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INFLUENCE OF TRANSFORMATIONAL LEADERSHIP BEHAVIOUR ON THE PERFORMANCE OF ACADEMIC STAFF AT THE FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

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Abstract
This study examines the intricate dynamics of transformational leadership behaviour and its impact on the performance of academic staff in Federal University of Technology, Minna. Survey data, gathered from a purposive sample of 130 academic staff members. The findings reveal a notable trend in the perceptions of academic staff regarding inspirational motivation. A significant 61% of respondents indicate a high presence of inspirational motivation in the leadership behaviours in FUT Minna, underscoring an environment where academic staff not only acknowledges but also appreciates the efforts of leadership to inspire and motivate. However, a considerable 35% perceive the presence of inspirational motivation to be low, prompting considerations for refining leadership communication and motivation strategies. The study concludes with an examination of the consistency with which leadership embodies idealised influence as role models for academic staff. While 56.9% of respondents perceive consistency in leadership acting as role models, a substantial 37.6% find the leadership to be inconsistent in this aspect. These identified discrepancies underscore the imperative for cultivating a more uniform and inspiring leadership model within the institution. The implications of the findings advocate for the implementation of targeted leadership development programmes, specifically focusing on enhancing inspirational motivation and intellectual stimulation. Moreover, addressing concerns related to individual consideration and support for professional development is identified as crucial for the holistic improvement of staff satisfaction and engagement. This study provides valuable insights for the Federal University of Technology, Minna, to refine its leadership practices, thereby fostering a more conducive, motivating, and inspiring academic environment.

Keywords: Transformational leadership, academic inspirational motivation, FUT Minna

Introduction

In the ever-evolving landscape of higher education, the role of academic institutions in shaping the intellectual and professional development of individuals is paramount. Within this context, leadership within academic institutions plays a pivotal role in steering the direction, fostering a conducive work environment, and influencing the overall performance of academic staff. One leadership approach that has garnered considerable attention for its potential impact is transformational leadership. The Federal University of Technology, Minna, Nigeria, as an institution dedicated to academic excellence, provides an intriguing backdrop for examining the influence of transformational leadership behaviour on the performance of its academic staff.

Transformational leadership, characterised by inspirational motivation, intellectual stimulation, individualised consideration, and idealised influence, goes beyond traditional managerial roles. It emphasises the importance of empowering and inspiring followers to transcend their self-interests for the greater good of the organization. In an academic setting where the pursuit of knowledge and innovation is paramount, the application of transformational leadership principles may yield significant implications for the performance and well-being of academic staff.

The increasing levels of education have contributed to economic growth through both a productivity effect and a participation effect, with the latter being particularly important (Karmel, 2014). Nations and governments are advised to keep education a top priority in public policies as higher education develops high-skilled labour for nation-building that contributes positively to economic growth (Khattak, 2012). Additionally, scientific discoveries prompt modern advancements

through scholarly turn-off and give an excellent picture of universities contributing to economic development (Hatakenaka, 2015).

Also, education has become a top priority in many countries, with quite a number striving to associate with flagship universities (Luxbacher, 2013). Also, the recent global economic changes have exposed the importance of tertiary education, which serves as a foundation for national development (Hallinger, 2014). Furthermore, universities can play a less immediate yet vital role in society by putting forward the social, cultural, and scholarly tone of a local area (Hatakenaka, 2015). In addition, reputable universities such as the Federal University of Technology Minna that are research-oriented are considered key to entering the current knowledge-driven economy, which leads to economic growth and productivity in both developed and developing countries (Altbach, 2019).

Despite the importance of higher education, Nigerian universities are not performing strongly in global comparisons. University performance and rankings have become a significant part of the tertiary education landscape, both locally and around the globe. In this landscape, rankings have risen in importance and proliferated in unimaginable ways (Marmolejo, 2015).

Efforts are being made by the Nigerian government, through accreditation agencies and other higher education organisations, to improve the quality and performance of higher institutions in Nigeria. However, FUT Minna is left behind based on the statistics of universities that merit the world ranking table. Dearlove (2021) has pointed out a lack of strong leadership that carries the entire stakeholder along in higher institutions in a report from the United Nations Educational, Scientific, and Cultural Organisation (UNESCO). The report spelled out clearly that it is broadly true that institutional leadership is not very effective in higher education in Africa with Nigeria inclusive and around the world (Dearlove, 2021). In addition, Daramola and Amos (2016) reported that the performance of the university system in Nigeria is a reflection of its leadership and management.

