

Dynamics of Leadership and Teacher Effectiveness in Universities in North-Central Nigeria

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Abstract

The study examined the dynamics of leadership and teacher effectiveness in Universities. The uninspired roles played by university leadership for societal development seem to implicate the qualities of teacher effectiveness in teaching, research and community service. Teachers' performance appears lower than expected as personal observation has shown in most institutions in Nigeria. The study adopted a correlational survey design. The sample for the study consisted of one thousand six hundred and thirty-three (1, 633) academic staff members out of the population of eight thousand six hundred and thirty-four (8, 634) academic staff members working in the thirteen public Universities in North-central Nigeria as at April 2019. The data were collected through a structured questionnaire tagged: Dynamics of Leadership and Teachers' Effectiveness Questionnaire (DLTEQ) confirmed to be of 0.86 reliability coefficient. The data collected were analysed using mean and standard deviation to answer the research questions, and the hypotheses were tested using the Pearson Product Moment Correlation Coefficient (Pearson r) at a 0.05 significance level. The major findings of the study revealed that the dynamics of leadership are largely lacking; teachers' effectiveness in teaching and research are lower, and there is a significant relationship between dynamics of leadership and teachers' effectiveness in universities. It is recommended among others that University leaders should ensure the use of quality dynamic leadership skills to have a sense of mission with good interpersonal relationships, monitor frequently, et cetera considering the situation of the work environment, and the National University Commission should set urgent dynamic leadership training for University leaders through seminars and workshops for teacher effectiveness.

Keywords: dynamic leadership, teacher effectiveness, university, Nigeria

Introduction

Universities are established and accentuated to build knowledge to produce the manpower needs of a nation for development, which the goals and aspirations are achieved through the implementation of formulated policies by the influence

of leadership. Undoubtedly, leadership in the University in Nigeria is faced with the dilemma of meeting up with global changes in the educational systems. Many relevant educational requirements for effective teaching and research appear to be scarce in the Universities in North Central Nigeria. The neglect of quality dynamic leadership possibly explains teacher ineffectiveness and the dysfunctional state of University education in Nigeria (Orji, Olowu, Boman, & Akhimien, 2017).

Dynamic leadership is a dual-focused form of adaptive leadership where a leader reacts to changes by being proactive by adjusting the style of leadership based on situations to influence subordinates. It requires calculated decision making that adequately evaluates the outcome of actions and refines instructions to produce desired results (Fajana, 2000). Dynamic leaders do not only influence their people but, can read and react to different individuals and situations (Matthew, 2017). Leadership is a social process whereby people interact, the leader inspires, and the followers willingly perform tasks to achieve the goals of education. The kind of leadership exhibited by the leader often determines the extent of teacher effectiveness (Fajana, 2000; Orji, Olowu, Boman, & Akhimien, 2017).

Teacher effectiveness in the University is the level of teacher performance in terms of teaching, research and community service that could facilitate the achievement of set goals of the University (Wachira, Gitumu, & Mbugua, 2017). Paradoxically, the neglect of quality leadership in the Universities has negatively decline teacher effectiveness and fails to meet the global standing and competitiveness. Consequently, a positive learning environment, sufficient opportunity for quality teaching, research and community participation are lacking in the education sector. It is therefore important to examine the essence of dynamic leadership and teacher effectiveness in Universities to ensure that sustainable footprints of quality and standard are left to the system on the path of positive growth.

Statement of the Problem

Most University leaders fail to adjust their style of leadership to the changing contemporary situations. The high-handed skills of some leaders to be respected have weakened the use of leadership dynamics that could be vibrant in promoting teacher effectiveness. They tend to ignore situational leadership that is flexible in addressing complex issues. A cursory look can testify that communication gaps exist between leaders and their subordinates. For instance, it is often difficult for teachers to see their Vice-Chancellor with matters concerning them.

