



## **Assessment of Good Leadership as a Determinant of Adequate Funding of Tertiary Institution in Nigeria**

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**ABSTRACT:** *The main target of this study was to assess good leadership as a determinant of adequate funding of tertiary institution in Nigeria. Descriptive survey design was adopted for the study. The study was conducted in Nigeria. The target population for the study consisted of lecturers in tertiary institution. Stratified sampling technique was used in selecting 180 respondents. For this to be achieved, 3 states were randomly selected. From each of the state 60 lecturers for Akwa Ibom State, Abia State and Cross Rivers State were randomly selected and used for the study. The instrument used in this study for data collection was a questionnaire titled " Good Leadership and Adequate Funding Questionnaire (GLAFQ)". Face and content validation of the instrument was carried out by an expert in testing, measurement, and evaluation to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.80, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as percentage analysis. The test for significance was done at 0.05 alpha levels. In contrast, Good leadership is a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common and ethical task. A good leader can "communicate appropriately and motivate others significantly" to further the mission. The results proved that the extent of good leadership exhibited by leaders in the Nigerian tertiary institution is good. It also proved that the type of leadership behavior exhibited by the leaders in the Nigerian tertiary institution is the democratic leadership style. The also showed that adequate funding is not provided in the Nigerian tertiary institution. Finally, the findings proved that there is significant influence of good leadership on adequate funding in the Nigerian tertiary institution. The study concluded that the university is the zenith of an educational system where high-level manpower is trained for the socio-economic and political growth of the nation. The training of teachers, civil servants, engineers, humanists, entrepreneurs, scientists, and myriads of other personnel for every market economy is ensured by tertiary education. One of the recommendations made was that Vice Chancellors of universities should be resourceful in seeking alternative sources of funding, while prudence and accountability in university management should be their watchwords.*

**KEYWORDS:** Good Leadership, Tertiary Institution, Adequate Funding and Nigeria



## **Introduction**

The role of leaders in ensuring excellent organisational performance cannot be over-emphasized. Adequate motivation, a suitable work environment, compensation, and efficient communication between the managing board and its subordinates play an important role in promoting this goal. However, academic leadership is the ability to develop leading ideas and the formation of new academic directions and inspire others by being a role model, self-aware and self-reflective, as well as being decisive, visionary, planning ahead and handling finances. Effective leadership styles impact tertiary institutions. That is why effective leadership is seen as a potent source of management development and a sustained competitive advantage for organisational performance improvement. The intent of university education, like other levels of education, remains to train and produce high quality manpower to propel the hub of human, economic, and scientific development through intensive studies and research. Ironically, university education in Nigeria has unfortunately been plagued by poor funding. Educational financing, according to Ogunu (2010), is the provision of money necessary to finance the totality of other resource inputs required in an educational system to achieve its objective maximally. Sufficient financial allocation is required for the provision of facilities and equipment, payment of staff emoluments, and procurement of materials and other needs of educational institutions.

Yearly, huge sums of money are voted for security and defence as opposed to education, a vital area for human resource development. Effective and excellent academic leaders develop and facilitate the achievement of the mission and vision of the university system. They develop organisational values and systems required for sustainable success and implement these via actions and behaviors. (European Foundation for Quality Management, 2003). Because Nigerian higher education institutions do not generate a significant portion of their incomes internally and rely primarily on federal government funding, the perennial revenue shortfall remains a major issue in these institutions. It is also evident that the government alone cannot shoulder the heavy financial burden of higher education. For the university to continue performing its role, there is a need to seek alternative sources of funding for higher education in Nigeria (Ekpoh, Ukpong & Edet, 2009).

## **Statement of the Problem**

In Nigeria's tertiary institutions, the issue of funding has come under serious scrutiny by core stakeholders in the higher education business. There appears to be a loss of faith in the efficacy of universities in promoting academic success, economic growth, and development. The high occurrence of strikes and the syndrome of unemployable university students pose great challenges to university leadership and the government. Some university administrators have often been blamed for the cause of inadequate funding and poor management of the resources allocated to them. Cases of student unrest, academic and non-academic staff disputes with university authorities, and poor learning facilities provisions, etc., have all led to dismay between academic unions and their subordinates, as well as disruption of academic activities in these institutions. It is assumed that if university leadership is pragmatic, innovative, and proactive in its administration, it will stimulate proper funding to universities from both federal and state governments for teaching and learning, research, and community services. These will foster even more creativity, innovation, and the development of self-sufficient, professional, and economic skills capable of turning around a nation's fortunes through the students. It is therefore imperative to investigate if good leadership determines adequate funding for tertiary institutions in Nigeria.