Transformational leadership is a style of leadership where the leader works with teams to identify needed change, create a vision to guide the change through inspiration, and execute the change in tandem with committed members of the group. It's characterised by four main components: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. When applied to an academic setting such as the Federal University of Technology, Minna (FUT Minna), this leadership style will significantly influence the institution's culture, performance, and innovation.

FUT Minna leaders act as role models, demonstrating high ethical standards and moral conduct. In FUT Minna, a transformational leader embodies the university's values, inspiring trust and admiration through transparency and accountability. Hence, leading by example in research integrity, commitment to teaching excellence, and dedication to community service.

This involves leaders motivating and inspiring followers by providing meaning and challenge to their work; hence, at FUT Minna, leaders articulate a clear vision for the university's future, such as becoming a leading centre of innovation and technology in Nigeria and beyond. These visions motivate students, faculty, and staff to strive for excellence and innovation in their various roles and disciplines.

At FUT Minna, leaders foster an environment that encourages academic staff and students to pursue groundbreaking research, engage in interdisciplinary collaboration, and develop solutions to local and global challenges. These involve investing in state-of-the-art research facilities, promoting collaborative projects with industry, and supporting initiatives that push the boundaries of technology and innovation.

Transformational leaders pay attention to the needs and desires of individual followers, acting as mentors or coaches to foster personal development. In FUT Minna, this means providing support for faculty professional development, offering student mentoring programmes, and creating opportunities for staff and students to develop leadership and other soft skills. By recognising and nurturing the unique talents and potential of each individual, a transformational leader helps build a more engaged, committed, and capable university community.

Implementation of transformational leadership behaviours at FUT Minna will lead to a culture of continuous improvement where all members of the university community are engaged in striving towards shared goals and values. This will enhance the institution's reputation, attract high-quality students and faculty, and increase its impact on society through innovation, research, and community service.

By the foregoing, this paper will be guided by research questions:

i. What is the influence of transformational leadership behaviour on the performance of academic staff at the Federal University of Technology, Minna?

Transformational leadership is the style of leadership in which the leader identifies the needed changes, creates a vision to guide the change through inspiration, and executes the change with the commitment of the members of the group (Carless, Wearing, & Mann, 2020).

Previous research has addressed some aspects of transformational leadership and performance of manufacturing and other service organisations that are profit-oriented in nature (Bacha, 2014; Bian & Hou, 2015; Fernet, Trepanier, Austin, Gagne & Forest, 2015; Masa'deh, Obeidat & Tarhini, 2016). Other studies also exist in the area of higher institution performance, with quite a number focusing on student academic performance in universities (Kostopoulos, Kotsiantis & Pintelas, 2015; Nzewi, Chiekezie & Ikon, 2016). Some have a narrow scope, concentrating on a single university (Christiana, 2014; Joe et al., 2014), where respondents have common demographic and cultural attributes. Literature suggests the use of a wider scope regarding the number of universities and regions for a better result (Ali & Musah, 2012). Other scholars attempted to outline the features of the best universities (Shin & Jang, 2013) with very little attention to the leadership style. In addition, others, like Kasim and Noh (2018) and McCormack, Propper, and Smith (2018), for example, make use of individual staff and/or students as a unit of analysis in assessing the performance of the entire university, whereas ordinarily the management staff would have been more appropriate due to their managerial knowledge and experience. Therefore, the objective of this paper is to;

i. Ascertain the influence of transformational leadership behaviour on the performance of academic staff at the Federal University of Technology, Minna.

From a strategic management perspective, with the institution as the unit of analysis and the academic staff as respondents.

Literature Review

The concept of transformational leadership has garnered significant attention in organisational behaviour and management literature, particularly in the context of educational institutions. This literature review aims to explore and synthesise existing research on the influence of transformational leadership behaviours on the performance of academic staff, with a specific focus on higher education settings such as the Federal University of Technology, Minna.

