The Relationship between Autocratic Leadership, Emotional Intelligence and Staff Performance in Colleges of Education in Adamawa State, Nigeria

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Abstract

This paper examined the effect of autocratic leadership and emotional intelligence of the staff members of colleges in Nigeria. The study utilized completed questionnaires by the staff members who were randomly selected from the Federal College of Education, Yola and Adamawa State College of Education, Hong, Nigeria. Statistical techniques employed in this study were descriptive statistics and inferential statistics like Pearson Correlation Coefficient, Independent T-Test, and One-Way Analysis of Variance were used to analyze the information in the other sections of the questionnaire. One Way Analysis of Variance (One way ANOVA) were used to determine the relationship between leadership styles, demographic information and emotional intelligence of staff in the Colleges of Education using [SPSS] Version 21. The findings show that there is a significant relationship between autocratic leadership style leaders' emotional intelligence and members' performance in Colleges of education in Adamawa State. Therefore, in order to improve staff output and efficacy, there is a need for leaders to assume the above leadership style so that they will understand their staffs' emotions and improve staff motivation in the place of work.

Introduction

Education is the bedrock upon which economic, social, political and technological advancement of a nation is built (Maekae & Orji, 2013). It provides people with the required skills and technical know-how needed to face future challenges (Obasanjo, 2012). Its role in social integration and global development cannot be over emphasized (Zgaga, 2011). It prepares citizens to be useful to themselves and their immediate society (Adesina, 2005). Realizing the role of education in nation building, the United Nations have urged all countries to devote 28% of their annual budget to education sector (Fagbamiye, 2004). Higher education institutions are such the backbone for scientific research, technological development and human capital development (Bolu & Egbo, 2014).

Higher education institutions in Nigeria are established to promote, develop and instruct proper value orientation in the individual learner and enhance total development of the society (National Policy on Education, 2004). In order to actualize this goal, there is essential for adequate management and effective leadership of higher education institutions. Autocratic leadership is one of the ancient leadership styles. It is also known as dictatorial leadership. Here, the leader takes individual control over all choices and get little input from others or subordinates. The autocratic leader directives policies and process of work within the workplace. This system often gets workers worried. Despite the influences of this leader, he still achieve outcome. Autocratic style is often adopted by leaders when they need to accomplish result and it is applicable in tough situations which call for strong action (Yukl, 2011).

Demographic information can be as a demographic data of users who select particular content are collected and aggregated into visitor demographic data for the content. The content may include an advertisement or a web page. The user demographic data of user who selected the content is modified based on the target demographic data of the content, the user is inferred to have the

demographic characteristic specified by the target demographic data, based on the user's selection of the content. The demographic information we mainly consider in this paper are gender, phone level and age group. The gender prediction is defined as classifying users as male and female

Emotional intelligence is another vital factor in leadership effectiveness (Yukl, 2011). Emotion refers to strong feelings which influence cognitive behavior of people. Emotional intelligence refers to various component of skills and traits which help an individual to perform or function effectively in the workplace or organization, (Goleman, 1998). These emotional traits include; empathy, self-awareness, self-regulation, expression of emotions and a host of other domains. Dan Goleman {1998}maintains that self-awareness, self-regulation, motivation, empathy and social skills are all essential aspects of emotional intelligence which a leader must display in order to effectively lead a successful organization (Goleman et. al, 2004). These traits influence the inter-personal relationship of leaders in relating with their organization and staff. It also influences job satisfaction (Wong & Law, 2002). Staff performance in a residential child- treatment facility was measured by the number of jobs completed and number of new procedures implemented within one week of their assignment public notices were posted listing each staff members' duties and new procedures to be implemented during the week. He notice produced an immediate increase in performance level which quickly tapered off.

Statement of the problem

Nigerian higher education institutions are not performing up to expectation as a result of their poor attitude to work. This poor attitude to work has a negative effect on the productivity of higher education institutions in the country (Suleiman, 2013). Also, the poor attitude displayed by staffs occur as a result of inadequate training, poor incentive, poor welfare package and leadership (Akinfolarin &Ehinola, 2014; Lee & Yu, 2010; Nelson &Quick, 2003). In addition, the emotion of leaders has a great impact on the performance of staff. Some leaders do not care about the emotional feelings of their staff. When staffs see that their leaders do not care about them and their well-being, they tend to display negative attitude towards their work and the organization (Suleiman, 2013).

