



Management Innovation and the Federal Nigerian University System: The Mediating Role of Leadership

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Abstract

As modern society evolves, universities are expected to play an increasingly important role to enhance transformation and economic prosperity. Invariably, the function of universities in terms of research, teaching and community service in Nigeria may not be easily operationalized, as doing so could be far more complex than a simple judgement. The centrality of leadership in mobilizing human capital has been recognised throughout human history. It had been widely observed that policy makers of higher education in Nigeria and university leadership in particular do not take cognisance of centrality of leadership among other things such as physical facilities, social amenities and the like, in mobilising human capital and facilitate high productivity of the system as great importance, thus debarring proper dissemination of necessary information flow smoothly. This study examines the mediating role of leadership as a panacea to achieving the goals of teaching, research and development, virile staff development programmes, generation and dissemination of knowledge. Primary data for the study were collected through questionnaire from 364 academic staff, while secondary data comprising records of staff training and development were obtained from TETFund and the universities studied. A descriptive survey design was employed and the random sampling procedure was used to administer the questionnaire. The data collected were analysed using, frequency distribution tables, bar charts and the Students'-Test via the application of Microsoft Excel 2013 and IBM Statistical Package for Social Science (SPSS) 22. The results from the analyses indicated that university leadership actually plays a very important and active role in the training and development of her staff. Hence it is recommended that human capital development programmes of various kinds should be put in place to ensure self-development and self-growth of lecturers and non-teaching staff of Nigerian universities.

Keywords: University leadership, Management innovation, Human capital development, staff Training, staff development, Knowledge Economy

Introduction

The goal of university education is pursued through its main functions and activities of teaching, research, dissemination of existing and new information, service to the community and being a store of knowledge. Though a university is an academic enterprise, much of the academic effectiveness rests on the administrative support machinery. Hence, management competencies of university leadership to a large extent depends on the styles of leadership and governance adopted (Echu & Ocholi, 2018). Governance in university education refers to the means by which the institution is formally organised and managed. University governance is the way in which universities are operated. The concept of governance for university education predominantly refers to the

internal structure, organisation and management of autonomous institutions. The organisation of internal governance is generally composed of a governing board, the pro chancellor, council and the senate made up of council chairman and members, the vice-chancellor or chief executive officer, (CEO) academic deans and heads of department, professors and principal officers of the university.

Leadership on the other hand, has been defined by Chemers (1997) as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. According to Roberson (2014), leadership is a major way in which people change the minds of others and move organisations forward to accomplish identified goals. In other words, leadership is the ability of a superior to influence the behavior of subordinates and persuade them to follow a particular course of action. Leadership conjures up a variety of thoughts, reflections and images, which to Curtis, Vries and Sheerin (2011) may include power, influence, followership, dynamic personality, charisma, goals, autocratic behaviour, innovation, cleverness, warmth and kindness. Leadership style as the extent to which authority is balanced between top and bottom or participation in decision-making in an organisation. Davidmann (2006), describes the whole scale of leadership style from fully authoritarian to fully participative which may include the total pattern of explicit and implicit actions or the peculiar or distinctive manner the Vice-Chancellors direct affairs in their institutions. Arikewuyo (2007), describes the office of the Vice-Chancellor as a position of power. The way and manner in which different Vice-Chancellors and their principal officers exercise this power over their colleagues to achieve the core mandates of the university system form the crux of this study.

The higher education sector in Nigeria according to is composed of universities, polytechnics, institutes of technology, colleges of education that form part of, or are affiliated to universities and polytechnics, and professional, specialised institutions. These institutions of learning can be further categorised as State or Federal owned, and as first, second, third or fourth generation institutions. Federal universities are owned and funded by the Federal Government, while state universities are owned and financed by the states. Public universities, owned by the Federal and State governments, dominate the higher education system in Nigeria. The federal university system is made of forty federal universities. However, this study focused on the eight federal universities in the North Central Zone of Nigeria including Abuja the Federal Capital Territory (FCT), and it is for the period of 2018 – 2022.

