

**LEADERSHIP TENURE, SUCCESSION AND GOAL ATTAINMENT IN
FEDERAL UNIVERSITIES IN SOUTHWESTERN NIGERIA**

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**A Thesis in the Department of Educational Management,
Faculty of Education**

Submitted in partial fulfillment of the requirements for the Degree of

DOCTOR OF PHILOSOPHY

of the

UNIVERSITY OF IBADAN

April, 2023

CERTIFICATION

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DEDICATION

This long essay is dedicated to Almighty Allah for His mercy over my life and family and for giving me sense of direction to complete this research work.

And

To my children, Abdullah, Mahmud and Alim with whom I have achieved this together – you endure my excuses always to be away from home. To my late father and grandmother, **Alidu Alani and Asiawu Kutulola OYEDEJI**. It is painful that they didn't live to witness this great achievement before passing on. May Allah grant them Al-Janah (Amen).

ACKNOWLEDGEMENTS

I give thanks to Almighty Allah. I profoundly appreciate Almighty Allah, for His blessings, protection, guidance and continuous mercy, in spite of my shortcomings. With sincere gratitude and appreciation, I acknowledge the supervisory role of my amiable and respectable supervisor, Dr. Mrs. Abiodun- Oyebanji J. Olayemi on this thesis. Despite her constricted schedule of assignments and duties, she endeavor to painstakingly peruse the research work with necessary corrections, constructive criticisms, suggestions and comments to make the work better. I sincerely appreciate her accommodation, words of encouragement, humble disposition and intellectual guidance. May God continue to bless her in all her tasks. I also appreciate the effort of co-supervisor, Dr. E. A. Isah on this long essay. May God continue shower blessing upon you and your family.

In this respect, I must appreciate my indefatigable Head of Departmental and immediate past departmental postgraduate coordinator, Dr A. I. Atanda for the dedication of his time and efforts in guiding, assisting and making corrections in the course of this study, ensuring all cited works are referenced. Make God bless your soul sir. My appreciation goes to Prof. D.A. Oluwole (my internal- External Supervisor) during my pre and post field seminars. His challenging constructive criticisms and scholarly expertise contributed immensely to making my Ph.D. an outstanding one.

I am particularly thankful to Dr. I. A. Raji, for his thoroughness and empathy which led to the completion of this research work as well as his words of encouragement. In fact, he made me developed interest in the research work. May Allah bless your soul and fruits. I equally express my deep gratitude and indebtedness to Prof. F.S. Akinwumi who stood by me from the inception to the end of this thesis. I pray that God continue to shower His blessings upon you and your family. In fact, you made this thesis a successful one. I count it a privilege to have been among your think-tank, thank you, sirs.

I appreciate all academic staff (Professors J.B. Babalola, Adebola, O. Jaiyeoba, S.O. Adedeji, B.O. Emmunemu, F.S. Akinwumi, A.O. Ayeni and Drs.O.A. Abiona, Aderinsola Kayode and O.S. Olasunkanmi) in the Department of Educational Management, University of Ibadan for their sound judgment, academic/professional guidance, moral support, encouragement and tolerance during the programme. I appreciate the efforts of Dr. E.J. Isuku – Sub-Dean, Faculty of Postgraduate Studies and all the non-teaching staff (Mrs. Grace Adesoji, Mrs. A.O. Adewuyi, Mr. Gabriel Odigbe and others) in the Department of Educational Management. My appreciation also goes to Dr. A. Tella and other members of academic staff in the Faculty of Education, University of Ibadan who have input in my abstract. May God Almighty answer their request.

My late father, Alidu Alani Oyedeji who died when I was three years old after a brief ailment, will forever be remembered with gratitude for giving birth to me. May Allah grant him Al-Janah fridaos. It is my prayer that my mother, Amudat Adeola Oyedeji live

long to enjoy the fruits of her labour. To the memory of my late grandmother, Mrs. Asiawu Kutulola Oyedeji, who took over the fatherly role of my upbringing. It is unfortunate you are not alive to see how far I have gone intellectually and academically. May your gentle souls rest in peace. Amen.

I appreciate the cooperation of my children, Abdullah Pelumi Alani, Mahmud Akinni, Alim Ayodeji, Alade for their love, tolerance and patience throughout my course of study, may Allah bless you all. It is my prayer that you will live long and achieve greater success in life. My appreciation also goes to my wife, Mrs. Adeola Rukayat Olalekan-Oyedeji who takes care of my children during the course of this programme. May Allah reward you. My special thanks go to my sisters and my in-laws; Serifat Oluwakemi Ajani-Laibaka, Mujidat Oluwaranti Ajani-hammed, Oluwatoyin Ajani-Akinola and Laibaka Idris for their financial assistance. My deep appreciation also goes to Mr. (S.A. Adelakin, Koyumu Adelakin, Oyeleso Amir, Oyeniran Taiwo and Kehinde, Akinade Nureni) for their moral, spiritual and financial supports throughout my post graduate programme, may Almighty Allah continue to bless your souls.

I am grateful to several individuals whose names are too numerous to be mentioned in the course of this study. Also noteworthy are my colleagues in the Ph.D. class, especially Mrs. Olatunbosun Oluwayemisi, Temisanre Olawunmi, and Mr. Adeleke Taiwo, Sanni Wale, Oladeji, Kehinde Okunlola and Olojede as well as Drs. Akeem Adebayo Tiamiyu, Oyedeji Anthony, Awolola, Jinadu Afees Tunde among others for their support and encouragement. May God crown their efforts with good success and make you excel in life. I am also grateful to my friends and Centre Manager of National Teachers' Institute, Ikire study centre, Alhaji O.M. Adegboyeka, Akinlolu, Ogungbade Abdul-Gafar Abiodun, Awowale Abiodun and Khalid Mahmud for their rare support and word of encouragement. It is my prayer that God will always stand by you.

Lastly, I appreciate all my research assistants in persons of Mr. Kabiru Taiwo Akinloye and Dr. K.A. Atilade (OAU lecturers), Suara Abdulafeez Adewale (OAU student) and Dare (UNILAG student) during the collection of data. This does not exclude all those who assisted in collecting relevant research materials and all those who have assisted in one form or the other, may Almighty Allah assist them all and bless them all with huge success.

ABSTRACT

University goal attainment is the extent to which universities achieve their visions through teaching, research and Community Services (CS). However, literature shows that Goal Attainment (GA) is diminishing in Federal Universities (FUs) in Nigeria, particularly in the southwest. Previous studies on GA laid more emphasis on quality of work-life, leadership, corporate culture and participatory management practices than on Leadership Tenure (LT) and Leadership Succession (LS) factors. Therefore, this study was designed to examine LT (Leadership Time Frame-LTF, Leadership Experience-LE and Leadership Style), LS (Transition Planning-TP, Succession Planning-SP and University Culture-UC) and GA of FUs in southwestern Nigeria.

The study was premised on Goal System Theory, while the mixed method (Quan-qual) was adopted. The multi-stage sampling procedure was used. Three first generation FUs in southwestern Nigeria (University of Ibadan-UI; Obafemi Awolowo University-OAU and University of Lagos-UNILAG) were purposively selected. The proportionate to size sampling technique was used to select 23 faculties (UI-10; UNILAG-8 and OAU-5) and 142 departments (UI-65; UNILAG-49 and OAU-28). The simple random sampling technique was used to select three Academic Staff (AS) in each department (UI-195; OAU-84 and UNILAG-147). Eight hundred and fifty-two undergraduates were randomly selected across the institutions (UI-390; UNILAG-294 and OAU-168), while 23 Deans and 142 Heads of Department (HoDs) were enumerated. The instruments used were Publication Checklist; Goal Attainment ($r=0.93$); Leadership Style ($r=0.87$) questionnaire and three sub-scales of Leadership Succession ($r=0.95$). Key informant interviews were held with three Deans and 37 HoDs. Quantitative data were analysed using descriptive statistics and Analysis of variance at $p \leq 0.05$, while qualitative data were content-analysed.

The respondents' ages were AS- 45.07 ± 8.79 and students- 16.50 ± 2.30 years. There were 61.4% male AS, and 49.9% female students. Teaching ($\bar{x}=3.63$), CS ($\bar{x}=3.48$), research ($\bar{x}=3.17$), publications ($\bar{x}=2.99$), TP ($\bar{x}=3.09$), SP ($\bar{x}=3.06$) and UC ($\bar{x}=2.96$) were high as against the threshold of 2.50. There was a significant difference in GA ($F_{(2, 391)} = 29.148$), LT ($F_{(2, 391)} = 7.507$) and LS ($F_{(2, 391)} = 13.34$) among AS in the selected FUs. The respondents from UNILAG had the highest mean score (68.20) in GA followed by UI (64.94) and OAU (47.80). The respondents from UNILAG had the highest mean score (93.04) in LS, followed by UI (82.25) and OAU (75.50), while the respondents from OAU had the highest mean score ($\bar{x}=137.7$) in LT, followed by UNILAG ($\bar{x}=134.7$) and UI ($\bar{x}=121.2$). The HoDs and Deans exhibited democratic leadership style, while the LTF varied from two to four years across the universities. The LT and LS, though sacrosanct, varied across the universities.

Leadership time frame, experience, style, transition planning, succession planning and university culture were potent variables in the goal attainment of federal universities in southwestern, Nigeria. Leadership experience, style and succession factors should be improved upon for effective service delivery in universities.

Keywords: Leadership tenure, Goal attainment, Succession planning, Transition procedure

Word count: 460

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The main focus of every university is to attain its set goals which serve as the major parameters for it to be among world-class institutions for academic excellence. The goals of Nigerian universities are to be world-class and top-rated institutions of academic excellence. Some of these goals best describe the visions and missions of these universities. The visions of most Nigerian universities look alike with varying missions. Okebukola (2010) identified four common missions of global universities and these are: to provide opportunities for individual development; to transmit the cultural heritage; to add to existing knowledge through research/creative activity and to serve the public interest. These common visions and missions have also been expressed by Nigerian universities, though in different forms.

Nigerian Universities seek to vigorously pursue their stated goals through teaching, research, dedicated services to the communities, development, dissemination, knowledge generation, and international cooperation (Asiyai, 2013). Concisely put, Nigerian universities, like all their foreign counterparts, are set up to carry out effective teaching, high research productivity, and impactful community services to engender technological, dynamic social, and economic development (Daramola and Amos, 2016). Thus, the question to ask is; how well are Nigerian universities, especially the federal universities in southwestern Nigeria, able to attain these goals?

Goal attainment refers to the extent to which universities attain their visions through teaching, research, and community service. Each university is expected to express its vision and mission statements which serve as a catchy, motivating factor and a driving force in the actualisation of its goals. Therefore, universities have three basic means of

attaining their goals both locally and globally and these are through teaching, research, and community service. The ability to attain these goals makes a university a world-class institution. Therefore, it is necessary to examine the extent to which these three-cardinal means of attaining university goals are pursued in the Nigerian university system. University goal attainment in Nigeria has been remarked continually in recent times as being low in the aforementioned areas of operation. Tagoe (2012), Francis (2015), and Ifedili (2015) have all affirmed that there are issues with the quality of teaching, research output, and community service in many Nigerian universities, which must be addressed.

Teaching is one of the means of attaining goals in the university and the primary responsibility of every academic staff. Yusuf, Agbonna, and Olumorin (2010) maintained that the quality of teaching these days seems to be diminishing in Nigerian universities. Observation of classroom teaching in different universities showed that members of the lecturers in these universities appear not to be truly dedicated to this task because the usual fondness for teaching seems to be deteriorating every day, especially when academic staff has to embark on other non-academic activities to meet up with their economic demands (Abiodun-Oyebanji and Oyedeji, 2021). Abiodun-Oyebanji and Oyedeji (2021) noticed that some academic staff appear not to be committed to their teaching as they ought to be. This could then mean there is a problem. Some of them seem to be engaged more in private businesses which could provide them with more economic gain than their primary assignment in the university. This could jeopardise the attainment of university goals that teaching sets out to achieve.

Asiyai (2013) stated that the disruption of academic programmes of universities often time does hinder effective teaching and students' learning outcomes which invariably may affect universities' goal attainment. With the interruption by industrial actions, many lecturers may find it difficult to complete their course outlines. The frequent industrial actions by academic staff seem to have left students with little or no time to complete their course and practical work. In most cases, a semester's course outlines or objectives are rushed through to make up for the time lost to industrial actions. This type of academic rush could be a great danger to the attainment of goals in Nigerian universities. Abiodun-

Oyebanji (2015) asserted that industrial actions are becoming too frequent in many Nigerian universities and this appears to affect university goal attainment.

Research is the second means of university goal attainment. Emunemu (2009) observed that the quality of research being carried out by universities in Nigeria is of low quality when compared with that of their counterparts in developed nations. Tagoe (2012) equally affirmed that the quality of research being carried out in Nigerian universities does not attract global attention. Looking at research in the global context, it seems many Nigerian universities are lagging in terms of quality research. Igbafe (2016) argued that no Nigerian universities appeared in the first 100 best universities in the world due to the non-availability of visible quality research. National Universities Commission (NUC) evaluated the research achievements of Nigerian universities and came out with a result that shows that Nigerian universities did not only fail to feature in the world ranking but also were lowly ranked among other African universities (Ebuara, Udida, Ekpiken and Bassey, 2009).

The World Ranking of universities in 2019 confirmed that the University of Ibadan (UI) was the only federal university in Nigeria within the (801st to 1000th) position. However, Covenant University (CU), Ota was ranked 1st in Nigeria, 5th in Africa, and between 601st to 800th position in the world, while UI and University of Nigeria, Nsukka were ranked as 2nd and 3rd positions in Nigeria and 6th and 23rd in Africa, 801st to 1000th and 1001st plus in the world (Raji and Oyedeji, 2021). Considering the above statistics, it can be deduced that goal attainment in Nigerian federal universities seems to be low. However, University of Ibadan featured in the 2020 edition of the Times Higher Education's world university ranking as 1st in Nigeria, 440th in the world while Lagos State University and the University of Lagos (UNILAG) were ranked as 2nd and 3rd in Nigeria, 501st to 600th and 601st to 800th in the world respectively (Adesina, 2020). Nevertheless, goal attainment in Nigerian federal universities appears to be low. Also, rankings of Nigerian universities released by the National Universities Commission (2021) submitted that none of the federal universities was ranked among the first ten in Nigeria except UI, Federal University of Technology of Minna, and University of Ilorin which were ranked as 1st, 5th and 7th in Nigeria. Likewise, recent rankings released by

Times Higher Education's world ranking (2023) confirmed that UI and UNILAG were ranked 1st and 2nd in Nigeria, 7th and 9th in Africa respectively while the two institutions were ranked within 401th-500th out of over 1,799 institutions across the world. However, CU, Ota came third in Nigeria within the range of 601 to 800. Based on these observations, it can be concluded that both UI and UNILAG had been working hard on their international outlook, though these two universities still witness low goal attainment when compared to international universities.

Every year, universities are ranked based on the following criteria: international faculty ratio, citation per faculty, faculty/student ratio, international students ratio, academic reputation, employer reputation, and the number of research publications that are not only published but also available on sites such as Google scholar, Jstor, web of science, among others (Times Higher Education, 2017). Research is not only important for academic staff to become successful lecturers but also a means of attaining university goals. Hence, it cannot be handled with levity in universities.

Community service which is the third means of attaining goals in Nigerian universities focuses on serving the public with executive values, intellectual, technical, and professional (Lee, 2008). All these services seem to be low in Nigerian universities. The university is expected to disseminate existing and new information to the community and, at times, to provide certain services to the community such as medical services, enlightenment services, as well as provision of student-teachers who help to teach in community schools during teaching practice. Mamedu (2016) identified community services as major unit of universities.

Members of academic staff perform administrative functions as many of them hold administrative positions from the level of coordinators to higher levels of university administrators such as vice chancellors, deputy vice chancellors, directors of centres, and in some cases political office holders such as ministers, commissioners and governors. The NUC (1999) and Federal Republic of Nigeria (FRN, 2001) however ensure that academic leaders contribute to the attainment of the goals of their respective universities. Thus, academic leaders in universities system consist of directors, heads of departments,

deans, provosts, deputy vice-chancellors, and vicie chancellors as well as others acting in similar capacities, on whom's shoulders the attainment of university goals rest. If the goals of universities are to be attained, academic leaders must then be globally exposed in the area of teaching, research, and community service for them to ensure that the university provides effective teaching, high research productivity, and impactful community service (Daramola and Amos, 2016).

Leadership tenure as one of the variables in this study is regarded as the time frame or duration during which an academic staff occupies an administrative position. Therefore, it is considered one of the variables that could influence goal attainment in the Nigerian university system. It comprises personal leadership style, educiational and professional experiences that increase the value of a leader at work and his or her professional attainment (Nafukho, Hairston and Brooks, 2004). Leadership tenure is also expected to include the length of years used by academic staff in the university (Neda and Jegak, 2011). Leadership tenure in this study is assumed to include the time frame of a leader in an office, leadership style, and leadership experience. All these are the main focus of this study.

The time frame of a leader in an office plays an important role in attaining university goals. It is assumed that academic staff who remain in the university for a longer time tend to gain more skills and, so, perform at higher levels than their counterparts with less tenure. Sturman (2003) affirmed that the organisational knowlledge gained through organisational tenure has unique positive effects on job performance. Cohen (1993) suggested that since academic staff accumulate relevant job experience as the length of the year increases, their performance also grows.

An important variable that is likely to determine goal attainment is the tenure that a leader has to spend in an office. This is because leaders generally display a higher level of performance as they acquire more years and experience in the system (Mcdaniel, Schmidt and Hunter, 2008). In this respect, in many Nigerian universities, for instance, professors are appointed as heads of departments and they serve for a term of four years. Readers and senior lecturers are appointed as acting heads of departments and serve for a term of two

years. Those on the lecturer grade 1 cadre are appointed as coordinators for one year. Where there are no substantive heads of departments, the dean of a faculty will serve as one, hence putting an unnecessary additional burden on the very busy deans. Some universities operate a one-year term for such a head of department, renewable for another year. This translates to a maximum of two years for an occupant of the position of HOD. This, however, seems too short a time for the implementation of the lofty vision and mission of a candidate of such a position and it should, therefore, be revisited (Olayinka, 2015).

However, the global best practice for staying in the office of a Chief Executive Officer (CEO) lies between 9 and 14 years in a corporate organisation (Shen and Cannella, 2002) whereas in academic, whereas academic leaders who want to stay long in an office must exhibit intellectual distinction and academic integrity. The award of long tenures presupposes that the candidate's record indicates the strong promise of his or her achievement in teaching, research, and community service (Shen and Cannella, 2002). Equally, Pierce (2011) reported that the tenure in the university system for the positions of provost and vice chancellor is between 4 and 8 years respectively. Indeed, most provosts and vice chancellors acknowledge the shortness of their time as this may affect the university goal attainment.

However, these goals may not be attained without the appropriate leadership styles. At any level of education, leadership remains a critical factor in attaining the educational goal(s). Leaders not only influence behaviour but also motivate their followers for effective teaching, quality research, and community service delivery in the university system. Leadership style in the educational institution, especially a university, is one of the elements that play an important role in the enhancement of goal attainment, it could also retard the interest and commitment of the academic staff to the achievement of goals. Brown (2007) and Abiodun-Oyebanji (2016) identified common leadership styles, many of which may be found in most universities around the world. These styles according to the scholars are autocratic leadership style, democratic leadership style, laissez-faire, transactional, and pseudo-democratic leadership styles. Each of the leadership styles has short and long-term effects on goal attainment. For instance, the autocratic leadership

style may yield great results in a short time while democratic leadership style may not be productive in the short term. The longer the democratic leadership style of leading, the more productive a university is likely to become. These researchers concluded that university leaders should not limit themselves strictly to one particular leadership style but, they should adopt leadership styles that are in line with the dictate of the situation confronting their universities.

Poor leadership styles of some Nigerian university administrators have been the bane of the attainment of their university's goals. Universities in Nigeria exist because they have set goals to be attained and these goals can be well accomplished when the appropriate leadership styles are deployed within the university system. Bass (2008); Lee and Kaiser (2009); Zirra and Ezie (2017) have all concurred that poor leadership style contributes to university failure and closure in no small measure. A university that wants to attain its goals must be able to attract, select and retain good academic leaders.

Another indicator of leadership tenure is leadership experience, which seems to influence goal attainment. There is a growing assumption that leaders who have acquired more experience by executing different activities usually acquire a significant advantage over those that do not have such expertise. More experienced leaders tend to make better decisions by distinguishing key dimensions from irrelevant aspects of a situation. The past study suggested that the higher the level of a leader's experience in terms of skills, aptitudes, and competencies, the better the leader's decisions when confronting challenging situations (Jose, 2009). Thus, it appears as if the more experienced academic leaders would make decisions that will contribute to effective teaching, high research productivity, and impactful community service that could facilitate goal attainment, while the less experienced ones may not likely make decisions that would have a positive influence on goal attainment.

Thus, having more experienced top academic leaders could be advantageous when facing specific problems than having those with less experience. In addition, the more experienced an academic leader is, the likelihood that he/she would possess more skills in university knowledge about teaching, research, and multidimensional capabilities to

envison and put in practice when facing specific difficulties that are related to goal attainment in the university system. Leadership experience cannot be overemphasised in attaining university goals. For instance, a young graduate cannot immediately attain the post of neither a head of the department nor a dean of a faculty let alone become the vice chancellor, because he/she would not have acquired the necessary capacity and experience to function in such a position. Works that examine how the university management handles leadership tenure concerning university goal attainment seem to be rarely studied, however, there appears to be a link between leadership tenure and succession in attaining university goals. When the tenure of any academic leader ends, there is a need for a replacement for the continuity of university administration, which would invariably lead to the achievement of overall goals.

Leadership succession deals with how leaders emerge in the university. It can be seen as a process whereby a new leader takes the place of a retiring leader and inherits all the rights and responsibilities of the leadership position (Hutzschenreuter, Kleindienst and Greger, 2012). However, Helfat and Winter (2011) opined that universities expect that newly appointed leaders will make changes and thus impose mandates to improve the university's strategies, vision, and missions for better performance. Anderson (2012) identified key elements that deal with leadership succession including coaching and mentoring, transition planning, practices, policies, and succession planning. In this respect, a good number of academic leaders may become unsuccessful in attaining their university goals due to poor transition planning, succession planning, and university culture; hence these are the indicators of leadership succession that would be examined in this current study.

As a part of leadership transition planning, leadership succession should engage groups of academic staff, including vice-chancellors, deputy vice-chancellors, directors, deans, and heads of departments, which hold various key positions in the university. These key positions are critical to the goal attainment of the university because a delay in filling a vacancy in any of these positions may hurt the operation of the university. Leadership transition planning in universities helps in sustaining the future of academic research, teaching, and community service. For successful transition planning, the following factors

may be considered: identification of key positions, identification of potential successors, and identification of relevant development strategies (Hutzschenreuter, Kleindienst and Greger, 2012). Patrick, Nancy and Jane (2010) added that, if the university goal is to be attained, the leadership transition process for a new academic leader must have two major elements with a focus on the search process, the transition out of the current executive director to the transition in of the new executive director. Therefore, how well the university management handles a leadership transition could have a direct impact on effective teaching, high research productivity and impactful community services, and ultimately on the university goal attainment.

As universities allocate greater resources to identifying and preparing leaders, assuring the transfer of leadership responsibilities in succession is increasingly important. When transition planning suffers, goal attainment may not only be put on hold but also may be disrupted. An important step in leadership succession is ensuring that the transfer of leadership responsibilities is smooth because ineffective transitions may hamper goal attainment. However, policies and practices seem to be embedded in transition planning.

The criteria for selecting a university vice-chancellor, for instance, include but are not limited to: age, academic qualification, university teaching experience, administrative experience, honours/fellowship of learned societies, proficiency in ICT, proficiency in societal linkages, ability to attract funds and contribution to knowledge (Aderibigbe, 2016). Equally, Fajonyomi (2008) stated that sound health, information and communication technology proficiency, managerial experience, age limit, impeccable character, relevant training, community service, contribution to research and professional experience are some of the criteria for selecting the academic leader in the university. The imposition of an academic leader will only bring chaos because such a leader will show allegiance to the government or individuals that installed him rather than the system he is to lead or serve, and this may eventually jeopardise university goal attainment. Hence, succession policies and practices are to be followed by the university management to appoint or select academic leaders who can manage the available human and material resources to attain the identified goals.

Osuji (2011) noted that succession policies exist when the criteria for selecting or appointing academic leaders are put into practice, university goal is then possible to be attained. However, when succession policies are not put into practice by the university management, it may affect the smooth running of teaching and learning, thereby making it impossible to attain the goals of a university. This scholar further stated that the influence of succession policies and practice on the goal attainment is positive when proper decisions are taken in the appointment of academic leaders. On the other hand, there may be discrimination, favouritism, undue process and bias in the appointment of academic leaders when the influence of succession policies and practice on goal attainment is negative, and hence, the stated goals may not be attained. For instance, the selection of leaders in most Nigerian universities is often characterised by politics, intrigues, undue process, maneuverings and even crises with acrimony. Irtwange and Orsaah (2009) confirmed that policies on appointments many at times, were mostly based on loyalty to administration, government considerations, merit, seniority and religious considerations in Nigerian universities.

Succession planning is a process that ensures that the universities employ required personnel who get trained and equipped for filling key positions in the universities. The vision and mission that a university sets for itself should focus on leadership succession planning because succession planning may likely play a very critical role in attaining university goals. An effective strategy for tackling and filling the gaps arising from the retirement of universities' vice chancellors, deans of students' affairs, heads of departments and directors, for example, is to use succession planning to keep and develop talented personnel. Therefore, it is very essential to plan for the succession of older (outgoing) academic leaders if universities want to attain their goals (Hazarika, 2009). Its goal is to ensure that the quantity and quality of academic leaders are identified and ensure that they are competent and ready to contribute to goal attainment in future.

The inadequacy of succession planning in many organisations (universities inclusive) is hindered by various factors that affect goal attainment (Lilian, 2013). In the Nigerian context, it seems that proper succession planning for outgoing academic leaders is not put in place by most universities' management, whereas in developed countries, future

academic leaders are identified by asking them to be members of an important committee, inviting them to give presentations in faculty meetings among others (David, 2014). Part of the succession planning in developed countries; for instance, is to appoint departmental heads and deans among academic leaders on academic merits, and research merits while leadership capabilities are less considered (Shehu, 2005).

Mentoring is embedded in succession planning. When planning for new academic leaders, there is a need for mentorship. Mentoring could enhance effectiveness of teaching; research productivity and impactful community service in the university system. Thus, the incorporation of mentoring (an arrangement by which experienced/senior academics nurture junior ones to maturity in the areas of research, teaching and community service) into succession planning will propel goal attainment. The mentor trains the mentees to master the core values of the university, research, necessary pedagogical skills and how to positively impact society through meaningful contributions to community services (Abiodun-Oyebanji and Oyedeji, 2021).

Mentorship is required in the methodology of teaching and research. This requirement is necessary for effective teaching and quality research among the mentees. The university and academic staff would benefit from the nexus between effective teaching and quality research among the mentees. A mentor is usually a knowledgeable university lecturer with experience that cover several years of teaching, research and community service (Abiodun- Oyebanji, 2016). The researcher considers the procedure of becoming a lecturer, effective teacher and high-quality researcher with impactful community service which are the primary functions of university academic staff to be gradual. The academic and certified qualifications obtained by these fresh academic staff appear not to make them suitable to fill the main positions which have been left by the outgoing academic staff. Therefore, the need for appropriate mentoring of new academic staff is very germane to effective teaching, high research productivity and impactful community service, which invariably may contribute in no small measure to the university goal attainment.

University culture is another variable of leadership succession which could be ascribed to the values, attitudes, assumption and beliefs shared by academic staff in the university system. Though the attributes of culture are invisible they could have great impact on the university goal attainment. Abdulkareem, Sheu and Kayode (2016) believed that university culture contributes in no small measure to the understanding between successor and predecessor on goal attainment. However, impact of a university's culture on goal attainment is not absolute. If the university culture has positive effect on the academic staff, then the goal may be attainable but if the impact of the culture on the academic staff is negative, then the university goal may not be attained (Olawuyi, 2017). Therefore, a university's culture plays an active and direct role in its goal attainment.

The University of Ibadan, as a part of her culture, for instance, has been appointing insiders as registrars for the past six decades. The university went against this culture in 2012 when it hired an outsider to be a registrar for the very first time in the history of the university (University of Ibadan Bulletin, 2012). Several reasons may abound as to why a university might employ an outside successor. According to Densten and Sarros (2012), a university may hire an outsider to be an academic leader where there is a high preference for continuity change, particularly in situations where goal attainment is under a threat. These scholars presumed that an outsider can attain university goals faster than an insider. However, appointing an outsider as an academic leader has some clear disadvantages, among which are, the new academic leader may not understand the university's culture and might have to spend valuable time building trust. Therefore, bringing in an outsider(s) may jeopardise university goal attainment if not properly managed (George, 2013).

The implication of low goal attainment in a university is poor quality graduates, which may invariably lead to the unattractiveness of employees to the employers of labour and which eventually may result in unemployment of graduates. In the area of research, without the insistence and maintenance of quality research, university goal attainment will be dangerously undermined. On the aspect of community service, if it is not addressed by the university management and other stakeholders concerned, the community may lack basic information that is needed for its development, and this then implies that there is no

viable relationship between town and gown; hence the university goal in this area would equally be endangered.

Previous studies (Obiwuru, Okwu, Akpa and Nwankwere, 2011; Eze, 2012; Odekina, 2015; Mamedu, 2016; Abdulkareem, Sheu and Kayode, 2016; Garieth, Usen, Valentine and John, 2020) have been conducted on goal attainment, most of these studies focused on the quality of work-life, succession management, leadership style, managerial leadership, corporate culture and participative management practices and leadership succession factors with no attention given to the combined influence of leadership tenure (leadership time frame, leadership style and leadership experience) and leadership succession (transition planning, succession planning and university culture) on goal attainment in federal universities in Southwestern, Nigeria. Because of this, this present study is expected to fill this lacuna by examining the influence of leadership tenure and succession on goal attainment in federal universities in Southwestern, Nigeria..

1.2 Statement of the problem

Attainment of goals in federal universities in Nigeria seems to be low in terms of teaching, research and community services. For teaching, there seems to be a lack of interest in teaching on the part of academic staff due to the disruption of the academic calendar and the total closure of academic institutions as a result of protests by students or industrial actions by staff unions. Regarding the quality of research, most publications from Nigerian universities appear not to have international visibility as only a few research works seem to have been cited more in international journals than in local journals. Meanwhile, the provision of services depicting intellectual, professional, technical and executive values to the public appears to be low in many Nigerian universities, thereby making the relationship between the town and the gown appear less worthwhile.

Times Higher Education's World University Rankings for 2023 showed that no Nigerian federal university was among the first four hundred best universities. This shows a wide gap between universities in Nigeria and universities around the world in terms of goal attainment. Therefore, it appears that many universities in Nigeria still have a lot to do in

order to meet up with world-class universities. Hence, there are a number of factors that could be deemed to influence goal attainment; prominent among them are leadership tenure (leadership time frame, leadership style and leadership experience) and succession (transition planning, succession planning and university culture).

By implication, low goal attainment would lead to poor quality graduates, which may invariably lead to incompetents of the employees to the employers of labour and eventually may result to graduate unemployment. In the area of research, lack of insistence on and maintenance of quality research may undermine university goal attainment, and in the aspect of community services, low goal attainment may deny the community basic information that is needed in the area of technological development, medical services and educating members of communities as well as providing student-teachers who could help in community schools during teaching practice exercise.

However, previous studies as discussed in the background to the study have examined numerous factors like quality of work-life, succession management, leadership style, the role of managerial leadership, corporate culture and participative management practices and leadership succession factors as the constraints to goal attainment in isolation. While these and many more may jointly influence goal attainment in federal universities in Nigeria, there appears to be a dearth of literature on leadership tenure and succession as they influence goal attainment. There is a need to, therefore, find out what those factors hindering many federal universities from attaining global academic standards and best practices. It is against this background that this study investigated the influence of leadership tenure and succession on goal attainment in southwestern federal universities.

1.3 Purpose of the study

The main purpose of this study was to investigate the influence of leadership tenure and succession to goal attainment in federal universities in Southwestern Nigeria. Specifically, objectives of the study:

- i. investigated the level of goal attainment in federal universities in Southwestern Nigeria;

- ii. examined the leadership styles employed by the deans, heads of departments and directors in federal universities in Southwestern Nigeria in attaining the universities goals;
- iii. ascertained the leadership tenure factors (leadership time frame and leadership experience) in federal universities in Southwestern Nigeria;
- iv. found out the level of leadership succession factors (transition planning, succession planning and university culture) in federal universities in Southwestern Nigeria;
- v. examined the significant difference in goal attainment across the selected federal universities in southwestern Nigeria;
- vi. investigated the significant difference in leadership tenure across the selected federal universities in southwestern Nigeria;
- vii. found the significant difference in leadership succession across the selected federal universities in southwestern Nigeria.

1.4 Research questions

The following research questions were raised and answered in the study.

- i. What is the level of goal attainment in federal universities in Southwestern Nigeria?
- ii. What type of leadership styles are mostly exhibited by directors, heads of departments and deans of faculties in federal universities in Southwestern Nigeria?
- iii. What is the leadership tenure in terms of time frame and experience in federal universities in Southwestern Nigeria?
- iv. What is the level of leadership succession factors (transition planning, succession planning and university culture) in federal universities in Southwestern Nigeria?
- v. To what extent does leadership tenure influence goal attainment in federal universities in Southwestern Nigeria?
- vi. to what extent does leadership succession influence goal attainment in federal universities in Southwestern Nigeria?

1.5 Hypotheses

The following hypotheses were formulated and tested in the study at 0.05 level of significance:

H₀₁: There is no significant difference in goal attainment across the selected federal universities in southwestern Nigeria.

H₀₂: There is no significant difference in leadership tenure across the selected federal universities in southwestern Nigeria.

H₀₃: There is no significant difference in leadership succession across the selected federal universities in southwestern Nigeria.

1.6 Significance of the study

The expected findings of this study would serve as guidelines to the following stakeholders in the university system: administrators of universities, university management, policymakers, students and researchers. The expected findings of the study would assist universities' administrators to give priority to the leadership succession planning of junior academic staff to attain university goals not only in the Southwestern part of the country but also Nigeria in general.

Also, the findings of this study would provide adequate and relevant information on the need to reform the university leadership transition planning and succession planning that govern the leadership succession in universities and the subsequent influence of these factors on goal attainment. This would assist administrators to provide information on leadership tenure and succession factors that are capable of militating against goal attainment.

Likewise, university management would be able to utilise findings from this study to repackage transition planning of academic leaders in line with changing demands for scholarly works in academics especially in areas of research and teaching with the use of mentoring.

The findings of this study would be of great assistance to management teams of universities to educate them on how to attain the stated goals within the time frame and also to cope with leadership crises. Findings from this study are also expected to suggest leadership styles that may enhance goal attainment for university management.

This study would reveal the usefulness of leadership tenure and succession to policymakers as one of the ways of not only curbing leadership crises but also attaining the goals of Nigerian federal universities.

More importantly, the findings of this study would increase the quality of university graduates, the learning outcome and the performance of students when teaching and learning are in good shape. This study is of relevance to students and future researchers who may wish to carry out further research on any of the variables captured in this study. Findings from this study would also contribute to the literature on effective leadership tenure and succession in the university system.

Finally, the empirical facts and data generated from this study would be made known to the public through presentations and publications in academic journals. This would make the information available to all stakeholders in the university communities.

1.7 Scope of the study

The conceptual scope of this study was leadership tenure, succession and goal attainment. For leadership tenure, it was measured by the following elements: leadership time frame in the office, leadership style, leadership experience. The indicators that were considered in leadership succession include transition planning, succession planning, and university culture as they influence university goal attainment through teaching, research and community service in Federal universities in Southwestern Nigeria.

The geographical scope of this study was federal universities in Southwestern Nigeria. Federal universities in Southwestern states were chosen because the zone has a robust history of higher institutions from which other universities in Nigeria originated, as well as being the most educated zone in Nigeria. Likewise, there are more universities in this zone than in other areas and most of these universities are old enough to provide relevant

information that guided the study. The issue of the present security situation especially in the Northern part of the country was also one of the reasons for the choice of Southwestern Nigeria. Finally, most of the southwestern universities are doing well in respect of web metric ranking.

The institutional scope covered all six federal universities in the geographical location with their respective academic leaders (heads of departments, deans of faculties, and directors of units), academic staff (lecturers) and undergraduate students. In terms of times scope, data were collected from 2013/2014 to 2018/2019 academic sessions on leadership tenure and succession across the federal universities in southwestern Nigeria.

1.8 Operational definitions of terms

The following concepts were defined in the way they were used in the study.

Goal Attainment: It is the extent to which teaching, research and community service can meet global best practices. In this study, goal attainment comprises teaching, research and community service.

Leadership Tenure: This refers to the period spent by academic staff who occupy a position of administrative work. In this study, academic staff is expected to have a leadership time frame, leadership style and leadership experience that are associated with tenure in attaining university goals.

Time Frame: This is the number of years a management staff e.g. (head of department/units, deans of faculty and directors of units) spend in office in a university. In this study, it may be 1 or 2 years for acting heads of department, and 4 years for a substantive head of department who is a professor.

Leadership Style: This refers to the various styles of leadership that are displayed by heads of department and deans in federal universities in southwestern Nigeria. In this study, leadership style comprises democratic, authoritative, *liassez-faire*, transactional and pseudo-democratic leadership styles.

Leadership Experience: As it is used in the study, this means the totality of what academic staff pass through under the leadership of heads of department, deans and vice chancellor as the case may be, in attaining the university's goal.

Leadership Succession: This refers to a deliberate and systematic effort by department, faculty or university to ensure leadership continuity in key positions, retaining and developing intellectual and knowledge capital for the future, and encourage individual advancement. For this study, it is measured by the following elements: leadership transition planning, succession planning and university culture among academic staff in attaining university goals.

Transition planning: It is a process of transferring a complete record of the university's structure, goals and accomplishments through a complete and organised file from the outgoing academic staff to the incoming one who wants to assume leadership role.

Succession Planning: This refers to the process of identifying and developing internal academic leaders or personnel with the potential to fill key leadership positions in the University.

University Culture: This deals with the norms, traditions, skillfulness, arts and values that are stipulated to guide and guard selection and replacement of leaders in an organisation. In this study, university is referred to as an organisation.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents literature review based on the variables of this study. However, it was reviewed under the following sub headings:

2.1 Conceptual Review

2.1.1 Goal Attainment

2.1.2 Leadership Tenure

2.1.3 Leadership Succession

2.2 Empirical Review

2.2.1 Leadership Tenure and Goal Attainment

2.2.1.1 Leadership Time Frame and Goal Attainment

2.2.1.2 Leadership Style and Goal Attainment

2.2.1.3 Leadership Experience and Goal Attainment

2.2.2 Leadership Succession and Goal Attainment

2.2.2.1 Transition Planning and Goal Attainment

2.2.2.2 Succession Planning and Goal Attainment

2.2.2.3 University Culture and Goal Attainment

2.3 Theoretical Framework

2.3.1 Goal Systems Theory

2.4 Theoretical Model

2.5 Conceptual Model on Leadership Tenure, Succession and Goal Attainment

2.6 Appraisal of Literature

2.1 Conceptual Review

2.1.1 Goal Attainment

Reicharg (1999) saw the goal as the statement of what the university or sub-unit of the university wishes to do or attain. This scholar added that it is generally a mirror of higher education institution problems or a tool to catch an opportunity for the improvement or advancement of the university. This goal must be precise, measurable and time-limited. It is also referred to as the statement of what the university intends to do (Odekina, 2015). This scholar described goal attainment as the ends result that every university strives to attain through its existence and operation. It is the extent to which a university achieves its stated mission and vision.

The mission is the objective that every university aspires towards. It is worth understanding that vision is wider than a mission. A mission statement is derived within the framework of vision. The Oxford Advanced Learner's Dictionary defines vision as the capability to reason about or blueprint for the future with large visualization and intellect. Mission describes the purpose of the university's existence while vision serves as the image of the university that aspires to become in the future. The mission of the university is seen as the main purpose, it is the motive for why the university exists within a community (Woodrow, 2006). It seems to be the basis upon which the universities build their vision. Missions create in the university's internal environment, considering the needs of inner stakeholders, and are also formed by environmental stresses and challenges that are likely to influence the university (James and Huisman, 2009). To create a functional mission, the university transmits its core value and philosophy that will assist to attain its main objective (Sidhu, 2003). Additionally, a university's mission communicates its identity and what exactly the university wants to attain within and outside the country (Kosmutzky, 2012). This will allow the university's academic leaders to fully understand its aim, and also get motivated to attain the university goal (Woodrow, 2006).

Moreover, a university's mission which is also known as its objective helps the university to specify its core value, aids set preferences and reflects the university's self-image (Kosmutzky, 2012). Studies suggested that a university's mission is a way of establishing genuineness and for that matter can be used as a weapon in attaining university goals

(Morphew and Hartley, 2006). These researchers added that a well-defined mission statement can distinguish the university from its counterparts, and which will lead to good utilization of the resources used in customer gratification. However, mission statements should be carefully defined, and the goal should be communicated to the member of the academic staff as well as stakeholders in society to influence the university's goal (Fugazotto, 2009). Some scholars observe that nearly all universities today have similar mission statements. However, they fail to identify the university's particular strengths and distinguish or place them within the marketplace (Kosmutzky, 2012).

Mission statements of any university are expected to be complex, lengthy and expected to show what the university wishes to attain in the future. Furthermore, the language used in mission statements is quite general at times and is intended to trigger an all-objective (Morphew and Hartley, 2006). It is therefore difficult to say whether the university attains its goals or not. Scholars find it difficult to link universities' mission to their management's actions (Weingart and Maasen, 2009). Jongbloed, Enders and Salerno (2008) argued that nearly all universities tend to have the same strategy, identical visions and suggested the need for higher duty on their part. Missions hold an important role, and it is expected to play significant roles in the fulfillment of universities' objectives in and outside their various communities.

According to National Universities Commission (NUC, 2021), there are forty-four (44) federal universities, fifty-two (52) state universities and seventy-nine (99) private universities at the time of carrying out this study, making a total of one hundred and ninety-five (195) universities in Nigeria. However, it appears that many of the existing universities are not living up to expectations when compared to other universities in Africa and generally in the world.