Research objectives

The objectives of this research study are as follow:

1. To examine the differences between demographic information of staff and their performance.
2. To examine the relationship between autocratic leadership and staff performance in Colleges of Education in Adamawa state.
3. To examine the relationship between emotional intelligence of leaders and staff performance in Colleges of Education in Adamawa State.

Research questions

The following questions guide the researcher in the course of conducting this study:

1. Is there any statistically significant difference{s} in staff performance across; Gender, staff, institution, cadre, school, Qualification and work Experience staff of performance in Colleges of Education?
2. Is there any relationship between leadership styles; Autocratic Leadership Style. and Staff performance on Colleges of Education in Adamawa State?
3. Is there any relationship between Emotional intelligence of the leaders and staff performance in Colleges of Education in Adamawa State?

Research hypotheses

1. Hi: There is a significant differences between demographic information and staff performance in Colleges of Education in Adamawa State.
2. Hi: There is a significant relationship between autocratic leadership style and staff performance in Colleges of Education. and staff performance in Colleges of Education in Adamawa State
3. Hi: There is a significant relationship between emotional intelligence of leaders and staff performance in Colleges of Education in Adamawa State.

Significance of the study

This study contributes to the body of information by revealing the impact and effects of leadership styles of leaders and their emotional intelligence on staff's performance in Colleges of Education in Adamawa state. It also provides insights into effective school leadership and administration for all academic leaders in higher learning institutions in Nigeria. In addition, it enables leaders to identify various ways of increasing staff's efficiency and effectiveness, most especially in this era of economic recession in Nigeria. Higher education administrators will understand and appreciate the role of their emotional intelligence in attaining organizational goals and increasing employee's performance with the advantage of this research.

LITERATURE REVIEW

This introduces the readers to past studies and efforts made by different researchers on the topic. It also introduces prospective users to various sub-topics which are interrelated to the subject matter. The scholar strives to elaborate on the dependent and independent variables used in this research. This enables prospective users to have in-depth understanding of the variables and draw connection among them. In short, the researcher reviewed different literatures on leadership style, emotional intelligence and staff performance.

It starts by explaining the concepts of leadership, leadership in education, attributes of a leader, concept of leadership style different leadership styles with their implication on staff and organizational performance. It also goes further to explain the concept of emotional intelligence, factors influencing emotional intelligence, its implication on staff and organizational performance. Finally, it looks at the concept of staff's performance and factors that influence effective staff's performance in the workplace.

In conclusion, this presents and reviews some relevant literatures and past studies on the topic. The rationale behind this is to provide a basis for further understanding to, justify the results that will emerge from this study and provide an improved considerate of all the variables in this study.

CONCEPT OF LEADERSHIP

The word "leadership" is a multi-dimensional model. There is no generally agreed definition of the concept among researchers of leadership. The concept remains uncertain, enigmatic and largely elusive Sam et al., 2013). This occurs

as a result of different observations hold by individuals on the idea of leadership. Different people, with different beliefs have their own understanding of what leadership is all about and how leaders should perform. Therefore, various scholars, researchers have given their own definitions of the idea based on their perspectives. For the purpose of this research, the researcher presents some definitions of leadership as provided by some researchers in order to provide a basis for better understanding of the variables used in this research. House et al. (1999) define leadership as the ability of an individual to influence, motivate and persuade others to contribute towards attaining organizational goals. According to Whitaker (1998), leadership involves the provision of enabling a work environment which will improve and facilitate commitment of staff. He proposes that the term' leadership' is concerned with:

- Having strong focus on the future,
- Setting and maintaining feature service delivery,
- Developing inter-personal and personal qualities of people in a society,
- Promoting modification and development,
- Ensuring helpfulness of the whole system.

