



Assessment of Transformational Leadership Approach to Financial Resource Allocation for Research Functions in Ignatius Ajuru University of Education Rivers State

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ABSTRACT

The paper assessed transformational leadership approach to financial resource allocation for research functions in Ignatius Ajuru University of Education, Rumuolumeni, Rivers State and the various variables interplaying in the effectiveness of leadership approach towards financial resource allocation. The study was hinged on the role theory. The study adopted descriptive survey research design. Four research questions and four null hypotheses were formulated to guide the conduct of the study. The population of the study consisted of academic staff in Faculties of Education and Humanity of the University. The sample of the study comprised 105 academic staff selected through stratified sampling technique. The stratification was based on the hierarchy and position of the staff. The instrument for data collection was designed by the researcher and entitled “Assessment of Transformational Leadership Approach to financial Resource Allocation for Research Functions Questionnaire (ATLAFRRFQ)”. The instrument passed through the rigorous process of validation. Test re-test reliability method was used in determining the reliability of the instrument. The reliability of the instrument was 0.89 indicating that the instrument was quite reliable. Mean score was used in answering the four research questions while z-test was used in testing the four null hypotheses at 0.05 level of significance. The paper concludes that financial resource allocation for research function varies significantly as a result of transformational leadership approach. It was then recommended that the school administrator should orchestrate the transformational leadership principles, strategy development, and school vision, focused on team building and creating a collective school vision that is clear, compelling and focused on the needs of all the stakeholders. It is crystal clear that this study will enhance adequacy in financial allocation of resources and research functions if transformational leadership principles are adhered to in Ignatius Ajuru University of Education Rumuolumeni, Rivers State.

Keywords: Education, Transformational Leadership, Leadership Theories, Leadership Styles and Approaches, Budget, Resource, Allocation

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INTRODUCTION

Education is commonly viewed as the great equalizer, serving as the means through which persons rise above the social and economic circumstances that have created long-lasting barriers to reaching their potential as people and causative citizens. Education alone cannot address these entrenched social issues. A range of approaches, policies, and support systems are needed to deal with these problems (Levin & Kelly, 1994; Rothstein, 2004). However, education is and can still be one among the first means through which inequity is addressed. Public funds can still be allotted in support of educational programs, and therefore the explanation for these investments can probably still be created in terms of making social equity together with excellence. Consequently, the purposeful and productive allocation of resources to support unbiased access to high-quality learning opportunities becomes a significant part of education policy and transformational leadership at the federal, state, and indigenous levels.

As the sources of funding are becoming increasingly varied, an increasing set of actors within the establishment are gaining influence on choices regarding expenditure. In several countries, sub central governments have emerged as vital actors within the allocation and management of college funding, individual schools have obtained larger responsibility over budgetary matters and owners of private school have become vital end users of public outlay. In more centralised institute, a variety of various central-level agencies could contribute to managing and allocating educational funds. Transformational leaders at all levels of the education system are charged with making choices regarding the way to effectively distribute and leverage resources to support teaching, research and learning. However, resource allocation consists of more than allotting amounts to particular institute or programs. Equally, if not more vital, transformational leadership will entail the examination of the ways within which those moneys are translated into action by allocating time and persons in productive ways.

Hence, transformational leaders are involved not solely with the amount of resources and the way they're distributed across the varied school needs but then again with how these investments translate into improved learning, teaching and research. Of vital importance, resource allocation practices should mirror an understanding of the imperative to eliminate existing inequities and shut the achievement gap. Trends towards multi-level and multi-actor governance of college funding got to be in the course of adequate institutional and modifiable frameworks to optimise the role of every actor in making certain an effective and unbiased allocation of funds, hence transformational leadership approach to financial resource allocation to research functions. In developing this framework, university systems have to take into consideration the vital role of key stakeholders group like school boards, school leaders and lecturers, skilled organizations, student and parent associations, community organizations and employers (Margaret et al., 2006).