Looking at various visions and missions of these federal universities in southwestern Nigeria, it will be observed that they have one thing in common which is to be an institution responsible for powerful manpower development and training that are needed for the survival of individuals and the community as a whole. This is equally affirmed in the National Policy on Education (NPE).

The university's goal in terms of effective teaching and quality research can be attained through the planned efforts of academic leaders. To achieve this, universities formulate their vision and mission to meet international standards and become the best universities globally. However, some universities have global perspectives in the area of effective teaching and quality research while some have continental perspectives (Europe, Africa, North America, Asia, South America, Oceania, or Antarctica) and yet others have national perspectives in the countries where they are established (Kpolovie and Lale, 2017).

In a paper written by Anyebe (2014), the scholar stated that universities have three mandates and means of attaining university goals. These mandates include teaching, research, and public services or community service. Therefore, universities all over the world show great concern about goal attainment, with an emphasis on teaching, research and community service. This researcher emphasised the core value that was spelled out in the NPE (Federal Government of Nigeria, 2014).

University goal attainment is not only captured by what is taught in the classroom but also by what students learn. It is not only about money spent to carry out research but also how much new knowledge is created through quality research. Additionally, it is not only captured in the number of hours spent in community outreach but also in how impactful community service is to society. Therefore, the university's goal attainment is determined by assessing the teaching, research and community service of its personnel.

Kayode, Yusuff and Veloo (2014) expressed that university goal attainment is measured in terms of competing values approach, goal approach, competing values approach, strategic constituency approach and system resource approach. These scholars argued that system resources, internal processes and strategic constituency approach could all be used to measure goal attainment but the goal approach is best applied in a place where the goal of the university is well explained. This goal approach focuses on output to find out the main functional purpose which includes advantage, invention and quality output. There are two basic propositions for this goal approach. Namely, there should be a universal acceptance of the specific goal, and the persons involved should be committed to the plan. The second proposition is that the number of goals is bounded and attaining them requires specific needful resources (Robbins, 2003).

Merlyn and Michael (2017) opined that the system approach to university goal attainment postulates that the university is composed of interrelated subsystems. For instance, the University of Ibadan has sixteen faculties (Sub-systems). If anyone (faculty) performs incompetently, it will have a negative effect on the performance of the whole university. Consequently, universities are said to be effective if they receive huge resource inputs from their immediate environment. The university's survival relies upon a cordial relationship with its districts, as these districts could obstruct the operation of the university. For a university to exist, it is indispensable to acquire resources from its immediate environment. University may end toward a state of maximum if it fails to acquire resources.

Merlyn and Michael (2017) further added that the competing values approach postulates a lack of a preferable yardstick that is used and valued in measuring goal attainment. This approach postulates that staff within the university has different objectives and therefore work differently. Generally, this is based on personal values, interests and preferences (Scott, 1987). This scholar further explained that strategic constituency concerns all staff who are directly or indirectly linked to the university. These staff may have diverged functions to play in the university.

Goal attainment can be described as the missions and visions or set of objectives and goals put in place by the management of universities that they strive to attain. In this study, the means of attaining goals comprise teaching, research and community service. These are the major roles of lecturers in Nigerian universities. It is globally identified that teaching, research and public service constitute the main roles of academic staff in universities (Yusuf, 2012). Therefore, universities have three means of attaining goals usually referred to as a measurement of goal attainment in this research. Popoola (2008) saw them as academic staff's functions and defined them as staff in the universities whose responsibilities concern teaching, research and community services. Therefore, these functions are adopted as means of attaining university goals. This is because, according to FRN (2014) stated that universities shall pursue these means of attaining goals through effective teaching, research development, and dedicated service to society.

Times Higher Education (2013) used teaching as a major indicator for World University Ranking. Ogbulogo, George and Olukanni (2014) also emphasized the importance of

teaching at university. However, many schools of thought have argued that teaching is not independent but will interrelate with other functions being performed by the academic staff of the university including research and community development which can enhance the teaching skill of lecturers. However, a good lecturer may not be a good lecturer if he does not have pedagogy knowledge of the subject matter.

Academic staff are accountable for ensuring positive changes in the lives of learners in the area of moral development, mental and skill acquisition. Very trained and skilled lecturers are probably expected to be employed to guarantee effective teaching and learning in the lecture room. Higher education institutions in Nigeria appear not truly committed and devoted to effective teaching. Okebukola (2006) observed that the quality of graduates produced in Nigeria universities is not connected with the number of lecturers who impart knowledge in the lecture room and some of these academic staff in some universities do not have the Doctor of philosophy qualification expected by the National Universities Commission (NUC).

Therefore, globally, the university is viewed as the centre of teaching and learning, as well as an institution of higher learning. Teaching is the main duty of the academic staff, although the three duties (teaching, research and community service) are interrelated and can hardly be separated from one another (Anijaobi-Idem, Berezi and Akuegwu, 2012). That is why probably teaching could not be ruled out from university goal attainment because teaching remains the primary responsibility and is one of the main goals for which universities are established.

However, some factors affect effective teaching and learning in universities. One of the factors is strike action which affects the smooth running of the university programme. Bamiro (2012) maintained that the series of strike actions by different unions which resulted in the closure of some universities for several months may be accountable for the low quality of teaching in many Nigerian Universities. Often time, lecturers embark on indefinite industrial actions that equally disrupt teaching activities in the university system. For instance, Nigerian universities have been experiencing industrial actions and leadership crises that are capable of militating against the attainment of their goals. On the other hand, students engage from time to time, in protests to demand their rights even when such rights

are wrong, thus leading to the closure of universities and disruption of teaching activities for months. When this happens, effective teaching and learning would be threatened or endangered.

Akinyokun and Uzoka (2007) pointed out that the following index may be used to rate teaching performance in universities. These include quality of postgraduate supervision, book publications, a relevant course taught at both undergraduate and postgraduate levels, projects, academic experience and quality of undergraduate.

Manjunath, Tyagarajan and Ansari (2008) investigated the extent of the teaching productivity of scientists and ascertained the relationship between the teaching productivity of scientists and their profile characteristics. They revealed job satisfaction, organisation commitment, and organisational climate were positively significant to the attainment of goals of universities. These scholars also studied the teaching productivity of the teachers and researchers at the University of Agriculture Dharwar and found that teaching productivity depends on personal variables. Francis (2015) confirmed that the majority of the universities in Africa are dedicated to excellence in teaching as a means of ensuring goal attainment. Based on these studies, it is noted that teaching appears as a contributor to goal attainment.

Francis (2015) observed that there is a loss of belief by the educational administrators of higher education institutions especially universities due to poor teaching. These scholars added that employers confirmed that graduates of Nigerian universities are poorly taught, trained, unproductive on the job and the quality of graduates is declining rapidly on daily basis.

These stated goals may not be attained if teaching is not well taught in universities. Teaching is the primary role that the university employs academic staff for and they must perform this role for the attainment of university goals. This role requires academic scholars to offer innovative, relevant and market-driven academic programmes at all stages of university education, with in-built quality control systems. Additionally, learners and academic staff need an enabling environment for integrated growth from the university management. Indeed, Babalola (2008) stated that the university system is responsible for

propounding, preserving, promoting and propagating knowledge. Unfortunately, the situation seems to be worst because most HEIs especially universities rarely provide a conducive environment that could enhance teaching and quality research in the university system.

Heinesen (2010) added that the ability and competence of teachers improve students' performance significantly and that different teaching styles adopted by the academic staff can enhance understanding of the concepts. It is observed in Nigerian universities that without academic staff, university goals as specified in the NPE would not only be attained but also suffered. Indeed, reformers of Higher Education Institutions (HEIs) can establish new HEI, can modifying curricula, recommend and prescribed teaching methodologies as good aid. At the end, the academic staff could be responsible for applying them. These academics are the ones who translate universities' goals into skills and knowledge in the classroom.

Igbojekwe and Ugo-Okoro (2015) posited that university lecturers are expected to deal with subject content respectfully and honestly; to engage in the development of student intellectual; to deal with learners' scores, other learners' records that are concerned with their studentship in the university; to possess content and pedagogical competence; and to assess the learners that are good, fair, open and conforming with the course. Priestly and Kerpneck (1977) opened that university academic staff need broad knowledge and comprehension of the subject matter. Since their main assignment in the university is to teach, they should understand a good deal about teaching. Hill, Lomas and MacGregor (2003) found that students valued lecturers who understood what they were teaching; these lecturers were well-coordinated and interesting to talk to them. These learners also appreciated lecturers who provided feedback to them during the lesson period and also admired lecturers who helped them to learn in the classroom.

Marsh and Hattie (2002) stated that research and teaching are mutually helpful if not inseparable. They further stated that quality teaching and research are complementary to each other. These scholars argued that research conducted forms the basis of the content of teaching and those academic staff that is active scholars are more likely to advance more in their discipline and be knowledgeable of a global perspective in their area of specialisation.

It is however often contended that the mutually reinforcing, symbolic relationship between teaching and research. That is what separates universities from other HEIs. As much as research influences teaching, teaching can also contribute to research. Sharing the outcome of one's research with learners in a teaching context assists researchers to explain their research. Comments, questions and suggestions raised by learners can strike new directions of research. Although some scholars argued against the correlativity of research and teaching, it was pointed out that high-quality research is conducted in institutes of research where they don't have undergraduate students whereas high-quality teaching exists in universities where academic staff pursue little research (Ramsden and Moses, 1992). Another argument is that the two functions demand different preparation and task which involve different personality features. These research and teaching should be funded by the government separately. However, both research and teaching are the means of university goals that can only be attained when there are elements of leadership tenure and succession being put in place by the university management.

The means of quality research is to expand the frontiers of knowledge which in no doubt contributes largely to the growth of the nation. An academic leader is expected to have conducted a number of quality researches both locally and globally that can be of advantage to sustain national growth and goal attainment (Jaiyeoba and Atanda, 2009). For Nigerian universities to attain their goals, academic leaders are expected to be published in recognized journals. Xiaocheng (2010) submitted that one of the pillars holds an academic reputation in the university. It serves as a source of new knowledge. Research is always found in a university's mission and vision statement showing what the university stands for. Oloruntoba and Ajayi (2006) affirmed that research requires a great deal of money. If lecturers are to conduct quality research to publish in recognized publications, funding is required to accomplish the work. The papers published in well-known journals give an avenue of identification for academic staff and the university as a whole. Kotrlik, Bartlett, Higgins, and Williams (2002) stated that research productivity in university often plays a vital role in recording achievement in an academic environment as it is concerned with promotion, tenure as well as salary.

Globally, it is recognised that research plays an analytical role in enhancing the accomplishment of a country and the well-being of its residents. Creswell (2008) stated that research solves the practical problem and provides perception into fresh ideas that will enhance human knowledge of different cultural, social and economic phenomena. The researchers added that research is a conscious effort made by the researcher in collecting, analysing and verifying information. Ochai and Nedosa (1998) emphasised that research output is new knowledge and facts, invariably presented to educational stakeholders through publications and conferences. Recognition and development of lecturers in universities largely depend on the quality and quantity of their research outputs which are presented through technical reports, journal articles, chapters in books and other types of publications (Torchich, 2013).

Research is carried out in all HEIs. However, the ones that are usually conducted in universities by the lecturers are the most significant to the goal attainment in this current study. Oloruntoba and Ajayi (2006) stated that goal attainment in the area of research is decided by the number of publications in reputation conference proceedings and referred journals. The importance of quality research cannot be overemphasized. Research exposes lecturers to new ideals and sharing of sociocultural information with others. Lecturers have a chance to leave outside their university environment to seek information and collection of data during the process of research. Quality research may enhance genuine indigenous and sustainable advancement. Okebukola (2006) explained that the objective of a research evaluation exercise is to allocate public funds for research, competitively based on the quality of such research. It shows that the demand for quality research has been generally accepted in both academic institutions and management organisations. Dill (1986) equally explained that some new ideas are discovered through quality research at university. The importance of quality research across universities in Nigeria appears to be concentrated on productivity.

University has excellent research performance if the following broad criteria are considered: outstanding research academic staff and recognized research groups; the amount of annual public funding on research; the number of doctorate produced; and excellence in research publications and outcome (Xiaocheng, 2010). This scholar noted that

research performance is often measured by peer review of publications, e.g. refereed journals. External rankings and awards could also measure research performance. The University of Lagos was recognised in Law, Social Science and Business Administration while the University of Nigeria Nsukka was respected in Literature and Languages.

Research publications are required to serve as public consumption. The essence of research in HEIs is the publication. A completed study without publication is certainly meaningless to everybody and this cannot enhance university goal attainment. Indeed, one of the primary means of university goal attainment and indicators for lecturers' assessment/promotion is the quantity of research work published. Therefore, there is a language that says either publish or perish, a university without research publication seems to be perishing and may not be even found among the first-class universities in the globe, such a university has to revisit its mission and vision for which it is established. Some lecturers in Nigerian federal universities seem to devote time to research publications than teaching. This disagrees with the observation made by Sanyal and Varghese (2006) who observed that universities in advanced countries have committed to research more than teaching while universities in underdeveloping countries have weak research functions and retained strong teaching functions. Most of the research performance of lecturers is presented through published work. Published works enable lecturers to gain identification in academic circles both in and outside Nigeria.

Xiaocheng (2010) wrote a paper on performance measurement in universities. This study focused on output and outcomes measurement while the paper aimed to develop a framework for universities' performance. Therefore, this study argued that performance could be measured by the degree to which each university function is maintained and sustained toward the university goal. Concerning this discussion, the paper proposed a way forward to performance measurement in universities by differentiating between management performance and academics. The differentiation considers four sub-measurement as follows; education, research, finance and human resources. However, the paper suggested that input and process measures could be used for performance measurement in addition to output and outcome measures.

One of the problems confronting African universities, particularly Nigerian universities is poor global ranking. It is regrettable that none of the Nigerian universities is among the first 1000 in the global ranking. Even though, none of the Nigerian universities is in the first thirty positions in Africa (Obanya, 2010). The current 2018 edition of the world Ranking of Nigerian universities also confirmed that no Nigerian universities were among the first 1000th in the world. However, the University of Nigeria, Nsukka was ranked first in Nigeria and 1,433th in the world. The positions of some other universities on the 2018 ranking table in order of ranking in Nigeria and the world are UI, Ibadan (2/1613), UniIlorin, Ilorin (3/2114), Covenant University, Ota (4/2173), Nnamdi Azikwe University, Awka (5/2173), UniPort (6/2190) and UniLag, Akoka (7/2243) among others (World Ranking of Nigerian universities, 2018). This shows that goal attainment in federal universities in Nigeria is low (Obanya, 2010). Considering this fact, it can be seen that four out of the six indices deal with publication. This confirms that research publication plays important role in goal attainment.

In university ranking, research plays important in attaining university goals. Mohammed (2012) confirmed that research is one of the criteria of ranking world universities and it counts 30% of the overall ranking score. This is the analysis for Times Higher Education as follows: 16,000 scholars' perceptions predominate the performance indicator (18%) on the university's reputation for excellence of research. This implies that the sum ranking score of a university is based on the subjective belief of researchers and their research-dominated perception. The other indices include the university research income per faculty (6%), the number of publications in quality, peer-reviewed and journals per faculty (6%). This indicates that any university that published not more than 200 papers annually would not be included in the ranking's competition, and this has implications for African universities and many other newly established federal universities in Nigeria. Similarly, Times Higher Education (2013) stated that one of the criteria of ranking world universities is research output and this research output took 20% points.

Furthermore, in July 2006 ranking which was released in September 2006, it was revealed that only four Nigerian universities were ranked 53rd, 72nd, 87th and 100th among the first one hundred (100) African universities. These universities were the University of Lagos,

Akoka, OAU Ile-Ife, UI, Ibadan and Unibenin. Similarly, it was discovered that in 2011, the University of Ibadan was ranked first in Nigeria, 41st in Africa and 3,499th in the world. The positions of some other Nigerian universities on the 2011 ranking table in order of ranking in Nigeria/Africa are the University of Ilorin (2/42), Ahmadu Bello University (3/43), Obafemi Awolowo University, Ile-Ife (4/44), University of Lagos, Akoka (5/46), University of Benin (6/55) and the Federal University of Agriculture Abeokuta (7/60) (University of Ibadan Bulletin, 2011). It was also discovered that in 2012, Nigerian universities did not rank among the first 1000 in the area of quality research globally. The only Nigeria University close to this rank was the University of Benin, which took 1,639 positions (Internet lab, 2012). In the 2018 Webometrics ranking, the University of Ibadan was equally ranked 1st in Nigeria and 905th in the world while Afe Babalola University and Covenant University were ranked 2nd and 3rd best Universities respectively in Nigeria and 2,287th and 2,824th in the world (Raji and Oyedeji, 2021). Based on these statistics, it can be seen that goal attainment in Nigerian federal universities is low.

Oyewole (2010) examined the research and development centre of the Federal University of Agriculture Abeokuta in relation to research coordinating efforts in African Universities. This institution was second best in Nigeria in the world because of its attitude towards research and the establishment of a research and development center. Even though, the result emphasized that funds were reported to be low for research. The university focused on making research to be relevant to its mandate. Over a decade, the university has contributed over 2000 research articles to both local and international journals and the products of the university research are currently being used by local industries.

Newman (2014) wrote a paper on publish or perish: Impediments to research output and publication. This paper analysed factors that affect research output in HEIs in South Africa. Lack of funding, interest, and time due to weighty lecturing commitment as well as high teacher-student ratio and poor research skills were found to be impeded research publication. The paper equally recommended that academic staff should be allowed one day break in a week for research, writing retreats and mentoring of novice researchers should be practiced. Olasupo (2017) adopted a descriptive survey research design and 302 academic staff as the sample size to conduct the study on research publication. The study found that

the publication of co-authored textbooks, patent, textbooks and certified inventions were poor.

Community service is the third means of goal attainment which could be referred to as the free performance of an activity by some people that would help their society. Participating in one's community makes it enjoyable and advantageous. An individual may volunteer him/ herself to deliver services and assist the community. In summarily, it is a state where an individual is attempting to make a better living and place for people in the community. Community service provides many gains which are political and civic awareness, social, psychological, problem-solving skills and cognitive critical thinking.

Administrative functions of academics as a part of community service involve developmental issues and regulations in universities. The functions include advice to the Vice-chancellor on the strategy and tactics; management of non-teaching staff; policy execution; development of university policy; the physical and service resources of the university's estate; monitoring and coordination of systems (Kogan and Teichler, 2007). These scholars further emphasized that some of the tasks identified are regulatory while some are developmental. Though the senate is the highest decision-maker in the university, academics at the faculty and departmental levels are responsible for educating farmers on the use of crop species, improving in teaching skills of trained teachers, especially through teaching practice programmes as well as developing new and efficient drugs for use by the public. Having said all these, it is, therefore, necessary to examine the extent to which teaching, research and community service are pursued in Nigerian universities.

2.1.2 Leadership Tenure

The concept of 'leadership' is changing over the decades. It can be defined as a member of a group who is given a certain position more than any other in the group and consequently exhibits behaviour appropriate to the position he/she occupies for the attainment of the group's goal. In this view, the Cambridge Advance Learners Dictionary explains that leadership is the set of features that makes a leader and the person in charge of an organisation. Northhouse (2004) identified four common definitions of leadership. These are defined as follows: leadership involves influence, it is a process, leadership occurs in a group context and involves university goal attainment.

McCrimmon (2008) stated that leadership has often been about someone in charge of a group of people in an organisation or company. Being a leader has always meant having authority over a group of individuals and the power to make decisions that will influence the people. In the educational setting, leaders at different levels make decisions that consequently determine the educational process, goal and the means of fulfilling them. However, leaders in the educational system need power and authority to be successful. It is therefore important to emphasise that they differ greatly in their styles and use of authority as well as power.

In the context of HEIs especially, federal universities in Nigeria which is centre of explanation in this work, leadership refers to the academic officers of the university as recognised by the statutes and laws that set up the institutions. Each academic officer plays different significant role in attaining the university goal. The performance of the leader is an important factor in the development of the university (Vardiman, Houghton and Jinkerson, 2006). Furthermore, Smith and Anderson (2012) stated that the development of a university should be continuous and conscious universities are continuously confronting changes that need to be handled with leadership skills. Mitchell (2012) stated that the majority of the theories that are connected to efficiency, effective and successful leadership discuss the importance of truthfulness, values, integrity and morality.

Tenure refers to a term, mode of holding or occupying something of value for a while. Tenure seems to be one way to measure leader experience in the office. Pfeffer and Davis-Blake (1986) revealed that a person with no previous coaching experience or success at winning may find it difficult to achieve a target goal. Therefore, the actual prior experience of the leader appears to play an important role before any leader assumes to office. Sometimes, legislators and other stakeholders in education question the value of the tenure system in the university. They suggested that one tenured, academic staff may not be fired whether they work or not. Therefore, Yining (2006) noted that tenured academic staff have little motive to discharge and may become semi-retired while still employed by the university. Tenure is described as the number of years by which an academic leader has been employed by a given university. Tenure is equally referred to as the total number of years a leader has served in any organisation or company concerning that person's

dedication to duty and clean record, following the organisation or company's rules and regulations.

Tenure also means employment security in the profession. This is to ensure that university academic staff who have secured employment following an extremely thorough evaluation can only be rejected (Kwadwo, Klaus and Terence, 2016). The tenure of academic leaders in public universities has been an issue of debate for many decades (Mitchell, 2012). Bell, Jeanne, Moyers, Richard, Wolfred and Timothy (2006) confirmed that 34% of executives were forced out, 2% of executives left without reason and 64% of executives left their organisation voluntarily.

Mitchell (2012) identified the advantages of the longevity of leadership tenure as follows; trust of the board and members; the opportunity to develop tenure which was often related to satisfaction, inflexibility, and inability to change; knowledge of membership; knowledge of organisation's culture. These lists principally reflect on a leader's action. Such demerits could be mitigated by leaders' awareness of these limitations and by avoiding the setbacks of satisfaction. The researcher added that most of the tenured leaders confirmed that their effectiveness improves as long term increases. Organisation culture, board and the leaders' knowledge of membership improve organisation leaders' effectiveness.

Similarly, Marzano and Waters (2005) attempted to identify the relationship between leadership and student achievement. These researchers analysed fourteen studies on superintendent leadership and a population comprising 1210 school districts. It was found that district leadership had a significant relationship with student achievement. The study concluded that when district leaders are discharging their leadership roles effectively, student achievement across the district is expected to be positively affected. Leadership experience can either be measured as the length of time in leadership or the specific experience of the leader. An organisation problem is associated with long Chief Executive Officer (CEO) tenure.

Bland, Seaquist, Pacala, Center and Finstad (2002) used medical school to examine individual, organisation and leadership factors affecting faculty productivity. Some of the factors raised by respondents include a lack of a collegial atmosphere and insufficient time

for scholarly activity. Leadership tenure could enhance goal attainment; academic leaders' long experiences on the job improved effective teaching, high research productivity as well as impactful community service (Adenuga, 2015).

Abiodun-Oyebanji and Oyedeji (2022) stated that the tenure of vice-chancellors at the University of Ibadan, Obafemi Awolowo University and the University of Lagos varies going by the tradition and culture of each institution while presenting the details of past and present university vice-chancellors with their tenure since independence in Table 2.2.1.1

Table 2.1: Showing Past Vice-Chancellors of the three Universities from 1960 to 2022

S/No	University of Ibadan, Ibadan		Obafemi Awolowo University, Ile-Ife		University of Lagos, Lagos	
	Names	Tenure	Names	Tenure	Names	Tenure
1	Professor K. Onwuka Dike	1960-1967	Prof. Oluwasegun Oladele Ajose	1962-1966	Prof. Eni Njoku	1962-1965
2	Prof. T. Adeoye, Lambo	1968-1971	Prof. H.A Oluwasanmi	1966-1975	Prof. Saburi Biobaku	1965-1971
3	Prof. Horatio Oritsejolomi Thomas	1972-1975	Prof. O. Aboyade	1975-1978	Prof. Jacob F. Adeniyi A	1972-1978
4	Prof. Tekena N. Tamuno	1975-1979	Prof. C. A. Onwumechili	1979-1982	Prof. Babatunde Kwaku A	1978-1980
5	Prof Samuel O. Olayide	1979-1983	Prof. Wande Abimbola	1982-1989	Prof. Akinpelu Oludele A	1981-1988
6	Prof. L. Ayodeji Banjo	1983-1984	Prof. C. A. Osuntogun	1990-1991	Prof. Nurudeen Oladapo A	1988-1995
7	Prof. L. Ayodeji Banjo	1984-1991	Prof. Wale Omole	1991-1999	Prof. Jelili Adebisi O.	1995-2000
8	Prof A.B.O.O. Oyediran	1991-1995	Prof. Roger Makanjuola	1999-2006	Prof. Oyewusi Ibadapo O.	2000-2002
9	Prof. Oladosu A. Ojengbede	1995-1996	Prof. M. O. Faborode	2006-2011	Prof. Oyewusi Ibadapo O.	2002-2007
10	Prof. Omoniyi O. Adewoye	1996-2000	Prof. I. Bamitale Omole	2011- 2016	Prof. Tolu Olukayode O.	2007-2010
11	Prof. Olufunso O. Olorunsogo	2000-2000	Prof. Anthony Elujoba	2016-2017	Prof. Babatunde Adetokunbo S.	2010-2012
12	Prof. Ayodele O. Falase	2000-2004	Prof. Eyitope Ogunbodede	2017-2022	Prof. Rahmon Ade B.	2012-2017
13	Prof. O.A. Bamiro	2004-2005	Prof. Bamire	2022-present	Prof. Oluwatoyin T. Ogundipe	2017-2022
14	Prof. O. A. Bamiro	2005-2010	Nil	Nil	Prof. Folasade Ogunsola	2022-present
15	Prof. I. F. Adewole	2010-2015	Nil	Nil	Nil	Nil
16	Prof. A. I. Olayinka	2015-2020	Nil	Nil	Nil	Nil
17	Prof. Adebola Ekanola	2020-present				

Sources: Abiodun-Oyebanji and Oyedeji (2022): Leadership Tenure and Succession Planning in Nigerian Universities: Its Implication for Higher Education Institutions

These scholars further explained that the variance of their tenure could be a result of sudden death, frequency of change of tenure policy, the allegation of misappropriation of university funds, sudden illness, undermining of the academic process, termination of appointment, and information concealment, among others.

2.1.3 Leadership Succession

Succession is a process of recognising and grooming fresh personnel, who can take the place of aged leaders when they retire, leave, or when they are no more. In some organisations particularly business organisation, it entails grooming the insider staff with the potential skill to fill key business leadership positions in the organisation (Schemalzried and Fallon, 2007). To an ecologist, it refers to the series of changes in an ecosystem when one society is changed by another society as a result of changes in abiotic and biotic factors. On this note, the action of one party, individual, or product being substituted by another that has become outdated, indisposed, retired or departed is known as succession. Ideally, a successor will occupy the responsibility of its predecessor, being fully adaptable with all other entities in place and perfectly working without any breaking in service (Matser and Lievens, 2011).

Because of this, it can be seen as a process of taking over the position, responsibilities and duty of a predecessor by the new academic leader and ensuring that the existing goal of the university is attained. A succession of a leader occurs when organisation reveals the appointment of a fresh Chief Executive Officer (CEO) (Liu, Valenti and Yu, 2011). Some organisations choose their CEO secretly. Therefore, information about how the choosing of CEO by board members is not shared among the organisation members. This is because the proceeding did not take place publicly. Members of the financial press announce the event and board members do not have access to information until organisation leaders wish to free it (Graffin, Carpenter and Boivies, 2011).

Based on the review of previous studies, leadership succession will enhance academic staff productivity and better individual productivity. This will consequently bring overall university attainment if the university employed skill, experience and competent leaders for present and future responsibilities. Therefore, it is expected that when a new leader

emerges, the university's goal will be attained. Furthermore, previous research confirmed that effective leadership succession influences individual performance (Graffin, Carpenter and Boivies, 2011). These researchers argued that a positive relationship exists between leadership succession and motivating staff in attaining common goals in an organisation.

The purpose of leadership succession is to address the needs of public universities as old academic leaders retire from the system. Secondly, it helps the university in preparing for unforeseen events such as the death or sudden illness of an individual in a crucial leadership role in public universities. Finally, it makes public universities put the right person in place to perform at high efficiency in the present and future (Ndofor, Priem, Rathburn, and Dhir, 2009).

Rothwel (2005) defined succession management as an intentional and systematic effort in ensuring that leadership continues for key positions in the organisation. This will develop knowledge and intellectual capital for the future as well as encourage personal advancement. On the other hand, succession management is a proactive attempt in ensuring that leadership in the university will be persistent by identifying how the positions of authority will be occupied (Schemalzried and Fallon, 2007). The researchers mentioned four succession risks as follows; readiness risk-underdeveloped succession; portfolio risk-poor deployment of talent against business goals; vacancy risk; transition risk-poor assimilation of executive talent.

Egbokhare (2022) submitted that the university system must be protected from the contentious agitations that follow unfair leadership selection processes in order to chart a new beginning of transparency and accountability in leadership selection in particular and governance in general in the Nigerian university system. The researcher further concluded that no amount of funding would be enough to bring the desired progress in the system if it persists in the current corrupt and unaccountable practice.

2.2 Empirical Review

2.2.1 Leadership Tenure and Goal Attainment

Santo, Engstrom, Reetz, Schweinle and Reed (2009) found that as the academic staff ranking increase, the research productivity decreases. This indicates that once academic staff are no longer anxious about their tenure, their motivation to publish will continue to fall. Therefore, the researchers suggested that lower-ranking lecturers, such as assistant lecturers and lecturer II are more likely motivated by tenure compared to professor/associate professors. Chen, Gupta and Hoshower (2006) submitted that tenured academic staff members are motivated more by responsibility, achievements and recognition. In contrast, untenured academic staff members are more motivated by salary, bonuses and promotion. However, pay increases are linked to research productivity, which seems to be a good incentive. These scholars further stated that a number of published articles were related positively to tenured status. Similarly, Blackmore and Kandiko (2011) reported that the tenure and promotion indicators strongly influenced the academic staff's early behaviour.

Meenyinikor and Igocharacha (2016) wrote a paper on principal officers' functionalism and university goals achievement in Nigeria. This paper explained that all the human resources (officers) contributed towards the goals achievement of universities. The scholars identified some academic officers that work hand in hand with attaining university goals. The study concluded that it was through the individual and collective functionalism of the university principal academic officers that efficient and effective attainment of university goals could be achieved. However, the paper did not emphasis on leadership tenure as a determinant of goal attainment in Nigerian universities. This will be established in this current study.

Bret, Kim, Suzanne and David (2014) found disruptions among principals' informal and formal classrooms. Research has been carried out on leadership tenure in developed countries. However, no study of leadership tenure has been carried out in developing nations, especially in Nigerian universities. Additionally, this study does not equally

investigate leadership tenure and goal attainment. This is part of what this study plans to address.

Niklas, Staffens, Meir, Jurgen and Stefan (2014) worked on organisational tenure and employee performance in a financial services company. The population comprised 1,753 employees who worked with 250 leaders of natural work teams. The study found that team leader organisational tenure, employee organisational tenure, and team corporate tenure diversity positively affected employee performance. However, the positive impact of employee organisational tenure was less noticeable in teams with high rather than low tenure diversity.

David (2014) carried out a study on organisational leader selection and answered three hypotheses while descriptive statistics and multiple regressions were employed. The findings indicated that tenure and being an insider is not a contributor to leader effectiveness. Moreover, the findings indicated that top leadership experience, mainly at a first institution significantly predicted leadership effectiveness. Based on this research, the scholar did not write the type of research design, subject of study and also fail to make a logical conclusion.

Neda and Jegak (2011) raised and tested two hypotheses while data were obtained from 201 Malaysian employees at the Department of Agriculture. Results revealed that gender was no moderate relationship between competency and performance. The result equally found that organisational tenure affected the relationship between competency and performance; whereby the relationship between the two variables was stronger for lengthy-tenured employees.

Frouke, Janka and Karen (2014) carried out an empirical study with a sample size that comprised 36 team leaders and 189 team members. An online questionnaire was used to collect data. This study revealed how leadership effectiveness in project teams depends on the degree of organisational tenure diversity. The study indicated that transformational leadership is associated with creative behavior, organisational commitment and job satisfaction. However, it is noticeable that only leadership tenure is considered as one of

the variables in this current research. This will therefore consider the relationship between leadership tenure and goal attainment.

Mamedu (2016) used a correlation survey and found that the prevailing quality of work-life for academic staff will decline if university goal attainment is progressively unfavourable to the university academic staff. However, the effects of leadership tenure and succession on the attainment of these goals were left out. Similarly, the researcher did not consider the views of students and academic leaders as the subject of the study. These will be incorporated into this current study.

Similarly, Mamedu and Ahiakwo (2016) equally adopted a correlation survey to conduct the same study on the quality of working-life of university goal attainment in south-southern Nigeria. Two research questions and two hypotheses were drawn from the study. The study sampled four universities using a stratified sampling technique. The sample consisted of 1681 lecturers of the university of which 36% of academic staff were selected. Two questionnaires were used and developed for the study. Document review and personal interviews were employed in addition to two instruments. The result of the study found a state of satisfactory quality of working life for the staff. In contrast, a form of unfavourable university goal attainment and no significant relationship was found between quality of working life and university goal attainment. However, the influences of leadership tenures and succession on the attainment of these goals were left out. Similarly, they did not consider the views of students (postgraduate students) and academic leaders (Vice Chancellors, Deans, Directors, HODs) as the subjects of the study; these will be established in this current study.

Ahmet and Aydogan (2015) investigated the achievement goals of university students while the population comprised 1509 students. The result indicated that learners generally employed mastery avoidance at a low level. This paper does not have a methodology at all and the only variable is investigated the findings of the study were cumbersome. This current study is hoped to fill the gap by investigating leadership tenure, succession and goal attainment in federal universities and using appropriate research methodology to guide the study.

Bassey, Akuegwu, Udida and Udey (2007) employed an ex-post facto design to examine academic staff research productivity in South-Southern Nigerian universities. The population consisted of 3120 lecturers in 11 universities. The study found that lecturers' fields significantly influenced their research outputs.

Kyaklingonza (2009) investigated lecturers' output and university system effectiveness in five universities in Kenya, while six hypotheses guided the study. The result showed that lecturers' publications had a significant relationship with university system effectiveness. This scholar emphasised that publication is the only way lecturers could display what they have gained through experience and research. The study concluded that all academic staff should be published in reputable journals. In the same manner, a survey by Irtwange and Orsaah (2009) on the lecturers' performance criteria found that among the several performance criteria, lecturers' publication appeared to be the most important as all lecturers are mandatory to have publication as a means of getting the new level and gain international recognition. Similarly, in his work, Harris (2009) strived to qualify lecturers for their research publication. This scholar affirmed that most academic staff in Australian universities make their publication in reputable sources.

Anijaobi-Idem (2012) showed no significant influence between culture publication and effective university management regarding goal attainment, staff management, student management, and facilities management. The study submitted that publication culture does not do with effective university management.

Lertputtarak (2008) used a qualitative research approach to investigate factors related to research productivity in a public university, in Thailand. An in-depth interview was developed and used for data collection from eleven representatives of the public university. The result found that five important factors influence lecturers' research productivity which includes personal career development factors, institutional factors, environmental factors, demographic factors and social contingency factors. The results were further grouped into three basic factors which have been termed to be side- affect factors, essential factors and desirable factors.

Chikwe, Ogidi and Nwachukwu (2015) wrote about Nigeria's research and human capital development challenges. The paper identified brain drain, lack of implication of research results, inadequate funding, low rating in human capital indices, obsolete equipment, among others. The paper concluded with some recommendations that will help in meeting these challenges. Similarly, another paper was written on the challenges of research by Nwakpa (2015) who worked on research in tertiary institutions in Nigeria. The challenges that face research include misplacement of priority, inadequate educational facilities, corruption, and poor funding among others. Solutions to challenges were also identified in the paper.

Yusuf (2012) investigated an appraisal of research in Nigerian universities in the same vein. A paper considered the challenges hindering the attainment of research goals in Higher Education Institutions (university inclusive): poor motivation, brain drain, inadequate and irregular funding, and increasing workload resulting from declining staff /student ratio, and deficient research infrastructure. This study appraised research in a Nigerian university. It stressed the need to fill widening spaces in such critical areas as capacity building, levels of funding, research focus or specialty and Higher Education Institutions -industry cooperation as part of planned national research and development planning. However, the paper fails to discuss how leadership tenure and succession could serve as a solution to quality and quantity research. This current study hopes to consider these variables.

Ifedili and Ifedili (2015) carried out a study on the management of Nigerian universities and Community Service (CS). The population comprised 27 federal universities. Six federal universities were selected randomly. The main finding showed poor organisation and management of CS. However, students were very ready to participate in the CS. However, this previous study does not incorporate academic leaders (HODs, Deans of Faculties, Vice Chancellors, etc.) as a subject of the study and others indicators of goal attainment which the present study try to address. It is hoped to consider academic leaders and incorporate teaching and research into goal attainment in this present study.

Laura and Chiara (2002) discussed a statistical analysis of teaching effectiveness from the students' point of view. The study considered the challenge of assessment of teaching effectiveness from students' perception; questionnaires were given to the learners of the University of Udine. The data used in the analysis consisted of 9500 copies of questionnaires. Both regression and multilevel models were used in analysing data. The result indicated that the three models allow useful indications to the institutions and instructors to enhance the quality of teaching.

Okoroma and Alamina (2005) worked on the place of academic freedom and educational accountability in Nigerian university goal attainment. The study showed that Government interference in the activities of Universities through unpopular policies such as backwardness factors, quota systems and catchment areas has a frustrating effect on academic freedom and educational accountability for the attainment of university goals.

Abiodun-Oyebanji and Oyedeji (2022) wrote a position paper on Leadership Tenure (LT) and Succession Planning (SP) in Nigerian as well as implications for Higher Education Institutions (HEIs). The paper critically examined the importance of LT and SP in attaining a higher education system in Nigeria. It further presented a table that shows the trend of tenure of past and present vice-chancellors of three-first generation universities. Problems facing LT and SP of academic leaders (ALs) were also discussed in the paper. The researchers submitted that due process has not been followed in the HEIs and they, therefore, advised stakeholders in the universities system to follow due process when selecting, electing and appointing ALs. This will improve university goal attainment through teaching effectiveness, quality publication and impactful community service in HEIs in Nigeria.

.2.2.1.1 Leadership Time Frame and Goal Attainment

Berg and Jarbur (2014) emphasized the importance of research and teaching. For that reason, university goal attainment may be affected. The researchers observed that the length of time an academic leader stays on the job does not necessarily make one performs efficiently; rather than professional training is a more critical factor than on-the-job experience in job performance. Eitzen and Yetman (1972) conducted a study and

concluded that their results related to tenure in the same duty within the same organisation.

Classically, leaders such as Heads of Departments and Deans of faculty are selected majorly on academic merits, whereas leadership abilities are less pronounced in selecting or appointing academic leaders in the university. A long time of academic leadership leads to the attainment of goals. Academic leaders that spend more than five years in the office seem to attain a set of goals more than their counterparts. Therefore, companies should aim at keeping their CEOs for a longer period for goal attainment (Karlsson, Neilson and Webster, 2008). However, the influence of time frame on goal attainment in federally owned universities is rarely been investigated.

Academic leaders engage in research, instruction, consultation, administration and community service. However, Sridhar Dias and Sequeira (2010) have indicated that a rise in production in any of these areas may be at the expense of others. The researchers argued that academic leaders with administrative responsibilities could not dedicate the coveted amount of time to quality research. There was a relationship between academic position and research productivity (Sax, Hagedorn, Arredondo and DiCrisi, 2002), while others (Korlik, Bartlett. Haggins and Williams, 2002) found no relationship between academic position and research productivity. Additionally, the academic position was considered an important factor affecting research productivity in some countries (Wichian, Wongwanich and Bowarnkitiwong, 2009). However, Hesli and Lee (2011) found that the more members of lecturers chair committees and supervise students, the more they have publications within the explained period due to the assistance they collect from the students they manage.

Raji and Oyedeji (2021) used ex post-facto research design to examine Institutional Supports (ISs) and Research Output (RO) in the University of Ibadan (UI), Ibadan Nigeria. The study sampled 181 academic staff using a multistage sampling procedure. A questionnaire and publication checklist were the main instruments used in the study while mean, simple percentage, frequency counts, standard deviation, PPMC, ANOVA and multiple regression were statistical tools used in carrying out the study. The result showed

that RO was found to be high while AM is the most ISs enjoyed in UI. The result also indicated that positive relationships exist between AM and RF. However, no significant relationship between Research Environment (RE) and RO while academic discipline made no significant impact on RO in UI. The AM, RF and RE jointly contributed to RO. However, AM and RF made a relative contribution to RO.

2.2.1.2 Leadership Style and Goal Attainment

Leadership style plays important role in attaining university goals. Therefore, the issues of leadership style in the university's environment cannot be overstressed in the area of teaching and research. It goes a lengthy way in examining the performance of lecturers and the student. Different leadership styles may affect university goal attainment. Al-Khasawneh and Futa (2013) stated that leadership style is a method used by the leader in governing his people to attain university goals. All leaders whether formal or informal organisation employ the technique to cope with the people to attain the vision of such organisation. The type of style employed by a leader to govern his/her subordinate depends on the situation prevailing at that particular point in time. Ogunbameru (2004) pointed out that the leadership method or style a manager selects influences his effectiveness. Without an appropriate leadership style, the university's goal would suffer. Therefore, leadership styles range from autocratic, democratic, laissez-faire, transactional, and transformational.

Okoroji, Anyanwu and Ukpere (2014) only looked at the one of indicators of leadership tenure and goal attainment being an independent and a dependent variable of leadership style and teaching. The geographical scope of this study was limited to one local government in Imo State with a small sample. It is expected that the study will fill the current space by investigating the contribution of leadership styles to goal attainment and investigating the type of leadership style employed by the academic leaders in federal universities in Southwestern Nigeria with a large sample of academic staff.

Eze (2012) adopted descriptive and exploratory research designs to investigate the role of Managerial Leadership (ML) in Corporate Goal Attainment (CGA) in Dangote Flour Mills Plc. Calabar. The study sampled 120 staff using a stratified and simple random

sampling technique. Data were generated from well-designed questionnaires, and three hypotheses were formulated using PPMC. The result found that a strong relationship existed between the role of ML, motivation and company goal attainment. The result also revealed a significant relationship between managers' leadership styles and the productivity of employees. Despite the role of ML in CGA examined, this previous study failed to investigate leadership succession and goal attainment in the educational sector, particularly federal universities in southwestern Nigeria, which is hoped to be established in this present study.

