

*Full length Research paper*

# Perception of leadership and its effect on staff motivation in a tertiary health facility in Jos, Plateau state, Nigeria

Dr Banwat M.E\*, Banwat E.B<sup>1</sup>, Dakhin A.P<sup>2</sup> and Kefas I.B

Department of Community Medicine, Jos University Teaching Hospital Jos, PMB 2076 Jos, Plateau State, Nigeria.  
234-08036133983

<sup>1</sup>Department of Medical Microbiology, Jos University Teaching Hospital Jos, Plateau State Nigeria.

<sup>2</sup>Department of Community Medicine, Faculty of Medical Sciences University of Jos, Plateau State Nigeria.

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**Motivated staff are invaluable in any organization. The type of leadership of an organization should motivates its staff. The extent to which the leadership style motivates staff in a public tertiary hospital has been studied in this research. Proportionate sampling was used to sample 220 staff of the hospital and data was collected using questionnaires and analyzed using EPI info. Logistic regression and Chi-square test were statistical tests used. A p-value of  $\leq 0.05$  was considered statistically significant. Mean age of respondents was  $37.12 + 7.13$  years. Most respondents were male and had attained tertiary education. There was a statistically significant association between the sex of workers and the type of incentive that motivated them,  $p = 0.0134$ . There was association between inter-departmental teamwork and the type of leadership in the department,  $p = 0.0001$ . Perceiving the organization's management to be democratic was the most predictive factor for being highly motivated in this study. It was concluded that the perception of workers of a democratic leadership has an important bearing with motivation of the workers. Managers of public organizations should endeavor to be exemplary and encouraging in their leadership.**

**Key words:** Leadership, motivation, organization, hospital, democratic, teamwork.

## INTRODUCTION

The value of a motivated workforce in organizational learning, growth, performance and competitiveness of 21<sup>st</sup> century organizations has increasingly been a topic for discussion and debate in scholarly and business settings (Dierkes, M. et al, 2007). This is partly because Organizational Learning is increasingly being recognized as an essential ingredient for organizational growth and expansion, financial development, as well as an index for gaining and maintaining a competitive advantage in its chosen economy, for any organization which efficiently uses it (Child, J., 2005; Roberts, J., 2007).

It has been noted that several factors, both within and

without the organization, affect an organization's ability to learn, what is learned, how the knowledge is communicated and how the knowledge is applied to result in changes in the organization which ensures it stays ahead of its competitors in its chosen field of endeavor (Roberts, J., 2007).

A vital characteristic of a Learning Organization is that its management has a commitment to the continuous growth and improvement of the organization; its management creates an environment that fosters responsibility, commitment and accountability from both individual staff and staff teams (Roberts, J., 2007). Leadership activities determine both the quality and quantity of learning related processes which occur in an organization (Dalglish, C. and Therin, F., 2004; Nonaka, I., von Krogh, G. & Voelpel, S.C., 2006).

\*Corresponding author E-mail: [mathildabanwat@yahoo.com](mailto:mathildabanwat@yahoo.com)

Learning organizations also provide a lot of opportunities for individuals and teams to learn through mentorship and coaching processes by managers, specialists in various fields and experienced colleagues (Easterby-Smith, M. & Prieto, I., 2008).

Rama-Rao noted that managers who desire to improve or introduce motivation to learn in their organizations usually perform three crucial functions: they establish a strategy to encourage knowledge sharing in the organization, appropriately modify the organizational structure to encourage learning and redesign the culture of the organization to reward efforts at knowledge creation among its staff and between the organization and others (Rao, R., 2007). Managers also encourage the development of competencies among all hierarchies of their staff; particularly that of leadership, communication and innovation (Dalglish, C. and Therin, F., 2004; Rao, R., 2007). These in turn encourage and motivates workers to participate in learning activities both within and outside the organization. Leadership creates the enabling environment for learning to take place in any work environment and the management presents the vivid example of organizational learning for workers to emulate (López, S.P., Peón, J.M., Ordás, C.J., 2005) The leadership of a learning organization is usually committed to the continuous growth and improvement of the organization; it therefore creates within the organization, an environment that fosters responsibility, commitment and accountability from both individual staff and staff teams (Montes, J.L, Montero, A.R & Morales, V.G., 2004). Strategic Leadership activities are key to staff motivation to learn as they determine , strategize and pay for both the quality and quantity of learning related processes which occur in an organization (Serrat, O., 2009).