Statement of the Problem

As expectations rise for educational leaders to perform at higher levels, the question of how best to achieve these goals through effective financial resource allocation becomes even more vital. Although Federal and State policies support educational funding, however, the educational leader's decision on financial resource allocation and expenditure matters as his or her approach of leadership significantly portrays the eventual outcome. Are there research grants available? If there are research grants, how are they disbursed -process? Who is qualified for it? Is it readily

available? Are available funds requested for? Are there unused financial resources for research grant and why? Could the success or failure attributed to transformational leadership approach? The study therefore seeks to assess the transformational leadership approach towards financial resource allocation for research functions in Ignatius Ajuru University.

Purpose of the Study

The main aim of the study was to examine the transformational leadership approach towards financial resource allocation for research functions Ignatius Ajuru University of Education in Rivers State with a view to:

- Assess the role of transformational leadership approach to financial resource allocation for research functions.
- Assess how satisfactory is transformational leadership approach to the use of financial resource allocation for research functions.
- Assess the effectiveness of implemented transformational leadership approach to financial resource allocation for research functions.
- Assess the transformational leadership challenges to the allocation of financial resources for research functions.

Research Questions

The following research questions were raised to guide the study:

- What is the role of transformational leadership approach to financial resource allocations for research functions?
- How satisfactory is the use of financial resources for research functions as a result of transformational leadership approach in Ignatius Ajuru University of Education?
- How effective is transformational leadership approach to resource allocation for research?
- What is the transformational leadership challenges faced in allocation of financial resources to research functions?

Hypotheses

The following hypotheses were statistically tested to direct the study:

- There is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of the role of transformational leadership approach to financial resource allocations for research functions.
- There is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of how satisfactory is the use of financial resources for research functions as a result of transformational leadership approach in Ignatius Ajuru University of Education.

- There is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of how effective transformational leadership approach to resource allocation for research functions is.
- There is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of the transformational leadership challenges faced in allocation of financial resources to research functions.

Significance of the Study

It is envisioned that the results of this study

- Would provide education leaders at various levels with information and strategies on transformational leadership for improving the allocation of financial resource to support greater educational success.
- Would increase the understanding of resource allocation through transformational leadership approach for a diverse audience (policymakers, researchers, educators, individuals who influence education policy, and others interested in school finance and/or student performance).
- By the instrument of transformational leadership approach, stimulate thinking and inform ongoing attempts to make resource reallocation more suited to the challenges of today's contexts.
- Would fill a gap in the current research base

Scope of the Study

The study is delimited to two faculties, faculty of education and faculty of humanities in Ignatius Ajuru University of Education of Rivers state only. The thrust of the study is on the variables such as: transformational leadership approach, financial resource allocation for research grant, appropriate leadership approach to financial resource allocation for research functions and the access to and use of financial resource allocation for research functions due to transformational leadership approach. Furthermore, the study will explore the challenges and conditions in choosing transformational leadership approach for effective and efficient financial resource allocation for research functions in Ignatius Ajuru University of Education, Rivers State.

REVIEW OF RELATED LITERATURE

Theoretical Framework

This study on assessment of transformational leadership approach to financial resource allocation for research functions is anchored on the role theory by Biddle and Thomas 1966, cited under General Overviews of Oxford bibliographies (n.d). Role theory is a perspective in sociology and in social psychology that considers most of everyday activity to be the acting out of socially defined categories (e.g., mother, manager, teacher, and administrator). Each role is a set of rights, duties, expectations, norms and behaviors that a person has to face and fulfill. The model is based on the observation that people behave in a predictable way, and that an individual's

behavior is context specific, based on social position and other factors. The theory posits the following propositions about social behaviour in organisations:

- The division of labour in society takes the form of the interaction among heterogeneous specialized positions that we call roles;
- Social roles included "appropriate" and "permitted" forms of behavior, guided by social norms, which are commonly known and hence determine expectations;
- Roles are occupied by individuals, who are called "actors";
- When individuals approve of a social role (i.e., they consider the role "legitimate" and "constructive"), they will incur costs to conform to role norms, and will also incur costs to punish those who violate role norms;
- Changed conditions can render a social role outdated or illegitimate, in which case social pressures are likely to lead to role change;
- The anticipation of rewards and punishments, as well as the satisfaction of behaving in a pro social way, account for why agents conform to role requirements (Wikipedia, 2018).