Transformational Leadership

Significant consideration has been given to the investigation of transforming leadership since it was initially presented by James MacGregor Burns more than three decades ago. Burns (1978) identified transactional and transformational as the essential sorts of initiative in leadership styles. Both transactional and transformational leadership styles explain relationships amongst leaders and their followers. The former focused on the exchange of resources, and the latter later emphasised mutual stimulation and elevation of the follower. He also added that a transformational leader goes the extra mile to search for potential motives in followers and seeks to satisfy their higher needs.

Consequently, Bass (1985) contrasted with Burns in three ways, in spite of the fact that his work was dedicated to Burns and propelled the thought of leadership transformation by building the theory of transformational leadership. In any case, he did not agree that transactional and transformational leadership are extremes of a solitary continuum, but rather suggested that leaders are both transactional and transformational in varying degrees. Again, Bass perceived that initiative results may turn out to be positive or negative and still be transformational. He finally incorporated building up followers' portfolios of necessities as an essential of transformational initiative.

In the study of 70 senior executives, Bass (1986) reported that respondents compared the transformational leader to a kind father who propelled them to work for long periods of time to meet the leader's desires and expectations. The transformational leader empowered self-advancement by permitting the followers to work freely, yet he stayed open to giving the adherent support, recognition, and advice. The transforming leader engendered admiration, loyalty, trust, and respect.

Bass (1985) performed exploratory factor analysis on information gathered from 104 military officers going to Army War College. The research identified individualised consideration, intellectual stimulation, and charismatic leadership as transformational leadership dimensions. Avolio, Waldman, and Yammarino (1991) later included another component of transformational leadership dimensions

as inspiration and motivation. These variables have been affirmed in empirical studies, and they dictate the general understanding of transformational leadership (Bass, Avolio, Jung, & Berson, 2003). Hence, this study adopts this understanding, as these factors collectively generate what Bass (1985) referred to as performance beyond expectation. Transformational leadership can be measured with the scale adapted from Carless et al. (2000) and confirmed to have acceptable reliability. The study reports the development of a short measure of transformational leadership called the Global Transformational Leadership Scale (GTL). The following subsection discusses its relationship with performance.

Idealised influence (II)

Idealised influence indicates obtaining respect and trust from followers, tends to share passionately with followers, and is usually considered to lead by example. According to Bass and Avolio (2004), embodied manners and behaviour in an admirable way that will lead the followers to feel positively towards the behaviour of the leader, and they will adopt this behaviour in the organisation and group. However, II includes two sub-dimensions—behavioural and attributed—that indicate how the leaders behave and how the followers perceive their leaders. Idealised refers to a sense of mission and values and implementing these values in the workplace (Munir et al., 2012). II describes to the leaders who have a high moral and ethical standard Northouse (2016), they depend on beliefs and values Antonakis, Avolio, and Sivasubramaniam (2003), therefore, they are trusted and admired Avolio and Bass (2004).

Inspirational motivation (IM)

Increasing followers' level of consciousness, which is related to an organisation's vision, mission, and objectives to achieve more than what is expected in the workplace Bass and Avolio (2004). IM refers to a leader's way of motivating and inspiring followers by informing them of the meaning and challenge of their work (Bass and Riggio, 2005) and elucidating and achieving their vision (Bass and Avolio, 2004). Inspirational is the ability of the leader to motivate and inspire the followers in the workplace. Munir et al. (2012). IM reflects how the followers consider their leader in terms of trust, charisma, and spirit (Omar and Hussin, 2013).

Intellectual stimulation (IS)

Encouraging followers to be more creative and interrogating the status quo. However, leaders supported employees in solving problems with new ideas and methods and didn't censure them Bass and Avolio (2004). IS indicates to leaders that they should motivate the individual’s efforts to be more creative and implement new ways of approaching old situations. Bass et al. (2003). The best method to let followers complete their job in an efficient and effective way depends on how the leaders stimulate and encourage them to get the job done (Anjali and Anand, 2015).