By strong focus on the future, Whitaker (1998) argues that effective leader must think about the future need and future sustainability of the organization and its staff's. In addition, effective leaders strive to set and maintaining feature service for their organization. They set realistic, achievable and attainable goals for the organization and its staff in all areas. Also, leaders are saddled with the responsibility of maintaining and promoting healthy, cordial and mutual work relationship between them and the entire stakeholders in the organization. They must be fear in handling human related issues in the organization. Apart from this, leaders need to be vanguard of change. Therefore, they must maintain modification and development within the organization. Finally, leaders must ensure effectiveness within the organization.

LEADERSHIP IN EDUCATION
Educational organization deals with providing funding and leadership to staff and students with the aim of successful the education process in an academic institute. Those who are contents with these accountabilities are referred to as

school administrators or educational leaders. Their roles tend to go far above just organization or discharging administrative duties but also revolve around improving the whole educational system through creating enabling situation for teaching and learning, stimulating truthful and viable policies that will promote enabling situation for academic values (Gunter, 2001; Mac Neil et al., 2003; Bush & Middlewood, 2005). The parts of leadership in higher learning managements go further to cover promotion of viable situation that will increase educational development, promotion of learning and scholarship, ensuring teamwork with external and corporate bodies in the area of cutting edge study, re-branding the image of higher learning in meeting up with present needs of the learners, society and global communal, handling administrative conflict, and a host of others (Ramsden, 1998).

The parts of leaders in training organization is judged to be the uppermost because it comes with more tasks as they determine the success or failure of higher education. Effective educational leaders strive to inspire and ensure that they gain the commitment of their followers (Tomlinson, 2004). They develop sense of commitment to job, build their energy, set clear vision and harness their incomes in attaining their targeted goals (Yukl, 2010). Furthermore, successful educational leaders exhibit some leadership traits in addition to their professional career which distinguish them from others and enhance their chance of attaining leadership parts in their particular areas (Seagren, Creswell & Wheeler, 1993).

LEADERSHIP STYLE

Leadership style can be defined as a method adopted by leaders in exercising their power and authority in leading their followers towards attaining organizational goals and objectives (Yukl, 2011). Leaders in any organization adopt various methods and styles in leading their organizations. There is no generally acclaimed best leadership style. The best suitable style of leadership be influenced by the leader, groups and situation involved (Chemers, 1997). Leaders' attitude and followers' disposition play a great role in organizational development. Situation on the other hand assists leaders in determining the most appropriate style to be adopted in leading change, enhancing optimum employee performance and ensuring organizational effectiveness. Therefore, leaders must consider the situation they are in before adopting and exercising their leadership style that suits the situation.

Autocratic Leadership Style

This is a type of leadership style where all activities, decision-making, direction and others are directed and influenced by the boss. Its philosophy is that the leader (i.e. the boss) is in control. Iqbal et, al. (2015) argue that autocratic leadership style is basically characterized by 'I tell'' philosophy. This implies that an autocratic leader gives instruction and commandment to subordinates. He or she takes decision on his or her own without any form of consultation, whatever the boss says is final even when his or her view does not favor the followers or the organization. This is so because the leader holds the responsibility and authority. Whenever any autocratic leader makes a decision, he or she passes it down to the subordinates without considering their feelings, reactions or convenience. He or she also expects these subordinates or followers to execute the instruction or task immediately without any form of complaint, argument, adjustment or modification. They characterize an autocratic work environment as the type of work environment which does not give room or cater to flexibility in its operation. Therefore, Bush (2008) opines that under autocratic leadership style, the leader sets guidelines, process, policy and mode of operation without taking any form of input from his or her followers. This type of leadership style is adopted and practiced by some notable businessmen and philanthropists like Donald Trump (Trump Organization in United States of America) and Albert Dunlap (Sunbeam Corporation).

Various past studies have found that autocratic leaders achieve less result than democratic and transformational leadership style (Iqbal et al, 2015; Yukl, 2011; Adair, 2005; Northouse, 2001). This implies that when the leader is using a harsh style and keeps his or her subordinates far away from decision making process, such leaders tends to get less result or achieve low confidence of workers than those leaders who adopt a collaboration in thought and are open to transformation.

