

**ISSN: 0976-3376****Asian Journal of Science and Technology**
Vol. 14, Issue, 07, pp. 12580-12585, July, 2023**RESEARCH ARTICLE****LEADERSHIP FACTORS AND INSTITUTIONAL GOAL ATTAINMENT IN FEDERAL UNIVERSITIES IN SOUTHWESTERN, NIGERIA*****Dr Olayemi J. ABIODUN-OYEBANJI**

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10th May, 2023Accepted 29th June 2023Published online 30th July, 2023**Keywords:**Institutional Goal Attainment,
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The Commitment to effective teaching appears to be low in many of Nigerian Federal Universities (NFUs). That is why NFUs are being ranked lowly among their counterpart in the world. Previous studies show that the role of managerial leadership, quality of work-life of academic as the constraints to Institutional Goal Attainment (IGA) without considering Leadership Factors (LFs)- Leadership Time Frame (LTF), Leadership Styles (LSSs), Leadership Experience (LE). This paper therefore investigated the influence of LFs on IGA in federal universities in southwestern Nigeria. The paper adopted descriptive survey research design. The population of this study comprised 7,598 Academics Staff (AS) of the six federal universities in southwestern Nigeria. Sample size for this paper was 633 AS and 1266 students. Purposive sampling technique was used to select three federal universities (UI-1,484, OAU-1,380 and UNILAG-1355) being first generation universities. Proportionate to size sampling technique was employed to sample 15% academic staff from each university selected for the study (UI- 223, OAU-207 and UNILAG-203). Simple random sampling technique was used to select two (2) students who have received lectures under the sampled academic staff. The instruments used are self-developed Leadership Factors Questionnaire (LFOQ) and Students 'Assessment of Teaching Questionnaire (SATQ). The reliability coefficient of 0.86 and 0.95 were obtained through Cronbach's Alpha method respectively. Research questions were analysed using frequency counts, simple percentages, mean and standard deviation while research hypotheses were tested with Pearson's Product Moment Correlation and multiple regression. The result showed that the status of IGA was high. Democratic leadership style is the most commonly leadership style adopted by academic leaders. The finding of the study indicated that a very weak negative significant relationship among LTF ($r = -0.12$), LSSs($r = 0.145$), LE($r = 0.156$) and IGA. The result also revealed that LE ($\beta = 0.18$) was found to have significantly contributed to IGA in NFUs. The result equally indicated that LFs (LTF, LE and LSSs) jointly and significantly contributed to IGA ($F_{(3, 1278)} = 10.697$; Adj. $R^2=0.022$), accounting for 2.2% of its variance. The IGA in the area of quality teaching should be sustained by the university leaders. Democratic style of leadership should be sustained. The paper also recommended that highly experienced academic leaders should be maintained whenever a position of heads of departments, directors and deans of faculties is vacant.

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INTRODUCTION

The main focus of every institution is to attain the set goals which will serve the basic driver toward making it a world class institution for academic excellence. Higher Education Institutions (HEIs) have three main global objectives. These objectives are teaching, research and community service usually referred to as Institutional Goal Attainment (IGA) in this paper. The IGA is expected to be in line with the Federal Ministry of Education (FME, 2014, p.26) which focuses on the ultimate goals of Nigerian Universities as thus: teaching, research and community service. Each institution is expected to articulate for its vision and mission statements that will serve as cache and motivating influence as well as driving force in the actualization of its goals. The HEIs appears to be experiencing low level of quality teaching, research and community service in recent time. Tagoe (2012) and Francis (2015) affirmed that there are growing concerns over the poor teaching and research productivity in Nigerian institutions.