Ukeje, Okorie and Nwagbara, (1992) agreeing to this postulation opines that when a person is given an appointment within an organization, he or she assumes an identity based on that position appointed into. The position could be teacher, manager, vice chancellor etc. They opined that the identified positions carry with them responsibilities, rights and privileges (often found in job titles, descriptions, work prescriptions and manuals) irrespective of the individual who occupies it, this being the hallmark of accountability and transparency. However, these positions or identities exist in complementary relation with other identities within that organization. In other words, an administrator's identities are defined in relation to those of teaching and non-teaching staff and students. These identities held for an individual's relational behavior when he or she is operating in a particular position is known as role.

Suffice it to state that an administrator is represented by his duties and obligations, his perception of his duties and the expectation of others in the organization determines how he behaves, that is the approach he chooses to take, which either gives legitimacy or disregard to his position. According to Ukeje, Okorie and Nwagbara, (1992) these expectations of behavior held by both on-lookers and the administrator are known as roles. Thus, role theory provides valuable means of viewing the administrator as he functions, and for predicting behavior in organizations. It then means that the role leader's play and how they play that role can be predicted and as such affect response towards that approach of leadership. In this regard, the managers of the education system have roles to play which are defined; which has perceptions and expectations which when not met affects the system.

Consequently, the role of administrators and managers in education is enshrined in not just competence but chiefly on how these roles are carried out, their approach to those roles, for maximizing of educational output with respect to resource allocation for research functions. In essence, transformational leadership approach can make roles ineffective or effective. Administrators manage budgets, personnel and policy, shape institutional priorities and practices, coordinate and communicate. Administration in applying transformational leadership approach requires constant teamwork and communication. There is the need for the right application of this leadership approach and quality in the operation of the system to be given priority and as a result, an administrator needs to always possess skills and engage appropriate transformational leadership styles to focus on the job and to ensure quality standards in job performance for astute

allocation of financial resources for research functions. Nonetheless, the managers of the system should be responsible for the consequences of transformational leadership approach in actions and inactions within his or her roles in the education system and be able to stimulate research functions among the faculty and students.

CONCEPTUAL REVIEW

Transformational Leadership Theory

Transformational theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential and roles. Leaders of this style often have high ethical and moral standards (Charry, 2012).

Transformational leaders seek to change those they lead. In doing so, they can represent sustainable, self-replicating leadership. Not content to simply use force of personality (charismatic) or bargaining (transactional) to persuade followers, transformational leaders use knowledge, expertise and vision to change those around them in a way that makes them followers with deeply embedded buy-in that remains even when the leader that created it is no longer on the scene. Transformational leaders represent the most valuable form of leadership since followers are given the chance to change, transform and, in the process, develop themselves as contributors. Organizationally this achieves the best leadership outcome since transformational leaders develop people. Transformational leadership is strongly desired since it has no artificial constraints in terms of buy-in and instead is focused on getting followers on board based upon their own evolving thought process and changing responses to leadership challenges. It is particularly suited for fast-paced, change-laden environments that demand creative problem solving and customer commitment.

Transformational Leadership

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance. In essence, when transformational leadership is applied in allocation of funds for research, both the bursary and the faculty definitely would be motivated and challenged to effectively play their roles towards research functions.

Conger (2002) views transformational leadership as the leadership that goes beyond incentives for performance, to develop and encourage workers intellectually and creatively, as well as to transform their own concerns into an essential part of the organization's mission. It is

defined by Trofino (2000) as the kind of leadership that sets a clear vision for their organizations. Kirkan (2011) noted that transformational leadership is a leadership pattern used by leaders to change the current situation by identifying those who follow the organization's problems through inspiration, persuasion, and excitement to achieve a high level of clear vision for recognizing common goals. One would then posit that with transformational leadership style, where the bursary and faculty are influenced to transform their concerns into the common educational goal of research, there will be less corruption and diverging of financial resources meant for research.