### **Objective of the Study**

1. To assess the extent of good leadership exhibited by leaders in the Nigerian Tertiary Institution
2. To find out the types of leadership behavior exhibited by the leaders in the Nigerian Tertiary Institution
3. To determine the level of funding provided in the Nigerian Tertiary Institution
4. To examine the information of good leadership on adequate funding in the Nigerian tertiary institution

### **Research Questions**

1. What is the extent of good leadership exhibited by leaders in the Nigerian Tertiary Institution?
2. What are the types of leadership behavior exhibited by the leaders in the Nigerian Tertiary Institution?
3. What is the level of funding provided in the Nigerian Tertiary Institution?
4. What is the information of good leadership on adequate funding in the Nigerian tertiary institution?

### **Hypothesis**

There is no significance information of good leadership on adequate funding in the Nigerian tertiary institution

### **Conceptual Review**

#### **Concept of Good Leadership**

Leadership is a process by which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Good leaders develop through a never-ending process of self-study, education, training, and experience. Leadership is also a process whereby an individual influences a group of individuals to achieve a common goal (Northouse 2007). Inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success, is leadership (Zeitchik, 2012). It is a process of social influence that maximises the efforts of others towards the achievement of a goal. While leadership is learned, a leader's skills and knowledge can be influenced by his or her attributes or traits, such as beliefs, values, ethics, and character (Kruse, 2013). Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him or her unique.

Chemers (2002) sees leadership as a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common and ethical task. A good leader can "communicate appropriately and motivate others significantly" to further the mission. A leader is made up of skills, knowledge, and attributes. Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this power does not make you a leader; it simply makes you the boss. Leadership differs in that it makes the followers want to achieve high goals rather than simply boss people around. The basis of good leadership is honourable character and selfless service to your organization. In your employees' eyes, your leadership is everything you do that effects the organization's objectives and their well-being. Respected leaders focus on what they are (beliefs and character), what they know (jobs, tasks, and human nature), and what they do (implementation, motivation, and direction).

According to a study by the Hay Group, a global management consultancy, the important keys to effective leadership (Lamb, McKee, 2004) are:





1. **Trust and confidence** in top leadership were the single most reliable predictor of employee satisfaction in an organization.
2. **Effective communication** by leadership in three critical areas was the key to winning organisational trust and confidence;
  - helping employees understand the organisation's overall business strategy;
  - helping employees understand how they contribute to achieving key business objectives and
  - sharing information with employees on both how the organisation is doing and how an employee's own division is doing-relative to strategic business objectives.

Effective leadership requires insight and self-awareness, organization, ongoing communication and reinforcement, the ability to catalyse a shared future vision, and the successful recruitment of followers motivated to action. Effective leaders do not possess a defined thematic list of personal traits but rather deliver both high performance in addressing organisational task issues and consideration for individuals with concern for interpersonal relations. (Stogdill 2000).

### **Concept of Adequate Funding**

This simply means the availability of suitable financial strength enough to fulfil a need or requirement. Babayi (2005) asserts that funding is defined as the source of money gathered, invested, or received for a particular purpose. According to the Ekpoh et al. (2009), funding is the provision of financial resources in order to meet a need, project, or program. Funding is considered all over the world as the lifeline that propels the educational sector towards achieving its objectives. The level of success recorded by the educational sector has been closely linked with the availability of resources. Among the resources needed for the effective administration of the educational sector, funding has been identified as an indispensable instrument. Fafunwa (2010) argues that Nigeria has money but lacks the ability to use it judiciously. This is because funding serves as the lifeline for the management and administration of most sectors of the economy, including the educational sector. It is based on this fact that UNESCO recommended that 26% of the annual budget of any nation should be set aside for the administration and management of the educational sector. This is because such a funding strategy will assist in providing the basic resources needed for teaching and learning, both in terms of quality and quantity. Over time, an effort has been made by the governments of various countries to ensure improvement in the level of funding made available for the administration of the secondary level of education (Fafunwa, 2010).