Bo (2013) conducted a study on the relationship among transformational leadership, organisational commitment of teachers and educational quality in Chinese universities. The findings indicated that transformational leadership influences organisational commitment of teachers and educational quality. However, these studies failed to identify the leadership type employed by academic leaders concerning goal attainment in federal universities. It is assumed to be incorporated in this current study. Yacoub and Abdel-Aziz (2016) examined leadership style in the universities but do not incorporate goal attainment which is hoped to be investigated in the current study. Abdollahi, Jamshidi, Delavari, Menati, and Yasin (2013) showed that there was a positive and significant relationship between servant leadership style and employee trust. Al-Khasawneh and Futa (2013) equally conducted a study on democratic, laissez-Faire and autocratic styles) concerning modifying students' behaviour. The result found that the democratic style influenced modifying students' behaviour in Jordanian universities. Sart (2014) found that the participatory style can be used to empower entrepreneurship and innovation, and identified the significant responsibility of intensive collaboration for the transformation of the university.

Nwokocha and Iheriohanma (2015) analysed the nexus between leadership styles, employee retention and performance in Nigerian organisations. The research identified democratic, autocratic, and bureaucratic leadership styles prevalent in organisations. The study stated that an effective leadership style is vital to achieving organisational goals. Thus, the paper revealed that when subordinates are considered management styles, they weaken employees' performance and initiate their disposition to leave the organisation,

and vice versa. The paper further added that retention of employees and performance could be attained by appropriating relevant leadership styles that correspond to business plans with employees' motivation and morale.

Shamaki (2015) indicated that the democratic style contributes more to the productivity of teachers' job than the autocratic style. However, how leadership style will affect goal attainment was left out which is hoped to be incorporated in this current study.

Thamrin (2012) analysed the influence of transformational leadership and employee performance in Jakarta shipping company, Indonesia. The results confirmed that transformational leadership was found to positively and significantly influence employees' performance. However, these previous studies and findings submitted have shown that research has been conducted in the context of Asia such as India (Singh, 2015) and Indonesia (Thamrin, 2012). In Nigeria's context, Obiwuru et al. (2011) showed that it had an insignificant effect. These gaps thus made it necessary for further research in the Nigerian context to examine the relationship between leadership style and goal attainment in federal universities and the types of leadership style exhibited by leaders of federal universities in attaining university goals in southwestern Nigeria.

Othman and Abd-Rahman (2013) showed that transformational and transactional styles were positively related to organisational commitment in public universities in Nigeria. However, Sakiru, Othman, Silong, Kareem, Oluwafemi and Yusuf (2014) indicated that the most generally adopted leadership style was the transformational style in Nigerian public universities. Abiodun-Oyebanji (2015) confirmed that the democratic style had the highest and most significant contribution to principal managerial effectiveness. The researcher's result equally indicated that democratic, autocratic, liaises-faire, transactional and pseudo-democratic leadership styles jointly contributed to principal managerial effectiveness. In this current study, how goal attainment will be influenced by leadership styles is hoped to be established.

Ojokuku, Odetayo and Sajuyigbe (2012) revealed that there was a negative and insignificant relationship between transactional style and organisational performance. Ojokuku, et al. (2012) in a study in Nigeria found that it had a negative insignificant

effect. This disagreement made it imperative for this study in the context of federal universities in southwestern, Nigeria to establish the relationship between leadership style and goal attainment in federal universities as well as leadership styles employed by the academic leader in attaining university goals in southwestern Nigeria.

Garieth, Usen, Valentine and John (2020) revealed that participation in decision-making and participation in planning had significant contributions to institutional goal attainment. However, this previous study covered one university as the institutional scope of the study, failed to establish the level of institutional goal attainment and did not sample students and lecturers as part of the unit of analysis. Therefore, the study of these researchers may not be generalized as the study did not incorporate students, lecturers and extend the institutional scope. It is hoped and expected that these gaps left by the previous researchers will be considered in this present study.

Nwanah, Ofobruku, Okafor and Mba (2019) used t-test, chi-square, simple percentages, and the researchers' results revealed that employee participation in decision-making improved job productivity significantly. However, the previous study failed to examine the level of organisational goal attainment, their study did not carry in the education sector, and their study sample size was relatively small. The researchers did not consider Pearson Product-Moment Correlation (PPMC) and Regression Analysis (RA) as statistical tools to investigate the relationship between participatory decision-making and organisational goal attainment. This present study is expected to fill the gap by examining the relationship and contribution of variables used in the study by employing PPMC and RA. The present will likely increase the sample size and survey the education sector.

2.2.1.3 Leadership Experience and Goal Attainment

Peretomode (2001) noted teaching qualification and experience could be advantageous or disadvantageous for university goal attainment. In the Nigerian setting, age, qualification and experience have been considered in appointing a lecturer into the position of academic leader. These indicators are expected to make academic leaders more effective. Therefore, the relationship between leadership experience and goal attainment needs to be investigated.

Experience is the number of years or the period when an academic staff member has been performing in teaching, community services, and research. It is described as professional growth that occurs due to a continued stay in the teaching profession (Hallinger and Heck, 1996). The scholars added that it is the professional development resulting from the duration of progressive work, training and retraining on the job. Obasi (2002) believed that academic leaders with a high level of experience perform better in the area of teaching, research and community service than those with lower experience. Leadership experience can be described as the accumulation of skills, and knowledge acquired over the years in the area of teaching, research and community service. It is believed that the skill and knowledge acquired over a while could enhance the accomplishment of the goal.

The idea is that experience gained over the years by the academic leader, enhances goal attainment (Rice, 2010). Olatunji (2013) reported that 40% of the academic staff covered do not have teaching experience at the point of entry into the university system. This scholar concluded that anyone who does not have any reasonable experience may not be able to give their best in terms of effective teaching and quality research in the university. This scholar also observed that 50% of the lecturers had teaching experience and acquired professional training through trial and error over the years. However, they did not have any pedagogical training. This seems to affect effective teaching in the classroom. Huang and Moon (2009) confirmed that teaching experience was significantly related to goal attainment. However, all these studies centered on lecturer experience and teaching in the university. This gap will be filled by examining the relationship between leadership experience and goal attainment of federal universities in southwestern Nigeria.

Nwangwu (2006) suggested that experience helps to develop the needed intellectual and social skills, learn how to perform tasks closely with other persons and find out about individual differences and interests. This shows that experience may be associated with goal attainment. However, it is essential to determine the extent to which the experience of an academic leader relates to goal attainment. A leader's experience could enable educational leaders to supervise and monitor the various aspects of the activities of the university. This will ensure that academic staff are teaching what they are supposed to teach and students are learning what they are supposed to know. The experience could

burden educational leaders if their professional knowledge and academic base are weak. It might be an obstacle and endanger goal attainment. However, Nusbuga (2009) claimed that experience and education reshape leadership attitudes. Katozai (2005) submitted that knowledge is an important instrument that makes a leader more effective than their counterparts and therefore a leader should be experienced, qualified and educated if a university goal is to be attained.

Avery, Robert and Allen (2000) argued that measures of tenure do not capture the skills, knowledge, and abilities gained during previous experiences and are not a contributor to leadership effectiveness. Moreover, these scholars argued that the tenure of related experience does matter. However, according to these scholars, they explained tenure of related experience as a number of years coaching in the National Basket Association, but excluded years coached outside of the National Basket Association. They further found that tenure experience in an alike position was a significant contributor to effectiveness. However, there was no important relationship for tenure experience in a non-alike position.

Kotrlik, et al. (2002) indicated that teaching experience is an important determinant of goal attainment in the area of quality and quantity research. Experience that academic leaders possess in university allows publicity to contemporary theoretical and empirical reviews as well as results regarding issues pertinent to their professions. Besides the research skills they possessed, experienced academic leaders are more likely to know how to gain resources (Hedjazi and Behravan, 2011). Therefore, it is rational to assume that, experienced academic leaders are more likely to be productive in research than less experienced ones.

Edet and Ekpoh (2017) carried out a study on tertiary institutions using a descriptive survey design. The result showed that the paramount challenges that were encountered by HODs were meeting deadlines 126 (98%), excess workload 118 (91.4%), delayed examination results 120 (93%), and funding 129 (100%). Solutions employed by them to combat these challenges included alternative sources of funding among others.

Abiodun-Oyebanji and Oyedeji (2018) adopted a descriptive survey to examine the contributions of labour unionism to institutional effectiveness in terms of effective teaching in Osun State College of Education Ilesa, Nigeria. Two separate questionnaires were used to sample 100 respondents out of 127 academic staff. The result of the study confirmed that institutional effectiveness in the area of teaching was found to be highly effective. The finding also indicated labour unionism was at the maximal level. The result equally found that there was a significant contribution of funding to the system and condition of service to institutional effectiveness.

2.2.2 Leadership Succession and Goal Attainment

John (2009) employed a qualitative research method to investigate corporate leadership succession planning and implementation in Malaysian. The researcher showed that the processes of leadership succession were positively influenced by university cultures together with the leadership succession models. However, this qualitative study does not take goal attainment into consideration which is hoped to be investigated in this current study. The level of leadership succession's contribution to goal attainment in federal universities in southwestern Nigeria will be also examined in this current.

Kevin (2006) found out that best-practice organisations effectively combine succession planning systems and leadership development. Although this research used succession planning as one of the indicators of leadership succession it does not capture goal attainment which is hoped to be established by investigating the contribution of succession planning to goal attainment in federal universities in southwestern Nigeria.

A study was conducted in the United States and Canada with eight high schools. The database for 250 administrators and teachers who worked in those schools from 1970–1990 was interviewed. One of the most important factors that influence the life of a school and the continuation of its improvement attempts was leadership succession. It was indicated that successful leadership succession relies on different factors.

Babangida and Semasinghe (2014) examined the succession problem among Small Family Businesses in Nigeria. The results showed the lack of proper planning by the

originators for succession. Additionally, there is a heritage problem among the members of the originator's family. However, one of the variables is only captured; the research design and data analysis method were excluded from the study. In this current study, other variables (leadership tenure and university goal attainment), research design, and data analysis method will be taken into consideration.

Jose (2009) worked on leader succession and only one of the variables is captured, the study centered on organisation and it was qualitative research. This current study will fill the gap by studying leadership tenure and succession on goal attainment in southwestern federal universities in Nigeria.

Adewale, Abolaji and Kolade (2011) suggested a conceptual framework of succession management variables (nepotism, organisational conflict, career development, turnover rate, supervisor support, and talent retention) and explained the relationship among these variables regarding the survival of organisations using three private universities in Ogun State. Personal interview methods and questionnaires were used for data collection. A total of 150 participants collected questionnaires. However, 120 questionnaires were successfully retrieved and used for data analysis. The results indicated that nepotism, organisational conflict, and talent retention play a key role to enhance the organisation survival and growth in Nigerian private tertiary institutions.

Odekina (2015) adopted a descriptive survey design to study the effect of Succession Management (SM) on corporate survival and goal attainment in the Nigerian oil and gas industry. The study sampled 70 oil companies using the purposive sampling technique. Questionnaires and oral interviews were the main instruments employed for data collection. Chi-square distribution, ANOVA, and PPMC were tools used for analyzing data. The finding indicated that SM functioned as a strategy for the growth and profitability of the Nigerian oil and gas industry. It was equally found that SM significantly engendered healthy competition, labour retention and advanced achievement of corporate mission in the study area. The study further showed that difficulty in filling key employee positions, gaps in the leadership pipeline and ineffective line management and inadequate career paths were the primary problems confronting the oil and gas

industry. However, this study was carried out in the industrial sector. This current research needs to fill the existing gap by investigating a study in the educational sector particularly federal universities on leadership tenure, succession and goal attainment.

George, Oliver, Peter and Nicolai (2009) adopted a cross-sectional research design on political and managerial succession and the performance of English local governments. One hundred forty-two principals were sampled for the study. Their study found that low performance increases the likelihood of political change and raises the rate of managerial change. Victoria and Daniel (2017) investigated how staff training contributes to the goal attainment of Airtel Networks in the Lagos area operation, Nigeria. The study population comprised 115 employees of Airtel Networks, Lagos area operations. A survey research design was adopted for the study, while an online questionnaire was the main instrument used to obtain data from sampled staff. Regression analysis and PPMC were adopted for data analyse. The observation indicated that staff training was significantly related to organisational goal attainment in Airtel Nigeria Networks. It is hoped to examine the influence of leadership succession on goal attainment in federal universities since the previous study focused on staff training and achievement of goals of Airtel Nigeria Networks.

2.1.2.1 Transition planning and Goal Attainment

Leadership planning provides high-advantage opportunities to raise an organisation's leadership and overall direction. Leadership planning can advance the purposiveness of the organisation, if managed in ways that link to goal attainment. Successful leadership planning demands support for fresh leaders and their followers, along with a focus on reliable communication and transparent decision-making processes (Marilu and Cynthia, 2016).

Ologunde, Akindele, and Akande (2013) observed that any attempt directed in enhancing the performance of university academic staff should be rooted in identifying suitable educational policies that will assist to attain university goals in the area of research, teaching, and community services. Universities formulate policies and processes through which they make sure that they employ competent hands to help in achieving their stated

vision and missions. The scholars further stated that policies are consciously acknowledged rules of conduct that guide the administrative decision. It is also the statement of a principle or group of principles with their supporting rules of action that governs the attainment of the certain objective to which a business is directed. This implies that policy serves as a guide to both thought and action (Taylor and Collins, 2000).

Through the stated policies, a statement of rules, judgments, or decisions which define and outline the goals of a university can guide and regulate the academic leader succession. Succession policy will enhance the university to get potential successors that would help in attaining the university's goal. To this end, every university has a policy that guides its leadership succession. The succession policy of one organisation differs from another depending on the goals the organisation wishes to attain (Ezeani, 2006). This scholar added that an organisation could decide to adopt the policy of selecting its staff either internally or externally or both depending on the vacancy to be filled. By internal succession process, the organisation promotes the present or existing personnel in that organisation to fill the vacant positions. On the other hand, the external succession process deals with sourcing interested candidates from outside the organisation to fill vacant positions in the organisation. In choosing the policy of succession for an organisation, the organisation in question should view the influence of these policies on the aims and objectives of the organisation in line with the national objective of establishing such an organisation if the goal of such organisation is to be attained (Obeta, 2012).

According to Babangida and Semasinghe (2014), a well-stated policy of leadership succession will enhance university goal attainment as well as rise in productivity, heighten morale, reduce supervision, efficiency, and effectiveness, rise university stability and flexibility. Despite the importance of adhering to the policies on leadership succession by universities to attain the universities' set goals, it has been observed that candidates who apply for the position of academic leaders are not only based on merit but also on a non-merit basis across universities in Nigeria. This suggests that university goal attainment may be hindered. However, some factors lead to select/appoint candidates on a non-merit basis which include socio-university cultures, economic and political factors,

and most importantly a high level of corruption in Nigerian universities which has contributed a great deal to the non-adherence to the succession policy in the universities. If all these factors are persistent, university goal attainment could be threatening.

The succession policies are made by universities to help in attaining the university goal. The succession policy of academic leaders concerns how appointed/selected academic leaders will improve the existing missions of the university when the tenure of the old leader expires. The policy document for academic leader succession in the university should focus on getting the right academic leader at the right time to assist in attaining the goal of establishing such a university (Obeta, 2012). Most policies in organisations are not reviewed and they become unimportant due to the changes in the environment in which the organisation is working. Therefore, it is important to have a transparent and short succession policy in place which can be implemented effectively for the selection of the top academic leaders that would replace old ones for the attainment of university goals (Groves, 2007). These new academic leaders chosen are expected to help in the attainment of the university goal. However, attaining this goal may be difficult if the succession policy is not put in place by the management of the university. Despite the influence of leadership quality on goal attainment, most developing countries in Africa, especially Nigeria, perceive that succession policies appear uncritical about the selection of academic leaders and this may jeopardise the achievement of university goals. Succession planning helps universities to manage their talent pipeline (Groves, 2007)

Schwan and Soeters (2004) thought that the size and geographic location of an organisation play a very significant role in their policy of recruitment. These scholars argued that when organisations are small in size they tend to recruit internally while large organisations do not. According to Koch (2006), organisations must formulate policies that guide them especially based on the recruitment. According to these scholars, it helps in the decentralization of functions in the organisation. They further stressed the need for the recruitment policy of organisation to be based on the organisations objectives. Also, it must be comprehensive, clear stable, and flexible. Although some scholars like Schwan and Soeters (2004) were of the view that the determinant of the policy to be adopted depends largely on the size of the organisation and the geographical location.

Consequently, leaders must explain the cultural influence on performance at two levels-domestic or societal culture and organisational culture. Most of the existing literature studied focuses more on organisations and their policies. Therefore, this study pays less attention to succession policy and goal attainment (Fairweather, 2002). This current study is expected to fill the gap by examining leadership succession policies and their influence on goal attainment. The role of the academic leader is particularly critical in carrying out quality research, ensuring effective teaching and participating in community service in the university.

Abba, Anumaka, and Gaito (2016) used a correlational survey research design to examine leadership practices and the productivity of academic staff in polytechnics in Nigeria. A sample size of 285 was selected from six polytechnics. Descriptive statistics and multiple regressions were employed in analysing the hypotheses formulated. They found that transformational leadership was a positive significant contributor to academic staff productivity. The study concluded that transformational leadership was a significant factor to enhance staff productivity. However, this study covered only academic staff in Polytechnics in Nigeria and does not consider the view of students. Likewise, the sample for the study appears to be small to generalize the finding. This current study is hoped to cover federal universities in southwestern, Nigeria, incorporating the view of students and using a large sample by establishing the magnitude and direction of leadership style as well as obtain the level of goal attainment in federal universities in southwestern Nigeria

2.1.2.2 Succession Planning and Goal Attainment

Rothwell (2010) stated that the leadership succession planning process is divided into three main elements. The first element is to select a candidate based on prior experience (teaching, research and community service) and background in the formation of a talent pool. After selecting the talents, the next element of succession planning is the role of the development of a successor in goal attainment in universities.

Akinyele, Ogbari, Akinyele, and Dibia (2015) employed a survey and cross-sectional research design in examining the effect of succession planning and its influence on Organisational Survival (OS) at Covenant University Nigeria. Data were collected using a

questionnaire and personal interviews. 50 top and middle-level managers were sampled. The study tested two hypotheses through Pearson Product Moment Correlation. It was found that succession planning had a significant impact on OS. The paper also confirmed that career development had a positive impact on OS at Covenant University. However, only one university in a state was covered for this study and the study does not consider the view of lecturers in the sample and sampling technique. This current study will incorporate all states in southwestern, Nigeria and will consider the view of lecturers and students on succession planning and goal attainment in federal universities in southwestern Nigeria.

Garg and Weele (2012) examined succession planning and its impact on the performance of SMEs. The paper stated that an organisational structure should be executed so that staff knows who is next in position and what is expected of them, so that if anything is to happen to top management that company can still carry on. Existing peak management and shareholders should have a contingency plan in place to ensure that the business can outline them and that they have a correct exit plan in place to carry over shares to the fresh management. The business plan can add great value to a company if it needs to be sold. However, this study was investigated in the manufacturing sector and was merely a qualitative study. This current study will be carried out in the educational sector by examining the relationship between succession planning and goal attainment. The study will also employ the quantitative and qualitative methods.

Osibanjo, Abiodun and Obamiro (2011) used quota and random sampling techniques to study Succession Planning (SP) and Organisational Survival (OS) in private higher institutions in Nigeria. This paper developed a conceptual framework of SP with six variables (organisational conflicts, supervisor support, turnover rate, talent retention, nepotism, and career development) to discuss the survival of organisations. Three private universities were sampled using a convenience sampling technique in Ogun State, Nigeria while primary data were obtained through personal interviews and questionnaires. The study found that nepotism, organisational conflict, and talent retention were significantly and positively correlated with the survival of organisational. The result also equally found that turnover rate, career development, and supervisor support) are insignificantly

correlated with OS. However, three private universities in a state were covered for this study. Because of this, this present study will examine the contribution of succession planning to goal attainment in all state and federal universities in southwestern, Nigeria.

Odhiambo, Njanja and Zakayo (2014) used descriptive and inferential statistics to establish the relationship between succession planning practices and organisation performance among Non-Governmental Organisations (NGOs) in Kenya. The study adopted a descriptive research design. The population comprised 270 NGOs based in Nairobi, while the paper employed questionnaires and secondary data. The study revealed a significant effect of succession planning on internal business and, more importantly, contributed to the institutional growth of NGOs. However, finding equally found that succession planning did not affect the realization of stakeholders' expectations.

Mwemezi (2011) examined factors affecting human resource succession planning for public and private organisations in Tanzania. The study raised four research questions. The study employed focus group discussions, critical informants' interviews, questionnaires, and documentation for the method of data collection. It was found that a large number of participants sampled lacked knowledge of succession planning.

There is mentoring in succession planning. It is assumed that any academic leader that wants to succeed his/her predecessor such an academic leader has to pass through mentoring. Mentoring involves the ability of the academic leaders (Professors, Associate Professors, Senior lecturers) to encourage academic staff (Assistant Lecturer, Lecturer 11 and Lecturer 1) and support them to explain the factors that may add to university goal attainment. Opportunities for mentoring in teaching could also be included students supporting a lecturer in teaching or co-teaching a class. Academic staff can mentor doctoral students in the area of research by allowing them to supervise undergraduate students' projects and masters' student dissertations as the case may be. This student can assist a lecturer with the extraction of paper from a research project for publication and sometimes co-authoring with their supervisor or lecturer as the case may be. Mentoring can also include coauthoring publications, and supporting students in receiving grants. A doctoral student can work as a graduate assistant or student assistant on a faculty

member's grant to provide additional opportunities for mentoring in research (James, Marcy, Driscoll, David, Foulk, and Pamela, 2010). The graduate students can be supported by mentoring, from the department to develop their research and teaching careers, while they work toward their graduate degrees. Once they go through the mentoring successfully, they are likely to be absorbed into the department as permanent academic staff. This can contribute to university goal attainment.

Oladipo, Adebakin, and Iranloye (2016) adopted a survey design to carry out an empirical study on mentoring and administrators' succession in Lagos State public and private secondary schools, in Nigeria. The researchers used a self-developed questionnaire while 530 respondents were sampled using a simple random sampling technique from the population of 4,350 senior secondary school teachers. Senior secondary school teachers were sampled from 145 secondary schools (91 public and 54 approved private schools) in Education District IV of Lagos State. The researchers found that there was a significant relationship between mentoring and succession planning of administrators. However, the study found significant differences between public and private secondary schools in the area of succession planning in Lagos State. Mentoring is only considered in this study. It is hoped that the gap will be filling existing by considering the relationship between mentoring and goal attainment in federal universities in southwestern Nigeria.

Okuriame (2008) used qualitative and quantitative measures to study mentoring in Nigerian academia and found out mentors has helped their mentees include publication, counseling and advice, financial support enlistment in group and international research networks. The lack of funds, formal mentor/protégé structures, and unresponsive attitude under the pressure of administrative duties and junior academics were naturally confirmed as barriers to mentoring.

Even though the recommendation made by the researcher covered three means of attaining the goal (teaching, research and community service), the study failed to explain how mentoring can help teaching and community service in the university. This current study will fill the gap by establishing a relationship between mentoring and university goal attainment in federal universities in southwestern Nigeria

Bland (2005) found that formal mentoring is significantly correlated with research productivity. The study also reported that faculty who regularly associate with members of the academic staff of higher rank report greater satisfaction with salary and the promotion/tenure process. A formally assigned mentor is an excellent predictor of high research productivity. However, there was no significant relationship between formal mentoring and research productivity. This scholar recommended that traditional mentoring programs should be preferred over informal ones. Mentoring has benefits for the faculty serving as mentors, including increased productivity in the mentors themselves, cross-fertilization of ideas, and ideas with younger faculty members and a sense of satisfaction in sharing wisdom.

Santosh (2000) looked at mentoring, incentives and rewards in research as professional development. This paper raised research questions and professional-managerial questions on mentoring of research and research promotion through support including incentives, which is basic to goal attainment. The scholar further stated that mentoring has to be considered in the university if research productivity is to be attained. However, the paper only addressed mentoring and research which are elements of the current study. The study current will examine other elements of leadership succession and university goal attainment that are not included in the previous study. Therefore, this is part of the gap that this study wants to address.

Alethea and Ridwanah (2013) adopted interpretive phenomenological analysis and narrative research which explored the subjective experiences of the mentors and mentees to investigate the impact of student mentoring in the community. The results found that mentors obtain an 'invisible gift' that is not formally agreed. Also, the findings stressed that mentoring had a significant impact on the mentee concerning enhancing engagement, skill development confidence, and self-esteem in pro-social behaviour.

Ekechukwu and Horsfal (2015) wrote a paper on academic mentoring in tertiary institutions of learning in Nigeria. This paper aimed at explaining the various ways that academic mentoring can be used to enhance tertiary institutions of learning for quality assurance in teacher education. The paper concluded that education should embrace the

earnings that will confidently accrue from this timeless plan for equipping teachers with useful and sellable skills.

Olibie, Agu and Uzoechina (2015) examined the characteristics of research mentoring provided to post-graduate students in Southern universities, in Nigeria. The paper raised two research questions while 180 post-graduate students were selected using a proportionate sampling technique. Data were collected through a questionnaire and analysed using frequency and percentage. Findings indicated that research mentoring across institutions was characterized by supervisors' criticisms without erosion of students' self-esteem, setting unrealistic deadlines and expectations, and providing insights. The researcher also found out that focus on encouraging an active knowledge construction process, communicating high expectations, self-monitoring processes, improving technical research skills, supervisor-supervisee brainstorming and widening networks for research improvements were almost absent.

Nasim, Fariba, and Mohammad (2019) examined strategies for succession planning in Iranian universities using a mixed method which involved qualitative and quantitative data. The population of this study consisted of 1226 executive managers including university vice-chancellors and their deputies. Quantitatively, the study sampled 400 respondents through a simple random sampling technique. In the qualitative section, 26 present university vice-chancellors, policy-makers in the universities and academic staff in the field of research were interviewed using theoretical sampling. The instruments used and developed were a questionnaire and an interview. The result indicated that the instrument has favourable fit indices. The finding equally revealed factors analysis in the form of strategies for the establishment of succession planning including attitude, creating organisational willingness, and management skills.

Siambi (2022) reviewed leadership succession planning and organisation transition. The position paper investigated existing conceptual, theoretical, and empirical reviews. The study tried as much as possible to link a theoretical model with leadership succession planning and organisational transition in the area of leadership talent retention and

development policy. Implications for future study and conclusion were identified in the paper.

Zafar and Akhtar (2020) adopted a survey to conduct the effect of succession planning on leadership elevation with 300 personnel through a convenience sampling technique. The instrument used was a questionnaire with five Likert scales. The finding revealed that succession planning had a significant positive impact of 4.3 times on leadership elevation

2.2.2.3 University Culture and Goal Attainment

Abdulkareem, Sheu, and Kayode (2015) employed survey research to conduct a study on the relationship between corporate culture and university goal achievement in Southwestern Nigeria. The study sampled 1361 academic staff and 96,595 products of the five federal universities in Southwestern Nigeria. A proportionate size to sampling technique was used to sample academic staff and a purposive sampling technique was employed to choose the products from sampled universities. The corporate Culture Questionnaire (CCQ) and student academic performance pro-forma were instruments used in the study. Percentage and PPMC were employed to analysis three research questions generated from the study. The result showed that the corporate culture is bureaucratic and collegial in nature. The result also indicated that university goals have been achieved to a high level in Southwestern, Nigeria. The researchers equally found that corporate culture had a significant relationship with university goal achievement. This present is hoped to fill the gap by considering leadership tenure and others indicators of succession as a contribution to goal attainment; these will be incorporated in the current study.

Aydin (2017) assessed university culture at the University of Turkey, and the research showed statistically significant differences in the characteristics of the following indicators; a good reputation, fairness, an emphasis on quality, achievement orientation, department members share the same research goals, extent to which norms and values are perceived to be shared and willingly work towards the attainment of university goals.

Different scholars with different ideas have discussed the influence of succession on the cultural contexts of the workplace. Conger and Fulmer (2003) found that those who were

successful in developing sound and undergoing bench-strength dedicated energy to the integration of succession planning and leadership development in most companies in order to create a reliable process for managing the talent roster across their organisations.

The culture of a department or faculty has been seen to be a significant factor in deciding the teaching and research excellence in the university. Culture is concerned with shared attitudes and values in the university. The existing trends in the area of educational management state the need to view culture. Friendly relations, sincere willingness, and a good atmosphere in the university are considered to be influenced goal attainment. Omoniyi, Salau, and Fadugba (2014) found that organisational culture had a strong relationship with employee performance. The result also suggesting organisation material, social behavior, and symbolic elements had positive and large influences on employees' performance. The researchers showed that employees' attitudinal behaviours had a significant relationship with management style. There was equal relationship between learning fresh culture and cooperation among employees. However, this study covered Nigerian banking sectors in Ogun State. The sample size is small to generalise the findings in the banking sector in Nigeria. This current study is expected to fill the gap by carrying out a study in the educational sector covering the states in southwestern Nigeria and making a large sample.

Yunus, Margono, Surachman and Djumahir (2011) analysed the effect of organisational culture, job satisfaction, and organisational commitment on academic staff performance at Merged Private Colleges in East Java province, Indonesia. The proportional sampling technique was adopted to select 325 academic staff out of a total population of 1715 academic staff in private university colleges. Data were collected using interviews, questionnaires and documentation. Data were analysed using the Sobel test and Partial Least Square (PLS) to test the hypothesis formulated.

The researchers found a strong relationship between organisational culture and perceived higher job satisfaction. However, the strong performance of organisational culture and commitment has an impact to improve academic staff performance.

Emerole, Kenneth and Edeoga (2013) reviewed and suggested cultural factors have a positive influence on the performance of business organisations in Nigeria. This study does not make use of methodology; it was a business organisational study and looked at culture from a business perspective. This current study will be carried out in the educational sector by establishing the relationship between university culture and goal attainment in federal universities in southwestern Nigeria.

Aina, Adeyeye, and Ige (2012) employed a descriptive research design to examine the relationship between organisational culture and employees' commitment in public tertiary institutions, Lagos State, Nigeria. The researchers found that a significant relationship exists between organisational culture and employees' commitment. The study was further found that considerable differences exist in the dedication of employees of different lengths of service, sex and age to their institutions in Lagos State.

Olawuyi (2017) conducted work on organisational culture as a factor affecting employee performance and increased productivity in tourism organisations using case studies of Agodi Gardens and Zoological Garden of the University of Ibadan. A descriptive survey design was employed. Primary and secondary data were used as a method of data collection. A well-structured questionnaire was obtained through primary data while the secondary data were obtained from online publications. Forty staff was selected from two case studies, Ibadan Zoological and Agodi Gardens. The study revealed that organisational culture had a significant correlation with increased productivity. Likewise, organisational culture had a significant correlation with the performance of employees. However, this study failed to validate and test the reliability of instrument. Secondly, the study does not employ any sampling technique which seems to make the study faulty. This current study will address all shortcomings of this study.

Osibanjo and Adeniji (2013) equally wrote a paper on the impact of organisational culture on human resource practices in private universities in Nigeria. The paper used survey research design. The population consisted of Bells Technology (Individual), Crescent University (Muslim) and Covenant University (Christians). The study selected 237 academic staff using cluster and stratified random sampling techniques. The questionnaire

was instrument developed and administered to the participants through personal contact and appropriate guidelines. Data were analysed using regression analysis, descriptive statistics and Pearson Product Moment Correlation. The result revealed that a close relationship exists between organisational culture and compensation administration, pay structure, the performance of employees, job performance management, training programmes and recruitment process. However, the study only covered one state, three universities with a small sample size. The study also does not consider organisational culture along with goal attainment. This current study is hoped to fill the gap by studying the whole southwestern, federal universities and incorporating views of students, and academic leaders into the sample size. The gap of this study will be also filled by examining the relationship between university culture and goal attainment in federal universities in southwestern, Nigeria.

Edwinah (2012) reviewed the literature on the effect of corporate culture on organisational performance. The paper stated that the success of organisations depends largely on their cultures. The paper recommended that the managers should share the missions and visions of the organisation with employees as it could help them to participate in the organisation.

Anahita, Sufean and Dorothy (2020) examined an analysis of the organisational culture of premier universities in Malaysia using quantitative data. The paper used a questionnaire to conduct the study while the population comprised 1440 students. The result revealed that the important premier universities' cultural domains include the capacity development of students, institutional policies, team orientation behaviour, and the issue of empowerment. The study has also indicated that students in premier public universities were more content with their campus culture than students in premier private universities.

2.3 Theoretical Framework

The theoretical base of this study was derived from goal system theory. This theory is interrelated in terms of their relevance and application to the present study. The theory emphasises the goal and goal-means. The theory' relevance, interrelationships and application to the present study is discussed as follows:

2.3.1 Goal Systems Theory

This theory was developed by Kruglanski, Shah, Fishbach, Friedman, Chun and David (2002). From this theoretical perspective, Goal-systems consist of mentally represented networks wherein goals may be cognitively associated with their corresponding means of attainment and alternative goals. On the other hand, goal systems constitute stored mental representations that can be learned, altered, or activated. An important property of goal system is interconnectedness, which can occur both vertically and laterally. Within a goal system, higher order goals are interconnected to lower level of sub-goals that serve as their means of attainment and are in turn connected to even lower-level means. Lateral connections between the entities are also possible in that a given goal may be associatively linked to other goals and means be associatively linked to other means.

Interconnectedness may take different forms. For instance, the number of means attached to a given goal may vary. The set of means linked to a given goal define equifinality configuration encapsulated in the notion of ‘‘all roads leading to Rome.’’ A long standing assumption of social psychology has been that goals are often the property of equifinality whereby they can be attained through a variety of route (Heider, 1958).

Considering the university with goal attainment of ‘‘best university (in term of goal attainment) among the universities in Africa and the world’’ and several goal-means that may help the university attain this goal include: ‘‘leadership tenure (leadership time frame, appropriate leadership styles and leadership experience) and leadership succession (transition planning, succession planning and university culture).’’ Any university that wants to attain effective teaching, high research productivity and impactful community service needs to think about the associated goal-means. The associated goal-means are leadership time frame in the office, appropriate leadership styles, leadership experience, transition planning, succession planning and university culture.

This theory can be applied to leadership tenure and succession as they influence goal attainment. It is critically important to consider the number and strength of the goal-means connections independently (leadership time frame, appropriate leadership styles and leadership experience) and leadership succession (transition planning, succession planning

and university culture). Shawn, Chris, Judith (2008) used this theory to explain academic goal of “get good grades” and several goal-means that may help to accomplish this goal: “study for exams,” “review notes,” “attend every lecture,” and “attend study groups.” This goal will be useful to the researcher in examining the influence of leadership tenure and succession on goal attainment in federal universities.

2.4 Theoretical Model

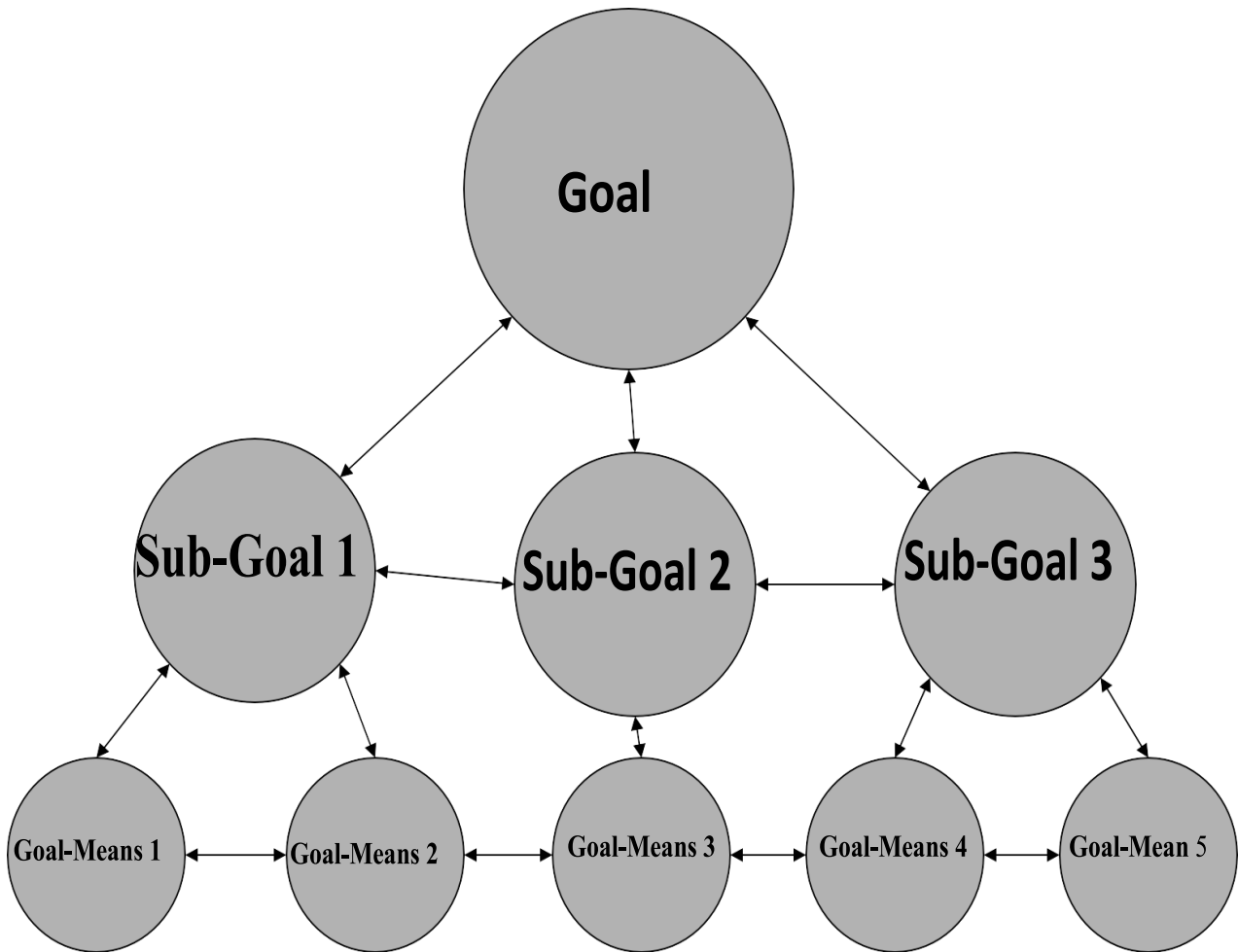
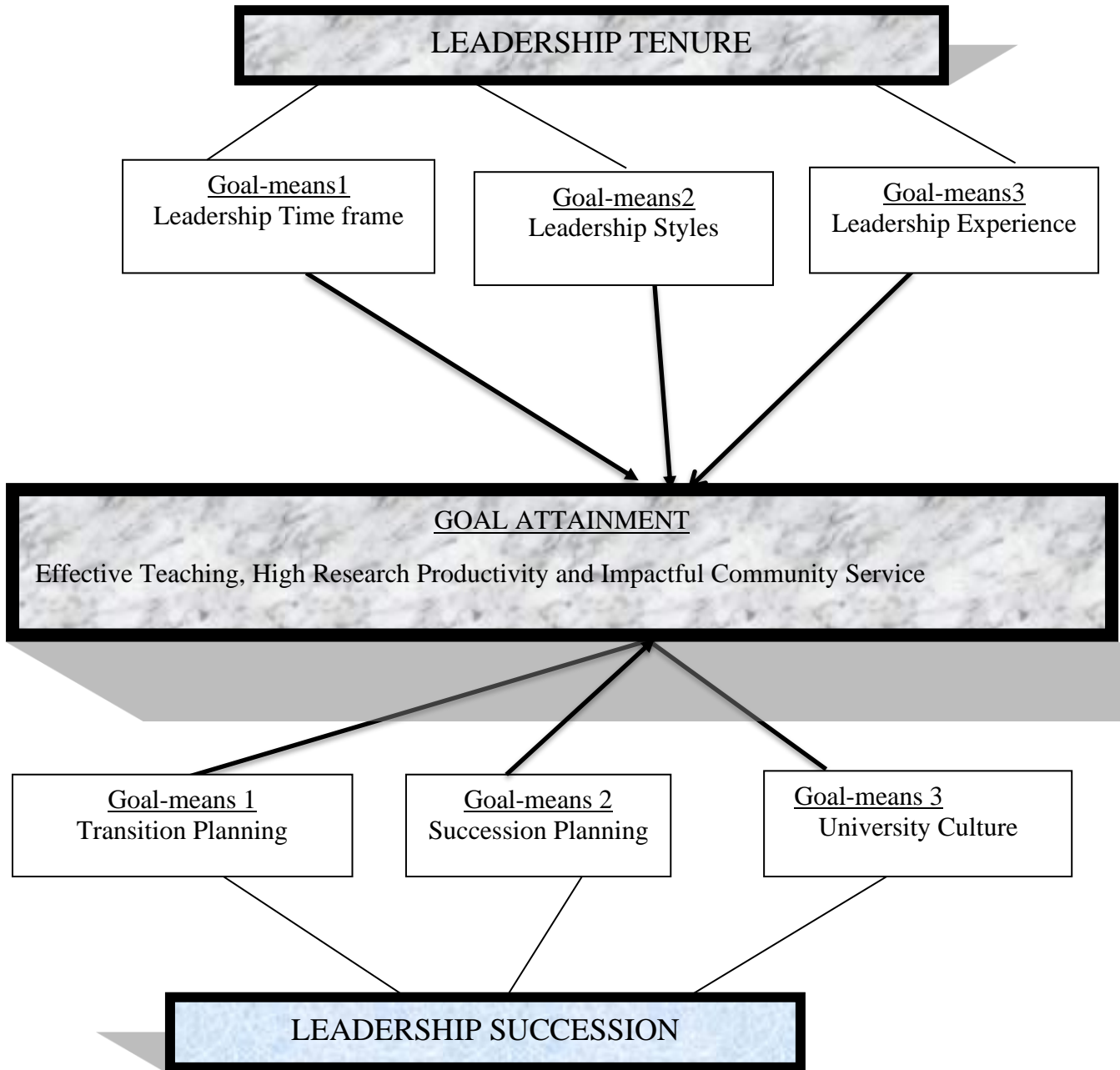


Figure 2.1: Kruglanski, Shah, Fishbach, Friedman, Chun and David « A Theory of Goal Systems, 2002.