Statement of the Problem

The existence of University system is predicated on the development of the nation through offering services in the areas of teaching, research, capacity building, entrepreneurial activities and community service. Unfortunately, Nigerian universities over the years have lagged behind in the performance of these core mandates due to the nature and dynamics of leadership as well as the political and economic environment of these institutions. It is no secret that most Nigerian university administrators (Heads of departments, Deans, Vice Chancellors) are facing problems of applying suitable and appropriate leadership style in their administration. The study conducted by Somjit as cited in Echu and Ocholi (2018) opined that this might be due to various stages of overlapping work arising from administration work model and management technique that create confusion in the work practice, administration, and ordering or commanding among the high level of work units. These according to them have weakened university administration

resulting in poor teaching and learning outcomes; diminishing research and consultancy traditions; and questionable service to the community.

Responsive university systems around the world according to Clark's study (as cited in Echu, 2017) have been moving towards more business-like forms of management and governance. In the process, accountability, quality assurance and performance monitoring have become more important, and management innovation has become a permanent quest. In Nigeria, capacities for managing the university system and individual institutions have struggled to keep pace with the increasingly large and complex federal university system. Professional management techniques and training generally have not been applied. Management information systems vary widely in their use and their development is limited. Strategic planning is in its infancy. Institutional communications with internal and external audiences are weakly developed. Moreover, management innovation does not seem to be a conscious pursuit. These are reflected in diminishing returns and poor performance in the basic missions of universities in key areas such as research and publications, teaching methods, training and development, community services and entrepreneurial activities (Echu, 2017).

Research Questions

1. What is the relationship between leadership of university and staff training during the period under review?
2. What is the relationship between leadership of university and staff development during the period under review?

Objectives of Study

1. To determine the mediating role of university leadership in staff training during the period under review
2. To explore the mediating role of university leadership in staff development during the period under review

Hypotheses

1. There is no significant relationship between university leadership and staff training in the period under review.
2. There is no significant relationship between university leadership and staff development during the period under review.

The Thematic Review

Amanzee cited in Udofia (2013) rightly upholds that leadership is the ability to direct, guide and control while in the office. He believes leadership is like beauty which is difficult to define but easily recognized when seen. Today's leaders are expected to create work environments within which people can achieve high performance not only as individual contributors, but also as members of workgroups. Indeed, the best use of groups as resources of organizations is an increasingly important goal in the new workplace. The Michigan and Ohio behavioral studies are important link in the ongoing development of behavioral theory in a leadership framework. Three critical dimensions of effective leaders were isolated. These include:

1. **Task-oriented Leaders:** Task-oriented leaders look at subordinates or employees as tools to accomplish the goals of the organisation. Tasks, working condition and work methods are tried to be understood better in his style of the leadership orientation. They focus

more on guiding subordinates in setting task goals that were both challenging and achievable. Such groups of leaders spend their time planning, coordinating, providing necessary resources and overseeing their subordinates' execution of tasks.

2. ***Relationship-oriented Leaders:*** These leaders concentrate not only on the task results, but also develop relationships with their subordinates, including helping them with their career and personal problems. They are supportive and focus on internal rewards as well as external rewards. They set goals and provided guidelines, but then give their subordinates plenty of flexibility as to how the goals would be achieved.
3. ***Participative-oriented Leaders:*** The role of the leader here is more facilitative than directive, guiding the conversation and helping to resolve differences. The leader is more concerned towards working to build a cohesive team to achieve team results rather than focusing on individuals. The effect of participative leadership is to build a cohesive team which works together rather than a set of individuals. By their actions, such leaders model good team-oriented behaviour.

The results from Michigan and Ohio studies indicate that leaders with an relationship orientation show genuine concern for interpersonal relations, while those with a task orientation focus on the technical aspects of the job. The conclusion drawn from these studies is that relationship orientation and general instead of close supervision yield better results. As far back as 1967 Likert in particular showed that the relationship-oriented style brings high-producing performance compared to task-oriented style. Based on these studies, modern leaders are thus urged to become more employee-centered to improve their effectiveness.

The philosophy of university education in Nigeria stresses that leadership, management, and organizational development are not ends in themselves, but simply means to improve the delivery of quality education. Leadership outcomes in the university depend on the context in which the core mandates are understood and the desired results expected by the stakeholders. These range from intermediate outcomes such as smooth work climate and dynamic management systems and processes in area of staff recruitment, training, development and retention, and productivity of academic staff by strengthening the human resource management system, to long-term outcomes such as improved quality of education, new discoveries and increased utilization of results and recommendations from research and development R&D efforts.

USAID (2008) discovers two possible levels in which leadership outcomes could be measured:

- a. The behaviour changes in participating teams and
- b. The results these teams produce that contribute to their organization's overall goals.