Effects of Autocratic Leadership Style on Organizational Performance

Despite being autocratic, this leadership style, has its own merit in an organization. Iqbal et al. (2015), argue that in spite of criticism against autocratic leadership style, its importance to organizational development cannot be over-emphasized. Autocratic leadership style is appropriate when the employees or followers are not familiar with the work pattern, show non-challant attitude towards work, and abuse and violate rules and regulations of

the organization (Iqbal et, al. 2015; Yukl, 2010; Northouse, 2001). When the followers are also misusing authority vested upon them, this autocratic leadership style could be found appropriate in this situation (Iqbal et al, 2015). Autocratic leadership helps in gearing employees towards attaining the goals of an organization. The weak ones among them will be forced to comply with laid down rules, regulations and instructions of the organization. Human beings naturally like to be lazy and do not like taking difficult tasks, therefore, the autocratic leadership style will help to remove the negative attitude in employees within the workplace.

EMOTIONAL INTELLIGENCE
According to Salovey and Mayer (1989), the term emotional intelligence refers to the ability to perceive accurately, appraise, and express emotion; to access and/or generate feelings when they facilitate thought; to understand emotion and emotional facts; and to regulate emotions to promote emotional and intellectual growth. emotional intelligence as the extent to which a person is attuned to his or her own feelings, feelings of others, have the ability to integrate emotions and reasons in a manner that will facilitate cognitive processes and managing emotions. Emotional intelligence is the ability to manage one's emotion and the emotion of others. According to Andrew (2008), the term" emotional intelligence" is defined as the capability of an individual to successfully recognize his or her emotions and the emotional feelings of other people, differentiate between feelings of people, label these feelings appropriately and use the information gathered to influence, guide the thinking and manage the behavior of others towards attaining predetermined goals.

Furthermore, Bar-On (1997) defines emotional intelligence as the ability to deal with daily environmental challenges and help to predict one's success in life. In another dimension, Goldman (1998) define emotional intelligence as an approach of knowing and choosing how we feel, act and think. It includes different interrelated skills such as self-awareness, empathy, self-regulation, ability to understand the mood and emotion of others, ability to understand how emotion emerge and change and its implication on individual, work performance and organizational development. It also includes the ability to harness emotion, application of emotion in solving problems among people, ability to regulate and manage one's emotion and calm others.

Factors Influencing Emotional Intelligence of Leaders

Bar-Onn (2001) identifies five determinants of emotional intelligence. These are inter-personal ability, intra-personal ability, stress management, adaptability and general mood. These shall be discussed in the succeeding paragraphs.

Relationship Management

This is the ability of a leader to show positive human relation skills in managing his or her subordinates (Bar-On, 2001). These human relation skills include, understanding peoples' feeling, having effective communication skill, team building skill, inter-personal relation skill, conflict management skill and a host of others. Once a leader possesses these human relation skills, he or she will be able to manage his or her organization effectively and promote a healthy work relationship between himself or herself and the followers. This will help the leader in providing a peaceful work environment with subordinates.

Effective Communication

This implies the ability of a leader to ensure free flow and appropriate dissemination of information. It also refers to the ability of the leader to understand the appropriate time to use a specific means of communication, follow up the information, ensure that the information is well received, interpreted or well internalized, and executed appropriately. Subordinate usually develop confidence in leaders who use appropriate means of communication. Bush (2008) therefore claims that effective communication is the backbone of emotional intelligence of leaders in the workplace

Effects of Emotional Intelligence of Leaders on Organizational Performance

Emotional intelligence helps leaders in organizations to solve complex problems, resolve organizational crises, make good decisions, ensure effective planning and adapt their behavior to the needs of the staff and organization. Empathy, which is an integral aspect of emotional intelligence of leadership, helps academic leaders to develop, facilitate and promote cordial relationships with their subordinate (Mayer & Salovey, 1995). It is also observed to be responsible for stimulating organizational effectiveness (Goleman, Boyatzia & McKee, 2002). Finally, some past studies found that emotional intelligence of

leaders is responsible for followers' job satisfaction and improved job performance (Joseph et al, 2015; Newman et, al, 2010; Wong & Law, 2002).