Kruglanski, Shah, Fishbach, Friedman, Chun and David's theory of goal systems was adapted for this study. The theory is applicable for dependent variable and elements of dependent variable, together with elements of independent variable. The theory lacks independent variables. It is this critique that lead to the researcher's adapted model from Kruglanski, et. al, 'theory of goal systems. The theory also had only one direction leading to a stated goal. That is, one way to attain goal. This is also another critique from the researcher. The researcher then came up with two directions (leadership tenure and succession) leading to goal attainment. That is, university goal could be attained through these two ways.



*Figure 2.2: Researcher Model Adapted from Kruglanski, et al. « A Theory of Goal Systems, 2002
Source: Researcher Initiative*

This researcher's model has two broad directions that lead to goal attainment. These directions are leadership tenure and succession. According to this model, leadership tenure has three goal-means (leadership time frame, leadership style and leadership experience) which are strongly connected to goal attainment. Each goal means is capable of enhancing effective teaching, high research productivity and impactful community service which would lead to university goal attainment. Likewise, this model equally connects with leadership succession of three goal-means (transition planning, succession planning and university culture). Each goal-means individually connects with sub-goal (teaching, research and community service) which would invariably contribute to goal attainment. In summary, every university that wants to achieve effective teaching, high research productivity, impactful community service, global academic standards, best practices as well as meeting up with world class universities must be strongly connected to these six goal-means that were stated in the researcher's model.

2.5 Conceptual Model of the study on Leadership Tenure, Succession and Goal Attainment

The conceptual model for this study shows the relationship between the independent variables and dependent variable. The independent variables are leadership tenure and leadership succession while goal attainment serves as the dependent variable. The framework suggests that if leadership tenure (leadership time frame, appropriate leadership styles and leadership experience) and leadership succession (transition planning, succession planning and university culture) are put in place by the management of the universities, it may enhance the attainment of a university's goal.

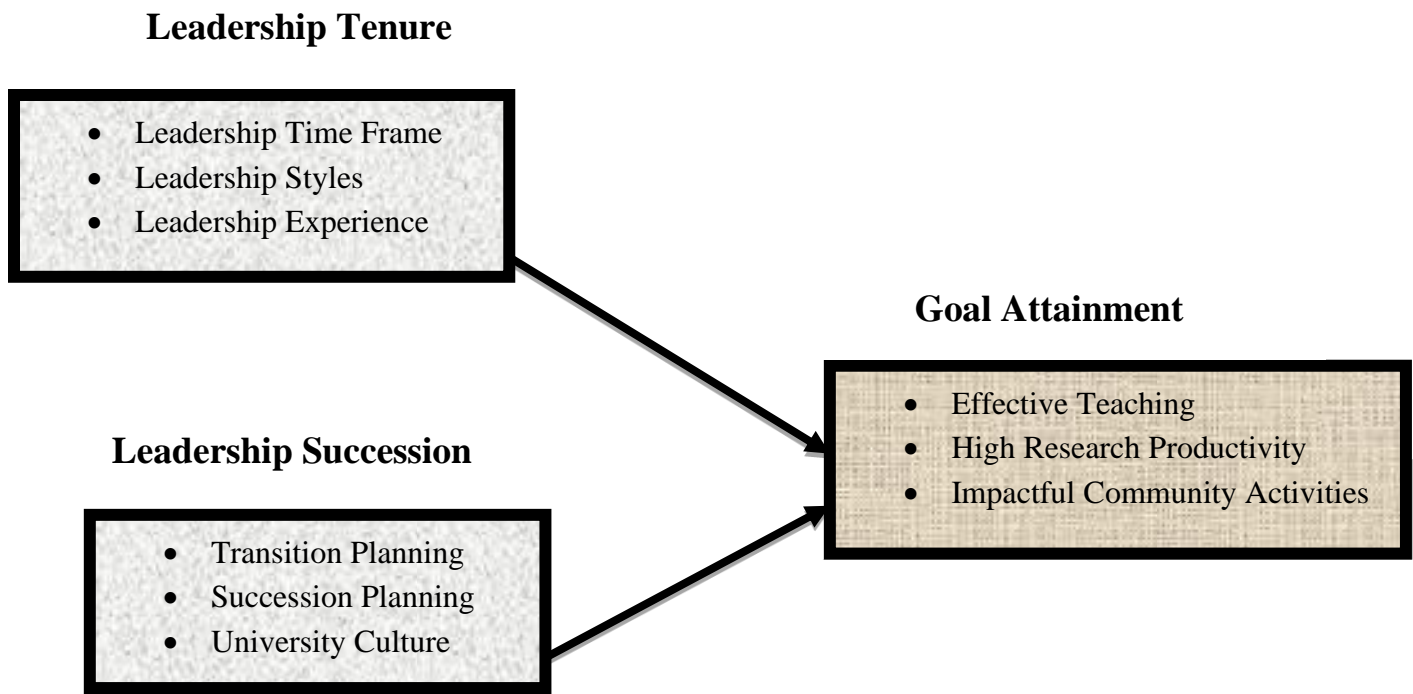


Figure 2.3: Conceptual Model of the study

Source: Researcher Initiative

The model in figure 2.2 shows the relationship that can be achieved when time frame, leadership styles and leadership experience, transition planning, succession planning and university culture function well in the university system as such university's goals become attainable. The arrows in the model show the interconnection of the independent variables (time frame, leadership styles and leadership experience, transition planning, succession planning and university culture) with the dependent variable (teaching, research and community service). This implies that, the extent to which these variables function in the university system can determine the attainability or non-attainability of a university's goals. It shows that relationship can be disassociated depending on the extent to which these variables are considered. It also shows that all variables, if effectively utilised by a university management may bring about high university goal attainment. From the framework, it can be inferred that the combination of effective teaching, high research productivity and impactful community service/ activities could enhance a university's goal attainment, which is directly a function of leadership tenure and succession.

The framework points out that the independent variables (leadership tenure and succession) are expected to exert a significant influence on the dependent variable (goal attainment). This dependent variable is expected to be achieved through effective teaching, high research productivity and impactful community service.

For instance, a university's goals can be effectively attained when the appropriate leadership styles are properly used within the university system. Conversely, university goals attainment may be undermined if unfavourable leadership styles are deployed by the university management. Evidence from literature has shown that mentoring has a positive relationship with university goals attainment. Effective teaching, high research productivity and impactful community service are based on the degree of the mentorship programme at the university. The ability of mentors, either informally or formally, to implement the mentoring programme activities may lead to a higher quality of teaching, research and even community services.

Succession planning may significantly contribute to the goal attainment if the universities employ the required personnel and get them trained and developed for filling key positions within the institutions. Therefore, the relationship between succession planning

and university goal attainment remains positive. Planning for the succession of an older (outgoing) academic leader may likely enhance effective teaching and high research productivity. There is also a relationship between leadership experience and university goal attainment. It is assumed that the more experienced academic leaders would make decisions that will contribute to goal attainment, while the less experienced ones may not likely make decisions that will enhance that attainment of the university's goals. There is also an assumption that a close relationship exist between university culture and goal attainment. The attainment of goal leads to academic staff commitment, as norms, values and objectives help in improving the culture of a university. Therefore, how well a university management handles leadership transition and policy can have a direct impact on its goal attainment. In summary, when leadership tenure and leadership succession are being introduced, it is expected that it will bring about goal attainment, through effective teaching, high research productivity and impactful community services/ activities.

2.6 Appraisal of Literature

The literature review is critical as it allows knowing what areas have been covered and what remains to be covered. The pattern employed for the literature review in this study is by outlining the literature into different sub-headings with the aim of providing a discussion based on issues and studies related to leadership tenure, succession and goal attainment. The literature is divided into different sub-headings in relation to the study.

The literature recognised that teaching, research and community service constitute the main functions of academic staff of Nigerian universities and serve as main global goals attainment (Popoola, 2008; Anijaobi-Idem, Berezi and Akuegwu, 2012; Yusuf, 2012 and Mamedu, 2016). It is notable to emphasise that out of these three means of attaining goal, research is rated as the most important because goal attainment depends largely on the quality of research carried out in universities. Therefore, academics must publish regularly in both international and local journals to keep them abreast of current issues in their fields.

Previous studies (Obanya and Oyewole, 2010; Mohammed, 2012 and Times Higher Education, 2013) found that research is critical and crucial because it determines the

quality of a university and constitutes a key criterion for ranking world universities. Therefore, the need for improvement of research as a measure of goal attainment was found to be important. Akinyokun and Uzoka (2007); Manjunath, Tyagarajan and Ansari (2008); Anijaobi-Idem, Berezi and Akuegwu (2012) and others opined that teaching as one of the means of goal attainment was seen as complementary to research and the more a lecturer teaches, the more he/she would be versed in research and be exposed to new areas of knowledge. These two indicators of goal attainment were used as criteria for ranking universities in the world. However, community service as the third means of goal attainment receives little attention and is not well covered in the body of literature. This current study is expected to fill this gap by incorporating community service.

Studies conducted on goal attainment were those done within Nigeria (Abdulkareem, Sheu and Kayode, 2015; Mamedu, 2016; Mamedu and Ahiakwo, 2016; Garieth, Usen, Valentine and John, 2020; Nwanah, Ofobruku, Okafor and Mba, 2019; and Victoria and Daniel, 2017). The first four studies were conducted in educational sector while the last two were carried out in communication sector and industrial sector. Abdulkareem, et al, (2015) found out that university goals have been achieved to a high extent in Southwestern, Nigeria. The scholars used survey research design with graduate students in the last five years and lecturers as a unit of analysis. This negates the result of Mamedu (2016) who revealed that the prevailing favourable quality of work-life for academic staff will diminish if university goal attainment is increasingly unfavourable to the university academic staff while Mamedu and Ahiakwo (2016) found out that university goal attainment is increasingly unfavourable to the university academic staff. Both studies used correlation survey design.

The study of Garieth, et al (2020) found out there is relationship between participation in decision making, participation in planning and institutional goal attainment using descriptive survey research design. However, the study failed to find out the level of goal attainment. The methodologies and findings of these studies were similar except the study of Abdulkareem, et al (2015) and Garieth, et al (2020). This could be as a result of different methodologies, conceptual scope (independent variables), geographical scope (geopolitical zone) and institutional scope (number of universities) used in the studies.

However, the influence of leadership tenure and succession on the attainment of these goals was left out. Similarly, the scholars did not consider the views of students and academic leaders (vice chancellors, heads of departments, deans of faculties, among others) on the subject except the study of Garieth, et al (2020) who sampled 122 deans of faculties and heads of departments. Thus, this present study hopes to fill the gap by considering views of students and academic leaders. Although, the study of Victoria and Daniel (2017) examined staff training and goals attainment of Airtel Networks, Lagos area operation, Nigeria, and found a significant relationship between staff training and organisational goals attainment. It is hoped to fill the gap by establishing a connection between leadership succession and goal attainment in federal universities. A previous study looked at staff training and goals attainment of Airtel Nigeria Networks. Likewise, the study of Nwanah, Ofobraku, Okafor and Mba (2019) found out significant relationship between participatory decision making and organisational goal attainment in vision Nigeria limited.

Some studies carried out on leadership tenure and succession were linked to organisational and employee performance which in most cases are monetary or profit-oriented in nature, sales numeral, size of employees, business enlargement and growth (Karen 2014; Niklas, Steffens, Meir, Jurgen, and Stefan, 2014; Abdulkadir, Husna and Tan, 2014). However, the researcher was able to lay hands on two different studies (Eze, 2012 and Odekina, 2015) which focused on the effect of succession management and managerial leadership on corporate survival and goal attainment. Both studies are related to the current study. However, these studies were carried out in the industrial sector. There is need to fill the existing research lacuna by carrying out a study locally and in the educational sector on leadership tenure, succession and goal attainment.

Literature on leadership style indicates that there is no leadership style that can suit all universities and industries, because leadership style depends on the academic leader, context, followers and culture. Al-Khasawneh and Futa (2013); Okoroji, Anyanwu and Ukpere (2014) and Abiodun-Oyebanji (2015) observed that democratic leadership style had significant contribution to modifying students' behaviour, teaching and learning in the school as well as principal managerial effectiveness. These varieties in different

leadership styles make it necessary for further research in the Nigerian context to examine relationship between leadership style and goal attainment in federal universities and types of leadership style exhibited by leaders of federal universities in Southwestern Nigeria in their bid to attain the universities' goals.

Mehralizadeh and Atyabi (2006) and George (2013) used correlational research design and questionnaires on organisational culture and organisational effectiveness. The results showed that significant and positive relationship exist between organisational culture and organisational effectiveness. Besides, majority of the literatures reviewed were conducted through primary data and carried out by the use of different questionnaires except the studies conducted by Odekina (2015); Akinyele, Ogbari, Akinyele, and Dibia (2015) and Olawuyi (2017) where questionnaires and interviews were used for data collection. However, some studies (Frouke, Janka and Karen, 2014; Olawuyi, 2014; Victoria and Daniel, 2017) were conducted using online questionnaire, publication and an online quantitative survey. Considering these studies, all hypotheses were tested using inferential statistics. This current research will use inferential statistics to test all the hypotheses formulated and the research questions raised in this study will be answered descriptively. However, there is insufficient information on transition planning, leadership experience and leadership time frame as they influence goal attainment especially in federal universities in Nigeria. This is one of the gaps this study would fill.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology used in conducting the study in line with the research questions and hypotheses. It consists of research design, population, sample and sampling techniques, research instruments, validity and reliability of the instrument, administration of instruments and method of data analysis.

3.1 Research design

The survey design that involved mixed methods (Quan-Qual) of data collection through quantitative and qualitative data was adopted for this study. The design was considered appropriate for the study because data were collected from members of the population to determine the status of that population concerning one or more variables. This design was also adopted for this study because it extensively described and analysed the influence of leadership tenure and succession on goal attainment without manipulating variables. Quantitative data were collected through administration of questionnaires, while qualitative data were collected through the Key Informant Interview (KII).

3.2 Variables in the study

The independent variables considered in this study were leadership tenure and leadership succession. Leadership tenure focused on three indicators which are: (1) leadership time frame (2) leadership styles (3) leadership experience while leadership succession measured the following elements: (1) transition planning (2) succession planning and (3) university culture. The dependent variable was goal attainment which was measured by the following indices: teaching, research and community service. The instruments covered all the identified variables in the study.

3.3 Population of the study

The population of this study comprised all the 6,034 academic staff including deans of faculties and heads of departments of the six federal universities in Southwestern Nigeria.

A tabular analysis of the population is presented in table 3.1, showing federal universities in Southwestern Nigeria.

Table 3.1: Federal Universities in Southwestern Nigeria

N/S	Federal Universities	Population of Academic Staff	No of Faculties	No of Departments
1	University of Ibadan, Ibadan	1,484	16	108
2	Federal University Oye-Ekiti	410	7	48
3	Obafemi Awolowo University, Ile-Ife	1,380	13	82
4	Federal University of Technology, Akure	800	7	38
5	University of Lagos, Akoka, Lagos	1355	9	46
6	Federal University of Agriculture, Abeokuta	605	10	46
	Total	6,034	62	368

Source: Establishment/ Human Resource Departments of the various Universities, 2019.

3.4 Sample and sampling techniques

The sample size for this study comprised 426 academic staff, 852 students, 23 deans and 142 heads of departments in three selected federal universities. Multistage sampling procedure was used to select participants for the study. At the first stage, 50% of the federal universities were selected using purposive sampling technique (3 out of 6 universities). The universities selected were University of Ibadan, Ibadan, Obafemi Awolowo University, Ile-Ife and University of Lagos, Akoka. These universities were chosen because they were the first generation universities and it was observed as if they have been having challenges in attaining their goals lately.

In the second stage, a proportionate to size sampling technique was used to select 60% of the faculties and departments from the selected universities. The technique was appropriate for this study because it enhanced selecting the target population's valid representation (sample). In the third stage, a simple random sampling technique was used to sample three (3) academic staff, in each department. A simple random sampling technique was used to select two (2) students who had received lectures under the sampled academic staff.

In the fourth stage, all 23 deans of faculties and 142 heads of departments were sampled using total enumeration technique. In all, the study's participants were 426 academic staff, 852 students, 23 deans and 142 heads of departments. All these made overall respondents of 1443. This is shown in table 3.2.

Table 3.2: Sample size of the study

N/S	Universities Selected for the Study	Population of Academic Staff	No of Faculties	60% of Faculties	No of Departments	60% of Departments	3 Lecturers Per Department	2students per Academic Staff
1	University of Ibadan, Ibadan	1,484	16	10	108	65	195	390
2	University of Lagos, Lagos	1355	9	5	46	28	84	168
3	Obafemi Awolowo University, Ile-Ife	1380	13	8	82	49	147	294
	Total	4219	38	23	236	142	426	852

3.5 Research instruments

For the purpose of this study, five instruments were used for data collection.

- I. Goal Attainment Questionnaire (GAQ)
- II. Publication Checklist
- III. Leadership Tenure and Succession Questionnaire (LTSQ)
- IV. Students' Assessment of Teaching Questionnaire (SATQ)
- V. Leadership Tenure, Succession and Goal Attainment Key Informant Interview(KII)

3.5.1 Goal Attainment Questionnaire (GAQ)

The Goal Attainment Questionnaire (GAQ) was adapted from Abba, Anumaka and Gaithe (2016) Academic Staff Productivity Questionnaire with the reliability of ($\alpha = 0.87$) for teaching, ($\alpha = 0.81$) for research and ($\alpha = 0.93$) for community service. This instrument was fine-tuned by the researcher's supervisor and experts in Educational Management. It was administered to lecturers to assess goal attainment in their universities. This instrument was divided into two sections; Section A was designed to gather personal information about the respondents, such as sex, age, university name, faculty, and department. Section B contained items on the Goal Attainment Scale with two sub-scales, and the items were rated on a 5-point Liker-type scale, rated as VH- Very High (5); H-High (4); M- Moderate (3); L- Low (2); VL-Very Low (1). Information on research had 9 items and community service had 7 items.

3.5.2 Publication Checklist

Publication checklist was adapted from National Universities Commission (NUC) and was corrected by the supervisor and other experts in the Educational Management Department. This checklist contained 13 items that have to do with number of publications in the last six years published in reputable international journals. This is because the last six years (2013/2014 -2018/2019 academic sessions) journals seem to be recent. It measured publication output of a lecturer as participants (lecturers) were asked to check the type of journal—local or international they have their publications and the number of publications.

3.5.3 Leadership Tenure and Succession Questionnaire (LTSQ)

The LTSQ was developed based on extensive literature reviewed by the researcher. This instrument was corrected where necessary by the researcher's supervisor, experts in the field of Educational Management and other experts outside the department such as Institute of Education, Faculty of Economics among others. This instrument elicited information from lecturers in each of the universities selected for the study. These are the members of the academic leadership in the university system that were been identified for this study. This instrument contained two sections; Section A centered on Leadership Tenure Scale with three subscales and focused on time frame with 7 items, leadership style with 12 items for heads of departments and deans while leadership experience with 10 items on heads of departments and deans. The items on time frame were rated from 2 to 6 years, leadership experience was measured on 5-point Liker-type scale, rated as follows: E- Excellent (5) VG- Very Good (4) G- Good (3) F- Fair (2) P-Poor (1) while items on leadership style were rated on 4-point Liker-type scale rated as follows: VT-Very True (4), T-True (3), LT-Less True (2), and NT-Not True(1). Items in section C focused on Leadership Succession Scale (LSS) with three sub scales and were centered on succession planning with 9 items and the items were rated on 5-point Liker-type scale, rated as E- Excellent (5); VG- Very Good (4); G- Good (3); F- Fair (2); P-Poor (1). Transition planning had 10 items while university culture was made up of 7 items. All the items were designed on 5-point Liker-type scale, rated as follows: SA-Strongly Agree (5); A- Agree (4); U-Undecided (3); D-Disagree (2); SD-Strongly Disagree (1)

3.5.4 Students' Assessment of Teaching Questionnaire (SATQ)

The fourth instrument was SATQ which was developed by the researcher with the supervisor's guidance. This instrument was administered to students of the academic staff used in the study. The instrument was used to assess the effectiveness of the academic staff's teaching. This session was divided into sections A and B. Section A was designed to collect information about the students that wanted to assess their lecturers, while section B had 21 items rated on a five-point Likert of E- Excellent (5); VG- Very Good (4); G- Good (3); F- Fair (2); P-Poor (1)

3.5.5 Leadership Tenure, Succession and Goal Attainment Key Informant Interview

Leadership Tenure, Succession and Goal Attainment Interview Guide was developed by the researcher. Interview Guide was corrected by the researcher's supervisor and experts in the field of Educational Management. This instrument was used to obtain qualitative information from academic leaders (HODs and Deans of Faculties where it is applicable) on the variables identified in the study. It had seventeen (17) questions for academic leaders in the sampled universities.

3.6 Validity of instruments

All the instruments were face and content validated by the candidate's supervisor, lecturers in the Department of Educational Management and other experts in test construction at the Faculty of Education, University of Ibadan. After necessary corrections and modifications, the clean copies of the instruments were given back to the researcher's supervisor for final approval before the administration.

3.7 Reliability of research instruments

The reliability of an instrument is the consistency of information captured by the questionnaire. It helps to establish how similar information is obtained when a set of items are first tested using a few of the population under study. To verify the reliability coefficient of the instruments, a pilot study was conducted on a small sample outside the primary sample for the study. Forty copies of each of the questionnaires (GAQ, LSS and LSS) were administered to the academic staff and students of the Federal University of Technology Akure. The respondents were outside the primary sample for the study, but they had similar characteristics to those selected as the sample frame for the study. These were obtained by Cronbach's Alpha method of testing reliability, and the overall reliability co-efficient value is shown in table 3.3

Table 3.3: Overall Reliability

	Variables	Reliability (Cronbach's Alpha)
1	Goal Attainment Scale (GAS)	.93
2	Leadership Style Scale (LSS)	.87
3	Leadership Succession Scale (LSS)	.95

The result indicated that the co-efficient value of Cronbach's Alpha were high enough to establish the consistency of the three instruments if used several times.

3.8 Administration of the instruments

The researcher collected a letter of introduction from the Head, Department of Educational Management, University of Ibadan. Copies of the letters were submitted at the Office of the Registrar of each of the universities where data was obtained so as to seek the consent of their management.

The research instruments were administered by the researcher alongside two research assistants. These two research assistants were properly oriented before the exercise began. The researcher collected data from one university while two research assistants collected data in the remaining two universities. Both the researcher and two research assistants administered instruments and conducted Key Informant Interviews (KIIs) in each of the three universities. In each university, there were two appointments with the Deans and HODs. The first meeting was to book a date and time for the interview while the second meeting was to conduct the interview proper.

Finally, out of a total of 426 copies of questionnaires distributed to academic staff, 394 copies of questionnaire which is approximately 92.5% were successfully retrieved and found useful for analysis. On students, a total of 852 questionnaires copies were equally distributed to the students and 99.1% rate of return was obtained, valid and found used for data analysis. However, there was KII for 23 Deans and 142 HODs of which 3 (13.0%) and 37 (26.1%) respectively granted interviews. These are useful to complement quantitative analysis.

3.9 Method of data analysis

Data gathered were analysed using both descriptive and inferential statistics. Descriptive statistics of frequency counts and simple percentages was used for the respondents' personal information. Frequency counts, simple percentages, mean and standard deviation were employed to answer research questions 1 to 4, while research questions 5 and 6 were responded to using content analysis. One-way ANOVA (Analysis of Variance) was used to test hypotheses 1 to 3 at the 0.05 level of significance. Content analysis was used to

analyse information obtained from heads of departments and deans across three federal universities selected for the study.

3.10 Ethical considerations

The researcher focused on some ethical issues, which were considered during the data collection period. The ethical issues that were considered in this study were personal information collected from respondents. Data collected through this study were confidential. In the area of informed consent, the respondents were duly briefed and informed on the purpose of the study before the research instruments were administered. Letters seeking permission to collect data were taken to sampled universities. During the study, no ethical and logical consideration issues were violated.

CHAPTER FOUR

RESULTS

This chapter presents the results of the data obtained and analysed in line with the research questions and hypotheses generated in the study. Therefore, it has three sections namely: demographic variables of respondents, research questions and hypotheses.

4.1 Analysis of Demographic Variables of University Academic Staff and Students

The analysis presented here is based on the total number of the academic staff and students that fully participated in the study. The total number of academic staff and students for the study were 426 academic staff, 852 students, 23 deans and 142 heads of departments. However, 394 (92.5%) academic staff, 844 (99.1%) students, 3 (13.0%) deans and 37 (26.1%) heads of departments successfully completed the distributed questionnaire and granted KII. All these were used for analyses.

Table 4.1: Name of Universities and Faculties Visited

Variables	Respondents	%
Name of Universities Visited		
University of Ibadan (UI), Ibadan	147	37.3
University of Lagos (UNILAG), Akoka	135	34.3
Obafemi Awolowo University (OAU), Ile-Ife	111	28.2
No Response	1	0.3
Total	394	100.0
Name of Faculties Visited		
Education	89	22.6
Science	56	14.2
Social Sciences	51	12.9
Law	18	4.6
Technology	20	5.1
Arts	32	8.1
Basic Medical Science	4	1.0
School of Economics	5	1.3
Agricultural	10	2.5
Environmental Science	3	.8
Business Administration	7	1.8
Management Science	1	.3
No Response	98	24.9
Total	394	100.0

Table 4.1 indicates that three universities participated in this study and the proportion of academic staff from these universities is arranged in order of magnitude. The result shows that 147 (37.3%) which was the largest proportion of the respondents were academic staff of the University of Ibadan while 135 (34.3%) of the participating respondents were academic staff of University of Lagos. The smallest proportion, 111 (28.2%) of the respondents were academic staff of Obafemi Awolowo University. However, the remaining 1 (0.3%) of the respondents did not indicate his/her university. The sampled faculties were Education 89 (22.6%), Science 56 (14.2%), Social Sciences 51 (12.9%), Law 18 (4.6%), Technology 20 (5.1%), Arts 32 (8.1%), Basic Medical Science 4 (1.0%), School of Economics 5 (1.3%), Agriculture and Forestry 10 (2.5%), Environmental Science 3 (0.8%), Business Administration 7 (1.8%) and Management Science 1 (0.3%). The remaining 98 (24.9%) of them failed to indicate their faculties. Looking at the Table, it shows that a large number of participants were academic staff of the University of Ibadan. This could be due to it being the researcher's school/ base and also having a highest number of academic staff in all universities used for the research.

Table 4.2: Sex, Age and Ranks of Respondents (Academic Staff)

Variables	Respondents	%
Sex		
Male	242	61.4
Female	133	33.8
No response	19	4.8
Total	394	100
Age		
Less than 30 years	25	6.3
30-40 years	89	22.6
41-50 years	150	38.1
51-60 years	90	22.8
Above 61 years	26	6.6
No response	14	3.6
Total	394	100.0
Rank		
Graduate Assistant	32	8.1
Assistant Lecturer	33	8.4
Lecturer II	53	13.5
Lecturer I	115	29.2
Senior Lecturer	69	17.5
Associate Professor	37	9.4
Professor	32	8.1
No response	23	5.8
Total	394	100

The sex composition of the academic staff sampled for the study as revealed in table 4.2 indicates that out of the 394 academic staff who participated in the study, the larger proportion 242 (61.4%) were male while 133 (33.8%) were female academic staff. The remaining 19 (4.8%) of them failed to indicate their sex. It was discovered from the study that majority of the academic staff that participated in the research across the three federal universities were male. This is an indication that male academic staff are more than their females counterparts in Nigerian universities.

Concerning age distribution, the table shows that academic staff below 30 years had the lowest proportion of 25 (6.3%) while those between 41-50 years had the number of 150 (38.1%). This is followed in decreasing order by those within the age group of 30-40 years (22.6%), 51-60 years (22.8%), those over 61 years were (6.6%) and just about 3.6% of the academic staff who participated failed to indicate their age cohort. In summary, a majority of academic staff were between the age group of 41-50 years. This shows that young academic staff participated in research and teaching compared to old ones who were above 50 years. The average age of respondents was 45.07 ± 8.79 .

In terms of rank of academic staff, the table equally shows that 32 (8.1%) of the participating academic staff were graduate assistants, Assistant lecturers 33 (8.4%), while 53 (13.5%) of the total respondents were lecturer II, and 115 (29.2%) of the participating academic staff were lecturers I. The senior lecturers who filled the questionnaire were 69 (17.5%) while 37 (9.4%) of the sampled academic staff were associate professors/ readers and 32 (8.1%) of the respondents were professors. The remaining 23 (5.8%) of the respondents did not indicate their ranks. This shows that there is a large proportion of academic staff in the position of lecturers I in the university system.

Table 4.3: Previous Leadership Position, Current Leadership Positions and Years of Experience of Respondents (Academic Staff)

Variables	Respondents	%
Previous Leadership Positions		
Course Adviser	138	35.0
Programme coordinator	44	11.2
Sub-Dean	15	3.8
Acting HOD	13	3.3
HOD	5	1.3
Acting Director	2	.5
Director	4	1.0
Acting Dean	1	.3
Dean	1	.3
More than two positions	57	14.5
No response	114	28.9
Total	394	100.0
Current Leadership Positions		
Course Adviser	121	30.7
Programme coordinator	58	14.7
Sub-Dean	5	1.3
Acting HOD	5	1.3
HOD	4	1.0
Acting Director	2	.5
Director	6	1.5
Provost	1	.3
More than two positions	18	4.6
Total	394	100.0
Years of Experience in Academic		
Below 10 years	152	38.6
10- 20 years	140	35.5
21- 30 years	44	11.2
31-40 years	16	4.1
Above 41 years	4	1.0
No response	38	9.6
Total	394	100.0

Table 4.3 presents previous leadership position, current leadership position and years of academic experience of academic staff in the sampled universities. The table revealed that 138 (35.0%) of the academic staff were course advisers, 44 (7.0%) of the respondents were programme coordinators, 15 (3.8%) of the participating academic staff were sub-deans, 13 (3.3%) were acting heads of departments, 5 (1.3%) of the academic staff occupied position of heads of departments, 2 (0.5%) of the academic staff were acting directors while 4 (1.0%) and 1 (0.3%) occupied the position of directors and acting deans respectively. The remaining 1 (0.3%) and 57 (14.5%) were deans and occupied more than two positions in the past. However, 114 (28.9%) failed to indicate their leadership position in the past. Furthermore, the current leadership positions of academic staff are as follows: course advisers (30.7%), programme coordinators (14.7%), sub-deans (1.3%), acting heads of departments (1.3%), head of department (1.0%), acting director (0.5%), director (1.5%) and provost (0.3%). The remaining 18 (4.6%) of the respondents occupied more than two leadership positions. It can be seen in this study that some of the academic staff hold two or more positions at a given time. The implication is that, such a member of academic staff may not have time to function effectively in the lecture room, conduct quality research and impact their communities. This would invariably bring about low goal attainment.

Also, the distribution of the academic staff based on their years of experience in academic as shown in table 4.3 reveals that 152 (33%) of the total respondents involved in the study had been in academic within 10 years, 140 (35.5%) of the participating academic staff had been in teaching in the university within 10 to 20 years, 44 (11.2%) of the sampled academic staff had been in teaching within the range of 21 to 30 years, 16 (4.1%) of the respondents had been in academic within 31 to 40 years and those with over 41 years of academic experience were 4(1.0%). However, a large number of academic staff, 38 (9.6%) failed to indicate their years of academic experience. In summary, those who had been in academic between 1 to 20 years had the highest cumulative frequency of 292 respondents. This implies that these young academic staff constitutes active population in the university setting and they would likely enhance university goal attainment through effective teaching, quality research and impactful community service, with right leadership in place.

Table 4.4: Distribution of Respondents by Sex, Level, Age and Faculties of Students

Variables	Respondents	%
Sex		
Male	380	45.0
Female	421	49.9
No Response	43	5.1
Total	844	100.0
Level of Students		
200 level	266	31.5
300 level	333	39.5
400 level	147	17.4
500 level	42	5.0
No Response	56	6.6
Total	844	100.0
Age		
less than 16 years	50	5.9
16-20 years	368	43.6
21-25 years	251	29.7
26-30 years	120	14.2
above 30 years	40	4.7
No response	15	1.8
Total	844	100.0
Faculties of Students		
Education	246	29.1
Arts and Humanities	133	15.8
Science	122	14.5
Agriculture	140	16.6
Technology	48	5.7
Social Science	62	7.3
Law	24	2.8
Others specify	13	1.5
No Response	56	6.6
Total	844	100.0

Table 4.4 presents the sex of the students used in this study. The result shows that 380 (45.0%) of the total participating students were male while 421 (49.9%) of the participating students were female. The remaining 43 (5.1%) of the respondents did not indicate their sex. From the table, this reveals that there is large proportion of female students that participated in the study than that of male students.

Regarding the level of students as indicated in the table, 266 (31.5%) of the respondents were 200 level, 333 (39.5%) were 300 level, 147 (17.4%) of the participating students were 400 level while 42 (5.0%) of students sampled were 500 level of the three universities selected for the study. The remaining 56 (6.6%) of the sampled students did not indicate their levels. This shows that a large number of 200 and 300 level students actively participated in the study.

Regarding distribution of the respondents by age who were students, it was revealed that the largest age category was 16-20 (n=368; 43.6%), this was followed by 21-25 (n=251; 29.7%), those between 26-30 years were (n=120; 14.2%) and just about 4.7% of the students sampled were over 30 years while 1.8% of the students failed to indicate their age bracket. In summary, most of them were between the ages of 16 and 25 (n=619; 70.3%). This indicates that most of the students in the federal universities in Nigeria are below 30 years. The average age of respondents (students) was 16.50 ± 2.30 .

Concerning faculties of the students as shown in the table, students from three federal universities were involved in this study. The participated faculties were: Education 246 (29.1%), Arts and Humanities 133 (15.8%), Science 122 (14.5%), Agriculture 140 (16.6%), Technology 48 (5.7%), Social Science 62 (7.3%) and Law 24 (2.8%). Others were basic Medical Science, Business, and Environmental Science 13 (1.5%) while the remaining 56 (6.6%) of the students did not indicate their faculties. This then implies that there is large proportion of students in the faculty of education that participated in the study than their counterparts from other faculties.

4.2 Answers to the Research Questions

Research Question 1: What is the level of goal attainment in federal universities in Southwestern Nigeria?

To answer this question, tables 4.5a, 4.5b, 4.5c, 4.5d, 4.6a, 4.6b, 4.6c, 4.8a, 4.8b and 4.8c present the summary of data collected on goal attainment. Each of the notes under each table shows that the mean value between 0-1.4 indicates that level of goal attainment is very poor / very low, 1.5- 2.4 shows that level of goal attainment in the federal universities is poor / low. The mean value of 2.5 -3.4 shows that level of goal attainment in federal universities is good / moderate, 3.5-4.4 implies that the level of goal attainment in federal universities is very good / high while the mean value of 4.5 and above indicates that the level of goal attainment in federal universities is excellent / very high.

Table 4.5a: Level of Goal Attainment in Terms of Teaching as Perceived by the Students

S/N	Items	Overall		OAU		UI		UNILAG	
		mean	St.D	Mean	St.D	mean	St.D	mean	St.D
1	Level of confidence	4.10	.88	4.08	.95	3.73	1.36	4.09	1.00
2	Providing help to students	3.45	.95	3.14	1.03	3.26	1.31	3.59	0.98
3	Explains difficult concepts in the class	3.46	1.03	3.17	1.12	3.27	1.40	3.62	1.02
4	Friendliness with students	3.54	1.03	3.23	1.17	3.33	1.40	3.67	0.99
5	Mastery of content	3.75	.92	3.56	1.07	3.45	1.44	3.74	0.98
6	Fairness in dealing with students	3.51	.99	3.22	1.14	3.26	1.36	3.62	1.02
7	Regularity of assignment	3.57	1.00	3.43	1.17	3.26	1.35	3.58	1.07
8	Attentiveness to students' comments	3.53	1.01	3.29	1.24	3.25	1.38	3.63	0.97
9	Clarity of expression	3.57	.97	3.33	1.14	3.29	1.34	3.58	1.11
10	Timely completion of course outline	3.59	1.00	3.51	1.19	3.23	1.32	3.63	1.02
11	Willingness to correct misconception	3.63	.97	3.52	1.13	3.30	1.33	3.69	1.01
12	Maintenance of professional image	3.86	.92	3.82	1.06	3.50	1.37	3.83	1.00
13	Using societal illustration	3.63	.96	3.51	1.11	3.33	1.32	3.65	1.05
14	Lecturer asks questions	3.62	.98	3.47	1.16	3.30	1.36	3.63	1.04
15	Activeness and demonstrative	3.76	.94	3.61	1.14	3.44	1.34	3.80	0.99
16	Appropriateness of instructional approaches	3.53	1.00	3.38	1.14	3.23	1.36	3.58	1.05
		GM=3.63		WA= 3.45		WA = 3.34		WA = 3.68	

Note: Mean value range from Mean value range from 0-1.4=Poor, 1.5-2.4= Fair, 2.5-3.4= Good, 3.5-4.4= Very Good, 4.5-5= Excellent. GM= Grand Mean, WA= Weighted Average

Table 4.5a presents the overall goal attainment in term of teaching by academic staff as perceived by the students of sampled federal universities in southwestern, Nigeria. All the items on the table were rated to be very good with highest frequency. For instance, level of confidence of their lecturers (mean=4.10); providing help to students (mean = 3.45); explains difficult concepts in the class (mean=3.46); friendliness with students (mean=3.55); mastery of content (mean=3.75); fairness in dealing with students (mean=3.51); regularity of assignment (mean=3.57); attentiveness to students' comments (mean =3.53); clarity of expression (mean=3.57); timely completion of course outline (mean=3.59); willingness to correct misconception (mean=3.63); maintenance of professional image (mean=3.86); using societal illustration (mean=3.63); lecturer's questions (mean=3.62); activeness and demonstrative (mean=3.76) and appropriateness of instructional approaches (mean=3.53). The entire mean values of the sixteen items on the table were accepted as rated above cut off point of 3.0 while the grand mean of 3.63 is obtained when considering goal attainment in terms of teaching as a whole. This shows that academic staff were rated as being very good by their students as far as the level of goal attainment in term of teaching is concerned. This is an indication that the level of goal attainment in the area of teaching was found to be high.

A further analysis of Table 4.5 at disaggregated level for each of the universities reveals that for OAU, all the mean values were rated to be good except item 1, 5, 8, 11, 12, 14 and 15 that were rated very good and excellent with weighted average of 3.45. Goal attainment in term of teaching at the UI was rated to be good with weighted average of 3.34 while UNILAG was equally found to be very good and excellent with weighted average of 3.68. Therefore, it can be concluded that the overall level of goal attainment among the three federal universities was high. From this analysis, the study found that UNILAG had the highest level of goal attainment (3.68), followed by OAU (3.45) and UI (3.34). However, details of university by university analysis were presented in table 4.6b, 4.6c and 4.6d

Table 4.5b: Level of Goal Attainment in Terms of Teaching as Perceived by the Students in the Obafemi Awolowo University (OAU), Ile-Ife, Nigeria

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{X})	Std D	
1	Level of confidence	105 (38.0)	110 (39.9)	47 (17.0)	9 (3.3)	5 (1.8)	4.08	.95	
2	Providing help to students	27 (9.8)	73 (26.4)	102 (37.0)	60 (21.7)	14 (5.1)	3.14	1.03	
3	Clarifies difficult ideas in the class	39 (14.1)	61 (22.1)	103 (37.3)	53 (19.2)	20 (7.2)	3.17	1.12	
4	Openness to students	46 (16.7)	64 (23.2)	95 (34.4)	51 (18.5)	18 (6.5)	3.23	1.17	
5	Mastery of content	59 (21.4)	91 (33.0)	88 (31.9)	34 (12.3)	4 (1.4)	3.56	1.07	
6	Fairness in dealing with students	39 (14.1)	77 (27.8)	97 (35.1)	48 (17.4)	15 (5.4)	3.22	1.14	
7	Regularity of assignment	56 (20.3)	85 (30.7)	86 (31.2)	37 (13.4)	12 (4.3)	3.43	1.17	
8	Attentiveness to students' comments	47 (17.0)	90 (32.6)	74 (26.8)	45 (16.3)	20 (7.2)	3.29	1.24	
9	Clarity of expression	47 (17.0)	83 (30.1)	88 (31.9)	51 (18.5)	7 (2.5)	3.33	1.14	
10	Timely completion of course outline	68 (24.6)	77 (27.8)	87 (31.5)	32 (11.6)	12 (4.3)	3.51	1.19	
11	Willingness to correct misconception	57 (20.7)	97 (35.1)	77 (27.9)	38 (13.8)	7 (2.5)	3.52	1.13	
12	Maintenance of professional image	86 (31.2)	96 (34.8)	65 (23.6)	25 (9.1)	4 (1.4)	3.82	1.06	
13	Using societal illustration	58 (21.0)	87 (31.5)	91 (33.0)	30 (10.9)	10 (3.6)	3.51	1.11	
14	Lecturer asks questions	56 (20.3)	92 (33.3)	86 (31.2)	31 (11.2)	11 (4.0)	3.47	1.16	
15	Activeness and demonstrative	65 (23.6)	100 (36.2)	76 (27.5)	8 (2.9)	6 (2.2)	3.61	1.14	
16	Appropriateness of instructional approaches	52 (18.8)	77 (27.9)	95 (34.4)	40 (14.5)	12 (4.3)	3.38	1.14	
Weighted Average		3.45							

Note: Mean value range from 0-1.4=Poor, 1.5-2.4= Fair, 2.5-3.4= Good, 3.5-4.4= Very Good, 4.4-5= Excellent. Figures in parenthesis are percentages.

Table 4.5b presents the result of goal attainment in term of teaching by academic staff as perceived by the students of OAU, Ile-Ife Nigeria. All the items on the table were rated to be good with highest frequency except item 1, 5, 8, 11, 12, 14 and 15 that had frequency of 105, 91, 90, 97, 96, 92 and 100 respectively. For instance, lecturers provides help to students (mean = 3.14); clarifies difficult concepts in the class (mean=3.17); openness to students (mean=3.23); fairness in dealing with students (mean=3.22); regularity of assignment (mean=3.43); clarity of expression (mean=3.33); timely completion of course outline (mean=3.51); using societal illustration (mean=3.51) and appropriateness of instructional approaches (mean=3.38). The entire mean values of the sixteen items on the table were accepted as rated above cut off point of 3.0 while the weighted average score is 3.45 which is greater than threshold of 3.0. This shows that academic staff were rated as being very good by their students as far as the level of goal attainment in term of teaching is concerned in the OAU, Ile-Ife Nigeria. This is an indication that the level of goal attainment in the area of teaching was high.