Indicators of individual improvement such as "enhanced professional knowledge", the extent to which individual changes lead to farther-reaching outcomes, including organizational, system, and societal changes are the bases for the measurement. The practical implication of this that university leaders at different levels of operation should be able to communicate effectively with other people; manage their own time and use it effectively; to make decisions and/or resolve problems; and to motivate employees effectively at work.

What is Management Innovation?

Public sector innovation is a key contributor to national growth, and to the welfare of individual citizens, yet precious little research has been conducted on public sector

innovation. Quite a number of scholars and researchers have over the years produced a vast body of academic writings and researches on innovation. However, most of these studies centered mostly on technological innovation or management innovation in private sector. Management innovation is defined by Birkinshaw, Hamel & Moi (2008) as the invention and implementation of a managerial practice, process, structure or techniques that is new to the state of the art and is intended to further organizational goals. In other words, management innovation involves the introduction of novelty in an established organization, and as such it represents a particular form of organizational change. The purpose of management innovation from the institutional and rational perspective generally is that it could generate positive outcomes for the innovating organization and/or for the society as a whole. Zhuang (1995) summarizes management innovation as follows:

- ⇒ unique and new activities or ideas,
- ⇒ the people who innovate,
- ⇒ improving existing processes, and
- ⇒ the dissemination of new activities or ideas.

Management Innovation is more than just planning new products, services, brand extensions, or technology inventions. It's about imagining, mobilizing, and competing in new ways. Armed with this perspective, what can university administrators do to improve their institution's capacity for management innovation? Cohen & Eimicke (1996) identify five common techniques that could serve as useful pointers for public institutions such as the university that would like to direct its management innovation efforts more seriously. These include: Strategic planning, Reengineering, Total quality management, Benchmarking and Team management

Building on this conception of what makes management innovation unique, Birkinshaw et al (2008) develop a framework that highlights the four interlinked phases of the process: a. Motivation b. Invention c. Implementation, and d. Theorization and Labeling, that collectively define a model of how management innovation could enhance performance in organization as the university. Motivation in particular is concerned with the facilitating factors and precipitating circumstances that lead individuals to consider developing their own management innovation. It is the preconditions and facilitating factors that lead individuals in an organization to be motivated to experiment with a new management innovation. A key and important motivating factor which could eagerly trigger management innovation in university setting is human capital development visibly and consciously operationalized through staff training and development.

Staff Development

Development is the field which is concerned with organisational activity aimed at bettering the performance of individuals and groups in organisational settings. Sarin (2013), defines staff development as any attempt to improve current or future staff performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. Thus, the need for staff development is determined by the employee's performance deficiency. The fundamental aim of staff development is to help the organisation achieve its purpose by adding value to its key resource (staff) it employs. This means investing in the people to enable them to perform better and to empower them to make the best use of their natural abilities. Universities are usually encouraged to enhance their research capacity and improve their research productivity through a focus on developing the research capabilities of academic staff Dahlman and Chen, (2005) contended that success depends mainly on the development of

innovative activities and development of new models for businesses in the knowledge economy. This could be achieved through sound leadership.

Essentially, staff development is an ongoing process of education, training, learning and support activities. The primary purpose of academic staff development according to Marriss (2010) is to expand the educators' awareness of the various tasks they must undertake to contribute to the effective education of their students and the accomplishment of the university core mandates. These tasks are associated with those of teaching and learning, research and scholarship, professional updating, administration and management. Staff development is not just about courses and workshops, but also includes the following activities: Action learning sets, coaching, e-learning, mentoring, networking, professional memberships, secondments, self-directed study, work-shadowing, workshops and conferences, Seminar and Symposium, manuscripts development.

Staff Training

Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Trevisani (2015), defines staff training as the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. He believes training has specific goals of improving one's capability, capacity, productivity and performance. Training moulds the thinking of employees, improves their morale and leads to quality performance of employees, and /or high productivity. Trevisani (2015) categorises staff training into two major headings:

1. **On-the-job Training:** This method takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for vocational work. It involves employee training at the place of work while he or she is doing the actual job. Usually a professional trainer (academic supervisor in the case of academics) serves as the course instructor using hands-on training often supported by formal classroom training. Sometimes training can occur by using web-based technology or video conferencing tools.
2. **Off-the-job Training:** This method takes place away from normal work situations- implying that the staff does not count as a directly productive worker while such training takes place. Off-the-job training method also involves employee training at a site away from the actual work environment. It often utilizes lectures, case studies, role playing and simulation, having the advantage of allowing people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts, ideas and cross-fertilization among academics.