Adequate funding unlocks the economic potential of the people; empowers and equips individuals in society to participate in and benefit from their national economy; facilitates economic development; and provides the basis for transformation. An adequate fund is required in every human endeavour to make it succeed. So also, adequate funds are required in education generally, as it is the heart and livewire of the other sectors. Babayi (2005) asserts that funding is defined as the source of money gathered, invested or received for a particular purpose. Without adequate funding of a project, be it educational, healthcare, electricity, transportation, and so on, planning will be of no effect and void. Every effective planner considers the availability of funds for proper implementation. It is common knowledge that obtaining adequate funding to fully implement a plan is a difficult task that will necessitate collaborative efforts, innovative thinking, and a great deal of public support, particularly when it comes to education planning. The educational administrator also has a role to play in making sure that adequate funds are provided for planning to be effectively done and implemented.



Funding has been the bane of education in Nigeria. The education industry in Nigeria has literally been on the floor since the mid-eighties (Hussain, 2022). The regrettable state of progressive decay of the industry is characterised by actual shortage of funds and equipment as well as prolonged and frequent closure of schools as a result of lecturers' strikes and student unrest. Funding is globally acknowledged as the lifeline that thrusts the educational sector towards achieving its objectives. Education funding has been described as the collection and disbursement of funds for public use. Educational policies are not often government-based. It has to do with demand. The fact is that policies cannot take place without conflict, which is the brain child of new educational policies. According to Nwadiani Mon, there is no amount of money that is enough to fund education in Nigeria. He also said that there is no amount of money that is too much to fund education. In his view, there is a rising need to involve cooperative and other private organisations to partake in the funding of education as the task of funding education should be a collective responsibility by all stakeholders. The task of funding tertiary education in Nigeria has become more complex over time as a result of population growth and the government's need to diversify its financing approach for better service delivery, which cannot be overstated (Iyabo, 2017).

### **Types of Good Leadership Style**

Leadership styles depend on how the leader uses power to influence, direct, motivate, and control the followers. There are numerous leadership models and styles available, including authoritarian (autocratic), paternalistic, democratic, laissez-faire, transformational, transactional, servant, situational, shared (participative), distributed, collective, collaborative, adaptive, innovative, entrepreneurial, authentic, and narcissistic styles. A leadership style is simply a description of the extent to which a leader can exhibit the traits of various leadership styles. There are basically three traditional leadership styles: autocratic, democratic, and laissez-faire; modern styles: job-centered, employee-centered, and job-employee-centered leadership; and contingency styles: Fielder's model, path-goal model, and Vroom-Yetton model. It is, however, observed that both the modern and contingency approaches are more descriptive in nature of the situation and relationship between a leader and follower in an organisational setting rather than the character descriptive of traditional styles. That is, they (the traditional styles) describe the personal attitude of a leader in relation to his relationship with followers. The aim of any leadership model or style is to solve the problems that face an organisation and to take suitable decisions to maintain and sustain the organization. Leadership is relationship-oriented when the leader focuses more on the relationships amongst the group (Griffin and Ebert 2010). Each leader develops his or her unique style of leadership to fit the talents, maturity, and abilities of his or her followers (Landis 2011). Leadership development practises are similar across the private, public, and not-for-profit sectors (Pinnington, 2011).

There are six common styles of leadership that apply well in the educational setting. There are:

**Democratic Leadership Style:** The Democratic leadership style is one of the most effective forms of leadership and creates higher productivity, better contributions from group members, and increased group morale (Martindale 2011). The Democratic leadership style is a very open and collegial style of running a team. Democratic leadership is also known as participative leadership, where members of the group take a more participative role in the decision-making process (Ray and Ray 2012).

**Transformational Leadership Style:** Transformational leadership is a leadership approach that causes change in individuals and social systems (Damirch, et al., 2011). Transformational leaders



are described as having high expectations for their followers, which boosts motivation and morale (Johnson, 2015). Transformational leadership is a style of leadership where the leader works with employees to identify the needed change, create a vision to guide the change, and execute the change.