Table 4.5c: Level of Goal Attainment in Terms of Teaching as Perceived by the Students in the University of Ibadan (UI), Ibadan Nigeria

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{x})	Std D	
1	Level of confidence	88 (29.7)	146 (49.3)	54 (18.2)	7 (2.4)	1 (0.3)	3.73	1.36	
2	Providing help to students	40 (13.5)	125 (42.2)	112 (37.8)	17 (5.7)	2 (0.7)	3.26	1.31	
3	Clarifies difficult ideas in the class	57 (19.3)	109 (36.8)	94 (31.8)	28 (9.5)	8 (2.7)	3.27	1.40	
4	Openness to students	57 (19.3)	122 (41.2)	92 (31.1)	17 (5.7)	8 (2.7)	3.33	1.40	
5	Mastery of content	70 (23.6)	99 (33.4)	84 (28.4)	12 (4.1)	31 (10.5)	3.45	1.44	
6	Fairness in dealing with students	48 (16.2)	122 (41.2)	97 (32.8)	26 (8.8)	3 (1.0)	3.26	1.36	
7	Regularity of assignment	48 (16.2)	120 (40.5)	93 (31.4)	32 (10.8)	3 (1.0)	3.26	1.35	
8	Attentiveness to students' comments	46 (15.5)	127 (42.9)	92 (31.1)	25 (8.4)	6 (2.0)	3.25	1.38	
9	Clarity of expression	44 (14.9)	103 (34.8)	101 (34.1)	20 (6.8)	28 (9.5)	3.29	1.34	
10	Timely completion of course outline	40 (13.5)	124 (41.8)	102 (34.5)	25 (1.7)	5 (1.7)	3.23	1.32	
11	Willingness to correct misconception	49 (16.6)	118 (39.8)	104 (35.1)	23 (7.8)	2 (0.7)	3.30	1.33	
12	Maintenance of professional image	66 (22.3)	137 (46.3)	78 (26.4)	13 (4.4)	2 (0.7)	3.50	1.37	
13	Using societal illustration	45 (15.2)	134 (45.2)	92 (31.1)	23 (7.8)	2 (0.7)	3.33	1.32	
14	Lecturer asks questions	48 (16.2)	129 (43.6)	95 (32.1)	20 (6.8)	4 (1.4)	3.30	1.36	
15	Activeness and demonstrative	61 (20.6)	99 (33.4)	95 (32.1)	16 (5.4)	25 (8.4)	3.44	1.34	
16	Appropriateness of instructional approaches	46 (15.5)	120 (40.5)	100 (33.8)	25 (8.4)	5 (1.7)	3.23	1.36	
Weighted Average		3.34							

Note: Mean value range from 0-1.4=Poor, 1.5-2.4= Fair, 2.5-3.4= Good, 3.5-4.4= Very Good, 4.5-5= Excellent. Figures in parenthesis are percentages.

Table 4.5c shows the result of goal attainment in the area of teaching by academic staff as perceived by the students of UI, Ibadan Nigeria. All the items on the table were found to be rated very good with highest frequency. For instance, level of confidence of their lecturers (mean=3.73); providing help to students (mean = 3.26); clarifies difficult ideas in the class (mean=3.27); openness to students (mean=3.33); mastery of content (mean=3.45); fairness in dealing with students (mean=3.26); regularity of assignment (mean=3.26); attentiveness to students' comments (mean =3.25); clarity of expression (mean=3.29); timely completion of course outline (mean=3.23); willingness to correct misconception (mean=3.30); maintenance of professional image (mean=3.50); using societal illustration (mean=3.33); lecturer's questions (mean=3.30); activeness and demonstrative (mean=3.44) and appropriateness of instructional approaches (mean=3.23). The entire mean values of the sixteen items on the table were accepted as rated above cut off point of 3.0 while the weighted average score is 3.34. This reveals that academic staff were rated as being good by their students as far as the level of goal attainment in the area of teaching is concerned. This is an indication that the level of goal attainment in the UI in the area of teaching was also high.

Table 4.5d: Level of Goal Attainment in Terms of Teaching as Perceived by the Students in the University of Lagos (UNILAG), Akoka Nigeria

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{x})	Std D	
1	Level of confidence	112 (41.2)	100 (36.8)	46 (16.9)	12 (4.4)	2 (0.7)	4.09	1.00	
2	Providing help to students	41 (13.5)	122 (44.9)	86 (31.6)	19 (7.0)	4 (1.5)	3.59	0.98	
3	Clarifies difficult ideas in the class	49 (18.0)	119 (43.7)	73 (26.8)	26 (9.6)	5 (1.8)	3.62	1.02	
4	Openness to students	54 (19.9)	113 (41.5)	75 (27.6)	26 (9.6)	4 (1.5)	3.67	0.99	
5	Mastery of content	58 (21.3)	123 (45.3)	70 (25.7)	20 (7.4)	1 (0.4)	3.74	0.98	
6	Fairness in dealing with students	48 (17.6)	121 (44.4)	77 (28.3)	24 (8.8)	2 (0.7)	3.62	1.02	
7	Regularity of assignment	50 (18.4)	114 (41.9)	79 (29.0)	25 (9.2)	4 (1.5)	3.58	1.07	
8	Attentiveness to students' comments	43 (15.8)	126 (46.4)	81 (29.8)	19 (7.0)	3 (1.1)	3.63	0.97	
9	Clarity of expression	55 (20.2)	109 (40.0)	82 (30.1)	24 (8.8)	2 (0.7)	3.58	1.11	
10	Timely completion of course outline	54 (19.9)	108 (39.7)	82 (30.1)	23 (8.5)	5 (1.8)	3.63	1.02	
11	Willingness to correct misconception	56 (20.6)	120 (44.1)	66 (9.9)	27 (7.8)	3 (1.1)	3.69	1.01	
12	Maintenance of professional image	72 (26.5)	114 (41.9)	75 (27.6)	9 (3.3)	2 (0.7)	3.83	1.00	
13	Using societal illustration	58 (21.3)	108 (40.7)	79 (29.0)	26 (9.6)	1 (0.4)	3.65	1.05	
14	Lecturer asks questions	59 (21.7)	102 (37.5)	80 (29.4)	30 (11.0)	1 (0.4)	3.63	1.04	
15	Activeness and demonstrative	69 (25.4)	113 (41.5)	72 (26.5)	15 (5.5)	3 (1.1)	3.80	0.99	
16	Appropriateness of instructional approaches	53 (19.5)	102 (37.5)	85 (31.3)	29 (10.7)	3 (1.1)	3.58	1.05	
Weighted Average		3.68							

Note: Mean value range from 0-1.4= Poor, 1.5-2.4= Fair, 2.5-3.4= Good, 3.5-4.4= Very Good, 4.5-5= Excellent. Figures in parenthesis are percentages.

Table 4.5c reveals the result of goal attainment in term of teaching by academic staff as perceived by the students of UNILAG, Akoka Nigeria. It is obvious that all the items were rated to be very good with highest frequency except item 1 that had frequency of 112. For instance, level of confidence of their lecturers (mean=4.09); providing help to students (mean = 3.59); clarifies difficult ideas in the class (mean=3.62); openness to students (mean=3.67); mastery of content (mean=3.75); fairness in dealing with students (mean=3.51); regularity of assignment (mean=3.74); attentiveness to students' comments (mean =3.63); clarity of expression (mean=3.58); timely completion of course outline (mean=3.63); willingness to correct misconception (mean=3.69); maintenance of professional image (mean=3.83); using societal illustration (mean=3.65); lecturer's questions (mean=3.63); activeness and demonstrative (mean=3.80) and appropriateness of instructional approaches (mean=3.58). The entire mean values of the sixteen items on the table were accepted as rated above cut off point of 3.0 while the weighted average score is 3.68. This indicates that academic staff were rated as being very good by their students as far as the level of goal attainment in term of teaching is concerned in the UNILAG, Akoka Nigeria. This is an indication that the level of goal attainment in the area of teaching was high.

Table 4.6a: Level of Goal Attainment in Terms of Research across the selected Universities

S/N	Items	Overall		OAU		UI		UNILAG	
		Mean	St.D	mean	St.D	mean	St.D	mean	St.D
1	Publishing locally	3.76	.88	3.30	1.16	3.61	1.12	3.99	0.80
2	Publishing internationally	3.85	.87	3.47	1.30	3.68	1.13	3.96	0.80
3	Producing occasional paper	3.39	1.05	2.60	1.36	2.94	1.26	3.95	0.84
4	Publishing in conference	3.50	1.04	2.85	1.34	3.16	1.23	3.96	0.84
5	proceedings internationally	3.59	1.05	2.98	1.31	3.10	1.37	4.07	0.86
6	Publishing in conference	4.02	.84	3.62	1.40	3.86	1.18	4.04	0.82
7	proceedings locally	3.31	1.10	2.39	1.35	3.03	1.30	3.97	0.88
8	Writing journal article	3.49	1.10	2.64	1.36	3.17	1.36	3.99	0.89
9	Writing technical report	3.25	1.20	2.34	1.38	2.86	1.24	3.95	0.97
		GM=3.17		WA= 2.91		WA = 3.27		WA = 3.99	

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. GM= Grand Mean, WA= Weighted Average

Table 4.6a presents the overall goal attainment in terms of research across the selected federal universities in southwestern Nigeria. The nine items on research had a grand mean score of 3.17 out of maximum obtainable 5.00. The obtained mean values for the items are as follows: publishing locally (mean=3.76); publishing internationally (mean=3.85); producing occasional paper (mean=3.39); publishing in conference proceedings internationally (mean=3.50); publishing in conference proceedings locally (mean=3.59); writing journal article (mean=4.02); writing technical report (mean=3.31); writing chapter in book (mean=3.49) and authoring scientific peer-reviewed bulletin (mean=3.25). The entire mean values of the nine items on the table were accepted as rated above cut off point of 3.0 while the grand mean score of 3.17 is obtained when considering the overall goal attainment in terms of research based on the three selected federal universities. This indicated that the level of goal attainment in term of research in federal universities was on the high side. However, goal attainment in term of research in OAU was found to be low when considering threshold of 3.0 that is higher than the result obtained. For instance, UNILAG had the highest level of goal attainment in term of research (3.99), followed by UI (3.27) and OAU (2.91). Thus, a detailed of university by university analysis is shown in table 4.6b-4.6d.

Table 4.6b: Level of Goal Attainment in Terms of Research in the Obafemi Awolowo University Ile-Ife

S/N	Statements	Very High	High	Moderate	Low	Very High	MEAN (\bar{X})	Std D
1	Publishing locally	13 (11.9)	42 (38.5)	42 (38.5)	9 (8.3)	3 (2.8)	3.30	1.16
2	Publishing internationally	22 (20.2)	48 (44.0)	25 (22.9)	11 (10.1)	3 (2.8)	3.47	1.30
3	Producing occasional paper	7 (6.4)	32 (29.4)	34 (31.2)	22 (20.2)	14 (12.8)	2.60	1.36
4	Publishing in conference proceedings internationally	8 (7.3)	40 (36.7)	29 (26.6)	20 (18.3)	12 (11.0)	2.85	1.34
5	Publishing in conference proceedings locally	9 (8.3)	41 (37.6)	36 (33.0)	13 (11.9)	10 (9.2)	2.98	1.31
6	Writing journal article	33 (30.3)	44 (40.3)	24 (22.0)	6 (5.5)	2 (1.8)	3.62	1.40
7	Writing technical report	3 (2.8)	33 (30.2)	28 (25.7)	17 (15.6)	28 (25.7)	2.39	1.35
8	Writing chapter in book	9 (8.3)	28 (25.6)	35 (32.1)	21 (19.3)	16 (14.7)	2.64	1.36
9	Authoring scientific peer-reviewed bulletin	5 (4.6)	30 (27.5)	30 (27.5)	24 (22.0)	11 (10.1)	2.34	1.38
Weighted Average		2.91						

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. Figures in parenthesis are percentages.

Table 4.6b presents the result of the level of goal attainment in terms of research in the Obafemi Awolowo University Ile-Ife Nigeria. The nine items on research had a weighted average score of 2.91 out of maximum obtainable 5.00. The obtained mean values for the items are as follows: publishing locally (mean=3.30); publishing internationally (mean=3.47); producing occasional paper (mean=2.60); publishing in conference proceedings internationally (mean=2.85); publishing in conference proceedings locally (mean=2.98); writing journal article (mean=3.62); writing technical report (mean=2.39); writing chapter in book (mean=2.64) and authoring scientific peer-reviewed bulletin (mean=2.34). Based on these, the weighted average score of 2.91 reveals that the level of goal attainment in the area of research in the Obafemi Awolowo University Ile-Ife Nigeria was below the threshold of 3.0. This indicated that the level of goal attainment in term of research in OAU was low.

Table 4.6c: Level of Goal Attainment in Terms of Research in the University of Ibadan, Ibadan Nigeria

S/N	Statements	Very High	High	Moderate	Low	Very Low	MEAN (\bar{X})	Std D
1	Publishing locally	28 (18.9)	68 (45.9)	40 (27.0)	7 (4.7)	5 (3.4)	3.61	1.12
2	Publishing internationally	30 (20.3)	73 (49.3)	38 (25.7)	2 (1.4)	5 (3.4)	3.68	1.13
3	Producing occasional paper	9 (6.1)	56 (37.8)	52 (35.1)	23 (15.5)	8 (5.4)	2.94	1.26
4	Publishing in conference proceedings internationally	19 (12.8)	48 (32.4)	53 (35.8)	22 (14.9)	6 (4.1)	3.16	1.23
5	Publishing in conference proceedings locally	20 (13.5)	56 (37.8)	44 (29.7)	19 (12.8)	9 (6.1)	3.10	1.37
6	Writing journal article	47 (31.8)	67 (45.3)	26 (17.6)	7 (4.7)	1 (0.7)	3.86	1.18
7	Writing technical report	18 (12.2)	47 (31.8)	42 (28.4)	27 (18.2)	14 (9.5)	3.03	1.30
8	Writing chapter in book	19 (12.8)	64 (43.3)	38 (25.7)	17 (11.5)	10 (14.7)	3.17	1.36
9	Authoring scientific peer-reviewed bulletin	5 (3.4)	58 (39.2)	40 (27.6)	26 (17.6)	19 (12.8)	2.86	1.24
Weighted Average		3.27						

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High.

Table 4.6c reveals the finding of the level of goal attainment in terms of research in the University of Ibadan, Ibadan Nigeria. The nine items on research had a weighted average score of 3.27 out of maximum obtainable 5.00. The obtained mean values for the items are as follows: publishing locally (mean=3.61); publishing internationally (mean=3.68); producing occasional paper (mean=2.94); publishing in conference proceedings internationally (mean=3.16); publishing in conference proceedings locally (mean=3.10); writing journal article (mean=3.86); writing technical report (mean=3.03); writing chapter in book (mean=3.17) and authoring scientific peer-reviewed bulletin (mean=2.86). Based on these, the weighted average score of 3.27 indicates that the level of goal attainment in the area of research was above the threshold of 3.0. This indicated that the level of goal attainment in term of research in the University of Ibadan, Ibadan Nigeria was high.

Table 4.6d: Level of Goal Attainment in Terms of Research in the University of Lagos, Akoka Nigeria

S/N	Statements	Very High	High	Moderate	Low	Very Low	MEAN (\bar{x})	Std D	
1	Publishing locally	30 (21.9)	82 (59.9)	22 (16.1)	1 (0.7)	2 (1.5)	3.99	0.80	
2	Publishing internationally	28 (20.4)	83 (60.6)	23 (16.8)	1 (0.7)	2 (1.5)	3.96	0.80	
3	Producing occasional paper	33 (24.1)	70 (51.1)	32 (23.4)	2 (23.4)	--- (---)	3.95	0.84	
4	Publishing in conference proceedings internationally	30 (21.9)	83 (60.6)	22 (16.1)	1 (0.7)	1 (0.7)	3.96	0.84	
5	Publishing in conference proceedings locally	42 (30.7)	69 (50.4)	23 (16.8)	1 (0.7)	2 (1.5)	4.07	0.86	
6	Writing journal article	36 (26.3)	76 (55.5)	23 (16.8)	2 (1.5)	---- (----)	4.04	0.82	
7	Writing technical report	36 (26.3)	69 (50.4)	29 (21.2)	1 (0.7)	2 (1.5)	3.97	0.88	
8	Writing chapter in book	35 (25.5)	74 (54.0)	25 (18.2)	3 (2.2)	---- (----)	3.99	0.89	
9	Authoring scientific peer-reviewed bulletin	40 (29.2)	64 (46.8)	29 (21.2)	2 (1.5)	2 (1.5)	3.95	0.97	
Weighted mean		3.99							

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. Figures in parenthesis are percentages.

Table 4.6d likewise presents the result of the level of goal attainment in the area of research in the University of Lagos, Akoka Nigeria. The ten items on research had a weighted average score of 3.99 out of maximum obtainable 5.00. The obtained mean values for the items are as follows: organising lectures on research methodology regularly (mean=4.04); publishing locally (mean=3.99); publishing internationally (mean=3.96); producing occasional paper (mean=3.95); publishing in conference proceedings internationally (mean=3.96); publishing in conference proceedings locally (mean=4.07); writing journal article (mean=4.04); writing technical report (mean=3.97); writing chapter in book (mean=3.99) and authoring scientific peer-reviewed bulletin (mean=3.95). Based on this analysis, the weighted average score of 3.99 indicates that the level of goal attainment in the area of research was above the threshold of 3.0. This indicated that the level of goal attainment in term of research in the University of Lagos Akoka Nigeria was also high.

Table 4.7a: Overall Level of Goal Attainment on Publications across the selected Federal Universities, Nigeria

S/N	Items	Overall				OAU				UI				UNILAG			
		Local (\bar{X})	Std D	International (\bar{X})	Std D	Local (\bar{X})	Std D	International (\bar{X})	Std D	Local (\bar{X})	Std D	International (\bar{X})	Std D	Local (\bar{X})	Std D	International (\bar{X})	Std D
1	Patent Work	3.18	0.89	2.60	1.05	2.69	0.76	2.85	0.87	2.73	0.98	2.52	1.16	2.63	0.87	2.49	1.02
2	Textbook Published	3.00	0.95	2.77	0.90	2.85	1.04	2.68	0.93	2.61	0.96	2.71	0.86	2.44	0.84	2.89	0.92
3	Chapters in Books	3.33	0.77	2.79	1.01	2.48	0.98	2.78	0.97	2.51	0.61	2.96	0.96	2.16	0.69	2.61	1.07
4	Articles	3.82	0.84	2.75	1.02	2.79	0.95	2.60	1.21	2.59	0.65	2.63	0.95	2.26	0.85	3.01	0.89
5	Conference Papers	3.39	0.78	2.70	1.00	2.54	0.89	2.75	1.06	2.55	0.78	2.76	0.87	2.22	0.63	2.72	0.92
6	Book Review	3.07	0.98	2.81	0.97	2.64	1.08	2.65	0.94	3.28	0.89	2.76	0.94	2.64	0.86	2.81	1.02
7	Co-authored textbooks	3.06	0.94	2.59	0.93	2.81	0.94	2.59	0.93	2.61	1.04	2.54	1.04	2.40	0.79	2.96	0.98
8	Technical reports	3.16	0.96	2.70	0.94	2.62	1.04	2.70	0.94	2.89	0.92	2.73	0.97	3.04	0.88	2.99	0.97
9	Monographs	3.22	0.99	2.79	0.92	2.58	0.90	2.75	0.87	2.94	0.97	2.59	0.96	2.84	1.07	3.04	0.85
		GM=3.25		GM=2.72		WA = 2.67		WA =2.71		WA = 2.75		WA =2.69		WA =2.51		WA =2.84	

Note: Mean value range from 0-1.4= Very Low, 1.4-2.4 = Low, 2.5-3.4=High, 3.5 and above= Very High. GM= Grand Mean, WA= Weighted Average

Table 4.7a presents goal attainment on publication of academic staff for the three selected universities comprising Obafemi Awolowo University (OAU), University of Ibadan (UI) and University of Lagos (UNILAG). This is sub-categorised into local and international publications while the average score of the publication of each item was calculated within six years (2013/2014-2018/2019 academic sessions). Given the result table as shown above, it is evident that majority of the respondents in these institutions have both local and international publications with a reasonable average number produced within the six years. The grand mean for both local and international publications mean for goal attainment on publication for these institutions are “3.25” and “2.72” which are higher than threshold of 2.5. Generally, it can therefore be concluded that the level of goal attainment in terms of local and international publications in selected universities in southwestern, Nigeria was high.

However, a further breakdown of this analysis shows that goal attainment on publication in each of these selected institutions as depicted in Tables 4.7a reveals that OAU had weighted average of 2.67 and 2.71; UI had weighted average of 2.75 and 2.69 while UNILAG had weighted average of 2.51 and 2.84 which are above the threshold of 2.5. The analysis of Table 4.7b-d is presented and discussed as follows:

Table 4.7b: Level of Goal Attainment on Publications in the Obafemi Awolowo University, Ile-Ife, Nigeria

S/N	Publication	Local						International					
		NIL	1-5	6-10	11-15	(\bar{x})	Std D	NIL	1-5	6-10	11-15	(\bar{x})	Std D
1	Patent Work	3 (2.7)	45 (40.5)	46 (41.4)	17 (15.3)	2.69	0.76	6 (5.4)	35 (31.5)	40 (36.0)	30 (0)	2.85	0.87
2	Textbook Published	13 (11.7)	30 (27.0)	29 (26.1)	39 (35.1)	2.85	1.04	8 (7.2)	47 (42.3)	28 (25.2)	28 (25.2)	2.68	0.93
3	Chapters in Books	20 (18.0)	37 (33.3)	35 (31.5)	19 (17.1)	2.48	0.98	13 (11.7)	28 (25.2)	40 (36.0)	30 (27.0)	2.78	0.97
4	Articles	11 (9.9)	30 (27.0)	41 (36.9)	29 (26.1)	2.79	0.95	27 (24.3)	30 (27.0)	14 (12.6)	40 (36.0)	2.60	1.21
5	Conference Papers	10 (9.0)	51 (45.9)	30 (27.0)	20 (18.0)	2.54	0.89	18 (16.2)	25 (22.5)	35 (31.5)	33 (29.7)	2.75	1.06
6	Book Review	20 (18.0)	31 (27.9)	29 (26.1)	31 (27.9)	2.64	1.08	10 (9.0)	45 (40.5)	30 (27.0)	26 (26.4)	2.65	0.94
7	Co-authored textbooks	10 (9.0)	31 (9.2)	40 (0.9)	30 (0)	2.81	0.94	14 (12.6)	37 (33.3)	40 (36.0)	20 (18.0)	2.59	0.93
8	Technical reports	16 (14.4)	40 (36.0)	25 (22.5)	30 (27.0)	2.62	1.04	10 (9.0)	40 (36.0)	34 (30.6)	27 (24.3)	2.70	0.94
9	Monographs	11 (9.9)	45 (40.5)	20 (18.0)	20 (18.0)	2.58	0.90	8 (7.2)	35 (31.5)	45 (40.5)	23 (20.7)	2.75	0.87
Weighted Average		2.67						2.71					

Key: Nil (Very low), 1-5 (Low), 6-10 (Average) and 11-15 (High) Note: Mean value range from 0-1.4= Very Low, 1.4-2.4 = Low, 2.5-3.4=High, 3.5 and above= Very High. Figures in parenthesis are percentages.

Table 4.7b presents level of goal attainment on publication of academic staff in the Obafemi Awolowo University within six years (2013/2014 -2018/2019 academic sessions), average score (\bar{x}) of each item was calculated. This is sub-categorised into local and international publications in the table. Considering the result in Table 4.7b, it is clearly indicated that some of the academic staff in this institution decided not to reveal their true status of their publications. Hence, they are categorised under nil, which is not dominated the result. However, the nine items of local publication had a weighted average score of 2.67 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: patent work (mean=3.63); textbook published (mean= 3.00); chapters in books (mean=3.57); articles (mean =4.73) conference papers (mean=3.39); book review (mean =3.28); co-authored textbooks (mean=3.45), technical reports (mean=3.35) and monographs (mean=3.00). Based on the weighted average score of 2.67, the finding shows that local publication was above the cut-off point of 2.5. This implies that local publications were found to be high.

Concerning international publications, all the nine items of international publications were also considered in the table and had a weighted average score of 2.71 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: patent work (mean=3.00); textbook published (mean=3.00); chapters in books (mean=3.00); articles (mean=4.51); conference papers (mean=3.00); book review (mean=3.45); co-authored textbooks (mean=3.00), technical reports (mean=3.00) and monographs (mean=3.00). Based on the weighted average score of 2.71, the result indicates that the international publications in OAU was above the threshold of 2.5. This indicates that international publications were also high. It therefore could be observed that level of goal attainment on both local and international publications in OAU were generally high when considering the weighted average score of local and international together.

Table 4.7c: Level of Goal Attainment on Publications in the University of Ibadan, Ibadan, Nigeria

S/N	Publication	Local						International					
		NIL	1-5	6-10	11-15	(\bar{X})	Std D	NIL	1-5	6-10	11-15	(\bar{X})	Std D
1	Patent Work	15 (10.2)	51 (34.7)	40 (27.2)	41 (27.9)	2.73	0.98	39 (26.5)	33 (22.4)	35 (23.8)	40 (27.3)	2.52	1.16
2	Textbook Published	15 (10.2)	62 (42.2)	35 (23.8)	35 (23.8)	2.61	0.96	16 (10.9)	33 (22.4)	75 (51.0)	23 (15.6)	2.71	0.86
3	Chapters in Books	7 (4.8)	60 (40.8)	78 (53.1)	2 (1.4)	2.51	0.61	10 (6.8)	40 (27.2)	43 (29.3)	54 (36.7)	2.96	0.96
4	Articles	3 (2.0)	64 (43.5)	70 (47.6)	10 (6.8)	2.59	0.65	15 (10.2)	58 (39.5)	40 (27.2)	34 (23.1)	2.63	0.95
5	Conference Papers	7 (4.8)	71 (48.3)	50 (34.0)	19 (12.9)	2.55	0.78	6 (4.1)	60 (40.8)	45 (30.6)	36 (24.5)	2.76	0.87
6	Book Review	7 (4.8)	22 (15.0)	41 (27.9)	77 (52.4)	3.28	0.89	17 (11.6)	36 (24.5)	60 (40.8)	34 (23.1)	2.76	0.94
7	Co-authored textbooks	26 (17.7)	41 (27.9)	45 (30.6)	35 (23.8)	2.61	1.04	30 (20.4)	37 (25.2)	50 (34.0)	30 (20.4)	2.54	1.04
8	Technical reports	13 (8.8)	32 (21.1)	62 (35.4)	50 (34.0)	2.89	0.92	15 (10.2)	48 (32.7)	45 (30.6)	39 (26.5)	2.73	0.97
9	Monographs	14 (9.5)	31 (21.1)	52 (35.4)	50 (34.0)	2.94	0.97	20 (13.6)	50 (34.0)	47 (32.0)	30 (20.4)	2.59	0.96
	Weighted Average	2.75						2.69					

Key: 1-5 (Low), 6-10 (Average) and 11-15 (High) **Note:** Mean value range from 0-1.4= Very Low, 1.4-2.4 = Low, 2.5-3.4=High, 3.5 and above= Very High. Figures in parenthesis are percentages.

Table 4.7c presents goal attainment on publication in the University of Ibadan within six years (2013/2014 -2018/2019 academic sessions), average score (\bar{x}) of each publication was calculated. This is sub-categorised into local and international publications in the table. Given the result table as shown above, it is obvious that manority of the academic staff in this institution decided not to reveal their true status of their publications. Hence, they are categorised under nil, which is not dominated the result. However, the nine items of local publication had a weighted average score of 2.75 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: patent work (mean=3.19); textbook published (mean= 3.00); chapters in books (mean=3.61); articles (mean =4.51) conference papers (mean=3.63); book review (mean =3.12); co-authored textbooks (mean=3.00), technical reports (mean=3.14) and monographs (mean=3.30). Based on the weighted average score of 2.75 on local publications, the finding shows that local publications were above the threshold of 2.5. This means that local publications were found to be high.

The nine items of international publications were equally presented in the table 4.7c. They had a weighted average score of 2.69 which is greater than 2.5. The obtained mean values for the items are as follows: patent work (mean=3.00); textbook published (mean=3.00); chapters in books (mean =3.45); articles (mean=5.14); conference papers (mean=3.24); book review (mean=3.00); co-authored textbooks (mean=3.00), technical reports (mean=3.00) and monographs (mean=3.00). Based on the weighted average score of 2.69, the result shows that international publications were above the threshold of 2.5. This implies that international publications were observed to be high.

It therefore could be concluded that the level of goal attainment on publications in UI were found to be generally high when considering the weighted average score of local and international publications collectively.

Table 4.7d: Level of Goal Attainment on Publications in the University of Lagos, Akoka, Nigeria

S/N	Publication	Local						International					
		NIL	1-5	6-10	11-15	(\bar{x})	Std D	NIL	1-5	6-10	11-15	(\bar{x})	Std D
1	Patent Work	10 (7.4)	55 (40.7)	45 (33.3)	25 (18.5)	2.63	0.87	26 (19.3)	44 (32.6)	38 (28.1)	27 (20.0)	2.49	1.02
2	Textbook Published	10 (7.4)	75 (55.6)	30 (22.2)	20 (14.8)	2.44	0.84	10 (7.4)	35 (25.9)	50 (37.0)	40 (29.6)	2.89	0.92
3	Chapters in Books	15 (11.1)	92 (68.1)	20 (14.8)	8 (5.9)	2.16	0.69	26 (19.3)	35 (25.9)	40 (29.6)	34 (25.2)	2.61	1.07
4	Articles	15 (11.1)	90 (66.7)	10 (7.4)	20 (14.8)	2.26	0.85	4 (3.0)	41 (30.4)	40 (29.6)	50 (37.0)	3.01	0.89
5	Conference Papers	5 (3.7)	105 (77.8)	15 (11.1)	10 (7.4)	2.22	0.63	13 (9.6)	42 (31.1)	50 (37.0)	30 (22.2)	2.72	0.92
6	Book Review	4 (3.0)	70 (51.9)	31 (23.0)	30 (22.2)	2.64	0.86	20 (14.8)	25 (18.5)	50 (37.0)	40 (29.6)	2.81	1.02
7	Co-authored textbooks	6 (4.4)	89 (65.9)	20 (14.8)	20 (14.8)	2.40	0.79	11 (8.1)	34 (25.2)	40 (29.6)	50 (37.0)	2.96	0.98
8	Technical reports	5 (3.7)	35 (25.9)	45 (33.3)	50 (37.0)	3.04	0.88	12 (8.9)	28 (20.7)	45 (33.3)	50 (37.0)	2.99	0.97
9	Monographs	17 (12.6)	38 (28.1)	30 (22.2)	50 (37.0)	2.84	1.07	4 (3.0)	34 (25.2)	50 (37.0)	47 (34.8)	3.04	0.85
Weighted Average		2.51						2.84					

Key: 1-5 (Low), 6-10 (Average) and 11-15 (High) Note: Mean value range from 0-1.4= Very Low, 1.4-2.4 = Low, 2.5-3.4=High, 3.5 and above= Very High. Figures in parenthesis are percentages.

Table 4.7d presents goal attainment on publication in the University of Lagos within six years (2013/2014 -2018/2019 academic sessions), average score (\bar{x}) of each item was obtained. This is sub-categorised into local and international publications in the table. Given the result table as shown in Table 4.7d, it is clearly showed that few of the sampled academic staff in UNILAG decided not to disclose their true status of their publications both locally and internationally. Therefore, they are categorised under nil, which is not dominated the result. However, the nine items of local publication had a weighted average score of 2.51 which is above the threshold of 2.5. The obtained mean values for the items are as follows: patent work (mean=3.00); textbook published (mean= 3.06); chapters in books (mean=3.12); articles (mean =3.04) conference papers (mean=3.27); book review (mean =3.00); co-authored textbooks (mean=3.00), technical reports (mean=3.00) and monographs (mean=3.00). Based on the weighted average score of 2.51 on local publications which is corresponding to threshold of 2.5, the finding indicates that local publications was relatively high.

The nine items of international publications were equally presented in the table 4.7d. They had a weighted average score of 3.00 which falls between the scales “3.0-4.9”. The obtained mean values for the items are as follows: patent work (mean=3.00); textbook published (mean=3.00); chapters in books (mean =3.00); articles (mean=3.00); conference papers (mean=3.00); book review (mean=3.00); co-authored textbooks (mean=3.00), technical reports (mean=3.00) and monographs (mean=3.00). Based on the weighted average score of 2.84 which is greater than the threshold of 2.5, the result reveals that international publications were equally high. It therefore could be concluded that the level of goal attainment on publications in UNILAG were found to be generally high when considering the weighted average score of local and international publications collectively.

Table 4.8a: Level of Goal Attainment in Terms of Impactful Community Services across the selected Federa Universities

S/N	Items	Overall		OAU		UI		UNILAG	
		mean	St.D	Mean	St.D	mean	St.D	mean	St.D
1	Organising public lectures for the host community	3.40	1.30	2.41	1.49	2.80	1.35	4.25	1.95
2	Offering training, sensitisation and mobilisation services	3.47	1.08	2.48	1.41	3.22	1.22	3.99	0.85
3	Making financial contributions to the community	3.28	1.21	2.34	1.29	2.97	1.24	4.04	0.91
4	Promoting civic duties of the community	3.50	1.02	2.75	1.33	3.16	1.15	4.01	0.87
5	Participation in community improvement programmes	3.59	1.04	2.90	1.28	3.35	1.16	4.07	0.93
6	Participation in community events	3.57	0.99	2.93	1.33	3.26	1.20	3.96	0.91
7	Involvement in collaborations with community	3.53	1.04	2.80	1.32	3.28	1.16	3.98	0.97
		GM=3.48		WA= 2.66		WA = 3.15		WA = 4.04	

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. GM= Grand Mean, WA= Weighted Average

Table 4.8a presents the overall goal attainment in terms of community service being rendered by academic staff of federal universities. The seven items of goal attainment level in terms of community service had a grand mean score of 3.48 out of maximum obtainable 5.00. The obtained mean values are as follows: organising public lectures for the host community (mean= 3.40); offering training, sensitisation and mobilisation services (mean=3.47); making financial contributions to the community (mean=3.28); promoting civic duties of the community (mean=3.50); participation in community improvement programmes (mean=3.59); participation in community events (mean=3.57) and involvement in collaborations with communities (mean=3.53). The entire mean values of the seven items on the table were accepted as rated above cut off point of 3.0 while the grand mean score of 3.48 is obtained when collectively considered the overall goal attainment in terms of community services across the selected federal universities. This indicated that the level of overall goal attainment in term of community service in federal universities was reported to be high. Meaning that, the level of goal attainment in the area of community service was impactful. Observation in table 4.8a shows that goal attainment in term of community service in three sampled federal universities is higher than one another. For instance, UNILAG had the highest level of goal attainment in term of community service (4.05), followed by UI (3.15) and OAU (2.66). However, a detailed of university by university analysis is expressed in table 4.8b, 4.8c and 4.8d.

Table 4.8b: Level of Goal Attainment in Terms of Impactful Community Services in the Obafemi Awolowo University, Ile-Ife, Nigeria

S/N	Statements	Very High	High	Moderate	Low	Very Low	MEAN (\bar{x})	Std D
1	Organising public lectures for the host community	11 (10.1)	27 (24.8)	23 (21.1)	19 (17.4)	29 (26.6)	2.41	1.49
2	Offering training, sensitisation and mobilisation services	6 (5.5)	35 (32.1)	28 (25.7)	24 (22.0)	16 (6.1)	2.48	1.41
3	Making financial contributions to the community	6 (5.5)	21 (19.2)	29 (26.6)	29 (26.6)	24 (10.2)	2.34	1.29
4	Promoting civic duties of the community	8 (7.3)	35 (32.2)	32 (29.4)	26 (23.9)	8 (7.3)	2.75	1.33
5	Participation in community improvement programmes	9 (8.3)	35 (32.1)	34 (31.2)	22 (20.2)	9 (8.3)	2.90	1.28
6	Participation in community events	11 (10.1)	37 (33.9)	32 (29.4)	23 (21.1)	6 (7.3)	2.93	1.33
7	Involvement in collaborations with community	9 (8.3)	34 (31.2)	32 (29.4)	26 (23.9)	8 (7.3)	2.80	1.32
Weighted Average		2.66						

Note: Mean value range from Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. Figures in parenthesis are percentages.

Table 4.8b presents the result of goal attainment level in terms of community service being rendered by academic staff of Obafemi Awolowo University. The seven items of goal attainment level in terms of community service had a weighted average score of 2.66

out of maximum obtainable 5.00. The obtained mean values of seven items on the table 4.8b were below the threshold of 3.0. Meaning that, the level of goal attainment in the area of community service was low.

Table 4.8c: Level of Goal Attainment in Terms of Impactful Community Services in the University of Ibadan Ibadan, Nigeria

S/N	Statements	Very High	High	Moderate	Low	Very Low	MEAN (\bar{X})	Std D
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1	Organising public lectures for the host community	12 (8.1)	49 (33.2)	43 (29.1)	26 (17.6)	18 (12.2)	2.80	1.35
2	Offering training, sensitisation and mobilisation services	18 (12.2)	55 (37.2)	48 (32.4)	19 (12.8)	8 (5.4)	3.22	1.22
3	Making financial contributions to the community	18 (12.2)	32 (21.6)	57 (38.5)	25 (16.9)	16 (10.8)	2.97	1.24
4	Promoting civic duties of the community	16 (10.8)	47 (31.8)	56 (37.8)	23 (15.5)	6 (4.1)	3.16	1.15
5	Participation in community improvement programmes	21 (14.2)	57 (32.1)	34 (31.2)	22 (20.2)	9 (8.3)	3.35	1.16
6	Participation in community events	23 (15.5)	45 (30.4)	59 (39.9)	18 (12.2)	3 (2.0)	3.26	1.20
7	Involvement in collaborations with community	19 (12.8)	53 (35.8)	52 (35.1)	19 (12.8)	5 (3.4)	3.28	1.16
	Weighted Average						3.15	

Note: Mean value range from Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. Figures in parenthesis are percentages.

Table 4.8c presents the result of goal attainment level in terms of community service being rendered by academic staff of federal universities. The obtained mean values of seven items on the table 4.8c were above the threshold of 3.0 except the item 1 and 2. For instance, organising public lectures for the host community (mean= 2.80); offering training, sensitisation and mobilisation services (mean=3.22); making financial contributions to the community (mean=2.97); promoting civic duties of the community

(mean=3.16); participation in community improvement programmes (mean=3.35); participation in community events (mean=3.26) and involvement in collaborations with communities (mean=3.28). However, the seven items of goal attainment level in terms of community service had a weighted average of 3.15 out of maximum obtainable 5.00. This implies that the level of goal attainment in the area of community service in the University of Ibadan, Ibadan Nigeria was high and impactful.

Table 4.8d: Level of Goal Attainment in Terms of Impactful Community Services in the University of Lagos, Akoka, Nigeria

S/N	Statements	Very High	High	Moderate	Low	Very Low	MEAN (\bar{x})	Std D
1	Organising public lectures for the host community	58 (42.3)	68 (49.6)	6 (4.4)	1 (0.7)	4 (2.9)	4.25	1.95
2	Offering training, sensitisation and mobilisation	30 (21.9)	85 (62.0)	19 (13.9)	3 (2.2)	--- (---)	3.99	0.85

services										
3	Making contributions to the community	financial to the	42 (30.7)	68 (49.6)	24 (17.5)	3 (2.2)	----	(-----)	4.04	0.91
4	Promoting civic duties of the community		33 (24.1)	83 (60.6)	17 (12.4)	1 (0.7)	3 (2.2)		4.01	0.87
5	Participation in community improvement programmes		44 (32.1)	68 (49.6)	21 (15.3)	1 (0.2)	3 (2.2)		4.07	0.93
6	Participation in community events		34 (24.8)	73 (53.3)	26 (19.0)	1 (0.7)	3 (2.2)		3.96	0.91
7	Involvement collaborations in with community		40 (29.2)	67 (48.9)	23 (16.8)	4 (2.9)	3 (2.2)		3.98	0.97
Weighted Average			4.04							

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. Figures in parenthesis are percentages.

Table 4.8d presents the result of goal attainment level in terms of community service being rendered by academic staff of University of Lagos, Akoka Nigeria. The seven items of goal attainment level in terms of community service had a weighted average score of 4.04 out of maximum obtainable 5.00. The obtained mean values are as follows: organising public lectures for the host community (mean= 4.25); offering training, sensitisation and mobilisation services (mean=3.99); making financial contributions to the community (mean=4.04); promoting civic duties of the community (mean=4.01);

participation in community improvement programmes (mean=4.07); participation in community events (mean=3.96) and involvement in collaborations with communities (mean=3.98). The weighted average of 4.04 shows that the level of goal attainment in terms of community services in the University of Lagos, Akoka, Nigeria was above the threshold of 3.0. Meaning that, the level of goal attainment in the area of community service was on the high side and impactful.

Collectively, level of goal attainment in these three selected federal universities in southwestern Nigeria was high in terms of teaching, research (publishing locally, publishing internationally, and producing occasional paper among others), publications (local and international) and community service except Obafemi Awolowo University, Ile-Ife whose research and community service were found to be low. In summarily, it can therefore be concluded that the level of goal attainment in selected universities in southwestern, Nigeria was high.

Research Question 2: What type of leadership styles are mostly exhibited by directors, head of departments and deans of faculties in federal universities in Southwestern Nigeria?

Table 4.9a: Overall Type of Leadership Styles exhibited by Universities Leaders as perceived by the Academic Staff across the selected Federal Universities

Academic Leaders	Democratic	Autocratic	Laissez-	Others	MEAN (\bar{X})	Std D
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	Style	Style	Faire	Specify		
Directors	225 (57.1)	48 (12.2)	10 (2.5)	---- (0)	1.24	.50
Head of Departments	288 (73.1)	67 (17.0)	8 (2.0)	3 (0.8)	1.25	.53
Deans	260 (66.0)	60 (15.2)	31 (7.9)	1 (0.3)	1.36	.65

Note: Figures in parenthesis are percentages.

Table 4.9a reveals the overall type of leadership styles that are mostly exhibited by universities leaders as perceived by the academic staff across the selected federal universities in Southwestern Nigeria, 225 (57.1) of the academic staff perceived that directors used democratic style, 288 (73.1) of the respondents used for the study confirmed that head of departments adopted democratic style while 260 (66.0) of the respondents were of the opinion that deans of the Federal Universities (FUs) exhibited

democratic style. Based on this result, it can be concluded that democratic leadership style is the most commonly used leadership style adopted by directors, head of departments and deans to influence goal attainment in across the selected FUs. However, a detailed of university by university analysis is expressed in table 4.9b, 4.9c and 4.9d.