Meaning that the communication channel is directional from top to bottom. Such conditions can weaken the relationship between the leaders and subordinates and would affect organizational growth. Adequate motivation, a suitable work environment, teamwork, efficient communication between managers and subordinates play important roles in promoting teacher effectiveness. However, University teachers have lukewarm attitudes over teaching and research for lack of resources and motivation, attributed to the use of poor leadership behaviours. This is evident in the incessant strike of university teachers to tender their dissatisfaction with issues that bother them and the entire system. The broad knowledge of dynamic leadership behaviours in an organization can improve institutional effectiveness that can facilitate goal achievement. Despite efforts made by the National Universities Commission and Association of Vice-Chancellors of Universities through mandatory seminars, workshops and staff development programmes for university leaders; yet, teacher effectiveness in universities in terms of teaching, research and community service seems lower than expected. Therefore, the major question to answer in this study is; what is the relationship between the dynamics of leadership and teacher effectiveness in Universities in the North-central zone, Nigeria?

Aims and Objectives of the Study

The study aims to examine the relationship between the dynamics of leadership and teacher effectiveness in public Universities in North-central Nigeria. Specifically, the objectives of the study are to:

1. examine the extent of how leadership dynamics are fit for purpose in public University in North-central Nigeria.
2. examine the extent of how teacher effectiveness is visibly reflected in teaching, research, and community service in public Universities in North-central Nigeria.
3. find out the relationship between leadership dynamics and teacher effectiveness in Universities in North-central Nigeria

Research Questions

The following research questions guided the study:

1. To what extent is the leadership dynamics in public Universities in North-central Nigeria fit for purpose?
2. To what extent is teacher effectiveness reflected visibly in teaching, research and community service activities in public Universities in North-central Nigeria?

Hypothesis

The hypothesis was tested at a 0.05 level of significance.

Ho: There is no significant relationship between leadership dynamics and teacher effectiveness in public Universities in North-central Nigeria?

Theoretical Framework

The study is based on Hersey and Blanchard (1980) situational leadership theory also referred to as the life-cycle-theory of leadership. The principles of the theory suggest that no single leadership style is best. But that the type of leadership exhibited depends on situations and tasks. The key element of this theory is 'adaptability' and the attributes are flexibility, changes, directing, coaching, participating, delegating, integrity, courage, clear vision and humanity. This theory applies to this study in the sense that University leaders are expected to adopt dynamic leadership behaviours considering situations and tasks of teaching, research and community services. The leader's leadership styles and skills are modified to suit the requirements of the organization and in consideration of the rapid educational changes. These will lead to being flexible to adapt to situations and the kind of leadership skills to exhibit to achieve teacher effectiveness in the Universities.

Leadership Dynamics in University

Leadership can be viewed from different perspectives. Leadership is a dynamic personal process that varies with circumstances and the individuals involved. It is also said to be a personal influence because of the inter-personal interactions experienced in educational institutions. It involves those statutorily empowered to see to the smooth running of the organization. Hallinger (2014) posited that leadership is about the person in charge of a group. For instance, University leadership refers to the officers of the institutions as recognized by the laws and statutes that establish those institutions. In another perspective, leadership is a dynamic process of influencing people whose effectiveness is dependent on the followers, the situation and the environment. Leadership is a process of social influence in which one person can enlist the support of others in the accomplishment of a common task and a sense of mission is encouraged by all (Yukl, 2002; Idokoko, 2016). The effectiveness and efficiency levels of institutions are performed by people who are competent, enterprising and committed to the institution. It involves the use of power to influence people and get things done in any situation.

