

# Transformational Leadership and Teaching Efficiency of Selected Federal Universities in South-West, Nigeria

Ozopelide, P. M.; Binuyo, A. O.; Akpa, V. O.

Department of Business Administration and Marketing, School of Management Sciences,  
Babcock University, Ilishan-Remo, Ogun State, Nigeria

## ABSTRACT

Efficiency of Universities are seen as critical to knowledge advancement and progress of nations and the global community. Despite concerted efforts to strengthen their efficiency, Federal Universities have been greatly challenged due to poor teaching efficiency, graduate employability, research output, and institutional ranking. Existing literature has suggested that this could be as a result of transformational leadership. therefore, examined the effect of transformational leadership on the teaching efficiency of Federal Universities in South West, Nigeria. The study adopted survey research design. The population of this study comprised 5,430 Academic Staff members from four selected federal universities in South-West, Nigeria. A sample size of 464 was determined using the research advisor's sample size table. A structured and validated questionnaire was used for data collection. The Cronbach's alpha reliability coefficients of constructs ranged from 0.70 to 0.81. A response rate of 98.3% was recorded. Data were analyzed using descriptive and inferential (multiple linear regression) statistics. The findings revealed that transformational leadership had significant effect on the teaching efficiency of selected federal universities in South-west Nigeria ( $Adj. R^2 = 0.429$ ;  $F(5,450) = 69.287$ ,  $p < 0.05$ ). The study concluded that transformational leadership significantly influenced teaching efficiency. Given the result of this study, it is recommended that educational policymakers and university administrators prioritize leadership development programs focused on cultivating these qualities among academic leaders to improve teaching efficiency.

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**KEYWORDS:** *Inspirational leadership, Intellectual stimulation leadership, Teaching efficiency, Transformational leadership, Visionary Leadership*

## 1. INTRODUCTION

Enhancing the efficiency of universities is crucial for the advancement of knowledge and the progress of nations and the global community. Despite considerable efforts to improve efficiency, Federal Universities in South West Nigeria have faced significant challenges, including issues with teaching effectiveness, graduate employability, research productivity, and institutional rankings. Previous studies have indicated that these challenges may be attributed to transformational leadership. Hence, this study aims to investigate the impact of transformational leadership on the teaching efficiency of Federal Universities in the region.

The United Kingdom is renowned for its strong higher education system, and universities in the UK

consistently rank among the best in the world (Erickson et al., 2021). In general, UK universities are highly efficient, offering quality education at a relatively low cost. Universities in the UK are renowned for their world-class research facilities, excellent teaching staff, and cutting-edge technology (Seeber et al., 2019). UK universities also offer a wide range of courses and degrees, making them attractive to international students. In addition, UK universities have a strong focus on employability, offering a range of career-oriented courses and programs that help students prepare for the job market (Shermamatova & Abdullayeva, 2022). Also, UK universities have a strong commitment to sustainability and social responsibility, making them

ideal for those looking to make a positive impact on the world (Cahalan et al., 2021).

However, the UK's university teaching efficiency has been declining in recent years due to a variety of factors. The primary cause of this decline is the increasing number of students entering the university system, combined with the fact that there are not enough resources to accommodate them (Lacka et al., 2021). This has led to overcrowding and a reduction in the quality of teaching and learning. The second factor contributing to the decline in efficiency is the rise in tuition fees. This has caused some students to drop out or not attend classes due to financial burden, leading to reduced attendance and a decrease in the quality of teaching efficiency (Longhurst et al., 2020). Also, the increase in student numbers has led to decrease in teaching efficiency, leading universities having to employ more staff in order to manage the increased demand, leading to a rise in costs and a reduction in efficiency. Also, the lack of investment in university infrastructure has also contributed to the decline in teaching efficiency. Many universities are in need of repair or modernisation in order to provide students with the best possible learning environment, but there is often not enough funding available for these projects (Almahri et al., 2020).

