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LEADERSHIP STYLES AS DETERMINANTS OF LECTURERS' TURNOVER INTENTION IN PUBLIC COLLEGES OF EDUCATION IN SOUTHWEST, NIGERIA

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ABSTRACT

This study investigated leadership styles as determinants of lecturers' turnover intention in public colleges of Education in South-Western Nigeria. Dearth of studies on the influence of leadership styles as determinants of lecturers' turnover intention in public colleges of education in South-Western Nigeria was the gap filled. Social-exchange, theory guided the study. Three research questions were formulated. Descriptive survey research was adopted. The study population comprised all lecturers in public colleges of education in South-Western Nigeria of about 3,196. Sample size comprised 1,790 lecturers. A self-constructed questionnaire – "Lecturers' Turnover Intention and Leadership Style Questionnaire (LTILSQ)"was used. Data collected were analyzed using descriptive statistics of frequency counts, simple percentages, mean and standard deviation, at 0.05 level of significance. Results showed that turnover intention existed among lecturers of colleges of education ($\bar{x}$ = 2.706) and that leadership styles of distributed ($\bar{x}$ = 2.990) and transformational ($\bar{x}$ = 2.921) were very significant. It, therefore, recommended that leadership styles should be improved upon by managements of public colleges of education.

Keywords: Colleges of education, Leadership Styles, Lecturers' Turnover Intention.

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Introduction

Lecturers' turnover intention which is the thought, willingness or desire of lecturers of colleges of education lecturers to leave their current places of work to work in other higher institutions of learning or in other sectors of the nation's economy could be detrimental to colleges of education, students, parents and the society. Adeyemo (2023) posit that colleges of education play a major role in preparing the future teachers for the nation's primary and secondary school education. Lecturers who are academic staff in these colleges are, therefore, important human resources that ensure that the goals of colleges of education in the nation are achieved (Petrich, 2019). However, some of them do have the intention of leaving their colleges for other institutions or sectors of the nation.

Lecturers' turnover intention refers to three specific elements in the withdrawal cognition process (that is, thoughts of quitting the colleges of education job, the intention to search for a different job, and then intention to quit the colleges of education). Lecturers' turnover intention is a strong antecedent of actual turnover of lecturers (Dwiswara & Utama, 2022). Voluntary turnover is when the lecturer leaves the college of education by his or her will. However, involuntary turnover refers to the decision of a college of education's management to force a lecturer to leave the organization due to some reasons best known to them (Aiyebelehin, Odiachi & Omoregie, 2020).

Bush (2018) observed that there is huge turnover among lecturers in colleges of education in Southwest Nigeria and actual turnover, which is the result of turnover intention of lecturers, is increasing at an alarming rate. Some lecturers are beginning to leave their colleges of education to other higher institutions of learning or other sectors of the economy. Some of them are also travelling outside the country for what they deem to be better life. Turnover of lecturers, especially when voluntary, creates significant cost, both in terms of direct cost, such as replacement, or in terms of indirect cost, such as the pressure on the remaining staff or the loss of social capital in the colleges of education (Aiyebelehin, Odiachi & Omoregie, 2020). The actual turnover of lecturers abide, many of these in the system might have the intention to leave.

Leadership style is an important element in encouraging and guiding employees that helps in boosting their morale and eventually the effectiveness of the organization. It is the pattern of behaviours used by colleges of education leaders in attempting to influence group members (lecturers of colleges of education) and make decisions regarding the mission, strategy, and operations of group activities. They are manners and approaches in which leaders in colleges of education provide direction, implement plans, and motivate lecturers so as to achieve the goals of the colleges of education.(Gould-Williams, 2007).

There are various leadership styles which are crucial in leading colleges of education to effectiveness. They are: distributed, transformational, transactional, instructional, managerial and participative leadership styles.(Engelbrecht, & Samuel, 2019). This study, however, focuses on two major leadership styles which are – distributed and transformational leadership styles.

