

LEADERSHIP STYLE OF THE FACULTY DEAN ON ACADEMIC STAFF PROFESSIONAL DEVELOPMENT IN NIGERIAN UNIVERSITIES

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Abstract

The purpose of the paper was to determine the influence of transformational and transactional leadership styles of the deans' on academic staff promotion and professional development. Three research questions guided the study. It was a correlational design that involved 210 academic staff purposely chosen from three federal universities in Nigeria. Two instruments are used in data collection. Data are analyzed using Correlation coefficient. Results show a significant positive relationship of deans' transformational leadership style on the academic staff promotion and professional development. There was a very weak correlation of the deans' transactional leadership style on the staff promotion but a positive correlation was obtained on professional development. A significant positive influence of faculties on staff promotion and professional development was observed. The paper concludes that universities require academic leaders who can execute their jobs with professionalism, honesty, discipline and uprightness in realizing institutions objectives with exceptional managerial competences and leadership capacities. The paper suggests that the deans of faculties in Nigerian universities should be utilizing transformational and transactional leadership styles **in their** administration to ensure that staff commitments and job satisfaction are enhanced and sustained.

KEYWORDS: Transformational, Transactional, Faculties, Deans, Promotion

Introduction

Nigerian universities have been witnessing inadequate commitment and unfavourable disposition of academic staff towards improving students' learning outcomes in almost all the faculties over the last four years. According to Naressia, (2022), the leadership behaviours of the dean has direct relationship with staff professional development and job satisfaction. Many authors wrote extensively on leadership styles and their relationship with professional development (Cherry, 2022; Naressia, 2022; Panda, 2017). It is obviously difficult to sustain contentment and job satisfaction among academic staff when the leadership cannot create a balance in motivating the workers to

develop professionally in an academic institution (Faizuddin et al, 2022; Rosnizah et al, 2022). Pembri et al, (2022) posited that leaders' should acquire essential styles in order to achieve both individual and institutional objectives. Panda (2017) examined the "Continuing Professional Development (CPD) of higher education teachers in India to ascertain the extent of their academic productivity towards the students learning outcome but observed that Professional Development (PD) is very crucial for enhancement of academic excellence in tertiary institutions. The behaviours of some leaders in recommending and sponsorship of conferences, workshops and seminars for career improvement in the faculties prove difficult than what is usually expected (Okafor, 2021). In the university there are two types of workers, namely; administrative (nonacademic staff) and academic staff. This is where a good leader is needed to create a healthy balance by picking the most appropriate leadership style to motivate the workers. Therefore leadership style of the dean, contributes to the academic staff promotion, job satisfaction, professional development and effective lesson delivery for improved learning outcomes (Abdulummini, 2021; Mohammed & Wang 2018; Rosnizah, Diyana, Soon-Yew & Haziman, 2022). Several studies have been conducted on the leadership styles of the manager towards the welfare and job satisfaction of its subordinates (Naressia, 2022; Rosnizah, Diyana, Soon-Yew & Haziman, 2022). Study by Smith (2019) stated that faculty dean is expected to be an instructional leader who can support, inspire, and develop students and lecturers, as well as communicate effectively to the publics within the educational environment. The theory holds that job satisfaction of individuals in an organisation is influenced by the extent to which individuals are rewarded (Akinsola, 2012). This paper was designed to determine the leadership styles of the faculty of education deans on the promotion and professional development of the academic staff as to identify shortcomings and make recommendations to the universities management.