The IGA is germane as far as the Nigerian universities' achievement is concerned. Mamedu and Ahiakwo (2016) and Mamedu (2016) in separate studies on quality of work life and university goal attainment found out 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. However, this study will use teaching as indicator for IGA while research publication and community services seem to be highly controversial and difficult to measure in Nigerian universities. Observation from classroom teaching reveals that members of academic staff of the Nigerian universities appear not to be committed to the institutional goal because the usual penchant for teaching appears to be no longer experienced especially where lecturers have to embark on other non-academic activities to meet their economic demands. Students also engage in protest for their rights leading to the closure of university and disruption of teaching activities of the university. The lecturers on the other hand often embark on indefinite strike which equally

disrupts the teaching activities of the institutions. Hill, Lomas and MacGregor (2003) investigated students' perception of quality education and 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 lesson period and also admired lecturers who helped them to learn in the classroom. It appears that the institutional goals cannot be attained without leadership factors. Leadership factors is regarded as an important variable of institutional goal attainment which comprises personal, leadership style, educational, and professional experiences that increase leader's value at work and his or her career success (Nafukho, Hairston and Brooks, 2004). It is embedded in the length of years used by academic staff in the university before rising to administrative position (Neda and Jegak, 2011). To this end, leadership tenure is assumed to include time frame of leadership in the office, leadership style and leadership experience which are considered to be focused in this paper. Time frame of leadership in the office plays important role in attaining institutional goal. It is believed that academic staff who remain in the university for longer time period obtain more competency of their job, and therefore, perform at higher level than staff with less time. In the universities system, there are key administrative positions such as the Vice-Chancellorship position, Deputy Vice-Chancellorship position, Deanship position, Heads of Department/ Units and Directors of various units of operations of the university. Each of these identified positions in the statute of the universities play different roles significantly for the smooth operations of the system and for the actualization of the universitygoal attainment (Ogunrukum, 2012).

However, the institutional goals cannot be attained without appropriate leadership style. At any level of education, leadership remains a critical resource in achieving university goal. Leaders could not only influence behaviour but also motivate the followers for effective teaching, community service delivery and quality research. Brown (2007) identifies primary leadership styles, many of which may be found in most universities around the world. These styles are dictatorial, authoritative, consultative, and participative. Each of the leadership styles has short and long-term effects on university goal attainment. For instance, the authoritative style may produce great results in a short time. However, a participative leadership style will be unproductive in the short-term. The longer the participative leadership style of leading, the more productive a university can become. Al-Khasawneh, and Futa (2013) conducted study on three leadership styles (democratic, laissez-Faire and autocratic) on modifying student's behaviour in Jordanian universities. They confirmed that democratic style had an impact on modifying students' behaviour. Likewise, Yacoub and Abdel-Aziz (2016) submitted that there were no leadership styles that can suite industries and organisations, even can fit for one organisation, because style of leadership depends on context, culture, leader and followers. Eze (2012) found that there was a significant relationship between managers' leadership styles and the employees' productivity. These researchers focused on leadership styles without considering institutional goal attainment in their studies. It is hoped that this current study will establish most leadership styles exhibited by academic leaders and relationship between leadership styles and institutional goal attainment in federal universities in southwestern, Nigeria.

Another indicator of leadership factors is leadership experience which seems to influence institutional goal attainment. Shepherd, Zacharakis and Baron (2003) suggested that leaders which have gained more experience by executing different activities usually acquirea significant advantage over those that do not possess much experience. More experienced leaders take better decisions by being able to better distinguish key dimensions from irrelevant aspects of the situation. Previous research suggested that the higher the level of experience of the leader interms of skills, aptitudes, and competences; the better decisions he or she would make when confronting challenging situations (Jose, 2009). It appears as if more experienced academic

leaders would make decisions that will contribute to university goal attainment, while the less experienced academic leaders may not likely make decisions that would have influence on goal attainment of the university. 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 university goal is to be attained. Huang and Moon (2009) opined that total years of teaching experience are significantly contributed to goal institutional attainment. However, Nusbuga (2009) claimed that experience and education re-shape leadership attitudes. Olawuyi (2017) observed that organisational culture had a significant correlation with increased productivity. David (2014) carried out study on organisational leader selection: the impact of tenure, job level experience, and being an insider on effectiveness in Asbury University. The study confirmed that top leadership experience is significantly predicted of leadership effectiveness. Previous studies(Eze, 2012; Al-Khasawneh, and Futa, 2013;Mamedu, 2016;Mamedu and Ahiakwo, 2016 and Olawuyi, 2017) have been carried out on institutional goal attainment, most of these studies focused on organisational culture, academic staff perception of quality of work life, quality of work-life of academic staff, the role of managerial leadership and leadership styles. These studies appear not to have considered leadership factors and institutional goal attainment. This paper therefore investigated influence of leadership factors on institutional goal attainment in federal universities in southwestern.