`Distributed leadership styles are based on the idea that leadership, knowledge, competencies, and attributes do not reside

with a college of education leader; instead, they are distributed over many individuals (lecturers) at all levels of the college of education (Tariq, 2022). It is the mechanism of facilitating active involvement of all members of a college of education in the leadership process. It is an approach in which decision-making responsibility is shared with the teams and it is facilitated for the staff to lead organizational activities by means of distributing some parts of the college of education's head's duties to the other staff (lecturers) and in this way reducing their own workload (Samancioglu, Baglibel & Erwin, 2020).

Petrich (2019) posit that transformational leadership style in colleges of education deals with developing the capacity of others in order to increase the colleges of education's capacity to continuously improve. Transformational leadership style in colleges of education through charisma, idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation advocates for motivation, co-operation and creativity of lecturers so as to bring about desirable change in a college of education (Ebete & Ejims, 2020). This type of leaders carry every member of staff along through modeling their character in a way that would motivate them to work together as a team through co-operation in order to bring about a positive change in the college of education. (Ughamadu & Ezinime, 2021).

The issues of lecturers' turnover intention in Southwest Nigerian colleges of education do not only affect the colleges of education but students, parents, lecturers, educational system of a society. However, judging from the above background, leadership styles might play a role in influencing turnover intention of lecturers.

Statement of the Problem

There is no denying the fact that when the turn-over rate of teachers or lecturers in a nation's education system is high, the quality of the nation's education system will be affected, as it implies that the best hands may end up leaving the system. Unfortunately, research has found that there is high rate of turnover among lecturers in public colleges of education in Nigeria. Casual observation by the researcher (who incidentally lectures at a college of education) has also shown that there is high turn-over rate among lecturers in public colleges of education in Nigeria. However, past studies on the subject have failed to look at leadership styles as likely factors underlying lecturers' turn over intention in public colleges of education in Nigeria. This study, therefore, examines leadership styles and the motivational variables as likely factors that are responsible for the turn-over intention among lecturers in public colleges of education in South-Western Nigeria. This study investigated why the turn-over intention is high among lecturers in these colleges. This is with a view to proffering solutions to the problem and stemming the tide of high turn-over rate among lecturers in public colleges of education in Nigeria and in the process, enhance the quality of teacher education in particular and that of the nations educational system in general.

Purpose of the Study

The aim of this study is to investigate leadership styles as determinants of lecturers' turnover intention in colleges of education in South-Western Nigeria. The objectives are to:

i. examine the level of turnover intention among lecturers in colleges

of education in South-Western Nigeria.

ii. ascertain the most adopted leadership styles (distributed and transformational) employed by leaders in colleges of education in South-Western Nigeria?

This study intended to find answers to the following questions:

1. What is the level of turnover intention among lecturers in colleges of education in South-Western Nigeria?
2. What is the most adopted leadership styles (distributed and transformational employed by leaders in colleges of education in South-Western Nigeria?

This research work employed a descriptive research design. The target population for this study consists of all the teachers and principals in all the public secondary schools in Oyo State, Nigeria. As at the time of the study, there are a total of six hundred and twenty five (625) public secondary schools in Oyo State with a total number of six hundred and twenty five (625) principals and fourteen thousand, five hundred and eight (14,508) teachers (Ministry of Education, 2019/2020 Academic Session). These schools are scattered across three senatorial districts (Oyo Central, Oyo North and Oyo South) and thirty three (33) local government areas in the state. Five hundred and fifty-two (552) students were used for the academic achievement in English Language.

Research Method

This study used survey research design was employed to carry out this study. This design was useful for this study in that it allowed the researcher to describe the characteristics of the population under study without manipulation of the variables. The population comprised all the lecturers and management teams in all the (6) public colleges of education in the Southwest, Nigeria. There are twelve (12) public colleges of education in Southwest, Nigeria with a total of three thousand, one hundred and ninety six (3,196) lecturers. Colleges of education were chosen because of the huge turnover rate among lecturers in colleges of education in Southwest, Nigeria. The accessible population comprises of 1,778 lecturers for the study.

