performance of the hotel workers (Jayaweera, 2015). 465 teaching staff was tested in Ghanaian polytechnics found a significant positive correlation between motivation and performance among teaching staff (Kwapong, Opoku & Donyina, 2015). 283 employees in a Fortune Global 100 company in Korea was found intrinsic motivation partially mediated the job performance (Joo, Jeung and Yoon, 2010)

However, in other studies, intrinsic motivation was found to be negatively associated with job performance. 130 employees of service organizations Malaysia showed that among the motivational factors, two variables were found to be significant predictors of job performance and intrinsic was not found to be significantly related to job performance (Aarabi, Subramaniam & Akeel 2013). In a similar way, Kiruja & Mukuru (2018) tested 315 targeting administrators, heads of department, teaching staff and non-teaching staff in the Public Middle-Level Technical Training Institutions in Kenya found not satisfied with their pay and work environment. 4 decades of research and 9 meta-analyses focused on the undermining effect of intrinsic and extrinsic motivation on performance found intrinsic motivation less important to performance (Cerasoli, Nicklin & Ford, 2014). 222 and 216 supervisor-subordinate dyads from Mainland China and Taiwan found to pay for performance on creativity was low (Zhang, Long, Wu & Huang, 2015).

2.4.1 Previous Studies on Motivation and Transformational Leadership Style

Several results were found significant when motivation is tested in work environment against transformational leadership. 128 employees from public sector organizations

in Libya was tested on the transformational leadership style dimensions and employee motivation found to be significantly related. 348 sales employees and supervisors in four private retail companies and five private manufacturing companies in China tested and found mediated transformational leadership and high prosocial motivation (Zhu & Akhtar, 2014). 400 employees in the Telecommunication Sector in Punjab were tested and found a significant relationship between transformational leadership and employee motivation (Ahmad, Abbas, Latif & Rasheed, 2014). 48 in-depth interviews with 16 childcare leaders and 32 of their employees in Danish childcare centres were tested and found transformational leadership increases public service motivation (Andersen, Bjørnholt, Bro & Holm-Petersen, 2016). 49 items were administered to federal, state, and local government employees in the United States tested and found transformational leadership and PSM had a direct, positive effect on employee evaluations (Caillier2014).

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2.4.2. Previous Studies on Motivation and Academics Job Performance

The several results were found when extrinsic motivation is tested in work environment against job performance. It is a well-established factor that exerts a significant influence on a variety of behaviours (Kanfer, Chen & Pritchard, 2008; Wood, Levine, Cory, Wilson & Inamdar, 2013). To make employees always motivated is one of the key challenges for the employer or an institution. This is because motivation is the driving force that is direct to the activity that will make a person act (Deci & Ryan, 2012). Previous studies have suggested that firms are likely to benefit through motivation and higher productivity if their employees have a

high level of motivation. It is also important for employees to be happy in their work, given the amount of time they have to devote to it throughout their lifetime.

Extrinsic motivation is positively associated to job performance in a study conducted on 219 of the academic staff of the University in Nigeria and it was revealed that motivation positively teaching motivation and research motivation (Abdulsalam and Mawoli, 2012). In the same vein, 254 hotels workers at 25 hotels in Bristol, England found work motivation the association with job performance (Jayaweera, 2015). 4 decades of research and 9 meta-analyses were tested over the provision of extrinsic incentives erodes intrinsic motivation predict performance (Cerasoli, Nicklin & Ford, 2014). 339 employees and 72 supervisors were collected from 62 Taiwan international hotels found promotion enhances the extrinsic creative motivator (Chang & Teng, 2017). Kuvaas, Buch, Weibel, Dysvik and Nerstad (2017) tested intrinsic and extrinsic motivation affected supervisor-rated work performance different industries found intrinsic motivation was associated with positive. 181 doctors from a Pakistani hospital and 135 academics Pakistani university tested and found extrinsic motivation is related both to task performance and contextual performance (Gerhart & Fang, 2015; Yousaf et al., 2015).

Similarly, 226 employees of an organization in Iran conducted and tested motivation was found mediate the job involvement and job performance (Taghipour & Dejban, 2013). 1500 bank employees based their bank's online found motivation and satisfaction predict the job performance in United State (Springer, 2011). 200 students from 18 public school in the north of Portugal found IM and EM were

supported (Lemos and Veríssimo, 2014). 181 employee–supervisor dyads tested extrinsic rewards positively affect the intrinsic motivation of employees enhancing performance (Malik, Butt & Choi, 2015).

However, extrinsic motivation became negatively associated with job performance in a study involving 740 students in 54 classes in Berlin, Germany tested was negatively predicted (Cerasoli, Nicklin & Ford, 2014). The intrinsic and extrinsic motivation in work settings was tested affected supervisor-rated work performance intrinsic motivation was positively associated and extrinsic motivation negatively related (Kuvaas, Buch, Weibel, Dysvik & Nerstad, 2017). Kuvaas, Buch, Weibel, Dysvik and Nerstad (2017) tested intrinsic and extrinsic motivation affected supervisor-rated work performance different industries found intrinsic motivation was associated with positive and that extrinsic motivation was negatively related to employees. 40 principals and 240 teachers conducted in Malang Indonesia were tested on the effect of the principals' transformational leadership and its effect on lecturers' work motivation and school improvement (Wiyono, 2017).

2.4.3 Motivation as a Potential Variable to Mediate the Relationship between Transformational Leadership Style and Job Performance

Motivation in this section is proposed as a potential variable that would help to mediate the relationship between transformational leadership and job performance of academic staff in Nigerian public universities. To start with, motivation has a link to performance considering the perspective of human relations theory (Connolly, 1976;

Filley, House & Kerr, 1976; Cerasoli Nicklin & Ford, 2014; Herman & Chiu, 2014; Stangor, 2015). The relationship between employee motivation and job performance has been studied for a long period. Motivation is an unobservable force that energizes, directs and sustains behaviour" (Diefendorff & Chandler, 2011; Kanfer, Chen & Pritchard, 2008; Mitchell & Daniels, 2003). Motivation relates to a performance by influencing the direction, intensity persistence of effort (Blau, 1993; Campbell, 1990; Kanfer, 1990). Specifically, motivation is reflected in the choices employees make about effort spend, the level of effort, and how much they persist in that level of effort (Belle & Cantarelli, 2015). Furthermore, this entails the more staff are motivated, the more they are likely to attend to their obligation assigned, assignments and projects among others thereby ensuring the attainment of the public university and national goal which is 'quality education to students. Studies conducted by Stevens and White (1987) show that improvement in lecturer motivation has benefits for students and lecturers. In Nigeria, the quality of education at all levels in tertiary institutions particularly public universities have long been adjudged as substandard, half-baked, and poor while the causes have been attributed to poor funding, inadequate and outdated infrastructures, and above all, poor remuneration and motivation of the academic staff (Mafiana, 2011; Ekundayo & Ajayi, 2009; Akinsanya, 2007). In essence, motivation being a strong determinant of staff contribution to teaching, research, publication and public engagement that can be used as a weapon to reverse the declining standard of university education in the country (Abdulsalam & Mawoli, 2012).

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Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs from the more general forms of motivation studied by psychologists in other fields (Wlodkowski & Ginsberg, 2017). Motivation in education can have several effects on how students learn and how they behave towards the subject matter. It can direct behaviour toward particular goals, Lead to increased effort and energy, Increase initiation of, and persistence in, activities, Enhance cognitive processing, determine what consequences are reinforcing, Lead to improved performance. Because internal motivated employees, sometimes need situated motivation, which is found in environmental conditions that the educator creates.

Motivation is "Powering that drives people to achieve high levels of performance and overcoming barriers in order to change. "Psychologists have provided different definitions according to attitude to the motivation phenomenon which is briefly mentioned below (Tohidi, 2011). Motivation was inspired by the Latin term "Move" For the first time, means movement and it is an English word. Motivation is a force which causes people to behaviour particularly and according to management point of view, the aim of creating motivation in employees is to have behaviour in which brings the highest benefits for the organization. Although the motivation issue in this study based on how behaviour strengthens and how it leads to specific goals, consequently, motivation gives power and direction to behaviour in order to achieve academic job performance. Whenever, if we consider job performance, to be powerful and staff guided behaviour, the management or leadership of the

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universities should enter the territory of motivation. Motivation is the force that causes movement in the individual. In fact, it is an agent that causes (internal or external) activity in living creature considered as a kind of motivation that refers to as intrinsic and extrinsic motivation.

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the responsibility itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by evaluation's theory. Academic staff are likely to be intrinsically motivated if they: Attribute their educational obligation results to factors under their own control (e.g., the effort spent), believe they can be effective managers in reaching desired goals (i.e. the results are not determined by luck) and are interested. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. In general extrinsic encourages the performer to win and beat others.

However, the literature subscribes to the fact that motivation is goal-directed behaviour which involves individual forces (internal and external) that account for the direction, level, and persistence of a person's effort expended at work, (Nelson and Quick, 2003; Luthans 1998; and Pinder 1998). Motivation can be induced by the employer or reside within the employee. So, identifying motivation is considered essential to understanding why some employees work hard and some do not. In the

same vein, some scholars believe that performance is behaviour exhibited or something done by the employee (Campbell, 1990). So, job performance is not a single unified construct but a multidimensional construct consisting of more than one kind of behaviour Smeenk, Teelken, Eisinga and Doorewaard (2008); and Sukirno and Siengthai (2011) used model of performance to capture dimensions of job performance behaviour across the jobs in education; teaching, research, publication and public engagement So, from the context of the relationship between motivation and academic job performance, the notion is that academics who are highly motivated are much more likely to be high performers which are widespread in management and organizational psychology literature. Lawler (1994) and Buchanan and Huczynski (1997) submit that motivation is the single most important determinant of individual job performance. According to Nelson and Quick (2003) opined motivation factors lead to positive mental health, challenge people to grow, contribute to the work environment and invest in the institutions important determinant of individual job performance.

In order to achieve a proper job performance and more effective and optimal efficiency and productivity, each organization explores ways to make a helpful environment for its employees to reach that level of ability which can make a greater impact on their work. Actually, job performance has been defined as the overall values which an individual does during a specified period of time as discrete pieces of behaviours which also expected by the organization (Motowidlo, 2003). Spector expresses that people could act in their careers well, on the condition that they have

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necessary motives, abilities and motivation to do a good performance (Spector, 2009).

Motivation is an individual characteristic, but it can rise from the individual (e.g. personality) and also from the environmental conditions. Improvement and enhancement of organization performance and increment of productivity in order to achieve maximum efficiency of use human and material resources is of the obvious and important management tasks. In other words, job performance is a set of behavioural and functional patterns skills of managerial competence in the area of academic staff delivery knowledge which including (teaching, research, publication and public engagement abilities in the work environment (Smeenk et al., 2008; Sukirno & Siengthai, 2011).

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However, transformational leadership style in public universities Pihie, Sadeghi and Elias (2011). Several different approaches have developed over the years to describe leadership styles. Integrative leadership theories are the new approach in leadership which have been established based on combining trait, behavioural, and contingency approaches and the transformational leadership is one of them (Abu Daud Silong, 2009). It was first mentioned in 1978 by James McGregor Burns and was developed by Bass in 1985 and by Bass and Avolio in 1994 (Hinkin & Schriesheim, 2008; Northouse, 2007; Piccolo & Colquitt, 2006). This theory consists of three-part transactional, transformational, and laissez-faire leadership but transformational leadership is the leadership that would motivate direct people to achieve the set goal of the organization.

Transformational leadership refers to the process of building commitment to the organization's objectives and empowering followers to accomplish these objectives. It is a style that can improve employees' ability and performance. Employees can act beyond their previous performance. This type of transformational leadership gives a set of capabilities to leaders to recognize the need for change, to create a vision to guide that change, and to carry out the change effectively (Griffin & Moorhead, 2007). This leadership increases knowledge of employees about their work, makes workers conscious of the importance of their jobs and performance to the organization and aware of their own needs for personal growth, and motivates the worker to work toward organizational efficiency (Jones & George, 2008).

Transformational leaders are attentive to the needs and motives of followers and try to help followers reach their fullest potential (Northouse, 2007) which possess good visioning, rhetorical and impression management skills. These skills are used to develop robust emotional connections with workers. They are believed to be more successful at driving organizational change because of workers' heightened emotional levels and their willingness to work toward the accomplishment of the leader's vision (Avolio & Bass, 2000; Bono & Judge, 2003; Hughes et al., 2006). Leaders with transformational leadership behaviour can direct their organization toward efficiency and productivity. They can motivate followers toward the extra effort, increase their job gratification, improve their performance beyond expectation and encourage innovation and creativity in an organization.

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Also, transformational leaders are able to encourage followers to think critically and to seek new ways to approach their job (Walumbwa et al., 2004, 2013). Transformational leaders achieve their results in one or more ways. They may inspire their followers through charisma. They may meet the emotional needs of their workers through individualized consideration, and they may intellectually stimulate their followers by stirring within them an awareness of problems, insights into solutions, and the passion to bring about resolution (Pierce & Newstorm, 2008; Bass, 1985). Transformational leadership affects important issues in organizations. This leadership is significant to the continued success of administrations because it enhances team cohesion, organizational commitment, and higher levels of job contentment (Avolio et al., 1999; Davis, 2009) which result in leadership and higher educational goal (Erkutlu, 2008).

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In addition to job performance, which is an important topic in organizations led by transformational leaders, is another critical issue in such organizations (Griffith, 2004). Transformational leadership consists of four dimensions namely idealized influence (attribute and behaviour), inspirational motivation, intellectual stimulation, and individualized consideration. In summary, the present status in public universities is the essence of transformational leadership and endeavouring to change and enhance the current situation.

Petty, McGee and Cavender (1984) reviewed the 15 studies Vroom (1964) used in his research and added another 20 more recent studies; were conducted and concluded that employee motivation and job performance are indeed related. The

results of their research indicate that the relationship between individual, overall and individual job performance is more consistent than reported in previous researches. Previous researches have suggested that managing quality in university education context should be handled differently from how it is being handled in the manufacturing or service sectors (Chua, 2004; Madu & Kuei, 1993). The need for quality supervision in university education arises because of the continuous increase in student population, restricted and better resources utilization, limited student involvement in teaching and learning, absence of commitment among staffs and the lack of accountability.

According to Hackman and Oldham (1976) argued that when employee motivation is added, a circular relationship is formed with performance and motivation. Also, Herzberg, (1959) and Katzell, (1957) argues that when intrinsic factors (motivators) are present at the job, satisfaction is likely to occur as well as an increase in employee motivation. Amabile (1993) states that work performances dependent upon the individual's level of motivation; the individual's level of motivation can be intrinsically or extrinsically based. It is also argued that certain job characteristics are necessary for establishing the relationship between employee motivation and performance (e.g. Brass, 1981; Hackman & Oldham, 1976).

Furthermore, Brass (1981) argues that when certain job characteristics are present in an organization, employees are better motivated and an increase in performance is noticeable. Job characteristics refer to specific attributes or dimensions that can be used to describe different tasks (Griffin, Welsh & Moorhead, 1981). Ruiz-Palomino,

Sáez-Martínez and Martínez-Cañas (2013) defined five job characteristics, which are based on the Two-Factor Theory from (Herzberg, 1965). Those characteristics are skill variety, task identity, task significance, autonomy, and feedback. The results of their study indicate that employees who work on jobs scoring high on the five characteristics show high work motivation, satisfaction, and performance (Brass, 1981). Hackman and Oldham (1976) conclude that employees can be motivated by the design of their work; they argue that by providing certain intrinsic and extrinsic factors an employee can be motivated to perform well.

Volmer, Spurk and Niessen (2012) also argued that the growth need strength of the employee has a role in the relationship; employees who have a high need for personal growth and development will respond more positively to a job high in motivating potential than employees with a lower need for growth strength. This statement is also argued by Furnham, Forde and Cotter (1998) they state that personality differs in the extent to how employees react to intrinsic and extrinsic values. Their research concludes that for introverts extrinsic factors are more important, and extroverts are more intrinsically motivated.

Zemene (2013) concluded that job applicants seemed to believe that pay is the most important attribute to everyone except themselves. Lisenkova and Sanchez-Martinez, 2016) also argue that lowering wage levels to market parity can even reduce worker productivity. However, Deci (1972) argued that pay can decrease intrinsic motivation. (Deci, 1972) proved in his research that if payments are not contingently presented it decreases intrinsic motivation.

However, it not only seems that pay increases job performances but a high commitment to supervisors and a high job security can obtain the same results (Becker & Gerhart, 1996; Kraimer, Wayne, Liden and Sparrowe, 2005; Singh, Darwish, Costa and Anderson, 2012) concluded in their research that a high overall commitment to an employee's supervisors and peers increases job performance. But, they state that overall commitment to organizations is uncorrelated with job performance. Liang (2012) argues that when organizations succeed in providing employees with high job security, job performances will increase. And the other way around; they concluded that the less job security an employee has, the fewer obligation the person has to perform well.

Kleinknecht, van Schaik and Zhou (2014) argued that job security can be expensive for firms if they rely on temporary workers. But according to, Twenge, Campbell, Hoffman and Lance (2010) managers should begin by focusing on pay and job security before focusing on the five intrinsic job characteristics. Methot, Lepine, Podsakoff and Christian (2016) also argues that the reinforcing circle of performance is applicable to salary, commitment to supervisors and peers and job security; through one of these factors, a higher performance is established, which causes satisfaction for the employee and results in a higher motivation to perform well in the future.

However, Martinaityte (2014); Gong, Huang and Farh (2009) found the link between creativity and performance is sparse and has been constrained to academic settings (for a review, (see Gilson 2008). For example, (Bratko, Chamorro-Premuzic, & Saks,

2006) found a positive relationship between creative thinking and final dissertation grades in a sample of students. Notwithstanding the lack of direct empirical evidence from the corporate world, we expect a positive relationship between employee creativity and job performance. Specifically, when employees exhibit creativity at work, they generate novel responses that are useful in dealing with the tasks at hand (Amabile, Conti, Coon, Lazenby & Herron, 1996; Leung, Chen, Zhou & Lim, 2014).

Creative responses may include devising new procedures or processes for carrying out tasks or identifying products or services to better meet customer needs (Leung, Chen, Zhou & Lim, 2014; Zhou & Shalley, 2003). Creative responses may also take the form of refinements of existing procedures or processes to enhance efficiency (e.g., through reducing the resources needed to complete a task), or the discovery of alternative procedures or processes that are more effective. Both forms of response should enable employees to improve their personal job performance. In addition, other employees may take up a novel, useful idea and apply and develop it in their own work (Shalley & Gilson, 2004; Sun, Zhang, Qi & Chen, 2012). As a result, the performance of an entire unit or organization may improve.

Additionally, although such benefits of employees' own creativity may not contribute directly to their actual work effectiveness or efficiency, supervisors may factor in such contributions when rating their employee job performance. Preliminary evidence suggests that employee creativity enhances job performance. For example, De Stobbeleir, Ashford and Buyens (2011); Oldham and Cummings (1996) report a

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significant, positive correlation between employee creativity and supervisor-rated employee job performance.

Said, Zaidee, Zahari, Ali and Salleh (2015) reveal the relationship between employee motivation and job performance: on three predictors such as individual needs, personal preferences, and work environment were found to have medium to strong correlation with the dependent variables namely job performance. The analysis shows that individual needs, personal preferences, and work environment are positively and significantly related to job performance. The outcome of the study indicates that in University Teknologi MARA Dungun, Terengganu (UiTM) needs to focus on their motivation aspect, where it can boost up their level of job performance. Saka and Salman (2014) revealed that there was moderate levels of motivation, job satisfaction and high level of the job performance of library personnel from 161 and 141 librarians and library officer personnel in government and privately- owned universities in North-Central, Nigeria.

Besides, the level of job performance depends both on the management and the employee itself on how they interact and depend on each other through providing individualized support and encouragement to each and every employee by understanding their individual needs, personal preferences, and provide a good work environment. Therefore, there will be a maximum performance and minimum turnover among the employees. Lastly, this study is intended to promote a better theoretical understanding and recognition of the complexities associated with overall

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job performance in public universities. Moreover, it can contribute significantly to future theoretical advancements in higher education sector models.

Akanbi (2011) posits that there is the influence of extrinsic and intrinsic motivation on employees' performance. The findings of this study can be a handy tool which could be used to provide solutions to individual conflict that has resulted from poor reward system. It is very pertinent at this juncture to suggest that more research should be conducted on the relationship and influence of rewards on workers performance using many private and public organizations. In a study conducted on the relationship between rewards and employees' performance in the non-profit organizations in Pakistan by Hafiza, Shah, Jamsheed and Zaman (2011) carried out a research on 125 employees of three organizations in Pakistan. The result revealed that there is a direct relationship between extrinsic rewards and the employee's motivation. However, intrinsic rewards found an insignificant impact on employee motivations which influence workers performance. The result obtained from the analysis showed that there existed a relationship between extrinsic motivation and the performance of employees, while no relationship existed between intrinsic motivation and employee's performance.

Similarly, findings were also found by Ebisine (2014); Folorunso, Adewale and Abodunde (2014); Igbojekwe, Ugo-Okoro and Agbonwe (2015) expressed that performance evaluation of academic staff in universities and colleges in Nigeria. The researchers have found that an individual's disposition and particularly his personality traits determine how well he performs emotional labour. As well sees that

teaching job places a great deal of emotional demand on university lecturers which requires a high level of emotional intelligence necessary for creating a conducive emotional climate for effective teaching, research, publication and public engagement thus, their emotional competence ought to be assessed.

Inayatullah and Jehangir (2012) also reported a teacher's job performance in the role of motivation and found 120 teachers from both public and private sectors Khyber Pakhtunkhwa (KPK). It was revealed that there is a significant and positive relationship between teacher's motivation and their job performance. However, Abdulsalam and Mawoli (2012) motivation and job performance of the academic staff of state universities in Nigeria reveals a positive correlation between motivation and teaching performance and a weak negative correlation between motivation and research performance.

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Tezergil, Kose and Karabay (2014) examined 400 people working in various information technology companies located in Istanbul, Turkey found that motivation has a partial mediating effect on the relationship between bank employees' job performance and burnout. The findings also indicated that depersonalization is influential on employees' job performance and burnout. Despite various studies, the literature presents limited number of evidence with regard to the mediating effect of motivation as a predictor of job performance. David (2010) examines the role of motivation by linking intrinsic motivation as a mediator was found as a full mediator for the effect of perceived fit on the inefficacy dimension of burnout.

Janssen and Van Yperen (2004); Ozer (2011) examined the interplay between the quality of relationships with coworkers and job motivation in predicting burnout of employees. In their study, self-determined motivation at work was used as a potential moderator, since they investigated whether relationships with coworkers are equally important to all employees in preventing burnout. Furthermore, the results have shown that intrinsically motivated individuals are likely to experience only limited role conflict in their jobs because their level of motivation empowers their defences against this role stressor (Darolia, Kumari, & Darolia, 2010; Keaveney & Nelson, 1993).

Aarabi, Subramaniam and Akeel (2013) reported 130 employees of service organizations on the relationship between motivational factors and job performance of employees in Malaysian service industry were found to be significant predictors of job performance. In the same vein Abdulsalam and Mawoli (2012) conducted a research on 219 academic staff and submit that motivation is the single most important determinant of individual job performance. According to (Miller & Rollnick, 2012) motivation factors lead to positive mental health and challenge people to grow, contribute to the work environment and invest them in the organization.

According to Muchelule (2015) motivation is the "willingness, drive or desire to engage in good teaching". Bhuvanaiah and Raya (2015) said, motivation factors lead to positive mental health and challenge people to grow, contribute to the work environment and invest them in the organization. Academic performance, on the

other hand, is the outcome of education; the extent to which a student, lecturer or institution has achieved their educational goals. Elgelal and Noermijati (2015) investigated the relationship between motivation and performance within private and public enterprises in Nigeria found a significant relationship with academic performance in the education enterprise.

A review of empirical studies on academic's staff motivation in developing countries, including Nigeria indicates widespread low or decreasing levels of motivation, resulting in a lower quality of education and academic performance. For example, Barasa (2015) find that sizeable percentages of school lecturers are poorly motivated in sub-Saharan Africa and South Asia. Lack of prestige from low remuneration and low autonomy in planning, in which teaching has been associated with private tutoring and in Egypt, (Hartmann, 2008; Toaha, 2015; Iliya & Ifeoma, 2015). However, it is also imperative to know that school physical facilities and research development are key motivating factors in achieving academic performance.

In research of David Eguzoikpe (2016) on 214 civil servants Nigeria were tested relationship between motivation and job performance in Nigeria found that employee motivation has a weak positive and a significant relationship with job performance; intrinsic motivation has a moderate significant positive relationship with job performance; while extrinsic motivation has a weak significant positive relationship with job performance.

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The conclusion reached is that motivation of employees plays a critical role in job performance and that indeed, the motivation of employees should not be overlooked because the long-term survival of any organization depends largely on the motivation of their employees be it intrinsic or extrinsic motivation. It is therefore recommended that efforts should be made by managers, leaders and administrators of Nigeria civil service to learn about what their employees want from their jobs, or what is important to them should be given to them.