Institutional goal attainment in federal universities in Nigeria is concerned with effective and quality delivery teaching. Commitment and dedication to effective teaching appear to be low in many of federal universities in Nigeria. That is why, Nigerian federal universities are being ranked lowly among their counterpart in the world. There is growing assumption that low teaching and research could attributed to time limit of academic leaders, inappropriate leadership styles and inexperience of academic leaders. However, studieshave been carried out on institutional goal attainment, most of these studies focused on organisational culture, academic staff perception of quality of work life, quality of work-life of academic staff, the role of managerial leadership and leadership styles. These studies seem not to have focused on leadership factors and institutional goal attainment. This paper therefore investigated influence of leadership factors on institutional goal attainment in federal universities in southwestern.

Objective of the Study: The main objective of this study was to investigate the influence of leadership on institutional goal attainment in federal universities in southwestern Nigeria. Specifically, the study investigated the status of institutional goal attainment, examined the magnitude and direction of relationship between leadership factors (leadership time frame, leadership styles and leadership experience) and institutional goal attainment in federal universities, and joint and relative contribution of leadership factors to institutional goal attainment in Southwestern Nigeria.

Research Question

The following research question was raised and answered;

- What is the status of institutional goal attainment in federal university in southwestern Nigeria?

Hypotheses

The following hypotheses were formulated and tested

H₀₁: there is no relationship among leadership time frame, styles and experience) and institutional goal attainment in federal university in southwestern, Nigeria

H₀₂: There is no relative contributions of leadership factors (leadership time frame, leadership style and leadership experience) to

institutional goal attainment in federal universities in Southwestern Nigeria

H₀₃: There is no joint contribution of leadership factors (leadership style, leadership experience) to institutional goal attainment in federal universities in Southwestern Nigeria

MATERIALS AND METHODS

The paper adopted descriptive survey research design. The design was used by the researcher to obtain relevant data on the influence of leadership factors on federal universities' goal attainment in southwestern Nigeria. The population of this paper comprises 7,598 academic staff including Deans of faculties, Heads of Departments and directors of the seven federal universities in southwestern Nigeria. A tabular analysis of the population is presented in Table 1 showing federal universities in southwestern Nigeria.

These universities were chosen because of its status as a first generation universities in southwestern, Nigeria. At stage two, proportionate to size sampling technique was employed to sample 15% academic staff from each university selected for the study (UI- 223, OAU-207 and UNILAG-203). At the stage three, simple random sampling technique was used to select two (2) students who have received lectures under the sampled academic staff. The students were involved because the lecturers cannot access their teaching effectiveness. The study's participants were 633 academic staff and 1266 students. All these made overall respondents of 1899. The instruments used for the study are self-developed Leadership Factors Questionnaire (LFQ) and Students 'Assessment of Teaching Questionnaire (SATQ). The researcher used LFQ to obtain information on leadership time frame, styles and experience from the academic staff who are not heads of department, directors and deans of faculties in each university selected for the study. The LFQ had three subscales and centred on leadership time frame with 7 items, leadership style with 12 items on HODs, Deans and Directors while leadership experience with 10 items on HODs, Dean and Directors.

Table 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 (UI)	1,484	13	84
2	Federal University Oye-Ekiti (FUOYE)	410	7	48
3	Obafemi Awolowo University(OAU)	1,380	13	82
4	Federal University of Technology, Akure(FUTA)	800	7	38
5	University of Lagos, Akoka, Lagos(UNILAG)	1355	9	46
6	Federal University of Agriculture, Abeokuta(FUNAB)	605	10	46
7	National Open University, Lagos(NOUN)	420	8	
	Total	6,454	67	344

Source: Establishment/ Human Resource Departments of the various Universities, 2023

Table 2. Status of Institutional Goal Attainment in Terms of Teaching as Perceived by the Students