The main components of dynamic leadership are skills or styles, situation, change and adaptability in vision setting to inspire people and bring into fore the drive for an organization's success. In the University, the constituent organs of leadership are those established by the laws and the status of the Universities Miscellaneous Provisions Act 2003 thus:

1. The Governing Council which is at the apex of the organogram which is the governing authority of the institution with powers over the general management of the University in charge of personnel, finances and expenditure, and property of the University. The Council is headed by a Pro-Chancellor who is the Chairman.
2. The Senate/Academic Board statutorily superintends over the academic matters of the University. Membership of Senate comprises the Vice-Chancellor, all professors, Deans and Heads of Institutes/Departments/Academic Units and the University Librarian with the Registrar as the statutory Secretary. The body also exercises its authority through committees.
3. The Congregation, the Convocation. Each of these bodies, although statutorily recognized, does not have executive functions, yet they are strategic to the good order and governance of the University. The Vice-Chancellor is the Chairman with all Principal Officers, all full-time members of the academic staff, and every member of the administrative staff who holds a degree of any University are members. The convocation, however, is presided over by the Chancellor or in his or her absence, by the Vice-Chancellor, and where both are absent, by the Deputy Vice-Chancellor. The main purpose of the convocation is to confer degrees and academic distinctions on qualified individuals. The Universities Miscellaneous Provisions Act 2003 (Autonomy Bill) provides for the Convocation of each University to elect one of its members to serve on the Council of the University.
4. The Faculty Boards/ Boards of studies form the basic unit of the academic structure of each University, and they report their activities to the Senate at its meetings for approval. Its composition comprises the Vice-Chancellor, Deputy Vice-Chancellors, Deans, Professors and Heads of Departments in the Faculty, other academic staff in the faculty as approved by senate and others including persons from outside the University approved by Senate following recommendation in that regard by the Faculty. The Dean of the Faculty is the Chairman.

The National Universities Commission (NUC) is in charge of monitoring the progress of the universities. Indeed, for quality assurance, the senate/academic boards have significant roles to play in leadership (Owolabi & Chukwuma, 2007). The quality of the membership of these bodies appears questionable as many individuals with inadequate qualifications or inappropriate pedigree are recruited into the institutions, and lack the operational motivation that can influence positive dynamic leadership. The dynamics of leadership in the University requires building a culture of teamwork through interactions in the interplay of management, time and task within the system (Bryant, 2003). The changing world has prompted the growing interest to determine which leadership dynamic can influence teacher effectiveness in the University. This study focuses on leadership dynamics classified into; a sense of mission, strong leadership, culture of teamwork, interpersonal communication, positive learning environment, time management, and monitoring.

Teacher Effectiveness in the University

Teachers' effectiveness in the University is the duties perform by teachers towards the achievement of set goals. The effectiveness is tied to the academic outcome of education, the extent to which students and lecturers achieved their educational goals (Akinfolarin & Ehinola, 2014). Fajana (2000) noted that employee job performance is ineffective when leaders fail to develop workgroups and establish rapport with employees by observing situational leadership skills in an appropriate environment. Teacher effectiveness in the University is determined through quality teaching, research and contributions to society (Paul, 2017). Ogurunku (2016) observed that the four characteristics of an effective teacher consist of; good grasp of subject matter, use of appropriate methodology, establishing a cordial or caring atmosphere, as well as showing students' enthusiasm. Teacher dedication and commitment towards the attainment of educational set goals are quite important.

Research is one of the major criteria to discover new ideas and solve existing problems and stands as one of the major functions of university teachers. Teachers hardly get grants and sponsorship for research. As such, lack of materials and financial resources often slow down the rate of teachers' research work in the Universities. Paul (2017) noted that dynamic leadership facilitates teacher effectiveness at the University. When lecturers are given the necessary backing, they can perform their functions appropriately. Another function of lecturers is community service which involves service to various university associations, the community and the larger society. Socially, a University is expected to serve

its immediate and adjoining communities in areas such as public enlightenment through public lectures, workshops, seminars, and conferences as individuals or group (Usoro & Etuk, 2016). As such, the current trend of community service is meant to promote the development of the university community and the general society.