Theoretical Review

A theoretical framework is the foundational structure of theories, concepts, and models that guides research and helps explain the relationships between different variables or phenomena being studied. An underpinning theory relating to the core concept of this study is Dynamic Capabilities Theory, which was developed by David Teece, and assumes that companies require certain capabilities to be successful and responsive to the (dynamic) changes in their environment by creating, integrating, and modifying their resource base (Teece, 2007). Dynamic capabilities theory emerged as both an extension to and a reaction against the inability of the resource-based view to interpret the development and redevelopment of resources and capabilities to address rapidly changing environments (Abbas, Abdel, & Siddig, 2018). Dynamic capabilities are responsible for enabling

organizations to integrate, marshal and reconfigure their resources and capabilities to adapt to rapidly changing environments.

Equally important is Transformational Leadership Theory as proposed by Bass (1990) and subsequently refined by Burns (2004), emphasizes the leader's capacity to not only inspire but also motivate followers to attain remarkable outcomes that transcend mere self-interests. Transformational leadership theory according to Ravet-Brown et al. (2024) revolves around the notion of visionary inspiration. Leaders in this style possess a compelling vision of the future, one that resonates deeply with the aspirations and values of their followers. Through communication and charismatic influence, these leaders urge their teams, reuniting them with a shared sense of purpose that transcends individual goals and fosters collective commitment to a greater cause (Ladkin & Patrick, 2022).

Methodology

Primary data for the study were collected through questionnaire from 364 academic staff while secondary data comprising records of research grant, staff training and development were used for this work. The secondary data for this study were obtained from the Offices of Research and Development, senior staff establishment units, Offices of staff training & development of the five Federal Universities in the North Central Zone of Nigeria under study, and the Office of the Director, Planning & Development, TETFund, Abuja. The data collected were analysed using the Student t-Test via the application of Microsoft Excel 2013 and IBM Statistical Package for Social Science SPSS 22. The method adopted for data presentation includes frequency distribution tables and bar charts while sample T-test was employed to test the hypotheses.

Data Presentation

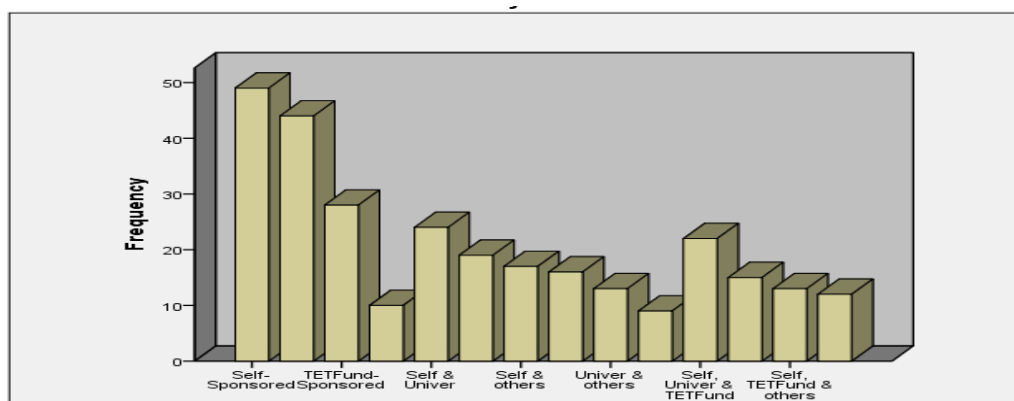


Fig. 1: Staff Training & Development Sponsorship

Source: Field Survey, 2022

Table 1: Staff Training & Development Sponsorship

Sponsorship	Frequency	Percent	Valid Percent	Cumulative Percent
Self-Sponsored	49	16.8	16.8	16.8
Valid University-Sponsored	44	15.1	15.1	32.0
TETFund-Sponsored	28	9.6	9.6	41.6

Others	10	3.4	3.4	45.0
Self & University	24	8.2	8.2	53.3
Self & TETFund	19	6.5	6.5	59.8
Self & Others	17	5.8	5.8	65.6
University & TETFund	16	5.5	5.5	71.1
University & others	13	4.5	4.5	75.6
TETFund & Others	9	3.1	3.1	78.7
Self, University & TETFund	22	7.6	7.6	86.3
University, TETFund & Others	15	5.2	5.2	91.4
Self, TETFund & Others	13	4.5	4.5	95.9
Self, Univer, TETFund & Others	12	4.1	4.1	100.0
Total	291	100.0	100.0	