Individualised consideration (IC)

Related to how the leaders' showing to subordinates’ attention and expectations related to growth and development, Bass and Avolio (2004). IC involves emotional support, a supportive environment, and modern learning chances. Bass and Riggio's (2005) piece of advice and feedback Bass and Avolio (1993) realise subordinates have different desires and needs to help individuals achieve them (Bass, 1997). To achieve growth for each individual, leaders should pay attention to the individual's needs to achieve individualised consideration (Munir et al. 2012).

Staff Performance

The concept of staff performance encompasses the efficiency, effectiveness, and productivity with which employees accomplish their assigned tasks and contribute to the goals of an organization. It involves evaluating how well employees are fulfilling their job responsibilities and achieving the set targets. Staff performance is a critical aspect of human resource management, as it directly influences an organisation's success and competitiveness.

A comprehensive understanding of staff performance includes both quantitative and qualitative measures, encompassing not only the outcomes achieved but also the behaviours and processes used to achieve those outcomes. Effective performance management systems are designed

to support and improve employee performance through regular feedback, goal setting, training, and development opportunities.

Armstrong and Taylor (2014) define performance management as "a strategic and integrated approach to increasing the effectiveness of organisations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors." This highlights the importance of aligning individual performance with broader organisational objectives and underscores the role of strategic human resource practices in facilitating this alignment.

Staff performance refers to the efficiency and effectiveness with which employees fulfil their job roles and responsibilities. It encompasses the quality of work produced, the achievement of objectives, and the individual's contribution to the organisation's goals. Performance management is a continuous process that involves setting expectations, monitoring progress, developing the capacity of employees, and evaluating their performance (Aguinis, 2019).

Transformational Leadership and Performance

Transformational leadership is said to have a significant relationship with a wide range of organisational outcomes. In particular, transformational leadership significantly increases employees' organisational commitment (Breevaart, Bakker, Demerouti, Sleebos & Maduro., 2015; Top, Akdere, & Tarcan, 2015), enhanced job satisfaction and motivation (Breevaart et al., 2015; Bushra, Usman & Naveed, 2011; Wright, Moynihan & Pandey, 2012), reduced absenteeism (Fernet et al., 2015), and higher quality output (Bacha, 2014). Other scholars relate transformational leadership to employee, leader, and organisational performance (Carter, Armenakis, Field, & Mossholder, 2013; Garcia-Morales, Jimenez-Barrionuevo, & Gutierrez-Gutierrez, 2012; Soane et al., 2015).

Transformational leadership is strategic and entrepreneurial in nature; it significantly affects individual employee creativity (Mittal & Dhar, 2015) and engagement (Freeborough& Patterson, 2015). Transformational leadership plays a vital role in encouraging and supporting employees to develop new items or products and enhance work methodology for the advantage of the organisation (Moriano, Molero, Topa, & Mangin, 2014).

Sun et al. (2014) analyse the impact of team transformational leadership on team performance during the new product development process and the mediating role of team climate. The study collected data from 184 new product development projects by Chinese high-tech firms. And results show that team transformational leadership is positively related to the team performance of new product development. Besides, team climate mediates the association of most dimensions of new product development with team transformational leadership (inspirational motivation, charisma, individualised consideration and intellectual stimulation) and team performance.

Chen et al. (2015) studied the impact of transformational leadership on subordinates' emotional intelligence and work performance, and the study found that emotional intelligence had a positive relationship with work performance; meanwhile, perceived leaders' transformational leadership positively moderated the relationship between subordinates' emotional intelligence and work performance. In addition, Fernet et al. (2015) studied the relationship between transformational leadership and employee functioning. The result reveals that transformational leadership identifies with ideal occupation working (mental wellbeing, work states of mind, and performance) by adding to a positive view of employment attributes (more assets and fewer requests) and excellent work inspiration and motivation (more independent inspiration and less controlled inspiration) in representatives.

From the service industry, Birasnav (2014) examines a comprehensive model comprising various relationships between transformational and transactional leadership, knowledge management processes, and organisational performance. The results indicate that transformational leadership has strong and positive effects on the knowledge management process and organisational performance. Moreover, the knowledge management process partially mediates the relationship between transformational leadership and organisational performance.