Leadership and Leadership Styles

Leadership is a dynamic process whereby an individual influences members to commit themselves freely to the achievement of group tasks over a period of time. It is the process of organizing and mobilizing human and, material resources for the accomplishment of organizational goals (Riaz and Haider, 2017; Ukaidi, 2016). Harms and Creda (2017) explained leadership as a process whereby an individual influences a group to achieve a common goal'. Yukl (2018) on the other hand sees leadership as a process whereby a leader influences the interpretation of events, choice of objectives and strategies, motivation, development of skills and confidence of members to achieve results. An effective leader ensures there is a cordial relationship that will improve cooperation among team-members to achieve higher productivity (Mullins, 2017). However, leadership is basically the underlying needs of the leader that motivate behavior (Yuki, 2016; and Schroder, 2018). It is the approach of providing direction, implementing plans and motivating people to work (Newstrom and Davis, 2020; Dubrin, 2017). Although leadership is a complex concept, but it is a key to the success, and survival of any group and organization (Dubrin, 2016) and the university system is one of such organization. The degree of success or failure of any university is a function of the leadership styles adopted by the management team. It becomes imperative for success driven leaders to adopt leadership styles that guarantee achievement of set goals (Yuki, 2018; Inyang, 2020). Effective leadership styles provided by the faculty Deans' is a pointer for enhancing skillful and innovative human capital (Okafor, 2021; Akparep et al (2019). Various leadership styles exist in institutions and they differ in impact on staff performance and professional development. It becomes imperative that the deans of faculties must have the pre-requisite knowledge of the existing leadership styles and learn to combine them as situations demand. The three main groups of leadership styles influencing institutions in organizational management include: transformational; transactional and laissez-faire. Though, this paper did not consider laissez-faire leadership style.

Transformational leadership style is one of the prominent styles used by leaders to build organizational commitment and objectives (Hai et.al. 2022). It is a style that focuses on making change happen (Othman, Mohammed and D'Silva, 2017). In this style, leaders use their personal values, visions, commitment to a mission towards the accomplishment of organizational goals (Choi, 2007). Grifin and Moorhead (2007) posited that transformational leadership is a style which improves employees' ability and performance. It increases knowledge of employees about their work and motivates them to work towards accomplishing set tasks (Okafor, 2021). Jones and George (2017) noted that transformational leaders are attentive to the needs and motives of the followers by helping them actualize their potentials to the fullest. In the same vein, Avolio and Bass (2018) affirmed that transformational leaders are believed to be more successful in driving organizational change because of followers' willingness to work towards vision accomplishment. Consequently, Bono and Judge (2019) opined that leaders with transformational behaviour can direct their organization towards effectiveness and productivity. In view of this, Burns (2018) noted that transformational leadership style creates significant change in the life of people and organizations. The components of this leadership style as posited by Bass (2015) include: intellectual stimulation, individualized consideration, idealized influence and inspirational motivation. Bono et.al. (2019) opined that this style would secure faculty members trust, engenders commitment and fosters the development of any institution. Meng (2022) explained that transformational leadership style of the university vice chancellors and Deans had significant influence on lecturers' innovation and commitment to job. The study of Abasilim et al (2019) revealed a "significant positive relationship between transformational leadership style and employees' commitment while transactional leadership style showed significant negative relationship with employees' commitment. Skopak&Hadzaihmetoxic, 2022 stated that there are idealized influence, constructive praise, encouragement, adoption of innovative ideas, mentoring and special attention to the needs of every worker when the transformational leadership style is practiced, though Mahar et al (2020) reviewed several documents that are not in general consensus on the recommendation of transformational style.

Transactional leadership means "exchange" between followers and their leaders (Paracha et al., 2012). It includes qualities like trustworthiness, obligation, and correspondence (Purwanto et al., 2020). It involves utilization of unforeseen rewards and authority to make every worker pursue their responsibility while adding to organizational objective (Jensen et al., 2019). Transactional leadership style emphasizes rewards and punishment as the key motivators for employees' satisfactory and unsatisfactory performance (Purwanto et al., 2020). It is work oriented and organizational focused (Judge and Piccolo, 2015). Bass and Riggio(2016) noted that transactional leaders determine and define goals for their subordinates, suggest how to execute tasks and provide feedback. North house (2017) and Rasool et al. (2015) indicated that a major component of transactional leadership is contingent reward which relates to the leaders' behaviour in explaining roles and tasks as well as providing followers with physical or mental rewards in fulfilment of contractual obligations. Transactional Leadership (TR) theory is broadly used in educational institutions (Khan, 2017). Gameda & Lee (2019) stated that transactional leadership style had a strong correlation with staff work performance unlike laissez-faire leadership style.