The efficiency of universities in China is generally quite good. China is known for its robust education system and its universities are highly ranked in global rankings (Wang et al., 2020). Chinese universities are known for their rigorous academic standards, research capabilities, and excellent student performance. The Chinese government invests heavily in the education system, providing students with access to the latest technology and resources (Wang & Zhao, 2020). Additionally, Chinese universities are well-equipped with the latest equipment and facilities for teaching and research. Chinese universities also benefit from a large pool of talented and motivated students. The country has an excellent higher education system, with a range of universities offering a wide selection of programs that are tailored to the needs of students. Furthermore, Chinese universities offer a variety of scholarships and grants to attract and retain the best students. This ensures that the quality of education remains high (Tian & Liu, 2019). Nevertheless, the rapid growth in student enrollment has led to a number of challenges for Chinese universities, including overcrowded classrooms, inadequate facilities, and a lack of qualified teachers (Han et al., 2019). Also, according to Lin (2019), China's universities are severely underfunded, resulting in inadequate facilities and faculty members. Moreover, most universities rely heavily on tuition fees to finance their operations, which limits their ability to

provide quality education (Swanson & Mao, 2019). China's higher education system is mired in bureaucracy, leading to a lack of agility and efficiency in decision making processes. This has often led to a delay in the implementation of new policies or initiatives, which can ultimately reduce their organisational efficiency and research output (He, 2018; Zhou, 2020).

In Africa, there is an expectation for higher education to deliver high-quality results while simultaneously reducing the associated costs (Tabe, 2023). The numerous advantages of obtaining a higher education make it increasingly important to discuss how effective higher education institutions are. On the other hand, the vast majority of institutions of higher education in countries still in the process of industrialization are tremendously worried about their poor performance (Yigermal, 2017). Universities and colleges have been having trouble with low graduation rates for the past few years, which is a clear sign of this failure. The number of students going to college has gone up, but the number of graduates has stayed the same. This is a clear indication that many universities and colleges are not performing well (Beckmann et al., 2022).

The decline in teaching efficiency in Nigerian universities is a multifaceted issue characterized by several interrelated factors. Key among these are inadequate funding leading to outdated infrastructure and inadequate resources for faculty development and research (Yigermal, 2017). This is compounded by a lack of investment in educational technology and modern teaching methodologies, resulting in outdated curricula and teaching practices (Ademola et al., 2021). Additionally, there's a shortage of qualified faculty, exacerbated by brain drain as experienced academics seek better opportunities abroad (Adejare et al., 2020). Bureaucratic inefficiencies within the university system further hinder effective teaching and learning. These challenges collectively contribute to a decline in the quality of education, impacting student outcomes and the overall competitiveness of Nigerian universities on the global stage (Ogunode, 2020).

Education is one of the most important factors in developing qualified human power, which is essential for accelerating economic development and finding solutions to the genuine challenges that face a community (Yumashev et al., 2020). Students are required to have a strong academic performance to graduate from college, and it is expected of them that they will devote a significant portion of their time to their studies. In Ethiopia, however, despite the significant amount of money that the government

spends on education, the vast majority of students are unable to attain satisfactory academic results across all levels of education (Tadese et al, 2022). The number of students who are graduating at a rate that is not proportional to the number of students who are enrolling in classes is on the rise, and this finding, combined with the fact that an increasing number of students are committing readmission, suggests that these students did not do well in their academics (Golovina et al., 2021; Phumphongkhochasorn, et al., 2022).

Efforts are being made by the Nigerian government, through the accreditation agencies and other higher education organisations to improve the quality and performance of higher institutions in Nigeria. However, Nigerian universities are left behind based on the statistics of universities that merit the world ranking table. Akanji et al. (2019) has pointed lack of strong leadership that carries the entire stakeholder along in higher institutions in a report from The United Nations Educational, Scientific and Cultural Organization (UNESCO). The report spelt 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 (Adewale & Ghavifekr, 2019). In addition, Daramola and Amos (2016) reported that the performance of the university system in Nigeria reflects its leadership and management.

The literature reveals that different studies have been conducted on transformational leadership and teaching efficiency of different universities in different nations and regions (Meng, 2022; Naseem et al., 2018; Park, 2020). However, the case is different for Nigerian universities as the challenges that exist in leadership have led to a decline in teaching efficiency. The leadership in Nigerian universities is not transformational, instead, they are more transactional, and this reflects in poor teaching efficiency (Umunakwe & Akaike, 2020). Teachers and lecturers do not focus on the right content to teach but only on awarding grades for money or engaging in strike actions. The lack of transformational leadership in Nigerian universities is because many universities have little to no focus on education and instead focus on commercial goals such as career development. This is because most of the faculty members are not interested in education and instead focus on careers in business. This results in a lack of transformation of the education system and a lack of focus on the needs of students (Jacob & Lawan, 2020). Even worse, many universities have become so reliant on external funding that they have become less efficient in their internally generated revenue drive. This lackadaisical attitude to fund

generation has also contributed to the situation in which there is no one to audit the results of government-funded projects, and there is no public accountability for the lack of progress made by non-government-funded projects (Eja & Ramegowda, 2020). There is also a general lack of trust in federal universities as most people feel that they are controlled by corporations rather than people.