Dynamics of Leadership and Teacher Effectiveness

Dynamic leadership in the University has no standard benchmark but requires the use of tactical skills to approach challenges in the system. The use of a mix of methods and techniques to suit the environment of work is important. Dynamic leaders manage conflict, solve problems, envision others, build teams, motivate people and set good examples; their techniques of leadership relate to organizational effectiveness (Matthew, 2017). Building teamwork through cordial relationships influence share efforts and maximize mutual solutions in the workplace.

The use of inadequate leadership skills that encourage the culture of corruption and mismanagement of the available scarce resources result in ineffectiveness in the universities system (Igaekemen, 2014; Wachira, Gitumu, & Mbugua, 2017). Lack of accountability can only contribute to the breakdown of moral norms to the disruption of academic activities affecting lecturers' productivity (Habbe & Ibrahim, 2017). The system requires transformational dynamic leaders that are task-oriented and people-oriented to influence teacher effectiveness. In Nigeria, the National Universities Commission (2012) expressed worries over the increase in the number of universities without qualified teachers that are proportionate to the size and coupled with constant brain drain. Consequently, the academics seem to be overloaded with tasks that could result in stress which can negatively affect academic staff effectiveness in teaching. The necessary priority for teacher effectiveness in the University system seems neglected. Teachers are not motivated and morale is dampened.

Paradoxically, teacher effectiveness in the university to some extent depends upon dynamic leadership which can facilitate to address the changes in society. Lack of a positive environment, poor time management, and disruptive interpersonal communications within the system could frustrate teacher effort leading to poor performance. Dynamic leaders build strong leadership and monitor activities to ensure teachers keep abreast of their field and be able to communicate knowledge to others at the level of comprehension (Hallinger, 2014). Disruptive leadership behaviours can frustrate teacher efforts in performance. It is argued

that effective leadership positively influences teachers' performance (Hallinger, 2014). Dynamic leaders can effectively transform their schools and influence teacher effectiveness. The art of leading in the University is a direct fur of interpersonal effectiveness on awareness, ability and commitment. Dynamic leaders are admired when they listen, present issues, prepare well, coach others and challenge people appropriately (Matthew, 2017). Thakur (2014) revealed the relationship between transformational, transactional and teacher performance as being influential in the work environment. Similarly, Gyang (2014) confirmed a significant relationship between principals' leadership styles and teachers' morale in secondary schools in Plateau State, Nigeria; and teacher morale matters in teacher effectiveness. However, it seems some leaders do not consider their leadership styles as crucial in teachers' job effectiveness. Although a series of studies have been embarked upon leadership styles, there is a need to examine the relationship between the dynamics of leadership and teacher effectiveness in North-central Nigeria.

Method

The study adopted a correlational survey design. Correlation design is a type of non-experimental research design that measures two or more variables, understands and assesses the statistical relationship between them with no influence from an extraneous variable (Asika, 2006). The choice of this design is justified in the sense that it can be used to determine prevalence and relationships among variables and to forecast events from current data and knowledge.

The population of the study consists of all the eight thousand six hundred and thirty-four (8, 634) academic staff members working in the thirteen public Universities in North-central Nigeria as of April 2019. The sample consisted of one thousand six hundred and thirty-three (1, 633) academic staff members for the study in six public Universities in North-Central Nigeria. The rationale for this sample size is based on Krejcie and Morgan (1970) ideas that the larger the sample size, the more reliable will be the result of the study. A simple random sampling technique using the lottery method was used to obtain the sample.

The data were collected through a structured questionnaire tagged: Dynamics of Leadership and Higher Education Effectiveness Questionnaire (DLHEEQ). What informed the use of a questionnaire is that relevant data can easily be collected and is relatively effective in collecting large amounts of information from a larger sample size. Nigeria to allow for data gathering and ensuring them about the confidentiality of any information elicited from them. The questionnaires

were hard copies and administered through face-to-face direct delivery to facilitate prompt response from respondents. The validity of the instrument was ascertained by two experts in the fields of Educational Administration and Planning, and Educational Measurement and Evaluation at the University of Jos. The reliability of the instrument on multi-variables (University dynamic leadership elements and teacher effectiveness were tested via the Cronbach's Alpha Method and yielded 0.87, an acceptable reliability coefficient.