A good leadership provides opportunities for learning through mentorship and coaching processes by managers, specialists in various fields and experienced colleagues, establish strategies to encourage knowledge sharing in the organization, appropriately modify the organizational structure to encourage organizational learning and redesign the culture of the organization to reward efforts at knowledge creation, sharing and organizational learning, among its staff and between its workers and others in allied organizations (Rao, R., 2007; Shadur, M.A., Kienzle, R. & Rodwell, J.J., 1999).

Meads and Andrew noted that when workers are satisfied with the type of knowledge shared in the organization, the number of opportunities they have to learn as well as the methods used in sharing knowledge in their organization, they get motivated to participate in learning activities (Meads & Andrews, 2009).

A motivated workforce therefore seeks knowledge, applies it appropriately and enables the organization to grow and compete favorably in its chosen field of practice. The extent to which staff of JUTH perceive this

conducive and enabling environment is being created and maintained by the leadership of their departments and the hospital has been studied in this research.

## METHODS

### Study Area

The Jos University Teaching Hospital (JUTH) is a 525 bed facility hospital, established in the 1970s, that provides tertiary health care services to the population of Plateau and the neighboring states of Nassarawa, Benue, Kaduna, Bauchi, Gombe Adamawa and Taraba. Established in 1975 as a Tertiary Health institution, JUTH is made up of 26 departments and all cadre of medical, para-medical and auxiliary staff located in both its temporary and permanent sites as well as its two community based outposts (Gindiri and Zamko).

### Study population

The studied population consisted of sampled staff (across hierarchical and departmental divisions) in JUTH.

Exclusion Criteria: Any staff who had worked for less than one year in the institution was excluded from the study. This was done to ensure that the sampled staff had imbibed the organizational culture of the institution. Any 'staff' who was on posting or rotation only in the organization from other institutions; not primarily a staff of JUTH, were also excluded as they would not share the 'organizational culture' JUTH. Staff in the rural outposts were also excluded from the study.

Inclusion criteria: Any staff (who consents), had spent at least one year working in the studied institution, whether he/she has undergone any training or not, provided his/her department is involved in improving skills and knowledge related to service provision.

### Sample size

The Sample size was determined using the formula for descriptive studies (Araoye, M.O., 2005):

$$N = \frac{Z^2 PQ}{d^2}$$

Where N = minimum sample size

Z = Standard deviation score at 95% = 1.96

P = Prevalence of OL related interactions in firms in Northern Nigeria = 17% = 0.17 (Egbetokun, A, Siyanbola, W, Adeniyi, A., 2008)

Q = Complimentary Probability (1- P) = 1 - 0.17 = 0.83

d = Error Margin = 5%

Substituting:  $N = \frac{(1.96)^2 \times 0.17 \times 0.83}{(0.05)^2} = 216.8$

**Table 1.** Age / Sex Distribution of Respondents.

Age group	Frequency	Percentage	Sex	
			Male	Female
	Frequency	Percentage	Frequency	Percentage
20 – 29	15	10.8	13	16.0
30 - 39	75	54.0	37	45.7
40 - 49	39	28.1	20	24.7
50 – 59	10	7.1	11	13.6
Total	139	100	81	100

Mean age of respondents was 37.12 + 7.13years. Their ages ranged from 19 to 57 years. Most respondents were aged between 30-39 years for both sexes.

**Table II:** Motivation for Learning and working by Sex

	Frequency	Percentage	Sex		Total
			Male	Female	
Incentive	Frequency	Percentage	Frequency	Percentage	Total
Monetary	45	34.3	14	16.2	59
Non-monetary	62	44.6	52	65.4	114
Both	32	32.1	15	18.4	47
Total	139	100	81	100	220

Both sexes were better motivated by non-monetary incentives; however females respondents were least motivated by monetary incentives while the male respondents who were motivated by both monetary and non-monetary incentives were fewest in proportion

Chi-square = 8.623; df = 2; p = 0.0134

A minimum sample size of 217 study subjects was calculated.

### Sampling Technique

A systematic sampling technique was used to sample subjects for the study. The sampling interval was gotten by:

Total number of staff in the hospital

Calculated minimum sample size

=  $\frac{1109}{216}$

= 5.13

Larger departments had more subjects sampled from them while smaller departments had fewer subjects sampled. In every department visited, a list of all the staff was gotten from the departmental secretary. The first staff to be sampled was selected using simple random sampling by balloting, then using a sampling interval of 5, the other staff were recruited.

