Leadership Styles and Market Orientation on Performance of Selected Public Tertiary Institutions in Warri Metropolis

Bayai, Iselekebina Sunny PhD
Department of Marketing and Maritime Studies
Delta State Maritime Polytechnic, Burutu. PMB 1060
bayaisunny@gmail.com

Panama, Amos Ejiroghene PhD
Department of Petroleum Marketing,
Petroleum Training Institute, Effurun,
Delta State.
amosejiropanama@gmail.com

Gbenana, Yinzuo
Department of Business Administration and Management
Delta State Maritime Polytechnic, Burutu
DOI: 10.56201/ijmcs.v9.no2.2024.pg46.62

Abstract
This research investigates the interplay between leadership styles and market orientation of managers of selected public tertiary institution in Warri Metropolis. These managers (top, middle and lower level managers) are Rector, Deputy Rectors, Deans, and Heads of Departments of the institutions that makes up the sample population. The methodology employed included descriptive, correlation, factor analysis, and regression analyses. Through a field survey of managers, we find that organizations with greater transformational leadership are more likely to engage in institutional market orientation practices and transactional leadership is associated with these market orientation practices. Theoretically, this study contributes to the literature in market orientation in relation to tertiary institutions in Nigeria. For managers, it gives better understanding and insight into how their behaviours and leadership styles will influence the development of market orientation in their institutions. Limitations included the cross-sectional design which limits the degree to which we can make causal inferences and test the strength of the relationships over time and recommendations for future studies suggest other dimensions of leadership, beyond transformational and transactional, influence market orientation policies and success would help deepen understanding of this important but under-examined internal driver of influence market orientation.

Keywords: Market orientation, Transformational leadership, Transactional leadership, Institutional outcomes

1. INTRODUCTION

From a global perspective, economic and social developments are increasingly driven by the advancement and application of knowledge. Educations in general and tertiary education in particular are fundamental to the construction of a knowledge economy and society in all nations (World Bank 1999, cited by William, Hartnett and Erich, 2003). Tertiary Education Refer to all organized learning activities at the tertiary level (Jaja, 3013). The National Policy on Education (2004) defined tertiary education to include, universities, colleges of education, polytechnics and monotechnics. Tertiary education is aimed at. a) To contribute to national development through high-level relevant manpower training. b) To develop and inculcate proper values for the survival of the individual and society. c) To develop the intellectual capability of individual to understand and appreciate their local and external environment. d) To acquire both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of the society? e) To promote and encourage scholarship and community services. f) To forge and cement national unity; and g) To promote national and international understanding and interaction.

Education performs many functions. 1) Politically, education brings about enlightenment among members in the country. Through political education, national unity can be achieved especially in a plural society like Nigeria. Although for Nigeria, our politically educated seem to be our problem. However, it makes one better informed to play better roles in society. 2) It confers permanent literacy, numeracy and the ability to communicate effectively. It provides sound citizenship as a basis for effective participation in and contribution to the life in the society. Education develops in the recipients, the ability to adapt to changing circumstances. It provides tools for further advancement and equips the recipients to live effectively in a modern society of science and technology, while at the same time develops and projects culture, art and languages. 3) Economically, the higher institutions provide skills and techniques necessary to improve human competencies. The educated man provides the society with human capital as a result of his income which represents not only his earnings, but also his potential for further achievement. It increases stock of knowledge and ensures its diffusion. Higher institutions education raises recipient's level of productivity, creativity, initiative and innovation. The educated are prime movers of innovation in various areas of economic endeavour (Hasbison, 1971 in Jaja, 2013). 4) Socially, higher education plays a vital role in group, occupational effectiveness and development of self-confidence. It brings changes in attitude, motivation and incentive which lead to technology changes, invention, innovation and initiation (Adams, 1970 cited by Jaja, 2013). It instills discipline, hard work and morality. Therefore, higher institutions are unquestionably a significant part of the society and are a vital component of the economy.

However, despite higher institutions significant role in the economy, there is need for effective leadership style for institutions as it has a significant impact on their revenue generation ability, human resources management, growth and development which in turn has a great impact on the level of growth and development of the economy of Nigeria towards employment generation and nation's building (Munirat, Umar and Aina, 2014). It is argued, the role of marketing is crucial to

institutional performance and central to the successful implementation of business strategies because of the current competitive environment for superior quality products and services to customers (Day & Wensley, 1988 cited in Zorah and Mohamed, 2011).

This paper takes the view of Narver and Slater (1990), viewing market orientation based on cultural or behavioral factors. Various scholars in marketing (Lo, Abang, Ramayah and Wang 2015; Zorah and Mohamed, 2011) have argued that market orientation is a cultural or behavioral phenomenon. Having argued that top management is an antecedent crucial to the development of market orientation in institutions. However, there is very little empirical research identifying factors affecting top management behavior in relation to the development of market orientation in institutions. Top management behavior is crucial in the development of organizational culture, especially in higher institutions where top management influence is keenly felt (Changanti et al., 2002). Top manager's attitudes and values will influence the strategic orientation of the institutions. Thus, this paper examines the role of leadership styles of top managers in influencing development of market orientation. From an individual manager's perspective, top management behavior is frequently mentioned as a key barrier to developing a market oriented culture (Harris, 1996; Harris & Ogbonna, 1998 cited in Zorah and Mohamed, 2011).