Research Instrument: A self-designed questionnaire was used to collect data from the sample size of lecturers in colleges of education in Southwest, Nigeria. The questionnaire was titled "Lecturers' Turnover Intention and Leadership Styles Questionnaire (LTILSQ)".

Method of Data Analysis: Descriptive statistics of frequency counts and simple percentages was used to analyse the demographic data of lecturers. The descriptive statistics of means, standard deviations, frequency counts and simple percentages were used to answer the research questions.

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Results

Presentation of Research Questions

Research Question One: What is the level of turnover intention among lecturers in colleges of education in Southwest, Nigeria?

Table 1: Level of Turnover Intention among Lecturers in Colleges of Education in Southwest, Nigeria

S/N	Items	N	Strongly Agree	Agree	Disagree	Strongly Disagree	$\bar{x}$	SD	Remark
1	I wish to change my current place of work in the nearest future.	1788	311 17.4%	723 40.4%	358 20.0%	396 22.1%	2.531	1.02	Agree
2	I am open to finding another job if the opportunity presents itself.	1788	644 36.0%	765 42.8%	224 12.5%	155 8.7%	3.062	0.91	Agree
3	I believe there are available employment opportunities in my profession; hence I can change my place of work as soon as possible.	1788	480 26.8%	738 41.3%	412 23.0%	158 8.8%	2.861	0.91	Agree
4	I have the qualifications and years of experience to get another job.	1788	617 34.5%	856 47.9%	185 10.3%	130 7.3%	3.096	0.86	Agree
5	I am willing to leave my current place of work for a similar position elsewhere if the pay is better.	1788	528 29.5%	892 49.9%	180 10.1%	188 10.5%	2.984	0.90	Agree
6	I do not think my expectation can be fulfilled in my current place of work.	1788	108 6.0%	276 15.4%	801 44.8%	603 33.7%	1.938	0.85	Disagree
7	Thoughts of leaving my current place of work come to my mind quite often.	1788	277 15.5%	724 40.5%	613 34.3%	174 9.2%	2.617	0.86	Agree
8	It is not likely that I would think of quitting my college of education.	1788	125 7.0%	216 12.1%	1329 74.37%	118 6.6%	2.195	0.65	Disagree
9	Irrespective of any opportunity that comes up, I am ready to leave my job.	1788	830 46.4%	472 26.4%	262 14.7%	224 12.5%	3.067	1.05	Agree
	Weighted Mean Score ($\bar{x}$) = 2.706 (0.89); General Decision = Agree								

Source: Fieldwork, 2023

Key: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation
***Threshold:** mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 = Agree; 3.500 to 4.500 = Strongly Agree

Table 1 presents the data on the level of turnover intention among lecturers in colleges of education in Southwest, Nigeria. The rating scale of "Strongly Disagree (1)" to "Strongly Agree (4)" was used with a criterion of 3.00 set for the study. Nine items were used to measure the turnover intention of lecturers. Among the items, seven (7) were remarked "Agree" while two (2) were remarked "Disagree". The seven items remarked 'Agree' imply that most of the lecturers accept to change their current places of work, hoping to find another job, believe there are available employment opportunities, have the qualifications and years of experience and willing to leave their current places of work for similar positions elsewhere if the pay is better. The thoughts of leaving their current place of work came to their mind and were ready to leave their jobs if any opportunity should come their way. The two items remarked 'Disagree' imply that most of the lecturers did not think their expectation could be fulfilled in their current places of work and are likely to think of quitting their various college of education. However, Table 4.3 generally reveals that turnover intentions exist among lecturers in colleges of education in South-Western Nigeria ($\bar{x}$=2.706, SD = 0.89) which is good. The weighted mean scored ($\bar{x}$=2.7) of lecturer's responses is greater than 2.5, showing that the turnover intention is high.