In management literature, Lawler (1994a) and Buchanan & Huczynski (1997) hinted that motivation is the single most important determinant of individual job performance. According to (Nelson & Quick, 2003) a job high in motivation and hygiene factors lead to high performance and few complaints among employees, which makes a motivation to be a fundamental instrument for regulating work behaviour of employees. No wonder, Olawoyin (2000) concludes that the optimization of work behaviour can best be achieved by motivating the workers.

Deci, Koestner and Ryan (1999) meta-analyzed 128 studies that documented the effects of extrinsic rewards on intrinsic motivation represented by free-choice behaviour and self-reported interest in the activity or task. The researcher found that the use of extrinsic rewards significantly.

In the same vein, there is empirical evidence which shows the importance of leadership in the organization. It is helpful to delve into the mechanism through which transformational leadership and a learning orientation affect individual

creativity. It may be that the conditions needed for mediation to develop and exert an effect were present in (Shin & Zhou, 2003), but not in (Jaussi & Dionne, 2003). For example, the subjects in Jaussi and Dionne (2003) experiment had limited interactions with their leader, who was an experimental confederate. The mediator through which transformational leadership exerts its influence may not have had time to develop examining potential mediators, which may better understand why expected influences on creativity have been observed in some studies but not in others.

With the exception of prior research has not investigated the psychological mechanisms that bring forth creativity (Shin & Zhou, 2003) as well found that intrinsic motivation (i.e., interest and enjoyment; (Ryan & Deci 2000) partially mediated the influence of transformational leadership on creativity, giving rise to the possibility of there being other mediators of this relationship (Shalley, Zhou & Oldham, 2004; Singh, 2000). One particularly promising mediator is motivation - the belief that one has the knowledge and skills to produce creative outcomes (Björklund, 2001; Covington, 2000; Frayne & Geringer, 2000; Sonnentag & Frese, 2002).

Self-reactive influences exert a differential impact on motivation as a function that pursued a challenging standard in strenuous activity and received preselected feedback that their effort fell either markedly, moderately, or minimally short of the standard, or that it exceeded the standard. They then recorded their perceived self-evaluation, and self-set goals, whereupon their motivational level was measured.

Motivation is based on arousing a person's to put more effort into knowledge and skills enabling creativity. Because the beliefs nourish intrinsic motivation by enhancing perceptions of self-competence (Bandura, 1986; Deci & Ryan, 1985), motivation may also reflect the intrinsic motivation to engage in creative activities. As such, it should be a powerful precursor to creativity, mediating the influence of transformational leadership and employee learning orientation.

Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools found democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having a democratic style of leadership.

The research concluded that most of the lecturers were not satisfied with their salaries and the low salaries of the lecturers affected their performance. However, they are satisfied with other factors such as relax working environment, less stress of work, appreciation from their superiors. The potential number of teachers felt that educated and experienced teachers had more capabilities and confidence than others and also give best efforts towards their job regarding performance. Academic's job performance in the role of motivation expressed that (Elding, 2005; Liao, Liu, Wang,

Wang & Ganbat, 2017) found that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work.

2.5 Research Framework

The research framework as shown in figure 2.1 is developed based on Social Exchange Theory Mauss and Cunnison, (1954) and Blau (1964), general system theory Von Bertalanffy, (1968), and the discussions of the literature involved on job performance. The research framework adopted for this study shows the relationship between transformational leadership style, motivation (intrinsic and extrinsic) and job performance. For the purpose of this study, job performance variable and transformational leadership style are the independent variables.

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This research also tested the effect of motivation as a mediating variable on job performance. For the independent variable, transformational leadership style is chosen based on the social exchange theory, the interaction between transformational leadership styles is crucial in influencing the degree of staff motivation which will, in turn, have an enormous impact on the academics job performance. The theory proposes that each employee is triggered or motivated or propelled to respond to workplace conditions that can make the employee contribute his or her best in terms of performance to the responsibility which will, in turn, enhance job performance.

Academic staffs in the universities are expected to willingly and unconditionally give their best in their jobs, if these two conditions are satisfactorily met there should

conducive environment, there must be the presence of the necessary wherewithal, and resources made available to the winning effort of the academic staff. This shows that academic staff will be at a serious disadvantage not to be able to achieve workplace goals and objectives; as a result, the potential for long-term consequence will result to academic staff showing symptoms of withdrawal from work and reduced motivation.

In this study, motivation is chosen as the mediating variable based on the social exchange theory. The adoption of SET provides a new insight in exploring the improvement in transformational leadership style and job performance in public universities. Motivation is explained in the relationship between transformational leadership style and job performance.

Based on the previous empirical evidence and theoretical gaps known in the preceding sections, a research framework for this study was developed illustrating the role of motivation (intrinsic and extrinsic) mediator variable on the relationship between transformational leadership style and academics job performance as depicted in Figure 2.1 job performance is dependent variable in this study. The independent variable is the transformational leadership style. In addition, the present study suggests motivation as a potential mediator variable on the relationship between transformational leadership style and job performance.

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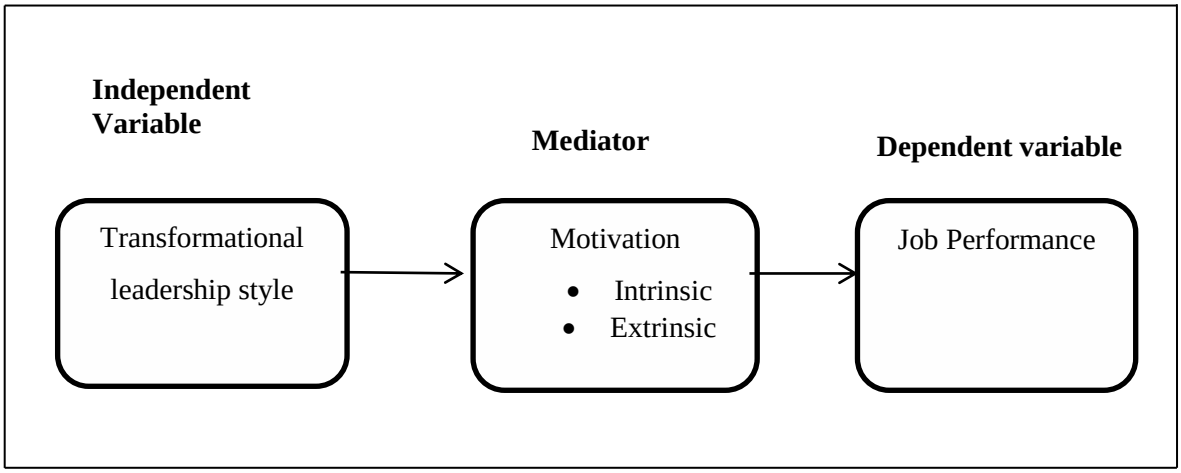

Figure 2.1
Research Framework

2.7 Underpinning Theories

Two theories were considered in this study. The buffering role of motivation on perceived JP relationship, likewise as transformational leadership style TLS relationship can be explained from various view or perspectives. Hence, main underpinning theories used to explain/justify the above research framework is social exchange theory and supported by general system theory.

2.7.1 Social exchange theory

Social exchange theory is premised on notions of role making (Graen, 1976), social exchange, reciprocity, and equity (Deluga, 1994). Leaders convey role expectations to their followers and provide tangible and intangible rewards to followers who satisfy these expectations. Likewise, followers hold role expectations of their leaders, with respect to how they are to be treated and the rewards they are to receive for meeting leader expectations.

Followers are not passive "role recipients"; they may reject, embrace, or renegotiate roles prescribed by their leaders. There is a reciprocal process in the dyadic exchanges between leader and follower, wherein each party brings to the relationship different kinds of resources for exchange. Role negotiation occurs over time, defining the quality and maturity of leader-member exchange, and leaders develop relationships of varying quality with different followers over time (Graen, 1976; Graen & Uhl-Bien, 1995).

Leaders exercising formal authority and allocating standard benefits in return for standard job performance characterize low-quality exchanges. The exchanges underlying ships, however, social exchange is moved to a higher level, nourished by mutual trust, respect, and obligation (Graen and Uhl-Bien, 1995). In return for exemplary performance contributions (e.g., consistently volunteering to work extra hours to meet project deadlines), followers receive special privileges (e.g., access to key personnel or information), career-enhancing opportunities (e.g., special work assignments), and increasing levels of discretion in doing their jobs. Accordingly, task performance is a form of currency in the social exchange between leader and follower, and a means of fulfilling obligations for reciprocity. Specifically, the positive effect, respect, loyalty, and felt obligation characteristic of transformational leadership style, according to Liden and Maslyn (1998) build as a result of favourable treatment by the leader, and are expressed by high job performance, which fulfils reciprocity expectations.

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Also, Social Exchange Theory (SET) which was introduced by (Blau, 1964); Emerson, (1976) and (Mauss, (1954) is used to explain the indirect relationship between transformational leadership style and academic job performance through motivation. In other words, SET is applied to elaborate workplace behaviour issues between employees and employers. On the other hand, this theory also suggests the interactions between both parties that generate obligations (Emerson, 1976). For example, one worker works in ways that benefit the employer, and establish a commitment for future based on reciprocity rule and the other will follow the positive outcomes. Therefore, employees' evaluation of their exchange relationship with the organization and its representatives (i.e., academics) determines their attitudes and behaviour (Blau, 1964).

Similarly, finding were discovered from a lot of scholars have used and applied social exchange theory in the most prominent conceptual perspectives in management, as well as related fields like sociology and social psychology (Methot, Lepine, Podsakoff & Christian, 2016; Aryee, Walumbwa, Mondejar & Chu, 2015; McCarthy, Bui and Chau (2013). The social exchange is the most accepted and widely used theory in recent research on job performance. Wright and McMahan (1992) pointed out that a strong theoretical rationale for explaining employees job performance can be found in Social Exchange Theory (SET). This is because the central tenet of the social exchange theory is that people make social decisions based on perceived costs and benefits.

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Consequently, this assumption affirms that human being evaluate all social relationships to determine the benefits they will obtain out of such relationship and the best way through which employees can reciprocate their employers is when they have achieved an expected level of performance in their job which makes them show greater cause for more commitment (Blau, 1964; Homans, 1958). Delaney and Huseli (1996) also noted that a good way for employees to repay their organization is through their level of job performance. Employees will choose whether or not to engage themselves in relation to the resources they get from their organization. This perception shows a reciprocal relationship between the supports organizations give to their employees and employee's willingness to make the most of their individual and team performance.

Kotzé and Niemann (2013) found that academics who are psychologically available, feel capable and prepared to invest their resources into role performances at work, while academics that are lack resources or feel distracted from investing them into role performances. Based on social exchange theory, academics feel obliged to engage as repayment for the resources they receive from their university (Cook, Cheshire, Rice & Nakagawa, 2013). Academics protect themselves from job performance demands such as cognitive or emotional demands, workload, and work pressure when they feel overwhelmed (Pereira, 2014; Ullah, 2014). They become distant towards their roles and other people, which imply that the authentic selves become unavailable for performance in a specific role (Korschun, Bhattacharya & Swain, 2014).

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Apart from that, Social Exchange Theory also provides a theoretical foundation to explain why academicians choose to become more or less engaged in their work and university. When academics receive resources from their university, they feel obliged to repay the university with greater levels of performance engagement. Academics feel obliged to bring themselves more deeply into their role performances as repayment for the resources they receive from their university. On the other hand, when the management of the university fails to provide the resources needed by the academics, the academics are more likely to withdraw and disengage themselves from their roles and job.

On the basis of Social Exchange Theory, researchers often expect employees who are motivated and satisfy with their jobs to perform better in these jobs and involve at work (e.g., Bakker & Demerouti, 2014; Fisher, 2003; Fried, Shirom, Gilboa & Cooper, 2008; Korschun, Bhattacharya & Swain, 2014). Thus, there is a theoretical possibility that motivation may mediate the relationship between transformational leadership style and job performance. This reciprocal exchange is grounded in social exchange theory (Blau, 1964a) and the mutual transaction of benefits to each party shapes the social interactions.

It is reasonable to assume that academics are more likely to respond favourably when the universities provide the necessary funds in area motivation rather than lack of fund in the area of performance. Indeed, the theory indicates the importance of funds in motivating as a basis for the well-being and motivation of academics (Blau, 1964). Therefore, academics are more likely to have a high degree of motivation and

continue their employment with the universities when provided with motivation instead of treated them with lack of ineffective leadership in the area of their job motivation.

However, the social exchange theory in the original conceptualization transformational leadership (Burns, 1978), includes four dimensions of leader behaviour. Idealized influence refers to the degree to which leaders show admirable behaviours which cause followers to identify with them. Inspirational motivation refers to the degree to which leaders articulate visions that are appealing and inspiring to followers. Intellectual stimulation refers to the degree to which leaders take risks, challenge the assumption, and solicit followers' ideas. Individual consideration refers to the degree to which leaders listen to followers' concerns, attend to their needs, and act as mentors or coaches. Although researchers consider transformational leadership behaviours important for achieving high employee in-role performance, they propose that such leadership behaviours are even more important for achieving high extra-role performance (Deichmann & Stam, 2015; Breevaart, Bakker, Demerouti & Derks, 2016; Bottomed, Mostafa, Gould-Williams & León-Cázares, 2016). Indeed, **it** might be particularly sensitive for leadership behaviour transmitting more general goals or visions that include unplanned voluntary activities of followers, whereas in performance might be better suited to reflect specific goal setting or transformational leadership.

Social exchange theory is probably the most influential theory for explaining the general dynamics from which scholars emerge and provides leadership to understand

why transformational leadership behaviour is associated with more employees. In his work, Blau (1964) distinguished social exchange relationships relates to vaguely specified obligations and involves the exchange of less tangible resources that are characterized by loyalty and trust, and evolve over time when parties follow the norm of reciprocity.

In this view, transformational leaders offer a purpose that focuses on motivation needs and transcends short-term interests (Horstmeier, Boer, Homan & Voelpel, 2017). According to this perspective, employees can engage in a social exchange relationship with their transformational leader and reciprocate his/her behaviours by engaging in universities activities. Based on the general principles of social exchange theory, scholars used several different measures to capture the existence of social exchange processes. In their review on social exchange theory, Cropanzano and Mitchell (2005); Estiri, Amiri, Khajeheian and Rayej, (2017) advocated LMX, affective commitment, trust, and perceived support as measures mechanisms. Additionally, Breevaart, Bakker, Demerouti and Derks, (2016) used social exchange theory to argue that increased job motivation influences employees to engage in more job performance.

Finally, Social exchange theory (Blau, 1964) also suggests that academics involved in positive or negative behaviours toward the universities only in response to positive or negative actions that are seen to originate from the universities. This argument, in turn, suggests that motivation may mediate the relationship between transformational

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leadership style and job performance. The researcher argues that theoretical frameworks, and the implicit mediation mechanisms, need to be extended to include factors that influence the perception of academic job performance such as motivation in public universities in the southwest. The next section explains the general system theory.

2.7.2 General Systems Theory

General systems theory posited that feedback can be either positive or negative (Kast & Rosenzweig, 1972; Von Bertalanffy, 1968). Under negative feedback, where increased outputs lead to a decrease in inputs, organizations may not reap long-term benefits from their activities because the effects of the throughput process plateau or diminish over time (Ashmos & Huber, 1987; Katz & Kahn, 1966). Negative feedback is also consistent with criticisms. That organizational performance will decrease due to exploitation. In this view, increases in performance will diminish over time because stresses on employees make HPWS high-performance work system unsustainable (Godard, 2004). By comparison, positive feedback indicates that outcomes amplify the impact of inputs (Kast & Rosenzweig, 1972; Von Bertalanffy, 1968) Under positive feedback, where inputs produce more outputs, which in turn produce more inputs and organizational performance, motivation/satisfaction, and commitment (Allen & Wright, 2007; Gollan, 2005; Pfeffer, 1995).

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The presence of feedback loops constitutes a distinctive feature of general systems theory, which is the assumption of negative entropy (Kast & Rosenzweig, 1972). Unlike closed systems, where there is a tendency toward resource depletion, in open systems, strong previous performance drives the accumulation of resource inputs. These inputs provide organizations with the ability to build and maintain their internal throughout systems, including investment in HR.

In addition, general systems theory posited the equifinality of means for achieving organizational goals. Pfeffer (1981) argued that departments and functions within an organization compete for limited resources. As such, when decision makers perceive performance shortfalls after implementing high-performance work system (HPWS), they might prioritize other means to achieve profitability (Cyert & March, 1963; Salge, 2010). If the positive linkage to job performance is not established, leader as decision makers may reduce their future investment in the organization.

In summary, motivation play mediating role in the arrangement especially of existing to access the behavior of employees among the strong financial performance provides organizations with the slack resources, the information, and the managerial motivation needed to make longer-term investments, in order to persuade and increase the employee's performance to achieve the maximum institutions objectives. The next section explains hypothesis development.

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2.8 Hypotheses Development

Drawing upon the literature review presented before and the research framework above, hypothesis development is formulated which are to be tested to achieve the research objective of this study. Previous studies which used similar variables relationship with this study becomes the main reference in developing the hypothesis for each variables relationship.

2.8.1 Relationship between Transformational Leadership Style and academic job Performance

Reviewed on past studies have reported relationships between transformational leadership style and job performance (Bacha 2014; Walumbwa et al. 2008; Mahdinezhad, Bin Suandi, bin Silong & Omar, 2013; Ariyabuddhiphongs & Kahn, 2017; Khan, 2015; Herman & Chiu, 2014; Manaf & Latif, 2014; Omar, 2013), for example: Bacha, (2014) found 100 response was collected on Turkish sectors, and it showed that there is a partial relationship between transformational leadership style and follower task performance. Manaf and Latif (2014); Walumbwa et al. (2008) indicated that the relationship between transformational leadership and job performance is an indirect relationship mediated by different variables, for example, adaptability cultural trait, identification and efficacy beliefs.

While reviewed on past literature reported that studies on positive relationships between transformational leadership style and job performance has been widely linked (Alanazi & Rasli, 2015; Almutairi, 2015; Amin, Kamal & Sohail, 2016b;

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Babalola, 2016; Deinert, Homan, Boer, Voelpel & Gutermann, 2015; Li & Hung, 2009; Paracha et al., 2012; Walumbwa, Avolio & Zhu, 2008; Xin-an Zhang, Li, Ullrich & van Dick, 2015) for example, 192 managers from public and private banks in Iran. The result showed that transformational leadership was significantly correlated with job performance (Shahhosseini, Silong & Ismaill, 2013).

Similar findings were also found by Almutairi (2015) where transformational leadership style was positively related to job performance among 227 Saudi female nurses from four Riyadh hospitals. In another study Manaf and Latif (2014) found 12,000 suppliers of sears America purchases merchandise from SME 's in Malaysia. It reveals that a transformational leadership style was significantly related to job performance.

A study conducted by García-Morales *et al.* (2012) revealed that sample of 168 Spanish found that the transformational leadership styles were positively related with employee, leader and organizational performance, and to test the relationship between transformational leadership style and job performance. They found transformational leadership style was positively related to job performance for both samples of respondents. In the academic setting, a study conducted by Wang *et al.* (2011) found the current meta-analytic study showed that transformational leadership style was positively related to performance at the organization and team levels on 117 independent samples and over 113 primary studies.

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Similarly, Jyoti and Bhau (2015) studies on the relationship between transformational leadership style and job performance were found significantly increased from 392 teachers, 266 (60 HODs and 206 teachers) in government higher education sector in Jammu district India. In other writing, 400 employees of management information systems (MIS) at the University of Jordan found that transformational leadership style is positively related with job performance (Masa'deh et al., 2016). In the same vein, Shahhosseini et al., (2013) result also support the finding reveal in their study as they found a positive significant relationship between transformational leadership style and job performance.

Meanwhile, Braun *et al.* (2013) tested 360 academic teams from 39 academic teams employees and their supervisors from Germany research University found transformational leadership style was related positively to follower's job at individual team performance level. Similarly, a study conducted by (Samad, 2012) also found 150 managerial staff in Malaysian logistic companies were revealed that there was a relationship between transformational leadership style and organizational performance.

Furthermore, a considerable amount of research has shown that transformational leadership style impacted job performance (e.g. Chu & Lai, 2011; Liang & Chi, 2011; Sani & Maharani, 2012; Bacha, 2014; Tse & Chiu, 2014). A similar finding was also reported in a study conducted by Bacha (2014) on the relationship between transformational leadership, task performance and job. Based on these finding, the

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following research hypothesized on the relationship between transformational leadership between academic job performances are proposed:

Hypothesis 1: There is a significant positive relationship between transformational leadership style and academics job performance.

2.8.2 Relationship between Transformational Leadership Style and Motivation

The context finding the relationship between transformational leadership style and motivation are somewhat related. It has been shown that using transformational leadership style leads to positive changes in job satisfaction, organizational commitment, and job performance (Eisenhower & Kappen, 2010).

Studies have also shown a significant positive relationship transformational leadership style and autonomous intrinsic motivation, work persistence and job performance (Eisenhower & Kappen, 2010; Vansteenkiste, Simons, Lens, Sheldon & Deci, 2004; Yukl, 1999; Latham & Ernst, 2006). In light of the above empirical evidence presented, this study proposes that there is a significant relationship between transformational leadership style and motivation and thus formulates the following hypothesis,

Hypothesis 2: There is a significant positive relationship between transformational leadership style and motivation.

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2.8.3 Relationship between motivation and Job Performance

The context finding have shown that intrinsic motivation has a positive effect on employees in relation to job performance (Ryan & Deci, 2000; Sun *et al*., 2012) job satisfaction and well-being (Ilardi, Leone, Kasser & Ryan, 1993; Shirom, Westman & Melamed, 1999) organizational citizenship behavior (Randall, Cropanzano, Bormann & Birjulin, 1999), and affective commitment (Campbell *et al.*, 1993; Eby, Freeman, Rush & Lance, 1999; Thatcher, Liu & Stepina, 2002; Moody & Pesut, 2006).

However, few researchers have linked intrinsic motivation to employee job performance. This link can be explained in two ways: First, an intrinsically motivated employee's persistence when encountering obstacles and challenges (Utman, 1997), and devotion of more time and attention to the work task (Hackman & Oldham, 1980; Ryan & Deci, 2000), should enhance his or her job skills. Second, transformational leadership is aimed at facilitating an employee's learning and future development whereby the employee perceives support and concern for his or her future at the organization.

Furthermore, the relationship between transformational leadership style and extrinsic motivation, as a construct induced the followers to act for certain goals that represent the values and the motivations i.e. the wants and needs, the aspirations and expectations of both leaders and followers (Conger, 1999; Grant, 2012; Burn, 1998). The transformational leader plays an important role to change the employee's behaviour through extrinsic motivation.

A study by Moynihan, Pandey and Wright (2012) found that transformational leaders motivate followers to accept and accomplish difficult goals that followers normally would not pursue. Cleavenger and Munyon (2013) proposed that transformational leadership might intrinsically /extrinsically foster job performance, given its ability to impart a sense of mission and intellectual stimulation within the academic staff. According to social exchange theory (Masterson, Lewis, Goldman and Taylor, 2000), employees regard transformational leadership style as a supervisor that is supportive to behaviour (Sheer, 2010; Cheung & Wong, 2011). They reciprocate by investing greater time and effort to improve their job performance (Guo, Liao, Liao & Zhang, 2014). In light of the above empirical evidence presented, this study proposes that there is a significant relationship between transformational leadership style and motivation and thus formulates the following hypothesis:

Hypothesis 3: There is a significant positive relationship between motivation and academics job performance.

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2.9 Motivation variable as Mediating Hypothesis

Though, there still a lack study on motivation that focusing on transformational leadership style and job performance of academic staff in university settings.

The theoretical linkage mediating variable in this research framework represents the prediction that the motivation requirement has a direct influence on job performance. Literature has shown that several agreements exist between the motivation and job performance of academic staff. Therefore, motivation in this study is projected to an important variable that could help to mediate the relationship between transformational leadership style and job performance.

Furthermore, one of the most well-known constructs of intrinsic motivation is the association between transformational leadership style and job performance. Intrinsic motivation rewards are those that exist in the job itself. Examples are an achievement, variety, challenge, autonomy, responsibility and personal and professional growth (Makokha, Kilimo & Namusonge, 2017). Intrinsic motivation reflects the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to transformational leadership and job performance to become more strong in the university learning environment (Marsden, Ma, Deci, Ryan & Chiu, 2015; Ryan & Deci, 2000). Many studies found that intrinsic motivation has a significant effect on the relationship between transformational leadership style and job performance (Bellé, 2013; Cote & Miners, 2006; Voon et al., 2011; Walumbwa et al., 2008).