### Study Materials

Data was collected from the respondents using a questionnaire which was a structured, self-administered questionnaire based on the specific objectives of the research.

### Data analysis

Data from each questionnaire was collated and analyzed into frequency tables using Epi info statistical software version 3.5.3. where Correlations and statistical relationships were done. Statistical tests of significance were termed significant based on a p value of  $\leq 0.05$  and a 95% confidence limit. Staff motivation was graded as poorly motivated, motivated and highly motivated based on scores obtained (0-4, 5-8 and 9-12) out of a maximum of 12 scores attainable.

### Ethical considerations

Ethical approval for the study was gotten from the Human Research Ethical Committee of Jos University Teaching Hospital. Each individual subject selected into the study was also briefed on what the research was about, ensured of confidentiality and gave written informed consent before the questionnaire was applied on him/her in his/her office at a time that least interrupted work. A pen and sensitization on the value of individual motivation in organizational learning was given to each subject as an incentive and any subject who declined to consent was not compelled or cajoled to participate in the study.

**Table III:** Relationship between Departmental Leadership and Team Work between Departments

Teamwork	Leadership			Total
	Autocratic	Democratic	Laisser-faire	
Poor	17	7	7	31
Fair	31	34	7	72
Good	30	72	5	107
Very good	1	7	2	10
Total	79	120	21	220

There was a statistically significant relationship between respondents perception of the type of leadership existing in the department and their assessment of the level of teamwork within the department ( $p = 0.0001$ )

**TABLE IV.** Logistic regression model of factors associated with staff being highly motivated

Exposure variables	Odds Ratio	95% CI	p – value
<b>JUTH leadership rating</b>	<u>6.345</u>	<u>1.661</u>	<u>0.006</u>
Democratic/Autocratic	0.000	0.000	0.975
Laisser-faire/Autocratic			
<b>Departmental leadership rating</b>			
Democratic/Autocratic	1.242	0.442	0.680
Laisser-faire/Autocratic	0.607	0.061	0.670
<b>Age</b>	1.048	0.984	0.143
<b>Sex</b>	0.396	0.170	0.032
Male/Female			

The predictive factors for being highly motivated to perform activities that improve knowledge and skill (both within and outside the organization ) respondents perception of the leadership type in the organization and being male. ( $p < 0.05$ ).

## RESULTS AND DISCUSSION

There was no statistically significant relationship between age and sex of respondents although more females were found to work at ages 20-29 and above 50 years of age; this is explained by the reduced burden of domestic responsibilities at these ages (NDHS, 2008). The girls are yet to get married or yet to start child-bearing and child-rearing activities; while the older women (above 50 years of age) are through with child-bearing and mostly have grown up children. This also shows that a majority of the working class in the organization (as in most other parts of the country, Nigeria) are young and agile; between the ages of 30 and 39 years.

This finding is comparable to data from countries like India and the USA where a majority of the work force is within the ages of 15 – 64; but majorly in their 30s (CIA, 2005). The finding also agrees with other writers who noted that workplace learning and motivation can be driven or hindered by changes in the organizational demographics, particularly age of the workforce (Meads and Andrews, 2009; Vaughan, K., 2007). Vaughan also noted that a 'young' population in an organization ensures a good supply of motivated, energized people

with a desire for intellectual growth and this drives organizational growth and staff motivation (Vaughan, K., 2007).

The majority (63.2%) of the research subjects were males; this finding is comparable with findings globally and is mainly because of the fact that at this age of productivity, most males are also responsible for the provision of basic needs of other family members and need to work to earn the money to do so (Brooke, S., 2001). This is more evident in developing countries like Nigeria where literacy levels of males are higher than that of females and most females work in the informal economic sector as traders, farmers and other unskilled workers (NDHS, 2008).

This finding can also be explained by the fact that until in recent years, certain health professions like medicine and pharmacy were considered strictly 'male professions' in Nigeria, majorly because of the tedious nature of the training and the many hours spent at work which was thought to be incompatible with the female gender. Having a predominantly male workforce has advantages to a learning organization as in Nigeria; the male gender has fewer or no domestic chores and has more time to invest in learning activities in the organization and on a personal basis.