2. LITERATURE REVIEW
2.1. THE CONCEPT OF LEADERSHIP

According the review of the leadership literature provides one with a plethora of definitions and theories, all of which are defined or propounded to suit the perception of the authors who suggested them, or as descriptions of the leadership landscape that existed during certain eras or periods of human life. This dynamism or unsettling nature of discourses on the concept of leadership may be attributed to the dynamic nature of the concept itself. Yukl (2008) defined Leadership has been in terms of individual traits, leader behavior, leader-subordinate interaction patterns, role relationships, follower perceptions, influence over followers, influence on tasks/goals, and influence on organizational culture (Yukl, 2008, cited in Cavarkapa and Flynn, 2016).

Bass et al. (2004) claims that the definition of leadership should depend on the purposes to be served by the definition. According to Burns et al. (2008), leadership is identified as the ability to inspire followers to attempt to accomplish goals that represent the values, motivations, wants, needs, aspirations, and expectations of both leaders and followers. Additionally, Schein (1992) in Mohammed (2012) indicates that leadership is the ability to operate outside of the existing culture to start an evolutionary change processes. Genty (2014) Leadership is "the process of influencing others to work willingly towards an organization's goal with confidence and keenness". That is, the ability to influence to influence the behavior of others in a given situation. It can also be viewed as a process within groups in which one person, either by virtue of position or personality or both, obtains sufficient commitment of the other members to facilitate the achievement of group goals (Lawal, 1993). Besides, Northouse (2013) points out that leadership is a phenomenon that occurs in groups. Groups are the context in which leadership takes place. Thus, leadership is basically about one individual who influences a group of others to accomplish common goals.

Therefore, both leaders and followers are involved together in the leadership process. That is why it is common to say that leaders need followers, and followers need leaders. In fact, it is a transactional event that occurs between the leader and the followers. Although leaders and followers are closely linked, it is the leader who often initiates the relationship, creates the communication linkages, and carries the burden for maintaining the relationship (Bryman, 1992).

2.2. LEADERSHIP STYLES OF MANAGERS

According to Genty (2014) Leadership Styles - By style, simply means a way of doing something, especially one, which is typical of a person, group of people or place. Therefore, leadership style refers to the type of method or technique adopted by a leader in a particular situation in order to achieve group goals or objectives. In other word, the term leadership style is used to describe the manner in which a person exercises leadership, especially in relation to their treatment of people and tasks (Jacob, 2004; Lawal, 1993) cited in Genty (2014). Obisi (1996) pointed out that leadership style of a leader can only be earned. He emphasized that the style of a leader cannot be forced, conferred or bought. That is, the way in which a leader uses power will indicate his/her leadership style. Leadership style is contingent on the personality of the leaders.

Leadership as viewed by Kouzes and Posner (1987) cited in Munirat et al, (2014) is an ongoing process of building and sustaining a relationship between those who aspire to lead and those willing to follow. Their views explore common patterns of action at the core of effective leadership. Authenticity, initiative, courage, and inspiration, as well as the abilities to frame engaging opportunities, foster collaboration, and empower others qualities available to all no matter where they sit in the hierarchy can enable groups of ordinary individuals to accomplish extraordinary things.

Literature on leadership shows a progressive pattern, which starts from focusing on the attributes and characteristics of a leader, then concentrates on behavior and later emphasizes on the contextualized nature of the leadership. Contemporary literature on leadership mainly focuses on the two main dimensions of leadership style i.e. transactional and transformational leadership styles.

2.2.1. Transactional leadership style

Transactional leadership style is centered on leader-follower exchanges. Followers perform according to the will and direction of the leaders and leaders positively reward the efforts. The baseline is reward which can be negative like punitive action, if followers fail to comply with or it can be positive like praise and recognition, if subordinates comply with the intent and direction settled by a leader and achieve the given objectives. Four core facets of transactional leadership as described by Riaz, and Haider, (2010) are contingent rewards, active management by exception, passive management by exception and laissez-faire. Transactional leadership makes a strong link between leadership and the ability to motivate goal attainment and improved performance through reward structures (Ozer, and Tinaztepe, 2014).

According to Obiwuru (2011) Transactional leaders display both constructive and corrective behaviours. Constructive behaviour entails contingent reward, and corrective dimension imbibes management by exception. Contingent reward involves the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Bass, 1985). Active management by exception refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur (Obiwuru, 2011).

2.2.2 Transformational leadership style

Other center of attention for most of the researchers and experts is transformational leadership which shows the other extreme. Transformational leaders alter the beliefs and attitudes of followers and inspire the subordinates in their own interests parallel with the betterment of the organization (Jansen, Vera and Crossan, 2009). Transformational leaders facilitate new understandings by increasing or altering awareness of issues. Resultantly, they foster inspiration and excitement to put extra efforts to achieve common goals. According to Jansen, et al (2009), transformational leadership is also based on four dimensions such as charisma, communication, intellectual stimulation and individualized consideration (Riaz, and Haider, 2010).