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Likewise, a study conducted by Charbonneau, Barling and Kelloway (2001) revealed the mediating role of intrinsic motivation on transformational leadership and sports performance, which was tested from 168 university athletes bilingual institution (English and French) provided data on their perceptions of their coach's transformational leadership and their own intrinsic motivation. The finding showed that the results isolate intrinsic motivation as a mediator of the relationship between transformational leadership and sports performance, suggesting that transformational leadership may enhance intrinsic interest in the task.

One of the most notable constructs of extrinsic motivation adds to the relationship between transformational leadership style and job performance. Previous researchers have demonstrated that motivation directs certain behaviour towards achieving and inclined to be more productive than with motivating employees than non-motivated employees The theoretical linkage in this research framework represents the prediction that extrinsic motivation requirement has a direct influence on the relationship between transformational leadership style and job performance.

These studies have made empirical evidence to ascertain that extrinsic motivation influences the development of transformational leadership style and job performance of academic staff which in turn inspires their effectiveness and performance (Walumbwa et al., 2008, 2011). Several theories have been exposed to explain the motivate on (Abdulsalam & Mawoli, 2012; Kuranchie-Mensah & Amponsah-Tawiah, 2016; Leary & Baumeister, 2017; Huselid & Becker, 1995; Rabl, Jayasinghe, Gerhart & Kühlmann, 2014; Lawler, 1994; Myers & Sadaghiani, 2010; Riches, 1997) submit that motivation is the single most important determinant of individual academic job performance

In the same vein, one of the most known constructs of intrinsic motivation adds to the link and association of job performance. Previous researchers have demonstrated that motivation directs certain behaviour towards achieving and inclined to be more productive than non-motivated employees (Donkoh, 2016; Afful-Broni, 2012; Barrick, Stewart, & Piotrowski, 2002; Chaudhary & Sharma, 2012; Geister, Konradt, & Hertel, 2006; Kuvaas, 2006; Cerasoli, Nicklin & Ford, 2014). Xiong and King

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(2015); Aisha and colleague's (2013); Shahzadi, Javed, Pirzada, Nasreen, & Khanam (2014) found that intrinsic motivation has a significant effect on the link job performance.

Cerasoli, Nicklin and Ford (2014) also posited the effect of intrinsic and extrinsic factors on job motivation and performance, which leads to performance. Intrinsic Motivation was found predicting performance satisfaction in Athletes further psychometric evaluation of the sports motivation scale-6. It was tested from 197 athletes (57.4% females), representing group (54.7%) and individual disciplines the factorial structure of SMS-6, its short-term stability, and the associations of SMS-6 constructs with self-efficacy, self-esteem, motivational climate, and satisfaction with sport performance (Blecharz, Horodyska, Zarychta, Adamiec & Luszczynska, 2015; Mekler, Brühlmann, Tuch & Opwis, 2015). In light of the above empirical evidence presented, this study proposes the following hypotheses**,**

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Hypothesis 4: Motivation mediates the relationship between transformational leadership style and academic job performance.

2.10 Summary of Chapter

This chapter is the continuation of chapter one which reviewed past studies on the four variables identified in this study i.e. transformational leadership style, motivation and job performance of academic staff. The indicators to be used to measure the variables will also be discussed. The relationship between the independent and dependent variables has been reviewed and the justification for

carrying out this study is examined as well. For instance, the reason why intrinsic and extrinsic motivations are used as the mediating variables has been justified. Previous studies reviewed have signified some relationship among the variables and construct which need to be examined furthermore in order to have a good stand. Therefore, in order to answer the research questions raised, the methodology to be adapted was examined in chapter three of this work.

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CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the method of data collection for the present study. This research was carried out to identify the relationship between transformational leadership style and motivation as a determinant of the academic job performance in southwest Nigeria public university. Furthermore, the mediating role of motivation (intrinsic and extrinsic) on the relationship between transformational leadership style and job performance will be determined. The study also investigates the issues impeding the academic job performance in public universities in Nigeria. Therefore, this chapter covers the nature of the research paradigm, research framework, hypothesis development, research design, population and sampling, research instrument as well as method or procedure for data collection and analysis and chapter summary.

3.1 Research Framework

The following is a research framework of this study.

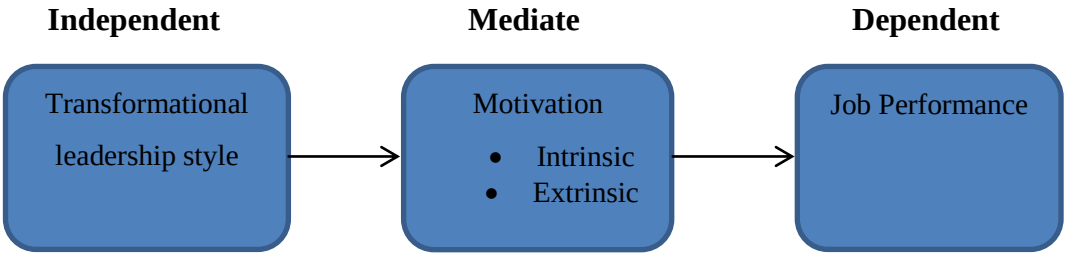

Figure 3.1
Research Framework

3.2 Research Hypothesis

H1: There is a significant positive relationship between Transformational leadership style and academic job performance in Nigeria public universities.

H2: There is a significant positive relationship between transformational leadership style, and motivation of academic staff in Nigeria public universities.

H3: There is a significant positive relationship between motivation and academic job performance in Nigeria public universities.

H4: Motivation mediates the relationship between transformational leadership styles and academic job performance in Nigeria public universities.

3.3 Research Design

The research design is the outline plan for the collection, measurement, and analysis of data (Cooper & Schindler, 2001; Härtel & Russell-Bennett, 2010). It assists the

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scientist in the allocation of his limited resources by posting crucial choice. The role of research design is to provide vital information on the research and to also hypothesize in an accurate and precise manner (Hair, Black, Money, Samuel & Page, 2010; 2007).

According to the (Ogunbameru, 2000) research design is a plan, structure, and strategy of investigation conceived so as to obtain/ an answer to the research question and to control independent variables. Also, it is an avenue for the researcher to use a sequence of investigation to carry out data collection (Corbin & Strauss, 1990; Babatunde, 2014). On the opinion of the (Anikpo, 1986; Okon, Akwaji & Lazarus, 2015), research design is a structure of any aspect of research procedures, such a plan will be realized in the selection of the most appropriate concepts, hypothesis, analytical paradigms, sampling techniques, instruments and tools of data collection, test for hypothesis and also the most effective format to present the research report.

The study adopts a quantitative research approach to assess the structural relationships among the three constructs academics job performance, transformational leadership style and motivation. Partial Least Square path modelling in conjunction was used to test many hypotheses based on motivation (Porter & Lawler, 1965; Ryan & Deci, 2000; Vroom, 1964); social exchange theory (Graen & Uhl-Bien, 1995).

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3.4 Population and Sample size

3.4.1 Population of the study

The population for this study comprised of 8,267 lecturers in the 6 public universities in southwest Nigeria (Nigeria National University Commission, 2017). This study focuses on public universities because the concepts of transformational leadership style are not most common in private universities and decisions are often taken by the proprietors (Kwiek, 2016; Szadkowski, 2017). The enormous government funding of education as a social good to the community call for their accountability to the society and this justify why public universities in the southwest are considered for this study. The academics staff was chosen as the population of this study based on the previous studies and also it was suggested by (Diamond, 2013; Mawoli & Babandako, 2011; Mbon, Etor & Osim, 2012) that transformational leadership style can be implemented either at district, school or university department level.

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Table 3.1
The population of the study (South-west geo-political zone)

S/N	States in Nigeria	Universities	Numbers of Lecturers
1	Ekiti State	Federal university Oye Ekiti	1,179
2	Lagos State	University of Lagos	1,277
3	Ondo State	Ondo State University of Science & Technology Okiti Pupa.	1,273
4	Ogun State	University of Abeokuta	1,123
5	Osun State	Obafemi Awolowo University	1,416
6	Oyo State	University of Ibadan	1,999
Total			**8,267**

Source: NUC

Table 3.1 summarizes the details of the lecturers in each state of the geopolitical south-west region in Nigeria.

3.4.2 Sample Size Determination

Sekaran and Bougie (2010) explained that the objective of conducting quantitative research is to collect data that is representative of the whole population of the study. Also, Ticehurst and Veal (1999) stress the importance of determining an outright sample size that is independent of the population under study. As was discussed earlier that 8,267 total numbers of academic staff are working in the six public universities of the south-west region, of Nigeria. In reference to the sample size table exhumed by (Krejcie & Morgan, 1970). The sample size for this study will be 368 lecturers from tertiary public universities southwest geopolitical zones in Nigeria.

The sample size is determined using (Krejcie & Morgan, 1970) table. In any survey, the appropriate sample size is essential to reduce the total cost of sampling error and as such; the power of a statistical test will be considered paramount in this study. In order to give room for non-return and void questionnaires (non-response biases), 40% of the sample is added to the main sample as recommended by as posited by (Krajcie and Morgan, 2010; Salkind, 2010). If the % of 40 is added to 368 it gives 515 which is approximately 515. Therefore, the final questionnaires expected to be distributed will be 515 samples during the process.

First, after the total numbers of academic staffs for each university (college) have been identified, then, they will be divided into proportions from each universities and interrelated of those university using proportionate sampling method which represents the members in the sample from each group that will be proportioned in the population (Cavana, Delahaye & Sekaran, 2001).

Furthermore, the selection of the sample for each proportioned university will be done by using a simple random sampling. It provides the sample equal probability of being selected as a sample. This sampling technique can reduce the existence of bias in distributing the questionnaires as well as in making decisions. After the sample will be identified, then the questionnaires will be distributed.

3.4.3 Sampling Technique

In this study, to ensure an equal distribution of teaching staff members working in the 6 public universities located in the south-west geopolitical zone of Nigeria, the used a quota sampling technique to select the determined sample size (368 academic staff).

"Quota sampling is the type of sampling method used when the population under study is heterogeneous i.e. every element of the population does not match all the characteristics of the predefined criteria. That means the elements differ from one another on characteristics and the subgroups are formed based on their homogenous elements i.e. all the elements within a group contains same kind of characteristics (keep in mind, those characteristics are to be taken into account that defines the target population), (Kumar, 2011).

According to Sekaran and Bougie (2010) "Quota sampling can be considered as a form of proportionate sampling, in which a predetermined proportion of people are sampled from different groups, but on a convenience basis" (p. 278). Quota sampling technique is used for the following three main reasons. Firstly, because the sampling frame could be accessed. This is the view and perspective of (Cooper & Schindler, 2008). Secondly, given the large population of 8267 of teaching staff, quota sampling technique ensures that sampling error is minimized (Cooper & Schindler,

2003 & Dolph, Sheshukov, Chizinski, Vondracek & Wilson, 2010). Thirdly, quota sampling technique ensures homogeneity within a group (i.e. academic staff in Nigerian universities) and heterogeneity across groups (i.e. different universities with different departments, under the ministry of higher education of Nigerian) (Cooper & Schindler, 2003; Hair, 2007; Punch, 2005).

Fourthly, quota sampling technique will also be used because of the resource constraints of the researchers in terms of time and money (Sekaran & Bougie, 2010; Saunders, & Lewis, 2009; Zikmund, 2012; Hair, 2007; Punch, 2005) as well as unavailability of a practical sampling frame (Cooper and Schindler, 2008). The adoption of a quota sampling technique involves a series of steps.

i. The first step is to define the population. As noted earlier, the population is 8,267.

ii. The second step is to define the stratum. The logical stratum in this study is the south-west geopolitical zone of Nigeria. 6 (six) universities are located in 6 states of the south-west geopolitical zone of Nigeria.

iii. Next to decide ratio per members to be selected in every stratum. This will be derived when the sample size is divided by the total population of the study (i.e. 515 by 8267, and then × by 100 = 6.23%).

iv. Finally, is the amount of issues in each sample if we sum the total number of each component in the population by its % (i.e. 6.23 %.) i.e., the academic staff in Ekiti State is 1,179 and the figure is x by 6.23 % to derive the total number of subjects that belong to one sample (i.e. 1,179 x 6.23 %= 73) as shown in Table 3.2. This study will adopt a proportionate

quota sampling technique to ensure an equal distribution of the members signifying each university in the southwest geopolitical zone of Nigeria.

Table 3.2
Percentage for Proportionate Sample Technique

S/N	State	Universities	Population of Academic staffs	Proportionate Sampling Technique (6.23%)
1	Ekiti State	Federal university Oye Ekiti	1,179	73
2	Lagos State	University of Lagos	1,277	80
3	Ogun State	University of Abeokuta	1,273	79
4	Ondo State	University of Science & Technology	1,123	70
5	Osun State	Obafemi Awolowo University	1,416	88
6	Oyo State	University of Ibadan	1,999	125
Total			**8,267**	**515**

Note: The Federal University of Oye Ekiti, University of Lagos, University of Abeokuta, University of Science & Technology, Obafemi Awolowo University and the University of Ibadan.

For example, the total number of teaching staff in Ekiti State is 1,179 and this number is divided by 8267 and multiplied by 515 to arrive at the number of subjects in the sample (i.e. 1,179 ÷ 8267 x 515 = 73).

3.5 Data Collection

Data can be collected in different settings such as laboratory or field and from primary and secondary sources (Sekaran & Bougie, 2010). The data collection process is an integral part of the research design (Qu & De Vaus, 2011; Sun, 2011). The primary data is the information obtained by the researcher at first hand on the variable of concern for the purpose of the study. This research adopts the primary

source of data collection because of its uniqueness in testing transformational leadership style, motivation and job performance which is not applicable to the secondary data.

The researcher distributed questionnaires to the academic staffs in 6 public universities zone in Nigeria southwest tertiary institution through google (monkey survey) to the email of the academicians. The lecturer was asked to evaluate the practice of transformational leadership style and motivational factors question based on the given questionnaire. The completed questionnaires were returned to the researcher through the medium which the questionnaires was sent. Based on the uniqueness of the cross-sectional design, this study adopted the cross-sectional design because of its uniqueness in avoiding long time consumption compare to the case of longitudinal design (Sekaran & Bougie, 2010).

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3.6 Operational Definitions of Variables

Variables are an item that might impact the outcome of this study. An operational definition describes exactly what the variables are and how those items are measured within the content of this study. In this study, there were three of variables measures which were transformational leadership style, motivation as mediating variables, and academic job performance as the dependent variable. Operationalization is the process of classifying abstract constructs and translating them into specific and observable measures i.e. it is a concept that makes abstract constructs measurable empirically and quantitatively.

This study comprises three major constructs. These are transformational leadership style independent, motivation and as mediating variables and academics' job performance as a dependent variable. The measurements in this study are primarily generated through simple random sampling technique selections of academic staffs as respondents within the public universities in southwest Nigeria tertiary institution. In addition, this category of respondents generates institution job performance measures which have continuously been adapted in academic arena and response literature (Abdulsalam & Mawoli, 2012; Sukirno & Siengthai, 2011; Wang, Ramsey & Hamilton, 2011). The illustrative sections that follow relate to the dependent variable and independent variables which depict the objective measures that will be acquired from the respondents.

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3.6.1 Dependent Variable

The dependent variable used as the measurement in this study is the job performance of academic staff. Job performance is the outcomes of work because they provide the strongest linkage to the strategic goals of the institution, organization, employee's satisfaction, and economic contributions (Jing & Avery, 2011; Sukirno & Siengthai, 2011; Smeek et al., 2008; Mawoli & Babandako, 2011).

3.6.1.1 Job Performance

Job performance of academics is defined as the outcomes of employee's activities in higher education institutions who are employed for teaching, research, publications and public engagement in order to achieve the set goals (Sukirno & Siengthai, 2011).

It is also the act of achieving set targets either at the employee or organizational level or in the real working environment. The strong performance indicators is a set of measurable values that help to increase the confidence of and demonstrate the achievement of an outcome of public universities of southwest Nigeria tertiary institution. They enable decision-makers to assess progress towards the achievement of organizational goals.

It symbolizes the fact that the controls to be adopted will depend on upon the southwest public universities environment, timing, and scope of the academics job assignment. Besides the present research, many past empirical studies have also used it to assess academic job performance in previous studies, the instrument was reported to have been adequate to internal consistency with Cronbach alphas ranging from .69 to .70 (e.g. Smeenk, Teelken, Eisinga & Doorewaard, 2008; Sukirno & Siengthai, 2011; Mbon, Etor & Osim, 2012; Motowidlo, 2003; McCloy, Campbell & Cudeck, 1994; Inayatullah & Jehangir, 2012). It is clear from these definitions that measurement items have been exhibited proof for both reliability and validity to be used in measuring academic job performance related to the extent how the accomplished task contributes to the realization of the universities goal. The items that represent of this variable are summarized in Table 3.3

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Table 3.3
Measures for academic job performance in universities

Variable	Components	Items	Authors
Job performance	**Teaching**	1. I am qualified as an academic. 2. I serve as a thesis advisor to my students **3.** I also serve as a student advisor. 4. I engaged in tutorial classes. 5**.** I engaged in teaching. 6**.** I have authored a textbook. 7. I have developed a practical manual. 8**.** I engage in the development of school learning, media documents.	(Sukirno & Siengthai, 2011) taken from (Smeenk et al., 2008)
	Research	9. I engaged myself in individual research. 10. I engage myself in group research. 11. I engaged myself as a member in a university project. 12. I engaged myself as a member of a governmental project.	
	Publication	13**.** I have series professional books as an institutional member 14**.** I engaged myself in translating a book. 15**.** I engaged myself in editing a book. 16**.** I engaged myself in patenting the technological product. 17. I have published refereed 18. I have published Scopus journal. 19. I have published a conference paper.	
	Public Engagement	20. I am engaged in conducting society training as a member of the university board.	

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	21. I engaged myself in the various and different seminar as a participant in my institution. 22.I have series achievement award 23. I have been chosen as a representative lecturer from any event in my institution

Source: Adapted from (Sukirno & Siengthai, 2011; Smeenk et al., 2008)

In addition, response scale was modified from its original version of the level of job performance to an agreement scale to suit the newly rephrased statement. The 4 items measurement scale from (Sukirno & Siengthai, 2011; Smeenk et al., 2008) has been adapted for this study. A 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) of 23 items are illustrated in Table 3.3 of this study. Data for lecturer performance is obtained by an

3.6.2 Independent Variables

The main objective is to measure transformational leadership style and motivation against the other dependent variable and come up with a conclusion on how objectives of this research are being made. Many studies have carried out to determine the transformational leadership style and motivation of the academic staff performance to hiring (Siddique, Aslam, Khan, & Fatima, 2011). The following are the independent variables that are used as a measurement of this study.

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3.6.2.1 Transformational Leadership Style

Transformational leadership is a process that changes and transforms individuals. The transformational leadership is the ability to get people to improve, to change and to be led. It involves assessing associates motives, satisfying their needs and valuing them. Hence, a transformational leader could improve the institution performance and make more successful of the universities objectives. The item that represents of this variable is an idealized influence, intellectual stimulation, inspirational motivation, and individual consideration. Each of these factors items can help managers/leaders to use this approach in the workplace. Past studies have reported that the instrument has adequate internal consistency (the Cronbach alphas ranging from .71 to .76). Besides this study, (Bass & Avolio, 1995; Carless, Wearing & Mann, 2000). Transformational leadership style scales have been successfully used in several empirical studies (e.g Bass & Avolio, 1995; Sakiru, et al., 2013; Akeel & Indra, 2013; Jung, Chow & Wu, 2003; Lowe, Kroeck, & Sivasubramaniam, 1996). The item that represents of this variable are summarized in Table 3.4

Table 3.4
Measures of transformational leadership style in public universities

Variable	Components	Operational definition	Items	Author
Transformational Leadership style	**Idealized Influence**	This is the leadership that behaviorally motivated and helped the subordinates in the achievement of goals	1. The leadership of my school instils pride on the lecturers for associating with the leadership behaviours. 2. The leadership of my school talks about its most important	(Bass & Avolio, 1995; Sakiru et al., 2013)

		values and beliefs. 3. The leadership of my school acts in a way that built lecturers' respect. 4. The leadership of my school considers the moral and ethical consequences of decisions. 5. The leadership suggested a new way of looking of how to complete the task.
Inspirational motivation	Inspirational motivation refers to the ways by which transformational leaders motivate and inspire those around them, mostly by providing meaning and challenge.	6. The leadership of my school talks enthusiastically about what needs to be accomplished in a time-frame. 7. The leadership of my school expresses confidence that goals will be achieved. 8. The leadership of my school encourages lecturers to perform more than they are expected to do. 9. The leadership of my school increases lecturer' willingness to work harder. 10. The leadership of my school increases lecturers' motivation

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		to achieve individual and organizational goals.
Individualized consideration	Individualized consideration represents the leader's consistent effort to treat each individual as a special person and to act as a coach and mentor who continually attempts to develop his or her followers' potential.	11. The leadership of my school seeks different perspectives on solving problems. 12. The leadership of my school focuses attention on mistakes, exceptions and deviation from standards. 13. The leadership of my school encourages lecturers to think more creatively and be more innovative. 14. The leadership of my school sets challenging standards for all tasks given to lecturers. 15. The leadership style of my school gets lecturers to rethink ideas that they had never questioned before.
Intellectual Stimulation	This refers to the role of leaders in stimulating innovation and creativity in their followers by questioning assumptions and	16. The leadership of my school emphasizes the spent on teaching and research. 17. The leadership of my school goes beyond self- interest

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	approaching old situations in new ways	for the good of the institution. 18. The leadership of my school considers lecturers as having different needs, abilities, and aspiration from others. 19. The leadership of my school listens to lecturers' concerns and helps them to develop their strengths. 20. The leadership of my school assists lecturers in giving full attention on dealing with mistakes, complaints, and failures.

Source: Adapted from (Bass & Avolio, 1995; Sakiru, et al, 2013).

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The measurement scale of Transformational leadership style was adapted from (Bass & Avolio, 1995; Sakiru, et al, 2013) in this research. The respondents will be asked to rate each of the four dimensions on a five-point scale ranging from strongly disagree (1) to strongly agree (5) of 20 items are illustrated in table 3.3 of this study. The next section is motivation.

3.6.3 Motivation Mediating Variables

3.6.3.1 Intrinsic Motivation

Intrinsic motivation is defined as the reason why individual engage in work primarily for the sake of wanting to experience new thing because it is inherently interesting or enjoyable feeling (Amabile et al.1994). In measuring (intrinsic motivation), an abridged version of motivation instrument that was developed by (Amabile, Hill, Hennessey & Tighe, 1994) with 15 items each which were used to measure intrinsic motivation. Past studies have reported that the instrument has adequate internal consistency (the Cronbach alphas ranging from .78 to .79). Considering the five-point scale, 1= strongly agree, respondents, therefore, indicated the level of agreement with the intrinsic motivation statements. Table 3.5 represents the intrinsic motivation variable.

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Table 3.5
Measures of intrinsic motivation in public universities

Construct	Indicator	Source
Intrinsic motivation	I enjoy tackling problems that are completely new to me. I enjoy trying to solve complex problems. The more difficult the problem, the more I enjoy trying to solve it. I want my work to provide me with opportunities for increasing my knowledge and skills. Curiosity is the driving force behind much of what I do. I want to find out how good I really can be at my work. I prefer to figure things out for myself. What matters most to me is enjoying what I do. It is important for me to have an outlet for self-expression. I prefer work I know I can do well over work that stretches my abilities. No matter what the outcome of a project, I am satisfied if I feel I gained a new experience. I'm more comfortable when I can set my own	(Amabile et al., 1994)

	goals. I enjoy doing work that is so absorbing that I forget about everything else. It is important for me to be able to do what I most enjoy. I enjoy relatively simple, straightforward tasks

Sources: Adapted from (Amabile et al., 1994).

The measurement scale of intrinsic motivation was adapted from (Amabile et al., 1994) in this research. A 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) of 15 items are illustrated in Table 3.5 of this study. The next is extrinsic motivation.

3.6.3.2 Extrinsic motivation

Extrinsic motivation is defined as a motivation to work primarily in response to some factor apart from the work itself and refers to doing something because it leads to a separable outcome e.g salary, benefits, and the commission is operationalized as outside aspiration factors of an individual. This includes factors like promotion, or money (Amabile et al.1994). Staff tend to derive a lot of satisfaction and pleasure from the gratification they receive and as a result, these rewards offer joy that nothing else can offer. Extrinsic motivation is measured by 15 items developed by (Amabile et al., 1994). Based on five-point scale whereby, 1 = strongly agree, and 5 = strongly disagree, respondents. For the 30 items that were used in this study, the wordings were changed and rephrased from shortening words format to a full statement format that will suit the agree/disagree, response scale. Past studies have reported that the instrument has adequate internal consistency (the Cronbach alphas ranging from .78 to .79). Furthermore, the perception that academic staff will want

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to perform an activity because it is perceived to be instrumental in achieving valued outcomes that are distinct from the activity itself, such as improved job performance, pay, competence, assignments, opinion, solving, salary and promotions so as to suit the academic context of this study. Table 3.6 represents the extrinsic motivation variable.