**Servant Leadership Style:** The servant-leader shares power, responsibility, and authority with others and puts the needs of others first, helping them to develop and perform better. Servant leadership is a choice made by the individual to serve rather than occupy a leadership position (Iyer, 2013). Servant leadership is a person's ability to make social relationships by persuasion, develop and serve others as the first priority in the process of achieving an organization's goal. A servant leader has a tendency to prioritise the needs, interests, and aspirations of the people they lead at the top.

**Transactional Leadership Style:** Transactional leadership is a style of leadership in which the leader promotes the compliance of his or her followers through both rewards and punishments. They are more concerned with following existing rules than making changes to the organisation (Malos, 2012). Transactional leadership means leaders lead primarily by using social behaviour exchanges for maximum benefit at low cost.

**Innovative leadership style:** Innovative leadership is made up of the following leadership behaviours:

- ***Transformational Leadership and Quality Management of Ventures:*** Transformational leadership is one of the most popular leadership styles in the changing world (Etudor-Eyo, 2015). This implies that it is an instrument of innovation which university managers must adopt in a demonstration of their commitment to the universities' vision. A transformational approach to leadership shows unique characteristics that are at variance with the traditional approaches to leadership. Its theoretical corporation is reflected in leaders' willingness to sacrificially give up the managerial aura that initiates authoritarian style and behaviour in favour of a friendlier and focused way of leading. Transformational leadership tilts towards high productivity and performance with good conflict resolution skills. In transformational leadership behaviour, the leader engages with others in such a way that the leader and the followers raise one another to higher levels of motivation and morality (Geijssel, Slegers, Leithwood, and Jantiz, 2003). The source remarked that transformational leadership has four specific dimensions. These are idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Intended influence is the act of putting the follower's needs first, being a role model for followers, doing the right thing, demonstrating high moral standards, and avoiding the use of power unnecessarily or for personal gain.

- ***Participatory Democracy and Quality Management of Ventures:*** Somech (2005) explains that participatory democracy refers to the process of making joint decisions or at least sharing influence in decision-making by the superior and his or her subordinates. Employees are allowed to influence decisions made due to a concern for quality, which encourages a high level of commitment by employees to their work. Participatory democracy and leadership, though not new, began to flourish in the 1980s in the guise of management policy initiatives inspired by the new excellence movement and the rise of human resources management.

Clement and Mjoli (2013) pointed out that participatory democracy increases the quality of decision-making, contributes to the quality of employees' work lives, promotes employees' motivation to work, and increases employees' satisfaction and organisational commitment. This





implies that participatory behaviour is a veritable tool that today's managers of universities cannot ignore given the fierce competition in global business. This further reveals that participatory behaviour is enriched with a catalogue of merits in formal organizations like the university administration. Managers should, therefore, utilise it if there will be any meaningful results in venture transactions.

- ***Knowledge-Sharing and Quality Management of Entrepreneurial Ventures:*** Knowledge-sharing is an activity through which knowledge (namely, information, skills, or expertise) is shared among people, friends, families, communities (for example, Wikipedia), or organisations (Hsiu-Fen, 2007). It should not be confused with information sharing, shared intelligence, or group intelligence in the case of the organisation. Organizations have recognised that knowledge constitutes a valuable intangible asset for creating and sustaining competitive advantages. Knowledge sharing activities are commonly supported by knowledge management systems, a form of information technology (IT) that facilitates and organises information within a company or organization.

However, technology constitutes only one of the many factors that affect the sharing of knowledge in organizations, such as organisational culture, trust, and incentives. The sharing of knowledge constitutes a major challenge in the field of knowledge management because some employees tend to resist sharing their knowledge with the rest of the organization.

- ***Entrepreneurial Net-working and Quality Management of Entrepreneurial Ventures:*** Entrepreneurial networking refers to an informative network in which business owners garner ideas and share information, as well as aids in grants to members, especially start-ups. In a dynamic world of globalization, driven swiftly by information and communication technology, networking has become inevitable for businesses that want to survive competitively. Schallenkamp and Smith (2015) defined networking as a process of encouraging the entrepreneurs' circle of trust and that it is a function of the negotiation process. The authors also asserted that entrepreneurial networking is a function of personal relationships, based on trust and entered into for the purpose of enhancing one's competitive advantage. This means that university ventures would be better-off if their managers were boldly involved in networking (locally and globally) as a management model to revolutionise entrepreneurial activities.