## 2. Literature Review

### Transformational Leadership

Transformational leadership is a type of leadership style that has become increasingly popular in recent years (Ejo-Orusa & Egobueze, 2020). It is a style of leadership that focuses on the development of an organization's people and processes to create lasting positive change. The goal of transformational leadership is to create a work environment that is productive, satisfying, and motivating for employees (Abubakar & Ahmed, 2021). First, Okonkwo (2020) defined transformational leadership as "a process of inspiring and guiding individuals and groups to create positive change within their organizations." It is a type of leadership that seeks to empower employees to take ownership of their work and develop their skills to innovate and improve their organization. In addition, when followed in a consistent manner, transformational leadership can become non-transformational in nature. For instance, Chang and Lee (2020) stated that transformational leadership adopted without variation can become redundant, leading to loss of employees' motivation and increased turnover. Moreover, transformational leadership can involve high risks and expenses. Becoming a successful transformational leader requires considerable investments to adapt to the changing needs of subordinates. With new technologies and trends emerging frequently, organisations must keep up with the pace to maximise the effectiveness of their leadership style. Additionally, Bhatti (2022) drew attention to the financial costs associated with transformational leaders' focus on employees' needs, such as monetary rewards for high performance and team building initiatives.

### Visionary Leadership

Visionary leadership is a leadership style that focuses on creating a clear vision for the future and inspiring and motivating others to work towards achieving that vision. It is characterised by strong communication skills, innovation, and the ability to think creatively and strategically. According to Den Hartog et al. (2017), visionary leadership is defined as "the ability to create and communicate a visionary goal or image of the future, to inspire and motivate followers to realise that vision, and to guide and support them in



the process of bringing that vision to fruition. This definition emphasises the importance of communication and inspiration in visionary leadership. Other researchers have defined visionary leadership in terms of its focus on innovation and creativity. One benefit of visionary leadership is increased employee motivation and commitment (Srivastava & Beer, 2017). When leaders clearly communicate their vision and provide a sense of purpose, employees are more likely to feel invested in the success of the organisation and motivated to work towards achieving the shared goals (Chen et al., 2017). This in turn can lead to improved performance and productivity. Another benefit of visionary leadership is increased innovation and creativity. Leaders who are able to inspire and engage their teams in the vision and future direction of the organisation are more likely to foster a culture of creativity and innovation (Welch & Lu, 2018). This can lead to the development of new products, services, and processes that can give the organisation a competitive advantage (Barber & Mensing, 2017). A third benefit of visionary leadership is improved organisational culture and climate (Srivastava & Beer, 2017).

### **Inspirational Leadership**

Inspirational leadership has long been a topic of interest in the field of organisational behaviour and leadership studies. While there is no singular definition of inspirational leadership, there are several different conceptualizations that have emerged in the literature (Huth, 2017). In this review, we examined some of the key definitions of inspirational leadership and discuss their implications for understanding and practising this type of leadership. One definition of inspirational leadership that has gained widespread attention in the literature is that proposed by Northouse (2018). Inspirational leaders foster creativity and innovation within organizations. Inspirational leaders create a supportive and empowering environment that encourages employees to think outside the box and take risks (Dvir et al., 2002). This can lead to the development of new and innovative ideas, which can drive organisational growth and success (Bryman & Bull, 2017). In addition to improving motivation and fostering innovation, inspirational leadership can also improve team cohesion and morale. By creating a positive and supportive work culture, inspirational leaders can foster a sense of belonging and connection among team members (Sy et al., 2005). This can lead to increased team cohesion and a more positive work environment, which can in turn improve overall organisational performance (Chen et al., 2020). Overall, the literature suggests that inspirational

leadership can have a range of positive impacts on organizations, including improved motivation and performance, increased creativity and innovation, and enhanced team cohesion and morale. These benefits highlight the importance of inspirational leadership in achieving organisational success.