Source: Field Survey, 2022

Table 1 and figure 1 aimed to establish how academic staff training and development of academic staff are funded in federal Universities in north central zone of Nigeria and FCT. One hundred and fifty-six (156) representing about fifty-four percent (54%) of the respondents had sponsored themselves in one way or the other in the last five years. However, one hundred and thirty-five (135) representing about forty-six percent (46%) of the respondents had enjoyed sponsorship from their universities, TETFund and other funding agencies during the period. The implication of this result is staff training and development of academic staff in Federal Universities in the north central zone of Nigeria and Federal Capital Territory (FCT) depend more on individual and personal efforts than the universities, TETFund and other sponsoring agencies.

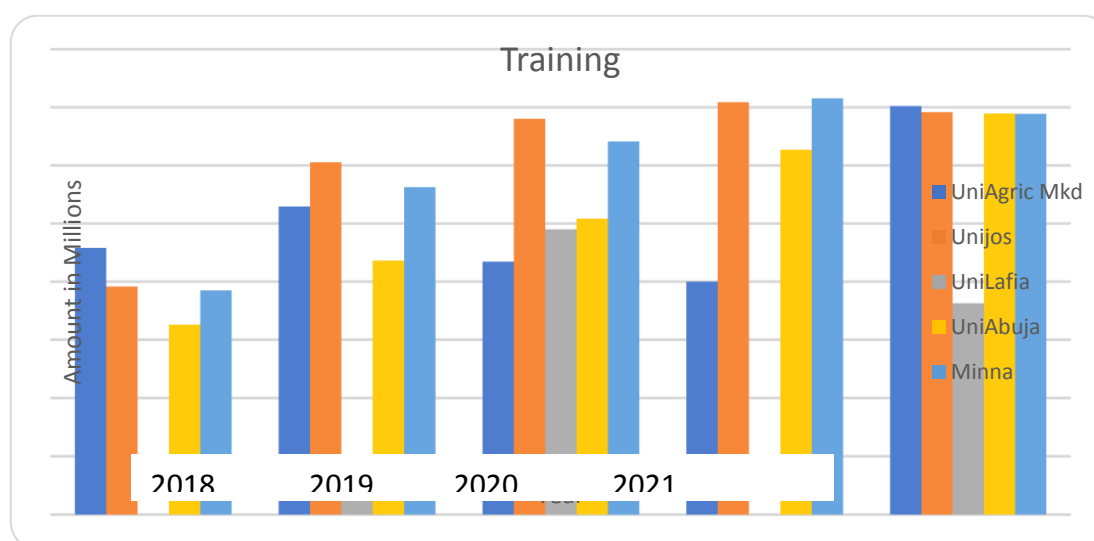


Fig. 2: Disbursement to Individual University for Training

Source: Office of the Director, Planning & Development, TETFund Abuja. 2022

Figure 2 shows the fund disbursement to individual university for training during the period 2018 – 2022 to five federal universities by TETFund. There is a clear indication that there is substantial increment in the training budget by TETFund over the five years period- from ₦80 million in 2018 to ₦150 million in 2021 and 2022. However, only four Universities have substantially utilised the funds. The Federal University Lafia hardly utilised the fund allocated to her. This may be as a result of her newness and fewer academic staff competing for the fund.