Transformational leadership emphasizes inspiration, motivation, challenge, vision, personal development and superior performance by followers. There is also considerable evidence that transformational leadership is effective, and it is positively related to subordinate satisfaction, motivation, and performance (Bass, 1999). Understanding the various leadership styles including their potential benefits and limitations will help organizations and leaders improve performance and respond to the changes in resources, technologies, marketing methods, and distribution systems because of market globalization (Ozer, and Tinaztepe, 2014). Obiwuru (2011) stated that a transformational leader's behaviour originates in the personal values and beliefs of the leader and motivates subordinates to do more than expect (Bass, 1985). Burns (1978), identified transformational leadership as a process where, "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Obiwuru, 2011).

2.3. LEADERSHIP THEORIES
2.3.1. **Great Man or Trait school:** Celebrates outstanding individual leaders (in the heroic tradition) and studies their traits or characteristics to understand their accomplishments as leaders (Stodgill, 1948; Tannenbaum and Schmidt, 1973; CEML, 2002; Harter, 2008) Cited in (CISL, 2016). Munirat, et al (2014) Great Man theories assume that the capacity for leadership is inherent –that great leaders are born not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the

time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

This theory was developed from an early research which included the study of great leaders. The early leaders came from the privileged class and held hereditary titles. Very few people from the lower class had the opportunity to take a lead. The Great Man theory was based on the idea that whenever there is a need of leadership, a Great Man would arise and solve the problems. When the Great Man theory was proposed, most of the leaders were males and therefore, the gender issues were not negotiable. Even the researchers were male, which was the reason for the name of the theory being 'Great Man Theory' (Isaacs, 2016).

Trait theory: trait theories assume that people inherit certain qualities and traits that make them better suited for leadership. Trait theories often identify particular personality or behavioural characteristics shared by Leaders (Munirat, et al 2014). Isaacs (2016) said that dispositional qualities such as a stable personality, intelligence, integrity, ambition, and decision-making skills are a result of individual behaviour and contribute to more effective leadership. These traits can be classified as either general (for example intelligence, authenticity, and enthusiasm) or work-related (for example vision, decision-making, emotion, and intelligence). According to Northouse (2013), the following traits are central to an individual's strive to be an effective leader: intelligence, self-confidence, determination, integrity, and sociability. The context, style, work and interpersonal relations may impact on the degree to which a leader with these personality traits can achieve the goals of the institution.

2.3.2 Behavioural or Styles school: Describes leadership in terms of people and task-orientation, suggesting that different combinations of these produce different styles of leadership (Lewin et al., 1939; Blake and Mouton, 1964, 1985; Kouzes and Posner, 1995) Cited in (CISL, 2016). Munirat, et al (2014) Behavioural theory emphasizes the behaviour of the leader as determining factor their effectiveness in the work environment. According to Lawal (1993) in Genty (2014), behavioral leadership theories shifted attention from the trait approach of physical or psychological characteristics that account for a person's behavior to what an effective leader do. That is, how they delegate tasks, how they communicate with and motivates their subordinates as well as how they carry out tasks. Lawal (1993) argued that behavioural approach unlike the trait assumes that behaviours could be learned. Therefore, individuals trained in the appropriate leadership behaviours could be effective (Genty, 2014).

2.3.3 Situational or Context school: Emphasizes the importance of context in shaping leaders' responses to be more relationship or task motivated, or more authoritative or participative. Vroom and Yetton, 1973; Graeff, 1983; Cited in (CISL, 2016). Situational theory Friedler, (1967) cited in Munirat, et al (2014) states that the leader is effective when their qualities and actions are contingent on situational factors, such as the characteristics of the group, organizational culture, task structure, the leader's position of power, and follower abilities. This means the "leader's behaviour and style are interrelated and interdependent with/on the follower's situation, his ability and motivation."

2.3.4 Contingency or Interactionist school: Proposes that leaders' influence is contingent on various factors (like positional power), which in turn determines appropriate leadership styles. Fiedler, 1967; House and Mitchell, 1974; Barbour, 2008; Cited in (CISL, 2016). Katz and Kahn cited in Genty (2014) suggested contingency style of leadership effectiveness for system (organization) is contingent upon the leader adopting appropriate style in the light of situation favourableness. This implies that contingency style is a process whereby a leader influence to exercise his ability depends upon the group tasks, situation and the degree of personality and approach to which the leader considered fit the group (Genty, 2014).

2.3.5 Social learning theory of leadership: focuses on the creation of opportunities for experimentation and new learning that can lead to improved organizational capacity and performance. Human behaviour is observed and learned by means of social and mental processes that include modelling across formal and informal settings. This theory recognizes the influence of reinforcement contingencies, for example external stimuli such as reward to enhance or maintain good behaviour or performance. The role of leaders is to be enablers in the developmental process, i.e. to be facilitative and not authoritarian (Bandura, 1977) cited in (Isaacs, 2016). The adoption of a specific theory of leadership or style is subjective to the contextual factors such as the institutional arrangements, political legitimacy, leader's personality, and bases of power.

2.3.6 Transactional or Transformational school: Contrasts leadership as a negotiated cost-benefit exchange and as an appeal to self-transcendent values of pursuing shared goals for the common good (Bass, 1974; Burns, 1978; Price, 2003) in (CISL, 2016). Burns (1978) in Du (2013) has identified two leadership styles, transformational and transactional, that managers might exhibit. The transformational leader is one who articulates a vision of the future that can be shared with followers, intellectually stimulates followers, and pays attention to individual differences among employees. In contrast, the transactional leader motivates employees primarily through contingent-reward exchanges.