### **Intellectual Stimulation Leadership**

Intellectual stimulation leadership is a style of leadership that focuses on fostering creativity, critical thinking, and problem-solving within an organization. This type of leadership is characterised by leaders who encourage their employees to challenge assumptions, engage in open and honest communication, and engage in continuous learning and development (Lee & Chen, 2020). Intellectual stimulation involves providing opportunities for employees to learn and grow. This can include providing training and development opportunities, encouraging employees to seek out new learning experiences, and supporting employee development through mentorship and coaching (Bontis, 2018). By investing in employee development, leaders can create a culture of continuous learning and growth within the organisation (Lee & Chen, 2020). Overall, intellectual stimulation leadership is a style of leadership that promotes creativity, innovation, and critical thinking within an organization. By fostering a culture of inquiry, using challenging tasks and goals, promoting open communication and dialogue, and providing opportunities for employee learning and development, leaders can create a positive and engaging work environment that supports organisational performance and employee well-being.

### **Supportive Leadership**

Supportive leadership is a leadership style that is characterised by a leader's focus on creating a positive and supportive work environment for their employees. This type of leadership has been linked to improved employee well-being, job satisfaction, and organisational performance (Gonçalves & Cardoso, 2017). Supportive leadership is a leadership style that focuses on creating a positive and supportive work environment for employees. Research has shown that supportive leadership can have a range of benefits for organizations, including increased employee motivation, engagement, and performance (Skinner et al., 2020). One benefit of supportive leadership is improved employee motivation. Research has shown that employees who feel supported and valued by their leaders are more motivated to perform at their best. This is because supportive leaders create a positive and inclusive work environment where employees feel confident and valued, leading to increased motivation to contribute to the organization's goals (Zhang et al., 2017). Another

benefit of supportive leadership is increased employee engagement. Employees who feel supported and valued by their leaders are more likely to be engaged in their work and committed to the organisation (Den Hartog et al., 2017). This is because supportive leaders create a positive work culture that promotes collaboration and open communication, leading to increased employee engagement (Zhang et al., 2017). Supportive leadership also involves being fair and transparent in decision-making and treating all employees with respect and dignity (Zhang et al., 2017). This creates a sense of trust and fairness within the organization, leading to increased employee engagement and satisfaction (Eisenbeiss et al., 2019). Overall, supportive leadership is a crucial aspect of organisational success, as it promotes a positive work culture and employee well-being, leading to increased productivity and retention (Zhang et al., 2017).

### **Servant Leadership**

Servant leadership is a leadership style that emphasises putting the needs of others before one's own and using one's power and influence to serve and empower others. Over the past decade, the concept of servant leadership has gained increasing attention in the organisational literature, with various definitions being proposed by researchers. This review examined these different definitions and explore their implications for organisational practice. One common definition of servant leadership is offered by Eva et al. (2019), who defines it as a "leadership philosophy" that involves putting the needs of others first and seeking to empower them through selfless service. This definition has been widely adopted in the literature and has been applied to a variety of contexts, including healthcare (Lux, 2017), education (Lam, 2018), and business (Gates, 2019).

Research has consistently shown that servant leadership is positively related to a range of outcomes, including increased job satisfaction, team effectiveness, and organisational performance (Walumbwa et al., 2017). One key characteristic of servant leadership is the leader's emphasis on the needs and development of their followers. This includes creating opportunities for growth and learning and actively seeking out the ideas and input of team members. Servant leaders also prioritise ethical decision-making and fairness and often foster a culture of trust and collaboration within their teams (Walumbwa et al., 2017). In addition to prioritising the needs of followers, servant leaders also exhibit a strong sense of community and collective purpose. They often work to foster a shared vision and a sense of belonging among team members and strive to

create a positive impact on the wider community (Liu, 2019).