- ***Expert Consultation and Quality Management of Entrepreneurial Ventures:*** Expert Consultation refers to a manager's sound knowledge of his organization's core business. Expert leaders are those with (1) inherent knowledge, acquired through technical expertise combined with high ability in the core business activity; (2) industry experience, which stems from time and practise within the core business industry; and (3) leadership capabilities, which include management skills and a leader's innate characteristics (Amanda, 2012). The source further asserted that organisations perform most effectively when they are led by individuals who have inherent knowledge of the core business activity. This is germane because there is recent evidence that major firms have moved away from hiring CEOs with technical expertise towards leaders who are generalist (Frydman, 2007). Incorporated into the theory of expert leadership is the suggestion that in the choice of leaders, the pendulum may have swung too far from core business functions towards management functions.

- ***The use of ICTs and Quality Management of Ventures:*** Ofodu (2007) refers to ICTs as electronic or computerised devices assisted by human and interactive materials that can be used for a wide range of teaching and learning as well as for personal use. From these definitions,



ICT could therefore be viewed as the processing and sharing of information using all kinds of electronic devices, an umbrella that includes all technologies for manipulating and communication. ICT has had a profound and remarkable impact on the quality and quantity of teaching; learning research in educational institutions; and other issues such as good course organization; effective class management; content creation; self-assessment and self-study; collaborative learning; task-oriented activities; and effective communication.

- ***Cashless Policy and Quality Management of entrepreneurial ventures:*** The cashless policy does not imply an absence of cash transactions in the economy, but rather one in which cash-based transactions are kept to a bare minimum while other forms of payment, particularly electronic-based payments, are used (Pathak et al., 2008). It refers to the widespread application of computer technology in the financial system. According to the Central Bank of Nigeria (CBN), the cashless policy is to achieve, among other objectives, the curbing of corruption, which thrives through multiple systemic leakages. Corruption is a phenomenon that has existed throughout the ages. Ancient civilization has traces of widespread corruption and illegality. Over the last two decades, however, the issue of corruption has attracted renewed interest among academics and policy makers. Concerns about corruption have mounted in recent years, in tandem with growing evidence of its detrimental impact on development (World Bank, 2004). Studies show that corruption slows growth, impairs capital accumulation, reduces the effectiveness of development, and increases income inequality and power (Pathak, Singh, Belwal, Naz, & Smith, 2008).

#### **Effect of Good Leadership and Adequate Funding of Tertiary Institution**

The university is an educational system where high-level manpower is trained for the socio-economic and political growth of any nation. The leadership of a university plays an invaluable role in achieving academic excellence in the dissemination and acquisition of universal knowledge, values, functional, technical, and scientific skills and competencies critical to global growth and development (Ofoegbu & Alonge, 2017). The university is the zenith of an educational system where high-level manpower is trained for the socio-economic and political growth of the nation. The training of teachers, civil servants, engineers, humanists, entrepreneurs, scientists, and myriads of other personnel for every market economy is ensured by tertiary education (World Bank, 2002). Academic excellence must be guaranteed by the university's leadership. Academic excellence connotes effective teaching and learning, developmental research, high-impact community services, creativity and innovation, and the acquisition of self-dependent economic skills by university graduates. It also indicates scientific and technological skills acquisition by both staff and students and high moral discipline. The scarcity of funds has remained a clog in the wheels of effective management of university education in Nigeria. Universities require large capital outlays for their operations. Underfunding and the globally depressed economy have put a task of financial responsibility and ingenuity in the area of alternative sources of funding on university administrators (Ofoegbu & Alonge, 2016).

According to Soludo (2004), the education sector is in shambles and has not yielded positive economic and socio-political dividends of the new world order. This unfortunate situation, more often attributed to poor funding, has sadly impacted on the quality of graduates being churned out by Nigerian universities. The ugly situation of insufficient funding has led to several face-offs between the government and the Academic Staff Union of Universities (ASUU) and other unions in the university system, such as the Senior Staff Association of Nigerian Universities (SSANU)





and the Non-Academic Staff Union (NASU). The intent of university education, like other levels of education, remains to train and produce high quality manpower to propel the hub of human, economic, and scientific development through intensive studies and research. Ironically, university education in Nigeria has unfortunately been plagued by poor funding (Ekpoh et al., 2009). Yearly, huge sums of money are voted for security and defence as opposed to education, a vital area for human resource development. For the university to continue performing its role, there is a need to seek alternative sources of funding for higher education in Nigeria as a way of ending the perennial financial crises in the nation's universities. Quality education can only be guaranteed by quality funding.