S/N	Statements	Excellent	Very Good	Good	Fair	Poor	MEAN (\bar{X})	Std D
1	Level of confidence	305 (36.1)	328 (38.9)	147 (17.4)	28 (3.3)	8 (0.9)	4.10	.88
2	Providing help to students	108 (12.8)	289 (34.2)	300 (35.5)	96 (11.4)	20 (2.4)	3.45	.95
3	Explains difficult concepts in the class	145 (17.2)	261 (30.9)	270 (32.0)	107 (12.7)	33 (3.9)	3.46	1.03
4	Friendliness with students	157 (18.6)	273 (32.3)	262 (31.0)	94 (11.1)	26 (3.1)	3.54	1.03
5	Mastery of content	187 (22.2)	306 (36.3)	242 (28.7)	66 (7.8)	5 (0.6)	3.75	.92
6	Fairness in dealing with students	135 (16.0)	284 (33.6)	271 (32.1)	98 (11.6)	20 (2.4)	3.51	.99
7	Regularity of assignment	154 (18.2)	284 (33.6)	258 (30.6)	94 (11.1)	96 (11.4)	3.57	1.00
8	Attentiveness to students' comments	136 (16.1)	307 (36.4)	247 (29.3)	89 (10.5)	29 (3.4)	3.53	1.01
9	Clarity of expression	146 (17.3)	282 (33.4)	271 (32.1)	95 (11.3)	9 (1.1)	3.57	.97
10	Timely completion of course outline	162 (19.2)	277 (32.8)	271 (32.1)	80 (9.5)	22 (2.6)	3.59	1.00
11	Willingness to correct misconception	162 (19.2)	303 (35.9)	247 (29.3)	88 (10.4)	12 (1.4)	3.63	.97
12	Maintenance of professional image	224 (26.5)	314 (37.2)	218 (25.8)	47 (5.6)	8 (0.9)	3.86	.92
13	Using societal illustration	161 (19.1)	296 (35.1)	262 (31.0)	79 (9.4)	13 (1.5)	3.63	.96
14	Lecturer asks questions	163 (19.3)	287 (34.0)	261 (30.9)	81 (9.6)	16 (1.9)	3.62	.98
15	Activeness and demonstrative	195 (23.1)	304 (36.0)	243 (28.8)	58 (6.9)	11 (1.3)	3.76	.94
16	Appropriateness of instructional approaches	151 (17.9)	265 (31.4)	280 (33.2)	94 (11.1)	20 (2.4)	3.53	1.00
	Weighted Average	3.63 (72.6)						

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.

Sample size for this paper was 633 academic staff and 1266 students. Multistage sampling procedure was employed for this study. At stage one, purposive sampling technique was used to select three federal universities (UI-1,484, OAU-1,380 and UNILAG-1355).

The items on leadership time frame were rated from 2 to 6 years, leadership experience was measured on 5-point Likert-type scale, rated as follows: E- Excellent (5), VG- Very Good (4), G- Good (3),

F- Fair (2) and P-Poor (1) while items on leadership style were rated on 4-point Likert-type scale rated as follows: VT-Very True (4), T-True (3), LT-Less True(2) and NT-Not True (1).The SATQ was administered to the students of the academic staff sampled. The purpose of this instrument was to assess the teaching effectiveness of the academic staff. It had 16 items rated on a five point Likert of E-Excellent (5); VG- Very Good (4); G- Good (3); F- Fair (2); P-Poor (1). To establish the reliability coefficient of the instruments, 20 copies of each of the questionnaires was administered to the academic staff and students of the Federal University of Agriculture, Abeokuta. The respondents were outside the main sample for the study but they have similar characteristics with those selected as sample frame for the study. The reliability coefficient of leadership style was 0.86 and this was obtained through Cronbach's Alpha method of testing reliability. The SATQ and other sub-scales of LTF are psychometric data. All research questions were answered using frequency counts, simple percentages, mean and standard deviation while research hypotheses tested with Pearson's Product Moment Correlation and multiple regression.

RESULTS

Research Question 1: What is the status of institutional goal attainment in federal university in southwestern Nigeria?