### **Teaching Efficiency**

Teaching efficiency is a concept that has been widely debated and studied in the field of education. It is typically defined as the ability of a teacher to effectively use their time, resources, and instruction to achieve desired learning outcomes for their students (Akyol & Graeber, 2017). However, there are various definitions of teaching efficiency that have been proposed by different researchers, with some focusing on the effectiveness of teaching methods, while others focus on teacher workload and productivity. One definition of teaching efficiency is the use of instructional strategies that are aligned with the learning goals of the lesson (Brophy, 2017). According to this definition, an efficient teacher is one who is able to engage students in meaningful learning experiences that support their academic and personal development. This definition emphasizes the importance of teacher planning and preparation in order to create effective and engaging lessons. There are numerous benefits to teaching efficiency, including increased student engagement and achievement, improved teacher satisfaction, and reduced workload for both teachers and students. One benefit of teaching efficiency is increased student engagement and achievement. Students who are actively engaged in the learning process are more likely to retain information and perform better on assessments (Smith & Jones, 2017). Research has also shown that students who are given clear and concise instructions are more likely to complete assignments correctly and on time (Kim & Lee, 2020). By focusing on teaching efficiency, teachers can create an environment in which students are more likely to be actively engaged in their own learning. Another benefit of teaching efficiency is improved teacher satisfaction. Teachers who feel competent and confident in their ability to effectively teach their students are more likely to report higher levels of job satisfaction (Thompson & Brown, 2021). This is important because teacher satisfaction has been linked to student achievement and overall school success (Williams & Smith, 2018). By focusing on teaching efficiency, teachers can feel more confident in their ability to effectively teach their students, leading to increased job satisfaction.

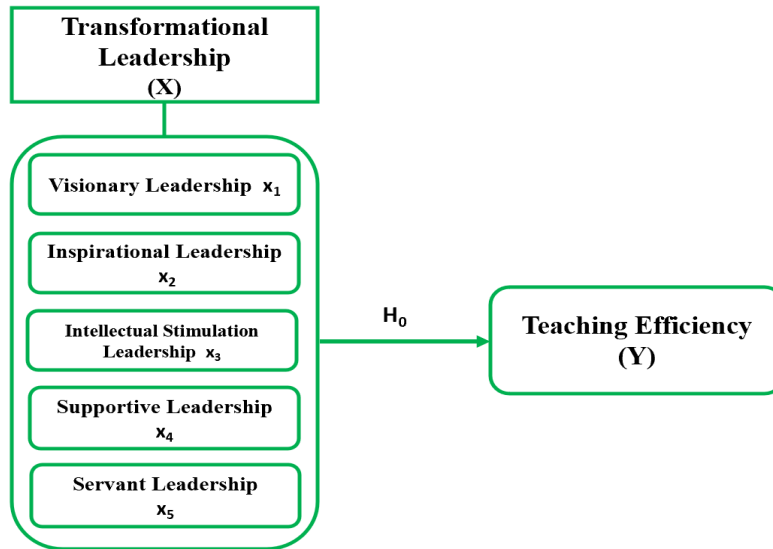
### **Theoretical Framework**

The underpinning theory for this study is the Transformational Leadership Theory, which holds significant relevance in examining the impact of transformational leadership on teaching efficiency within selected federal universities (Asbari et al., 2020). Transformational leadership emphasizes the

leader's ability to inspire and motivate followers, fostering a shared vision and empowering individuals to reach their full potential. Within educational settings, where effective teaching is paramount, understanding how transformational leadership practices influence teaching efficiency is crucial

(Siangchokyoo et al., 2020). By employing this theory as a framework, researchers can explore how leaders within these universities inspire faculty members to excel in their teaching roles, ultimately enhancing the overall educational experience and outcomes for students (Kwan, 2020).

### 3. Conceptual Model



**Figure:** Conceptual Model for Transformational Leadership and Teaching Efficiency

**Source:** Researcher's Conceptualization (2024)

#### 3.1. Methodology

The study adopted survey research design. The population of this study comprised 5,430 Academic Staff members from four selected federal universities in South-West, Nigeria. A sample size of 464 was determined using the research advisor's sample size table. A structured and validated questionnaire was used for data collection. The Cronbach's alpha reliability coefficients of constructs ranged from 0.70 to 0.81. A response rate of 98.3% was recorded. Data were analyzed using descriptive and inferential (multiple linear regression) statistics.

#### Functional Model

In this study, there were two constructs: independent and dependent variable. The independent variable is transformational leadership which was measured with sub-variables such as visionary leadership, inspirational leadership, intellectual stimulation leadership, supportive leadership, and servant leadership, while the dependent variable is teaching efficiency which was measured as a whole.