From the public-sector point of view, transformational leadership is an organisational factor associated with higher public service motivation and mission valence. It has an important indirect effect on mission valence through its impact on clearing up organisational objectives and encouraging public service incentives (Wright et al., 2012). Similarly, Ali et al. (2014), using individual staff as a unit of analysis, examined the effect of transformational and transactional leadership on job

satisfaction, employees' perceived performance, organisational commitment, organisational citizenship behaviour, and turnover intention of public sector universities' teachers in the Malakand division of Pakistan. It was found that transformational leadership was significantly associated with organisational commitment, job satisfaction, turnover intention, and perceived performance.

Soane et al. (2015) examine leadership performance in sporting arenas. The authors theorised that follower personality would influence perceptions of leadership and that perceived effective leadership would be associated with performance. The authors drew on social identity theory (Tajfel & Turner, 1986), transformational leadership, and personality theory to develop a research model designed to assess leadership effectiveness and performance. Quantitative data were gathered concerning participants' personalities, their perceptions of transformational leadership, and boat performance. Qualitative data on transformational leadership and leadership effectiveness were gathered from a subsample of crew members. The findings showed that transformational leadership was associated with leadership effectiveness and performance. Personality influenced perceptions of leadership, and for moderately performing boats, there were associations between perceptions of leadership and performance.

Also, Al-Abrrow (2013) investigates the influence of transformational leadership style on organisational performance, depending on both organisational learning and intellectual capital in the public healthcare sector in the United Arab Emirates. Utilising a questionnaire survey, data was collected from 189 employees within 10 hospitals in the United Arab Emirates. The survey data were analysed with the use of structural equation modelling to test for relationships among the main constructs of the conceptual framework of the study, and results demonstrated that transformational leadership has a significant positive effect on organisational performance, and this relationship was moderated by both organisational learning and intellectual capital. Furthermore, the study demonstrated a significant positive relationship between organisational learning, intellectual capital, and organisational performance.

Nguyen, Mia, Winata, and Chong (2017) provided another perspective on the choices in the design of management control systems by examining: how transformational leadership style influences the choice of the design of a comprehensive Performance-Measurement System (PMS) and reward system; and how subordinate managers' reliance on Broad-Scope Accounting (BSA) information facilitates their managerial decision-making processes and managerial performance. The findings suggest that transformational leadership styles have a significant positive and direct effect on managerial performance. The results also show that transformational leadership style has a significant positive and direct effect on the use of BSA information and comprehensive PMS but has no significant effect on reward systems. It has also been found that transformational leadership style has a partial indirect effect on managerial performance via three mediators, namely, comprehensive PMS, reward systems, and BSA information.

Masa'deh et al. (2016) studied the associations among transformational leadership, transactional leadership, knowledge sharing, job performance, and firm performance. Data collected from 179 employees at the Higher Council of Youth in Jordan were empirically tested using structural equation modelling. The findings revealed that both transformational and transactional leadership styles have a significant impact on job performance, and the latter on firm performance. Also, it was found that transactional leadership impacted knowledge sharing, whereas transformational leadership did not.

In another development, Katou (2015) investigated the serially mediating mechanisms of organisational justice, organisational trust, and employee reactions in the relationship between transformational leadership and organisational performance. The study is based on a national sample of 133 organisations from the public and private sectors in Greece and on data obtained from 1,250 employees in three hierarchical positions. The statistical method employed is structural equation modelling. The findings of the study suggest that responsive and supportive transformational leadership behaviours have a positive impact on organisational growth. Additionally, this impact is mediated by organisational procedural justice, organisational trust integrity and dependability, and organisational commitment.

Again, in the context of small-scale enterprises, Obiwuru, Okwu, Akpa, and Nwankwere (2011) investigated the effects of leadership style on organisational performance. The major objective was to determine the effect of leadership styles on performance in small-scale enterprises.

Transformational and transactional leadership styles were considered in the study. Transformational leadership behaviours and performance/outcome considered relevant in the study were charisma, inspirational motivation, intellectual stimulation/individual consideration, effectiveness, extra effort, and satisfaction, respectively. Transactional leadership behaviours and performance/outcome variables were constructive/contingent reward and corrective/management by exception; and effort, productivity, and loyalty/commitment, respectively. The result showed that while transactional leadership style had a significant positive effect on performance, transformational leadership style had a positive but insignificant effect on performance. The study further concluded that transactional leadership style was more appropriate for inducing performance in small-scale enterprises than transformational leadership style.