Table 4.9b: Type of Leadership Styles exhibited by Universities Leaders as perceived by the Academic Staff in the Obafemi Awolowo University, Ile-Ife, Nigeria

Academic Leaders	Democratic Style	Autocratic Style	Laissez-Faire	Others Specify	MEAN (\bar{X})	Std D
Directors	47 (43.1)	12 (11.2)	1 (0.9)	----- (0)	0.68	.71
Head of Departments	83 (76.1)	13 (11.9)	2 (1.8)	3 (0.8)	1.07	.62

Deans	81 (74.3)	11 (10.1)	2 (1.8)	1 (0.9)	1.04	.62
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Note: Figures in parenthesis are percentages.

Table 4.9b presents the type of leadership styles that are mostly exhibited by directors, head of departments and deans of Obafemi Awolowo University, Ile-Ife, Nigeria, 96 (88.1) of the academic staff perceived that directors used democratic style, 94 (86.2) of the respondents used for the study confirmed that head of departments adopted democratic style while 95 (87.1) of the respondents were of the opinion that deans of the Obafemi Awolowo University, Ile-Ife, Nigeria, exhibited democratic style. Based on this result, it can be concluded that democratic leadership style is the most commonly used leadership

style adopted by directors, head of departments and deans to influence goal attainment in the Obafemi Awolowo University, Ile-Ife, Nigeria.

Table 4.9c: Type of Leadership Styles exhibited by Universities Leaders as perceived by the Academic Staff in the University of Ibadan, Ibadan, Nigeria

Academic Leaders	Democratic Style	Autocratic Style	Laissez-Faire	Others Specify	MEAN (\bar{X})	Std D
Directors	74 (50.4)	8 (5.4)	5 (3.4)	0 (0)	0.71	.72
Head of Departments	119 (80.4)	10 (6.8)	3 (2.0)	0 (0)	1.00	.51

Deans	106 (71.6)	7 (4.7)	8 (5.4)	0 (0)	0.97	.67
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Note: Figures in parenthesis are percentages.

Table 4.9c presents the type of leadership styles that are mostly exhibited by directors, head of departments and deans in the University of Ibadan, Ibadan Nigeria, 74 (50.4) of the academic staff perceived that directors adopted democratic style, 119 (80.4) of the respondents used for the study submitted that head of departments used democratic style while 106 (71.6) of the respondents confirmed that deans of the University of Ibadan, Ibadan Nigeria employed democratic style. Based on this result, it can be concluded that democratic leadership style is the most commonly used leadership style exhibited by

directors, head of departments and deans to influence goal attainment in the University of Ibadan, Ibadan Nigeria.

Table 4.9d: Type of Leadership Styles exhibited by Universities Leaders as perceived by the Academic Staff in the University of Lagos, Akoka, Nigeria

Academic Leaders	Democratic Style	Autocratic Style	Laissez-Faire	Others Specify	MEAN (\bar{X})	Std D
Directors	104 (75.9)	28 (20.4)	4 (2.9)	0 (0)	1.26	.52
Head of Departments	86 (62.8)	44 (32.1)	5 (3.6)	1 (0.7)	1.41	.61
Deans	73	42	21	0	1.61	.75

(53.3)	(30.7)	(15.3)	(0)
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Note: Figures in parenthesis are percentages.

Table 4.9d shows the type of leadership styles that are mostly commonly used by directors, head of departments and deans of University of Lagos, Akoka, Nigeria, 104 (75.9) of the academic staff perceived that directors adopted democratic style, 86 (62.8) of the sampled academic staff confirmed that head of departments exhibited democratic style while 73 (53.3) of the respondents stated that deans of the University of Lagos, Akoka, Nigeria exhibited democratic style. Based on this result, it can be concluded that democratic leadership style is the most commonly used leadership style adopted by directors, head of departments and deans to influence goal attainment in the University of

Lagos, Akoka, Nigeria. Based on the results of the table 4.9b, 4.9c and 4.9d, most commonly exhibited leadership style was democratic style by academic leaders in all the sampled federal universities in southwestern Nigeria. This type of style has tendency to influence goal attainment in terms of effective teaching, high research productivity and impactful community service across the federal universities.

Table 4.10a: Type of Leadership Styles mostly exhibited by Heads of Departments as perceived by the Academic Staff

S/N	Statements	Overall		OAU		UI		UNILAG	
		Mean	St.D	Mean	St.D	Mean	St.D	Mean	St.D
Democratic Style									
1	Motivating staff to achieve quality research	3.35	.75	3.11	1.03	3.10	1.24	3.16	1.00
2	Encouraging staff to participate in conference	3.19	.76	3.01	1.02	2.94	1.27	2.96	0.97

3	Providing fertile ground for research creativity	3.04	.78	2.78	1.05	2.89	1.20	2.85	0.93
4	Consulting lecturers in decision making	3.20	.76	3.10	1.07	2.96	1.25	2.88	0.94
		GM=3.20		WA= 3.00		WA= 2.97		WA=2.96	
		Autocratic Style							
1	Giving no room for consultative decision	2.28	1.14	2.02	1.34	1.95	1.36	2.13	1.18
2	Allowing academic freedom	3.09	0.86	3.06	1.15	2.86	1.33	2.66	1.00
3	Taking decision personally	2.39	0.99	2.33	1.27	1.97	1.22	2.26	1.00
4	Personal decisions imposed on lecturers.	1.92	1.02	1.95	1.27	1.56	1.20	1.61	0.94
		GM=2.42		WA=2.34		WA=2.09		WA=2.12	
		Laissez-Faire							
1	Non provision of direction to source research grant	2.29	1.02	2.23	1.29	1.78	1.22	2.20	1.03
2	Taking passive stance on the problems of teaching	2.15	0.10	1.94	1.19	1.76	1.18	2.15	1.01
3	Requesting for suggestions but never utilising them	2.08	1.01	1.95	1.22	1.78	1.20	1.96	0.98
4	Delegating responsibilities to lecturers without follow up	3.24	0.75			2.94	1.31	2.77	1.02
		GM=2.44		WA=2.36		WA=2.07		WA=2.27	

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. GM= Grand Mean, WA= Weighted Average

Table 4.10a presents overall type of leadership styles exhibited by the heads of departments as perceived by the academic staff across the selected federal universities in southwestern, Nigeria. Generally, the table revealed that democratic style is the most commonly leadership style exhibited by the heads of departments when considering the grand mean of each leadership style used in the table. Take for instance; the grand mean of democratic leadership style is 3.20 when compared with autocratic leadership style (2.42) and laissez-faire leadership style (2.44). This implies that the grand mean of democratic style is above the threshold of 2.5. This indicates that democratic style was

exhibited and most commonly style among the heads of departments as perceived by academic staff.

A breaking down further analysis of Table 4.11a shows mean values with corresponding standard deviations of each of the universities reveals that, all the mean values of democratic style were rated above cut off point of 2.5 when compared with autocratic leadership style and laissez-faire leadership style used by Heads of Departments in OAU. This shows that the most commonly leadership style used by Heads of Departments was democratic style when considering weighted average score of 3.00. For UI, the result of democratic style shows that all the items were rated above cut off point when compared with that of all the items of autocratic and laissez-faire leadership styles. The result shows that democratic style had the highest weighted average score (2.97), followed by autocratic leadership style (2.09) and laissez-faire leadership style (2.07). It can be concluded that the most commonly leadership style used and exhibited by Heads of Departments in UI was also democratic style

In UNILAG, all the mean values of four items of democratic style were rated above the threshold of 2.50 when compared with autocratic and laissez-faire leadership styles used in the study. The result shows that democratic style had the highest weighted average score (2.96), followed by autocratic leadership style (2.12) and laissez-faire leadership style (2.27). It can be summarized that the most commonly leadership style used by Heads of Departments in UNILAG was equally democratic style. However, a detailed university by university analysis is presented in Table 4.10b, 4.10c and 4.10d as follows.

Table 4.10b: Type of Leadership Styles mostly exhibited by Heads of Departments as perceived by the Academic Staff in the Obafemi Awolowo University, Ile-Ife, Nigeria

S/N	Statements	Very True	True	Less True	Not True	(\bar{x})	SD
Democratic Style							
1	Motivating staff to achieve quality research	48 (44.0)	37 (33.9)	16 (14.7)	4 (3.7)	3.11	1.03
2	Encouraging staff to participate in conference	41 (37.6)	40 (36.7)	20 (18.3)	4 (3.7)	3.01	1.02

3	Providing fertile ground for research creativity	30 (27.5)	41 (37.6)	26 (23.9)	8 (7.3)	2.78	1.05
4	Consulting lecturers in decision making	48 (44.0)	39 (35.8)	12 (11.0)	5 (4.6)	3.10	1.07
	Weighted Average					3.00	
						Autocratic Style	
1	Giving no room for consultative decision	21 (19.3)	23 (21.1)	14 (12.8)	39 (35.8)	2.02	1.34
2	Allowing academic freedom	49 (45.0)	36 (33.0)	12 (11.0)	5 (4.6)	3.06	1.15
3	Taking decision personally	23 (21.1)	32 (29.4)	22 (20.2)	22 (20.2)	2.33	1.27
4	Personal decisions imposed on lecturers.	18 (16.5)	21 (19.3)	17 (15.6)	44 (40.4)	1.95	1.27
	Weighted Average					2.34	
						Laissez-Faire	
1	Non provision of direction to source research grant	21 (19.3)	30 (27.5)	23 (21.1)	23 (21.1)	2.23	1.29
2	Taking passive stance on the problems of teaching	11 (10.1)	31 (28.4)	17 (15.6)	41 (37.6)	1.94	1.19
3	Requesting for suggestions but never utilising them	15 (13.8)	23 (21.1)	23 (21.1)	38 (34.9)	1.95	1.22
4	Delegating responsibilities to lecturers without follow up	57 (52.3)	38 (34.9)	9 (8.3)	1 (0.9)	3.31	.94
	Weighted Average					2.36	

Note: Mean value range from 0-1.4= Not True, 1.5-2.4= Less True, 2.5-3.4=True and 3.5-4.0=Very True. Figures in parenthesis are percentages.

Table 4.10b presents the type of leadership styles mostly exhibited by heads of departments as perceived by the academic staff in the Obafemi Awolowo University, Ile-Ife, Nigeria. The four items of democratic style had a weighted average score of 3.00 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: motivating staff to achieve quality research (mean=3.11); encouraging staff to participate in conference (mean=3.01); providing fertile ground for research creativity (mean=2.78) and consulting lecturers in decision making (mean=3.10). Based on the weighted average score of 3.00, the result shows that democratic style was above 2.5 cut off point. This

implies that democratic style does not only exist but also the most commonly exhibited leadership style among the heads of departments as perceived by the academic staff.

The four items of autocratic style also had a grand mean score of 2.34 out of maximum obtainable 4.0. The obtained mean values for these items are as follows: giving no room for consultative decision (mean=2.02); allowing academic freedom (mean=3.06); taking decision personally (mean=2.33) and personal decisions imposed on lecturers (mean=1.95). Based on the grand mean score of 2.34, the result indicates that autocratic style was below the threshold of 2.5. This shows that autocratic leadership style did exist but not common used by the heads of departments in federal universities.

Considering laissez-faire style, it has four items which had a grand mean score of 2.36 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: non provision of direction to source research grant (mean=2.23); taking passive stance on the problems of teaching (mean=1.94); requesting for suggestions but never utilising them (mean=1.95) and delegating responsibilities to lecturers without follow up (mean=3.31). Based on the grand mean score of 2.36, the result reveals that laissez-faire style was equally below the threshold of 2.5. This confirms that laissez-faire style did exist but not also commonly used among the heads of departments. However, it could be observed that the most commonly used leadership style exhibited by heads of departments in the Obafemi Awolowo University was democratic style when comparing the weighted average score of 3.00 to autocratic style (2.34) and laissez-faire style (2.17).

Table 4.10c: Type of Leadership Styles mostly exhibited by Heads of Departments as perceived by the Academic Staff in the University of Ibadan, Ibadan, Nigeria

S/N	Statements	Very True	True	Less True	Not True	(\bar{x})	SD
Democratic Style							
1	Motivating staff to achieve quality research	77 (52.0)	39 (26.4)	16 (10.8)	2 (1.4)	3.10	1.24
2	Encouraging staff to participate in conference	62 (41.9)	51 (34.5)	15 (10.1)	4 (2.7)	2.94	1.27

3	Providing fertile ground for research creativity	55 (37.2)	51 (34.5)	26 (17.6)	2 (1.4)	2.89	1.20
4	Consulting lecturers in decision making	63 (42.6)	51 (34.5)	14 (9.5)	5 (3.4)	2.96	1.25
Weighted Average		2.97					
		Autocratic Style					
1	Giving no room for consultative decision	27 (18.2)	28 (18.9)	26 (17.6)	44 (29.7)	1.95	1.36
2	Allowing academic freedom	61 (41.2)	47 (31.8)	15 (10.1)	8 (5.4)	2.86	1.33
3	Taking decision personally	19 (12.8)	33 (22.3)	39 (26.4)	39 (26.4)	1.97	1.22
4	Personal decisions imposed on lecturers.	15 (10.1)	18 (12.2)	27 (18.2)	63 (42.6)	1.56	1.20
Weighted Average		2.09					
		Laissez-Faire					
1	Non provision of direction to source research grant	17 (11.5)	24 (16.2)	38 (25.7)	48 (32.4)	1.78	1.22
2	Taking passive stance on the problems of teaching	14 (9.5)	28 (18.9)	34 (23.0)	53 (35.8)	1.76	1.18
3	Requesting for suggestions but never utilising them	16 (10.8)	27 (18.2)	31 (20.9)	56 (37.8)	1.78	1.20
4	Delegating responsibilities to lecturers without follow up	65 (43.9)	48 (32.4)	13 (8.8)	5 (3.4)	2.94	1.31
Weighted Average		2.07					

Note: Mean value range from 0-1.4= Not True, 1.5-2.4= Less True, 2.5-3.4=True and 3.5-4.0= Very True. Figures in parenthesis are percentages.

Table 4.10c shows the type of leadership styles mostly exhibited by heads of departments as perceived by the academic staff in the University of Ibadan, Ibadan, Nigeria. The four items of democratic style had a weighted average score of 3.00 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: motivating staff to achieve quality research (mean=3.11); encouraging staff to participate in conference (mean=3.01); providing fertile ground for research creativity (mean=2.78) and consulting lecturers in decision making (mean=3.10). Based on the weighted average score of 2.97, the result shows that democratic style was above 2.5 cut off point. This shows that

democratic style does not only exist but also the most commonly exhibited leadership style among the heads of departments as perceived by the academic staff.

The four items of autocratic style also had a weighted average score of 2.09 out of maximum obtainable 4.0. Considering the weighted average score of 2.09, the result reveals that autocratic style was below the threshold of 2.5. This shows that autocratic leadership style did exist but not common used by the heads of departments in the University of Ibadan, Ibadan. Likewise, laissez-faire style has four items which had a grand mean score of 2.07 out of maximum obtainable 4.0. Based on the mean values of 1.78, 1.76, 1.78 and 2.94 for the items and grand mean score of 2.07, the result reveals that laissez-faire style was equally below the threshold of 2.5. This confirms that laissez-faire style did exist but not also commonly used among the heads of departments as far as university of Ibadan, Ibadan is concerned. However, it could be observed that the most commonly used leadership style exhibited by heads of departments in the University was democratic style when considering the grand mean score of 2.97 to autocratic style (2.09) and laissez-faire style (2.07).

Table 4.10d: Type of Leadership Styles mostly exhibited by Heads of Departments as perceived by the Academic Staff in the University of Lagos, Akoka, Nigeria

S/N	Statements	Very True	True	Less True	Not True	(\bar{x})	SD
Democratic Style							
1	Motivating staff to achieve quality research	56 (40.9)	64 (46.7)	8 (5.8)	1 (0.7)	3.16	1.00
2	Encouraging staff to participate in conference	37 (27.0)	75 (54.7)	16 (11.7)	1 (0.7)	2.96	0.97
3	Providing fertile ground for research	26	80	23	8	2.85	0.93

	creativity	(19.0)	(58.4)	(16.8)	(5.8)		
4	Consulting lecturers in decision making	29 (21.2)	79 (57.7)	21 (15.3)	8 (5.8)	2.88	0.94
	Weighted Average	2.96					
		Autocratic Style					
1	Giving no room for consultative decision	20 (14.6)	36 (26.3)	31 (22.6)	42 (30.7)	2.13	1.18
2	Allowing academic freedom	26 (19.0)	57 (41.6)	43 (31.4)	3 (2.2)	2.66	1.00
3	Taking decision personally	12 (8.8)	46 (33.6)	52 (38.0)	19 (13.9)	2.26	1.00
4	Personal decisions imposed on lecturers.	5 (3.6)	15 (10.9)	52 (38.0)	51 (37.2)	1.61	0.94
	Weighted Average	2.12					
		Laissez-Faire					
1	Non provision of direction to source research grant	13 (9.5)	41 (29.9)	51 (37.2)	24 (17.5)	2.20	1.03
2	Taking passive stance on the problems of teaching	13 (9.5)	34 (24.8)	59 (43.1)	23 (16.8)	2.15	1.01
3	Requesting for suggestions but never utilising them	11 (8.0)	22 (16.1)	63 (46.0)	33 (24.1)	1.96	0.98
4	Delegating responsibilities to lecturers follow up	27 (19.7)	72 (52.6)	27 (19.7)	1 (0.7)	2.77	1.02
	Weighted Average	2.27					

Note: Mean value range from 0-1.4= Not True, 1.5-2.4= Less True, 2.5-3.4=True and 3.5-4.0=Very True. Figures in parenthesis are percentages.

Table 4.10d indicates the type of leadership styles mostly exhibited by heads of departments as perceived by the academic staff in the University of Lagos, Akoka, Nigeria. The four items of democratic style had a weighted average score of 2.96 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: motivating staff to achieve quality research (mean=3.16); encouraging staff to participate in conference (mean=2.96); providing fertile ground for research creativity (mean=2.85) and consulting lecturers in decision making (mean=2.88). Based on the weighted average score of 2.96, the result shows that democratic style was above 2.5 cut off point. This implies that democratic style does not only exist but also the most commonly exhibited

leadership style among the heads of departments as perceived by the academic staff in the university of Lagos, Akoka.

The four items of autocratic style also had a weighted average score of 2.34 out of maximum obtainable 4.0. The obtained mean values for these items are as follows: giving no room for consultative decision (mean=2.13); allowing academic freedom (mean=2.66); taking decision personally (mean=2.26) and personal decisions imposed on lecturers (mean=1.61). Based on the grand mean score of 2.12, the result indicates that autocratic style was below the threshold of 2.5. This shows that autocratic leadership style did exist but not common used by the heads of departments in in the University of Lagos, Akoka.

Laissez-faire style equally has four items which had a weighted average score of 2.27 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: non provision of direction to source research grant (mean=2.20); taking passive stance on the problems of teaching (mean=2.15); requesting for suggestions but never utilising them (mean=1.96) and delegating responsibilities to lecturers without follow up (mean=2.77). Based on the grand mean score of 2.27, the result obtained reveals that laissez-faire style was equally below the threshold of 2.5. This confirms that laissez-faire style did exist but not also commonly used among the heads of departments. However, it could be submitted that the most commonly used leadership style exhibited by heads of departments in the University of Lagos, Akoka, Nigeria was democratic style when comparing the weighted average score of 2.96 to autocratic style (2.12) and laissez-faire style (2.27).

Table 4.11a: Overall Type of Leadership Styles exhibited by Deans of Faculty as perceived by the Academic Staff across the selected Federal Universities, Nigeria

S/N	Statements	Overall		OAU		UI		UNILAG	
		Mean	St.D	Mean	St.D	Mean	St.D	Mean	St.D
Democratic Style									
1	Motivating staff to achieve quality research	3.20	0.69	2.72	1.39	3.10	1.24	2.69	0.97
2	Encouraging staff to participate in conference	3.07	0.76	2.67	1.35	2.94	1.27	2.51	0.93
3	Providing fertile ground for research creativity	2.96	0.76	2.38	1.35	2.89	1.20	2.52	0.99

4	Consulting lecturers in decision making	3.01	0.77	2.61	1.39	2.96	1.25	2.49	0.99
		GM=3.06		WA= 2.60		WA= 2.25		WA=2.55	
		Autocratic Style							
1	Giving no room for consultative decision	2.16	1.04	1.68	1.25	1.45	1.42	2.13	1.18
2	Allowing academic freedom	2.87	0.91	2.47	1.53	1.95	1.69	2.66	1.00
3	Taking decision personally	2.33	0.98	2.13	1.38	1.46	1.35	2.26	1.00
4	Personal decisions imposed on lecturers.	1.81	0.93	1.67	1.21	1.11	1.14	1.61	0.94
	Weighted Average	GM=2.29		WA=1.99		WA=1.49		WA=1.98	
		Laissez-Faire							
1	Non provision of direction to source research grant	2.18	0.94	2.03	1.38	1.29	1.23	1.99	0.96
2	Taking passive stance on the problems of teaching	2.03	0.94	1.66	1.17	1.27	1.23	1.97	0.98
3	Requesting for suggestions but never utilising them	1.91	0.95	1.67	1.23	1.23	1.13	1.78	1.01
4	Delegating responsibilities to lecturers without follow up	3.06	0.82	2.76	1.35	2.16	1.74	2.44	1.06
		GM=2.30		WA=2.03		WA=1.49		WA=2.05	

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. GM= Grand Mean, WA= Weighted Average

Table 4.11a presents overall type of leadership styles exhibited by the deans as perceived by the academic staff across the selected federal universities. The table revealed that democratic style is the most commonly leadership style exhibited by the deans of faculties as well, when considering the grand mean of each leadership style used in the table. Take for instance; the grand mean of democratic leadership style is 3.06 when compared with autocratic leadership style (2.29) and laissez-faire leadership styles (2.30). However, autocratic style (2.29) and laissez-faire style (2.04) were less pronounced in federal universities. Based on this analysis, the result shows that only democratic style is above cut off point of 2.5. This indicates that democratic style was exhibited and most commonly style among the deans of faculties as perceived by academic staff when

considering grand mean score. Therefore, it can be concluded that the overall type of leadership styles exhibited and most commonly used by the deans among the three federal universities was democratic style.

A further analysis of Table 4.11a at disaggregated level for each of the universities reveals that, all the mean values of democratic style were rated above cut off point of 2.5 when compared with autocratic leadership style and laissez-faire leadership style used by Deans in OAU. This is an indication that the most commonly leadership style used by Deans of faculties was democratic style when considering weighted average score of 2.60. For UI, the result of democratic style shows that all the items were rated above cut off point when compared with that of all the items of autocratic leadership style and laissez-faire leadership style. The result shows that democratic style had the highest weighted average score (2.25), followed by autocratic leadership style (1.49) and laissez-faire leadership style (1.49). It can be concluded that the most commonly leadership style employed by Deans of faculties of UI is also democratic style

In UNILAG, all the mean values of four items of democratic style were rated above cut off point of 2.50 when compared with autocratic and laissez-faire leadership style used in the study. The result shows that democratic style had the highest weighted average score (2.55), followed by autocratic leadership style (1.98) and laissez-faire leadership style (2.05). It can be submitted that the most commonly leadership style used by Deans of faculties of UNILAG was equally democratic style. However, a detailed university by university analysis is discussed in Table 4.11b, 4.11c and 4.11d as follows.

Table 4.11b: Type of Leadership Styles exhibited by Deans of Faculty as perceived by the Academic Staff in the Obafemi Awolowo University, Ile-Ife, Nigeria

S/N	Statements	Very True	True	Less True	Not True	(\bar{x})	SD
Democratic Style							
1	Motivating staff to achieve quality research	36 (33.0)	45 (41.3)	7 (6.4)	3 (2.8)	2.72	1.39
2	Encouraging staff to participate in conference	36 (33.9)	33 (30.3)	21 (19.3)	2 (1.8)	2.67	1.35
3	Providing fertile ground for research creativity	24 (22.0)	36 (33.0)	25 (22.9)	5 (4.6)	2.38	1.35
4	Consulting lecturers in decision making	34 (31.2)	38 (34.9)	16 (14.7)	3 (2.8)	2.61	1.39
weighted Average		2.60					
Autocratic Style							
1	Giving no room for consultative	12	18	20	41	1.68	1.25

	decision	(11.0)	(16.5)	(18.3)	(37.6)		
2	Allowing academic freedom	36	31	14	4	2.47	1.53
		(33.0)	(28.4)	(12.8)	(3.7)		
3	Taking decision personally	22	28	18	24	2.13	1.38
		(20.2)	(25.7)	(16.5)	(22.0)		
4	Personal decisions imposed on lecturers	11	16	20	44	1.67	1.21
		(10.1)	(16.5)	(18.3)	(40.4)		
	Weighted Average		1.99				
			Laissez-Faire				
1	Non provision of direction to source research grant	16	29	23	24	2.03	1.38
		(14.7)	(26.6)	(21.1)	(22.0)		
2	Taking passive stance on the problems of teaching	8	22	20	43	1.66	1.17
		(7.3)	(20.2)	(18.3)	(39.4)		
3	Requesting for suggestions but never utilising them	10	20	22	38	1.67	1.23
		(9.2)	(18.3)	(20.2)	(34.9)		
4	Delegating responsibilities to lecturers without follow up	40	36	16	1	2.76	1.35
		(36.7)	(33.0)	(14.7)	(0.9)		
	Weighted Average		2.03				

Note: Mean value range from 0-1.5= Not True, 1.6-2.5= Less True, 2.6-3.5=True and 3.6-4.0= Very True. Figures in parenthesis are percentages.

Table 4.11b shows type of leadership styles exhibited by the deans as perceived by the academic staff in the Obafemi Awolowo University, Ile-Ife, Nigeria. The table revealed that democratic style is the most commonly leadership style exhibited by the deans of faculties as well, considering the weighted average score of 2.60 when compared with autocratic leadership style (1.99) and laissez-faire leadership style (2.03). However, autocratic style (1.99) and laissez-faire style (2.03) were less pronounced in the Obafemi Awolowo University. Take for instance; the four items on autocratic style had a weighted average score of 1.99 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: giving no room for consultative decision (mean=1.68); allowing academic freedom (mean=2.47); taking decision personally (mean=2.13) and personal decisions imposed on lecturers (mean=1.67). Based on this analysis, the result shows that none of the items is above cut off point of 2.5. This indicates that autocratic style was

exhibited but not most commonly style among the deans of faculties as perceived by academic staff in the Obafemi Awolowo University, Ile-Ife, Nigeria.

Similarly, the four items of laissez-faire style had a weighted average score of 2.03 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: non provision of direction to source research grant (mean=2.03); taking passive stance on the problems of teaching (mean=1.66), requesting for suggestions but never utilising them (mean=1.67) and delegating responsibilities to lecturers without follow up (mean=2.76). Based on the weighted average score of 2.03, the result reveals that laissez-faire style was below the threshold of 2.5. This indicates that laissez-faire style was not commonly exhibited by deans of the faculties in the sampled University. This type of leadership style did exist but not common among academic leaders especially the deans of faculties in the Obafemi Awolowo University, Ile-Ife, Nigeria.

Table 4.11c: Type of Leadership Styles mostly exhibited by Deans of Faculty as perceived by the Academic Staff in the University of Ibadan, Ibadan, Nigeria

S/N	Statements	Very True	True	Less True	Not True	(\bar{x})	SD
Democratic Style							
1	Motivating staff to achieve quality research	59 (39.9)	31 (20.9)	9 (6.1)	2 (1.4)	2.36	1.73
2	Encouraging staff to participate in conference	56 (37.8)	30 (20.3)	13 (8.8)	1 (0.7)	2.30	1.72
3	Providing fertile ground for research creativity	44 (29.7)	37 (25.0)	15 (10.1)	1 (0.7)	2.15	1.268
4	Consulting lecturers in decision making	43 (29.1)	42 (28.4)	10 (6.8)	5 (3.4)	2.18	1.66

Weighted Average		2.25					
		Autocratic Style					
1	Giving no room for consultative decision	19 (12.8)	23 (15.5)	13 (8.8)	44 (29.7)	1.45	1.42
2	Allowing academic freedom	39 (26.4)	33 (22.3)	12 (8.1)	9 (6.1)	1.95	1.69
3	Taking decision personally	17 (11.5)	17 (22.3)	30 (20.3)	37 (25.0)	1.46	1.35
4	Personal decisions imposed on lecturers.	9 (6.1)	11 (7.4)	18 (12.2)	59 (39.9)	1.11	1.14
Weighted Average		1.49					
		Laissez-Faire					
1	Non provision of direction to source research grant	7 (4.7)	24 (16.2)	24 (16.2)	43 (29.1)	1.29	1.23
2	Taking passive stance on the problems of teaching	10 (6.8)	17 (11.5)	26 (17.6)	45 (30.4)	1.27	1.23
3	Requesting for suggestions but never utilising them	7 (4.7)	15 (10.1)	27 (18.2)	55 (37.2)	1.23	1.13
4	Delegating responsibilities to lecturers without follow up	50 (33.8)	33 (22.3)	7 (4.7)	6 (4.1)	2.16	1.74
Weighted Average		1.49					

Note: Mean value range from 0-1.5= Not True, 1.6-2.5= Less True, 2.6-3.5=True and 3.6-4.0= Very True. Figures in parenthesis are percentages.

Table 4.11c presents the type of leadership styles mostly exhibited by deans of faculty as perceived by the academic staff in the University of Ibadan, Ibadan, Nigeria. The four items of democratic style had a weighted average score of 2.25 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: motivating staff to achieve quality research (mean=2.36); encouraging staff to participate in conference (mean=2.30); providing fertile ground for research creativity (mean=2.15) and consulting lecturers in decision making (mean=2.18). Based on the weighted average score of 2.25, the result shows that democratic style was below 2.5 cut off point. This implies that democratic style does not only exist but also the most commonly exhibited leadership style among the deans as perceived by the academic staff in the University of Ibadan, Ibadan when compared with autocratic leadership style (1.49) and laissez-faire leadership

style (1.49). This is an indication that autocratic and laissez-faire leadership style were less pronounced in the University of Ibadan

Table 4.11d: Type of Leadership Styles exhibited by Deans of Faculty as perceived by the Academic Staff in the University of Lagos, Akoka, Nigeria

S/N	Statements	Very True	True	Less True	Not True	(\bar{x})	SD
Democratic Style							
1	Motivating staff to achieve quality research	12 (8.8)	95 (69.3)	17 (12.4)	1 (0.7)	2.69	0.97
2	Encouraging staff to participate in conference	6 (4.4)	82 (59.9)	37 (27.0)	12 (8.8)	2.51	0.93
3	Providing fertile ground for research creativity	11 (8.0)	75 (54.7)	38 (27.7)	13 (9.5)	2.52	0.99
4	Consulting lecturers in decision making	10 (7.3)	74 (54.0)	39 (28.5)	1 (0.7)	2.49	0.99

Weighted Average		2.55					
		Autocratic Style					
1	Giving no room for consultative decision	3 (2.2)	56 (40.9)	35 (25.5)	30 (21.9)	2.04	1.05
2	Allowing academic freedom	9 (6.6)	51 (37.2)	52 (38.0)	10 (7.3)	2.21	1.05
3	Taking decision personally	5 (3.6)	43 (31.4)	63 (46.0)	12 (8.8)	2.09	0.98
4	Personal decisions imposed on lecturers.	3 (2.2)	13 (9.5)	61 (44.5)	45 (32.8)	1.59	0.89
Weighted Average		1.98					
		Laissez-Faire					
1	Non provision of direction to source research grant	5 (3.6)	34 (24.8)	65 (47.4)	20 (14.6)	1.99	0.96
2	Taking passive stance on the problems of teaching	6 (4.4)	32 (23.4)	64 (46.7)	22 (16.1)	1.97	0.98
3	Requesting for suggestions but never utilising them	6 (4.4)	26 (19.0)	50 (36.5)	42 (30.7)	1.78	1.01
4	Delegating responsibilities to lecturers without follow up	10 (7.3)	74 (54.0)	39 (28.5)	1 (0.7)	2.44	1.06
Weighted Average		2.05					

Note: Mean value range from 0-1.5= Not True, 1.6-2.5= Less True, 2.6-3.5=True and 3.6-4.0= Very True. Figures in parenthesis are percentages.

Table 4.11d presents type of leadership styles exhibited by the deans as perceived by the academic staff in the University of Lagos, Akoka, Nigeria. The table revealed that democratic style is the most commonly leadership style exhibited by the deans of faculties, considering the grand mean score of 2.55 when compared with autocratic leadership style (1.98) and laissez-faire leadership style (2.05). However, autocratic style (1.99) and laissez-faire style (2.03) were not commonly employed in the University of Lagos. Take for instance; the four items on autocratic style had a weighted average score of 1.98 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: giving no room for consultative decision (mean=2.04); allowing academic freedom (mean=2.21); taking decision personally (mean=2.09) and personal decisions imposed on lecturers (mean=1.59). Based on this analysis, the result indicates that all the

items is below cut off point of 2.5. This indicates that autocratic style was employed but not most commonly style among the deans of faculties as perceived by academic staff in the University of Lagos, Akoka, Nigeria.

Similarly, the four items of laissez-faire style had a weighted average score of 1.05 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: non provision of direction to source research grant (mean=1.99); taking passive stance on the problems of teaching (mean=1.97), requesting for suggestions but never utilising them (mean=1.78) and delegating responsibilities to lecturers without follow up (mean=2.44). Based on the grand mean score of 2.05 and mean values of four items, the result reveals that laissez-faire style was below the cut off point of 2.5. This shows that laissez-faire style was not commonly used by deans of the faculties in the University of Lagos. This type of leadership style did exist but not common among the deans of faculties in the sample University.

Based on the result of tables 4.9 (b-d), 4.10 (b-d) and 4.11 (b-d), it can be deduced that most commonly used leadership style among Directors, Head of Departments and Deans of Faculties in each university analysed was democratic leadership style.

Research Question 3: What is the leadership tenure in terms of time frame and experience in federal universities in Southwestern Nigeria?

Table 4.12a: Leadership Tenure in Terms of Time Frame in the Obafemi Awolowo University, Ile-Ife, Nigeria

		Time Frame (Yrs.)					(\bar{x})	SD
	Leadership	2	3	4	5	6		
1	Acting Director	52 (47.7)	15 (13.8)	4 (3.7)	1 (0.9)	--- (0)	0.90	.84
2	Director	26 (23.9)	37 (33.9)	10 (9.2)	1 (0.9)	1 (0.9)	1.28	1.09
3	Acting Head of Department	58 (53.2)	32 (29.4)	7 (6.4)	--- (0)	--- (0)	1.31	.75
4	Head of Department	15 (13.8)	39 (35.8)	35 (32.1)	7 (6.4)	3 (2.8)	2.21	1.14
5	Dean	21 (19.3)	48 (44.0)	22 (20.2)	8 (7.3)	--- (0)	1.97	1.03

6	Deputy Vice-Chancellor	8 (7.3)	20 (18.3)	39 (35.8)	25 (22.9)	---	2.61	1.53
7	Vice-Chancellor	----	1 (0.9)	8 (7.3)	91 (83.6)	-----	3.95	1.47

Note: Figures in parenthesis are percentages.

Table 4.12a shows the leadership tenure in terms of time frame an academic leader spends in an office in the Obafemi Awolowo University, Ile-Ife, Nigeria. For the office of acting director, 47.7% of the academic staff were of the opinion that acting director spent two-year term in office; 17.5% of the sampled academic staff reported that acting director spent three or four-year term in office while smallest proportion of academic staff viewed that acting director used five or six-year term.

The table also presents the number of years that director can spend in the position of academic leadership. The study found that 23.9% of the academics reported two-year term in office; 33.9% and 9.2% of the academic staff sampled for this study reported that director spend three and four-year term in office respectively. However, less than 2% of the academic staff stated that director spend maximum of five or six-year term in office.

The result in the table also shows that 53.2% of the academic staff confirmed that acting heads of departments spent two-year term while 29.4% and 6.4% of the academic staff surveyed for this study reported that acting heads of departments have three or four-year term to spend in office respectively. However, none of the respondents reported the case of five and six-year term for the position of acting heads of departments.

It is observed from the table that the highest proportion 35.8% of academic staff reported that heads of departments spent three-year term; 13.8% and 32.1% of the participating academic staff stated that heads of departments used two or four-year term in office while 9.2% of academic staff that reported five or six-year term was relatively small.

Observation from the table reveals that 19.3% of the academic staff reported that deans spent two years while 44.0% of the academic staff reported that deans spent three-year term in office. However, 20.2% and 7.3% of the participating academic staff were of the opinion that deans can spend four or five-year term while six-year term is not realistic for any dean in Obafemi Awolowo University, Ile-Ife, Nigeria.

A large proportion 35.8% of the academic staff confirmed that the office of deputy vice-chancellors is four years while 22.9% of the participants in the study reported that deputy vice-chancellors spend five-year term in office. A small proportion of the respondents viewed that deputy vice-chancellors spend three-year term while 7.3% of the academic staff were of the opinion that deputy vice-chancellors can either spend two years in the office. However, six-year term is not recorded as far as time frame of deputy vice-chancellors is concerned in the Obafemi Awolowo University, Ile-Ife

The table equally found out that 83.6% of the academic staff reported that vice-chancellors stay in office for the period of five years while 7.3% of the participants used in this study were of the opinion that vice-chancellors spent four-year term. However, 0.9% of the participant recorded the case of three years in the office as shown and confirmed in table 4.12a.

Based on the result, it can be inferred that emphasis is placed on two-year term for acting directors and acting head of departments while three-year tenure was considered for directors, head of departments and deans respectively. The result equally considers deputy

vice-chancellors and vice-chancellors to stay in office for four-years and five-years. This implies that for Obafemi Awolowo University, Ile-Ife to attain its goal, there is a need for deputy vice-chancellors and vice-chancellors to spend four to five-years, two years for acting directors/head of departments while four-year tenure was considered for directors, head of departments and deans respectively.

Table 4.12b: Leadership Tenure in Terms of Time Frame in the University of Ibadan, Ibadan, Nigeria

		Time Frame (Yrs.)						
	Leadership	2	3	4	5	6	(\bar{x})	SD
1	Acting Director	53 (35.8)	25 (16.9)	8 (5.4)	3 (2.0)	2 (1.4)	1.52	.82
2	Director	22 (14.9)	34 (23.0)	23 (15.5)	14 (9.5)	1 (0.7)	1.91	.96
3	Acting Head of Department	67 (45.3)	35 (23.6)	7 (4.7)	3 (2.0)	---	1.59	.74
4	Head of Department	30 (20.3)	32 (21.6)	43 (29.1)	15 (10.1)	---	2.59	.90
5	Dean	55 (37.2)	46 (31.1)	15 (10.1)	4 (2.7)	---	2.23	.84
6	Deputy Vice-Chancellor	28 (18.9)	25 (16.9)	30 (20.3)	26 (17.6)	---	2.95	1.02
			20.3)					

7	Vice-Chancellor	----	-----	25	90	---	3.83	.85
		(0)	(0)	(16.0)	(60.8)	(0)		

Note: Figures in parenthesis are percentages.

Table 4.12b show the leadership tenure in terms of time frame an academic leader spends in an office in the University of Ibadan, Nigeria. For the office of acting director, 35% of the academic staff confirmed that acting director spent two-year term in office; 16.9% and 5.4% of the academic staff were of the opinion that acting director spent three or four-year term in office while less than 4.0% of sampled academic staff viewed that acting director spend between five and six-year term.

The table also shows the number of years that director can stay in the position of academic leadership. The study found that 23.0% of the academics reported three-year term in office; 14.9% and 15.5% of the academic staff surveyed for this study confirmed that director spend either two or four-year term in office respectively. However, less than

3% of the academic staff reported that director spend maximum of five or six-year term in office.

The result in the table likewise presents that 45.3% of the academic staff reported that acting heads of departments spent two-year term in the office while 23.6% of the academic staff sampled for this study reported that acting heads of departments have three-year term to spend in office. The result equally reported that acting heads of departments can spend either four- year term or five-year term with 4.7% and 2.0%. However, none of the respondents reported the case of six-year term for the position of acting heads of departments.

It is noted from the table that the highest proportion 29.1% of the academic staff reported that heads of departments spent four-year term; 20.3% and 21.6% of the participating academic staff were of the opinion that heads of departments used two or three-year term in office while 10.1% of academic staff reported that heads of departments spend five-year term in attaining University of Ibadan, Ibadan. However, none of the academic staff reported the case of six-year term for the position of heads of departments.

Observation from the table indicates that 37.2% of the academic staff reported that deans spent two years while 31.1% of the academic staff reported that deans spent three-year term in office. However, 10.1% and 2.7% of the participating academic staff were of the opinion that deans can spend four or five-year term while six-year term is not realistic for any dean in the University of Ibadan, Ibadan Nigeria.

A large proportion 20.3% of the academic staff confirmed that the office of deputy vice-chancellors is four years while 18.9% and 17.6% of the participants in the study were of the opinion that deputy vice-chancellors spend two and five-year term respectively in office. A small proportion (16.9%) of the respondents confirmed that deputy vice-chancellors spend three-year term. However, none of participants reported case of six-year term for deputy vic-chancellors.

The table also indicated that 45.9% of the academic staff reported that vice-chancellors stay in office for the period of five years while 16.0% of the participants used in this study were of the opinion that vice-chancellors spent five-year term. However, none of the

academic staff reported the case of two, three and six-year term in the office of vice-chancellors in the UI, Ibadan Nigeria

Based on the result, it can be inferred that academic staff in the University of Ibadan, Ibadan have placed emphasis on two-year term for acting directors, acting head of departments, deans of faculty and deputy vice-chancellor while three-year tenure was considered for directors. The result equally considers head of departments and deputy vice-chancellors to stay in office for four years respectively while five- year term is required for vice- chancellor in the office.

This means that University of Ibadan' goal can be attained through five years in vice-chancellorship, two years for acting directors/head of departments and deans of faculty, three-year tenure was considered for directors while four years was required for head of departments and deputy vice-chancellors.