The variable for this study was operationalized thus:

$$Y = f(X)$$

Y = Dependent Variable

X = Independent Variable

Z = Moderating Variables

Y = Teaching Efficiency (OE)

X = Transformational Leadership (TRNSL)

X = (x<sub>1</sub>, x<sub>2</sub>, x<sub>3</sub>, x<sub>4</sub>, x<sub>5</sub>)

#### Where

X<sub>1</sub> = Visionary Leadership

X<sub>2</sub> = Inspirational Leadership

X<sub>3</sub> = Intellectual Stimulation Leadership

X<sub>4</sub> = Supportive Leadership

X<sub>5</sub> = Servant Leadership

#### Regression Models

$$TE = \alpha_0 + \beta_1 VL + \beta_2 IL + \beta_3 ISL + \beta_4 SL + \beta_5 SLL + \mu_i \dots \dots \dots (eq. 1)$$

**Where:** $\alpha_0$  = the constant of the equation $\beta_1$ -  $\beta_5$  = the coefficient of variables in the equations $\beta_z$  = the coefficient of the interaction term $\varepsilon_i$  = Errors term**4. Data Analysis, Results and Discussion**

The researcher distributed 464 copies of questionnaire to the respondents of which 456 copies of the distributed questionnaire were duly filled and returned and was used for the analysis. This represents a response rate of about 98.3% of the population employed in the study, which was considered an excellent response according to Mugenda and Mugenda (2012) who asserted that a response of above 60% is generally accepted as a threshold for survey quality in social sciences.

**4.1. Restatement of Hypothesis**

**H<sub>0</sub>:** Transformational leadership has no significant effect on the teaching efficiency of the selected federal universities in South-west Nigeria.

**Table 4.1 Summary of multiple regression between transformational leadership components and teaching efficiency of selected Federal Universities in South-West, Nigeria.**

N	Model	B	Sig.	T	ANOVA (Sig.)	R	Adjusted R <sup>2</sup>	F (5,450)
456	(Constant)	5.462	0.000	5.278	0.000 <sup>b</sup>	0.660 <sup>a</sup>	0.429	69.287
	Visionary Leadership	0.080	0.095	1.673				
	Inspirational Leadership	0.074	0.096	1.669				
	Intellectual Stimulation Leadership	0.089	0.081	1.747				
	Supportive Leadership	0.363	0.000	6.601				
	Servant Leadership	0.162	0.000	4.476				
Predictors: (Constant), Visionary Leadership, Inspirational Leadership, Intellectual Stimulation Leadership, Supportive Leadership, Servant Leadership								
Dependent Variable: Teaching Efficiency								

**Source: Author's computation, 2024 underlying data from Field Survey**

**Interpretation**

**Table 4.2.1c** shows the multiple regression analysis results for the components of transformational leadership on teaching efficiency of selected federal universities in south-west Nigeria. The results showed that supportive leadership ( $\beta = 0.363$ ,  $t = 6.601$ ,  $p < 0.05$ ) and servant leadership ( $\beta = 0.162$ ,  $t = 4.476$ ,  $p < 0.05$ ) have a positive and significant effect on the teaching efficiency of selected federal universities in south-west Nigeria while visionary leadership ( $\beta = 0.080$ ,  $t = 1.673$ ,  $p > 0.05$ ), inspirational leadership ( $\beta = 0.074$ ,  $t = 1.669$ ,  $p > 0.05$ ), and intellectual stimulation leadership ( $\beta = 0.089$ ,  $t = 1.747$ ,  $p > 0.05$ ) have a positive but insignificant effect on teaching efficiency. This implies that supportive leadership and servant leadership are important factors in the universities which in turn yields an increase in teaching efficiency.

The R-value of 0.660 supports this result and it indicates that transformational leadership components have a moderate positive relationship with the teaching efficiency of selected federal universities in south-west Nigeria. The coefficient of multiple determination  $\text{Adj } R^2 = 0.429$  indicates that about 42.9% of the variation that occurs in the teaching efficiency in selected federal universities in south-west Nigeria can be accounted for by the components of transformational leadership while the remaining 57.1% changes that occur is accounted for by other variables not captured in the model. The predictive and prescriptive multiple regression models are thus expressed:

$$\text{TE} = 5.462 + 0.080\text{VL} + 0.074\text{IL} + 0.089\text{ISL} + 0.363\text{SL} + 0.162\text{SEL} + U_i \quad \text{--- Eqn(i) (Predictive Model)}$$

$$\text{TE} = 0.363\text{SL} + 0.162\text{SEL} + U_i \quad \text{--- Eqn(ii) (Prescriptive Model)}$$