Furthermore, Nordin (2013), in response to the previous studies and also looking at the context of local public universities, examines the relationship between transformational leadership behaviour and its augmentation effects among the academics in a Malaysian higher educational institution. Using stage cluster sampling, a total of 169 academic staff from the University of Teknologi MARA participated in the study. The result revealed a positive and moderate relationship between transformational leadership and leadership outcomes. The finding suggests that the augmentation effect of transformational leadership has an effect on performance over and above the effect of transactional leadership.

Theoretical Framework

The study adopted Maslow's hierarchy of needs theory (1954).

The needs hierarchy created by Maslow in 1954 is the most well-known. According to his theory, there are five main need categories that apply to all humans, starting with basic physiological requirements and progressing through a hierarchy of safety, social, and esteem needs to the need for self-fulfilment, which is the highest need of all. When a lower need is met, the next highest one rises to take precedence, and the person shifts their focus to meeting this need. But one's need for self-fulfilment will always remain unmet. "Man is a wanting animal," and only an unmet need may drive behaviour, with the dominant need serving as the primary driver. As people advance in the requirements hierarchy, their psychological development occurs, although this is not always a linear process. Even if they are temporarily dormant as motivators, the lesser needs persist, and people frequently revert to previously met needs.

The Maslow hierarchy of needs is widely used and has an intuitive appeal. It has been criticised for its apparent rigidity (different people may have different priorities, and it is difficult to accept that one needs to progress steadily up the hierarchy) and for the misleading simplicity of Maslow's conceptual language, but it has not been verified by empirical research such as that conducted by Wahba and Bridwell (1979). Maslow himself expressed scepticism regarding the applicability of a rigidly ordered hierarchy.

Incorporating Maslow's hierarchy of needs into the study emphasises the role of transformational leadership in not only meeting the basic and psychological needs of academic staff but also in empowering them to reach their full potential. This holistic approach to leadership and motivation can significantly contribute to the enhanced performance and satisfaction of academic staff at the Federal University of Technology, Minna, by ensuring that their comprehensive needs are addressed and fulfilled.

Methodology

This study used survey research as its methodology. Both primary and secondary data were used in this investigation. Questionnaires and documents were used to obtain the data for this study. The population of this study consists of all 800 academic staff members of the Federal University of Technology (FUT) Minna, Niger State. 130 academic staff members were purposively chosen as the sample size using purposive sampling methods. The Likert scale is used as the measurement scale in this investigation.

Results and Discussion

Table 1: Academic staffs are motivated by the leadership behaviors in the FUT Minna

Variable	Frequency	Percentage (%)
Agree	80	61
Undecided	5	4
Disagree	45	35
Total	**130**	**100**

Sources: field survey, 2024

Responses on whether academic staff are motivated by the leadership behaviors in the FUT Minna revealed 80 representing (61%) of the respondents agreed while 5 representing (4%) of the respondents indicate undecided and 45 representing (35%) of the respondents indicate disagree

Table 2: Responses on frequency to which the leadership at the Federal University of Technology, Minna, encourage innovative thinking and problem-solving among academic staff

Variable	Frequency	Percentage (%)
Often	50	38
Occasionally	10	8
Rarely	70	54
Total	**130**	**100**

Sources: field survey, 2024

Responses on frequency to which the leadership at the Federal University of Technology, Minna, encourage innovative thinking and problem-solving among academic staff, the data obtained revealed 50 representing (38%) of the respondents indicate often, while 10 representing (8%) of the respondents indicate occasionally and 70 representing (54%) of the respondents indicate rarely to the stated questions.

Table 3: Staff feels individually considered and supported in professional development by the leadership at the FUT Minna.