Promotion

Academic promotion is the process which facilitates upward staff mobility within the institutional hierarchy. Staff apply for promotion in response to calls for application by the institutions to achieve status, recognition and increased remuneration. Since most staff devote their time and energy in carrying out academic and administrative works, promotion is often a focus for such optimism and ambition. It is generally common for academics to feel that university owes them promotion after a

certain number of years of employment. There were concerns about unresponsiveness of some deans during academic staff promotion as it concerned creation of establishment in the departments. The academic promotion process is designed to recognize and reward excellent performance that supports the delivery of university and faculty objectives in a transparent way. The universities in Nigeria use Annual Performance Evaluation Report (APER) forms that cover some areas as the criteria used in appraising academic and non-academic staff. If the academic institutions approve promotion on continuous research, this will create a positive attitude towards research and innovations (Matekenya, 2022). The study of Abdulmumini (2021) revealed a positive correlation between promotion and personal growth of the university employees. Universities and colleges of learning are advised to take seriously challenges being faced by employees to create enabling environment within the institution (Brewster et al, 2022). An enabling academic institution includes staff promotion, professional development and continuous research within the universities and across the globe (Ladipo et al, 2022). According to Nmadu (2019), an employee's performance is the degree of accomplishing the task(s) that make up an employee's job description. Managers at workplaces must ensure that employee's activities and output contribute to the organization goals. This process requires knowledge of what activities and outputs are designed, observing whether they occur and providing feedback to improve employees' morale and meet expectations (Nmadu, 2018). leadership and employees promotion or job satisfaction are two factors that have been regarded as fundamental in an organization (Jameel & Ahmed, 2020). Mohammed & Wang (2018) examined the relationship between leadership styles and employees performance. Results showed a significant positive correlation between the two. Mohammed et.al (2018) explained that the process of managing teams and ensuring their effectiveness required the leader who can motivate and provide vision for the subordinates in the organizational settings. Universities need leaders who fulfils their duties with highest integrity and ethical standards in achieving goals. Their actions and characteristics would consistently attract promotion and employees retention (Jameel & Ahmed, 2020). Hence, the university faculty Deans should function effectively as managers in providing effective leadership aimed at enhancing teaching and non-teaching staff promotion and professional development in all its ramifications.

Professional Development

Professional development is learning to maintain professional credentials such as academic degrees, attending conferences and informal learning opportunities (Olin & Lingerman (2016). It is a continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up to date on current trends and advance their career. In the university, faculty and departmental excellence are linked to leadership styles and institutional code of conduct (Jamali et al, 2022). Meng (2022) explained that the motivation of a leader can lead to setting up enabling environment, encouraging teamwork, sharing and discussions of creative ideas among staff to achieving set goals and objectives within the institution. Nevertheless, the style a leader takes could differ in the recommendations and attitudes exhibited during the creative process. According to Dube et al (2022), it is important for academic institutions to consider the complex nature of leadership and institutional problems when attempting to actualize staff demands and societal challenges. The professional world is becoming competitive and constantly changing. Therefore, attempting to achieve career goals successful, professional development (PD) of the staff becomes obvious. Most Deans who have attained the peak of their careers are not interested in PD of lecturers who require opportunity to learn, apply new knowledge and skills that can foster meaningfully learning of students. Lecturers are required to build their skills and set knowledge-base in their fields of education. Cravens, Drake, Goldring & Shuermann (2017) stated some merits of PD to workers such as: expand knowledge base; boosts confidence and credibility, increases earning potential and appointment status, provides networking opportunities; keeps current in the innovative approaches