Table 3.6
Measures of Extrinsic Motivation in public universities

Construct	Indicators	Sources
Extrinsic Motivation	I am strongly motivated by money I can earn. I am keenly aware of the promotion goals I have for myself. I am strongly motivated by the recognition I can earn from other people. I want other people to find out how good I really can be at my work. I seldom think about salary and promotions. I am keenly aware of the income goals I have for myself. To me, success means doing better than other people. I have to feel that I am earning something for what I do. As long as I can do what I enjoy, I am not that concerned about my salary. I believe that there is no point in doing a good job if nobody else knows about it. I am concerned about how other people are going to react to my ideas. I prefer working on projects with clearly specified procedures. I'm less concerned with what work I do than what I get for it. I am not that concerned about what other people think of my work. I prefer having someone set clear goals for me in my work	(Amabile et al., 1994).

Sources: Adapted from (Amabile et al., 1994)

The measurement scale of extrinsic motivation was adapted Sources: Adapted from (Amabile et al., 1994) in this research. A 5-point Likert scale ranging from 1

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(strongly disagree) to 5 (strongly agree) of 15 items are illustrated in Table 3.6 of this study.

3.7 Measurement of Variables

In these sections, the study measurements based on the previous studies relevant to the current research context (Churchill, 1979). The variables in this study are transformational leadership style, motivation (intrinsic and extrinsic) and job performance.

Scale technique used in this study is Likert scale which is one of the attitude scales. Attitude scales is a set of measurement which measures individuals' response on an object or phenomenon. Likert scale is respondent's state their level of agreement or disagreement on a various statement on behaviours, objects, people or events (MacKenzie, Podsakoff & Podsakoff, 2012). In the literature, there are arguments for and against the measuring of the widely acclaimed Likert scale as an interval scale or ordinal scale or a combination of both scales (Creswell, 2010). For example, the Likert scale ("strongly agree" to "strongly disagree"), demonstrates a scale with theoretically equal intervals amongst responses.

Prior literature agrees that Likert scale ("strongly agree" to "strongly disagree") of this nature should be treated as a rating scale, and it assumes that an equal interval holds between the response categories (Blaikie, 2003). However, this position is well contested by Creswell (2010) that there is no assurance of having equal

intervals. Hence, Creswell (2010) advocates that Likert scale ("strongly agree" to "strongly disagree") be treated as both ordinal and interval data in educational research, hence "quasi-interval scale".

The questionnaire is made in the English language. The function of this method is for academic staff in the southwest zone Nigeria public universities as respondent for this study is clearer, more understandable in interpretation and answered the questionnaire.

Developing of the questionnaire was adapted from several previous studies as a reference in selecting the questionnaire items. The selecting items for transformational leadership style variable were adapted from (Bass & Avolio, 1994; Ismail et al., 2013). Studies by (Amabile et al., 1994; Bass & Avolio, 1994; Ismail et al., 2013; Li & Shani, 1991; Mbon et al., 2012) used transformational leadership style as independent variable and motivation: intrinsic and extrinsic motivation as mediate variable and job performance of academic staff as dependent variable.

The study utilized three variables with this study and the study conduct in public universities. Job performance variable is not selected from the independent theories above for item measurement of this study, because the item listed is closely related to transformational leadership and motivation. The items of the variables consist of 23 questions item. The items for transformational leadership styles consist of 20 questions item. Motivation variable measurement item is adapted and divided by two sections items from the study and also the indicators for both items is utilized the

same type of question by (Amabile et al., 1994). The study used 15 items for measuring intrinsic motivation which all questionnaire items adapted in this study.

The measurement questionnaire item for extrinsic motivation as an indicator is adapted from the study by (Amabile et al., 1994). The study used 15 item questionnaires for measuring extrinsic motivation as indicators. This study adapted items questionnaire. After discovering factors which influence academic job performance in southwest Nigeria public universities, data will be processed by analyzing respondent's attitudes toward every questionnaire to see the positive or negative scoring result on the variables by using Likert scale. Limit for the scale will be one for a minimum score and so on up to five for maximum score.

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3.8 Data Collection Procedure

Proceeding from general to specific research questions makes the research activities in any project more focused and information data needed to answer the research questions. In term of data collection, this research has data planning before preceded to actual data collection. The information data were collected and the information documented was in Nigeria. The responsible respondent for providing data is academic staff in south-west zone Nigeria public universities. In term of data quality, the author as a researcher has to ensure for all relevant data collected.

A letter of authorization and to whom it may concern for the purpose of data collection was obtained from the Othman Yoep Abdullah Graduate School of

Business (OYA) requesting for their kind cooperation and assistance in data collection. The researcher collected the data between the 3months of August and October 2017. The highest form of assurance was given to the respondents assuring them that all information given was handled with utmost confidentiality and respect all times during the period of the study. Potential respondents were given the questionnaire to fill through the Google (monkey survey).

There are so many ways through which questionnaires can be distributed. It can be either be self-administered, through the postal agency, using the handphone, other Internet-based social media platforms. The use of any of these mediums depended on the researchers choice, the latitude of time, financial leverage, the factor of response rate and as well as other important criteria that are critical to the study (Frazer & Lawley, 2001). In this study, the researcher adopted mediums for the data collection procedure. Questionnaires were administered through google monkey survey via email of school and each academician. Google monkey survey questionnaire has some advantages which include guaranteeing high response rate reduction in interview biased and it also leads to the benefit of mutual personal contact (Dobbs, Oppenheim & Thompson, 2011). Furthermore, it establishes the grounds for researchers to make clarifications which clears any iota of doubt, it provides necessary information that the respondents may need and finally, it allows the researcher to retrieve filled and completed questionnaire within the shortest possible time (Sekaran & Bougie, 2013).

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3.8.1 Questionnaire Design

The importance of questionnaire design to any research study cannot be overemphasized (Abdullatif, 2011). Many of the existing literatures stressed that the two major objectives of questionnaire design are; firstly that it offers the opportunity to capture the numbers of targeted respondents, and secondly it helps in avoiding and reducing likely measurement error through systematic arrangements of the questions in a way that will be easy for respondents to understand (Clark, 1989). This research shall be guided by the nine-step procedure in developing the research questionnaire proposed by (Churchill & Peter, 1984). Before conducting the actual survey, an initial questionnaire was drafted for the purpose of pretesting by asking experts to read and go through and see if there is any ambiguity which might not have been noted by the researcher is probably included in the draft. In order to achieve the desired aim of the study, the experts which included a professor, an associate professor and senior lecturers all from the universities respectively, examined the quality of the survey instrument for its face validity in terms (see Appendix D).

3.9 Technique of Data Analysis

Data was collected through the survey were analyzed using SPSS (22) and PLS 3.2.7. SPSS 22 it was used for the purpose of conducting descriptive statistics analysis; data were screened, examined and validated for data entry. Therefore, Smart PLS software was used as a method of regression analysis. Like using measurement model for an internal and structural model for external.

3.9.1 Descriptive Statistics Analysis

There are some basic functions performed by descriptive statistical tools (a) to describe the features of samples (b) to check violation in variables with regards to assumptions underlying inferential statistics (c) to tackle specific study questions. Thus, the mean, standard deviation, range skewness and kurtosis were all part of the data cleaning, data preparation, checking outliers, and normality test and data transformation generally. The characteristics of the research population would be obtained through descriptive analysis and hypothesis testing is an examination of the nature of relationships between variables by providing an insight into the variance of variables. Specifically, descriptive analysis was introduced to describe the important phenomenon of interest in the study (Sekaran and Bougie, 2009).

Descriptive statistics gives an insight into the nature and character of this research study and this enhances the selection of an appropriate technique of data analysis and hypothesis testing inferential statistic would help to obtained information about the results which should clearly explain the frequency of occurrence, average score, or the central tendency (mean, median and mode), it includes the measure of dispersion (range, variance and standard deviation) of the phenomenon of interest.

This study intends to make use of descriptive analysis in other to gain insight into sample characteristic and those that are unique or peculiar to the research constructs. For example, the demographic variables as age, gender, educational level and work experience would all be analyzed using the SPSS version 22. The present study engages the use of PLS path modelling (Wolids, 1974, 1985) using Smart PLS 3

software (Ringle et al., 2005) to test the theoretical model. The PLS path modelling is preferred and considered as one of the most suitable techniques for this study for the following reasons. a) Even though the PLS path modelling is similar to conventional regression technique, it has the advantage of estimating the relationships between constructs (Structured Models) and relationships between indicators and their corresponding latent constructs (Measurement Models) simultaneously (Chin, Marcolin & Newsteal, 2003; Duarte & Raposo, 2010; Gerlacil, Kowailaski & World, 1979; Lohmoller, 1989). b) As was previously mentioned at the beginning of this study, despite the prevalence of research regarding the roles of transformational leadership style, in determining motivation, literature that focus on the mediating, effect of motivation is limited.

Furthermore, the objective of the present study is to predict the role of motivation (intrinsic and extrinsic) and transformational leadership style in enhancing the job performance level among academic staff of the 6 public universities in the southwestern region of Nigeria. c) This research is therefore exploratory in nature by the virtue of the fact that it has applied the Social Exchange Theory and general system theory.

Consequent upon that, this research requires a path modelling approach to be employed because it has been suggested that if research is prediction oriented, PLS path modelling should be employed (Hair et al., 2011; Henselar, Ringle & Sinkovics, 2009; Hulland, 1999). d) When compared to other path modeling software (e.g., Amos; Analysis of Moment Structures), the Smart PLS 3 M3 software is selected as

a tool of analysis because of its friendly graphical user interface, which helps users to create a mediating effect for the path models with interaction effects (Temme, Kreis & Hildebranddit, 2006, 2010).

3.9.2 Data Screening

It is important to note that before primary analysis is done, data would be examined in other to ascertain data entry accuracy, outliners and distributional properties. Data screening is very crucial in conducting multivariate analysis simply because it helps the researcher in identifying the key assumptions concerning the use of multivariate techniques for data analysis (Badara & Saidin, 2014). Hence, data screening will be conducted by examining the basic descriptive statistics and frequency distribution. Initial data screening helps the researchers to better understand the data collected for further analysis. Following the process of data coding and entry, the following preliminary data analysis would be performed, i) Identification of missing data ii) Assessment of outliers. 3) Conducting a normality test and, 4) Multicollinearity test (Collins & Bielaczyc, 2009).

3.9.3 Partial Least Squares (PLS) Technique

PLS-SEM method is referred to, as a second generational structural equation modelling (Wold, 1982). In additionally, PLS-SEM is a comparatively new technology that contains latent variables and a sequence of cause-and-effect relationships (Hair et al., 2011); Hair et al., 2013; Gustafsson & Johnson, 2004).

Furthermore, PLS-SEM approach has gained increasing dissemination in a very area or field of disciplines like accounting (Lee et at., 2011), international marketing (Henseler et al., 2009), strategic management (Hair et al., 2012b; Hulland, 1999) and operations management (Peng & Lai, 2012) and is a high-quality and elastic instrument for statistical model structure in addition as prediction (Ringle, Wende & Will, 2010; Ringle, Sarstedt, Scglittgen & Taylor, 2013). Specifically, the PLS method was utilized for this study.

Firstly, SEM has been established to be a better model to carry out estimations than regression models for assessing mediation (Brown, 1997; Iacobucci, Saldanha, & Deng, 2007; Mattanah, Hancock & Brand 2004; Preacher & Hayes, 2004). In reference to this, it has been reported that PLS SEM can account for measurement error and can present a lot of precise calculations of mediating effects (Chin, 1998). The software modelling assumptions of PLS method or technique (i.e ability to be flexible develop and validate complicated models) offers it to the benefit of estimating large complex models (Akter et al., 2011). The present study examined relationships among three variables (i.e transformational leadership style, motivation and job performance) within the structural model and then use PLS SEM methods was appropriate for better prediction.

Also, in most social science studies, two major approaches to model estimation in structural equation model (SEM) have been identified namely; covariance-based structural equation modelling (CB-SEM). Partial least square-structural equation modelling (PLS-SEM) is a variance based approach to SEM. It uses the obtained

data to estimate the relationships between the part models (coefficients) with the aims of reducing the error terms (residual variance) of the endogenous constructs in the structural model (Chin, 2010; Hair *et al*., 2014).

The PLS-SEM was used to estimate the theoretical model for the research using SmartPLS 3 application software (Ringle *et al.,* 2005). The PLS-SEM approach as a variance based approach was chosen as the major analysis techniques for this study instead of Covariance-Based SEM(CB-SEM) because: (1) it used when normality assumption of data are not met; (2) It can be used for model with a large number of indicator (observed) variables; (3) it is good for model development and prediction; (4) It is also suitable when the phenomenon under measurement model investigation is new and need to be newly developed and (5) It is appropriate for complex model (Hair *et al*., 2011; Hair & Lukas, 2014; Urbach & Ahlemann, 2010). A PLS-SEM assessment is in two stages which are the structural model and measurement model. Two main approaches namely reflective and formative measurements have been acknowledged for evaluating the validity and reliability of any measurement model.

Furthermore, the construct to the indicators is calculated through the reflective measures which are represented by arrows pointing in PLS-SEM in the outer loadings. However, all indicators in this study are reflective measures. Therefore, the assessments of reflective models during this study will be examined via indicator reliability, internal consistency reliability and construct validity (convergence and discriminant validity).

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3.9.4 Internal Consistent Reliability

Internal consistent reliability refers to the extent to which all items on a particular (sub) scale are measuring the same concept (McCrae, Kurtz, Yamagara & Terracciano, 2011; Henson, 2001; Leech, Onwuegbuzie & O' Conner, 2011; Conway, Jao & Goodman, 1995).

Cronbach Alpha composite reliability coefficient is the most commonly used estimations of internal consistency reliability of interest in organizational research (Bacon, Sauer & Young, 1995; Peterson & Kim, 2013; Raykov, 1998; Kamata, Turhan & Darandari, 2003). This study, composite reliability coefficient is chosen in other to ascertain the internal consistency reliability coefficient of the measures adopted. Two main reasons justified the use of composite reliability coefficient. Firstly, composite reliability coefficient because the later assumes that all the items contribute equally to its construct without considering the actual contribution of individual's loadings (McCrae et al., 2011; Bentler, 2009; Henson, 2001).

Secondly, Cronbach's alpha may be over or underestimate the scale reliability. The composite reliability takes into account that indicators have different loadings a (that no matter which particular reliability coefficient is used, an internal consistency reliability value above.70 is regarded satisfactory for an adequate model, whereas a value below .60 indicates a lack of reliability). Never the less, the interpretation of internal consistency reliability using composite reliability coefficient was based on the rule of thumb provided by (Bagozzi and Yii, 1988) as well as Hair et al., (2011) who suggest that the composite reliability coefficient should be at least .70 or more.

3.9.5 Convergent Validity

Convergent validity refers to the extent to which items truly represent the intended latent construct and indeed correlate with other measures of the same latent construct (Hair et al., 2006). Convergent validity is assessed by examining the Average Variance Extracted (AVE) for each latent construct is suggested by Fornell and Larcker (1981). According to Chin (1998), a latent construct should be .50 or more in other to achieve adequate convergent validity.

3.9.6 Discriminant Validity

Discriminant validity refers to the extent to which a particular latent construct is different from other latent constructs (Henseler, Ringle & Sarstedt, 2014). In the present study, discriminant validity is established by comparing the correlation among the latent construct with square root average variable extracted (Fornel & Larcker, 1981). Additionally, discriminant validity would be ascertained using AVE, as suggest by following (Chin, 1995) criteria by comparing the indicator loading with other reflective indicators in the cross-loadings table. Based on the rule of thumb for every discriminant validity, (Fornell and lacker, 1981) suggest the use of AVE with a score of .50 or more. To achieve adequate discriminant validity, (Fornell and Lacker, 1981) further suggest that the square root of the AVE should be greater than the correction among latent constructs.

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3.9.7 Technique for Goodness of fit (G.O.F)

Technique for Goodness of fit is based on the studies on AVE, bootstrapping, R^2 and Q^2 (chin, 1998; Fornell and Larcker, 1981). However, Tenenhaus, Amato, Esposito and Vinzi, (2004) and Hair et al., (2012) argument that points out the necessity of ensuring the GOF in Smart would be followed in this study. If the latest variables are certified as valid then the Goodness of fit criteria are considered as satisfied (Chow & Chun, 2008).

In Smart PLS Goodness of fit is the result derived from the two R^2 square values mean: average communality mean and endogenous various mean. The goodness of fit objective is to ensure that both the structural and measurement model are in harmony/agreement in their assessment and performance. In order to precisely ascertain the suitability of the PLS model. Wetzels, Odekerken-Schrdr and Van Oppen (2009) have given standard tenets as: 1 is equivalent to small. O.25 equivalents to medium and 0.36 equivalents to large.

This formula is used in the calculation of the GoF:

$GoF = \int R^2 \times$ Average of communality (AVE)

3.10 Pilot Study

The researcher conducted a pilot study survey using a certain number of academic staffs so that the reliability of the selected measurement instruments would be established before proceeding with the collection of the main empirical study. The anticipated pilot study will give the researcher the opportunity to calculate the

reliability of every measurement instruments. Thus, the reliability of measure signifies the degree or level to which the measure is without bias and therefore offers dependable measurement across different items of the instrument (Cavana et al., 2001).

The study conducted a pre-test by selecting the numbers of academic staff who are highly knowledgeable in the lecturing field. The pre-test is very important before using the questionnaire to collect data (Cresswell, 2008). Those who conduct pre-test are a prudent researcher (Cavana et al., 2001). They state that among the most important pre-test exercise are face validity, content validity, and a pilot study. The researcher will make sure that questions in the instruments are understood, appropriate and reflected the goal of the survey. Sekaran (2002) clarifies that pre-testing survey questions are the test of the understandability and appropriateness of the questions planned to be included in a regular study.

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The Alpha coefficient that is below 0.6 depicts the poor strength of association. The alpha coefficient that ranges from 0.6 to 0.7 illustrates the moderate strength of association. While the range of 0.7 to 0.8 signifies the good strength of association. Very good strength of association is illustrated by the alpha coefficient range of 0.8 to 0.9 and for excellent is 0.9 (Hair, Halle, Terry-Humen, Lavelle & Calkins, 2006). Table 3.7 shows the criterion for acceptability as started by (Hair, Anderson, Babin & Black, 2010; Hair, Black, Babin, Anderson & Tatham, 2006).

Table 3.7
The Rules of Thumb for Cronbach's Alpha Coefficient Size.

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very good
0.9	Excellent

The 5-Point Likert scale is regarded as being efficient in achieving the best result in information processing and scale reliability (Govindarajan, 1988). This study shall make use of 5–point Likert scale by structuring all constructs the measuring instrument as well as the independent, mediating and dependent variables towards this type of scale. However, this will help verify the degree which each item reveal the proposed constructs and the appropriateness of the questionnaire response format instructions with the item statements and chosen scale points. In totality, this will facilitate enough understanding comprehensibility, validity and reliability of measure that will be employed in this study.

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Finally, there are different types of reliability test; the most widely used technique in many types of research is inter consistency reliability (Litwin, 1995). The Cronbach's alpha coefficient test was carried out to measure the internal consistency reliability. A pilot test was conducted with the universities academics to test the reliability of the instruments. A total 100 respondents participated in the pilot study, but only 85 were returned and analyzed. The following (see table 3.8) shows the summary of the reliability results.

Table 3.8
Summary of Reliability Test for Pilot Test

Constructs	**No of items**	**Cronbach Alpha**
Job Performance	23	0.85
Motivation	30	0.81
Transformational leadership style	20	0.90

Table 3.8 shows the summary of the results. It can be seen from the results of the pilot test show that the Cronbach's alpha values for the respective constructs under investigation are all above 0.70. Consequently, given the established yardstick of 0.70, it can be concluded all the constructs are reliable, and therefore there was no need to remove any item.

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3.10.1 Data Analysis

The processing of data collected from questionnaires can be separated into three parts, which are data preparation, tabulation and implementation with the research approach. Preparation included collecting and checking the answers of questionnaires as well as checking the answering method. Tabulation of questionnaire results and giving scores according to the scoring system established was performed. Scores given is a pair for the indicator of the pairing of independent variables and dependent variable. To discover the simultaneous influence of transformational leadership style, working condition, intrinsic motivation, extrinsic motivation on the job performance of academic staff.

3.11 Reliability and Validity Analysis

In an attempt to ensure that the measures developed are reasonably good. It must meet two main criteria; validity and reliability. Validity refers to the extent to which the instrument measures what it supposed to measures while reliability refers to the consistency of this measurement instrument (Sekaran & Bougie, 2010). Following the pilot test, the analysis will be focused on the content validity and reliability assessment. Reliability and validity analysis (factor analysis) is necessary to test the survey instrument (Cresswell, 2008; Sekaran, 2003; Zickmund, 2003). The test determines that the instrument is suitable and able to test all measurement and variables and to answer the research questions.

3.12 Summary of the chapter

This chapter discusses on the research framework as factors to be operationalized at one level public university in southwest Nigeria and also the hypothesis development of the study applying the constructs of transformational leadership style and motivation requirement on the job performance of academic staff. Furthermore, the research framework is broadly in agreement with the competence of job performance requirements for academic professionals which highlighted the importance of the terms in relation to job performance. Also, described the methodology comprising the research framework, hypotheses development, research design, and operational definition of variables, measurement, population sampling, data collection procedures and techniques of data analysis.

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The present study also adopts cross-sectional research design in which data collected will be analysed and interpreted statistically. The unit of analysis in this study used individual lecturers who are teaching in the selected Nigerian universities located in the southwest geo-political zone. A proportionate random sampling technique was used in this study. Measurement scales from the previous studies were adapted to measure three constructs: transformational leadership style, motivation and job performance. In the next chapter, the results of the analyses will be presented.

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CHAPTER FOUR
RESULT FINDINGS

4.0 Introduction

This chapter presents the results of the statistical analyses of the key variables incorporated in the research model. Firstly, the study presents and discusses the preliminary analysis through screening of the data include assessment (missing value, treatment of outliers, multicollinearity tests, and respondents' demographic profile). Secondly, it also discusses the validity and reliability of the measurement model and path analyses of the structural model through which the result of the hypotheses tested by using SmartPLS3. The final stage was the summary of the research findings.

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4.1 Preliminary Analysis

This stage within the method of data analysis for this study is significant to the researcher. It, therefore, follows that careful and adequate planning of the data analysis stage is crucial. Prior to initial data screening, all the 416 returned and usable questionnaires were coded and entered into the SPSS (Hair, Black, Babin & Anderson, 2010; Tabachnick & Fidell, 2007).

4.1.1 Missing Data Analysis

A preliminary descriptive statistics were conducted to find out whether there is missing data or not. According to Tabachnick and Fidell (2007) and Babbie (2004), one of the treatments of missing data in this study seventy-six (76) missing data

values representing 0.02% was recorded and corrected through the sum of mean estimation. As shown in Table 4.1

Table 4.1
Total and Percentage of Missing Values

Latent Variables	No of Missing Values
Job Performance	26
Transformational leadership style	22
Motivation	28
Total	76 out of 33,280 data points
Percentage (%)	0.022%.

Note: Percentage of missing values is obtained by dividing the total number of randomly missing values for the entire data set by a total number of data points multiplied by 100.

As can be seen in Table 4.1, of 33,280 data points, 76 were randomly missed, which represent 0.02%. According to Schafer and Graham (2002), a missing rate of 5% or less is of no importance in multivariate analysis. Therefore, 0.02% missing data is less than 5% and would be ignored in the present study. The next sub-section presents an analysis of outliers.

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4.1.2 Response Rate

In this study, an aggregate of 515 questionnaires was distributed to academic staff in six public universities in south-west geo-political zones in Nigeria with the exemption of another geopolitical zone due to the prevalence of insecurity in another geopolitical zone. 446 questionnaires were returned. However, out of 446 questionnaires that were returned, thirty (30) questionnaires were excluded due to

unproductive, double ticking and incomplete items in the questionnaire a total of 416 questionnaires were usable for data analysis. While further, the valid response rate usable for the analysis amounted to 416 (80.8%) which is higher than 30% suggested by (Sekaran, 2003). Table 4.2 presents the response rate.

Table 4.2
Response Rate of the Questionnaires

Response	Frequency	Rate (%)
No. of a questionnaire administered	515	100
Non-returned questionnaires	69	13.4
Returned questionnaires	446	86.6
No of questionnaires removed due to double ticking and non-productive	30	5.8
Returned and usable questionnaire	416	
Effective Response/Retained Questionnaire	416	80.8

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According to Hair et al. (2010, 2017), the present response rate is sufficient because the tool of analysis for the current study is PLS-SEM. Thus, a total of 416 returned and usable questionnaires for the current study are adequate for analysis. Another justification is that Lindner and Wingenbach (2002) suggested a minimum response rate of 50% is adequate for surveys. The present study attained 86.6% response rate and 80.8% valid response rate.