Variable	Frequency	Percentage (%)
Agree	75	57.7
Undecided	10	7.6
Disagree	45	34.6
Total	**130**	**100**

Sources: field survey, 2024

Response on extent to which staff feels individually considered and supported in professional development by the leadership at the FUT Minna, revealed 75 representing (57.7%) of the respondents indicate agreed while 45 representing (34.6%) of the respondents disagreed and 10 representing (7.6%) of the respondents were undecided

Table 4: Leadership at FUT Minna embodies idealized influence as role models for academic staff

Variable	Frequency	Percentage (%)
Agreed	74	56.9
Undecided	7	5.4
Disagree	49	37.6
Total	**130**	**100**

Sources: Field survey, 2024

Responses on whether leadership at FUT Minna embodies idealized influence as role models for academic staff revealed 74 representing (56.9%) of the respondents agreed while 7 representing (5.4%) of the respondents were undecided and 49 representing (37.6%) of the respondents indicate disagreed

Discussion of findings

The study revealed that transformational leadership affects the work of academic staff at the Federal University of Technology, Minna (FUT Minna) in four main ways: leadership behaviours that motivate, leadership behaviours that encourage creative thinking and problem-solving, leadership behaviours that care about and support professional development for each individual, and leadership behaviours that embody idealised influence as role models.

The majority (61%) of the academic staff at FUT Minna concur that the leadership behaviors there motivate them, indicating that transformational leadership behaviors have a positive impact on staff motivation. However, a significant minority (35%) disagree, indicating room for improvement in leadership practices to ensure broader motivational impacts.

The responses indicate a challenge in the frequency of leadership encouragement for innovative thinking and problem-solving, with 54% of respondents feeling that it happens rarely. Only 38% of the staff feel that such encouragement happens often. This suggests that while there is some positive impact of leadership behaviour on fostering innovation and problem-solving, it may not be consistently applied or perceived across the academic staff.

The data shows a positive inclination, with 57.7% of respondents agreeing that they feel individually considered and supported in their professional development by the leadership. This indicates a strong aspect of transformational leadership at FUT Minna, as individual consideration is a key component. However, again, a substantial proportion (34.6%) disagrees, highlighting areas for potential enhancement.

Finally, a majority (56.9%) of the academic staff view the leadership at FUT Minna as embodying idealised influence and acting as role models. This perception is critical for transformational leadership, as it fosters admiration, respect, and trust. However, a notable percentage (37.6%) of staff disagree, which could impact the overall effectiveness of leadership in inspiring and leading by example.

The data revealed that transformational leadership behaviours at FUT Minna have a positive effect on the motivation, encouragement of innovation, individual support in professional development, and role modelling for academic staff. However, the presence of a considerable proportion of staff who disagree on these aspects highlights areas where leadership practices could be further improved to enhance performance and satisfaction among academic staff. The findings point towards the importance of consistently applying transformational leadership behaviours to fully realise their benefits across all members of the academic community.

Conclusion and Recommendations

A study at the Federal University of Technology, Minna (FUT Minna) reveals that transformational leadership behaviours significantly impact academic staff performance and satisfaction. The study identifies four key areas influenced by leadership: motivation, innovation, professional development, and role models. Despite the majority of staff appreciating these positive impacts, a significant portion

expresses discontent or calls for improvement. The study highlights the need for consistent and inclusive application of these practices to ensure the positive effects of transformational leadership are uniformly experienced across the institution. Addressing these concerns could enhance staff performance, satisfaction, and the academic environment.

Based on the identified need for enhancement in inspirational motivation and intellectual stimulation, FUT Minna should implement targeted leadership development programs.

i. To address the inconsistencies in the application and perception of transformational leadership behaviours, FUT Minna should invest in comprehensive leadership training and development rograms. These programmes should focus on equipping leaders with the skills and knowledge to effectively motivate staff, encourage innovation and problem-solving, provide individualised support for professional development, and embody idealised influence. The training should also include strategies for self-assessment and feedback mechanisms, enabling leaders to understand their impact on their teams and identify areas for improvement.
ii. FUT Minna should implement a structured feedback system that allows academic staff to anonymously evaluate their leaders' performance in the areas identified as crucial for transformational leadership. This feedback should be used to inform individualised coaching sessions for leaders, allowing them to address specific areas where they may not meet their staff's needs or expectations. Additionally, the institution should foster a culture of continuous improvement where leadership behaviours are regularly reviewed and refined based on staff feedback, emerging best practices, and the changing needs of the academic environment. This approach will help ensure that leadership practices evolve and adapt, maximising their positive impact on staff motivation, innovation, professional development, and overall performance.

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