Bass, (1998) in Du (2013) conceptualizes them as distinct dimensions. Thus, a manager may exhibit characteristics of both. Transactional leaders are more effective at operating an existing system; they set goals, articulate explicit agreements regarding expectations and rewards, and provide constructive feedback to keep everybody on task. Transformational leaders are more effective at driving change, or transcending the status quo; they inspire followers with their vision and create excitement through use of symbolism and imagery.

2.4. Market Orientation

According to Plinke (2015) the marketing concept has been steadily increasing in importance. Marketing management as we understand it today originated in the 1950s and the first of modern schools of marketing thought which took a managerial approach to understanding marketing (Alderson, 1957 cited in Brian Jones et al 2012) is thus more than 60 years old. Let us look at two viewpoints from the early days of modern marketing, which marked the transition from a selling to a marketing orientation in business. Drucker (1954) cited in Plinke (2015) formulated the following vision of the marketing concept: There is only one valid definition of business purpose:

to create a satisfied customer. It is the customer who determines what the business is. Because it is its purpose to create a customer, any business enterprise has two and only these two basic functions: marketing and innovation. Actually marketing is so basic that it is not just enough to have a strong sales force and to entrust marketing into it. Marketing is not only much broader than selling; it is not a specialized activity at all. It is the whole business seen from the point of view of its final result, that is, from the customer's point of view (Drucker, 1954).

Levitt (1960) expressed it thus: Selling focuses on the needs of the seller; marketing on the needs of the buyer. Selling is preoccupied with the seller's need to convert his product into cash; marketing with the idea of satisfying the needs of the customer by means of the product and the whole cluster of things associated with creating, delivering and finally consuming (using) it.

Modern marketing aims to bring about a specific orientation of the institution to the market. These two "gurus" of modern marketing described the marketing concept some time ago, but it is still not the case that this concept has become accepted as a matter of course in every institution. No matter how reasonable it appears to be, this focus of institution behavior does not occur automatically. On the contrary, very different institution orientations can be observed in the market, which in some cases have nothing to do with marketing. The reason for this is to be found in the level of development of an economy and the intensity of competition (Plinke, 2015).

But increasing the range and level of sophistication of marketing activities and engaging in 'the trappings of marketing' does not guarantee that a school is market oriented. Research is suggesting that while engaging in marketing activities may be important, 'market orientation' is a vital ingredient in determining an institution's success. Market orientation is more than simply 'getting close to the customer.' An organization can be market oriented only if it completely understands its market. Customer information must go beyond research and promotional functions to permeate every organizational function (Drysdale, 1999).

Market orientation is generally regarded as the implementation of the 'marketing concept'. The marketing concept is a philosophy of doing business, which puts the customer's needs at the centre of the organization. In terms of the school, the marketing concept starts with the student's and parent's needs as the central function of school purpose. The school must identify these needs and then decide which ones it should try to satisfy. This is the responsibility of all members of the school community. The opportunity to meet school objectives will occur through the school's efforts to determine student and parent satisfaction (Drysdale, 1999).

One operational concept proposed by Drysdale (1999) defined market orientation as composed of four sets of activities: Competitor orientation, Inter-functional Coordination, Long-term Focus and Market Intelligence System. Narver and Slater (1990) cited in Kassim and Sulaiman (2011) conceptualized market orientation from an organizational cultural perspective. Narver and Slater view market orientation as an organizational culture that effectively and efficiently creates necessary behaviors for the creation of superior value for buyers, and thus continued superior performance for the business. Narver and Slater's definition consists of behavioral components of market orientation, focusing on three elements: customer orientation, competitor coordination, and inter-functional coordination.

Maydeu-Olivares and Lado (2003) market orientation can be conceptualized as consisting of nine facets: analysis of the final customers, analysis of intermediate customers (distributors), analysis of the competitors, analysis of the market environment, strategic actions on the final customers, strategic actions on intermediate customers (distributors), strategic actions on the competitors, strategic actions on the market environment, and inter-functional coordination. That market orientation is conceptualized as consisting of nine facets should not be taken to imply that market orientation is a multidimensional concept. Lado et al. (1998) cited in Maydeu-Olivares and Lado (2003) have shown that these facets are well accounted for by a one-factor model. Therefore, these nine facets should be taken as the conceptual components of a unidimensional construct of market orientation, and a unidimensional measure of market orientation is called for (Maydeu-Olivares and Lado, 2003).

Narver and Slater (1990) utilized the term market orientation as synonymous with market-oriented culture. Blankson and Cheng (2005) say that a firm is market orientated when firm's culture is governed by values which systematic ensure superior value creation for customer. Practically, this means gathering the information about customers and competitors and using this information for building superior value for the customers".

Therefore, this study emphasizes the view of market orientation as culture. Schein 2001 defined organizational culture is a set of basic assumptions that a group has devised, discovered or developed on learning how to deal with external adaptation problems and that have worked sufficiently well to be considered valid and taught to new members as the right way to perceive, think and feel vis-à-vis these problems. The market concept is further defined as a distinct organizational culture, a fundamental set of beliefs and values that put customer at the center of the firms' thinking about strategy and operations (Deshpande & Webster, 1989). This strengthens the argument for investigating cultural factors as effectively and efficiently creating such behaviors (Narver & Slater, 1990).