Where:

TE = Teaching Efficiency

VL = Visionary Leadership

IL = Inspirational Leadership

ISL = Intellectual Stimulation Leadership

SL = Supportive Leadership

SEL = Servant Leadership



The regression model shows that holding transformational leadership components to a constant zero, teaching effectiveness would be 5.462 which is positive. In the predictive model, it is seen that the variables visionary leadership, inspirational leadership and intellectual stimulation leadership are positive and insignificant so the management of the universities can downplay the variables which is why they are not included in the prescriptive model. The results of the multiple regression analysis as seen in the prescriptive model indicate that when all other variables of transformational leadership (supportive leadership and servant leadership) are improved by one unit teaching efficiency would also increase by 0.363 and 0.162 respectively and vice-versa. This implies that an increase in supportive leadership and servant leadership would lead to an increase in the rate of teaching efficiency in selected federal universities in south-west Nigeria. Also, the F-statistics ( $df = 5, 450$ ) = 69.287 at  $p = 0.000$  ( $p < 0.05$ ) indicates that the overall model is significant in predicting the effect of transformational leadership components on teaching efficiency which implies that transformational leadership components except for visionary leadership, inspirational leadership, and intellectual stimulation leadership are important determinants in the teaching efficiency rate of selected federal universities in south-west Nigeria. The result suggests that the universities should pay more attention towards developing the components of transformational leadership, especially supportive leadership and servant leadership. Therefore, the null hypothesis ( $H_0$ ) which states that Transformational leadership has no significant effect on the teaching efficiency of selected federal universities in south-west Nigeria was rejected.

### Discussion of Findings

The aggregated results of multiple regression analysis for hypothesis one showed that transformational leadership (visionary leadership, inspirational leadership, intellectual stimulation leadership, supportive leadership, and servant leadership) has significant effect on teaching efficiency of selected Federal Universities in South-West, Nigeria ( $Adj. R^2 = 0.429$ ; VL = 0.080, IL = 0.074, ISL = 0.089, SL = 0.363, SL = 0.162,  $p < 0.05$ ). These findings indicated transformational leadership components are significant predictors of teaching efficiency of selected Federal Universities in South-West, Nigeria.

The result of this study supports the findings of various empirical studies on transformational leadership and teaching efficiency such as Avolio et al. (2017), Ahmad and Rochimah (2021), Gao et al. (2019), Raupu et al. (2021), and Wang et al. (2018).

The study of Avolio et al. (2017) found that transformational leadership had significant and positive effect on employee performance and organizational citizenship behaviours, and both of which contributed to organizational efficiency. Another study published in Wang et al. (2018) also found a positive relationship between transformational leadership and employee performance. In Gao et al. (2019), a meta-analysis explored the relationship between transformational leadership and various outcomes related to organizational efficiency, including employee performance, job satisfaction, and turnover intention. The study found that transformational leadership had significant effect on organizational efficiency, suggesting that it may be a beneficial leadership style for organizations seeking to increase efficiency. In Raupu et al. (2021), this study found that the democratic leadership style displayed by the principal has a strong influence and significance on the performance of teachers in SMP/MTs in Bara District, Palopo City. This is because the leadership style displayed by the principal through several indicators can provide a significant enough stimulant to the teacher so that teachers' work motivation can increase adequately, which impacts the achievement of educational and learning goals in schools.

Furthermore, in accordance with the findings of this study, Ahmad and Rochimah (2021) discovered that transformational leadership and integrity had a significant positive impact on teaching effectiveness. Also, Ahmed et al. (2020) revealed that transformational leadership had a significant positive impact on employee performance and organisational citizenship behaviour (OCB). Ahwireng et al. (2022) found that transformational leadership had a significant positive impact on motivation and performance. In the same vein, ALHumeisat and ALBashabsheh (2020) found that transformational leadership has a positive impact on crisis management in the cellular communications sector in Jordan. Specifically, they found that transformational leadership has a direct impact on crisis management effectiveness, and an indirect impact on crisis management effectiveness through organizational resilience. Likewise, Dim and Nzube (2020) found that autocratic leadership style has a significant negative effect on organizational performance. Laissez-faire leadership style has a significant positive effect on organizational performance in foam manufacturing firms in the Anambra State Nigeria. Democratic leadership style has a significant positive effect on organizational performance in foam manufacturing firms in Anambra State Nigeria. Transformational leadership style has significant



positive effect on organizational performance in foam manufacturing firms in the Anambra State Nigeria. Also, in Caillier (2020), the results demonstrate that democratic leadership practices enhanced the performance reviews of the superintendent, while autocratic leadership practices decreased them. Respondents' level of public service motivation (PSM) was also found to have a positive effect on the superintendent's performance ratings. Furthermore, democratic leadership style moderated the relationship between PSM and the performance ratings assigned by respondents.