Research Question Two: What is the most adopted leadership styles (distributed and transformational employed by leaders in colleges of education in South-Western Nigeria?

Table 2: Most adopted Distributed Leadership Styles Employed by Leaders in Colleges of Education in South-Western Nigeria

S/N	**Items** (My leaders)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	$\bar{x}$	SD	Remark
1	Allow regular and open communication.	1788	332 18.6%	848 47.4%	420 23.5%	188 10.5%	2.741	0.88	Agree
2	Allow an appropriate level of autonomy in decision-making.	1788	144 8.1%	1236 69.1%	217 12.1%	191 10.7%	2.746	0.75	Agree
3	Value the contributions of lecturers.	1788	420 23.5%	927 51.8%	312 17.4%	129 7.2%	2.916	0.83	Agree
4	Delegate leadership activities critical for achieving school goals.	1788	832 46.5%	671 37.5%	83 4.6%	202 11.3%	3.193	0.96	Agree
5	Broadly distribute leadership among the lecturers	1788	410 22.9%	1262 70.6%	88 4.9%	28 1.6%	3.149	0.57	Agree
6	Allow lecturers' involvement in decision-making.	1788	424 23.7%	1320 73.8%	13 0.7%	31 1.7%	3.195	0.53	Agree
	Weighted Mean Score ($\bar{x}$)= 2.990 (0.75); General Decision = Agree (Good)								

Source: Fieldwork, 2023
Key: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation
***Threshold:** mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 = Agree; 3.500 to 4.500 = Strongly Agree

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Table 2 reveals the most adopted distributed leadership styles employed by leaders in colleges of education in South-Western Nigeria. The rating scale of "Strongly Disagree (1)" to "Strongly Agree (4)" was used with a criterion of 3.00 set for the study. Six items were used to measure distributed leadership styles adopted by leaders in colleges of education in South-Western Nigeria. All the items were remarked "Agree". The six (6) items remarked "Agree" imply that most of the lecturers perceive that their leaders allowed regular and open communication, appropriate level of autonomy in decision-making, value lecturers' contributions, delegate leadership activities, distribute leadership and allow lecturers' involvement in decision-making. The table, however, generally reveals that distributed leadership styles is agreed to be employed by leaders in colleges of education in South-Western Nigeria ($\bar{x}$=2.990, SD = 0.75) which is fair. School leadership is highly distributional and transformational in that order to magnitude. The leadership is highly distribution (2.900>2.5).

Table 3: Transformational Leadership Styles Employed by leaders in Colleges of Education in Southwest, Nigeria

S/N	**Items** My leaders:	N	Strongly Agree	Agree	Disagree	Strongly Disagree	$\bar{x}$	SD	Remark
1.	Motivate lecturers to work harder.	1788	448 25.1%	799 44.7%	356 19.9%	185 10.3%	2.845	0.92	Agree
2.	Build team spirit to enhance task accomplishment.	1788	333 18.6%	1026 57.4%	283 15.8%	146 8.2%	2.865	0.81	Agree
3.	Want to listen and discuss the existing problems.	1788	360 15.9%	938 48.4%	311 24.0%	179 11.7%	2.827	0.86	Agree
4.	Help to provide feedback on my performance.	1788	284 15.9%	865 48.4%	429 24.0%	210 11.7%	2.684	0.88	Agree
5.	Consider every lecturer as having different needs to improve teaching.	1788	278 15.5%	969 54.2%	377 21.1%	164 9.2%	2.761	0.82	Agree
6.	Support lecturers by appreciating their contributions to the school.	1788	620 34.7%	716 40.0%	336 18.8%	116 6.5%	3.029	0.89	Agree
7.	Facilitate opportunities for lecturers to learn from one another.	1788	362 20.2%	1108 62.0%	215 12.0%	103 5.8%	2.967	0.74	Agree
8.	Encourage lecturers to try new styles consistent with	1788	720 40.3%	635 35.5%	364 20.4%	69 3.9%	3.122	0.86	Agree