The data collected for the study were analysed using mean and standard deviation to answer the research questions with a criterion mean of 3.00. The level of agreement is when the mean score is equal to or more than the criterion mean and that of disagreement is when the mean score is less than the criterion means. The hypotheses were tested using the Pearson Product Moment Correlation Coefficient (Pearson r) at a 0.05 significance level. The decision rule for the benchmarks is when the p-value is greater than the 0.05 level of significance, the null hypothesis was accepted and when the yielded p-value was less than the level of significance of 0.05, it is not significant and the null hypothesis is rejected.

Results

Research Question One

To what extent is the leadership dynamics in public Universities in North-central Nigeria fit for purpose?

The result shows a cumulative mean of 2.91 below the criterion mean of 3.00, indicating that dynamics of leadership issues such as sense of mission, interpersonal communication, a positive learning environment (motivation), time management, and parent/community involvement matter to public Universities in North-central Nigeria but are largely lacking by education leaders in the zone. All the items have mean scores below the criterion mean except items 2 and 4. This also implies that the dynamic leader's building strong leadership and frequent monitoring of progress do matter so much to respondents as result confirmed agree. Table 1 reveals the Mean and Standard Deviation result on the extent of leadership dynamics in public Universities in North-central Nigeria.

Table 1

Mean and Standard Deviation Result on Leadership Dynamics in public Universities in North-Central Nigeria

S/N	Variables	N	Mean	Std. Deviation	Decision
1	Sense of mission extent	1633	2.91	0.28	Disagree
2	Building strong leadership	1633	3.42	1.12	Agree
3	Interpersonal communication (Teamwork)	1633	2.71	0.46	Disagree
4	Frequent monitoring of progress	1633	3.36	1.10	Agree
5	Positive learning environment (motivation)	1633	2.29	0.53	Disagree
6	Time management	1633	2.91	0.28	Disagree
7	Parent/Community engagement	1633	2.83	0.38	Disagree
Cumulative mean			2.91		

Note: Criterion mean: 3.00 Key: Std. Dev = Standard Deviation, N = Number

Research Question Two

To what extent is teacher effectiveness reflected visibly in teaching, research and community service activities in public Universities in North-central Nigeria?

The finding shows that lecturers are not effective in teaching by the Cumulative Mean of 2.65 which is below the criterion mean of 3.00. The result indicates that most academic staff are not punctual, poor in pedagogy, lecturers are absent from duty, have poor students' application, do not promptly give feedback to students have poor personality hence they are not effective in teaching in North-central Nigeria. Table 2 reveals the Mean and Standard Deviation result on the extent of academic staff effectiveness in teaching in public Universities in North-central Nigeria.

Table 2

Mean and Standard Deviation Result on Teachers' Effectiveness in Teaching in Public Universities in North-Central Nigeria

S/N	Variables	N	Mean	Std. Deviation	Decision
1	Punctuality	1633	2.49	0.52	Disagree
2	Pedagogy	1633	2.33	0.50	Disagree
3	Absenteeism	1633	2.39	0.49	Disagree
4	Students' applica- tion	1633	2.50	0.50	Disagree
5	Feedback to stu- dents	1633	2.79	0.44	Disagree
6	Personality	1633	2.67	0.51	Disagree
7	Academic calen- dar	1633	3.36	1.60	Agree
Cumulative mean			2.65		

Note: Criterion Mean = 3.00

The result reveals the Cumulative Mean of 2.47 which is lower than the criterion means of 3.00, an indication that the majority of the respondents agreed that teacher effectiveness in research is lower. This implies that teachers do not access research grants to perform their research activities and sponsorship for training, orientation for new lecturers, and mentorship programme hence they perform poorly in research works in public Universities in North-central Nigeria. Table 3 shows the Mean Score and Standard Deviation result on the extent of academic staff effectiveness in research in public Universities in North-central Nigeria.