Similarly, Ali et al. (2021) found that transformational leadership style has a negative impact on subordinates' turnover intention in private high schools of District Swat, Pakistan. Specifically, they found that transformational leadership style has a direct impact on subordinates' turnover intention, and an indirect impact on subordinates' turnover intention through organizational commitment and job satisfaction. Additionally, Al-Matroushi and Al-Kiyumi (2022) found that transformative leadership practices of educational supervisors have a positive impact on the sustainable professional development of mathematics teachers. Specifically, they found that transformative leadership practices have a direct impact on sustainable professional development, and an indirect impact on sustainable professional development through teacher motivation and engagement. Moreso, Ahmad et al. (2022) explored the impact of project managers' transformational leadership on project success, revealing that self-leadership mediated this relationship, and empowerment moderated it. While this study did not directly examine OCBs, it highlights the multifaceted effects of transformational leadership on various aspects of organizational performance. Furthermore, Alsayyed et al. (2020) found that transformational leadership has a positive impact on organizational performance at the University of Jordan. Specifically, they found that transformational leadership has a direct impact on organizational performance, and an indirect impact on organizational performance through organizational innovation and employee engagement. Also, Asad et al. (2022) found that transformational leadership has a positive impact on educational institutes culture in Pakistan. Specifically, they found that transformational leadership has a direct impact on educational institutes culture, and an indirect impact on educational institutes culture through teacher commitment and job satisfaction. Likewise, Asrawijaya and Hidayah (2022) found that transformational leadership and organizational culture have a positive impact on health worker performance. They also found that organizational culture mediates

the relationship between transformational leadership and health worker performance. This means that transformational leadership influences health worker performance through its impact on organizational culture. Also, Azizah et al. (2021) found that transformational leadership has a positive impact on innovative capability, and that employee optimism mediates this relationship. This means that transformational leadership influences innovative capability through its impact on employee optimism. Equally, Balasuriya and Perera (2021) found that transformational leadership has a positive impact on employee performance, and that employee engagement mediates this relationship. This means that transformational leadership influences employee performance through its impact on employee engagement.

### **Conclusion and Recommendation**

The findings of the study affirm a significant relationship between transformational leadership styles, namely visionary, inspirational, intellectual stimulation, supportive, and servant leadership, and teaching efficiency within selected Federal Universities in South-West, Nigeria. This underscores the pivotal role of leadership in shaping educational outcomes. Leaders who exhibit these transformative qualities are likely to foster an environment conducive to effective teaching practices. This conclusion emphasizes the importance of cultivating and nurturing transformational leadership behaviors within academic institutions to enhance teaching effectiveness and ultimately contribute to the overall quality of education.

Given the demonstrated influence of transformational leadership on teaching efficiency, it is recommended that educational policymakers and university administrators prioritize leadership development programs focused on cultivating these qualities among academic leaders. Such initiatives should include training sessions, workshops, and mentorship programs tailored to enhance visionary thinking, inspiration, intellectual stimulation, supportiveness, and servant leadership behaviors among university administrators and faculty members. Additionally, fostering a culture that values and encourages these leadership traits within academic institutions can further amplify their impact on teaching efficiency and overall educational quality. By investing in the development and promotion of transformational leadership, Federal Universities in South-West, Nigeria, can effectively address the challenges facing the education sector and pave the way for sustainable academic excellence.

### Suggestions for Further Studies

For further study, it would be beneficial to delve deeper into the specific mechanisms through which transformational leadership influences teaching efficiency within Federal Universities in South-West, Nigeria. Qualitative research methods such as interviews, focus groups, or case studies could provide insights into the perceptions and experiences of both academic leaders and faculty members regarding the implementation and impact of transformational leadership practices on teaching effectiveness.

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