	their own interests.								
9.	Act as a resource person for improving lecturers' professional standard.	1788	503 28.1%	777 43.5%	383 21.4%	125 7.0%	2.927	0.88	Agree
10.	Show respect for lecturers by treating them as professionals.	1788	435 24.3%	1202 67.2%	199 6.7%	32 1.8%	3.141	0.60	Agree
11.	Set a respectful tone for interaction with lecturers.	1788	388 21.7%	989 55.3%	320 17.9%	91 5.1%	2.936	0.77	Agree
12.	Demonstrate willingness to change outdated leadership styles.	1788	338 18.9%	1220 68.2%	113 6.3%	117 6.5%	2.995	0.72	Agree
13.	Encourage lecturers to be effective innovators towards meeting school goals.	1788	531 29.7%	609 34.1%	538 30.1%	110 6.2%	2.873	0.91	Agree
	Weighted Mean Score ($\bar{x}$) = 2.921 (0.82); General Decision = Agree								

Source: Fieldwork, 2023
KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation
***Threshold:** Mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 = Agree; 3.500 to 4.500 = Strongly Agree

Table 3 reveals the level of Transformational Leadership Styles employed by leaders in colleges of education in South-Western Nigeria. The rating scale of "Strongly Disagree (1)" to "Strongly Agree (4)" was used with a criterion of 3.00 set for the study. Thirteen items were used to measure Transformational Leadership Style adopted by leaders in colleges of education in Southwest, Nigeria. All the items were remarked "Agree". This pattern of response indicates that most of the lecturers agreed that their leaders were good at motivating lecturers, building team spirits, listening and discussing the existing problems, helping to provide feedback, considering every lecturer as having different needs to improve teaching and supporting lecturers by appreciating their contributions to the school. Furthermore, majority of them also perceived that leaders in their colleges were good at facilitating opportunities for lecturers to learn, encouraging lecturers to try new styles, acting as a resource person for improving lecturers' professional standard, showing respect for lecturers, setting a respectful tone for interaction, demonstrating willingness to change outdated leadership styles and encouraging lecturers to be effective innovators towards meeting school goals. The table generally reveals that the respondents agreed that Transformational Leadership Style is being adopted by leaders in colleges of education

in Southwest, Nigeria ($\bar{x}$=2.921, SD = 0.82). Leadership in colleges of education in the system is highly transformational (2.921>2.5).

Table 4: Most adopted Distributed Leadership Styles Employed by Leaders in Colleges of Education in South-Western Nigeria

S/N	Items	Weighted Means	Decision
1	Transformational Leadership Style	2.921	Agree
2	Distributed Leadership Styles	2.900	Agree
Grand Weighted Mean		**2.910**	**Agree**

Sources: Fieldwork Survey, 2023
Threshold: Mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 = Agree; 3.500 to 4.500 = Strongly Agree

According to **Table 4**, it was recorded that transformational Leadership Style (**$\bar{x}$ = 2.92**) is the most adopted leadership style by the leaders in the colleges of education in Southwest, Nigeria.

Discussion of Findings

This research investigated leadership styles as determinants of lecturers' turnover intention in colleges of education in Southwest, Nigeria. Discussion of the findings presents the results of the research and relates them with previous studies by other researchers for differences or similarities. In this study, demographic information of the respondents (lecturers) was analyzed, two research questions were answered.