4.1.3 Multivariate Outliers

Outliers are defined by Barnett and Lewis (1994) "as observations or subsets of observations which appear to be inconsistent with the remainder of the data". The multivariate outliers were assessed using Mahalanobis distance (D2). Tabachnick

and Fidell (2007) defined Mahalanobis distance (D2) as "the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables". Based on the 73 observed items of the study, the recommended threshold of chi-square is 10.83 ($p<0.001$). Mahalanobis values that exceeded this threshold should be deleted. Therefore, the cases of an outlier as the highest D2 is 9.81 which is less than 10.83. Hence, the analysis was done using 416 cases.

4.1.4 Test of Normality

Testing for normality has been seen as an important and common procedure in statistical tests and multivariate data analysis in which many tests have been proposed (Doornick & Hansen, 1994). Such tests include the use of visual tools, such as stem and leaf plots, normal Q-Q plot. Others are the use of skewness and kurtosis (Hair et al., 2010), and Kolmogorov-Smirnov tests (Mooi & Sarstedt, 2011).

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Lack of normality in variable distributions could distort the relationships between the variables of research and the significance of the results in multivariate analysis (Chernick, 2011). Therefore, "it is important for researchers to examine the normality of their data distributions before proceeding to the analysis stage" (Hair et al., 2014, p. 55). As argued by Field (2009) that it is more important to look at the shape of the graphical distribution rather than looking at the value of the kurtosis and skewness statistics when a sample is 200 and above. According to Field, a larger sample decreases the standard errors which in turn inflate the value of the kurtosis and skewness statistics. The test for normality for this study was however carried out

using the histogram and the normal probability (Q-Q) plot, followed with skewness and kurtosis, and lastly the Kolmogorov-Smirnov test.

As a first step, the normal probability plot (Normal Q-Q plot) was done for the variable (constructs) of the model. The observed value for each score of the variable is plotted against the expected value from the normal distribution. A reasonably straight line suggests a normal distribution (Pallant, 2011). The normal probability plots indicated that all the research variables are normally distributed in Figure 4.1.

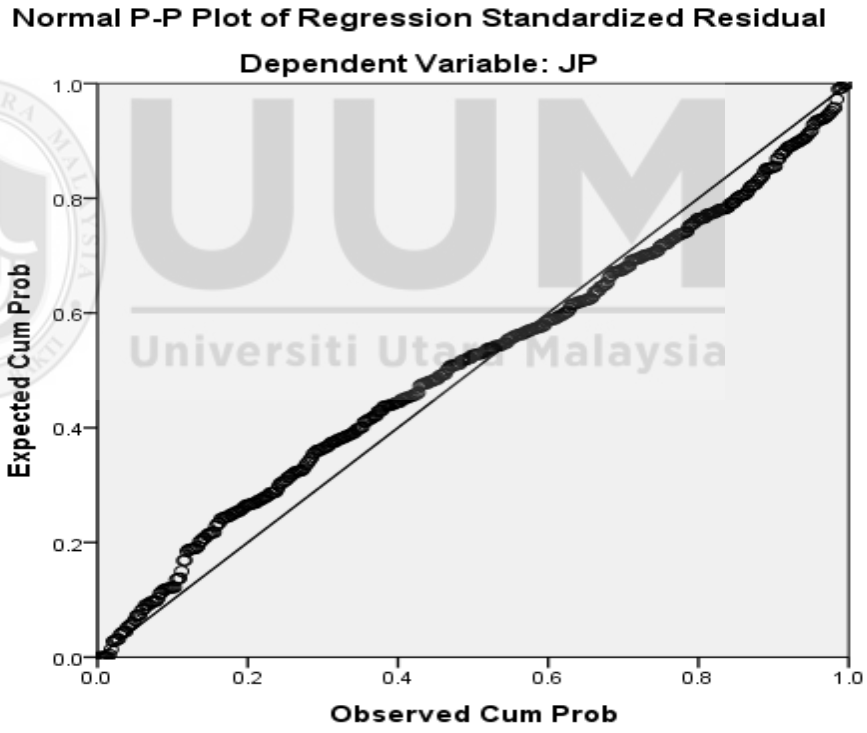

Figure. 4.1
Normal Q-Q plot

In the second step, a normality test was conducted by examining the skewness and kurtosis of the distributions (Hair et al., 2007; Pallant, 2011; Tabachnick & Fidell,

2007). Skewness is the extent to which the distribution of a variable is symmetrical. When the distribution of the observed scores of the variable clustered to the left at the low values or to the right-hand side (high values) of the graph, then the distribution is assumed to be skewed. Kurtosis, on the other hand, measures the peakedness of the distribution.

When kurtosis is positive, the distribution is peaked with most of the cases clustered at the centre (long thin tails), but if negative then the distribution is somewhat flat, with many cases in the extreme. When both skewness and kurtosis are close to zero (0), the distribution of the observations is considered to be normal (a situation unlikely to occur in human-centered research). As a general rule, when skewness exceeded the range ±1, the distribution is considered skewed. For kurtosis greater than +1 (> +1), the distribution is considered too peaked, while kurtosis less than -1 (< -1), the distribution is too flat. Any distribution of the observation exceeding the above guideline (rules) is considered to be a non-normal distribution (Hair et al., 2014; Pallant, 2011). As revealed in Table 4.3, the kurtosis and skewness values of the variables are within the acceptable range of < 2 and < 7. The entire constructs are not normal therefore, the researcher has to use Smart PLS for the analysis.

Table 4.3
Values of Skewness and Kurtosis of measured variables

Construct	Skewness	Kurtosis
JP	-6.74	6.86
TLS	-9.85	10.48
MOT	-7.55	8.58

4.1.5 Multicollinearity test

In the present study, the variance inflation factor (VIF) and tolerance values were employed to test the collinearity issue. There are various recommendations for acceptable level of tolerance. For example, Tabachnick and Fidell (2001) recommended 0.10 while Menard (1995) proposed 0.20.

The present study agreed with Hair, Ringle and Sarstedt (2011) that multicollinearity is a concern if the tolerance value is less than 0.20. On the other hand, literature have suggested maximum VIF values of 5 (Hair, Ringle & Sarstedt, 2011; Rogerson, 2001) and 10 (Hair, Anderson, Tatham & Black, 1995). Table 4.3 showcases the tolerance and VIF values and outcome results show that there are no multicollinearity issues in this study. The tolerance and VIF is shown in Table 4.4

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Table 4.4
The result of Tolerance and variance inflated factor (VIF) value

	Collinearity Statistics	
Independent variable	Tolerance	VIF
Transformational Leadership Style (TLS)	0.475	2.104
Job Performance (JP)	0.498	2.006
Motivation (MOT)	0.486	2.056

4.1.6 Common Method Variance

Common method variance is a major concern for scholars using self-report surveys (Podsakoff et al., 2003). Conway and Lance (2010) state that "common method bias inflate relationships between variable measured by self-reports" (p.325). CMV poses a significant threat to validity, thereby resulting in systematic measurement errors that can either inflate or deflate the observed relationships between constructs (Chang, Witteloostuijn & Eden, 2010). Statistically, Harman's one-factor test was conducted using SPSS version 24. The findings showed that no single factor accounted for more than 50% of the variance. The first factor accounted for only 34.65% of the total variance which is less than 50% Table 4.5 indicating the absence of common method bias in this study (Podsakoff et al., 2012). Thus, the eleven underlying assumptions did not meet, i.e. the other factor emerged and the first factor did not capture most of the variance. Therefore, these results suggested that CMV is not an issue in this study.

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Table 4.5
Common method variance

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	24.947	34.649	34.649	24.947	34.649	34.649
2	4.917	6.829	41.478	4.917	6.829	41.478
3	3.503	4.866	46.344	3.503	4.866	46.344
4	3.205	4.451	50.795	3.205	4.451	50.795
5	2.638	3.664	54.459	2.638	3.664	54.459
6	2.472	3.433	57.892	2.472	3.433	57.892

7	2.078	2.886	60.777	2.078	2.886	60.777
8	1.813	2.518	63.295	1.813	2.518	63.295
9	1.661	2.307	65.602	1.661	2.307	65.602
10	1.403	1.949	67.551	1.403	1.949	67.551
11	1.253	1.740	69.290	1.253	1.740	69.290
12	1.068	1.483	70.774	1.068	1.483	70.774
13	0.971	1.348	72.122	0.971	1.348	72.122
14	0.945	1.313	73.435	0.945	1.313	73.435
15	0.908	1.261	74.696	0.908	1.261	74.696
16	0.848	1.178	75.873	0.848	1.178	75.873
17	0.820	1.138	77.012	0.820	1.138	77.012
18	0.804	1.116	78.128	0.804	1.116	78.128
19	0.784	1.089	79.216	0.784	1.089	79.216
20	0.752	1.044	80.260	0.752	1.044	80.260
21	0.702	0.975	81.235	0.702	0.975	81.235
22	0.682	0.948	82.183	0.682	0.948	82.183
23	0.645	0.895	83.078			
24	0.642	0.892	83.970			
25	0.617	0.856	84.826			
26	0.605	0.840	85.666			
27	0.585	0.812	86.478			
28	0.547	0.760	87.238			
29	0.512	0.712	87.950			
30	0.507	0.704	88.654			
31	0.485	0.674	89.328			
32	0.462	0.641	89.969			
33	0.451	0.626	90.595			
34	0.436	0.606	91.201			
35	0.414	0.575	91.776			
36	0.409	0.568	92.344			
37	0.395	0.548	92.892			
38	0.391	0.544	93.435			
39	0.367	0.510	93.945			
40	0.353	0.491	94.436			
41	0.334	0.464	94.900			
42	0.326	0.453	95.353			
43	0.322	0.447	95.800			
44	0.294	0.409	96.209			

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45	0.293	0.408	96.617
46	0.276	0.383	97.000
47	0.259	0.360	97.360
48	0.252	0.350	97.710
49	0.241	0.334	98.044
50	0.219	0.305	98.349
51	0.205	0.284	98.633
52	0.194	0.269	98.902
53	0.189	0.263	99.165
54	0.082	0.114	99.279
55	0.077	0.107	99.386
56	0.058	0.081	99.467
57	0.056	0.078	99.545
58	0.053	0.074	99.619
59	0.050	0.070	99.689
60	0.048	0.066	99.755
61	0.038	0.053	99.808
62	0.034	0.047	99.855
63	0.023	0.032	99.887
64	0.018	0.024	99.911
65	0.013	0.019	99.930
66	0.011	0.015	99.945
67	0.009	0.013	99.957
68	0.008	0.012	99.969
69	0.008	0.011	99.980
70	0.008	0.011	99.991
71	0.004	0.005	99.996
72	0.003	0.004	100.000

Extraction Method: Principal Component Analysis.

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4.2 Assessment of the Measurement Model

The measurement model used the two-stage proposed by Arderson and Gerbing (1998), and the structural model is shown in Figure 4.5. The main approaches

namely, reflective measurements have been acknowledged for evaluating the validity and reliability of any measurement model. First, the reflective measures which are represented by arrows pointing from the construct to the indicators are calculated in PLS-SEM by the outer loadings. However, all indicators in this study are reflective measures which are shown in Table 4.6. Therefore, the assessment of reflective models in this study was examined via indicator reliability, internal consistency reliability and construct validity (convergence and discriminant validity).

4.2.1 Individual Item (Indicator) Reliability

Indicator reliability can be defined as the proportion of indicator variance that is explained by the latent variable. The value is between 0 and 1. According to Hair et al. (2014); Hulland (1999), indicator reliability is assessed by examining the outer loadings of each construct measures. That is, when indicator and latent variable are standardized, the indicator reliability equals the squared indicator loading. Following the rule of thumb that any reflective indicators whose loadings within the PLS model are smaller than 0.4 should be eliminated (Hair et al., 2014; Hulland, 1999; Peng & Lai, 2012).

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Recently, scholars have stated that if the average variance extracted (AVE) attains a minimum of 0.50, then items loadings below 0.70 can be retained (Hair, Hult, Ringle & Sarstedt, 2017). Therefore, the present study accepted the recent recommendations by retaining items with loadings slightly below 0.70, provided the construct minimum AVE value is 0.50 (Hair, Hult, Ringle & Sarstedt, 2017). Table 4.6

presents evidence that the individual item and construct reliability have been found to be acceptable.

This means that all the items (indicators) used in this study are reliable and it was discovered that out of 73 items, 19 items were deleted simply because their loadings were discovered to be below the threshold of 0.40. Therefore, concerning the model for this study, only 54 items were retained since they are confirmed to have the loading 0.504 to 0.841 (see table 4.6) presents evidence that the individual item and internal consistency reliability are acceptable.

4.2.2 Internal Consistency Reliability

Scholars have established that internal consistency reliability can be ascertained at either the individual indicator level or at a given construct level (Chin, 2010). Internal consistency reliability is a way to gauge how well a test or survey is measuring what it is meant to measure and can be evaluated by either Cronbach's alpha or composite reliability (CR). Composite reliability is obtained by combining all the true score variances and covariance in the composite of indicator variables related to constructs, and by dividing this sum by the total variance in the composite (Chin, 2010). In this study, CR coefficient and Cronbach's alpha were chosen to determine the internal consistency reliability of the constructs due to their superiority over cross-loadings (Hair et al., 2014). According to Bagozzi and Yi (1988) and Hair et al. (2014), satisfactory construct reliability is established when the composite reliability index is 0.70 or higher. Table 4.6 shows that the composite reliability indices of all latent constructs were between 0.928 and 0.946. Also, the Cronbach's

alpha's values ranged from 0.896 to 0.924. The results from both CR and Cronbach's alpha suggest that satisfactory construct validity has been achieved. In addition, the results for cross-loadings also indicate support for construct reliability.

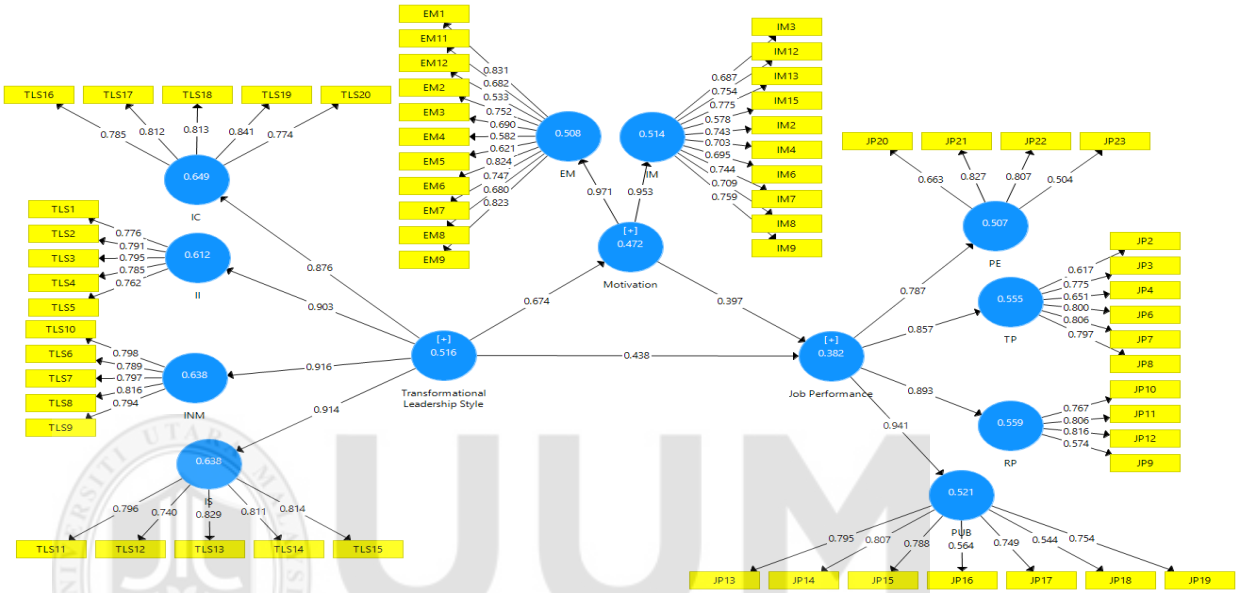

Figure 4.2
First Stage Measurement Model

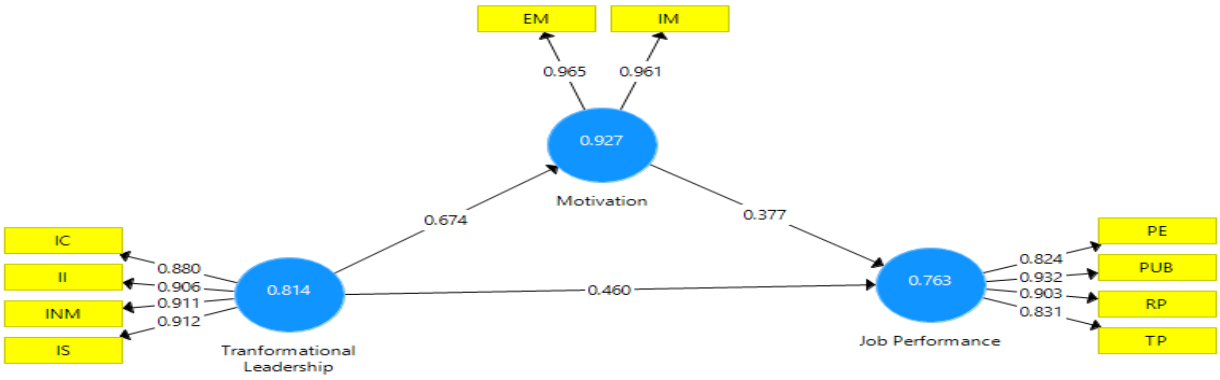

Figure 4.3
Second Stage of Measurement Model

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4.2.3 Convergent Validity

Convergent validity refers to the extent to which items truly represent the intended latent construct and indeed correlate with other measures of the same latent construct (Hair et al., 2006). The criterion for measuring the convergent validity was assessed by examined the Average Variance Extracted (AVE) suggested by (Fornell & Larcker, 1981). To achieve adequate convergent validity, Chin (1998) recommends that the AVE of each latent construct should be 0.50 or more. Following Chin (1998), the AVE values (see Table 4.6) exhibited high loadings (> 0.50) on their respective constructs, indicating adequate convergent validity. Specifically, the AVE values are 0.763, 0.927 and 0.814. When the value of AVE is below the threshold value of 0.50, convergent validity is not achieved because the construct on the average cannot explain the variance of its indicators due to errors in the items (Hair et al., 2014; Urbach & Ahlemann, 2010). As shown in Table 4.6, there is adequate convergent validity of the measures as their AVE values range from 0.763 to 0.927. Which exceed the minimum acceptable level of 0.5 as suggested by Bagozzi and Yi (1988) and thus, indicating adequate convergent validity.

Table 4.6
The result of the measurement model first stage and second stage order constructs

Construct	Items Deleted	Items	loading	Cronbach' alpha	CR	AVE
Job Performance	TP1	TP2	0.617	0.896	0.928	0.763
Teaching Performance	TP5	TP3	0.775			
		TP4	0.651			
		TP6	0.800			

		TP7	0.806			
		TP8	0.797			
Research Project	None	RP9	0.574			
		RP10	0.767			
		RP11	0.806			
		RP12	0.816			
Publication	None	PUB13	0.795			
		PUB14	0.807			
		PUB15	0.788			
		PUB16	0.564			
		PUB17	0.749			
		PUB18	0.544			
		PUB19	0.754			
Public Engagement	None	PE20	0.663			
		PE21	0.827			
		PE22	0.807			
		PE23	0.504			
Motivation	IM1	IM12	0.754	0.922	0.962	0.927
Intrinsic Motivation	IM5	IM13	0.775			
	IM10	IM15	0.578			
	IM11	IM2	0.743			
	IM14	IM3	0.687			
		IM4	0.703			
		IM6	0.695			
		IM7	0.744			
		IM8	0.709			
		IM9	0.759			
ExtrinsicMotivation	EM10	EM1	0.831			
	EM13	EM11	0.682			
	EM14	EM12	0.533			
	EM15	EM2	0.752			
		EM3	0690			
		EM4	0.582			
		EM5	0.621			

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		EM6	0.824			
		EM7	0.747			
		EM8	0.680			
		EM9	0.823			
Transformational Leadership style	**None**	**TLS1**	**0.776**	**0.924**	**0.946**	**0.814**
Idealized Influence		TLS2	0.791			
		TLS3	0.795			
		TLS4	0.785			
		TLS5	0.762			
Inspiration and Motivation	None	TLS6	0.789			
		TLS7	0.797			
		TLS8	0.816			
		TLS9	0.794			
		TLS10	0.798			
Intellectual Stimulation	None	TLS11	0.796			
		TLS12	0.740			
		TLS13	0.829			
		TLS14	0.811			
		TLS15	0.814			
Individualized Consideration	None	TLS16	0.785			
		TLS17	0.812			
		TLS18	0.813			
		TLS19	0.841			
		TLS20	0.774			

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4.2.4 Discriminant Validity Analysis

Discriminant validity is confirming the construct validity of the model. Indeed, discriminant validity testing is obligatory before examine the hypotheses using structural paths of PLS analysis techniques. It is tested by examining the correlation of latent constructs. Moreover, the discriminant validity of items shares variance among every latent construct and should be higher than the variance between the different latent constructs (Compeau, Higgings & Huff, 1999), that is higher than the other elements in each column and row suggesting acceptable discriminant validity (Fornell & Larcker, 1981).

Table 4.7 shows the square root of AVE for all latent constructs exchanged at the diagonal elements of the correlation matrix (Fornell and Larcker, 1981). The results of the tests show that the construct validity of the model related to hypothesis testing is valid and reliable.

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Table 4.7
Fornel Larcker Criterion for Discriminant Validity

	Job Performance	**Motivation**	**Transformational Leadership**
Job Performance	**0.874**		
Motivation	0.687	**0.963**	
Tranformational Leadership	0.715	0.674	**0.902**

From this, it shows that adequate discriminant validity has been established in the present study because the square roots of AVEs are greater than the correlations between constructs (Roldan & Sanchez-Franco, 2012). To support Fornell and Larcker's criterion, the HTMT ratio was examined. Thus, Heterotrait-Monotrait (HTMT) ratio has been developed to estimate the correlation between constructs (Henseler et al., 2015). Practically, HTMT is normally compared with a predetermined threshold. If the HTMT value is less than 0.85 (Clark & Watson, 1995; Kline 2011) while Teo et al. (2008) and Gold, Malhotra and Segars (2001) HTMT greater than 0.85, but less than 0.90, then discriminant validity is attained. As the HTMT value is below 0.85 (Kline 2011), Table 4.8 showcases the result of HTMT.

Table 4.8
Heterotrait-Monotrait Ratio (HTMT)

Construct	Job Performance	Motivation	Transformational Leadership
Job Performance			
Motivation	0.756		
Transformational Leadership	0.782	0.729	

Table 4.8 shows that each value suggested as an alternative approach is lower than 0.90, based on the heterotrait-monotrait ratio of correlations, to assess discriminant validity. Discriminant validity is achieved because of the highest correlation which is within the conventional HTMT greater than 0.85, but less than 0.90 (*Gold et al., 2001*), then discriminant validity is attained. Since the results of the measurement

model indicate that all the constructs achieved sufficient reliability and validity, the next section presents an evaluation of the structural model.

Table 4.9
Loadings and cross-loadings

Items	Motivation	Job Performance	Transformational Leadership Style
EM1	**0.841**	0.537	0.492
EM11	**0.587**	0.435	0.376
EM12	**0.618**	0.414	0.475
EM2	**0.661**	0.499	0.437
EM3	**0.669**	0.454	0.472
EM4	**0.565**	0.574	0.563
EM5	**0.578**	0.534	0.394
EM6	**0.832**	0.532	0.482
EM7	**0.655**	0.496	0.434
EM8	**0.667**	0.447	0.487
EM9	**0.834**	0.533	0.489
IM12	**0.813**	0.526	0.462
IM13	**0.828**	0.520	0.490
IM15	**0.650**	0.437	0.458
IM2	**0.632**	0.413	0.479
IM3	**0.565**	0.393	0.451
IM4	**0.576**	0.406	0.461
IM6	**0.570**	0.395	0.448
IM7	**0.639**	0.412	0.474
IM8	**0.600**	0.402	0.449

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IM9	**0.820**	0.524	0.472
JP10	0.473	**0.635**	0.549
JP11	0.463	**0.709**	0.465
JP12	0.578	**0.794**	0.530
JP13	0.597	**0.764**	0.485
JP14	0.560	**0.773**	0.520
JP15	0.560	**0.753**	0.463
JP16	0.254	**0.518**	0.389
JP17	0.370	**0.675**	0.500
JP18	0.318	**0.497**	0.387
JP19	0.530	**0.714**	0.543
JP2	0.308	**0.475**	0.369
JP20	0.288	**0.483**	0.488
JP21	0.479	**0.639**	0.524
JP22	0.473	**0.697**	0.508
JP3	0.426	**0.654**	0.431
JP4	0.370	**0.526**	0.426
JP6	0.471	**0.697**	0.473
JP7	0.527	**0.725**	0.391
JP8	0.507	**0.707**	0.387
JP9	0.283	**0.487**	0.386
TLS1	0.501	0.580	**0.697**
TLS10	0.487	0.521	**0.763**
TLS11	0.462	0.474	**0.754**
TLS12	0.468	0.474	**0.637**
TLS13	0.440	0.511	**0.751**

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TLS14	0.501	0.502	**0.751**
TLS15	0.535	0.531	**0.749**
TLS16	0.511	0.491	**0.712**
TLS17	0.526	0.523	**0.707**
TLS18	0.453	0.507	**0.712**
TLS19	0.569	0.565	**0.730**
TLS2	0.479	0.519	**0.702**
TLS20	0.573	0.551	**0.665**
TLS3	0.479	0.600	**0.717**
TLS4	0.449	0.485	**0.720**
TLS5	0.483	0.500	**0.693**
TLS6	0.453	0.459	**0.732**
TLS7	0.416	0.436	**0.722**
TLS8	0.467	0.441	**0.718**
TLS9	0.422	0.452	**0.720**

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4.3 Assessment of Higher Order Construct (HOC)

The assessment of higher order construct was conducted after ensuring that all the measurement indicators are valid. Higher order construct was conduct also known as hierarchical models has been defined Becker, Klein and Wetzels (2012) as constructs having more than one dimensions and each dimension captures some fraction of the overall latent variables. According to Wetzels et al. (2009), higher order construct has been encouraged because of its ability to shrink complex model as well as allowing for theoretical thrift.