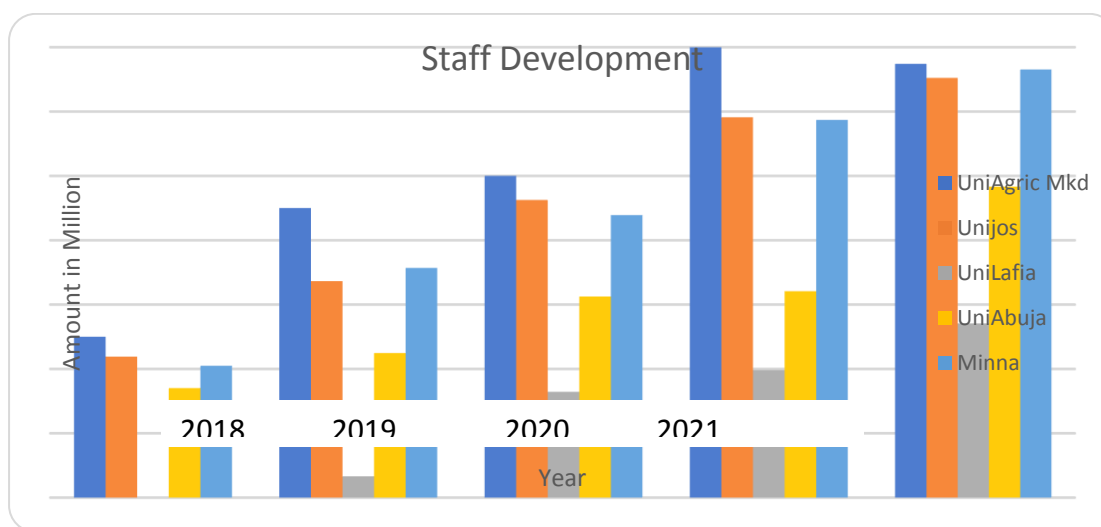


Fig.3: Disbursement to Individual University for Academic Staff Development

Source: Office of the Director, Planning & Development, TETFund Abuja. 2022

Figure 3 shows the fund disbursement to the five universities under consideration for academic staff development during the period 2018 – 2022 by TETFund. There is a clear indication that there is substantial increment in the staff development budget by TETFund over the five years period- from ₦25 million in 2018 to ₦70 million in 2021 and 2022. University of Agriculture, Makurdi, University of technology Minna and University of Jos have substantially utilised the allocated funds for academic staff development during period under review. University of Abuja and the Federal University Lafia have lagged behind in the area of staff development.

Hypotheses Testing

HO₁ There is no significant relationship between university leadership and staff training in the period under review.

Data on the amount of money allocated given by TETFund to the five universities under consideration for Academic Staff Training and the amount the Universities actually accessed and utilised. The decision rule is that if the P-value is less than the level of significance, accept the alternate hypothesis and reject the null. Otherwise, accept the null and reject the alternate. A comparative t-test was conducted between the amount given and the amount accessed and utilised from 2018 to 2022 for the period of study.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right) \left(\frac{s_1^2(n_1 - 1) + s_2^2(n_2 - 1)}{n_1 + n_2 - 2}\right)}}$$

$$df = n_1 + n_2 - 2$$

\bar{x}_1 and \bar{x}_2 are the sample mean amount from TETFunds and amount expended on Academic Staff Training by the selected Universities

n_1 and n_2 are the sample sizes amount from TETFunds and amount expended on Academic Staff Training by the selected universities

s_1^2 and s_2^2 are the sample variance amount from TETFunds and amount expended on Academic Staff Training by the selected Universities

df= degree of freedom

Table 2: t-Test: Paired Two Sample for Means

	<i>Fund</i>	<i>Disbursement</i>
Mean	130	96.7496
Variance	708.3333333	1841.841737
Observations	25	25
Pearson Correlation	0.446861317	
Hypothesized Mean Difference	0	
Df	24	
t Stat	4.251206896	
P(T<=t) one-tail	0.000139401	
t Critical one-tail	1.71088208	
P(T<=t) two-tail	0.000278802	
t Critical two-tail	2.063898562	

Since, the P-value is less than the level of significance of 5% i.e. (0.000 < 0.05), reject the null hypothesis and accept the alternate hypothesis and conclude that there is a significant relationship between University Leadership and Academic Staff Training of Federal Universities in North Central Zone of Nigeria during the period under review.

HO₂: There is no significant relationship between university leadership and staff development in the period under review

Data on the amount of money allocated by TETFund to the five universities under consideration for Academic Staff Development and the actual amount the Universities assessed and utilised. The decision rule is that if the P-value is less than the level of significance, accept the alternate hypothesis and reject the null. Otherwise, accept the null and reject the alternate. A comparative t-test was conducted between the amount given and the amount expended from 2018 to 2022 for the period of study.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right) \left(\frac{s_1^2(n_1 - 1) + s_2^2(n_2 - 1)}{n_1 + n_2 - 2}\right)}}$$

$$df = n_1 + n_2 - 2$$

\bar{x}_1 and \bar{x}_2 are the sample mean amount from TETFunds and amount expended on Academic Staff Development by the selected Universities

n_1 and n_2 are the sample sizes amount from TETFunds and amount accessed and utilised on Academic Staff Development by the five Universities under consideration

s_1^2 and s_2^2 are the sample variance amount from TETFunds and amount expended on Academic Staff Development by the five universities under consideration respectively.