Burns (1978) marks the beginning of the work on transformational leadership. He introduced the concept of transformational leadership, describing it not as a set of specific behaviours but rather a process by which "leaders and followers raise one another to higher levels of morality and motivation" (Burns, 1978). Since then, over 1,500 articles have been written on the subject, and transformational leadership theory has attracted more research attention than all other leadership theories combined (Barling, Christie, & Hopton, 2011). Another researcher, Bernard (1985) extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership; Bass also used the term "transformational" instead of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance.

The extent to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

Since Burns introduced the concept of transformational leadership, several theories have evolved in his wake, and versions of transformational leadership have been proposed by several theorists including (Bass, 1985; Bennis & Nanus 1985; Sashkin, 1988; Tichy & Devanna, 1986). The most prominent of these and the one used most often, is Bass' theory of transformational and transactional leadership (Yukl, 1999). Bass theory differs from Burns' in the sense that transactional and transformational leadership are seen not as being at opposite sides on a continuum but as two different dimensions where a leader can be both transactional and transformational at the same time but to different degrees. Also, in opposition to Burns, who argued that leaders should strive for a transformational leadership only, Bass argued that leaders can and should be both transactional and transformational and that a combination of these two is the most successful kind. In addition, Bass argued in favour of an augmentation relationship between transformational and transactional leadership, where transformational leadership should and does account for unique variance in performance ratings (or other outcomes) over and above the variance accounted for by active transactional leadership (Bass & Riggio, 2006). However, transformational leadership theory has developed over time, and the present version of the theory, referred to as the 'Full Range of Leadership Model' Avolio & Bass, (1991), includes three different forms of leadership.

Elements of Transformational Leadership

According to Bass (1985), transformational leaders display four types of behaviours that enable followers to transcend self-interest and perform beyond expectations.

- **Individualized Consideration:** The degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self-development and have intrinsic motivation for their tasks.
- **Intellectual Stimulation:** This refers to the ability of leaders to give employees indications to be innovative and being a risk taker. It is the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.
- **Inspirational Motivation:** This refers to leader's ability to create a vision that impacts subordinates to make them play a vital role within the organization. It is the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and believe in their abilities.
- **Idealized Influence:** This refers to leaders' ability to increase level of loyalty, dedication and identification without focusing on the self-interest. It provides a role model for high ethical behavior, instills pride, gains respect and trust. As a development tool, transformational leadership has spread already in all sectors of western societies, including governmental organizations.

Furthermore, Avolio and Bass (1991) developed the Full Range of Leadership model that also differentiates between two transactional leadership behaviours (contingent reward and management-by-exception) and includes laissez faire or non-leadership.

Criticisms

Transformational leadership theory has been subject to criticism, and its potential weaknesses have been identified over the years (Knippenberg & Sitkin, 2013; Yukl, 1999). One criticism is that transformational leadership is elitist and antidemocratic, and that too much emphasis is placed on the 'heroic' aspects of leadership (Northouse, 2007). Because transformational leaders create and communicate a vision in an effort to achieve change, it may seem as though they are

acting independently of their followers. This criticism has been opposed by others including Bass and Riggio (2006), who argue that transformational leaders can be either directive or participative, and either authoritarian or democratic.

Related to this criticism is the idea that transformational leadership has the potential to be abused. Transformational leaders change employees' values and provide a new vision of the future. Who decides if the new vision is better than the old one? Who determines whether the new direction taken is a good one? History provides us with examples of leaders who have exploited their followers and where their vision has eventually led to the death of their followers. This is problematic and is an issue that transformational leadership researchers have tried to address in several ways. Bass originally argued that transformational leadership was not necessarily beneficial leadership Bass (1985), but later modified his view that transformational leadership is moral leadership serving the good of the group, organization or country and should never harm followers (Bass, 1997; Bass & Riggio, 2006).