Four categories of the hierarchical model have been identified by Ringle, Sarstedt, and Straub (2012). However, this study utilized the type 1 (reflective-reflective) model. According to Rahman, Amran, Ahmad and Taghizadeh (2015), dropping or adding any of the dimensions will not change the conceptual meaning of the latent variables in the reflective model.

Furthermore, in partial least square-structural equation modelling (PLS-SEM), three approaches have been identified in dealing with a hierarchical model which include the repeated indicators approach, hybrid approach and two-stage approach (Becker et al., 2012). This study adopted the repeated indicator approach where the indicators of the first order variables are in the second order constructs (Akter, D'Ambra, & Ray, 2011; Lohmöller, 1989) and also to verify the adequacy of the measurement as well as the structural properties for the research model (Wold, 1985).

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As one of the major constructs in this study is a second-order construct, the validity was tested by evaluating the average variance extracted (AVE) and the composite reliability (CR).

Table 4.10
Assessment of higher order construct validity and reliability

Construct	Dimensions	Loadings	Composite Reliability	Average Variance Extracted
Transformational leadership style	II	0.906	0.928	0.814

	INM	0.911		
	IS	0.912		
	IC	0.880		
Motivation	IM	0.961	0.962	0.927
	EM	0.965		
Job Performance	TP	0.831	0.928	0.763
	RP	0.903		
	PUB	0.932		
	PE	0.824		

As shown in Table 4.10, the value of AVE and CR are above the threshold value of 0.5 and **0.7** respectively which means that the second order constructs order constructs for this study are valid. It is also evident in Table 4.10 that all the dimensions of transformational leadership style, motivation and job performance are significant at $p< 0.001$. Therefore, the multidimensional construct used in this study is justifiable.

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4.4 Descriptive Statistic and Inferential Statistic

4.4.1 Variable Mean and Standard Deviation

The descriptive statistics for all latent variables in this study were computed through means and standard deviation. The study makes use of five-point semantic differential response scale (Burge *et al.*, 2011) from strongly disagree (1) to strongly agree (5) for all the latent variables. The descriptive statistics, in the form of means and standard deviations for the latent variables, were computed. The results are presented.

Table 4.11
Mean and Standard Deviation of the Variables

Variables	Mean	Std. Dev
JP	4.19	0.44
TLS	4.11	0.53
MOT	4.20	0.38

As shown in Table 4.11, the mean values of the entire three construct are 4.19, 4.11 and 4.20 with standard deviation from .38 to .53 indicating high levels of perception for all the constructs. Table 4.11 shows the summary of the descriptive statistics of all the constructs.

4.4.2 Demographic profile of the respondents

The profiles of the respondents were analyzed by the researcher using their demographic characteristics in terms of gender, age, present rank, present job tenure, highest educational qualifications, marital status, and ethnicity. The detailed analysis is presented in Table 4.12.

Table 4.12
Summary of the Respondents' Demography

Items	Frequency	Percentage (%)
Gender		
Male	351	84.4
Female	65	15.6

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Age		
21 – 30yrs	4	1.0
31 – 40yrs	299	71.9
41 – 50yrs	109	26.2
51 and above	4	1.0
Rank		
Professor	3	.7
Associate Professor	-	-
Senior Lecturer	244	58.7
Lecturer I	3	.7
Lecturer II	116	27.9
Assistant Lecturer	-	-
Graduate Assistant	5	12.0
Tenure		
1 – 5yrs	25	6.0
6 – 10yrs	360	89.2
11 – 14yrs	-	-
15yrs and above	31	7.5
Qualification		
First degree	1	2
Master's degree	356	85.6
Doctorate degree	59	14.2

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Professional Degree	-	-
Married Status		
Single	411	98.8
Married	5	1.2
Widowed	-	-
Divorce	-	-
Ethnicity		
Yoruba	370	88.9
Igbo	12	2.9
Hausa	10	2.4
Others	24	5.8

As shown in Table 4.12, most of the respondents in the sample, that is 351 (84.5%), were male while remaining 65; representing (15.6%) were females. Previous studies have also demonstrated a similar distribution regarding the gender of the respondents. For example, the present study reflects the study conducted by de Lara and Tacoronte (2007), where the majority of the teachers or lecturers at a university were males compared to their female counterparts.

Regarding the age group, 4 respondents (1.0%) was in the age group of 21-30years. This is followed by those in the age group of 31 – 40 years. There were 299 respondents, representing 71.9% of the sample. In the age group ranged between 41 – 50 years, there were 109 respondents, representing 26.2% of the sample. The

smallest age group ranged between 51years and above, which accounted for 1.0% or 4 respondents.

Additionally, in terms of rank, Table 4.12 shows that 3 (0.7%) of the respondents were on the rank of Professor, followed by Associate Professor 0 (0%); Senior Lecturer 244 (58.7%); were there were 3 Lecturer I (0.7%); Lecturer II representing116 (27.9%); and Graduate Assistant were 50 (12.0%). In terms of job tenure, only 6.0% of the 25 respondents spent 1 - 5years working in the university, 360 respondents (86.5%) spent between 6-10years working in university, another 0% spent between 11 – 14 years working in the university, while the remaining 31 respondents 7.5% had more than 15 years and above in university. Further, this analysis proves that the rank of Senior Lecturer 244 (58.7%) are more than the rank of Professor 3 (0.7%), and followed by Associate Professor0 (0%) in work which is definitely improper in an academic position in the context of Nigeria public universities respectively.

Table 4.12 shown also a small proportion of the respondents were on the Qualification of First-degree holders, which accounted for 2% which is 1 respondent. This is followed by (85.6%) that is 356 with a Master's degree, while the remaining 59 representing 14.2% were Doctorate degree holders. The low proportion of doctorate degree holders in the sample is a reflection of an assertion made by the Nigerian. The regime of the president, Good luck Jonathan, proclaimed that 60% of lecturers in various Nigerian universities does not have enough doctorate degree (Odiegwu, 2012).

More so, Table 4.12 also shows that a small proportion of the respondents was on the Status of single 411 respondents were (98.8%), while married accounted for 5 respondents for 1.2%. Furthermore, Table 4.12 indicates that the respondents came from diverse Ethnic backgrounds, namely, Yoruba, Igbo, Hausa and Others (minority ethnic groups). Approximately 88.9% of the 370 respondents were Yoruba; 2.4% was 10 Igbo; 2.9% were 12 Hausa and the remaining 5.8% represent 24 ethnic minority groups. Lastly, the table showed that those Senior Lecturer 58.7% are more than doctorate degree holder in the work in southwest public universities.

4.5 Assessment of Structural Model Test

According to Hair et al. (2014), the essence of the structural model is to evaluate the predictive abilities and the interrelationships (paths) between the latent constructs. Drawing from Smart-PLS-SEM literature, the structural model was evaluated based on the following criteria: There are five stages or steps of procedures in examining the structural model results; (1) assessment of significance of path coefficients (2) followed by examining the level of R^2 values; (3) assessment of f^2 effect size; and lastly, (4) examining the predictive relevance (Q^2). (Chin, 1998; Chin, 2010; Roldan & Sanchez-Franco, 2012; Suarez, Calvo-Mora & Roldan, 2016).

Next is the assessment of the structural model. To analyze the structural model, the present study applied the standard bootstrapping procedure with 5000 bootstrap samples and 416 cases to assess the significance of the path coefficients (Hair et al., 2014; Hair et al., 2011). Figure 4.2 presents the full structural model graph.

Additionally, to test the relationships of the structural model, the significance level is set at p<0.01 (Hair et al., 2010).

4.5.1 Analysis of the Second-Order Constructs

The present study has one-second order latent constructs, motivation. Before testing the model, all the first-order latent variables were tested to clarify the second-order constructs. The first-order constructs and should be well defined (Byrne, 2010). Motivation construct and its two latent variables, defined using the criteria of Fornell and Larker (1981), are presented.

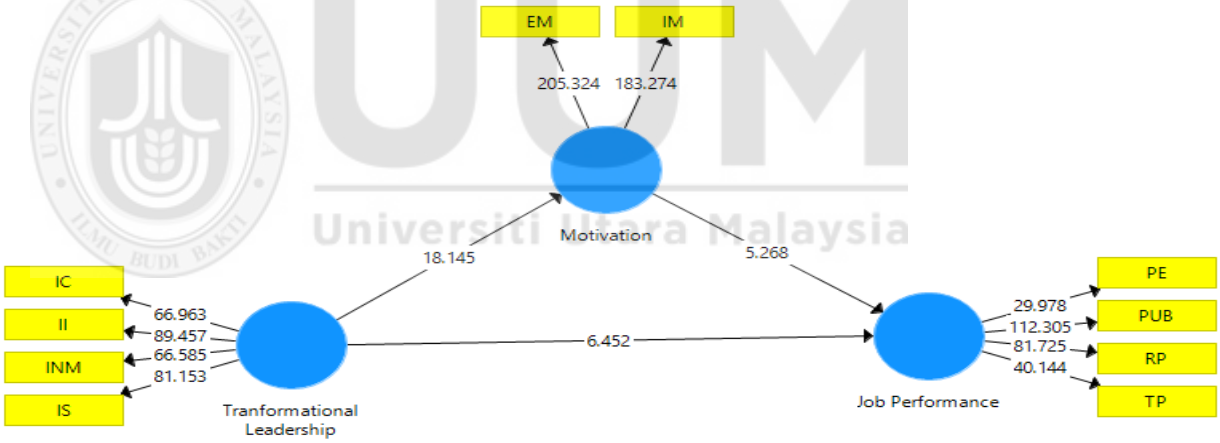

Figure 4.4 Structural model- Bootstrapping Technique
The Mediating Role of Motivation for TLS and job performance.

4.5.2 Hypothesis of the main effect Testing

Regarding the significance of the structural path coefficients, of the 4 hypotheses that were formulated and tested for main effects and mediation, the whole hypotheses were statistically significant. Table 4.13 presents the result of the direct effects.

Table4.13

Results of hypothesis testing for a direct relationship

Hypothesis	Relationships	Path Coefficient (β)	Standard Error	T Value	P Values	Decision
H1	Transformational Leadership -> Job Performance	0.460	0.071	6.452	0.000	Supported
H2	Transformational Leadership -> Motivation	0.674	0.037	18.145	0.000	Supported
H3	Motivation -> Job Performance	0.377	0.072	5.268	0.000	Supported

The purpose of using the bootstrapping techniques in Smart PLS is to identify whether the path coefficients are statistically significant. As shown in Table 4.13, bootstrapping the first generated T-Value for each path coefficient, and then P-Values. The results show that TLS has a significant effect on job performance ($\beta = 0.460$; $t = 6.452$; $p < 0.01$), supporting hypothesis H_1 on the effect of TLS on job performance. Also, the results of TLS on motivation was tested and show a significant effect on job performance ($\beta = 0.674$; $t = 18.145$; $p < 0.01$) so the hypothesis H_2 supported. This implies that transformational leadership may be a motivating factor to faculty members. Lastly, the result of hypothesis H3 show motivation has a significant positive effect on job performance ($\beta = 0.337$; $t = 5{,}268$; $p < 0.01$) so, hypothesis H_3 is supported. The result connotes that a transformational leadership style is positively related to improved job performance. Thus, H_1, H_2, and H_3 were supported. Having a closer examination of the model revealed that motivation was the key predictor of institutional effectiveness.

4.6 Testing for Mediation

To assess the mediation analysis, bootstrapping technique of estimating indirect effects in mediation models were observed (Hayes, 2013; Preacher & Hayes, 2004, 2008). Specifically, the hypothesis is concerned with the mediating effect of motivation on the relationship between transformational leadership and job performance. Table 4.14 presents the mediating results.

Table 4.14
Results of Hypothesis for Indirect effect

Hypothesis	Path	Beta	Std error	t-value	p-values	Decision
H4	TLS -> MOT -> JP	0.254	0.050	5.126	0.000	Mediated

Table 4.14 indicates that motivation mediates the positive relationship between transformational leadership style and job performance was supported ($\beta = 0.254$; t-value=5.126, $p < 0.000$). This suggests that the positive relationship between transformational leadership style and job performance would be enhanced when faculty members enjoy motivational tools in the institution.

4.6.1 Coefficient of Determination (R2)

The coefficient of determination (R-squared) is the proportion of variance in the dependent (endogenous) variables that can be explained by predictors (exogenous) variables (Hair et al., 2010). In other words, the R-squared value indicates how well the independent variables predict the dependent variable. Although R-squared value ranges from 0 to 1 there is no general agreement on the adequate yardstick value of

R-squared. The value of R-squared depends on the research context (Hair et al., 2010).

Also, the more R-squared value is towards one (1), the bigger the percentages of variance explained. Furthermore, Cohen (1988) recommended that R-squared values should be evaluated thus: 0.26 as substantial, 0.13 as moderate and 0.02 as weak while Falk and Miller (1992) recommended 0.10 (or 10%) as a minimum acceptable R^2 value. Tables 4.15 presents the R-squared values. In this model, as shown in Table 4.15, the R^2 value for job performance and motivation are 0.583 and 0.454 respectively. Thus, this model has predictive accuracy and can be adjudged to be a good model.

Table 4.15
Coefficient of determination (R2)

Latent variables	**R Square (Variance Explained)**
Job Performance	0.583
Motivation	0.454

Based on Cohen's (1988) recommendations, the R-squared values as shown in Table 4.15 are substantial. Which means that the independent/predictor variables (transformational leadership style and motivation) collectively explained 55.6% of job performance while transformational leadership style explained 45.4% of motivation.

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4.6.2 Effect Size (F^2)

Effect size indicates the relative effect of an exogenous latent variable on endogenous latent variable(s) by means of changes in the *R*-squared (Chin, 1998). It is calculated as the increase in *R*-squared of the latent variable to which the path is connected, relative to the latent variable's proportion of unexplained variance (Chin, 1998). Cohen (1988, p. 9) defined effect size (F^2) as "the degree to which the phenomenon is present in the population" or "the degree to which the null hypothesis is false". According to Cohen (1988), the *f2* is expressed using the following formula:

Effect size (f^2) is expressed as:

$$\text{Effect size: } f^2 = \frac{R^2 \, included - R^2 \, excluded}{1 - R^2 \, included}$$

Equation 4.1:

Whereas:
F^2 = *effect sizes*
R^2 Incl. = R-square included
R^2 excl. = R-square excluded
1 = constant

According to Cohen (1988), *f2* values of 0.02, 0.15 and 0.35 are guidelines for small, interpreted as small, medium and large effect sizes of the predictive variables (Cohen, 1988). Tables respectively. Table 4.16 presents the effect sizes of the model, calculated using PLS as indicated in Table 4.16, the effect sizes for MOT and TLS on job performance were constructs Table 4.16.

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Table 4.16
The effect size for direct effect

Constructs	f-squared	Effect Size
Motivation (MOT)	0.207	Medium Effect
Transformational Leadership Style (TLS)	0.251	Small Effect

Also, Motivation (MOT) has a Medium Effect on job performance amounting to 2.1% while the Transformational Leadership Style (TLS) has a Small effect on job performance amounting to 2.51%. However, a small effect size according to Chin, Marcolin and Newsted (2003); Preacher and Kelley (2011) does not imply that the effect is not important. Since all of the hypothesized relationships were already shown to be statistically significant, all of the relationships here are deemed important and meaningful judging by the effect sizes found (Gim et al., 2015).

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4.6.3 Predictive Capability of the Model (Q^2)

Using PLS R^2 of the endogenous latent variable is clarified by the predictor variables. Consequently, R^2's significance for the endogenous latent variables was considered as an indicator of the predictive power of the model. Stone (1974) and Geisser (1994) confirmed the predictive relevance of the model as a critical measure of validity. PLS is, therefore, suitable software for re-examining the sample (Gotz, Liehr-Gobbers & Kraff, 2011; Wold, 1985). Stone-Geisser's non-parametric test is another test applied by PLS (Chin, 1998; Fornell & Cha, 1994; Geisser, 1975; Stone, 1975). It is used as an extra assessment of the model's fit and to examine the

predictive capability of the model by the blindfolding procedure in PLS analysis. Blinding was also used to predict missing data points by generating cross-validated redundancy (Hair et al., 2014).

Parameter estimation is used to reconstruct primary missing data. The cross-validating metric (Q^2) for a certain endogenous latent variable should be greater than zero if explanatory latent constructs are to show predictive relevance (Hair et al., 2011). Stone-Geisser's test is measured through this formula: Q^2=1-SSE/SSO (Valerie, 2012).

Table 4.17
Predictive relevance of the model (Q2)

Variable	**SSO**	**SSE**	**Q^2 (=1-SSE/SSO)**
Job Performance	1,664.00	964.769	0.420
Motivation	832	497.825	0.402

Based on the recommendation of Hair et al., (2014, 2016), the current study used cross-validated redundancy with the blinding procedure. According to Chin (1998), there are three criteria for Q2: 0.02 is referred to as having small predictive relevance, 0.15 medium predictive relevance, and 0.35 large predictive relevance. Table 4.17 shows that the model has sufficient predictive quality, as endogenous latent constructs exhibited predictive relevance: Q2 for job performance was= 0.420, indicating large predictive relevance, and motivation was 0.402, indicating large predictive capability.

4.7 Summary of findings

This chapter described PLS-SEM analysis to assess the measurement model, structural model and hypothesis. The validity and reliability of the measurement model were confirmed, and the model then tested the hypothesized relationships among the constructs. The predictive power of the model has applied to test cross-validated redundancy and calculating effect size. Table 4.18 presents the results of the tested hypotheses according to the structural model.

Table 4.18
Summary of Hypotheses Testing

Hypotheses	Statement/Relationship	Results
Hypothesis 1	There is a significant positive relationship between transformational leadership style and academics job performance.	Supported
Hypothesis 2	There is a significant positive relationship between transformational leadership style and motivation.	Supported
Hypothesis 3	There is a significant positive relationship between motivation and academics job performance.	Supported
Hypothesis 4	Motivation mediates the relationship between transformational leadership style and academics job performance.	Mediated

4.8 Summary of Chapter

This chapter provides the results of initial data screening and preliminary analyses which were presented before the results of PLS path analysis. Specifically, evaluations of the measurement model and structural model were computed to present the results of the PLS path analysis. This chapter presents the empirical results and hypotheses of the study. The findings from the data collected show support for the hypotheses, based on the measurement and structural models. The

model assessment revealed adequate constructs reliability and validity and all the three direct effect hypotheses and Mediation analysis were carried out using PLS Bootstrap to determine the mediating effect of motivation on transformational leadership style and job performance. The mediating hypothesis was supported. The next chapter (Chapter 5) is the discussion and conclusion of the study, research implications, and limitations of the study, future research directions and concluding part of the study.

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CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the findings of the study which addressed the research objectives. These findings are linked to established theories, extant research and the relevant context in Nigerian public universities. This chapter recapitulates what the present study aims to achieve and discussion was made based on the research questions this study tends to answer. Next, the chapter highlights the theoretical and practical contributions of study. Also, limitations of study and suggestions for future research are presented. The last section of this chapter is the conclusion.

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5.1 Recapitulations of the Research Study Finding

Considering the result from chapter four, this study examines the relationship between transformational leadership style, motivation and academic job performance in Nigerian public universities in geo-political southwest. Additionally, the study went further to determine the mediating role of motivation on the relationship between transformational leadership style and job performance. In order to realize or achieve the objectives of this study, four questions were raised and answered.

Finally, this study succeeded in advancing to the current understanding of the key determinants of the job performance of academic staff by providing an answer to the following research questions:

5.1.1 Is there any relationship between transformational leadership style, motivation and academic job performance in Nigerian public universities?

5.1.2 Is there any relationship between transformational leadership style and motivation in Nigeria public universities?

5.1.3 Is there any the relationship between motivation and job performance in Nigerian public universities?

5.1.4 Does motivation mediate the relationship between transformation leadership style and job performance of academic staff in Nigeria public universities?

The research questions were addressed using a quantitative approach where the questionnaires were administered to academic staff (lecturers) based on three variables: transformational leadership style, motivation and job performance questionnaire. The survey sampled academic staff from each state (precisely) public universities in six (6) of the southwest geo-political zones in Nigeria. In order to answer the questions raised in this study, an extensive review of the literature was carried out as reported in chapter two.

However, the theoretical framework employed by this study described the direct relationship between the independent variable (transformational leadership style) and the dependent variable (job performance). Meanwhile, it went further to describe how the independent variable (transformational leadership) is related to the mediating variable (motivation) and how the mediating variable (motivation) relates to the dependent variable (job performance).

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Additionally, the study determines the mediating role of motivation in the relationship between the transformational leadership style and job performance. Based on the theoretical framework, four hypotheses were formulated and tested. However, the study proposed and found that the academic job performance of public universities in Nigeria southwest geo-political zone can be enhanced through the mediating role of motivation.

A total number of 515 questionnaires were administered to the academic staff in public universities in the south-west geo-political zone, Nigeria. Out of which, 446 (four hundred and forty-six) questionnaires were retrieved from the six (6) public universities. The researcher deducted 30 (thirty) cases of questionnaires in the completed questionnaires that were returned due to non-proper filling and double ticking.

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The data were keyed into statistical packages for social science (SPSS Version 22) and analysis commenced by checking for missing values and outliers. The missing values were detected and corrected with the mean method and there were no outliers issues (Mahalanobis). The preliminary component analysis was conducted to enable the assessment of the validity of the instruments.

The reliability test was carried out to evaluate the internal consistency of the measures through the composite reliability of the Smart PLS. the structural equation modelling (SmartPLS3) was used to test the four hypotheses, and which the mediating hypothesis was included. The result of the analysis of job performance as

endogenous variable showed that the construct is measured with two components. Transformational leadership style and motivation were measured as one and their reliability is above 0.708 as requested by the (Nunnally, 1978).

As regards the hypothesis testing the relationship using Partial least square-structural equation modelling, the result indicates that all developed hypothesis is accepted. The hypotheses H_1, H_2, and H_3 are accepted because it shows that the results of transformational leadership style and motivation have a significant relationship with job performance. The hypothesis H_4 of the mediating variable is also accepted because motivation mediates the relationship between transformational leadership style and academic job performance.

5.2 Summary of key research findings

Karthikeyan and Srivastava (2012) posit that job performance entails action that contribute to organizational goals and that are under the individual's control. The results of the present study indicate that a positive relationship exists between transformational leadership style and job performance. Secondly, findings demonstrate that transformational leadership style is related to motivation positively. Thirdly, a positive relationship between motivation and job performance was reported. Last but not least, findings demonstrate that motivation mediates the relationship between transformational leadership style and job performance in a positive direction. In brief, this study found that transformational leadership style and motivation are strong predictors of faculty members' job performance in Nigerian public universities

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5.2.1. Findings related to research objective one

The first research objective examined the relationship between transformational leadership styles and academic job performance of faculty members in Nigeria public universities. Transformational leadership is concerned with end-values, such as liberty, justice, equality and performance (Burns, 1978; Tenuto & Gardiner, 2017; Eberly, Bluhm, Guarana, Avolio & Hannah, 2017). Furthermore, Eberly, Bluhm, Guarana, Avolio and Hannah (2017) characterized transformational leadership as based on non-economic sources of influence. A transformational leader motivates others to move beyond their self-interest and commit themselves to organizational performance (Northhouse, 2004; Bass & Avolio, 1990).

The finding indicates that a positive relationship exists between transformational leadership style and job performance. This suggests that when the leaders and/or administrators of public universities in Nigeria exhibit justice, equality, creativity and give liberty to faculty members to decide on the best way to deliver on their responsibilities, there will be improved job performance.