2.5. MANAGEMENT BEHAVIOUR IN DEVELOPING MARKET ORIENTATION

A firm's market orientation is not the function of a particular department; on that vein, a market orientation is a general management task, a feature of running a business. Market orientation is a matter for the managing director; it cannot be delegated. The marketing concept has to be developed into the market-oriented management of a business unit. Market-oriented management is the current challenge facing companies wishing to gear themselves to the market (Plinke, 1992; in Plinke, 2015).

New ways of succeeding were revealed to institutions that took the wishes and expectations, perceptions and judgments of customers seriously, and geared their offers to them. As competition further intensified, an additional dimension of market orientation was added to the way firms oriented themselves to the market, i.e., a simultaneous orientation to customers and competition. Whereas, it may have been sufficient to pursue a policy of customer orientation to gain a lead, it is now the relative position of the supplier compared with its competitors that is critical (Plinke, 2015).

The top management must give clear signals and establish clear values and beliefs about serving the customer. Market orientation is achievable only if the board of directors, or governing council and institution's management team realize the need to develop positive attitude towards market orientation. Continuous reinforcement by senior management is required if individuals within the organizations are to be encouraged to generate, disseminate and respond to market intelligence (Levitt, 1969 cited in Kajendra, 2008). Willingness to take risks will encourage and facilitate organization wide commitment to innovation and responsiveness (Kohli and Jaworski, 1990, Jaworski and Kohli, 1993). Top management behaviour is repeatedly specified as an essential factor in instigating and installing improved market orientation (Kassim and Sulaimann, 2011). If top managers show a willingness to take risks and accept failures as being natural, junior managers are more likely to prepare and introduce offerings in response to market needs (Kajendra, 2008).

Fig. 1 Conceptual Framework

Source: Author (2024)
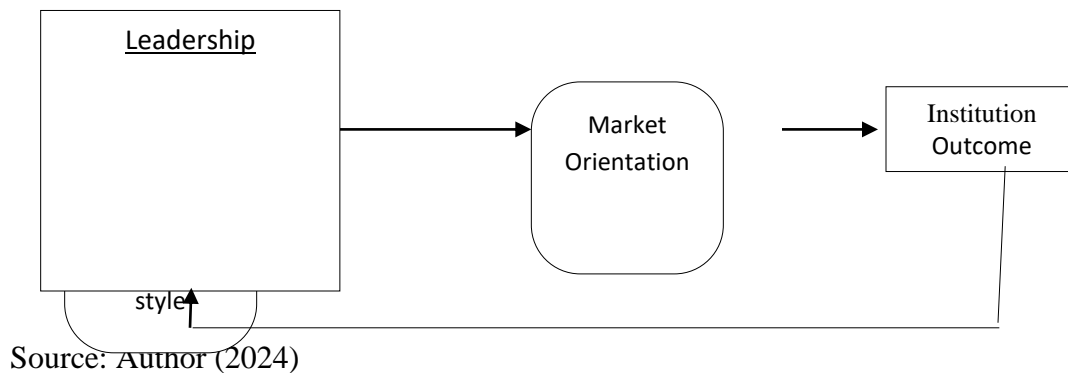
3. METHODOLOGY

The study employed a convenience sampling. The research population includes the top level managers (Rectors), middle level managers (Deans of Faculties) and lower level managers (Heads of Departments) of selected public higher institution in Warri metropolis in Delta State, Nigeria. Research type was a field study and the tool to gather information was a 23-item questionnaire. 7 items are allotted to leadership style, 6 items to transformation leadership style, 5 items to transactional leadership style and 5 items to measure market orientation. 5-point Likert type scale was used which involve form completely opponent to completely proponent. The population included 98 managers.

The sample size of this research by the use of Krejcie and Morgan (1970) was set at 80 managers. Totally, 63 questionnaires were returned. The reliability of this questionnaire has been measured to be a Cronbach alpha of 0.928

Case Processing Summary

	N	%
Cases	63	100.0
Valid	0	.0
Excluded[a]	63	100.0

Total		

a. Listwise deletion based on all
variables in the procedure

Reliability Statistics

Cronbach's Alpha	N of Items
0.928	23

3.1 Hypotheses of research:

Ho₁: There is no significantly relationship between leadership style and market orientation in tertiary institutions.

Ho₂: There is no significantly relationship between Transformational leadership style and market orientation in tertiary institutions.

Ho₃: There is no significantly relationship between Transactional leadership style and market orientation in tertiary institutions.

3.2 Results and Analysis:

➢ The relationship between leadership styles and Market orientation was positive. There is a significant correlation between leadership styles and market orientation. And the more the scores of leadership styles, the more the scores of Market orientation. The correlation coefficient between leadership styles and market orientation is 0.389.

Correlations

			Market orientation	Leadership style
Spearman's rho	**Market Coefficient orientation**	**Correlation**	**1.000**	**.389****
		Sig. (2-tailed)	**.**	**.006**
		N	**63**	**63**
	Leadership Coefficient Style	**Correlation**	**.389****	**1.000**
		Sig. (2-tailed)	**.006**	**.**
		N	**63**	**63**

**. Correlation is significant at the 0.01 level (2-tailed)

➢ The relation between Transformational leadership style and Market orientation was positive. There is a significant correlation between Transformational leadership style and Market orientation. And when the scores of Transformational leadership style increase, the scores of Market orientation increase too.