Table 4.12c: Leadership Tenure in Terms of Time Frame in the University of Lagos, Akoka, Nigeria

		Time Frame (Yrs.)						
	Leadership	2	3	4	5	6	(\bar{x})	SD
1	Acting Director	87 (63.5)	16 (11.7)	26 (19.0)	--- (0)	-- (0)	1.52	.82
2	Director	80 (58.4)	19 (13.9)	28 (20.4)	2 (1.5)	-- (0.7)	1.91	.96
3	Acting Head of Department	62 (45.3)	39 (28.5)	28 (20.4)	--- (0)	---- (0)	1.59	.74
4	Head of Department	2 (1.5)	26 (19.0)	82 (59.9)	19 (13.9)	--- (0)	2.59	.90
5	Dean	1 (0.7)	35 (25.5)	89 (65.5)	3 (2.2)	----- (0)	2.23	.84
6	Deputy Vice-Chancellor	1 (0.7)	3 (2.2)	92 (67.2)	32 (23.4)	--- (0)	2.95	1.02

7	Vice-Chancellor	---	0	2	124	2	3.83	.85
		(0)	(0)	(1.5)	(90.5)	(1.5)		

Note: Figures in parenthesis are percentages.

The leadership tenure in terms of time frame an academic leader spends in an office as shown in Table 4.12c considered acting director for 63.5%; 19.0% of the academic staff were of the opinion that acting director spent two-year term in office; 11.7% of the sampled academic staff reported that acting director spent three-year term in office while none of the respondents reported that case of five or six-year term in the office of acting director.

The table also presents the number of years that director can spend in the position of academic leadership. The study found that 58.4% of the academics reported two-year term in office; 13.9% and 20.4% of the academic staff sampled for this study reported that

director can either spend three and four-year term in office. However, less than 2% of the academic staff confirmed that director spend maximum of five-year term in office while the case of six-year term in the office of director was not reported by academic staff of University of Lagos, Akoka, Nigeria.

The result in the table also shows that 45.3% of the academic staff were of the opinion that acting heads of departments spent two-year term while 28.5% and 20.4% of the academic staff sampled for this study reported that acting heads of departments have three or four-year term to spend in office. However, none of the respondents reported the case of five-year and six-year term for the position of acting heads of departments.

It is observed from the table that the highest proportion 59.9% of academic staff reported that heads of departments spent four-year term; 19.0% and 13.9% of the participating academic staff were of the opinion that heads of departments used three or five-year term in office while 1.5% of academic staff that reported two-year term was relatively small for the position of heads of departments in attaining University of Lagos's goal.

Finding from the table reveals that 65.5% of the academic staff reported that deans spent four years while 25.5% of the academic staff reported that deans spent three-year term in office. However, 0.7% and 2.2% of the participating academic staff were of the opinion that deans can spend two or five-year term while six-year term is not visible for any dean in the University of Lagos, Akoka Nigeria.

A large proportion 67.2% of the academic staff confirmed that the office of deputy vice-chancellors is four years while 23.4% of the participants in the study reported that deputy vice-chancellors spend five-year term in office. A small proportion of the respondents viewed that deputy vice-chancellors spend two or three-year term while none of the academic staff reported the case of six-year term.

The table equally found out that 90.5% of the academic staff reported that vice-chancellors stay in office for the period of five years while 1.5% and 1.5% of the participants used in this study were of the opinion that vice-chancellors can spend three or six-year term. However, none of the sampled academic reported the case of two-year term.

Based on the result, it can be inferred that emphasis is placed on two-year term for acting directors, directors and acting head of departments while four-year tenure was considered

S/N	Items	Overall	OAU	UI	UNILAG
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for head of departments, deans of faculty and deputy vice-chancellors respectively. However, five-year term is considered for vice-chancellors. This implies that for university of Lagos' goal to be attained, head of departments, deans of faculty and deputy vice-chancellors need to spend four-years in the position of academic leader. vice-chancellors are expected to spend five-year term for effective teaching, high quality research and impactful community service while two years was considered for acting directors/head of departments and directors in attaining goal.

In summary, pattern of leadership tenure in terms of time frame confirmed that emphasis was placed on two-year term for acting directors and acting heads of departments while four-year tenure was considered for heads of departments, deans of faculty and deputy vice chancellors. However, five-year term was considered for vice-chancellors in all federal universities sampled in southwestern Nigeria whereas University of Lagos and Obafemi Awolowo University place emphasis on four-year term for directors while University of Ibadan considered three year-term. This implies that leadership tenure in terms time frame across federal universities selected in the study was relatively high.

		mean	St.D	Mean	St.D	mean	St.D	mean	St.D
1	Staff participation in decision making	4.15	.78	3.99	1.18	3.91	1.35	3.88	1.12
2	Freedom of expression	4.15	.78	4.11	1.13	3.95	1.34	3.77	1.09
3	Friendliness with colleagues	4.16	.81	4.04	1.25	3.89	1.48	3.72	1.14
4	Avoidance of verbal bullying	4.07	.86	3.98	1.33	3.73	1.51	3.71	1.11
5	Prudency of financial accountability	4.11	.78	3.83	1.40	3.77	1.50	3.73	1.12
6	Openness to criticisms	3.88	.91	3.62	1.17	3.60	1.47	3.69	1.18
7	Fairness to all subjects	3.94	.87	3.67	1.28	3.68	1.43	3.66	1.19
8	Effective use of committee system	3.98	.90	3.79	1.26	3.77	1.41	3.67	1.10
9	Effectiveness of Administration	3.96	.85	3.51	1.40	3.74	1.42	3.69	1.18
10	Personal career progression	3.95	.92	3.84	1.24	3.79	1.40	3.51	1.21
		GM=4.04		WA= 3.84		WA = 3.78		WA = 3.70	

Table 4.13a: Leadership Tenure in Terms of Experience under Head of Departments as perceived by Academic Staff across the selected Federal Universities

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. GM= Grand Mean, WA= Weighted Average

Table 4.13a presents the overall result of leadership tenure in terms of experience under heads of departments as perceived by academic staff across the sampled federal universities in southwestern, Nigeria. The entire mean values of the ten items on the table were accepted as rated above threshold of 3.0 while the grand mean score of 4.04 is obtained when collectively considered the leadership tenure in terms of experience under heads of departments as perceived by academic staff across the sampled federal universities. This implies that academic staff of federal universities did not only have positive experience with their heads of departments but also that the heads of departments were also experienced.

A further analysis in table 4.13a shows that heads of departments in OAU were more experienced and academic staff were equally reported to be enjoyed more positive experienced than that of other federal universities sampled in this study. For instance, OAU had the highest leadership tenure in terms of experience (3.84), followed by UI (3.78) and OAU (3.70). However, a detailed of university by university analysis is discussed in table 4.13b, 4.13c and 4.13d.

Table 4.13b: Leadership Tenure in Terms of Experience under Head of Departments as perceived by Academic Staff in the Obafemi Awolowo University, Ile-Ife, Nigeria

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{x})	Std D	
1	Staff participation in decision making	46 (42.2)	34 (31.2)	19 (17.4)	5 (4.6)	2 (1.8)	3.99	1.18	
2	Freedom of expression	52 (47.7)	33 (30.3)	14 (12.8)	6 (5.5)	2 (1.8)	4.11	1.13	
3	Friendliness with colleagues	50 (45.9)	34 (31.2)	15 (13.8)	3 (2.8)	3 (2.8)	4.04	1.25	
4	Avoidance of verbal bullying	50 (45.9)	33 (30.3)	13 (11.9)	5 (4.6)	3 (2.8)	3.98	1.33	
5	Prudence of financial accountability	40 (36.7)	42 (38.5)	14 (12.8)	4 (3.7)	9 (8.3)	3.83	1.40	
6	Openness to criticisms	25 (22.9)	44 (40.4)	22 (20.2)	12 (11.0)	4 (3.7)	3.62	1.17	
7	Fairness to all subjects	32 (29.4)	37 (33.9)	24 (22.0)	9 (8.3)	2 (1.8)	3.67	1.28	
8	Effective use of committee system	38 (34.9)	36 (33.0)	18 (16.5)	11 (10.1)	3 (2.8)	3.79	1.26	
9	Effectiveness of Administration	27 (24.8)	41 (37.6)	20 (18.3)	11 (10.1)	2 (1.8)	3.51	1.40	
10	Personal career progression	39 (35.8)	38 (34.9)	18 (16.5)	7 (6.4)	4 (3.7)	3.84	1.24	
Weighted Average		3.85							

Note: Mean value range from 0-1.5= Poor, 1.6-2.5= Fair, 2.6-3.5= Good, 3.6-4.5= Very Good, 4.6-5= Excellent. Figures in parenthesis are percentages.

Table 4.13b presents the result of pattern of leadership tenure in terms of experience under heads of departments as perceived by academic staff in the Obafemi Awolowo University, Ile-Ife, Nigeria. The ten items of leadership tenure in terms of experience had a weighted average score of 3.85 out of maximum obtainable 5.0. The obtained mean values of items are as follows: staff participation in decision making (mean=3.99); freedom of expression (mean=4.11); friendliness with colleagues (mean=4.04); avoidance of verbal bullying (mean=3.98); prudence of financial accountability (mean=3.83); openness to criticisms (mean=3.62); fairness to all subjects (mean=3.67); effective use of committee system (mean=3.79); effectiveness of administration (mean=3.51) and personal career progression (mean=3.84). The grand mean score of 3.85 shows that leadership tenure in term of experience was above threshold of 3.0. This implies that academic staff in the Obafemi Awolowo University did not only have positive experience with their heads of departments but also that the heads of departments were also experienced.

Table 4.13c: Leadership Tenure in Terms of Experience under Head of Departments as perceived by Academic Staff in the University of Ibadan, Ibadan, Nigeria

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{X})	Std D
1	Staff participation in decision making	60 (40.5)	49 (33.1)	27 (18.2)	1 (0.7)	11 (7.4)	3.91	1.35
2	Freedom of expression	62 (41.9)	50 (33.8)	24 (16.2)	1 (0.7)	11 (7.4)	3.95	1.34
3	Friendliness with colleagues	63 (42.6)	51 (34.5)	18 (12.2)	1 (0.7)	15 (10.1)	3.89	1.48
4	Avoidance of verbal bullying	57 (38.5)	45 (30.4)	25 (16.9)	5 (3.4)	2 (1.4)	3.73	1.51
5	Prudence of financial accountability	57 (38.5)	50 (33.8)	22 (14.9)	3 (2.0)	1 (0.7)	3.77	1.50
6	Openness to criticisms	42 (28.4)	59 (39.9)	23 (15.5)	9 (6.1)	15 (10.1)	3.60	1.47
7	Fairness to all subjects	43 (29.1)	62 (41.9)	23 (15.5)	23 (15.5)	6 (4.1)	3.68	1.43
8	Effective use of committee system	51 (34.5)	55 (37.2)	25 (16.9)	4 (2.7)	13 (8.8)	3.77	1.41
9	Effectiveness of Administration	48 (32.4)	58 (39.2)	26 (17.6)	2 (1.4)	14 (9.5)	3.74	1.42
10	Personal career progression	50 (33.8)	59 (39.9)	24 (16.2)	1 (0.7)	1 (0.7)	3.79	1.40
Weighted Average		3.78						

Note: Mean value range from 0-1.5= Poor, 1.6-2.5= Fair, 2.6-3.5= Good, 3.6-4.5= Very Good, 4.6-5= Excellent. Figures in parenthesis are percentages.

Table 4.13c presents the result of leadership tenure in terms of experience under heads of departments as perceived by academic staff in the University of Ibadan, Ibadan, Nigeria. The ten items of leadership tenure in terms of experience had a weighted average score of 3.78 out of maximum obtainable 5.0. The obtained mean value of each item was expressed as very good. The weighted average score of 3.78 was above the threshold of 3.0 which implies that academic staff did not only have positive experience with their heads of departments but also that the heads of departments were also experienced in the University of Ibadan, Ibadan, Nigeria.

Table 4.13d: Leadership Tenure in Terms of Experience under Head of Departments as perceived by Academic Staff in the University Lagos, Akoka, Nigeria

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{X})	Std D
1	Staff participation in decision making	27 (19.7)	91 (66.4)	10 (7.3)	1 (0.7)	---- (0)	3.88	1.12
2	Freedom of expression	19 (13.9)	93 (67.9)	16 (11.7)	1 (0.7)	---- (0)	3.77	1.09
3	Friendliness with colleagues	24 (17.5)	78 (56.9)	24 (17.5)	3 (2.2)	---- (0)	3.72	1.14
4	Avoidance of verbal bullying	21 (15.3)	80 (58.4)	27 (19.7)	1 (0.7)	---- (0)	3.71	1.11
5	Prudence of financial accountability	22 (16.1)	81 (59.1)	25 (18.2)	1 (0.7)	---- (0)	3.73	1.12
6	Openness to criticisms	28 (20.4)	66 (48.2)	31 (22.6)	4 (2.9)	---- (0)	3.69	1.18
7	Fairness to all subjects	28 (20.4)	64 (46.7)	32 (23.4)	5 (3.6)	---- (0)	3.66	1.19
8	Effective use of committee system	29 (21.2)	62 (45.3)	34 (24.8)	4 (2.9)	---- (0)	3.67	1.10
9	Effectiveness of Administration	28 (20.4)	67 (48.9)	30 (21.9)	4 (2.9)	---- (0)	3.69	1.18
10	Personal career progression	24 (17.5)	56 (40.9)	39 (28.5)	10 (7.3)	---- (0)	3.51	1.21
Weighted Average		3.33						

Note: Mean value range from 0-1.5= Poor, 1.6-2.5= Fair, 2.6-3.5= Good, 3.6-4.5= Very Good, 4.6-5= Excellent. Figures in parenthesis are percentages.

Table 4.13d shows the result of pattern of leadership tenure in the area of experience under heads of departments as perceived by academic staff in the University of Lagos, Akoka, Nigeria. The ten items of leadership tenure in the area of experience had a grand mean score of 3.33 out of maximum obtainable 5.0. All the mean values were found to be very good. The weighted average score of 3.33 reveals that leadership tenure in the area of experience was above threshold of 3.0. Meaning that, academic staff in the University of Lagos, Akoka did not only have positive experience with their heads of departments but also that the heads of departments were also well experienced.

Table 4.14a: Leadership Tenure in terms of Experience under Deans as perceived by Academic staff across the selected Federal Universities

S/N	Items	Overall		OAU		UI		UNILAG	
		mean	St.D	Mean	St.D	mean	St.D	mean	St.D
1	Staff participation in decision making	3.54	.99	2.91	1.89	3.81	2.04	3.85	1.42
2	Freedom of expression	3.56	1.03	3.05	1.88	3.94	2.07	2.99	1.42
3	Friendliness with colleagues	3.56	1.09	2.98	1.93	3.88	2.09	2.94	1.41
4	Avoidance of verbal bullying	3.59	1.08	3.03	1.97	2.63	2.08	3.00	1.48
5	Prudency of financial accountability	3.57	1.04	2.88	1.98	2.81	2.06	3.04	1.48
6	Openness to criticisms	3.36	1.03	2.65	1.83	3.73	2.00	2.94	1.48
7	Fairness to all subjects	3.48	1.01	2.83	1.86	3.82	2.03	2.98	1.43
8	Effective use of committee system	3.50	1.06	3.50	1.06	3.91	2.09	2.95	1.43
9	Effectiveness of Administration	3.45	1.07	2.73	1.88	3.88	2.09	2.92	1.44
10	Personal career progression	3.46	1.17	2.90	1.92	3.90	2.11	2.85	1.46
		GM=3.51		WA= 2.95		WA = 3.63		WA = 3.05	

Note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= Moderate, 3.5-4.4= High, 4.5-5= Very High. GM= Grand Mean, WA= Weighted Average

Table 4.14a also presents the result of overall of leadership tenure in terms of experience under the deans from the perspectives of academic staff based on universities selected for the study. The ten items of leadership tenure in terms of experience had a grand mean score of 3.51 out of maximum obtainable 5.0 when considering the leadership tenure in terms of experience under deans as perceived by academic staff across sampled FUs in southwestern, Nigeria. This means that academic staff enjoy positive experience with deans across the FUs in Nigeria and this implies that the deans were also experienced. A further analysis in table 4.14a likewise reveals that deans in UI had more experienced and academic staff were found to be enjoyed more positive experience with their deans than that of other federal universities sampled in this study. For instance, UI had the highest pattern of leadership tenure in terms of experience (3.63), followed by UNILAG (3.05) and OAU (2.95). However, a detailed of university by university analysis is discussed in table 4.14b, 4.14c and 4.14d.

Table 4.14b: Leadership Tenure in terms of Experience under Deans from the perspective of Academic Staff in the Obafemi Awolowo University, Ile-Ife, Nigeria

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{x})	Std D	
1	Staff participation in decision making	28 (25.7)	23 (21.1)	23 (21.1)	8 (7.3)	27 (24.8)	2.91	1.89	
2	Freedom of expression	31 (28.4)	27 (24.8)	17 (15.6)	8 (7.3)	2 (1.8)	3.05	1.88	
3	Friendliness with colleagues	31 (28.4)	28 (25.7)	12 (11.0)	10 (9.2)	2 (1.8)	2.98	1.93	
4	Avoidance of verbal bullying	36 (33.0)	22 (20.2)	14 (12.8)	9 (8.3)	2 (1.8)	3.03	1.97	
5	Prudency of financial accountability	28 (25.7)	28 (25.7)	18 (16.5)	4 (3.7)	31 (28.4)	2.88	1.98	
6	Openness to criticisms	16 (14.7)	32 (29.4)	19 (17.4)	10 (9.2)	4 (3.7)	2.65	1.83	
7	Fairness to all subjects	25 (22.9)	25 (22.9)	24 (22.0)	6 (5.5)	2 (1.8)	2.83	1.86	
8	Effective use of committee system	26 (23.9)	26 (23.9)	17 (15.6)	11 (10.1)	2 (1.8)	3.50	1.06	
9	Effectiveness of administration	22 (20.2)	26 (23.9)	21 (19.3)	10 (9.2)	1 (0.9)	2.73	1.88	
10	Personal career progression	31 (28.4)	20 (18.3)	20 (18.3)	9 (8.3)	3 (2.8)	2.90	1.92	
Weighted Average		2.95							

Note: Mean value range from 0-1.5= Poor, 1.6-2.5= Fair, 2.6-3.5= Good, 3.6-4.5= Very Good, 4.6-5= Excellent. Figures in parenthesis are percentages.

Table 4.14b presents the result of leadership tenure pattern in terms of experience under the deans from the perspectives of academic staff. The ten items of leadership tenure pattern of experience had a weighted average score of 2.95 out of maximum obtainable 5.0. The obtained mean values of all the items are as follows: staff participation in decision making (mean=2.91); freedom of expression (mean=3.05); friendliness with colleagues (mean=2.98); avoidance of verbal bullying (mean=3.03); prudence of financial accountability (mean=2.88); openness to criticisms (mean=2.65); fairness to all subjects (mean=2.83); effective use of committee system (mean=3.50); effectiveness of administration (mean=2.73); personal career progression (mean=2.90). Based on the weighted average score of 2.95, the result confirms that leadership tenure pattern in terms of experience under deans of faculties was above cut off point of 3.0. This implies that academic staff enjoy negative experience with deans and this shows that the deans were also well inexperienced in the Obafemi Awolowo University, Ile-Ife, Nigeria. That is, academic staff are duly carried along in most of decisions making involving their department and faculties.

Table 4.14c: Pattern of Leadership Tenure in terms of Experience under Deans from the perspective of Academic Staff in the University of Ibadan, Ibadan Nigeria

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{x})	Std D	
1	Staff participation in decision making	24 (16.2)	31 (20.9)	25 (16.9)	3 (2.0)	3 (2.0)	3.81	2.04	
2	Freedom of expression	23 (15.5)	39 (26.4)	18 (12.2)	2 (1.4)	2 (1.4)	3.94	2.07	
3	Friendliness with colleagues	27 (18.2)	30 (20.3)	18 (12.2)	5 (3.4)	3 (2.0)	3.88	2.09	
4	Avoidance of verbal bullying	23 (15.5)	39 (26.4)	13 (8.8)	7 (4.7)	66 (44.6)	2.63	2.08	
5	Prudency of financial accountability	24 (16.2)	31 (20.9)	19 (12.8)	4 (2.7)	4 (2.7)	2.81	2.06	
6	Openness to criticisms	19 (12.8)	34 (23.0)	17 (11.5)	10 (6.8)	2 (1.4)	3.73	2.00	
7	Fairness to all subjects	23 (15.5)	31 (20.9)	25 (16.9)	5 (3.4)	1 (0.7)	3.82	2.03	
8	Effective use of committee system	26 (17.6)	31 (20.9)	19 (12.8)	3 (2.0)	2 (1.4)	3.91	2.09	
9	Effectiveness of administration	25 (16.9)	35 (23.6)	15 (10.1)	4 (2.7)	4 (2.7)	3.88	2.09	
10	Personal career progression	27 (18.2)	32 (21.6)	13 (8.8)	5 (3.4)	4 (2.7)	3.90	2.11	
Weighted Average		3.63							

Note: Mean value range from 0-1.5= Poor, 1.6-2.5= Fair, 2.6-3.5= Good, 3.6-4.5= Very Good, 4.6-5= Excellent. Figures in parenthesis are percentages.

Table 4.14c presents the result of leadership tenure pattern in terms of experience under the deans from the perspectives of academic staff in the University of Ibadan, Ibadan Nigeria. The ten items of leadership tenure pattern of experience had a weighted average score of 3.63 out of maximum obtainable 5.0. The obtained mean values of all the items are as follows: staff participation in decision making (mean=3.81); freedom of expression (mean=3.94); friendliness with colleagues (mean=3.88); avoidance of verbal bullying (mean=2.63); prudence of financial accountability (mean=2.81); openness to criticisms (mean=3.73); fairness to all subjects (mean=3.82); effective use of committee system (mean=3.91); effectiveness of administration (mean=2.88); personal career progression (mean=3.90). Based on the weighted score of 3.63, the result shows that leadership tenure pattern in terms of experience under deans of faculties was below cut off point of 3.0. This implies that academic staff enjoy positive experience with deans and this indicates that the deans were also experienced in the University of Ibadan, Ibadan, Nigeria. This is an indication that academic staff had good working relationship with their heads of departments.

Table 4.14d: Pattern of Leadership Tenure in terms of Experience under Deans from the perspective of Academic Staff in the University of Lagos, Akoka, Nigeria

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{x})	Std D	
1	Staff participation in decision making	7 (5.1)	16 (11.7)	64 (46.7)	22 (16.1)	---- (0)	3.85	1.42	
2	Freedom of expression	7 (5.1)	14 (10.2)	58 (42.3)	29 (21.2)	---- (0)	2.99	1.42	
3	Friendliness with colleagues	6 (4.4)	15 (10.9)	55 (40.1)	31 (22.6)	1 (0.7)	2.94	1.41	
4	Avoidance of verbal bullying	9 (6.6)	18 (13.1)	47 (34.3)	33 (24.1)	1 (0.7)	3.00	1.48	
5	Prudency of financial accountability	8 (5.8)	22 (16.1)	46 (33.6)	32 (23.4)	1 (0.7)	3.04	1.48	
6	Openness to criticisms	5 (3.6)	18 (13.1)	52 (38.0)	32 (23.4)	1 (0.7)	2.94	1.48	
7	Fairness to all subjects	5 (3.6)	20 (14.6)	52 (38.0)	30 (21.9)	1 (0.7)	2.98	1.43	
8	Effective use of committee system	4 (2.9)	22 (16.1)	47 (34.3)	33 (24.1)	1 (0.7)	2.95	1.43	
9	Effectiveness of administration	6 (4.4)	15 (10.9)	50 (36.5)	34 (24.8)	1 (0.7)	2.92	1.44	
10	Personal career progression	8 (5.8)	15 (10.9)	37 (27.0)	45 (32.8)	1 (0.7)	2.85	1.46	
Weighted Average		3.05							

Note: Mean value range from 0-1.5= Poor, 1.6-2.5= Fair, 2.6-3.5= Good, 3.6-4.5= Very Good, 4.6-5= Excellent. Figures in parenthesis are percentages.

Table 4.14d establishes the result of leadership tenure pattern in terms of experience under the deans as perceived by academic staff in the University of Lagos, Akoka Nigeria. The ten items of leadership tenure pattern of experience had a weighted average score of 3.05 out of maximum obtainable 5.0. The obtained mean values of all the items are as follows: staff participation in decision making (mean=3.85); freedom of expression (mean=2.99); friendliness with colleagues (mean=2.94); avoidance of verbal bullying (mean=3.00); prudence of financial accountability (mean=3.04); openness to criticisms (mean=2.94); fairness to all subjects (mean=2.98); effective use of committee system (mean=2.95); effectiveness of administration (mean=2.92); personal career progression (mean=2.85). Based on the weighted average score of 3.05, leadership tenure pattern in terms of experience under deans of faculties was below cut off point of 3.0. This implies that academic staff enjoy positive experience with deans and this confirms that the deans were also experienced in the University of Lagos, Akoka, Nigeria.

Collectively, leadership tenure in term of experience indicated that academic staff enjoy positive experience with head of departments and deans across the federal universities in Nigeria and this shows that head of departments and deans were well experienced.

Research Question 4: What is the level of leadership succession factors (transition planning, succession planning and university culture) in federal universities in Southwestern Nigeria?

Table 4.15a: Level of Leadership Succession Factors across the selected universities

Items	Overall		OAU		UI		UNILAG	
	Mean	St.D	Mean	St.D	mean	St.D	mean	St.D
Transition planning	3.09	0.72	2.74	0.76	3.05	0.71	3.44	0.54
Succession Planning	3.06	0.70	2.48	0.76	2.91	0.73	3.41	0.60
University culture	2.96	0.79	2.75	0.77	3.03	0.69	3.36	0.51
	GM=3.04		WA=2.58		WA=3.00		WA=3.40	

Note: Mean value range from 0-1.5= Very Low, 1.6-2.5= Low, 2.6-3.5= High and 3.6-4.0= Very High.
GM= Grand Mean, WA= Weighted Average

The Table 4.15a indicates the overall level of leadership succession factors (transition planning, succession planning and university culture). Leadership succession factors had a grand mean score of 3.04 out of maximum obtainable 4.0 when considering Transition planning, succession planning and university culture across the selected FUs in southwestern, Nigeria. This shows that the level of leadership succession factors was generally high and encouraging and in place in the university system. A further analysis in table 4.15a reveals that transition planning, succession planning and university culture varied across the selected universities in the study. For instance, UNILAG had the highest leadership succession factors in the area of transition planning (3.40), followed by UI (3.05) and OAU (2.58). However, a further discussion is presented in table 4.15b, 4.15c and 4.15d.

Table 4.15b: Level of Leadership Succession Factors in the Obafemi Awolowo University, Ile-Ife, Nigeria

	Very High	High	Low	Very Low	MEAN (\bar{x})	Std D
Transition planning	15 (27.4)	53 (48.6)	33 (30.3)	5 (4.6)	2.74	.76
Succession Planning	16 (14.7)	53 (48.6)	33 (30.3)	5 (4.6)	2.48	.76
University culture	9 (8.3)	45 (41.3)	43 (39.4)	8 (7.3)	2.75	.77
Weighted Average	2.66					

Note: Mean value range from 0-1.5= Very Low, 1.6-2.5= Low, 2.6-3.5= High and 3.6-4.0= Very High. Figures in parenthesis are percentages.

The Table 4.15b reveals the leadership succession factors (transition planning, succession planning and university culture) level. The result shows that 76.0% of the academic staff in the Obafemi Awolowo University, Ile-Ife were of the opinion that transition planning is high (mean=2.74), while 63.3% of the respondents perceived that succession planning in the University of Ibadan is high (mean=2.48). Furthermore, 54.4% of the respondents equally confirmed that university culture was found to be high in the Obafemi Awolowo University (mean=2.75) with the weighted average score of 2.66. Therefore, it can be inferred that the level of leadership succession factors was generally high and encouraging, because the mean value of each factor is above threshold of 2.50. However, the mean value of succession planning is below threshold of 2.50. Nevertheless, leadership succession factors is still high. This implies that leadership succession factors such as transition planning, succession planning and university culture were in place in the University sampled for the study.

Table 4.15c: Level of Leadership Succession Factors in the University of Ibadan, Ibadan, Nigeria

	Very High	High	Low	Very Low	MEAN (\bar{x})	Std D
Transition planning	34 (23.0)	80 (54.1)	19 (12.8)	4 (2.7)	3.05	.71
Succession Planning	33 (22.3)	79 (53.4)	27 (18.2)	1 (0.7)	2.91	.73
University culture	26 (17.6)	78 (52.7)	28 (18.9)	5 (3.4)	3.03	.69
Weighted Average	3.00					

Note: Mean value range from 0-1.5= Very Low, 1.6-2.5= Low, 2.6-3.5= High and 3.6-4.0= Very High. Figures in parenthesis are percentages.

The result in Table 4.15c presents the level of leadership succession factors in term of transition planning, succession planning and university culture. The result reveals that 77.1% of the academic staff in the University of Ibadan, Ibadan submitted that transition planning is high (mean=3.05), while 75.7% of the respondents were of the opinion that succession planning in the University of Ibadan is high (mean=2.91). Furthermore, 70.3% of the respondents equally confirmed that university culture was found to be high in the University of Ibadan (mean=2.91) with the weighted average score of 3.00. Therefore, it can be inferred that the level of leadership succession factors was generally high and encouraging, because the mean value of each factor is above threshold of 2.50. This means that leadership succession factors such as transition planning, succession planning and university culture were in place in the University of Ibadan, Ibadan Nigeria.

Table 4.15d: Level of Leadership Succession Factors in the University of Lagos, Akoka, Nigeria

	Very High	High	Low	Very Low	MEAN (\bar{x})	Std D
Transition planning	59 (43.1)	65 (47.4)	3 (2.2)	10 (7.3)	3.44	.54
Succession Planning	48 (35.0)	78 (56.9)	2 (1.5)	9 (6.6)	3.41	.60
University culture	59 (43.1)	60 (43.8)	7 (5.1)	11 (8.0)	3.36	.51
Weighted Average	3.40					

Note: Mean value range from 0-1.5= Very Low, 1.6-2.5= Low, 2.6-3.5= High and 3.6-4.0= Very High. Figures in parenthesis are percentages.

Table 4.15d presents the level of leadership succession factors in the area of transition planning, succession planning and university culture. The result indicates that 87.5% of the academic staff in the University of Ibadan, Ibadan perceived that transition planning is high (mean=3.44) while 91.9% of the respondents confirmed that succession planning in the University of Lagos is high (mean=3.41). Furthermore, 86.9% of the respondents were of the opinion that university culture was equally high in the University of Ibadan (mean=3.36) with the weighted average score of 3.40. Therefore, it can be inferred that the level of leadership succession factors was generally high and encouraging, because the mean value of each factor is above threshold of 2.50. This means that leadership succession factors such as transition planning, succession planning and university culture were in place in the University of Lagos, Akoka, Nigeria. Holistically, Table 4.15a, Table 4.15b, Table 4.15c and Table 4.15d established that leadership succession factor in term of transition planning, succession planning and university culture was generally high and encouraging in all federal universities in southwestern Nigeria. This implies that leadership succession factors such as transition planning, succession planning and university culture were in place and varied across the federal universities in southeatern, Nigeria.

Research Question 5: To what extent does leadership tenure influence goal attainment in federal universities in Southwestern Nigeria?

Key Informant Interview (KII) was held between the months of August and October, 2019. Qualitative data were collected through audio recording and note taking.

A total number of participants for the KII were 38 deans and 236 heads of departments. However, 3 (7.9) deans and 37 (15.7) heads of departments granted KII. In each university, there were two appointments with the deans and heads of departments. The first meeting was to book a date and time for the interview while the second meeting was to conduct the interview. Each interview session lasted 30-40 minutes while both goal system and goal attainment theories guided the researcher on interview questions. Content analysis was used to analyse information obtained from heads of departments and deans across three federal universities selected for the study.

To further buttress the result of research questions, heads of departments and deans in the three federal universities in southwestern, Nigeria were interviewed. Participants were represented and coded with alphabetic ratings from A to B. Where A = deans and B= heads of departments. A1 to A3 were deans from selected universities for the study, A1 is the Deans of Obafemi Awolowo Ile-Ife, Nigeria, A2 represents Deans of University of Ibadan, Ibadan, Nigeria and A3 stands for the Deans of University of Lagos, Akoka Lagos, Nigeria. B1 to B3 were also used for heads of departments across the three federal universities selected for the study. B1 refers to Heads of Departments of Obafemi Awolowo Ile-Ife, Nigeria, B2 stands for Heads of Departments of University of Ibadan, Ibadan, Nigeria while B3 represents University of Lagos, Akoka Lagos, Nigeria. These were used to present qualitative data result and discuss the findings of research questions. In response to research question 5, many of the respondents interviewed across federal universities in southwestern Nigeria submitted that:

Democratic leadership style enables a university to attain its goal. This type of leadership style, according to them, would improve university goal attainment (Respondents A2, B2 and B3, structured interview). However, there are 15 out of 118 respondents who preferred autocratic leadership style for goal attainment (Respondents B3). A Head of Department from Obafemi Awolowo University, Ile-Ife suggested that there is no single leadership style that takes care of all the challenges of university goal attainment. The professor added that it depends on the issue to be addressed (Respondent B1). However, 28 heads of departments in three federal universities argued that transformational leadership style would be the best for any university that wants to attain its goal (Respondents B1 to B3, structured interview). Also, 10 out of 118 respondents stated that transactional leadership style is right to be adopted for university goal attainment (Respondents B3, structured interview).

In answering this research question, structured interview conducted among HODs indicated that:

If it were at departmental level then they suggested maximum of two years in order to attain the stated goal (Respondents B1 to B3, structured interview). The Heads of Departments and Deans from Obafemi Awolowo University Ile-Ife and University of Ibadan, Ibadan submitted that the tenure of academic leader should be in accordance with the university laws and statute if its goal is to be attained (Respondents B1 and B2). A Head of department from Obafemi Awolowo University Ile-Ife explained that the tenure of an academic leader depends on the individual's office while

majority of Head of department from University of Lagos Akoka, Lagos agreed that academic leaders should spend 3 to 12 years in office in order to attain the set goals (Respondents B3, structured interview).

The outcome of interview affirmed that:

They had been experiencing stress from over work, lack of cooperation to attain university goals since they assumed the position of the head of departments, lack of collective decision making in management and administration, lack of funds to run their departments and execute university goal of providing world class students as well as good support from the students and colleagues (Respondents B1 to B3, structured interview).

In confirmation of this, one of the Deans from the University of Ibadan said:

“I have experienced love, warmth, support and cooperation since I assumed the position of the dean in the faculty” (Respondent A2, structured interview).

This implies that leadership tenure (leadership timeframe, style and experience) positively influence goal attainment in federal universities in Southwestern Nigeria.

Research Question 6: to what extent does leadership succession influence goal attainment in federal universities in Southwestern Nigeria?

Concerning research question 6, both the deans and the heads of departments from selected universities submitted that:

criteria for filling leadership position in their faculties including through democratic means (election), academic qualification, experience, proficiency, selection by concerned elders, academic merit, connection, intellectual capacity, professional qualifications and political weight contribute to the level of goal attainment (Respondents, B1 to B3). Deans from UI, Ibadan and OAU, Ile-Ife affirmed that the level of education attainment, past records, interest, ability and integrity, election of deans/sub deans and rotation of heads of departments are some of the criteria for selecting academic leaders in the university (Respondents, A1 and A2). There was imposition of HoDs, Deans and vice chancellors by the university management whereby due process was not followed. The tenure and succession of any academic leader varied across the selected universities as reported by the interviewees (Respondents A1 to A2 and B1 to B3.)

Respondents identified certain strategies that can be employed to fill up key leadership position for higher goal attainment in their universities.

Such strategies include diligence and cooperation with those in authority, consultation/recommendation among/from university hierarchy, advertisement of vacant positions, committee system, honest interview, merit and competence, election and appointment, propensity to work optimally, team work, committee system and employing democracy system, expert knowledge as primary criteria, recommendations by officers that is, incumbents who are leaving the position of academic leaders (Respondents, B1 to B3).

To buttress this view, deans from the University of Ibadan stated that:

Election (e-voting), credentials, past performances and good recommendation were strategies used to fill up key leadership positions in federal universities (Respondent, A2).

In another view in terms of how transition planning and university culture contribute to goal attainment, same respondents have this to say:

The heads of departments explained that universities develop their staff for leadership position through training, workshop, further studies, mentoring, exposing them to leadership positions, sponsorship to conferences, on- the job education, membership and committee system. They also encourage their staff to represent incumbent in various duties (Respondents, B1 to B3). Heads of departments shared the same view with deans from University of Ibadan, Ibadan that development of staff for leadership position should be via formal and informal mentoring as well as training and development programme (Respondents, A2).

In summarily, KIIs confirmed that the HoDs and Deans exhibited democratic leadership style, while the leadership tenure frame varied from two to four years across the Nigerian universities. The leadership tenure and leadership succession were sacrosanct and varied across the universities.

4.3: Hypotheses Testing

Three hypotheses were formulated and tested at 0.05 level of significance. Details are shown in the tables:

H₀₁: There is no significant difference in goal attainment across the selected federal universities in southwestern Nigeria

Table: 4.16a: One-Way Analysis of Variance- Differences in Goal Attainment by Federal Universities

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	28361.154	2	14180.577	29.148	0.000*
Within Groups	190222.290	391	486.502		
Total	218583.444	393			

*= significant at $p < 0.05$

Table 4.16a shows that there is a significant difference in goal attainment across the selected FUs in southwestern Nigeria [$F_{(2,391)} = 29.148$; $p < 0.05$]. Based on this analysis, the null hypothesis which stated that there is no significant difference in goal attainment across the selected federal universities in southwestern Nigeria was therefore rejected. However, in order to ascertain the variation in goal attainment by the selected federal universities, descriptive statistics and a post-hoc analysis was carried out. The result of the analysis is presented in table 4.16b and 4.16c as follows.

Table 4.16b: Goal Attainment Statistics

Descriptive Statistics			
Universities	N	Mean	Std.Deviation
OAU	109	47.80	15.09
UI	148	64.94	31.78
UNILAG	137	68.20	11.23
Total	394	61.33	23.58

Table 4.16b presents goal attainment statistics of the selected federal universities in southwestern Nigeria. The Table reveals that UNILAG has the highest means score (\bar{x} =68.20; SD=11.23) followed by UI (\bar{x} =64.94; SD=31.78) and OAU (\bar{x} =47.80; SD=15.09). The Table also indicates that UNILAG and UI are above the total mean value of 61.3 while OAU is below the total mean value. This shows that both UNILAG and UI are doing better than OAU in terms of effective teaching, high research productivity and impactful community service.

Table 4.16c: Post-hoc Multiple Comparison of three selected Federal Universities in Goal Attainment

(I) Universities	(J)Comparison	Mean Difference (I-J)	Std. Error	Sig.
Obafemi Awolowo University, Ile-Ife	University of Ibadan, Ibadan Nigeria	-17.141 [*]	2.784	.000
	University of Lagos, Akoka.	-20.406 [*]	2.831	.000
University of Ibadan, Ibadan Nigeria	Obafemi Awolowo University, Ile-Ife	17.141 [*]	2.784	.000
	University of Lagos, Akoka.	-3.265	2.615	.213
University of Lagos, Akoka.	Obafemi Awolowo University, Ile-Ife	20.406 [*]	2.831	.000
	University of Ibadan, Ibadan Nigeria	3.265	2.615	.213

Table 4.16c presents the post-hoc multiple comparison of the goal attainment across the selected federal universities in southwestern Nigeria. To establish the variation in goal attainment by the three selected federal universities, a post hoc analysis was performed, and the result of the analysis is presented in table 4.16c. The analysis results show that the goal attainment of University of Ibadan is significantly higher than that of Obafemi Awolowo University ($P=0.000$). In addition, a significant difference exists in goal attainment of the University of Lagos and Obafemi Awolowo University ($P=0.000$). However, there is no significant difference in goal attainment of the University of Lagos, Akoka and the University of Ibadan, Ibadan, Nigeria ($P>0.05$).

H₀₂: There is no significant difference in leadership tenure across the selected federal universities in southwestern Nigeria

Table: 4.17a: One-Way Analysis of Variance- Differences in Leadership Tenure by Federal Universities

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	20927.283	2	10463.642	7.507	0.001*
Within Groups	545012.719	391	1393.894		
Total	565940.003	393			

*= significant at $p < 0.05$

Table 4.17a presents differences in leadership tenure across the selected federal universities in southwestern Nigeria. The table shows that there is a significant difference in leadership tenure across the selected federal universities in southwestern Nigeria [$F_{(2,391)} = 7.507$; $p < 0.05$]. Considering this analysis, the null hypothesis which stated that there is no significant difference in leadership tenure across the selected FUs in southwestern Nigeria was therefore rejected. However, in order to investigate where difference lies, descriptive statistics and a post-hoc analysis were conducted. The result of the analysis is presented in table 4.17b and 4.17c as follows.

Table 4.17b: Leadership Tenure Statistics

Descriptive Statistics			
Universities	N	Mean	Std.Deviation
OAU	109	137.7	34.82
UI	148	121.2	40.26
UNILAG	137	134.7	35.95
Total	394	130.5	37.95

Table 4.18a presents leadership tenure statistics of the selected federal universities in southwestern Nigeria. The table shows that the means score of OAU in leadership tenure (\bar{x} =137.7; SD=34.82) is the highest. This was followed by UNILAG (\bar{x} =134.7; SD=35.95) while UI had the lowest (\bar{x} =121.2; SD=40.26).

Table 4.17c: Post-hoc Multiple Comparison of three selected Federal Universities in Leadership Tenure

(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.
Obafemi Awolowo University, Ile-Ife	University of Ibadan, Ibadan Nigeria	16.50806*	4.71235	.001
	University of Lagos, Akoka.	2.96732	4.79191	.536
University of Ibadan, Ibadan Nigeria	Obafemi Awolowo University, Ile-Ife	-16.50806*	4.71235	.001
	University of Lagos, Akoka.	-13.54074*	4.42635	.002
University of Lagos, Akoka.	Obafemi Awolowo University, Ile-Ife	-2.96732	4.79191	.536
	University of Ibadan, Ibadan Nigeria	13.54074*	4.42635	.002

Table 4.17c establish the post-hoc multiple comparison of the leadership tenure across the selected FUs in southwestern Nigeria. In order to ascertain the variation in leadership tenure across the three selected federal universities, a post hoc analysis was conducted. The result shows that leadership tenure of Obafemi Awolowo University (OAU) is significantly difference from that of University of Ibadan ($P=0.001$). Furthermore, leadership tenure of University of Lagos (UNILAG) is significantly higher than that of University of Ibadan ($P=0.002$). However, no significance difference was found in leadership tenure between OAU, Ile-Ife and UNILAG, Akoka Nigeria ($P>0.05$).