This finding supports previous studies. For instance past studies reported positive relationships between transformational leadership style and job performance (Alanazi & Rasli, 2015; Almutairi, 2015; Amin, Kamal & Sohail, 2016b; Babalola, 2016; Deinert, Homan, Boer, Voelpel & Gutermann, 2015; Li & Hung, 2009 Mullen, Kelloway & Teed, 2017).; Paracha et al., 2012; Walumbwa, Avolio & Zhu, 2008; Zhang, Li, Ullrich & van Dick, 2015). In addition, Shahhosseini, Silong and Ismail (2013) examined 192 managers from public and private banks in Iran. The result

showed that transformational leadership was significantly correlated with job performance.

From social exchange theory's perspective (Blau, 1964), followers are not passive "role recipients"; they may reject, embrace, or renegotiate roles prescribed by their leaders. There is a reciprocal process in the dyadic exchanges between leader and follower, wherein each party brings to the relationship different kinds of resources for exchange. Role negotiation occurs over time, defining the quality and maturity of leader-member exchange, and leaders develop relationships of varying quality with different followers over time (Graen, 1976; Graen & Uhl-Bien, 1995). If leaders give adequate non-economic benefits to faculty members, the faculty members in return will reciprocate with improved performance.

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However, the general system theory stands to explain the behaviour of public universities in developing countries, like Nigeria due to the nature of the service rendered to the public in the environment. So far, the application of the SET sees universities as a bundle of tangible and intangible resources. Therefore, academic staff can be motivated through universities leaders of public universities which can lead to the better behavior to achieve the goals in the area of job performance within the public universities.

5.2.2 Findings related to research objective two

The second objective of the study investigated the relationship between transformational leadership style and motivation. Motivation means individual's

belief in their different ability of thought, feeling, behaviour, needs, personality, values, cognition, affect and considerable interest to influence a worker's and hence, the firm's performance (Latham & Ernst, 2006). Findings demonstrate that a transformational leadership style is related to motivation positively. This implies that faculty members who have transformational leaders will be motivated to perform better on the job. Practically, the choice of a leadership style may motivate or demotivate faculty members. If the administrators of a public university in Nigeria decides to exhibit transactional leadership style, such leadership capacity will demotivate lecturers but if the administrators exhibit transformational leadership style, the faculty members will be motivated.

Previously, Burns (1978) characterized transformational leadership as being based on non-economic sources of influence. A transformational leader motivates others to move beyond their self-interest and commit themselves to organizational performance (Northhouse, 2004; Bass & Avolio, 1990). Such motivation or encouragements lead others to perform beyond expectation (Bass, 1985; Burns, 1978). In addition, transformational leadership theory assumed the leader and member were committed to an ideal larger than themselves that was for the common good of the organization (Tucker & Russell, 2004). Judge and Bono (2000) argued that transformational leadership theory has garnered the most attention in contemporary leadership research.

Transformational leadership diverges from other leadership styles in that the leader is more concerned about the subordinate needs and their personal development

(Northhouse, 2004). Therefore, in order to achieve desired needs or outcomes, a transformational leader influences subordinate by enhancing the level of attentiveness about the importance and value of desired needs or outcomes, influencing subordinate to go beyond their own self-interest for the sake of the organization's performance, altering and expanding the needs and wants of subordinate, and by acting as a role model that can motivate subordinates to accomplish their fullest potential (Bass & Avolio, 1990; Bass, 1985).

Theoretically, social exchange theory is premised on the notions of role making (Graen, 1976), reciprocity, exchanges, and equity (Deluga, 1994). Leaders convey role expectations to their followers and provide tangible and intangible rewards to followers who satisfy these expectations. Likewise, followers hold role expectations of their leaders, with respect to how they are to be treated and the rewards they are to receive for meeting leader expectations. If there is a positive exchange between the leaders and faculty members, the level of faculty members' motivation will improve.

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5.2.3 Findings related to research objective three

The third research objective sought to determine the relationship between motivation and job performance. Moody and Pesut (2006) defined motivation as a stimulus-driven inner urge, psycho-biologically, a value based that activates and guides human behaviour in response to supporting intrinsic satisfaction, perceived wants desired goals and resulting in intentional fulfilment of basic human drives.

The results show a positive relationship between motivation and job performance. The finding suggests that faculty members who have the inner-feeling of fulfilment and inner strength to attain higher performance level will be moved towards achieving more for the university. However, when faculty members are demotivated or faced with circumstances which prevent the inner feeling of satisfaction, their level of job performance would be low.

Extant literature reported that motivation affects the organizational result, such as employee commitment, organizational commitment, the environment and job performance. Previous studies have suggested that firms are likely to benefit through lower job turnover and higher productivity if their employees have a high level of job motivation. It is also considered to be important for employees to be happy in their work, given the amount of time, they must devote throughout their working lives time.

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Abraham Maslow's hierarchy of needs stipulates that once the management helps employees to achieve both lower and higher order needs, they will be motivated, and this sense of motivation will lead to higher job performance. Closely related to Abraham Maslow's needs theory is Herzberg two-factor theory (maintenance/hygiene and real motivators). In the presence of the real motivators, faculty members will feel elated and satisfied. This feeling of satisfaction will make the faculty members improve their academic performance.

5.2.4 Findings related to research objective four

The fourth research objective examined the mediating role of motivation in the relationship between transformational leadership style and job performance. Motivation is a driving force that compels an individual to take some actions in order to achieve certain goals and also regarded as a cognitive resource as well in a situation-specific construct that differ among individuals (Alexander & Grossnickle, 2016; Kleinginna & Kleinginna, 1981; Mafini & Dlodlo, 2014; Parvin & Karbin, 2011; Jehanzeb, Rasheed, Rasheed & Aamar, 2012; Scheers & Botha, 2014; Muhammad Arifin, 2015; (Mafini and Dlodlo, 2014; Abdulsalam & Mawoli, 2012) identified and agreed with the two dimensions of motivation (i.e. intrinsic and extrinsic motivation are the feelings which derived without any obvious external reward. Hence, this study hypothesized that intrinsic and extrinsic motivation is positively and significantly mediating transformational leadership style and job performance.

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The findings demonstrate that intrinsic motivation significantly mediates the relationship between transformational leadership style and job performance in a positive direction. In the present context, the result implies that the positive relationship between transformational leadership style and job performance is strengthened by motivation. In other words, the transformational leadership style predicts motivation positively which in-turn predicts academic job performance in a positive direction. Previous studies like Manaf and Latif (2014); Walumbwa et al. (2008, 2011); Green (2014) and Rodriguez, Green, Sun and Baggerly-Hinojosa (2017) indicated that the relationship between transformational leadership and job

performance is an indirect relationship mediated by different variables such as adaptability, cultural trait, identification and efficacy beliefs.

Accordingly, Latham and Ernst (2006); Deci and Ryan (2008); Selvarajan, Singh and Solansky (2018); Kinsella, Danny, Margaret Fry, and Alison Zecchin (2018) regard motivation as a set of energetic forces that originate within and outside an individual's being. It is a psychological process resulting from the reciprocal interaction between the individual and the environment that affects a person's operation choices, effort, and persistence of individual behaviour. In this regard, Menges, Tussing, Wihler & Grant (2017) who demonstrated that a positive interaction between transformational leadership and adequate motivational tools may increase the chances of enhanced academic job performance because the motivation will help them to carry out their work due to curiosity, recognition, image and challenges they found in their job more.

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More so, the motivation of academics staff in public Nigerian universities also associated with job performance that is related to communities or public which measure the level of intrinsic and extrinsic motivation of academic staffs might be concluded from Nigerian society of the academic staff cultural perspective of who are given value and respect in the society. In this regards, one will say that the key factor to maintain academic job performance is high motivation which has a role to play in faculty's members live in day-to-day public universities activities. Similar to the study conducted by Abdulsalam & Mawoli (2012) and Mbon, Etor and Osin

(2012) and host of others also supported that the motivation has an influential factor in increasing the level of academic job performance.

Furthermore, the research objective in this study examined the mediating role of motivation in the relationship between transformational leadership style and academic job performance among the public universities in southwest Nigeria. To achieve this objective, most importantly, two dimensions of the motivation of mediating hypotheses were proposed and tested using the bootstrapping method (Preacher & Hayes, 2008). Precisely, hypotheses H4 were tested to see the mediating role of motivation.

Also, H4 also was tested, as the criteria for mediation to hold is the relationship between independent variable to mediator and mediator to the dependent variable (Preacher & Hayes, 2008). Hence, H1 states that there is a positive significant relationship between TLS and job performance of among public universities in southwest Nigeria. As hypothesized, H2 the result shows that there is a positive significant relationship between TLS and MOT.

Furthermore, H3 hypothesized that there is a positive significant relationship between motivation and job performance. Thus, based on this empirical finding, H4 is supported. In the current study, the relationship between TLS to MOT and job performance indicates that academic staff, which have the motivation, will have better job performance. This finding is supported by several studies which reported that motivation influences job performance Benedetti, Diefendorff, Gabriel and

Chandler, (2015); Lemos and Veríssimo (2014); Cecere, Mancinelli and Mazzanti (2014); Chaiporn Achakul and Maurice Yolles (2013).

However, it was found that intrinsic and extrinsic motivation has a positive significant mediating effect on the relationship between transformational leadership style and job performance. In addition, mediating effect of motivation on the relationship between TLS and job performance indicates a strong mediation effect than any other construct in this study. The results of this mediation are in line with the underpinning theory of social exchange theory in this study, i.e. In the Nigeria context, specifically social exchange theory and general system theory also provides a theoretical foundation to explain why academics choose to become engaged in their work and university.

When academics receive motivation from their university, they feel obliged to repay the university with greater levels of performance engagement. Academics feel obliged to bring themselves more deeply into their role performances as repayment for the resources they receive from their university. On the other hand, when the university fails to provide the resources needed by the academics, the academics are more likely to withdraw and disengage themselves from their roles and job. This finding is supported by several studies which reported that motivation does have some bearing on job performance (Mbon, Etor & Osin, 2012; Abdulsalam & Mawoli, 2012; Akanbi, 2011; Geofrey, 2010) and (Achakul & Yolles 2013). Therefore, motivation in the result referred to as mediating variable that has

influence with the transformational leadership style and academics job performance which strengthens them in public universities to carry out their activities.

5.3 Implications of the study

The current study has made significant contributions to the body of knowledge theoretically and practically. Hence, the subsequent sub-sections discuss the specific contributions of the study briefly. The findings of the research work have provided insights into the public universities setting, academics, practitioners and higher education.

5.3.1 Theoretical implications

The findings generally indicate the validity of the transformational leadership theory and support the social exchange theory as a basis in discussing the mediating influence of motivation on the relationship between transformational leadership style and academic job performance. Thus, the validity of these theories in the educational context, especially in higher education in Nigeria reflects the theories' wide applicability in different contexts, as shown in previous studies (Delaney & Huseli, 1996; Kotzé & Niemann, 2013 Liden & Maslyn, 1998; Wright & McMahan, 1992).

The major theoretical contribution of this study is the extension of the social exchange theory to explain the relationship between transformational leadership,

motivation and academic job performance. There is a reciprocal process in the dyadic exchanges between leader and follower, wherein each party brings to the relationship different kinds of resources for exchange. Role negotiation occurs over time, defining the quality and maturity of leader-member exchange, and leaders develop relationships of varying quality with different followers over time (Graen, 1976; Graen & Uhl-Bien, 1995).

5.3.2 Practical implications

From the practical point of view, this study provides significant insights to policymakers in both ministries of education and administrators of public universities in Nigeria on how to formulate strategies to improve academic job performance of faculty members.

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Based on the research findings, the present study has contributed several practical implications in terms of performance management practices in Nigerian public universities. Firstly, the results suggest that the perception of transformational leadership style is important to improve job performance of lecturers in universities. Public universities can make considerable efforts to actualize their goals provided the management of these universities are willing to become transformational leaders, genuine, improve the confidence of lecturers, be humane and considerate to the needs and welfare of the faculty members. By creating a friendly atmosphere in the universities, where both academic staff members and management of Nigerian universities can minimize the tendency of academics, to engage in activities that

lower productivity. For example, rewarding those lecturers who accomplish their tasks while encouraging those who fall below the productivity-line to improve.

Also, the findings demonstrate that a transformational leadership style is a good predictor of motivation in Nigerian public universities. This holds true; therefore, it implies the need for administrators of public universities to be agents of transformation. Theoretically, transformational leadership theory assumed the leader and member were committed to an ideal larger than themselves that was for the common good of the organization (Tucker & Russell, 2004). In the view of the researcher, motivation makes the workers 'commitment possible and a transformational leader ensures that motivation takes place to sustain staff commitment to organizational responsibilities.

Finally, the mediating result is positive and significant. Ajmal, Bashir, Abrar, Khan and Saqib (2015) discussed employees who are strongly motivated will be more interested in performing their work effectively. Suriyankietkaew, (2015); Zhang and Bartol (2010a) Slack, Corlett and Morris (2015) state that employees tend to be more motivated when they receive something that can raise their motivation like a reward in exchange for doing the job of an organization. Therefore, another practical implication is the need administrators of public universities to motivate faculty members by offering motivational incentives such as pay rise, timely promotion, job enrichment, and exposure to training programmes, appreciation, awards and more.

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5.4 Limitations and Suggestions for future research

Despite significant contributions highlighted in this study regarding job performance, it has several limitations that need to be identified. This study has contributed immensely by successfully combining the variables in predicting job performance among faculty members in Nigerian public universities. The findings of this study need to be interpreted bearing in mind its limitations. In the first instance, the cross-sectional collection of data was used instead of the longitudinal approach in which data collection covers a long period.

Therefore, the concern for using the cross-sectional approach is that the constructs under examination like transformational leadership style, motivation and academic job performance could most likely change over time. Moreover, a change in leadership in these institutions could also result in a change in the constructs of this research. Nevertheless, due to the nature of research like this, which is expected to be completed within a reasonable time, a longer time frame for data collection (longitudinal) is not feasible.

Also, the present study obtained data from the academic staff only, thereby ignoring the efforts of non-teaching staff towards the productivity of public universities in Nigeria which might be considered and be useful in future research. In addition, faculty members in private universities, polytechnics and colleges of education were not considered in the present study. Furthermore, the present study only focused on one geopolitical zone of Nigeria because other zones were not covered.

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Firstly, to be able to generalize the results of the present model, public HEIs in other geopolitical zones of Nigeria need to be investigated. Also, subsequent works may include faculty members in Nigerian private universities to make a full generalization. It is also recommended that the job performance of non-teaching staff should be investigated to examine their contribution to the productivity of Nigerian public universities. The variables tested in this study were limited to transformational leadership style, motivation and academic job performance. Other factors such as working conditions, stress level, organizational culture, human resources practices and personality traits of faculty members were not included in this study. This provides direction for future research.

The present study adopted a cross-sectional research design as it was not practical to conduct a longitudinal study. A cross-sectional design is simple, inexpensive and allows for the collection of data in a relatively short period. Although there are advantages to using a cross-sectional design, this method offers limited information. Therefore, the researcher recommends a longitudinal research design using the variables under investigation. Notwithstanding the limitations associated with the research design used, the results of this study provide useful findings that should be of interest to researchers, policy makers, practitioners and administrators of public universities in Nigeria.

Furthermore, the significant construct motivation mediating effect was found on the relationship between transformational leadership and academics job performance. It examined the impact or how each construct are related to one another rather than

how the dimensions of each construct relate to other constructs. However, the relationship between TLS, JP and the mediating variable (motivation) which referred to as the supporting was limited to social exchange theory view. However, the motivation (intrinsic and extrinsic) supporting are regarded as input in general system theory. Therefore, further study could also apply general system theory to examine the relationship between the constructs as revealed in the model of this study. More so, the researcher believed this study provides important contributions at the context of Nigerian public universities and the relationships between the constructs in this model as well as the underlying theoretical connections between them justify the use of measures collected from the same individual, as no one other than the academic staff.

Though, the findings of Mbon, Etor and Osin, (2012); Abdulsalam and Mawoli (2012) and Akanbi, (2011) specifically revealed that motivation in the context of Nigerian public universities is perceived by the academic staff in terms of the job performance among public universities system. This study using only the academic staff as the respondents for this study. Specifically, future research is encouraged to consider other stakeholders in their study in order to provide a basis for job performance and management policy improvement plan towards academic staff in the public universities which show evidence of increased job performance due to the availability of motivation.

Finally, the theories of motivation subsequently might be used to improve job performance and better association within the public universities and academic staff

welfare in the process of job performance in public universities. There should be the uniformed curriculum for public universities hence the emphasis would lead to the achievement of Nigeria National Policy on universities education goals and also guide the institutions against unfulfilled Global National Objectives.

5.5 Conclusion

The present study has succeeded in answering all the research questions and examined all the research objectives. The aim of this thesis was to investigate factors that might relate to academics' job performance. The main concern of this thesis is the mediating role of motivation in the relationship between transformational leadership style and academic job performance. The results indicate that transformational leadership style is positively related to faculty members' job performance in Nigerian public universities. Moreover, the findings indicate that motivation perfectly mediates the relationship between transformational leadership style and academic job performance. Furthermore, motivation relates to academic job performance positively. It is hoped that the management of public universities in Nigeria will find the results of this research helpful in improving job performance of faculty members to position Nigerian universities among top-ranking universities in the world.

Conclusively, this study supports the ideas that highly effective universities are achieved when there is shared vision, values and goals in the school, which will guide the academics in making instructional decisions in a collaborative effort where

staffs with expertize assume a leadership role. In essence, the theoretical contributions result of this study has established significant practical implications for universities, head and management of the universities departments. Furthermore, the limitations of this study will be of benefits to future research directions. In conclusion, the present study added valuable theoretical, practical and methodological benefits in all ramifications to the existing growing body of knowledge in higher education.

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Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia

Date: April, 2017
Dear Sir/Madam

ACADEMIC RESEARCH QUESTIONNAIRE

I am a master candidate at the above-named university, currently working on my MSc thesis title "Transformational leadership style, motivation and job performance among academic staff in public Universities Nigeria.

Thank you in advance for taking your valuable time to fill in this questionnaire. Please be assured that your responses will only be used for academic purpose. Hence, your identity will never be known throughout any part of the research process.

Thank you very much in anticipation of your responses.

Yours sincerely,

Ale Omowunmi Ruth
Research student
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
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Phone: +601133407960
E-mail: ruthoale@gmail.com

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SECTION A:

Instruction:

Please read and tick ☑ as appropriate in the provided boxes your exact profile of the following demographic information:

1. Gender: ☐ **Male** ☐ **Female**

2. Age: ☐ **21 – 30** ☐ **31 – 40** ☐ **41 – 50** ☐ **51 and Above**

3. Present Rank: ☐ **Professor** ☐ **Lecturer I IS** ☐ **Assistant Professor** ☐ **Assistant Lecturer** ☐ **Senior Lecturer** ☐ **Graduate-Assistance** ☐ **Lecturer I**

4. Present Job Tenure: ☐ **Less than 1 year** ☐ **1 – 5 years** ☐ **6 – 10 years** ☐ **15 years and above**

5. Highest Educational Qualification:

☐ **First Degree** ☐ **Doctorate Degree** ☐ **Master Degree**

6. Marital Status: ☐ **Married** ☐ **Single**

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☐ **Widowed** ☐ **Divorce**

7. Ethnicity: ☐ **Yoruba** ☐ **Hausa**

☐ **Igbo** ☐ **Others _____**

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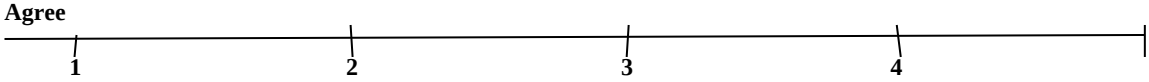
Section B:

Instruction:

The following questions will help the researcher understand your behavior at work. Please indicate as honest and objective as possible the extent to which you have engaged in the following behavior in

your university. Use the scales provided below to indicate your level of agreement or disagreement with each statement.

Strongly Disagree **strongly Agree**



	Academic Job Performance **Teaching**	**1**	**2**	**3**	**4**	**5**
JP1	I am qualified as an academic.	1	2	3	4	5
JP2	I serve as a thesis advisor to my students.	1	2	3	4	5
JP3	I also serve as a student advisor.	1	2	3	4	5
JP4	I engaged in tutorial classes.	1	2	3	4	5
JP5	I engaged in teaching.	1	2	3	4	5
JP6	I have authored a textbook.	1	2	3	4	5
JP7	I have developed a practical manual.	1	2	3	4	5
JP8	I engage in development of school learning media documents.	1	2	3	4	5
	Research project.					
JP9	I engaged myself in individual research.	1	2	3	4	5
JP10	I engage myself in group research.	1	2	3	4	5
JP11	I engaged myself as a member in university project.	1	2	3	4	5
JP12	I engaged myself as a member in a governmental project.	1	2	3	4	5
	Publication					
JP13	I have series professional books as an institutional member.	1	2	3	4	5
JP14	I engaged myself in translating a book.	1	2	3	4	5
JP15	I engaged myself in editing a book.	1	2	3	4	5
JP16	I engaged myself in patenting technological product.	1	2	3	4	5
JP17	I have published Scopus journals	1	2	3	4	5
JP18	I have published referred journals	1	2	3	4	5
JP19	I have published conference paper	1	2	3	4	5
	Public Engagement					
JP20	I am engaged in conducting society training as a member of university board.	1	2	3	4	5
JP21	I engaged myself in various and different seminar as a participant in my institution.	1	2	3	4	5
JP22	I have received achievement award.	1	2	3	4	5
JP23	I have been chosen as a representative lecturer for any event in my institution.	1	2	3	4	5

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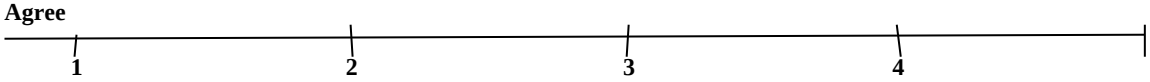
Section C:

Instruction:

The following questions are about your immediate supervisor (Head of Department) and management of your present university. Please use the scales provided to indicate as honest and objective as possible your level of agreement or disagreement with each statement.

Strongly Disagree **strongly Agree**



	Transformational Leadership Style					
	Idealized Influence					
TLS1	The leadership of my school in stills pride on the lecturers for associating with the leadership behaviors.	1	2	3	4	5
TLS2	The leadership of my school talks about its most important values and beliefs.	1	2	3	4	5
TLS3	The leadership of my school acts in a way that built lecturers' respect.	1	2	3	4	5
TLS4	The leadership of my considers the moral and the ethical consequences of decisions	1	2	3	4	5
TLS5	The leadership suggested a new way of looking of how to complete task.	1	2	3	4	5
	Inspiration and Motivation					
TL6	The leadership of my school talks enthusiastically about what needs to be accomplished in a time-frame.	1	2	3	4	5
TL7	The leadership of my school expresses confidence that goals will be achieved.	1	2	3	4	5
TL8	The leadership of my school encourages lecturers to perform more than they are expected to do.	1	2	3	4	5
TLS9	The leadership of my school increases lecturer' willingness to work harder..	1	2	3	4	5
TLS10	The leadership of my school increases lecturers' motivation to achieve individual and organizational goals.	1	2	3	4	5
	Intellectual Stimulation					
TLS11	The leadership of my school seeks different perspectives of solving problems.	1	2	3	4	5
TLS12	The leadership of my school focuses attention on mistakes, exceptions and deviation from standards.	1	2	3	4	5
TLS13	The leadership of my school encourages lecturers to think more creatively and be more innovative.	1	2	3	4	5
TLS14	The leadership of my school sets challenging standards for all tasks given to lecturers.	1	2	3	4	5
TLS15	The leadership style of my school gets lecturers to rethink ideas that they had never questioned before.	1	2	3	4	5
	Individualized Consideration					
TLS16	The leadership of my school emphasizes the spent on teaching and research.	1	2	3	4	5
TLS17	The leadership of my school goes beyond self- interest for the good of the institution.	1	2	3	4	5
TLS18	The leadership of my school considers lecturers as having different needs, abilities, and aspiration from others.	1	2	3	4	5
TLS19	The leadership of my school listens to lecturers' concerns and helps them to develop their strengths.	1	2	3	4	5
TLS20	The leadership of my school assists lecturers in giving full attention on	1	2	3	4	5

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	dealing with mistakes, complaints, and failures.					

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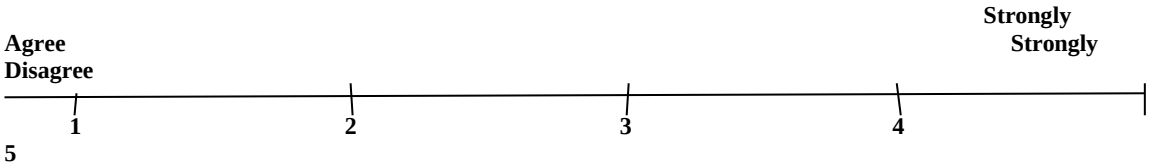
Section3

1nstruction:

Please use the scales provided to indicate as honest and objective as possible, your level of agreement or disagreement with each statement.