METHODOLOGY
RESEARCH DESIGN
Berg and Lune (2014) define research design as a systematic plan of how a research study is be done.It aims at minimizing the chance of drawing incorrect causal inferences from data (Creswell, 2012). Descriptive research design was used for this study.

POPULATION AND SAMPLE OF THE STUDY
Population refers to a set of all the individuals in a study from which a sample is drawn. The population of a study refers to a larger group from which a smaller group is used as sample for the study will be deduced (Priviteria, 2014). It is worthy to note that when we are conducting a research, there is no need to use the whole population, rather researchers must select appropriate respondents from the population and collect information from this smaller group, then, they can generalize the results to the whole population,

RESEARCH INSTRUMENT
The instrument that guided this research is an adapted questionnaire. The questionnaire comprises of 22 items which were divided into four section. The questionnaire has 5 Likert scales of (1) strongly agree, (2) agree, (3) neutral, (4) disagree and (5) strongly disagree, respectively.

METHOD OF DATA ANALYSIS
Descriptive statistics such as: simple percentage, mean and standard deviation were used to analyze demographic information of respondents while inferential statistics like Pearson Correlation Coefficient, Independent T-Test, and One-Way Analysis of Variance were used to analyze the information in the other sections of the questionnaire. One Way Analysis of Variance (One way ANOVA) were used to determine the relationship between leadership styles, demographic information and emotional intelligence of staff in the Colleges of Education in Adamawa state.

TESTING OF HYPOTHESIS

Hypothesis 1: There is a significant relationship between demographic information and staff performance

For this hypothesis, the researcher decided to use independent sample t-test and One-Way Analysis of Variance to analyze the relationship between demographic information and staff performance. After running the analysis, the following results were derived.

(i) H1: There is a significant relationship between type of staff and staff performance.

Independent sample T-Test was used to analyze this. The result obtained is presented in the succeeding paragraph.

Table1.1: Group Statistics for Types of Staff

Items	Type of Staff	N	Mean	Std. Deviation	Std. Error Mean
Staff Performance	Teaching	176	12.6534	3.6031	.27159
	Administrative	126	12.7760	4.0279	.36026

SOURCE {FIELD SURVERY, 2017}

Table 4.36 above shows that there are 176 teaching staff and 126 administrative staff. The mean and standard deviation scores for teaching are 12.65 and 3.60, respectively. The administrative staffs have a mean score of 12.78 and a standard deviations core of 4.03.

Table1.2: Independent Sample Test for Staff performance

Items	Levene's Test			Test for Equality of Means			99% Confidence Interval	
		F	Sig	t	Df	Sig (2-tailed)	Lower	Upper
Staff performance	EVA	.180	.672	-277	299	.782	-99385	.74867
	EVNA			-277	284.193	.786	-1.01119	.76601

SOURCE {FIELD SURVERY, 2017}

The table above shows the result of the Levene's test and test of equality of means. The term EVA means equal variance assumed while ENVA means equal variance not assumed. To check for assumption of the independent sample test, the researcher considered the value of the Levene's test. According to Pallant (2011), if the value is greater than .05, we need to check equal variance assumed and if otherwise, we check for equal variance not assumed. A close look at the Levene's test shows a score of .672 which is greater than .05. The significance level will be checked under test for equality of mean. The table shows that the significance is .782 which is greater than .05. This shows that there is no significant difference in the mean score between teaching and administrative staffs on staff performance. This show that the teaching staff do not differ from the administrative staff on staff performance.

Hypothesis 2 : H1: There is a significant relationship between autocratic leadership style and staff performance.