Leadership plays a pivotal role in the success of higher education institutions and is a critical factor in sustaining and improving the quality and performance of universities. University leaders must understand new challenges that affect quality delivery, including the new regulatory requirements instituted by quality assurance agencies, and be able to effectively restructure in order to ensure that standards and quality of educational provisions are being maintained. Shahmandi et al. (2011) urged university leaders to improve their leadership competencies to enable their institutions to survive and continuously develop. These competencies include leadership skills, communication skills, persuasive skills, and professional skills. The vital role that higher education plays in the development of society has been widely acknowledged. Muhammed et al. (2011) observed that with the advent of knowledge-based economies and globalization, higher education has become more important, and in particular, the quality of education is critical to national development. Quality is at the top of most agendas, and improving quality is the most important task facing any higher education institution (Sallis, 2002).

### **Methodology**

Correlational survey design was adopted for the study. The study was conducted in Nigeria. The population of the study consisted of lecturer in tertiary institution. Stratified sampling technique was used in selecting 180 respondents. For this to be achieved, 3 states were randomly selected. From each of the state 60 lecturers for Akwa Ibom State, Abia State and Cross Rivers State were randomly selected and used for the study. The instrument used in this study for data collection was a questionnaire titled " Good Leadership and Adequate Funding Questionnaire (GLAFQ)". Face and content validation of the instrument was carried out by an expert in testing, measurement, and evaluation to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.80, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as percentage analysis. The test for significance was done at 0.05 alpha levels.

### **Research Question One**

The research question sought to find out the extent of good leadership exhibited by leaders in the Nigerian Tertiary Institution. To answer the research question percentage analysis was performed on the data, (see table 1).



**Table 1: Percentage analysis of the extent of good leadership exhibited by leaders in the Nigerian Tertiary Institution**

EXTENTS	FREQUENCY	PERCENTAGE
VERY GOOD	37	20.56
GOOD	65	36.11**
FAIR	43	23.89
BAD	35	19.44*
<b>TOTAL</b>	<b>180</b>	<b>100%</b>

\*\* The highest percentage frequency

\* The least percentage frequency

**SOURCE: Field survey**

The above table 1 presents the percentage analysis of the extent of good leadership exhibited by leaders in the Nigerian tertiary institution. From the result of the data analysis, it was observed that the highest percentage (36.11%) of the respondents affirmed that the extent of good leadership exhibited by leaders in the Nigerian tertiary institution is good, while the least percentage (19.44%) of the respondents stated that the extent of good leadership exhibited by leaders in the Nigerian tertiary institution is bad. This implies that the extent of good leadership exhibited by leaders in the Nigerian tertiary institution is good.

### **Research Question Two**

The research question sought to find out the types of leadership behavior exhibited by the leaders in the Nigerian Tertiary Institution. To answer the research question percentage analysis was performed on the data, (see table 2).

**Table 2: Percentage analysis of the types of leadership behavior exhibited by the leaders in the Nigerian Tertiary Institution**

TYPES	FREQUENCY	PERCENTAGE
Democratic Leadership Style	69	38.33**
Servant Leadership Style	21	11.67*
Transactional Leadership Style	43	23.89
Innovative leadership style	47	26.11
<b>TOTAL</b>	<b>180</b>	<b>100%</b>

\*\* The highest percentage frequency

\* The least percentage frequency

**SOURCE: Field survey**

The above table 2 presents the percentage analysis of the types of leadership behavior exhibited by the leaders in the Nigerian Tertiary Institution. From the result of the data analysis, it was observed that the highest percentage (38.33%) of the respondents affirmed that the type of leadership behavior exhibited by leaders in the Nigerian tertiary institution is “democratic leadership style”, while the least percentage (11.67%) of the respondents stated that the type of leadership behavior exhibited by leaders in the Nigerian tertiary institution is “servant leadership style”. The result means that the type of leadership behavior exhibited by the leaders in the Nigerian tertiary institution is the democratic leadership style.