to teaching and opens the doors to future career changes and international appointments. Some of the ways to improve on the PD of the academic staff are stated by Andrews-Larson, Wilson & Larbi-Scerif (2017) to include: take timeline with career milestones to the Dean or Head of Department during faculty or departmental meeting and requesting help to manage your career to reach the milestones; take advantage of every training offers by the faculty or department that would be helpful in your profession; identify a mentor you look up to and whose career growth you would like to model or imitate and learn opportunity from an expert in your relevant areas and skills. Examples of PD activities include attending a professional conference to learn from experts in your field such as out of town or country, online, webinar, workshops, shadow a colleague or superior who handles the type of skills or job desired by individuals. The prime objective of seminars and workshops is to assemble the like-minded intellectuals and professionals to trade ideas, thoughts, and views related to specific topics. Shadowing another professional can be a positive learning and reading a book that can help in your field to develop professionally. Andrews-Larson, Wilson & Larbi-Scerif (2017) posited that teachers want professional development that is conducted by professionals with classroom experiences. More so, teacher's professional development requires needs assessment; cross-sectorial collaboration; teacher-students; interdisciplinary; and cross-professional collaboration (Grau, Calcagni, Preiss & Ortiz (2017). Every successful person learns and works at its skills for a long time by taking advantage of professional development opportunities in their career. Sponsorship to conferences, *seminars and workshops could enhance lectures* knowledge and skills of current issues in their respective fields (Illinois, 2015). Consequently, communication, management and presentation skills are improved through facilitating or attending seminars which had helped in-service teacher to become more effective and efficient (Chowning, 2019). Awodiji, Oyedoyin&Jantuah (2022) posited that any institution that embarks on staff professional development programme (PDP) such as training for higher education, conferences, and workshops of both staff and the university is increasing their output and development. Quality professional development for university academic staff is very important if the best education is to be given to the students. Cordingley et.a; (2015) posited that quality teaching can be facilitated and supported through a programme of professional development. William Dylan quoted' All teachers need to improve their practice –not because they are not good enough, but because they can be better. How can the Dean ensure that they put in place the best possible programme for professional learning and development of their academic staff? Professional development requires structure, intent and clarity since it is a tool for driving up standards of teaching in schools. A conference, workshop or seminar session and field trip outings are great professional development. To bridge this gap and equip the students of current generation with new-age technologies, seminars and workshops play an imperative role (Sthitaprajnya, 2021). Ensuring a proper flow of knowledge Seminars and Workshops assist in passionate interaction and active participation boosting the skills and expertise of students. Keeping in mind the **importance of seminars for students** and the **benefits of workshops for students**, seminars and workshops are an innovative and welcomed step towards modern education (Panigrahi, 2021). Study conducted by Pang, Wang & Leung (2016) found that transformational leadership style contributes meaningfully to teachers' professional development. Silva, Amante & Morgado (2017) study showed that teachers had the highest interest in collaboration when they perceived professional Development support and encouragement from their leaders. The study done by Cravens, Drake, Goldring and Shuermann (2017) noted that leadership style stands as the key condition for teachers to feel comfortable during classroom teaching. The study of (Gemeda \$ Lee, 2019) argued that university professors and schools should form relationships to support lecturers for professional development. In this study, deans of faculties are required to encourage academic staff self-improvement by providing ample staff training and development opportunities.

Theoretical Framework

The path-goal theory of House & Terrence (1974) was adopted to explain leadership styles. The theory explained that a good leader enhances subordinates job performance by clarifying and setting goals with them. In path-goal theory, a leader sets goals for the subordinates and delegates duties to them according to their abilities, skills, knowledge and experiences. The leader further helps them to find the best path for achieving the desired goals through directing, controlling, supervising, rewarding, communicating and joint decision making for effective performance. Once the instructions are given, the subordinates become satisfied and motivated for improved performance. Subordinates' positions and task roles are adequately defined to remove barriers for enhancing group cohesiveness and team efforts. Also, when they are confused, the leader tells them what to do and a clear path to follow which foster work performance (House et al., 1974). In supporting this theory, leaders should create opportunities for lecturers to be promoted and develop professionally for effective coordination of institutional activities (Okafor, 2019). In view of the fact that leadership styles are the driving force in any organization, therefore, path-goal theory was employed to ascertain the leadership styles of the Deans on the promotion and professional development of the academic staff.