Table 2: 1 Pearson Correlation

Items		Autocratic Style	Staff Performance
Autocratic Style	Pearson Correlation	1	.157**
	Sig, (2-Tailed)		.006
	N	302	301
Staff Performance	Pearson Correlation	.157**	1
	Sig, (2-Tailed)	.006	
	N	301	301

** Correlation is significant at 0.01 level (2-teailed) SOURCE {FIELD SURVERY, 2017}

The Pearson correlation table shown in Table 1.1 indicates the findings on the relationship between autocratic leadership style and staff performance This implies that there is a positive relationship between these two variables.

In summary, the relationship between autocratic leadership style and staff performance at the Colleges of Education in Adamawa State was investigated using Pearson Product-Moment Correlation Coefficient. Preliminary

assumptions were performed to ensure that assumptions of normality, linearity and homoscedasticity were not violated. The findings show a positive relationship between autocratic leadership style and staff performance with r = .157, n = 302, p =0.006.

Table2:2 Group Statistics for Autocratic leadership and staff performance

Items	Gender	N	Mean	Std. Deviation	Std. Error Mean
Autocratic Style	Male	152	11.217	3.558	.28861
	Female	150	12.013	4.332	.35369

The group statistics above shows that the numbers of male and female respondents are correct. It also shows the mean, standard deviation and standard error mean for the two categories.

Table 2: 3 Independent Sample Test

Items	Levene's Test			Test for Equality of Means					
		F	Sig	T	Df	Sig (2-tailed)	99% Confidence Interval		
								Lower	Upper
Autocratic	EVA	2.949	.087	-1.746	300	.082		-1.6934	.10097
	EVNA			-2.300	287.644	.082		-1.6934	.10097

SOURCE {FIELD SURVERY, 2017}

The independent table above shows the result of the Levene's test and test of equality of means. The term EVA means equal variance assumed while ENVA means equal variance not assumed. To check for assumption of the independent sample test, the researcher considered the value of the Levene's test. According to Pallant (2011), if the value is greater than .05, we need to check equal variance assumed and if otherwise, we check for equal variance not assumed. A close look at the Levene's test shows a score of 2.94 which is greater than .05. The significance level was checked under test for equality of mean. The

table shows that the significance is .082 which is greater than .05. This shows that there is no significant difference in the mean score between male and female respondents. Therefore, there is need to calculate the effect size of the difference. To calculate this, the researcher adopted the following formula:

$$\text{Eta squared} = \frac{t2}{t2 + (N1 + N2 - 2)}$$

Where: t = t-value in the independent sample table

$N1$ = number of male

$N2$ = number of female

$$\text{Eta squared} = \frac{-1.746^2}{-1.746^2 + (152 + 150 - 2)}$$

$$\text{Eta squared} = \frac{3.048516}{303.04852}$$

Eta squared = 0.010

This value, according to Cohen (1988), is considered as a small effect size. Cohen (1988) argues that any value within .01 to .05 will be categorized as small effect size value.

HYPOTHESIS TESTING ON THE EMOTIONAL INTELLIGENCE

Hypothesis 3: There is a significant relationship between demographic information and staff performance

For this hypothesis, the researcher decided to use independent sample t-test and One-Way Analysis of Variance to analyze the relationship between demographic information and staff performance. After running the analysis, the following results were derived.

(i) H1: There is a significant relationship between type of staff and staff performance.

Independent sample T-Test was used to analyze this. The result obtained is presented in the succeeding paragraph.

Table 3.1 Group Statistics for Types of Staff

Items	Type of Staff	N	Mean	Std. Deviation	Std. Error Mean
Staff Performance	Teaching	176	12.6534	3.6031	.27159
	Administrative	126	12.7760	4.0279	.36026

SOURCE {FIELD SURVERY, 2017}

Table 1 .1 above shows that there are 176 teaching staff and 126 administrative staff. The mean and standard deviation scores for teaching are 12.65 and 3.60, respectively. The administrative staffs have a mean score of 12.78 and a standard deviations core of 4.03.: H1: There is significant relationship between emotional intelligence of leaders and staff performance.