Correlations

			Market orientation	Transformational leadership style
Spearman's rho	**Market Coefficient orientation**	**Correlation**	1.000	.563**
		Sig. (2-tailed)	.	.006
		N	63	63
	Transformational Coefficient Leadership style	**Correlation**	.563**	1.000
		Sig. (2-tailed)	.006	.
		N	63	63

**. Correlation is significant at the 0.01 level (2-tailed)

> ➤ The relationship between Transactional leadership style and Market orientation in the tertiary institution was positive. There is a significant correlation between Transactional leadership style and Market orientation. The increase of Transactional leadership style scores resulted in the increase of Market orientation scores. Among the aspects of Leadership style, the Transactional leadership style has the lowest correlation with Market orientation.

Correlations

			Market orientation	Transactional leadership style
Spearman's rho	**Market Coefficient orientation**	**Correlation**	1.000	.238**
		Sig. (2-tailed)	.	.430
		N	63	63
	Transactional Coefficient Leadership style	**Correlation**	.238**	1.000
		Sig. (2-tailed)	.430	.
		N	63	63

**. Correlation is significant at the 0.01 level (2-tailed)

4. **Discussion**

Despite the prominent place market orientation has on the global corporate agenda, our understanding of micro-level institutional dynamics about market orientation, such as creating, communicating and delivery value to customer, remains incipient.

This study has sought to shed light on the ways in which transformational and transactional leadership styles affect an institutional market orientation practices, as well as the organizational outcomes of market orientation. Specifically, we develop and test a theoretical framework

pertaining to (1) how leadership styles influence the relationship between institutional market orientation and institutional outcomes (2) how transformational leadership affects institutional market orientation practices, and (3) how transactional leadership affects institutional market orientation practices.

Through a field survey of managers (top, middle and lower level managers) we find that firms with greater transformational leadership are more likely to engage in institutional market orientation practices and transactional leadership is associated with these market orientation practices. Furthermore, stakeholder-oriented marketing reinforces the positive link between transformational leadership and institutional market orientation practices. Finally, our results show that transactional leadership and transformational leadership enhances the positive relationship between institutional market orientation practices and institutional outcomes. Our research highlights the differential roles that transformational and transactional leadership styles play in a firm's institutional market orientation practices, which have significant implications for theory and practice.

4.1 Theoretical Implications

Although much has been said about the salubrious effects of market orientation on stakeholder support, loyalty, and retention (e.g., Bhattacharya, et al. 2008), less is known about the driving effects of the leadership styles displayed by managers on a firm's market orientation policies and outcomes (Groves and LaRocca 2011).

This study has provided much needed empirical evidence concerning the differential roles of transformational and transactional leadership styles in the firm's institutional market orientation practices. Our findings have implications for theories of market orientation and leadership.

By documenting the positive association between transformational leadership and institutional market orientation, this study advances knowledge about institutional drivers of market orientation. Although prior research has conceptualized various organizational antecedents to market orientation, such as managers' mental frames and sense-making processes (Basu and Palazzo, 2008), organizational culture (e.g., future or performance orientations; Berger et al. 2007), and leadership styles (Angus-Leppan et al. 2009), large-scale empirical studies of organizational drivers of market orientation are lacking (Waldman et al. 2006). This research bridges leadership literature and market orientation literature to provide empirical evidence on the transformational leadership–institutional market orientation link.

Specifically, this study places transformational leadership in the context of stakeholder theory and shows that transformational leaders are likely to exhibit responsible leadership by, among others, promoting institutional market orientation that advances the welfare of secondary stakeholders. Furthermore, integrating theoretical constructs from organizational behavior and marketing, we find that the link between transformational leadership and institutional market orientation is not constant across all firms, instead depends on the level of stakeholder-oriented marketing practiced by the firm. This result attests to the importance of taking a cross-disciplinary approach in market orientation research (Du et al. 2011). Research on institutional antecedents to market orientation should continue to adopt a broad theoretical perspective that spans different business disciplines (e.g., organizational behavior, marketing, strategy, and information system).

This finding accentuates the unique strength of transactional leadership in deriving institution benefits from institutional market orientation and suggests that, in certain circumstances, transactional leadership is effective but transformational leadership is not. The dampening effect of transformational leadership on the organizational outcomes of market orientation indicates that this leadership style is not without peril; by itself, it seems to detract from market orientation's ability to create value for the firm (Du, et al. 2013).

4.2 Practical Implications

This study highlights the importance of organizational leadership in a institution's market orientation endeavors. Despite the well-accepted belief that market orientation is critical to institution' ability to meet their stakeholder obligations and obtain sustained growth, many institutions struggle to promote socially responsible business practices and maximize the social and business returns to their market orientation (Du, et al. 2013). Our findings suggest that leadership styles play an essential role. Specifically, a transformational leadership style is best suited for initiating and designing socially responsible practices; transactional leadership is best suited for implementing and deriving institution benefits from socially responsible practices.