Intrinsic and Extrinsic Motivation						
EM I	I am not that concerned about what other people think of my work.	1	2	3	4	5
EM2	I prefer having someone set clear goals for me in my work	1	2	3	4	5
IM3	The more difficult the problem, the more I enjoy trying to solve it.	1	2	3	4	5
EM4	I am keenly aware of the [income goals I have for myself.]	1	2	3	4	5
IM5	I want my work to provide me with opportunities for increasing my knowledge and skill.	1	2	3	4	5
EM6	To me, success means doing better than other people.	1	2	3	4	5
IM7	I prefer to figure things out for myself.	1	2	3	4	5
IM8	No matter what the outcome of a project, I am satisfied if I feel I gained a new experience.	1	2	3	4	5
IM9	I enjoy relatively simple, straightforward tasks.	1	2	3	4	5
EM10	I am keenly aware of the [promotion] goals I have for myself	1	2	3	4	5
IM11	Curiosity is the driving force behind much of what I do.	1	2	3	4	55
EM12	I am less concerned with what work I do than what I get for it.	1	2	3	4	5
IM13	I enjoy tackling problems that are completely new to me.	1	2	3	4	5
IM14	I prefer work I know I can do well over work that stretches my abilities	1	2	3	4	5
EM15	I am concerned about how other people are going to react to my ideas	1	2	3	4	5
EM16	I seldom think about [salary and promotions].	1	2	3	4	5
IM17	I am more comfortable when I can set my own goals.	1	2	3	4	5
EM18	I believe that there is no point in doing a good job if nobody else knows about it.	1	2	3	4	5
EM19	I am strongly motivated by the (money) I can earn.	1	2	3	4	5
IM20	It is important for me to be able to do what I most enjoy.	1	2	3	4	5
EM21	I prefer working on projects with clearly specified procedures	1	2	3	4	5
EM22	As long as I can do what I enjoy, I'm not that concerned my salary	1	2	3	4	5
IM23	I enjoy doing work that is so absorbing that I forget about everything else.	1	2	3	4	5
EM24	I strongly motivated by the recognition I can earn from other people.	1	2	3	4	5
EM25	I have to feel that I am earning something for what I do.	1	2	3	4	5
IM26	I enjoy trying to solve complex problems.	1	2	3	4	5
IM27	It is important for me to have an outlet for self-expression.	1	2	3	4	5
IM28	I want to find out how good I really can be at my work.	1	2	3	4	5
EM29	I want other people to find out how good I really can be at my work.	1	2	3	4	5
IM30	What matters most to me is enjoying what I do.	1	2	3	4	5

Appendix B
Cross Loadings

Table 4.7

Loading and Cross loading

Variables	Items	JP	MOT	TLS
Job Performance (JP)	**JP10**	**0.641**	0.453	0.553
	JP11	**0.737**	0.458	0.470
	JP12	**0.824**	0.555	0.535
	JP13	**0.794**	0.571	0.490
	JP14	**0.786**	0.527	0.525
	JP15	**0.784**	0.517	0.467
	JP16	**0.501**	0.249	0.388
	JP17	**0.679**	0.338	0.502
	JP19	**0.736**	0.521	0.547
	JP21	**0.641**	0.463	0.527
	JP22	**0.720**	0.452	0.512
	JP6	**0.666**	0.435	0.477
	JP7	**0.714**	0.497	0.395
Motivation (MOT)	**EM1**	0.548	**0.773**	0.496
	EM11	0.439	**0.683**	0.380
	EM12	0.401	**0.646**	0.477
	EM2	0.508	**0.760**	0.441
	EM3	0.448	**0.722**	0.474
	EM7	0.505	**0.755**	0.438
	EM8	0.436	**0.718**	0.488
	EM9	0.544	**0.765**	0.494
	IM10	0.505	**0.751**	0.437
	IM11	0.435	**0.705**	0.484
	IM12	0.539	**0.745**	0.467
	IM13	0.530	**0.769**	0.494
	IM14	0.496	**0.745**	0.438
	IM15	0.431	**0.695**	0.459
	IM2	0.400	**0.649**	0.482
	IM7	0.402	**0.655**	0.476
	IM8	0.391	**0.631**	0.451
	IM9	0.535	**0.751**	0.476

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Transformational Leadership Style (TLS)	**TLS1**	0.558	0.467	**0.700**
	TLS10	0.506	0.467	**0.760**
	TLS11	0.467	0.441	**0.750**
	TLS12	0.467	0.448	**0.637**
	TLS13	0.501	0.415	**0.749**
	TLS14	0.487	0.474	**0.749**
	TLS15	0.516	0.506	**0.749**
	TLS16	0.482	0.491	**0.716**
	TLS17	0.512	0.511	**0.713**
	TLS18	0.502	0.438	**0.714**
	TLS19	0.566	0.553	**0.739**
	TLS2	0.496	0.452	**0.703**
	TLS20	0.560	0.533	**0.676**
	TLS3	0.585	0.459	**0.720**
	TLS4	0.467	0.424	**0.716**
	TLS5	0.486	0.448	**0.693**
	TLS6	0.442	0.426	**0.726**
	TLS7	0.409	0.385	**0.714**
	TLS8	0.416	0.456	**0.712**
	TLS9	0.433	0.408	**0.715**

Source: The Researcher

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Appendix C
T-Statistics

t-statistics
F-statistics with other P-values: P=0.05 | P=0.01 | P=0.001

df	P = 0.05	P = 0.01	P = 0.001
1	3.84	6.64	10.83
2	5.99	9.21	13.82

3	7.82	11.35	16.27
4	9.49	13.28	18.47
5	11.07	15.09	20.52
6	12.59	16.81	22.46
7	14.07	18.48	24.32
8	15.51	20.09	26.13
9	16.92	21.67	27.88
10	18.31	23.21	29.59
11	19.68	24.73	31.26
12	21.03	26.22	32.91
13	22.36	27.69	34.53
14	23.69	29.14	36.12
15	25.00	30.58	37.70
16	26.30	32.00	39.25
17	27.59	33.41	40.79
18	28.87	34.81	42.31
19	30.14	36.19	43.82
20	31.41	37.57	45.32
21	32.67	38.93	46.80
22	33.92	40.29	48.27
23	35.17	41.64	49.73
24	36.42	42.98	51.18
25	37.65	44.31	52.62
26	38.89	45.64	54.05
27	40.11	46.96	55.48
28	41.34	48.28	56.89
29	42.56	49.59	58.30
30	43.77	50.89	59.70
31	44.99	52.19	61.10
32	46.19	53.49	62.49
33	47.40	54.78	63.87
34	48.60	56.06	65.25
35	49.80	57.34	66.62
36	51.00	58.62	67.99
37	52.19	59.89	69.35
38	53.38	61.16	70.71
39	54.57	62.43	72.06
40	55.76	63.69	73.41
41	56.94	64.95	74.75
42	58.12	66.21	76.09
43	59.30	67.46	77.42
44	60.48	68.71	78.75
45	61.66	69.96	80.08
46	62.83	71.20	81.40
47	64.00	72.44	82.72
48	65.17	73.68	84.03
49	66.34	74.92	85.35
50	67.51	76.15	86.66

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51	68.67	77.39	87.97
52	69.83	78.62	89.27
53	70.99	79.84	90.57
54	72.15	81.07	91.88
55	73.31	82.29	93.17
56	74.47	83.52	94.47
57	75.62	84.73	95.75
58	76.78	85.95	97.03
59	77.93	87.17	98.34
60	79.08	88.38	99.62
61	80.23	89.59	100.88
62	81.38	90.80	102.15
63	82.53	92.01	103.46
64	83.68	93.22	104.72
65	84.82	94.42	105.97
66	85.97	95.63	107.26
67	87.11	96.83	108.54
68	88.25	98.03	109.79
69	89.39	99.23	111.06
70	90.53	100.42	112.31
71	91.67	101.62	113.56
72	92.81	102.82	114.84
73	93.95	104.01	116.08
74	95.08	105.20	117.35
75	96.22	106.39	118.60
76	97.35	107.58	119.85
77	98.49	108.77	121.11
78	99.62	109.96	122.36
79	100.75	111.15	123.60
80	101.88	112.33	124.84
81	103.01	113.51	126.09
82	104.14	114.70	127.33
83	105.27	115.88	128.57
84	106.40	117.06	129.80
85	107.52	118.24	131.04
86	108.65	119.41	132.28
87	109.77	120.59	133.51
88	110.90	121.77	134.74
89	112.02	122.94	135.96
90	113.15	124.12	137.19
91	114.27	125.29	138.45
92	115.39	126.46	139.66
93	116.51	127.63	140.90
94	117.63	128.80	142.12
95	118.75	129.97	143.32
96	119.87	131.14	144.55
97	120.99	132.31	145.78
98	122.11	133.47	146.99

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99	123.23	134.64	148.21
100	124.34	135.81	149.48

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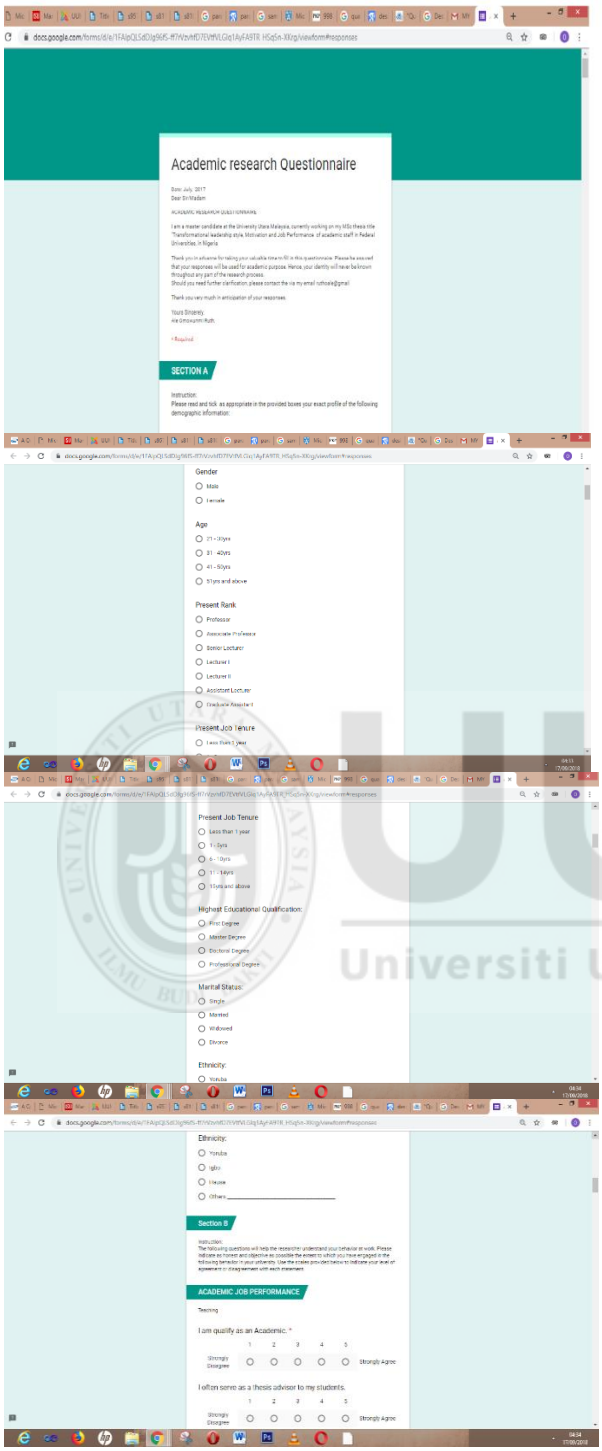
Appendix D
Questionnaire Google Monkey Layout



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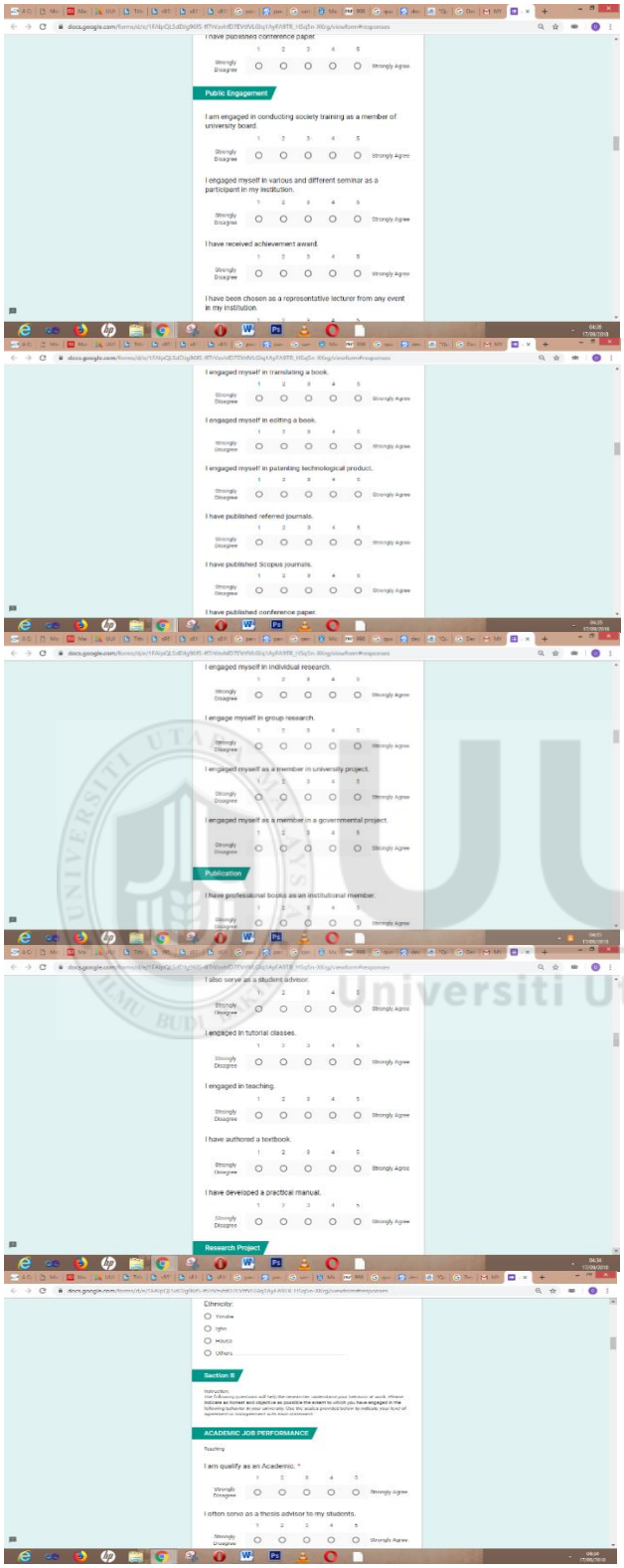

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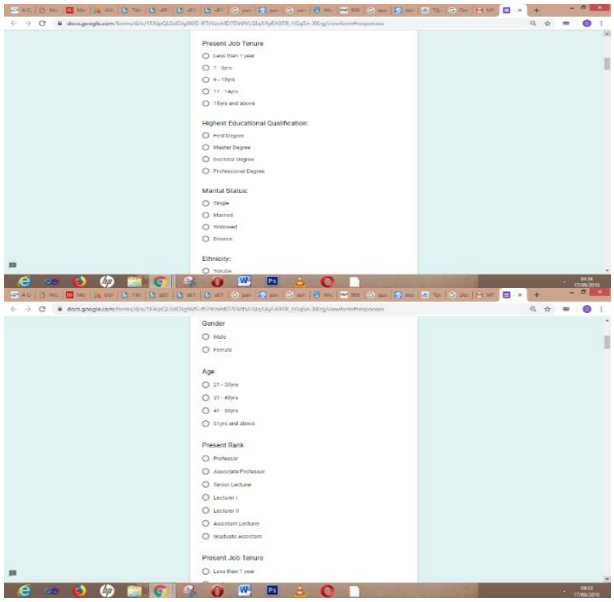

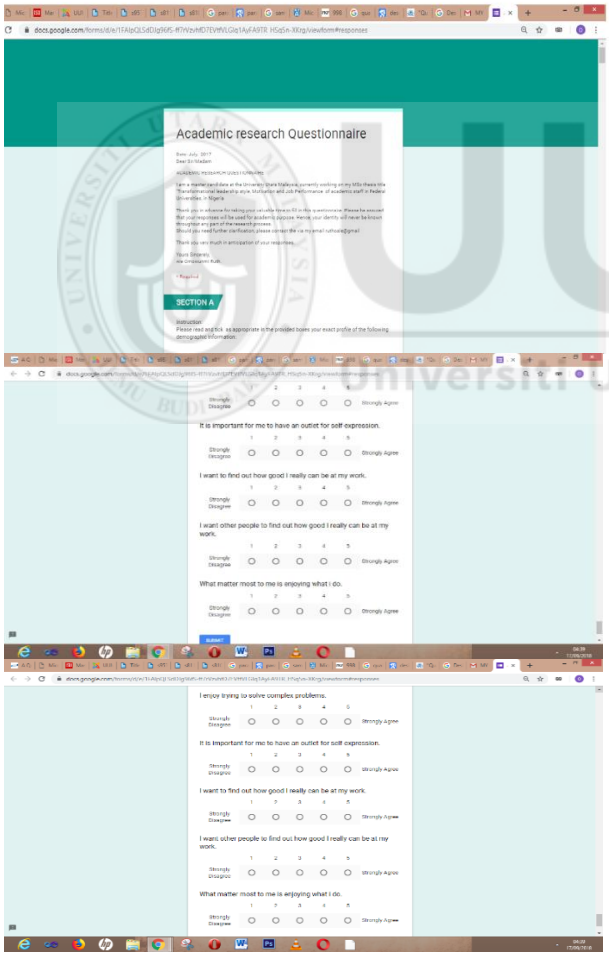

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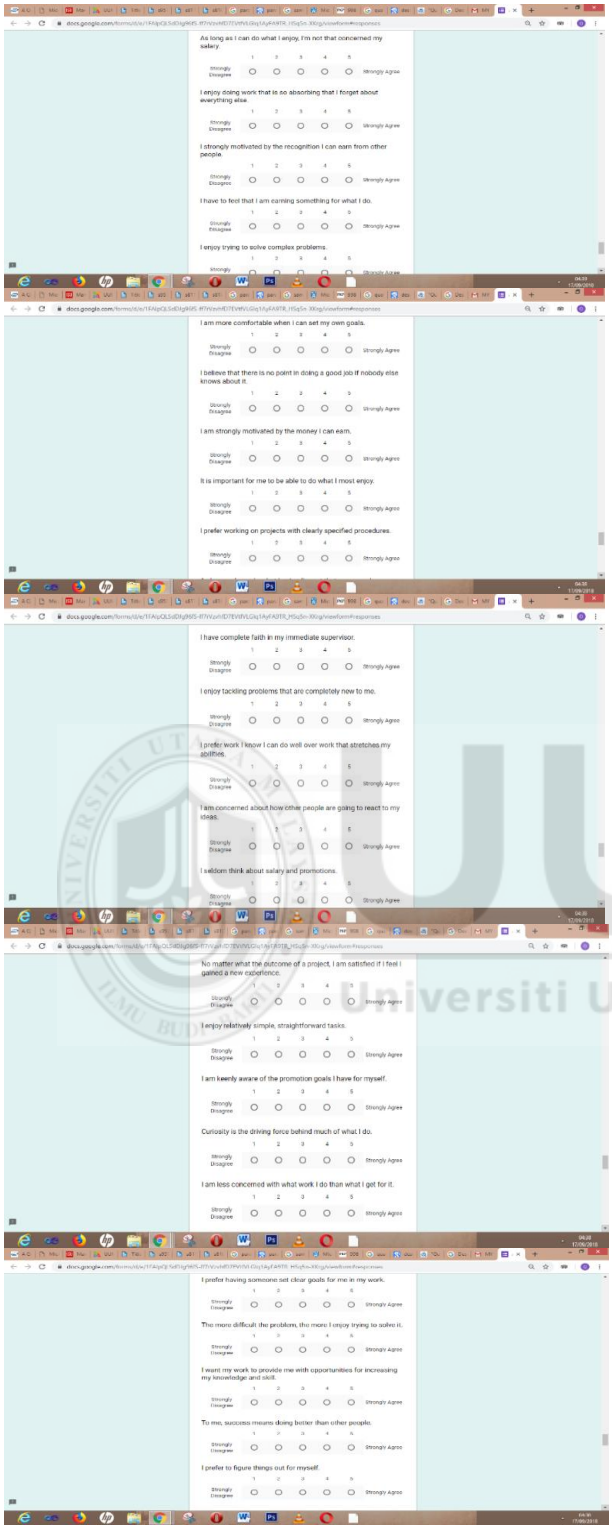

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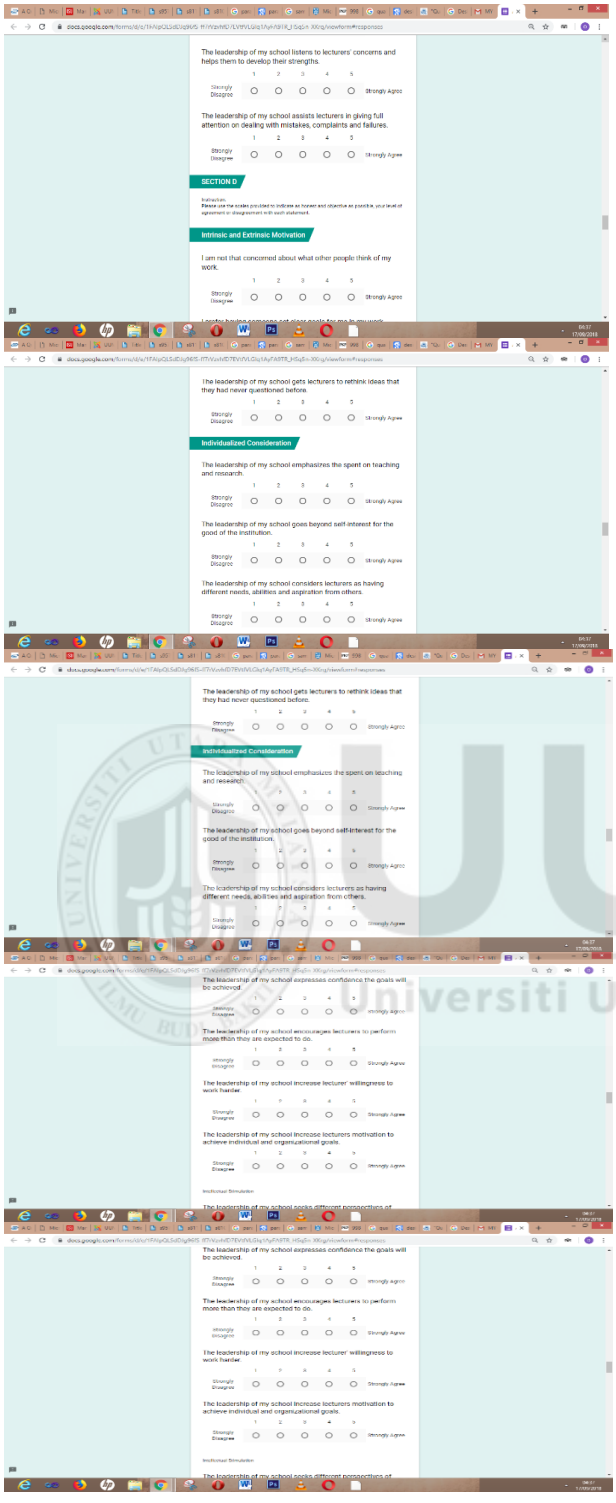

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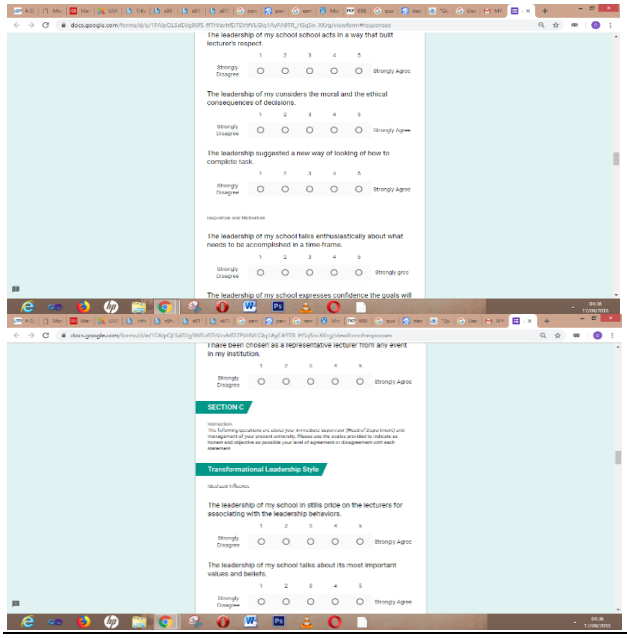

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