The term 'pseudo transformational' has been proposed to incorporate leaders who exhibit transformational behaviours but cater to their own self-interest (Bass & Riggio, 2006). However, partly as a reaction to the issue of charisma contained in transformational leadership, Avolio and Gardner (2005) developed the concept of authentic leadership, sometimes described as transformational leadership without charisma. It includes aspects such as leader self-awareness, relational transparency, an internalized moral perspective, and balanced processing and has been positively associated with, for example, organizational citizenship behavior, commitment, and performance (Avolio, et al., 2009).

Another concern is that transformational leadership may be a personality trait or personal predisposition which might be difficult to change, rather than a behaviour that can be trained and developed (Bryman, 1992). Although many scholars such as Weber, House, and Bass emphasize that transformational leadership is concerned with leader behaviour, empirical studies have demonstrated relationships between personality and transformational leadership. Further, the lack of conceptual clarity regarding the different dimensions of transformational leadership has been criticized (Tracey & Hinkin, 1998). More specifically, the four transformational dimensions identified by the MLQ (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) have shown substantial overlap, which suggests that these dimensions are not clearly defined.

Finally, criticism revolves around the lack of specification as to how transformational leaders influence their followers and under which conditions transformational leadership emerges and is effective. Yukl (1999) argues that it is a major conceptual weakness of transformational leadership theory not to identify the essential influence process. Bryman (2004) joins this line of thinking and adds that if the mechanism of the way in which leaders are supposed to influence their followers is poorly understood; charismatic leadership theories are likely to be a short-lived phenomenon.

Leadership Concept and Leadership Style

According to Wikipedia (2018), Leadership comes from the Anglo-saxon word *laedan*, meaning to go, and is defined as guiding, conducting, proceeding, or being foremost. Leadership has been defined in terms of individual's traits, leadership behaviour, interaction patterns, role relationships, follower perceptions, influence over followers, influence on task goals, and influence on organisational culture. Leadership has a direct cause and effect relationship upon

organizations and their success. Leaders determine values, culture, change tolerance and employee motivation. They shape institutional strategies including their execution and effectiveness. Leaders can appear at any level of an institution and are not exclusive to management. Successful leaders do, however, have one thing in common. They influence those around them in order to reap maximum benefit from the organization's resources, including its most vital and expensive: its people.

Current leadership theories describe leaders based upon traits or how influence and power are used to achieve objectives. When using trait-based descriptions, leaders may be classified as autocratic, democratic, bureaucratic or charismatic. If viewing leadership from the perspective of the exchange of power and its utilization to secure outcomes, leaders are situational, transactional or transformational. Understanding these different types can provide a vocabulary for discussion that can lead to meaningful, desired results. It bears noting that not all leaders are created equal, and leadership quality may vary enormously across industries or simply within an organization. In addition, identifying an individual leader's style is central to evaluating leadership quality and effectiveness especially as it relates to organizational goals.

As a corollary, Amanchukwu, Stanley and Ololube (2015) in a study opined that no nation grows further than the quality of its educational leaders. The purpose of their study was to examine the wider context of leadership and its effectiveness towards improving school management. Their study examined recent theoretical developments in the study of educational leadership in school management with an overview of the meaning and concept of leadership in terms of research, theory, and practice. This was followed by an examination of the theories of leadership, principles and styles of leadership with an identification of contemporary issues and possible means of amelioration. This article concluded that success is certain if the application of the leadership styles, principles and methods is properly and fully applied in school management because quality educational leadership tradition offers great opportunity to further refine educational leadership and management policies and practices by accepting and utilizing the basic principles and styles of educational leadership.

Leadership styles are the approaches used to motivate followers. Leadership is not a "one size fits all" phenomenon. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively. Below are a number of leadership styles as articulated (Toolkit, 2018).

Autocratic Leadership Style

Autocratic leadership is an extreme form of transactional leadership, where leaders have complete power over staff. Staff and team members have little opportunity to make suggestions, even if these are in the best interest of the team or organization. The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately. In terms of disadvantages, most staff resent being dealt with in this way. Autocratic leadership is often best used in crises situation, when decisions must be made quickly and without dissent.