It appears that both transformational and transactional leadership styles are required for successful institutional market orientation practices. Our findings thus suggest that managers should adopt a pluralistic approach to leadership and practice transformational leadership in conjunction with transactional leadership. This recommendation is consistent with Quinn's (1988) concept of a ''master manager,'' who chooses transformational or transactional behaviors depending on the circumstances, cited in (Du, et al. 2013). In particular, transactional leadership behaviours, by managing the mundane, day-to-day events (e.g., monitoring, corrective actions, and continuous improvement), augment transformational leadership behaviors. Collectively, both styles serve to reinforce a firm's market orientation endeavors. This study also suggests that institutions should attend to the supporting role of marketing to provide the appropriate institutional context for market orientation practices (Blankson, et al. 2005).

5. CONCLUSIONS

This research examined the relationship between leadership style and market orientation in order to achieve and to maximize institution goals and promote greater performance. According to the findings, there is a direct positive and significant relationship between leadership style and market orientation of the public tertiary institutions, thereby supporting the first hypothesis.

Transformational leadership style also had positive significant relationship with market orientation of the public tertiary institutions. This supported the second hypotheses. Also transactional leadership style in public tertiary institutions is a remarkable factor for authorities which play a vital role in market orientation like previous studies (Munirat, et al, 2014). Transactional leadership style had a positive significant relationship with market orientation. This does not supported the third hypotheses.

From the discussions it is evident that public tertiary institutions would perform well if market orientation is improved and practiced formally. This however can be achieved as the findings show if customers (students) are put first, thus customer's satisfaction is seen as priority. Again if

customer (students) information is shared between management and staff can make inputs and to how best customers (students) can be served to improve service quality. Yet again it is important for nascent and small public tertiary institutions to serve customers (students) well in areas where they have competitive advantage and also attend regularly to customer (students) complaints. Thus an improvement in the market orientation will lead to an equally high performance thus ensuring the long term survival of the businesses.

6. LIMITATIONS AND FURTHER RESEARCH

Several caveats should be taken into consideration when interpreting the results of this study. First, the cross-sectional design limits the degree to which we can make causal inferences and test the strength of the relationships over time. Replications and extensions of our findings using experimental and longitudinal designs are needed. Second, we employ a multi-informant technique (i.e., respondents from each firm) and measure all variables with a common method (i.e., field survey). Although our analysis indicates that common method bias is not a serious issue, additional research should employ multi-informant and multi-method designs to overcome this potential limitation. Third, this study involves only selected public higher institution in Warri metropolis. Further research should examine the generality of our findings in other sector with different cultures (e.g., individualistic vs. collectivistic) or different economic developmental stages (e.g., developing countries). Finally, further work on how other dimensions of leadership, beyond transformational and transactional, influence market orientation policies and success would help deepen understanding of this important but under-examined internal driver of influence market orientation.

REFERENCES

Angus-Leppan, T., Metcalf, L., & Benn, S. (2009). Leadership styles and CSR practice: An examination of sense-making, institutional drivers and CSR leadership. *Journal of Business Ethics, 93, 189–213.*

Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. 2003. Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology, 88(2) 207.*

Basu, K., & Palazzo, G. (2008). Corporate social responsibility: A process model of sense-making. *Academy of Management Review, 33, 122–136.*

Berger, I. E., Cunningham, P., & Drumwright, M. E. (2007). Mainstreaming corporate social responsibility: Developing markets for virtue. *California Management Review, 49, 132–157.*

Bhattacharya, C. B., & Korschun, D. (2008). Stakeholder marketing: Beyond the four P's and the customer. *Journal of Public Policy and Marketing, 27, 113–116.*

Blankson, C. & Cheng, M. S. (2005). "How small businesses adopt the market orientation concept? The case of small business in Michigan", *Journal of Business & Industrial Marketing, 4 (2). 213-224.2005.*

Brian Jones, D. G., Shaw, E. H. & McLean, P. A. (2012). *The Modern Schools of Marketing Thought.* The SAGE Handbook of Marketing Theory. SAGE Publications, Inc.

Burns, R., & Burns, R. P. (2008). *Business research methods and statistics using SPSS.* Thousand Oaks, CA: Sage Publications.

Cavarkapa, B. & Flynn, J. (2016). *Leadership in Global Markets*. https//www.cavarkapab@easternct.ed

Chaganti, R., Cook, R. G., & Smeltz, W. J. (2002). Effect of styles, strategies and systems on the growth of small businesses. *Journal of Developmental Entrepreneurship, 7 (2).*

Deshpande, R., & Webster, F. E., Jr. (1989). Organizational culture and marketing: Defining the research agenda. *Journal of Marketing, 53, 3-15.*

Drysdale, L. (1999). Marketing or Market Orientation: What's the Difference, *Prime Focus the Professional Journal for Australian Primary School Leaders. 28-29.*

Du, S., Swaen, V., Lindgreen, A & Sen, S. (2013). The Roles of Leadership Styles in Corporate Social Responsibility. *Journal of Business Ethics 114: 155–169.*

Du, S., Bhattacharya, C. B., & Sen, S. (2011). Corporate social responsibility and competitive advantage: Overcoming the trust barrier. *Management Science, 57, 1528–1545.*