H₀₃: There is no significant difference in leadership succession across the selected federal universities in southwestern Nigeria

Table: 4.18a: One-Way Analysis of Variance- Differences in Leadership Tenure by Federal Universities

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19535.136	2	9767.568	13.340	.000
Within Groups	286286.735	391	732.191		
Total	305821.871	393			

*= significant at $p < 0.05$

Table 4.18a shows that there is a significant difference in leadership succession across the selected federal universities in southwestern Nigeria [$F_{(2,391)} = 13.340$; $p < 0.05$]. Considering this analysis, the H_{03} which stated that there is no significant difference in leadership succession across the selected federal universities in southwestern Nigeria was therefore rejected. However, the extent of difference in leadership succession across the selected federal universities, descriptive statistics and a post-hoc analysis were performed. The result of the analysis is also presented and discussed as follows in table 4.18b and 4.18c.

Table 4.18b: Leadership Succession Statistics

Descriptive Statistics			
Universities	N	Mean	Std.Deviation
OAU	109	75.50	24.37
UI	148	82.25	28.54
UNILAG	137	93.04	27.45
Total	394	84.13	27.90

Table 4.18b presents leadership succession statistics of the selected federal universities in southwestern Nigeria. The table indicates that UNILAG has the highest mean score (\bar{x} =93.04; SD=27.45), followed by UI (\bar{x} =82.25; SD=28.54) and OAU (\bar{x} =75.50; SD=24.37).

Table 4.18c: Post-hoc Multiple Comparison of three selected Federal Universities in Leadership Succession

(I) University	(J) University	Mean Difference (I-J)	Std. Error	Sig.
Obafemi Awolowo University, Ile-Ife	University of Ibadan, Ibadan Nigeria	-6.755*	3.415	.049
	University of Lagos, Akoka.	-17.548*	3.473	.000
University of Ibadan, Ibadan Nigeria	Obafemi Awolowo University, Ile-Ife	6.755*	3.415	.049
	University of Lagos, Akoka.	-10.794*	3.208	.001
University of Lagos, Akoka.	Obafemi Awolowo University, Ile-Ife	17.548*	3.473	.000
	University of Ibadan, Ibadan Nigeria	10.794*	3.208	.001

Table 4.18c presents the post-hoc multiple comparison of the leadership succession across the selected federal universities in southwestern Nigeria. To examine the variation in leadership succession across the three selected federal universities, a post hoc analysis was done. The analysis results reveal that the leadership succession of the University of Ibadan is significantly higher than that of Obafemi Awolowo University ($P=0.049$). Additionally, a significant difference exists in the University of Lagos and Obafemi Awolowo University ($P=0.000$). Likewise, there is a significant difference in leadership succession of the University of Lagos, Akoka and the University of Ibadan, Ibadan, Nigeria ($P=0.001$).

CHAPTER FIVE

DISCUSSION OF RESULTS

The findings of this study are discussed under the following sub-headings:

5.1 Level of Goal Attainment

5.2 Type of Leadership Styles mostly exhibited by Academic Leaders

5.3 Leadership Tenure in terms of Time Frame and Experience

5.4 Level of Leadership Succession Factors (transition planning, Succession Planning and University culture)

5.5 Leadership Tenure (Leadership Time Frame, Leadership Styles and Leadership Experience) and Goal Attainment

5.6 Leadership Succession (transition planning, Succession Planning and University culture) and Goal Attainment

5.7 Difference in Goal Attainment

5.8 Difference in Leadership Tenure

5.9 Difference in Leadership Succession

5.1 Level of Goal Attainment

The findings of research question one revealed that the level of goal attainment in federal universities in terms of teaching, research, publications (local and international), and community service was high. However, goal attainment in the area of research at the Obafemi Awolowo University, Ile-Ife was found to be low.

The result is in line with the Key Informant Interview (KII) conducted among Deans and HODs of selected universities that the level of goal attainment was low. This corroborates the earlier findings in the area of research publications. The interviewees added that

factors responsible for the low level of goal attainment (research publications) in the universities were as follows: poor basic facilities, excess workload, inadequate power supply, poor funding, lack of functional laboratory, incessant statutory meeting, difficulty in undertaking joint/collaborative projects, lack of research grants, all of which have negatively affected research of academic staff over the years. However, KII equally corroborates the earlier finding of high goal attainment in the area of teaching that reading about teaching methodologies, students' willingness and cooperation, personal positive determination, students' positive response to new research findings and ideas, self-determination and collaboration from colleagues positively influenced their teaching among others have positively influenced the high level of teaching in the universities.

The result is consistent with that of Abdulkareem, Sheu and Kayode (2015), who found that university goals have been attained to a high level in southwestern universities in Nigeria. The result of this study is also supported by the finding of Olasupo (2017) on the Research Output (RO) of academic staff which found that the research output of the academic staff was outstanding in the publishing of chapters in books, scientific peer-reviewed, conference papers, monographs, journal articles, book chapters, bulletins and technical reports. In contrast, their RO is poor in publishing co-authored textbooks, patents, and certified inventions. The finding of this study is equally in agreement with the result of Mohammed (2012), who found out that the research productivity of the teaching faculty members in federal universities in Nigeria was high in conference papers, technical reports, journal publications, occasional papers, and working papers. Similarly, the result of this study concurs with the finding of Raji and Oyedeji (2021) who confirmed that the research output level at the University of Ibadan was considered to be high.

Likewise, this study corroborates existing literature, showing that the following factors extremely affected research output and publication; lack of proper funding, lack of interest, poor research skills, heavy lecturing obligation as well as high teacher-student ratios, which were found to impede research output and publication (Newman, 2014). This supports the study by Hill, Lomas and MacGregor (2003) which investigated the perception of students on quality education and found that students valued academic staff who understood what they were teaching. These academic staff were well coordinated and

interested to talk to learners. These learners also appreciated the academic staff who provided feedback to them during lesson period and also admired lecturers who helped them to learn in the classroom. In another related study, the result of this study corroborates the work of Abiodun-Oyebanji and Oyedeji (2018) who submitted that institutional effectiveness in the area of teaching was found to be highly effective.

In related research, Okafor (2010) found that Science Faculties (SFs) published more articles than Engineering Faculties (EFs). The study also indicated that a significant difference exists in the publication output between the Academic Staff (AS) in the SFs and EFs. It was equally showed that within the SFs, AS in Zoology Department published more than those in Computer Science, while within the FEs, AS in Petroleum/Chemical Engineering produced more publications than others. The finding of the study agrees with the system goal theory which states that any university that wants to attain effective teaching, high research productivity and impactful community service needs to think about the associated goal means. The associated goal means leadership time frame in the office, appropriate leadership styles, leadership experience, transition planning, succession planning and university culture.

This finding, however, negates the result of Mamedu and Ahiakwo (2016) who adopted a correlation survey to conduct a study on academic staff perception of the quality of working-life and university goal attainment in the south-south geo-political zone of Nigeria. The results showed that there was a state of unfavourable university goal attainment. This result was also contrary to the finding of Francis (2015) who also affirmed that the s poor teaching in Nigerian universities. These scholars added that graduates of Nigerian universities are poorly taught, trained, and unproductive on the job and the quality of graduates is declining rapidly daily which could affect university goal attainment. Likewise, the study of Uche (2012) showed that the teaching quality of academic staff as perceived by learners in Nigerian universities is poor. Although, some learners felt that academic staff are professionally certified and competent in their chosen careers many of them believed that they are not competent to make teaching effective in the lecture room. This finding is equally inconsistent with the work of Ifedili and Ifedili

(2015) on the management of Nigerian universities and community service, they found that there was poor organisation and management of community service.

5.2 Type of Leadership Styles that are mostly exhibited by Academic Leaders

The second research question revealed that the most commonly used leadership style among Directors, heads of Departments and Deans of Faculties in federal universities was the democratic leadership style. Interviews conducted among academic leaders confirmed that the democratic leadership style contributes to goal attainment. However, one of the participants believed that no single leadership style could tackle all the obstacles confronting university goal attainment (Respondent A2, structured interview).

The result agreed with that of Al-Khasawneh, and Futa (2013), who indicated that the democratic leadership style impacted modifying students' behaviour. Likewise, the result is in line with the submission of Okoroji, Anyanwu and Ukpere (2014), who confirmed that most secondary school teachers used a democratic style more than other leadership styles. The submission of this study also supports the work of Shamaki (2015), who reported that the democratic style contributes more to the productivity of teachers' job than the autocratic style. However, this contradicts the findings of Sakiru, Othman, Silong, Kareem, Oluwafemi and Yusuf (2014), who found that the most frequently adopted style in Nigerian public universities, is the transformational leadership style.

The study is equally also in agreement with that of Yahaya, Osman, Mohammed, Gibrilla and Issah (2014) who indicated that polytechnics' leadership mostly exhibited autocratic and democratic characteristics. The interview was in support of Lawal (2009) who stated that type of style employed by a leader to govern his/her subordinate depends on the situation prevailing at that particular point in time. The result equally confirmed that Yacoub and Abdel-Aziz (2016) found that no leadership style can suit all universities, because leadership style depends on the leader, context, followers and culture of such university.

5.3 Leadership Tenure in Terms of Time Frame and Experience

Another finding from the study revealed that emphasis is placed on a two-year term for acting directors, and acting heads of departments while four-year tenure was considered for heads of departments, deans of faculty and deputy vice chancellors. However, the five-year term was considered for vice-chancellors in all federal universities sampled in southwestern Nigeria whereas the University of Lagos and Obafemi Awolowo University emphasised the four-year term for directors while the University of Ibadan considered three year-term.

However, the findings of this study were corroborated by a structured interview conducted among heads of departments that, if it were at the departmental level, a maximum of two years is enough in attaining the departmental goal. Whereas, some respondents submitted that the tenure of any academic leader should be in accordance with the university laws and statutes if the goal is to be attained while respondents from the University of Lagos Akoka, agreed that academic leaders should spend 3 to 12 years in office in order to attain the set goals. In summary, the majority of the respondents confirmed that the leadership time frame of HoDs and deans varied from two to four years and two to three years respectively across the universities. This finding is in line with Olayinka (2015) that a maximum of two years for an occupant of the position of HOD is too short for the implementation of the lofty visions and missions of universities and it should, therefore, be revisited.

This also agrees with existing literature that a longer term for academic leader could enhance goal attainment. Academic leaders that spend more than five years in office attain set goals than their counterparts. Berg and Jarbur (2014) however, negate the submission of this study as the researcher observed that the length of years an academic leader stays on the job does not necessarily make one perform efficiently.

Concerning the result of leadership tenure in terms of experience, the study indicated that academic staff enjoy a positive experience with heads of departments and deans across the federal universities in Nigeria and this shows that heads of departments and deans were well experienced.

Corroborating this, a Dean at the University of Ibadan said “I have experienced love, warmth, support and cooperation since I assumed the position of the dean in my faculty” (Respondent A2, structured interview)”. This position, however, contradicts the statement made by the HoDs in all the federal universities sampled. The HoDs submitted that there had been stress from overwork, lack of cooperation to attain university goals since they assumed the position of the heads of Departments, lack of collective decision-making in management and administration, lack of funds to run the department and execute the departmental goal of providing world-class students as well as good support from the students and colleagues (Respondents B1 to B3, structured interview).

This finding is also in consonance with that of Rice (2010) who stated that experience gathered over the years by the HoDs and deans in the university system enhances goal attainment. The result is likewise in line with that of Katozai (2005), who reported that knowledge is a chief weapon that makes a leader more effective than their counterparts. Therefore a leader should be educated, knowledgeable, skilled, conversant, well-informed and experienced. This position is also consistent with that of Huang and Moon (2009) and Nusbuga (2009), who found that a total year of teaching experience is significantly related to goal attainment and claimed that education and experience could lead to a change in leadership attitudes.

This result, however, contradicts the findings of Edet and Ekpoh (2017), who revealed that the significant challenges faced by heads of departments were funding 129 (100%), meeting deadlines 126 (98%), delayed examination results 120 (93%), excess workload 118 (91.4%).

5.4 Level of Leadership Succession Factors (Transition planning , Succession Planning and University Culture)

The study found that the level of leadership succession factors is generally high and encouraging. This implies that leadership succession factors such as transition planning, succession planning and university culture were in place in the university system. To buttress this position, the KII interview conducted showed that every federal university has criteria for filling leadership positions in their faculties. These criteria include

democratic means (election), level of education attainment, experience, proficiency, selection by concerned elders, past records, intellectual capacity, professional qualifications and political weight among others (Respondents, A1, A2, B1 to B3).

The result is in line with the findings of (Mwemezi, 2011; Mutunga and Gachunga, 2013). Mwemezi found that few organisations conduct succession planning. It was equally confirmed that human resource succession planning played an essential role in the organisation's development. At the same time, Mutunga and Gachunga (2013) pointed out that small and medium enterprises have a succession plan of replacing the current owner/manager with a successor in good time, ideal for succession, and customers do find it easy with the new successor.

This result agreed with that of Hargreaves, Moore, Fink, Brayman and White (2003), who reported that a successful transition happens with a carefully prepared, planned and shared vision. However, the transition from faculty member to academic leader goes beyond acquiring new knowledge. Likewise, Edwinah (2012) observed that the success of organisations depends mainly on their cultures.

5.5 Leadership Tenure (Leadership Time Frame, Leadership Styles and Leadership Experience) and Goal Attainment

The findings of the work in respect of the influence of leadership tenure on goal attainment revealed that leadership tenure (leadership time frame, leadership styles and leadership experience) influences goal attainment in federal universities. Respondents showed that a democratic leadership style enables a university to attain its goal. This type of leadership style, according to them, would improve university goal attainment. Some of the professors added that a higher level of goal attainment depends on the issue to be addressed (Respondents A2, B2 and B3, structured interview).

The finding is consistent with that of Abiodun-Oyebanji (2015) who reported that the democratic style had the highest and most significant contribution to principal managerial effectiveness. The result also agrees well with that of Katozai (2005) who submitted that knowledge is an important instrument that makes a leader more effective than their counterparts and therefore a leader should be experienced, qualified and educated if the

university goal is to be attained. This finding agreed with that of Muthoka, Mulwa and Mutua (2018) who revealed that the principal' administrative experience influences the effectiveness of the principal in the provision of instructional supervision.

However, the result of this study contradicts the finding of Elizabeth (2009) who examined the effect of tenure on the performance of the teacher in secondary education and found no relationship between tenure status of a teacher and classroom performance.

5.6 Leadership Succession (Transition planning, Succession Planning and University culture) and Goal Attainment

Findings in respect of research question six which states that “to what extent does leadership succession influence goal attainment in FUs in Southwestern Nigeria” showed that transition planning, succession planning and university culture contribute to the level of goal attainment. Deans and heads of departments from selected universities submitted that criteria for filling leadership positions in their faculties including through democratic means (election), academic qualification, experience, proficiency, selection by concerned elders, academic merit, connection, intellectual capacity, professional qualifications and political weight contribute to the level of goal attainment (Respondents, A1 and A2).

This finding aligns with that of Akinyele, Ogbari, Akinyele, and Dibia (2015) who found that there is a significant positive impact of succession planning and career development on organisational survival. Similarly, the finding of this study agrees with that of Osibanjo and Adeniji (2013) who adopted a survey research design to study organisational culture on human resource practices in Nigerian private universities. The researchers found that a close relationship exists between organisational culture and compensation administration, pay structure, the performance of employees, job performance management, training programmes and recruitment process.

The result is equally similar to the submission of Omoniyi, Salau, and Fadugba (2014) who reported that a strong relationship exists between organisational culture and employee performance. The finding of this study likewise supports the submission of Victoria and Daniel (2017) who conducted a study on training of staff on goal attainment of Airtel Networks in Lagos area operation, Nigeria. Observation from the study revealed

that there is a significant relationship between staff training and organisational goal attainment in Airtel Nigeria Networks.

This result is contradicted by that of Olawuyi (2017) who viewed that if the impact of the cultural factor on the academic staff is negative, then the university goal may not be attained. The finding equally negates the statement made by Osuji (2011) that there will be favouritism, discrimination, bias and undue process in the appointment of academic leaders when the influence of succession policies and practice on goal attainment is negative, and hence, the stated goals may not be attained.

5.7 Difference in Goal Attainment

The result of hypothesis one revealed that there is a significant difference in goal attainment across the selected federal universities in southwestern Nigeria [$F_{(2,391)} = 29.148$; $p < 0.05$]. However, there is no significant difference in goal attainment between the University of Lagos, Akoka and the University of Ibadan, Ibadan Nigeria ($P > 0.05$).

Results from the study support Aboro and Oguntoye (2012), who showed a significant difference in staff effectiveness among the members of the unions (Academic Staff Union of Universities-ASUU, Non-Academic Staff Union of Universities-NASU and Senior Staff Association of Nigerian Universities-SSANU). The researchers added no significant difference in the effectiveness of ASUU members and SSANU members when post hoc analysis was conducted across the unions sampled in the study.

Similarly, the finding of this study is also in line with the submission of Adesina (2020) who reported that the University of Ibadan was ranked in terms of teaching, research, knowledge transfer and international outlook as 1st in Nigeria, 440th in the world while Lagos State University and University of Lagos were ranked as 2nd and 3rd in Nigeria, 501th to 600th and 601th to 800th in the world respectively. This could be one of the reasons why the difference exists among federal universities. This finding of this study, however, negates the finding of Okafor (2011) who indicated that there is no significant difference in the mean research output of academics in all selected federal universities in southern Nigeria.

Likewise, the finding of this study is inconsistent with the result of Etor, Obeten and Obona (2017) who confirmed that management of Agricultural Science and Introductory Technology subjects did not have a significant relationship with secondary school goals attainment in terms of higher education opportunity, knowledge acquisition and learning outcome. The result of this study also negates that of Raji and Oyedeji (2021) who submitted that academic discipline (Clinical Science, Arts, Education and Science) made no significant difference in research output at the University of Ibadan, Nigeria. Similarly, the result of this research contradicts that of Osibanjo, Abiodun and Obamiro (2011) who found that talent retention, organisational conflict and nepotism were positively and significantly correlated with organisational survival.

5.8 Difference in Leadership Tenure

This result of hypothesis two revealed that there is a significant difference in leadership tenure across the selected federal universities in southwestern Nigeria [$F_{(2,391)} = 7.507$; $p < 0.05$]. However, no significance difference was found in leadership tenure between Obafemi Awolowo University, Ile-Ife and the University of Lagos, Akoka Nigeria ($P > 0.05$).

The result of this study is consistent with that of Berardi and Blackmore (2006) and Naz (2013). They found that the registrar's office was more active in private universities than in public universities. The authors showed differences between public and private universities in decision-making processes and authorities. However, the submission of Diane (2009) negates the results of this study. The author found no relationship between organisational characteristics of strategic planning, succession planning and career management and the location of academic-leadership hires.

Similarly, the result equally agrees with the submission of Garieth, Usen, Valentine and John (2020) who revealed that participative management practices (participation in decision-making and participation in planning) had a significant contribution to institutional goal attainment. Likewise, the result of this study negates the submission of David (2014) that leadership experience significantly predicted leadership effectiveness.

5.9 Difference in Leadership Succession

The finding of hypothesis three found that there is a significant difference in leadership succession across the selected federal universities in southwestern Nigeria [$F_{(2,391)} = 13.340$; $p < 0.05$]. Therefore, the hypothesis is rejected. Even when post hoc analysis was conducted to know where the difference lay, a significant difference still exists among the UI, OAU, and UNILAG in leadership succession. The result of this study is in tandem with the report of Mpho, Cecile and Leigh-Anne (2016). They worked on factors related to succession planning in a government department in Gauteng. They came out with findings that revealed a significant difference between groups in the organisational support programme in terms of years of service and supervisor support among employees.

The findings of this study negate the submission of Odekina (2015), who revealed that succession management functioned as a strategy for the growth and profitability of the Nigerian Oil and Gas industry. Succession management was found to have significantly contributed to healthy competition, labour retention and advanced achievement of the corporate mission. This finding could be a result of the methodology used and the industrial sector where the study was investigated. These two reasons make Odekina's submission against the result of the present study. The study equally is inconsistent with Tunji (2014), who found that a positive relationship exists between succession planning practices and employee retention.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section presents the summary, conclusion, recommendations, limitations, implications of the findings, contributions to knowledge and suggestions for further studies.

6.1 Summary

This study investigated leadership tenure, succession and goal attainment in federal universities in southwestern Nigeria. It looked at goal attainment in terms of teaching, research and community service, the type of leadership styles exhibited by leaders of federal universities, a pattern of leadership tenure in terms of the time frame and experience, level of leadership succession factors in the area of transition planning, succession planning and university culture. It also looked into the significant difference in goal attainment, leadership tenure and succession in federal universities in southwestern Nigeria.

Six research questions were raised while three hypotheses were formulated. The theoretical framework was based on the goal system theory proposed in 2002. The survey design that employed a mixed method of data collection through quantitative and qualitative data was adopted. The multi-stage procedure was employed to sample 426 academic staff, 852 students, 23 deans and 142 heads of departments in the sampled federal universities representing total respondents of 1443. Five validated instruments were used for data collection. The instruments were Goal Attainment Questionnaire (GAQ), Publication Checklist (PC), Leadership Tenure and Succession Questionnaire (LTSQ), Students' Assessment of Teaching Questionnaire (SATQ) and Key Informant Interview (KII). The reliability coefficients (α) for the instruments were determined using Cronbach's Alpha statistical tool for analysis reliability. The reliability co-efficient of

GAQ ($\alpha = .93$), LSS ($\alpha = .87$) and LSSQ ($\alpha = .95$) were found. These were high and strong enough for reliability.

Descriptive statistics of simple percentages, standard deviation, frequency counts and mean as well as inferential statistics of one-way analysis of Variance (ANOVA) were statistical tools employed to collect data. Research questions 1 – 4 were answered using descriptive statistics while one-way analysis of Variance (ANOVA) was utilized to test hypotheses 1-3. Content analysis was employed to discuss qualitative data obtained through KII. The research results presented and discussed in chapters four and five were summarised as follows:

The findings showed that the level of goal attainment in federal universities in terms of teaching, research, publications (local and international) and community service was high. However, goal attainment in the area of research at the Obafemi Awolowo University, Ile-Ife was low.

The result of the second research question revealed that the most common leadership style among directors, heads of departments and deans of faculties in federal universities was the democratic leadership style.

The third research question found that emphasis was placed on the two-year term for acting directors, and acting heads of departments while four-year tenure was considered for heads of departments, deans of faculties and deputy vice-chancellors respectively. The result of the study considered vice-chancellors to stay in office for five years in all federal universities sampled in southwestern Nigeria whereas the University of Lagos and Obafemi Awolowo University place emphasis on the four-year term for directors while the University of Ibadan considered three year-term. Regarding the findings of leadership tenure in the area of experience of the head of departments and deans based on the university by university analysis, the study showed that academic staff enjoy a positive experience with heads of departments and deans, and these academic leaders were also experienced.

On the fourth research question, the level of leadership succession factors was found to be generally high and encouraging.

Concerning research question five, all the indicators of leadership tenure: leadership timeframe, style and experience positively influence goal attainment in federal universities in Southwestern Nigeria.

Lastly, on research question six, the result revealed that all the indicators of leadership succession: transition planning, succession planning and university culture contributed to goal attainment in federal universities in Southwestern Nigeria.

On hypothesis one, the study revealed that there is a significant difference in goal attainment across the selected federal universities in southwestern Nigeria. However, there is no significant difference in goal attainment between the University of Lagos, Akoka and the University of Ibadan, Ibadan Nigeria.

The result of hypothesis two showed that there is a significant difference in leadership tenure across the sampled federal universities in southwestern Nigeria. However, no significant difference was found in leadership tenure between OAU, Ile-Ife and UNILAG, Akoka Nigeria.

The finding of hypothesis three found that there is a significant difference in leadership succession across the selected federal universities in southwestern Nigeria. Even when post hoc analysis was conducted in order to know where the difference lies, significant differences still exist among the UI, OAU and UNILAG in terms of leadership succession.

Interviews conducted showed that the HoDs and Deans exhibited a democratic leadership style, while the leadership tenure frame varied from two to four years across the universities. The leadership tenure and leadership succession were sacrosanct and varied across the universities.

6.2 Conclusion

The study arrived at the following conclusions;

It was concluded that none of the academic leaders spent six years in office. The leadership time frame of HoDs and deans varied from two to four years and two to three

years respectively across the universities. Both heads of departments and deans were experienced before they took over the position of academic leaders.

Goal attainment is high in the area of teaching, research, publication (local and international) and community service. However, goal attainment in the area of research at the Obafemi Awolowo University (OAU), Ile-Ife was found to be low. This could be one of the reasons why OAU, Ile-Ife was ranked low in the Times Higher Education's world university ranking.

The study concluded that all the leadership styles mentioned were in use in all the universities covered in this study but the most commonly exhibited one by academic leaders is the democratic style.

It can also be concluded that, the independent variables (leadership tenure and succession) influence goal attainment in federal universities in southwestern Nigeria. This showed that leadership tenure and succession were responsible for goal attainment.

The study also established that there is a significant difference in goal attainment across the selected federal universities in southwestern Nigeria. This implies that federal universities' goal attainment is different when considering the mean value of each university analysis.

The study equally concluded that there is a significant difference in leadership tenure and succession across the selected federal universities in southwestern Nigeria. This showed that leadership tenure and succession of each university is a difference in the attainment of university goals.

The study likewise established that leadership time frame, leadership experience, leadership style, transition planning, succession planning and university culture were potent variables in goal attainment in Federal universities in southwestern, Nigeria.

6.3 Implications of the Findings

The findings from this study have tremendous and meaningful implications for university management, policymakers, institutional administrators, academic staff and leaders of the universities, researchers and students.

The findings of the study have provided empirical data and facts that would be useful for academics and researchers who may wish to use the findings in the future. The study has exposed institutional administrators to the importance of leadership tenure and succession on goal attainment in federal universities with empirical results generated from the study.

Goal attainment was high in the area of teaching, research and publications) and community service but at the global level, Obafemi Awolowo University, Ile-Ife, Nigeria was nowhere to be found on Times Higher Education's world university ranking, webometrics ranking and World Ranking of Nigerian universities because its research was reported low. This University may continue experiencing low ranking compared to its counterparts in the rest of the world if the research of academic staff does not meet the required global standards. It is therefore believed that goal attainment of federal universities could be high when international publications are increased quantitatively and qualitatively.

Another implication is that, if a democratic leadership style is common among directors, heads of departments and deans of faculties in federal universities, the feeling of responsibility could be developed among the academic staff members of the university for them to work together as a team to enhance goal attainment.

The positive relationship indicated that leadership time frame, leadership experience and leadership style, transition planning, succession planning and university culture in federal universities will lead to goal attainment. Likewise, academic staff that enjoyed a positive experience with their directors, heads of departments and deans of faculties will work toward the missions and visions of the university, and an academic leader with experience over the years would be more concerned about effective teaching delivery, excellence research and impactful community service.

The goal would not be attained if the impact of leadership tenure factors (time frame, leadership styles and leadership experience) and leadership succession factors (transition planning, succession planning and university culture) on the university is unfavourable.

6.4 Recommendations

The researcher makes the following recommendations based on the findings and conclusions from this study:

1. Since research is one of the criteria for ranking world-class institutions, university management should pay attention to the quality of research of academic staff if Nigerian federal universities are to meet up with international academic standards and best practices. Likewise, effective teaching, excellent publication and impactful community service should continue to be improved upon by the university management.
2. Democratic style of leadership should be sustained in Nigerian federal universities since it has been established in the finding that, the most common style of leadership among academic leaders was democratic. Nevertheless, university administrators, particularly heads of departments and deans of faculties should not limit themselves to one particular type of leadership style but should adopt the appropriate style of leadership based on the situation confronting them, in order to sustain university goal attainment.
3. Efforts should be made by policymakers to ensure that the term used in office or key positions in the university should be by the university laws if the missions and visions of the university are to be attained. Then, whenever a position is vacant or the tenure of an academic leader ends, academic experience, past performance and good recommendations should be considered as selection criteria and ensure that subordinates that are, academic staff, are fully involved in the process of electing/appointing a new leader.
4. Since the level of leadership succession factors was high and encouraging as shown in the study, university administrators should continue to give priority to transition planning and leadership succession planning in order to attain university goals. The university culture of the university should continue to exist and be considered when appointing or selecting academic leaders.

5. It was recommended that leadership tenure and succession should be employed across federal universities in order to curb leadership crises and also to attain universities' goal.
6. University management should take the issues of leadership time frame, transition planning, and university culture extremely to aid in facilitating effective teaching.
7. As the results inferred that leadership tenure and succession influence goal attainment, all hands must be on deck to ensure that tenure and succession of leadership are encouraged and improved upon for the attainment of the goal
8. Leadership tenure and succession factors should be improved upon for effective service delivery in universities.

6.5 Contributions to knowledge

Thus, this study has contributed to the existing knowledge in the following ways:

The study investigated the influence of leadership tenure and succession on goal attainment in federal universities in Southwestern Nigeria. The results showed that leadership tenure and succession have influenced positively on university goal attainment.

The study has identified differences in goal attainment, leadership tenure and succession across the selected federal universities in southwestern, Nigeria. The results showed that there is a significant difference in goal attainment, leadership tenure and succession.

From the findings of the study, it was established that leadership tenure and succession play important roles in attaining university goals. The study showed that the level of goal attainment was found to be high in terms of research, teaching and community service. However, Goal attainment in the area of research is generally low in OAU.

The present study has established a model that shows the interconnection of the independent variables (time frame, leadership styles and leadership experience, transition planning, succession planning and university culture) with the dependent variable (goal attainment: teaching, research and community service). The model suggests that if leadership tenure and leadership succession factors are put in place by university management, it may enhance the attainment of the university's goal.

Students' assessment of teaching could be adopted with a research publications checklist as a means of evaluating academic staff for goal attainment in federal universities.

It has provided empirical knowledge on the usefulness of leadership tenure and succession to goal attainment which could serve as a guide for administrators of universities, university management and policymakers to attain federal universities goals.

Empirical facts and data generated from the study could serve as an existing literature review by other Doctorate students who may wish to conduct a study on any of the variables used in the study.

Furthermore, the instruments used by the researcher for the collection of data have contributed to available instruments that can be adapted as templates for further study in this field. Likewise, the conceptual and theoretical models developed for the study can also be used by other researchers.

6.6 Limitations to the study

Certain problems were encountered during the period of carrying out this research work by the researcher which could serve as a caution for further research.

Firstly, most academic leaders such as HoDs and deans of faculties were very unwilling to grant an interview because of their busy schedules. In addition, most of these staff equally said that they cannot assess their teaching effectiveness themselves because the element of being biased may be there.

Secondly, some universities were writing their first semester examinations and academic staff were invigilating while students were busy with their exams which made it a bit difficult to access them in their offices and lecture rooms. Some of the academic staff were reluctant to fill out the instruments, especially the checklist used to measure their research publications.

Thirdly, the geographical scope of this study was restricted to Southwestern Nigeria. This is basically because of the current security state, especially in the Northern part of Nigeria.

Likewise, the institutional scope also was limited to six federal universities. However, three federal universities were purposively selected for this study. The findings of the sampled federal universities can be generalised to a large extent in other geo-political zones in Nigeria because federal universities are similar in characteristics to one another.

Additionally, only two independent variables with six indicators and three indicators of the dependent variable were considered in this study. This does not mean that the indicators of independent variables were not more than those considered. Other indicators not considered could serve as independent variables for further research on goal attainment in the study.

Finally, the attitudes of the academic staff and academic leaders especially female staff and Deans who were reluctant to make available necessary information to the researcher was also part of the limitation of this study.

6.7 Suggestions for further studies

The following areas are suggested for further research.

1. This study was limited to the southwestern region of Nigeria. There is a need for a replication of this study in the southeastern of the country to see if their findings will corroborate or negate the findings.
2. A comparative analysis of the goal attainment of federal, state and private universities in Nigeria could be conducted since the study covered federal universities.
3. The study could be replicated among the non-teaching staff of federal universities either in southwestern or any other geo-political zone in Nigeria.
4. More so, the influence of succession management and organisational culture on goal attainment is another area of research can be carried out. It is hoped that any of the variables (succession management and organisational culture) could contribute to goal attainment.

5. Furthermore, this type of research should equally be ongoing, repeated from time to time, to see whether the Nigerian federal universities will be ranked best in terms of their publications in the world ranking.

6. Finally, since KII interviewed HoDs and deans of federal universities selected for the study, it is suggested that more academic leaders especially vice chancellors, deputy vice chancellors, directors and deans of students' affairs should be interviewed to see if their views or submissions will be against the findings of the study in the future.

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UNIVERSITY OF IBADAN, IBADAN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
LETTER OF INTRODUCTION

Dear Sir/Ma,

This questionnaire is designed to collect information for a research titled: **Leadership Tenure, Succession and Goal Attainment in Federal Universities in Southwestern Nigeria.**

The questionnaire is essentially for research purposes, hence your participation and contributions to the success of this study will be greatly appreciated. Your responses will be sincerely treated with utmost confidentiality.

Thank you for your kind assistance and cooperation,

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Appendix 1
UNIVERSITY OF IBADAN, IBADAN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
GOAL ATTAINMENT QUESTIONNAIRE (GAQ)

Section A: Personal Information of Respondents

Instructions: please tick the appropriate box applicable to you

1. Name of University:
2. Faculty:
3. Department:
4. Sex: Male () Female ()
5. Age: less than 30 years (), 30- 40 years (), 41-50 years (), 51- 60 years (), Above 61 years ()
6. Rank: Graduate Assistant (), Assistant Lecturer (), Lecturer II (), Lecturer I (), Senior Lecturer (), Associate Professor (), Professor ()
7. Previous Positions: Course Adviser (), Programme coordinator (), Sub-Dean (), Acting HOD (), HOD (), Acting Director (), Director (), Acting Dean (), Dean (), Deputy Provost (), Provost (), Deputy Vice- chancellor (), Vice-chancellor ()
8. Current Positions: Course Adviser () Programme coordinator () Sub-Dean () Acting HOD () HOD () Acting Director () Director () Acting Dean () Dean () Deputy Provost () Provost () Deputy Vice- chancellor () Vice-chancellor ()
9. Years of Experience in Academic: less than 10 years (), 10- 20 years (), 21- 30 years (), 31-40 years (), 41 years and Above ()
10. Please tick (√) against most commonly used leadership style by your current/ present academic leaders in the university

Academic Leaders	Democratic style	Autocratic Style	Laissez-Faire	Others Specify
Director				
Head of Department				
Dean				

Section B: Goal Attainment Scale (GAS)

Instructions: Kindly indicate among these factors the extent to which university's goals are attained. Using the modified Liker-type scale below, indicate how accurately the following statements are applicable to you. Please tick {√}.

VH- Very High (5); H- High (4); M- Moderate (3); L- Low (2); VL-Very Low (1)

S/N	ITEMS	VH	H	M	L	VL
Research						
1	Publishing locally					
2	Publishing internationally					
3	Producing occasional paper					
4	Publishing in conference proceedings internationally					
5	Publishing in conference proceedings locally					
6	Writing journal article					
7	Writing technical report					
8	Writing chapter in book					
9	Authoring scientific peer-reviewed bulletin					
Community Service						
1	Organising public lectures for the host community					
2	Offering training, sensitization and mobilization services					
3	Making financial contributions to the community					
4	Promoting civic duties of the community					
5	Participation in community improvement programmes					
6	Participation in community events					
7	Involvement with community day					

Publication Checklist

Instruction: Kindly indicate the number of your publications in the last six years by writing in the appropriate space in the table below.

S/N	Type of Publication	Local	International
1	Patent Work		
2	Textbook Published		
3	Chapters in Books		
4	Articles		
5	Conference Papers		
6	Book Review		
7	Co-authored textbooks		
8	Technical reports		
9	Monographs		

Section B: Leadership Tenure Scale

The following are statements concerned with issues relating to leadership tenure and its influence on university goal attainment. Kindly tick number of years of academic officers spends in the office in your institution.

		Time Frame (Yrs.)				
		2	3	4	5	6
	Leadership					
1	Acting Director					
2	Director					
3	Acting Head of Department					
4	Head of Department					
5	Dean					
6	Deputy Vice-Chancellor					
7	Vice-Chancellor					

Kindly rate your experience under the tenure of present HOD and Dean with respect to the following items listed by ticking the key information

E- Excellent (5); VG- Very Good (4); G- Good (3); F- Fair (2); P-Poor (1)

ITEMS		HOD					Dean				
S/ N	Leadership Experience	5	4	3	2	1	5	4	3	2	1
1	Participating of staff in decision making										
2	Freedom of expression										
3	Friendliness with colleagues										
4	Avoidance of verbal bullying										
5	Prudency in financial matters										
6	Openness to criticisms										
7	Fairness to all subjects										
8	Effective use of committee system										
9	Effectiveness of Administration										
10	Personal career progression										

Kindly use the four point scale below to rate the statement that is close to your experience under the leadership of your current / present HOD and Dean, by ticking {√} the information key:

VT-Very True (4) T-True (3) LT-Less True (2) NT-Not True (1)

ITEMS		HOD				Dean			
S/N	Leadership Style	4	3	2	1	4	3	2	1
1	Motivating staff to achieve quality research								
2	Encouraging staff to participate in conference								
3	Providing fertile ground for research creativity								
4	Consulting lecturers in decision making								
5	Delegating responsibilities to lecturers								
6	Giving no room for consultative decision								
7	Allowing academic freedom								
8	Taking decision personally								
9	Imposed personal decisions on lecturers								
10	Provision of direction to source research grant								
11	Taking passive stance on the problems of teaching								
12	Requesting for suggestions but never utilising them								

Section C: Leadership Succession Scale

Instruction: The following are statements that concern issues relating to measures of leadership succession and its influence on university goal attainment. Kindly use the five points scale below to rate your experience with university by ticking () the following key:

E- Excellent (5), VG- Very Good (4), G- Good (3), F- Fair (2), P-Poor (1)

ITEMS		E	VG	G	F	P
S/N	Succession Plan					
1	Objectively identify successors to fill key academic positions					
2	Developing junior colleagues for leadership role					
3	Holding academic leaders accountable for junior ones					
4	Mentoring junior colleagues for quality research					
5	Creating time for mentoring junior academic					
6	Mentoring others for quality teaching					
7	Building research culture through mentoring					
8	Undergoing joint research with mentee					
9	Assisting grant proposal writing to mentee					
	Instruction: Please tick the appropriate box on each of the statements: Strongly-SA, Agree, Undecided-U, Disagree-D Strongly Disagree					
	Transition planning	SA	A	U	D	SD
1	The leadership transition periods are normally short					
2	Making plan for leadership transition					
3	Transition committee works in line with the missions and vision of the university					
4	Transition committee identify potential successor					
5	Transition committee search for new leader outside the university					
6	Practicing succession policy is a mean of attaining university vision					
7	Smoothness of transfer of leadership responsibility					
8	Appointment of academic leader is on the basis of merit					
9	There is succession practice					
10	Equipping teaching staff with the best practice					

	University Culture	SA	A	U	D	SD
1	Standard culture for accommodating successor from outside the university					
2	Fostering unity amidst academic leaders					
3	Improving quality of research					
4	Fostering good concern for the personal problems of the academic					
5	Hiring academic leader from outside					
6	Fostering good relationship among community					
7	Encouraging practice of grooming academic talent					

Thank you for your time and attention!

Appendix II
UNIVERSITY OF IBADAN, IBADAN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
STUDENTS' ASSESMENT ON TEACHING QUESTIONNAIRE (SATQ)
(Students Only)

Dear Respondent,

This instrument is concerned with teaching assessment of academic staff. Kindly respond to the items as honestly as possible. No personal name is required as all responses shall be treated confidentially. Your sincere response would be highly appreciated.

Thanks for your anticipated co-operation.

Yours faithfully,

A. A. OYEDEJI

Section A: Demographic Information

Instructions: please tick the appropriate box applicable to you

1. Sex: Male () Female ()
2. Level: 200 Level () 300 Level () 400 Level () 500 Level ()
3. Age : less than 16 years () 16-20 years () 21-25 years () 26-30 years ()
above 30 years ()
4. Faculty: Education() Arts and Humanities () Science () Agriculture ()
Technology () Social Science () Law ()

Section B: Kindly use the five points scale below to rate the statement that is close to your experience during the period of receiving lecture by ticking () the following key:

E- Excellent (5), VG- Very Good (4), G- Good (3), F- Fair (2), P-Poor (1)

S/N	Assess your lecturer with the respect to items below	E	VG	G	F	P
1	Level of confidence					
2	Providing help to students					
3	Clarifies difficult ideas in class					
4	Openness to students					

5	Mastery of content					
6	Fairness in dealing with students					
7	Regularity of assignments					
8	Attentiveness to students' comments					
9	Clarity of expressions					
10	Timely completion of course outline					
11	Punctuality in class					
12	Willingness to correct misconception					
13	Maintenance of professional image					
14	Respectfulness					
15	Using societal illustrations					
16	Lecturer's questions					
17	Activeness and demonstrativeness					
18	Clarity of course objectives					
19	Appropriateness of instructional approaches					
20	Joking and creativity					
21	Providing feedback on assignment					

Thank you for your time and attention!

Appendix III
UNIVERSITY OF IBADAN, IBADAN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
Key Informant Interview (*Complement the quantitative data*)

1. How would you rate the level of goal attainment in your institution? Low () High ()
2. What has negatively affected your research and teaching as an academic staff over the years?
3. What has positively influenced your teaching as an academic staff over the years?
4. Do you render service to the university community? If yes, what kind of service do you render?
5. What do you think can make your university to be ranked among the best in Africa?
6. What have you experienced since you assumed the position of the HOD or the Dean of the Faculty?
7. What strategies do you use to fill up key leadership positions in your university?
8. How do you develop your staff for leadership position?
9. Does your university management prefer insider applicants to outsiders to fill key vacant academic positions?
10. How transparent is the vacant position of academic leaders (HOD and Dean)?
11. What are the criteria for filling leadership position in your faculty?
12. In your own opinion, what are the factors that contribute to the attainment of your university's goal within the stipulated period? Please list them in order of importance.
13. In your own opinion, what type of leadership styles do you think can make your university attain its goal?
14. Do you have anyone in mind to take over your position when you leave the office?
15. How many years do you think an academic leader should spend in an office in order to attain the set goals?
16. In relation to the realization of the university goals, how do you rate your Vice Chancellor?

17. What do you think should be done to maintain goal attainment in federal universities?

Thank you for your time and attention!