Statement of problem

The quality of human capital output in the university is closely tied to the quality of professional training and promotion provided to the employees at all levels (Awodiji et. al 2022). Unfortunately, most faculty deans intentionally deny lecturers of their rights to earn promotion and develop professionally. Daft and Marcic (2016) and Okafor (2021) observed that some academic staff of the universities in Nigeria face agonizing plight arising from irregular salary, delayed promotions, low morale, reduced enthusiasm, politicized study and annual leave, inadequate infrastructure, insufficient support for in-service training, global ranking, paucity of funds, brain drain, deteriorated working facilities, incessant strikes as well as problem associated with assessment and rewards which translate to poor teaching and learning outcomes. The success of any organization is attributed to its leadership (Downey, 2017). Unfortunately most academic leaders are not trained in personnel management and leadership skills; hence they are unable to function effectively (Schroder, 2018; Daramola and Amos, 2016). The complexity of leading academic staff in the faculties is daunting because of its structure in providing academic activities. Faculty dean is the link between the department and the university management (Moore and Rudd, 2016). The leadership of the dean is the building block that determines university's administrative success. Ineffective leadership at the faculty level may lead to a breakdown of administrative success. Therefore, faculties require academic leaders who can enhance innovations, teaching and research in the universities for the 21st century learners' (Daramola and Amos, 2016). Study conducted by Kim (2019) painted a gloomy picture that depicts unacceptable leadership styles of some deans in the university system. Study has shown that lecturers' promotion, incentives, job commitment and welfare package contribute significantly to the success of the faculty (Gambari, Yusuf, Thomas 2015). The rate at which academic staff absent themselves from work is quite alarming and calls for urgent attention on the leadership styles of the faculty deans on the academic staff promotion and professional development in the Nigerian universities.

The purpose of the paper was to determine the influence of leadership styles (transformational and transactional) of the faculty deans' on academic staff (lecturers) promotion and professional development in the three federal universities of Nigeria. The paper provided answers to the following three research questions:

RQ 1: What is the relationship between deans' transformational leadership style on academic staff promotion and professional development in Nigerian Universities?

RQ2: What is the relationship between deans' Transactional leadership style on academic staff promotion and Professional Development in Nigerian Universities?

RQ 3: To what extent will the faculties influence academic staff promotion and professional development in Nigerian Universities?

Methods

The paper adopted a descriptive correlational design. Out of the six geopolitical zones in Nigeria, three without Internally Displaced Camp (IDC) were chosen. In each of the selected three zones three (3) federal universities whose Vice chancellors are females from 2020 to date were purposely chosen. In each of the universities, deans of each of the five (5) faculties (Education; Engineering; Environmental Sciences; Pharmacy and Science) are eligible members of committee of deans in Nigeria and who must have served more than 18 months in the position. On the other hand, all the full-time academic staff of each of the faculties and who were willing to respond to the questionnaires were considered. The sample was Two Hundred and Ten (15 deans and 195 academic staff). Two instruments are used in data collection to include: (1) Modified Leadership Styles of Deans' Questionnaire (MLSDQ) and (2) Promotion and Professional Development of Academic Staff Questionnaire (PPDASQ).

The Modified Leadership Styles of Deans Questionnaire (MLSDQ) was adopted and adapted from Halpin & Winer (1957). The two leadership styles considered were transformational and transactional which are validated by two evaluators and measured in two sections; A and B with five statements on each. The respondents are requested to indicate perceived relationship of the deans' leadership styles of transformational and transactional on a five point Likert-Scale of Strongly Agree (SA); Agree (A); Not Sure (NS); Strongly Disagree (SD) and Disagree (D). The most positive statement is scored 5 and the least scored 1. All responses are scored between 1 and 5. Higher scores indicated positive relationship of leadership styles while lower scores indicated weak relationship. The instrument was validated on eighty (80) academic staff of a State university that did not take part in the study. The Cronbach alpha of 0.87 is obtained showing evidence of internal consistency. Examples of the statements include: (1) The dean makes budget for in-service training of the lecturers to improve their pedagogical skills. (2) The dean creates enabling environment for academic staff to thrive in their profession. (3) The dean does not care for the academic staff welfare but on job accomplishment. (4) The dean uses unforeseen authority to make every lecturer accomplish assigned tasks. (5) The dean hardly trusts the academic staff but doing their conscientiously. (6) The dean mentors the academic staff to achieve the faculty goals and objectives and among others