Motivation of workers ensures that individual workers are involved in knowledge formation, acquisition and sharing (Song, J.H., Joo B.B. and Chermack, T.J., 2009); it ensures that an organization learns and is innovative in its learning activities which will invariably promote improved organizational performance (Eghtesadi, G. & Hamidzadeh, M., 2012).

Majority of the studied respondents were motivated by non-monetary incentives like recognition, increased responsibilities, sponsorship for learning activities and promotions than with monetary incentives like increased wages or salary bonuses. This finding is unlike opinions expressed by some researches in developing countries where respondents are motivated by monetary incentives due the high poverty levels in these settings (Meads and Andrew, 2001; Agba, A. M. & Ushie, E. M., 2010); this difference can be explained by the fact that the higher an individual's intellectual capacity, the less likely he/she is to be satisfied with meeting basic physiological needs with money (McLeod, 2012).

However, the finding is consistent with that done in an Arabian organization, among intellectual professionals (Kirstein, M., 2010). Since a good proportion of the studied respondents were health professionals whose earnings meet their physiological needs, their motivation would be derived more from meeting their self-esteem and self-actualization needs (levels 4 & 5 needs).

Other knowledge-related (non-monetary) incentives that have been known to motivate workers to improve their work performance include job security, good working conditions, tactful discipline and promotion or growth within the organization (Meads and Andrew, 2005; Akram, F & Bokhari, R., 2008).

Good working relationships in the workplace enhance the formation and maintenance of functional work teams where informal, pervasive learning forms the foundations of the contextual, everyday, work practices, routines, and behaviours.

This 'team-work' in turn forms the Organizational culture (Meads and Andrew, 2005).

A statistical association was found to exist between the type of leadership in the department and the ability of the department to function as an effective health team in the provision of quality health care.

This means that the more democratic a unit department is, the more likely it is for team-work in that unit to be effective.

The formation and maintenance of work teams has been noted by Child and Robert, to be fundamental in knowledge creation, sharing and organizational learning (Child, J., 2005; Roberts, J, 2007).

A vital factor that determines an organization's propensity to learn and innovate is the organizational structure (Eghtesadi G. and Hamidzadeh, 2012).

This structure is best described using the leadership or the structure of the organization. A good leadership encourages communication within the units; this vital

communication ensures knowledge sharing and improves organizational performance (Dalgligh, C. and Therin, F, 2004). In order to assess the structure of the organization, research subjects were asked to assess the type of leadership found in the Organization as well as their departments.

Majority (58.2%) of respondents rated their departmental leadership as democratic, 54.5% felt the organizational leadership was democratic and there was a statistically significant association between their rating of the organizational leadership and that of the organization ( $p < 0.0001$ ).

This means that the organizational leadership was rated based on the rating workers have of their departmental leadership. A democratic leadership encourages the sharing of knowledge and information as enhanced communication (Fischer, M & Röben, P., 2002).

This type of leadership in both the department and the organization would explain the ability of the organization to learn, its support for learning activities and introduction of technological growth in the organization. Managers encourage the development of competencies among all hierarchies of their staff; particularly that of leadership, communication and innovation (Serrat, O., 2009).

The most predictive factor for a worker being highly motivated was his/her perception of the leadership of the organization to be democratic in nature ( $p = 0.006$ ).

A democratic leadership involves the workforce in decisions made and operates an "open door policy" where the leader is accessible to the staff, involves them in decision making, plans the daily workings of the organization with them and makes relevant changes in the structure and functioning of the organization to ensure workers are motivated to learn (Eghtesadi, G. & Hamidzadeh, M., 2012; Fischer, M & Röben, P., 2002).

A study conducted in Iran showed a similar result with that of this study as it found a statistically significant relationship between leadership style and motivation of workers (Rad, A.M., Yarmohammadian, M.H, 2006).

A Malaysian study similarly found a relationship between transformational leadership and job satisfaction and motivation of staff studied (Voon, M.L., Lo, M.C., Ngui, K.S., Ayob N.B., 2011).

Other Nigerian studies also noted that workers are motivated by both monetary and non-monetary incentives like a sense of belonging and responsibilities given to staff by a democratic leadership of the organization (Agba, A. M. & Ushie, E. M., 2010; Ojokuku, R.M., 2007).

## CONCLUSION

It was concluded from this study that the perception of workers of the type of Leadership in the organization/department has an important bearing with motivation of public organizations should endeavor to be exemplar

And encouraging in their leadership.

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