Table 2 presents the result of 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 except item 2, 3 and 6 that had frequency of 300, 261 and 265.

Table 3. Correlation Matrix of Leadership Factors and Institutional Goal Attainment (IGA)

Variables	Goal Attainment	Leadership Time Frame	Leadership Styles	Leadership Experience
IGA	1.00			
Time Frame	-0.124** 0.000	1.00		
Leadership Styles	-0.145** 0.000	0.850** 0.000	1.00	
Leadership Experience	-0.156** 0.000	0.823** 0.000	0.940** 0.000	1.00
Mean	67.02	2.52	17.59	19.08
STD.D	24.33	4.41	28.24	31.23

*=level of significance is less than 0.05.

Table 5. Composite Multiple Regression of Leadership Factors in Predicting IGA

REGRESSION	ANOVA ^a						
	Model		Sum of Squares	Df	Mean Square	F	Sig.
R = .157	Regression	18572.190	3	6190.730	10.697	.000	
R Square =.025	Residual	737882.465	1275	578.731			
Adjusted R Square=.022	Total	756454.655	1278				

a. Dependent Variable: Goal Attainment

b. Predictors: (Constant), Leadership Time Frame, Leadership Styles and Leadership Experience

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 value of the sixteen items on the table were accepted as rated above cut off point of 3.0 while the weighted average score is 3.63 which can be rated as 72.6%. This shows that academic staff were rated as being very good by their students as far as the status of institutional goal attainment in term of

teaching is concerned. This is an indication that the status of institutional goal attainment was high.

Hypothesis 1: there is no relationship among leadership time frame, styles, experience and institutional goal attainment in federal university in southwestern, Nigeria

Decision is taken based on Evans (1996) suggestion for the absolute valuer which is 0.00-0.19 "very weak positive", 0.20-0.39 "weak positive", 0.40-0.59 "moderate positive", 0.60-0.79 "strong positive" and 0.80-1.0 "very strong positive" and level of significance is less than 0.05. Table 3 shows the correlation matrix of leadership factors (leadership time frame, leadership styles and leadership experience) and institutional goal attainment. Analysis revealed that leadership time frame, leadership styles and leadership experience have very weak negative significant relationship with goal attainment ($r = -0.12$; -0.15 ; -0.16 ; $P < .05$). However, the study revealed that leadership styles have weak positive relationship with leadership time frame($r = 0.85$; $P < .05$), There was very weak positive relationship between leadership experience and leadership time frame($r = 0.82$; $P < .05$). However, a strong positive relationship was found between leadership experience and leadership styles ($r = 0.94$; $P < .05$). culture had a significant correlation with increased productivity.

Hypothesis 2: There is no joint contribution of leadership factors (leadership time frame, leadership style and leadership experience) to institutional goal attainment in federal universities in Southwestern Nigeria. Table 5 indicates that there is a joint contribution between the independent variables (leadershiptime frame, leadership style and leadership experience) and the dependent variable (Institutional Goal Attainment) ($R = .157$).

This was because leadership factors accounted for 2.2% of the total variance in the institutional goal attainment in federal universities in Nigeria (Adjusted $R^2 = 0.022$). This contribution is shown to be significant ($F_{(3, 1278)} = 10.697$; $p<0.05$), therefore the hypothesis is rejected. This implies that leadership factors equally, jointly and significantly contributed to institutional goal attainment in federal universities. The result of the study aligns with that of Eze (2012) who studied the role of managerial leadership in corporate goal attainment in Dangote Flour Mills Plc. Calabar and came out with findings that revealed a strong relationship among role of managerial leadership, motivation and company goal attainment. The study equally revealed significant relationship between the leadership styles of managers and productivity of employees.

Hypothesis 3:There is no relative contributions of leadership factors (leadership time frame, leadership style and leadership experience) to

institutional goal attainment in federal universities in Southwestern Nigeria. Table 6 shows relative contributions of leadership factors (leadership time frame, leadership styles and leadership experience) to institutional goal attainment in federal universities. Only one out of the three factors was shown to have significant contribution ($p < 0.05$). Leadership experience has the highest contribution ($\beta = 0.175$; $t = 2.138$; $p < 0.05$). However, other factors like leadership time frame ($\beta = 0.014$; $t = .260$; $p > 0.05$) and leadership styles ($\beta = .007$; $t = .084$; $p > 0.05$) do not have significant and relative contribution to goal attainment when leadership factors are considered together.