Genty, K. I. (2014). Leadership Styles and Their Implications for Prosperous Industrial Relations in Nigeria. *European Scientific Journal. 1 560-574.*

Groves, K. S., & LaRocca, M. A. (2011). An empirical study of leader ethical values, transformational and transactional leadership, and follower attitudes toward corporate social responsibility. *Journal of Business Ethics, 103, 511–528.*

Isaacs, J. D. (2016). The Impact of Transformational Leadership on Performance Management: A South African Local Government Case Study. *Published M.Sc. Thesis Paper. Stellenbosch University. https://scholar.sun.ac.za.*

Jaja, M. J. (2013). Higher Education in Nigeria: it's Gain, its Burden. *Global Journal of Human Social Science Linguistics & Education (13) 14. 20-29.*

Jansen, J., Vera, D. & Crossan, M. (2009). "Strategic leadership for exploration and exploitation: The moderating role of environmental dynamism", *The Leadership Quarterly, 20. 5-18.*

Jaworski, B. J., & A. K. Kohli (1993), "Market-orientation: Antecedents and Consequences," *Journal of Marketing, 57 (3), 53-70.*

Kajendra, K. (2008). Market orientation and Company Performance: A study of Selected Japanese and Sri Lankan Companies. *Industrial Marketing Management, 26, 385-402.*

Kassim, Z. A. & Sulaiman, M. (2011). Market Orientation and Leadership Styles of Managers in Malaysia. *International Journal of Leadership Studies. 6 (2), 230-245.*

Kohli, A. K., & B. J. Jaworski (1990). "Market-orientation: The Construct Research Propositions, and Managerial Implications", *Journal of Marketing, 54(2), 01-18.*

Kwasi D. B. (2014)."Effective leadership and sustainable development in Africa: is there "really" a link?", *Journal of Global Responsibility, 5 (2) 203-218*

Levitt, T. (1960). Marketing Myopia. *Harvard Business Review, 38(4), 45–56.*

Lo May-Chiun, Abang, A. M., Ramayah, T. & Wang Y. C. (2015). Examining the Effects of Leadership, Market Orientation and Leader Member Exchange (LMX) on Organizational Performance. *Inzinerine Ekonomika-Engineering Economics, 2015, 26(4), 409–421.*

Maydeu-Olivares, A. & Lado, N. (2003). Market orientation and business economic performance: A mediated model. *International Journal of Service Industry Management 14 (3), 284-309.* http//www.emeraldinsight.com/researchregister.

Mohammed F. S. A. (2012). *The Relationship between the Full Range of Leadership Styles and Employees' Creative Performance in Civil Service Organizations: A Field Study of Omani Civil Service Managers.* A published thesis submitted to The University of Manchester for the degree of Doctor of Philosophy in Development Policy and Management. Institute for Development Policy and Management.

Munirat O. Y., Umar, D. M. & Aina, O. K. (2014). Management of Leadership Style: An Approach to Organizational Performance and Effectiveness in Nigeria. *International Journal of Humanities Social Sciences and Education (IJHSSE) 1, (2), 17-29.* (Online) www.arcjournals.org.

Narver, J. C., & Slater S. F. (1990). The effect of a market orientation on business profitability. *Journal of Marketing, 54, 20-35.*

National Policy of Education (2004). Federal Ministry of Education. Lagos. NERDC.

Northouse, P. G. (2013). *Leadership: Theory and Practice*, 6th ed. Western Michigan University (USA): Sage Publications, Inc.

Obiwuru, T. C., Okwu, A. T., Akpa, V. O. & Nwankwere, I. A. (2011). Effects of Leadership Style on Organizational Performance: A Survey of Selected Small Scale Enterprises in Ikosi-Ketu Council Development Area of Lagos State, Nigeria. *Australian Journal of Business and Management Research 1 (7) 100-111.*

Ozer, F. & Tinaztepe, C. (2014). Effect of Strategic Leadership Styles on Firm Performance: A study in a Turkish SME. *10th International Strategic Management Conference. Procedia - Social and Behavioral Sciences 150, 778–784.* Online at www.sciencedirect.com

Plinke, W. (2015). Fundamentals of Business-to-Business Marketing. The Core Concept of Marketing Management. *European School of Management and Technology, Berlin, Germany. Springer International Publishing Switzerland.* wulff.plinke@esmt.org

Riaz, A. & Haider, M. H. (2010). Role of transformational and transactional leadership on job satisfaction and career satisfaction. *Business and Economic Horizons Journal, 1(1), 29-38.*

Schein, E. H. (2001). Concepts of culture and organizational analysis. *Administration Science Quarterly, 28 (3), 339-358.*

University of Cambridge Institute for Sustainability Leadership (CISL) (2016). *Global Definitions of Leadership and Theories of Leadership Development: Literature Review.* [Online]. [Accessed on 26 July, 2018]. Available at: http://www.cambridgeinstituteforsustainabilityleadership.org/leadership.php.

Waldman, D. A., Siegel, D. S., & Javidan, M. (2006). Components of CEO transformational leadership and corporate social responsibility. *Journal of Management Studies, 43, 1703–1725.*

William, S., Teresa, A. H. & Erich, S. (2003). Higher Education in Nigeria: A Status Report. *Published in Higher Education Policy, 16, 259-281.*