df= degree of freedom

Table 31: t-Test: Paired Two Sample for Means

	Fund	Disbursement
Mean	N52million	N37.066 million
Variance	297.9166667	407.6632167
Observations	25	25
Pearson Correlation	0.672083905	
Hypothesized Mean Difference	0	
Df	24	
t Stat	4.848881394	
P(T<=t) one-tail	3.04962E-05	
t Critical one-tail	1.71088208	
P(T<=t) two-tail	6.09924E-05	
t Critical two-tail	2.063898562	

Since, the P-value is less than the level of significance of 5% i.e. (0.0000 < 0.05), reject the null hypothesis and accept the alternate hypothesis and conclude that there is a significant relationship between university Leadership and Academic Staff Development in the federal universities in North Central Zone of Nigeria.

Findings and Discussions

Hypothesis one was formulated and tested to ascertain the relationship between university leadership and academic staff training in Federal Universities in the North Central Zone of Nigeria during the period under review. The result of the analysis indicates a positive relationship, meaning that the style of leadership of university administrators has direct influence on academic staff training. While relationship-oriented leaders may take keen interest in academic staff training, those who adopt task-centred approach to leadership are generally not interested and would not engage in activities that may enhance staff training. This result may be consistent with the findings of Bassey and Ofre (2012) who did a study to assess training initiatives for skills acquisition in ICTs by academic staff of the University of Calabar and found out that academic staff who used ICTs for communication,

teaching and learning activities, acquired skills in ICTs through personal effort rather than formal staff development process of the University. The result is equally consistent with the findings of Africa Carnegie Corporation of New York as reported in Adeniji et al (2012) that training has not been consistent and easily available for the academics in Nigerian Universities to acquire the needed skills to update their knowledge.

Hypothesis two was formulated and tested to determine if there was a significant relationship between university Leadership and Academic Staff Development in the Federal Universities in North Central Zone of Nigeria during the period under review. The proof of hypothesis two indicates a positive relationship between the university leadership and academic staff development. This means that the behaviour of university leadership has direct impact on academic staff development. While relationship-oriented leaders may take keen interest in academic staff development, those who adopt task-centered approach to leadership are not generally interested and would not engage in activities that may enhance staff development. This result is consistent with the dreams and aspiration of the Nigerian university system.

However, Ebuara et al (2009) observed that Nigerian universities over the years have lacked behind in the performance of this formidable task due to the nature and dynamics of leadership as well as the political and economic environment of these institutions. Dawo, Simatwa & Okwatch (2012) contended that universities have staff development policies that are documented but majority of the staff cannot attest to their effectiveness, and/or their implementation as a basis for academic staff development programmes.

Recommendations

Training of academic staff in Federal Universities in the North Central Zone of Nigeria has been proved to be positively related to leadership behaviours of the university administrators. The university system has a strategic vision capable of leading to the building of new skills in the 21st century for economic growth and competitiveness. The capacity to rally men and women to a common vision and purpose and inspire them with confidence can only be done by a leader who fundamentally believes in human agency as the bedrock for transformation. To attain this vision requires leadership that has the capacity to mobilise and dispense resources for training skilled academic labour force.

The relationship between the university leadership and academic staff development in the Federal universities in the North Central Zone of Nigeria is proved to be significantly positive. University administrators must recognise that human capital development is at the centre of modern civilization, since it is the engine room of economic development, social progress and democratic stability. Academics are responsible for ensuring positive changes in the lives of students in terms of skill acquisition, mental and moral development. It is therefore recommended that more efforts must be intensified by ensuring unprecedented investment in human capital development particularly the academic staff by university leadership. Human capital development programmes of various kinds should be put in place to ensure self-development and self-growth of lecturers.

This study has successfully demonstrated the relationship between university leadership and some key performance indices of Nigeria universities. While it can be argued that there are many challenges confronting the education sector in Nigeria presently, (new roles, new technology, financial constraints, greater emphasis on participation, cultural diversity and so forth), it must be emphasised that leadership should not be viewed as an

optional role or function for university administration. The adoption of a more result-oriented conception of leadership in the public sector in general and specifically in higher education sector will not only pave ways to accomplishing national goals to the benefit of the society, but would go a long way to attract and retain confidence on the national economy.

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