Promotion and Professional Development of Academic Staff Questionnaire (PPDASQ) is developed by the researchers. Each of the instruments had five items measured on a 5-point Likert scale: (1) least satisfied, (2) less satisfied, (3) moderately satisfied, (4) satisfied, and (5) very satisfied. The most negative statement is scored 1; the most positive statement is scored 5, and all responses are scored between 1 and 5. Higher scores indicated higher promotion and higher professional development respectively. The instruments was trial tested on the same 80 academic staff of State University that did not form part of the study. The responses were scored and Cronbach alpha of 0.76 was obtained showing evidence of internal consistencies. Examples of the statements include: (1) The dean determines who will be sponsored to attend conference or workshop. (2) The dean promotes only the academic staff that render adequate services to the faculty. (3) The dean is not interested in the promotion and professional development of the academic staff. (4) The Dean sponsors all the lecturers to attend conferences/ seminars and workshops. (5) The dean determines the topics to be treated during academic staff professional development. (6) Stringent criteria are used to select who qualifies for promotion. (7) The dean ensures that every academic staff is given

incentives and remuneration and among others. Data collected were analyzed using mean, standard deviation, paired sample t-test and Pearson Product Moment Correlation coefficient at significant levels of 0.01 (2-tailed) and 0.05 (2-tailed) respectively.

Results

The results are obtained from answers to the three research questions stated as shown below.

RQ 1: What is the relationship between deans' transformational leadership style on academic staff promotion and professional development in Nigerian Universities?

Table 1a: Correlation between Deans' Transformational (Transform) Leadership Styles on Academic Staff Promotion (Promo)

Variable(s)	Correlation	Transform	Promo
Transform	Pearson Correlation	1	.291**
	Sig. (2-tailed)		.000
	N	201	201
Promo	Pearson Correlation	.291**	1
	Sig. (2-tailed)	.000	
	N	201	201

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1a shows a significant positive relationship between transformational leadership style and promotion of academic staff. This implies that transformational leadership style plays vital roles in bolstering the promotion of academic staff.

Table 1b: Correlation between Deans' Transformational (Transform) Leadership Style on Academic Staff Professional Development (Prof-Develop)

Variable(s)	Correlation	Transform	Pro-Develop
Transform	Pearson Correlation	1	.175*
	Sig. (2-tailed)		.013
	N	201	201
Prof-Develop	Pearson Correlation	.175*	1
	Sig. (2-tailed)	.013	
	N	201	201

*. Correlation is significant at the 0.05 level (2-tailed).

Table 1b shows the relationship between the deans' transformational leadership style and professional development of academic staff. There is a positive correlation between the two variables. The relationship between transformational leadership style and professional development of academic staff was significant at .05 level. Tables 1a and 1b show significant positive relationship between transformational leadership style on the promotion and professional development of academic staff.

RQ 2: What is the relationship between deans' Transactional leadership style on academic staff promotion and Professional Development in Nigerian Universities?

Table 2a: Correlation between Deans' Transactional (Transaction) Leadership Style on

Academic Staff Promotion (Promo).			
Variable(s)	Correlation	Transaction	Promo
Transaction	Pearson Correlation	1	.009
	Sig. (2-tailed)		.899
	N	201	201
Promo	Pearson Correlation	.009	1
	Sig. (2-tailed)	.899	
	N	201	201

Table 2a revealed a very weak correlation between the deans' transactional leadership style and academic staff promotion. This shows that transactional leadership style does not have any influence on the promotion of academic staff.

Table 2b: Correlation between Deans' Transactional (Transaction) Leadership Style on**Academic Staff Professional Development (Prof-Develop)**

Variable(s)	Correlation	Transaction	ProfDevelo p
Transaction	Pearson Correlation	1	.149*
	Sig. (2-tailed)		.035
	N	201	201
Prof-Develop	Pearson Correlation	.149*	1
	Sig. (2-tailed)	.035	
	N	201	201

*. Correlation is significant at the 0.05 level (2-tailed)

Table 2b shows a positive correlation between Deans' Transactional (Transaction) Leadership Style on academic staff professional development. It revealed a significant correlation between the two variables. Thus affirming that transactional leadership style is a significant predictor of academic staff professional development. Tables 2a and 2b show a very weak and positive correlation of transactional leadership style on academic staff promotion and professional development respectively.

RQ 3: To what extent will the faculties influence academic staff promotion and professional development in Nigerian Universities?

Table 3a: Correlation Between Faculties and Promotion (Promo) of Academic Staff.