Table 3

Mean and Standard Deviation Result on Extent of Teachers' Effectiveness in Research in Public Universities in North-Central Nigeria

S/N	Variables	N	Mean	Std. Deviation	Decision
1	Sponsorship for training	1633	2.63	5.281	Disagreed
2	Accessing research grants	1633	1.73	2.25	Disagreed
3	Orientation for new staff	1633	2.79	0.440	Disagreed
4	Mentorship programme	1633	2.71	0.459	Disagreed
Cumulative mean			2.47		

Note: Criterion mean: 3.00

Table 4 shows that the mean score for knowledge sharing outside the community and contribution to cultural activities in local communities (= 3.61 and 3.33) respectively are higher than the criterion mean of 3.00, indicating that most lecturers are effective in knowledge sharing outside the community and contribution to cultural activities in local communities. This implies that the majority of the University teachers rated their community services in terms of knowledge sharing outside the community and contribution to cultural activities in local communities as effective and matters most than other factors in term of academic staff effectiveness in community service.

Table 4

Mean and Standard Deviation Result on Extent of Teachers' Effectiveness in Community Services in Public Universities in North-Central Nigeria

S/N	Variables	N	Mean	Std. Deviation	Decision
1	Paper presentations in conferences	1633	2.23	0.54	Disagreed
2	Conduct consultation services within the university	1633	2.54	0.51	Disagreed
3	Knowledge sharing outside the community	1633	3.36	1.07	Agreed
4	Contribution to cultural activities in local communities	1633	3.72	1.20	Agreed
Cumulative Mean			2.96		

Note: Criterion mean: 3.00

Hypothesis

There is no significant relationship between leadership dynamics and teacher effectiveness in Universities in North-central Nigeria.

The result yielded $r = 0.381$, $p < 0.05$; indicating a weak positive relationship between the two variables. Since the p-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. It was concluded that there is a significant relationship between leadership dynamics and teacher effectiveness in public Universities in North-central Nigeria. Table 5 reveals the results of the relationship between leadership dynamics and teacher effectiveness in public Universities in North-central Nigeria.

Table 5

Pearson Correlation of Relationship between Dynamics Leadership and teacher effectiveness in public Universities in North-central Nigeria

Variables	N	Mean	SD	r	p-value	Decision
Dynamics leadership	1633	129.39	37.44	0.53	0.000	Reject H ₀
University teachers' effectiveness	1633	2363	363.59	85.95		

Note: (N = Number; = mean; SD = Standard Deviation, r = Correlation; p = Calculated alpha level of significance).

Discussion

The discussion is based on the findings derived from the research questions and hypothesis formulated in the study. On the extent of leadership dynamics in Universities in North-central Nigeria, the result reveals a cumulative mean of 2.91 below the criterion mean of 3.00. This implies that the dynamics of leadership influence teacher effectiveness minimally in Universities in North-central Nigeria. However, findings signified that strong building leadership and frequent monitoring of progress with mean above the criterion mean were exhibited maximally. The findings agree with the National Universities Commission (2012) report that indicated that many University leaders lack adequate, effective leadership approaches and skills in their function and that has been a major barrier to the achievement of educational goals in the country. This also supports Akinfolarin (2014), and Orji, Olowu, Boman and Akhiemen (2017) findings that there is no passion and enthusiasm on the part of the leaders for ensuring teamwork, teacher motivation, effective time management for effective teaching and learning. The implication is for leaders to share some aspects of passion and enthusiastic leadership skills, and consider the situational environment that can influence teacher effectiveness and promote close interpersonal relationship for mutual respect. When leaders fail in their leadership role teacher morale is dampened for any effective performance to take place. University leadership needs to face the challenging world by exhibiting dynamic leadership skills for competencies to improve teacher effectiveness.