Table 3.3 Pearson Correlation

Items		Emotional Intelligence	Staff Performance
Emotional Intelligence	Pearson Correlation	1	.269**
	Sig, (2-Tailed)		.000
	N	302	301
Staff Performance	Pearson Correlation	.269**	1
	Sig, (2-Tailed)	.000	
	N	301	301

** Correlation is significant at 0.01 level (2-teailed)
SOURCE {FIELD SURVERY, 2017}

The correlation presents the findings on the relationship between autocratic leadership style, emotional intelligence and staff performance.. The Pearson Correlation shows that there is a positive sign in front of the Pearson result. This implies that there is a positive relationship between emotional intelligence of leaders and staff performance.

SUMMARY OF THE FINDINGS

The findings in this study indicate that there is a positive relationship between democratic leadership style and staff performance. They also reveal that autocratic leadership style of leaders has a relationship with the performance of staff in the workplace. Furthermore, there exists a positive relationship between emotional intelligence of leaders and staffs' performance in the academic community. Demographic factors like type of staff, type of institution, staff cadre, school, highest academic qualification and work experience do not have any effect on staff performance at the Colleges of Education in Adamawa State.

CONCLUSION

This paper on autocratic leadership style and emotional intelligence of academic leaders have a relationship with staff's performance in Colleges of Education in Adamawa state. However, demographic information has a relationship with staff's performance in these colleges. In order to improve the level of productivity of staff's in these Colleges of Education, there is a need for adequately motivate of staff provide proper training and develop programmed for leaders in order to be able to understand the numerous tasks ahead of them. Most especially in this crucial time when the country needs a speedy and sustainable change. This study has made a lot of recommendation for further study and development of human resources in Colleges of Education. If all these measures are taken into consideration, there will be improvement in the quality of service delivery in Colleges of Education in Adamawa state and the entire Nigeria.

RECOMMENDATIONS

In order to improve the efficiency and productivity of staff's in Colleges of Education in Adamawa state, the following measures must be taken:

1.) Leaders must study their environment and nature of their staff. With these, they will be able to devise a better approach or style for leading and managing them for optimum performance.

2.) Necessary infrastructure that will enhance staff's performance must be provided in these Colleges of Education. Leaders must strive to ensure that their staff have required the appropriate tools to work with in order to improve productivity.

3.) In order to increase staff's performance and productivity in the Colleges of Education, there is need for effective monitoring and supervision. Through effective supervision and monitoring, academic leaders will be able to identify areas of concern for both staff and students. Then, they will be able to proffer possible solution towards addressing and correcting the problems for optimum performance.

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APPENDIX
Please tick (√) in the appropriate box.
SA= Strongly Agree, A= Agree, N= Neutral, D=Disagree, SD= Strongly Disagree

S/N	ITEMS	SA	A	N	D	SD
		1	2	3	4	5
	Autocratic Leadership Style					
1	My leader likes to impose his/her views on staff.					

		1	2	3	4	5
2	My leader always wants his/her instruction to be obeyed by staff without compromising.					
3	My leader threatens staff in order to get task done.					
4	My leader loves giving directives to staff.					
5	My leader does not listen to staff opinion on issues.					
6	My leader uses force to ensure that staff perform a task.					
7	My leader does not want staff to use their initiative or use other method apart from the one he/she gives.					
	Emotional Intelligence of Leaders	1	2	3	4	5
8	My leader can control his/her emotion even when faced with difficulties and it influences my attitude to work.					
9	My leader shows positive emotion which promotes and motivates staff.					
10	My personal trait of my leader encourages staff to give their best to my organization.					
11	My leader has the ability to understand the emotional feelings of staff and respect their feelings.					
12	My leader can express his/her feelings using non-verbal communication in a manner that will not offend staff.					
13	My leader has a high level of self-control needed to be effective leader.					
14	My leader displays ability to listen attentively to staff and does not show negative attitude towards staff's complaints.					
	Staff Performance	1	2	3	4	5
15	I show positive attitude towards my work.					
16	I always come early to work.					
17	I turn out my assignment at the given time.					
18	I assist other members of staff to achieve their goals.					
19	I participate actively in group work and team discussion.					
20	I always give advice to my team on how to move forward.					
21	I take active part in programme organized by my office.					
22	I always remain dedicated to my work.					