Bureaucratic Leadership Style

Bureaucratic leaders follow rules rigorously and ensure that their staff also follows procedures precisely. This is an appropriate leadership style for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights) or where large sums of money are involved. Bureaucratic leadership is also useful in organizations where employees do routine tasks (Shaefer, 2005). The drawback of this type of leadership is that it is ineffective in teams and organizations that rely on flexibility, creativity, or innovation (Santrock, 2007).

Charismatic Leadership Style

Charismatic leadership theory describes what to expect from both leaders and followers. Charismatic leadership is a leadership style that is identifiable but may be perceived with less tangibility than other leadership styles (Bell, 2013). Often called a transformational leadership style, charismatic leaders inspire eagerness in their teams and are energetic in motivating employees to move forward. The ensuing excitement and commitment from teams is an enormous asset to productivity and goal achievement. The negative side of charismatic leadership is the amount of confidence placed in the leader rather than in employees. This can create the risk of a project or even in an entire organization collapsing if the leader leaves. Additionally, a charismatic leader may come to believe that s/he can do no wrong, even when others are warning him or her about the path s/he is on; feelings of invincibility can ruin a team or an organization.

Democratic/Participative Leadership Style

Democratic leaders make the final decisions but include team members in the decision-making process. They encourage creativity, and team members are often highly engaged in projects and decisions. There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they are more involved. This style also helps develop employees' skills. Team members feel a part of something larger and meaningful and so are motivated to by more than just a financial reward. The danger of democratic leadership is that it can falter in situations where speed or efficiency is essential. During a crisis, for instance, a team can waste valuable time gathering input. Another potential danger is team members without the knowledge or expertise to provide high quality input.

Laissez-Faire Leadership Style

Laissez-faire leadership may be the best or the worst of leadership styles (Goodnight, 2011). Laissez-faire, this French phrase for "let it be," when applied to leadership describes leaders who allow people to work on their own. Laissez-faire leaders abdicate responsibilities and avoid making decisions, they may give team's complete freedom to do their work and set their own deadlines. Laissez-faire leaders usually allow their subordinate the power to make decisions about their work (Chaudhry & Javed, 2012). They provide teams with resources and advice, if needed, but otherwise do not get involved.

This leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. The main advantage of laissez-faire leadership is that

allowing team members so much autonomy can lead to high job satisfaction and increased productivity. It can be damaging if team members do not manage their time well or do not have the knowledge, skills, or motivation to do their work effectively. This type of leadership can also occur when managers do not have sufficient control over their staff (Ololube, 2013).

Transactional Leadership Style

This leadership style starts with the idea that team members agree to obey their leader when they accept a job. The transaction usually involves the organization paying team members in return for their effort and compliance. The leader has a right to punish team members if their work doesn't meet an appropriate standard. The minimalistic working relationships that result (between staff and managers or leaders) are based on this transaction (effort for pay).

Transformational Style

Transformational style of leadership tends to focus on the relations created between leaders and followers. Leadership here is the process by which a person engages with others and is able to “create a connection” that result in increased motivation and morality in both followers and leaders. Thus leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012).

Transformational leaders seek to change those they lead. In doing so, they can represent sustainable, self-replicating leadership. Not content to simply use force of personality (charismatic) or bargaining (transactional) to persuade followers, transformational leaders use knowledge, expertise and vision to change those around them in a way that makes them followers with deeply embedded buy-in that remains even when the leader that created it is no longer on the scene.

Factors that Determine Leadership Style

Many organizations have the tendency to grow, and as they grow, to divide into subgroups where the real decision making power lies. As institutions or organization grow, problems arise which may become more difficult to address at a macro or senior management level. At the same time, as institutions and organizations grow larger and become more multifaceted, there is a propensity for decision making to be centralized (Naylor, 1999). This situation leads to limited employee participation or no participation at all. There are a number of factors that can help to determine which type of leadership style is most effective and/or when to draw on a different or combination of leadership styles. Listed below are a number of these factors as outlined (Ibara, 2010).