Results of the demographic data analysis of lecturers showed that 510 (28.50%) of the respondents were females while male lecturers were 1278 (71.50%). This implies that there are more male lecturers than are female lecturers in colleges of education in South-Western Nigeria. This particular finding (though inversely) was observed in a study on the impact of core self-evaluations (CSEs) on job satisfaction and turnover intention "which also reported more females; eighty (80) to male two hundred and twenty five, (225) lecturers[1]. The results also showed that most of the lecturers (825: 46.10%) were between 41-50 years of age followed by 552: 30.90% who were between 31-40 years old. Only 45 (2.5%) were within sixty one (61) years and above. This implies that most of the lecturers were young and in their middle ages. However, only very few were in advance age. Almost all the lecturers (1739: 97.3%) were married; 45 (2.5%) were single; 3 (0.2%) were divorced while only 1 (0.1%) lecturer was separated from his/her spouse. This suggests that a major proportion of the lecturers in colleges of education in South-Western Nigeria are with their spouses and probably responsible for their respective families. This is good in that one who is married is viewed by the society as being responsible and should, therefore, be able to work efficiently in an organization such as college of education.

Findings of the study further showed that majority of the lecturers; 1128 (63.1%), have Master's degree as their highest form of degree which is an indication that colleges of education in South-Western Nigeria are staffed with lecturers who are Master's degree holders and are qualified to lecture there. However, 647 (36.2%) of the lecturers have M.Phil. or Ph.D. degrees while 13 (0.70%) of them have Bachelor's degrees.

This suggests that most of the lecturers are advancing their qualifications to the Doctorate degree (Ph.D.) level which is very good for the college education system.

Most of the lecturers; 1512 (84.60%), were on permanent appointment which implies that majority of the lecturers were employed directly by the government. Some of the lecturers; 120 (6.70%), were appointed on contract basis while 156 (8.70%) were on temporary appointment. Majority of the lecturers in colleges of education in South-Western Nigeria had eleven (11) years and above of experience while 612 (34.2%) have 5-10 years of experience. Only 178 (10%) have within 0-4 years of experience. This clearly indicates that most of the lecturers are well-experienced in lecturing in colleges of education in South-Western Nigeria. The above findings completely agree with a previous study which reported that teachers' and lecturers work experiences positively influenced their level of commitment and job satisfaction. The study also noted that age had no significant impact on the level of commitment and job satisfaction which was also observed in this work (Olufemi & Oyediran, 2018).

Findings from Research Question 1 showed that turnover intention ($\bar{x}$=2.706) among lecturers in colleges of education is good. This implies that majority of the lecturers in colleges of education in South-Western have turnover intention. This result corroborates those of two earlier studies which reported a low level of job satisfaction, high level of turnover intention and moderate level of performance of Nigerian polytechnic lecturers with Ph.Ds. The finding is somewhat in line with that of another study which reported that financial rewards were significantly affected job satisfaction and affective organizational commitment, but it did not significantly affected turnover intention.(O. T. Olufemi, A. A. Adediran& W. O. Oyediran, 2018).

Findings from Research Question 2 showed that distributed leadership styles ($\bar{x}$=2.990), transformational leadership styles ($\bar{x}$=2.921) are good (that is agree with). However, the lecturers agreed with all the leadership styles which could be regarded as good. The finding is in accordance with a study which findings indicated that principal's practices of transformation leadership may foster collaboration among teachers and improve their perceptions of job satisfaction and may likely contribute to improved transformation quality. (Danbaba, Panshak & Ibrahim, 2021).

Recommendations/ Conclusion

Based on the findings and objectives of the study, the following recommendations and conclusion are therefore put forth:

Majority of the lecturers in the colleges of education in Southwest, Nigeria are in their middle age and have more than ten years of experience, married and also have the basic academic qualification (Master's degree). This should be sustained in colleges of education in South-Western Nigeria. However, it was observed that most of the lecturers seem to have less of the advanced degrees like M.Phil and PhD. There is need for them to be encouraged and motivated to advance their level of education for in doing so, they would be better equipped to handle their students especially in this 21st century technology driven world.

It was reported in this study that leadership styles (distributed and transformational) employed by leaders in colleges of education are good. The good can still be improved upon to become better or

even the best. Lecturers should create better and easy ways that allow distributed and transformational leadership styles between them and their students so as to ensure smooth running of the school.

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