Research Question Two

The research question sought to determine the level of funding provided in the Nigerian Tertiary Institution. To answer the research question percentage analysis was performed on the data, (see table 3).

Table 3: Percentage analysis of the level of funding provided in the Nigerian Tertiary Institution.

LEVEL	FREQUENCY	PERCENTAGE
VERY ADEQUATE	21	11.67*
ADEQUATE	34	18.89
INADEQUATE	49	27.22
VERY INADEQUATE	76	42.22**
<b>TOTAL</b>	<b>180</b>	<b>100%</b>

\*\* The highest percentage frequency

\* The least percentage frequency

SOURCE: Field survey

The above table 3 presents the percentage analysis of the level of funding provided in the Nigerian Tertiary Institution. From the result of the data analysis, it was observed that the highest percentage (42.22%) of the respondents affirmed that the level of funding provided in the Nigerian Tertiary Institution is very inadequate, while the least percentage (11.67%) of the respondents stated that the level of funding provided in the Nigerian Tertiary Institution is very adequate. The result means that adequate funding is not provided in the Nigerian tertiary institution.

Hypotheses Testing

Hypothesis 1

The null hypothesis states that there is no significant influence of good leadership on adequate funding in the Nigerian tertiary institution. In order to test the hypothesis regression was used to analyse the data, (see table 4).

Table 4: Regression Analysis of the influence of good leadership on adequate funding in the Nigerian tertiary institution

Model	R	R Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.84a	0.70	0.70	0.78	0.70

\*Significant at 0.05 level; df =178; N =180; critical r-value = 0.97

The table shows that the calculated R-value 0.84 was greater than the critical R-value of 0.97 at 0.5 alpha level with 180 degree of freedom. The R-square value of 0.70 predicts 70% of the influence of good leadership on adequate funding in the Nigerian tertiary institution. This rate of percentage is highly positive and therefore means that there is significant joint influence of good leadership on adequate funding in the Nigerian tertiary institution.

It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 5).

TABLE 5





**Analysis of variance of the influence of good leadership on adequate funding in the Nigerian tertiary institution.**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	257.97	1	257.97	424.27	.000b
Residual	108.23	178	.60		
Total	366.20	179			

- a. Predictors: Good leadership.
- b. Dependent Variable: Adequate funding.

The above table presents the calculated F-value as (.424.27) and the critical f-value as (000). Being that the critical f-value (000b) is below the probability level of 0.05, the result therefore means that there is significant influence exerted by the independent variables (Good leadership) on the dependent variable which is adequate funding.

**Discussion of the Findings**

The result of the data analysis in tables 4 and 5 was significant due to the fact that the calculated R-value 0.97 was greater than the critical R-value of 0.84 at 0.05 level with 175 degree of freedom. The result implies that there is significant influence of good leadership on adequate funding in the Nigerian tertiary institution. The result of the study was in agreement with Chemers (2002), who sees Good Leadership as a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common and ethical task. who stated that good leadership inspires others to pursue their vision and also Also who stated that good leadership inspires others to pursue their vision and also.

**Conclusion**

The study concludes that the university is the zenith of an educational system where high-level manpower is trained for the socio-economic and political growth of the nation. The training of teachers, civil servants, engineers, humanists, entrepreneurs, scientists, and myriads of other personnel for every market economy is ensured by tertiary education. With the level of underfunding of the tertiary institutions in Nigeria, there is the need for universities and colleges of education to evolve brand new strategies of raising funds within their institutions in order to achieve qualitative education. The level of success recorded by the educational sector has been closely linked with the availability of resources. Among the resources needed for the effective administration of the educational sector, funding has been identified as an indispensable instrument.

**Recommendations**

1. Vice Chancellors of universities should be resourceful in seeking alternative sources of funding, while prudence and accountability in university management should be their watchwords.
2. The funding system of tertiary institutions in Nigeria should be improved upon by the key stakeholders.



3. University leaders should improve their leadership competencies to enable their institutions to survive and continuously develop.
4. Leaders should be effective and excellent in their academic dealings to develop and facilitate the achievement of the mission and vision of the university system.

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