Variable(s)	Correlation	Faculties	Promo
Faculties	Pearson Correlation	1	.365**
	Sig. (2-tailed)		.000
	N	201	201
Promo	Pearson Correlation	.365**	1
	Sig. (2-tailed)	.000	
	N	201	201

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3a revealed a significant positive relationship between faculties and academic staff promotion. This suggests that respective faculties play critical role on academic staff promotion.

Table 3b: Correlation Between Faculties and Professional Development (Prof-Develop) of Academic Staff.

Variable(s)	Correlation	Faculties	ProfDevelo p
Faculties	Pearson Correlation	1	.162
	Sig. (2-tailed)		.022
	N	201	201
Prof-Develop	Pearson Correlation	.162	1
	Sig. (2-tailed)	.022	
	N	201	201

Table 3b shows that faculties determine academic staff professional development. A positive relationship between faculties and professional development of academic staff is obtained but there was no indication if the relationship is significant or not. Hence a paired t-test is conducted.

Table 3c: To Determine the Significance influence of Faculties on Professional Development of Academic Staff

Paired Samples Test	Mean	SD	Paired Differences		t	Df	Sig. (2- tailed)
			Std. Error Mean	95% Confidence Interval of the Difference			
				Lower Upper			
Faculties& ProfDevelo p	-67.99502	23.73657	1.67425	-71.29647 -64.69358	-40.612	200	.000

The paired sample t-test in Table 3c shows a significant influence of faculties [$t_{(200)} = 40.612$, $p = .000 < .05$] on professional development of academic staff. This implied that faculties are significant predictors of academic staff professional development. Tables 3a, 3b and 3c reveal significant positive relationship of faculties on staff promotion and professional development respectively.

Discussion

Deans' Transformational Leadership Style on Academic Staff Promotion

The academic staff of the faculties' assessment ratings of the deans' transformational leadership style has significant positive relationship on their promotion. This confirms the statement of Okafor, (2021) and Akparep et al (2019) on effective leadership styles being provided by the faculty deans' for enhancing innovative human capital. The finding corroborates with Bono and Judge (2019) who opined that leaders with transformational behaviour can direct organization towards productive work to achieve organizational goals. The finding also supports Jones and George (2017) who noted that transformational leaders are attentive to the needs and motives of followers. Therefore, transformational deans of faculties should be attentive to the needs and motives of academic staff as it concerns their promotion and professional development without delay to enable them actualize their potentials to the fullest.

Deans' Transformational Leadership Style on Academic Staff Professional Development

There was a positive correlation between transformational leadership style and of academic staff. The significant was at .05 level. This agrees with Meng (2022) who explained that transformational leadership style of the university vice chancellors and Deans had significant influence on lecturers' innovation and commitment to job and also positively correlated with staff's commitments and attitude towards innovation. The result also corroborates with the study of Abasilim et al (2019) who

revealed a positive relationship between transformational leadership style and employees' commitment. This gives insight to the deans that transformational leadership style can create significant change in the life of people and organizations when opportunities to learn, apply new knowledge and skills are provided through conferences, seminars and workshops. The style would even help academic staff to build their skills and set knowledge-base in their fields of endeavours. The finding also supports Cravens, Drake, Goldring & Shuermann (2017) assertion that workers should expand their knowledge base; boost confidence and credibility, increase earning and provide networking opportunities. Though reviewal of several documents by Mahar et al (2020) negates the consensus on the recommended transformation style considered as advantageous in achieving organizational goals. Transformational leadership style was highly exhibited by the deans of all faculties on academic staff promotion and professional development.

Deans' Transactional Leadership Style on Academic Staff Promotion

The result shows a very weak correlation between the deans' transactional leadership style and academic staff promotion. The finding aligns with the work of Bass and Riggio(2016) who noted that transactional leaders determine and define goals for their subordinates. This is most likely to discourage the academic staff who might be in awe and may request for promotion. However, the finding is not in agreement with Rasool et al. (2015) who indicated that a major component of transactional leadership is contingent reward which relates to the leaders' behaviour in explaining roles and tasks. The weak correlation of transactional leadership style aligns with Purwanto et al., (2020) who emphasizes rewards and punishment as the key motivators for employees' satisfactory and unsatisfactory performance. Gameda & Lee (2019) work negates the finding of transactional leadership style having a strong correlation with staff performance.