Table 6. Multiple Regression of Leadership Tenure Factors in Predicting IGA

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	69.310	.796		87.126	.000
Leadership Time Frame	.076	.292	.014	.260	.795
Leadership Styles	.006	.076	.007	.084	.933
Leadership Experience	-.136	.064	-.175	-2.138	.033

Dependent Variable: IGA

DISCUSSION

Result in Table 2 presents the result of goal attainment in term of teaching by academic staff as perceived by the students of sampled federal universities in southwestern, Nigeria. This shows that academic staff were rated as being very good by their students as far as the status of institutional goal attainment in term of teaching is concerned. This is an indication that the status of institutional goal attainment was high. This supports the study by Hill, Lomas and MacGregor (2003) which investigated perceptive 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 interesting to talk to learners. These learners also appreciated 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 finding of this study is similar to the work of Stamp (2005) that most universities in South Africa are strongly committed to excellence in teaching as a means of ensuring university goal attainment. The finding of this study is similar to results of Mamedu and Ahiakwo (2016) and Mamedu (2016) in separate studies on quality of work life and university goal attainment found out 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. However, the result was contrary to submission of Tagoe (2012) and Francis(2015)who observed that teaching and research of academic staff are poor in Nigerian institutions.

Result in table 3 shows the correlation matrix of leadership factors (leadership time frame, leadership styles and leadership experience) and institutional goal attainment. The positive relationship here shows that increase in leadership timeframe, leadership experience and leadership style brought about institutional goal attainment in federal universities. This result also implies that there is linear positive relationship among leadership time frame, leadership styles and leadership experience and this existing positive relationship among these variables contributes to institutional goal attainment. However, the negative relationship between leadership factors (time frame, leadership styles and leadership experience) and institutional goal attainment indicates that the existing time frame, leadership styles and leadership experience did not enhance institutional goal attainment. The findings on magnitude and direction of relationship between variables of this study is consistent with that of Olawuyi (2017) who found that organisational culture had a significant correlation with increased productivity. Furthermore, table 5 indicates that there is a joint contribution between the independent variables (leadership time frame, leadership style and leadership experience) and the dependent variable (Institutional Goal Attainment) ($R = .157$). This implies that leadership factors equally, jointly and significantly contributed to institutional goal attainment in federal universities.

The result of the study aligns with that of Eze (2012) who studied the role of managerial leadership in corporate goal attainment in Dangote Flour Mills Plc. Calabar and came out with findings that revealed a strong relationship among role of managerial leadership, motivation and company goal attainment. The study equally revealed significant relationship between the leadership styles of managers and productivity of employees. Table 6 shows relative contributions of leadership factors (leadership time frame, leadership styles and leadership experience) to institutional goal attainment in federal universities.

Table 6. Multiple Regression of Leadership Tenure Factors in Predicting IGA

It can be inferred then that leadership experience was found to have significantly contributed to institutional goal attainment in Nigerian federal universities, and only the potential contributor. The result of this study is in consonance with the submission of David (2014) that leadership experience significantly predicted leadership effectiveness.

CONCLUSIONS

Based on the findings of the paper, the following conclusions were drawn. The status of institutional goal attainment was high. The study also concluded that leadership experience contributed to institutional goal attainment. The paper likewise concluded that increase in leadership timeframe, more experience academic leaders and leadership style lead to institutional goal attainment in federal universities.

Recommendations

Institutional goal attainment in the area of quality teaching should be sustained by the university leaders and ensure that Nigerian federal universities keep up their existing glory. The paper also recommended that highly experienced academic leaders are maintained whenever a position of heads of departments, directors and deans of faculties is vacant. Past performance and good recommendation should also be considered as appointing or electing criteria in order to improve institutional goal attainment in Nigerian federal universities.

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