The result also showed the extent of low teacher effectiveness in teaching in public Universities in North-central Nigeria with the Cumulative Mean of 2.65 which is below the criterion mean of 3.00. This means that most academic staff are not punctual, lecturers exhibit poor knowledge in pedagogy, lecturers are absent from duty, have poor students' guidance, lecturers do not promptly

give feedback to students, have poor personality hence they are not effective in teaching in North-central Nigeria. This finding supports findings by Fajana (2000), that employee job performance is ineffective when leaders fail to develop workgroups and establish rapport with employees with situational leadership in an appropriate environment.

The result on the extent of academic staff effectiveness in research in public Universities in North-central Nigeria show that sponsorship for training, accessing research grants, orientation for new academic staff, a mentorship programme for younger lecturers and recruitment processes are not adequately carried out by academic staff for effectiveness. Findings by Fajana (2000), and Paul (2017) showed that teacher effectiveness in the University is determined through impart of knowledge; being proficient in research and contributions to society. It is only through research that educational problems can be solved and new issues could be discovered for the development of society.

Results also revealed that most lecturers are effective in knowledge sharing outside the community and contribution to cultural activities in local communities which matters most than other factors in term of academic staff effectiveness in community service. These findings are consistent with Usoro and Etuk (2016) views, that socially, a University is expected to serve its immediate and adjoining communities in areas such as public enlightenment through public lectures, seminars, debates as individuals or group. However, a teacher ineffective in teaching and research could be attributed to leadership failures in the university which are required to be solved by the use of quality situational dynamic leadership.

Results confirmed that there is a weak positive significant relationship between leadership dynamics and teacher effectiveness in public Universities in North-central Nigeria. The result shows the p-value 0.000 below the 0.05 level of significance, and the null hypothesis is rejected. This is consistent with Wachira, Gitumu and Mbugua (2017) that effective and appropriate dynamic leadership is very important in the achievement of higher education goals. It could therefore be argued that the extent to which Universities achieve their anticipated educational objectives, the extent to which University students acquire the content of the curricular experiences and the quality of capabilities that University students manifest depend to a large extent on the interactions that leaders have with subordinates. This is supported by Habbeb and Ibrahim (2017), that the Nigerian university has been plagued with challenges including leadership and administrative direction and inappropriate application of

leadership styles leading to poor relational working ties between employees and university management. Hence, University leaders have the task of embracing dynamic leadership skills to promote effective teacher performance and in turn facilitate the achievement of stated goals.

Conclusion

Universities have numerous challenges despite the introduction of different policies meant for developing society. Good leadership whether internal or external is a major factor for success in the University system which cannot be overlooked. The study highlights on dynamics of leadership with particular reference to; a sense of mission, building strong leadership, interpersonal communication, monitoring, positive learning environment, motivation, time management, and community involvement. Other areas include; teacher effectiveness in teaching, research and community service. Leadership dynamics were confirmed to relate to teacher effectiveness. Dynamic education leaders focus on positive changes through the use of situational leadership behaviours that are reactive and proactive to increase positive influence on the achievement of set goals. The study concludes that university leaders should identify dynamic leadership behaviours that are mostly and widely practised based on situations for teachers' effectiveness.

Recommendations

To improve the effectiveness of the Universities, the following are recommended:

1. University leaders should ensure the use of dynamic leadership that is proactive, creative, innovative and prudent, and devoid of undue political interference to meet the educational paradigm shift of changes in the Globe.
2. Leaders should promote reliance on appropriate leadership pattern in the University sector to promote teacher effectiveness considering the situation of the work environment to adapt to contemporary changes in the educational sector.
3. National University Commission should set urgent dynamic leadership training for University leaders through seminars and workshops to have the basic knowledge of dynamic leadership skills that can promote quality teacher effectiveness.
4. The government should provide the necessities for teacher effectiveness in terms of teaching, research and community service.

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