Deans' Transactional Leadership Style on Academic Staff Professional Development

There was positive correlation between Deans' Transactional Leadership Style on academic staff professional development. The result corroborates with the work of Gameda & Lee (2019) who stated that transactional leadership style had a strong correlation with staff performance. It also aligns with the study of Rasool et al. (2015) who proposed that transactional leadership gives contingent reward to its followers in fulfilment of contractual obligations. The study of Blanchard (2020) suggested to the leaders to adopt observable leadership styles than emphasizing on personality traits.

Faculties Influence on Academic Staff Promotion

There was a significant positive influence of faculties on academic staff promotion and professional development. Promotion in organizations is important as it could reduce truancy and enhances employees' job performance. The finding corroborates with the study of Abdulmumini (2021) who revealed a positive correlation between promotion and personal growth of the university employees. Universities are advised to create enabling working environment within the institution (Brewster et al, 2022). Hence, the university faculty Deans should function effectively as managers in providing effective leadership aimed at enhancing teaching and non-teaching staff promotion and professional development in all its ramifications. The result also aligns with Cravens, Drake, Goldring and Shuermann (2017) study who noted that leadership style stands as the key condition for teachers to feel comfortable during classroom teaching. Teachers prefer professional development that is relevant to their context, helps them plan and improve their instructional strategies. Many fields require professionals to participate in continuing education and ongoing learning as prerequisite for keeping their jobs or earn promotion. Awodiji, Oyedoyin&Jantuah (2022) posited that any institution that embarks on staff professional development programme (PDP) such as training for higher education, conferences, and workshops of the academic staff is increasing their institutions output and development.

Conclusion

Tertiary institutions throughout the world are facing challenges that may be academic, economic, scientific, technological, social, and personal. Nigeria institutions are demanding for restructuring of its educational system to meet the 21st century needs. To achieve such development, quality leadership is needed from the vice chancellors, deans of faculties and heads of departments for effective adjustment. Lecturers of today find it boring and cumbersome to carryout academic assignment due to the Dean's administrative styles. It is unfortunate that universities have become pawns in the game of national politics. The government no longer values university but viewed them as a motor parks where transformation of touts is evident.

Nevertheless, universities require academic leaders who can execute their jobs with exceptional professionalism, honesty, discipline and uprightness for the purpose of realizing the institutions objectives. It is the duty of those working within the educational system to ensure that the standard and quality of education remains excellent if the envisaged glory of university needs are to be upheld. There is need to develop the next generation of academic leaders who will coordinate and manage the academic enterprise of the nation by building their managerial competences and leadership capacities to foster professional development and promotion of its staff. Such dean must recognize and embrace transformational leadership style in the faculties among the academic staff for job satisfaction and commitment. Hence, transformational and transactional leadership styles are crucial factors that can bring about high commitment, promotion and professional development of teaching staff in the faculties for improved teaching and learning outcomes in Nigerian universities.

Recommendation

The following recommendations are hereby suggested:

1. Universities should provide skilled manpower by investing in academic staff research, promotion and professional development to help in areas that demand improvement;
2. Deans of faculties should consistently prepare skilled lecturers who would tackle the challenges of the future generation in an enabling environment through sponsorship to conferences, seminars and workshops to enhance their skills professionally;
3. Deans should consistently apply transformational leadership style that favours unconditional incentives, promotion and professional development which are sparsely accommodated in most Nigerian universities;
4. Deans should **incorporate** transformational and transactional leadership styles **into their** administration to bolster academic staff commitments and boost their cognitive outputs as they create innovations in the classrooms and faculties;
5. Government should provide support structure and facilities in the universities for effective implementation of policies that support global competitiveness;
6. Deans should ensure that all academic staff are exposed to pedagogical skills training and professional development on how to integrate innovative thinking skills during classroom instructions;
7. Deans of faculties should take a paradigm shift towards the development of academic intellect by aligning lecturers into Leave No-One-Behind in the development of its institution;

University policies that favour lecturers should not be misconstrued by the leadership styles provided by the dean but should put **necessary support structures for implementation of universities rules and regulations**'.

All academic staff should be professionally trained in content knowledge through conferences, workshops, seminars and symposium as well as networking events and independent research.

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