Degree of Interaction/Communication

Organizational interaction or communication in this paradigm refers to a relational approach between two or more individuals on the basis of social and organizational structures aimed at achieving goals (Ololube et al., 2012). Given that uncertainty surrounds many situations in organizations, leaders need to be involved with their staff. In this way, leaders can keep focused on key issues and ensure that organizational learning takes place. The quantity and quality of interaction in an organization tends to influence the style of organizational management with the main issue being that employees must work together in order to accomplish tasks.

According to Naylor (1999), for organizations to be effective:

- Managers must constantly share information;
- Managers must have open channels of communication;
- There must be information of sufficient potential to demand regular attention from leaders at all levels;
- Interpretations of complex data/information should be done in face-to-face discussions with staff.

Managers must debate the nature of the data/information and the possible assumptions and actions that results from it (Naylor 1999). Furthermore, Organizations can operate as open or closed systems. An open system receives information, which it uses to interact dynamically with its environment. Organizations are open systems. Openness increases the likelihood of better communication and in turn the functioning and survival of organizations (Ololube et al., 2012).

Personality of Members

The personality attributes of employees and other managers/leaders can influence the leadership style of an organization. Some people tend to react more to certain styles of leadership than others. Individuals who like to depend on others generally do not like to participate in organizational affairs since their need for security and direction is better served by a rigid organizational structure. Those with an understandable sense of direction wish to advance in their careers and enjoy participating in organizational decision-making processes tend to be more Leaders should adapt to such situations by providing opportunities for participation to those who desire them and directing those who find it more difficult to participate in organizational decision-making (Ibara, 2010).

Goal Congruency

The term goal congruence is applied to an organization that ensures that all its operations and activities support the achievement of its goals. Organizations with high goal congruence review their operations and activities to ensure that none of these limits or inhibit the ability to achieve organizational goals. In a situation like this, there is a unity of direction as everybody (individuals, departments and divisions) is working towards the attainment of a common goal. Different leadership styles may be called for depending on the degree of existing goal congruence in an organization.

Concept of Resource

Resource is productive assets available for different uses for the achievement of national goals. It is the sum total of organization's assets in human, material or financial form which the organization is willing to release for the realization of its goals. Resources are what enable people to turn goals into reality. Resources are most times not sufficient and it is in such situation that the available resources need to be properly managed to maximally attain educational goals. These resources pushed into the university system are highly justified because of the input a university makes in the lifting of the social and economic system of her country or immediate community. This is attested in Ajayi and Ekundayo (2006) that the funds allocated to higher education should not merely be considered as an expense but a long-term investment, of benefit to society as a whole.

Resources come in different forms and are harnessed in that way for different purposes. A particular form of resource may be useful in a section of the organization and remain dormant in another area. Most of the times, the resources are also useful in an interwoven manner. The human resource is largely what handles other resources and makes use of them, however, the financial resource seems to be the bedrock of other resources since it is the resource that fuels and employs any other form of resources. The resource forms come as finances (allocation and internally generated revenue), human resources (e.g. lecturers, university administrators), physical resources (e.g. buildings and equipment), and targeted programmes (i.e. scholarships). Financial Resources are mainly the amount of money given to the university coupled with any money generated within the university system. Financial resource is the basic tool which if effectively planned, developed and well utilized would assist in achieving desired objectives and goals (Okai & Worlu, 2008).

Transformational Leadership Approach and Financial Resource Allocation to Research

Rouse (2014), defines resource allocation as the process of assigning and managing assets in a manner that supports an organization's strategic goals. It includes managing tangible assets such as hardware to make the best use of softer assets such as human capital. Resource allocation involves balancing competing needs and priorities and determining the most effective course of action in order to maximize the effective use of limited resources and gain the best return on investment. Resource allocation according to study.com is a practice and approach involving a company determining where scarce resources ought to be utilized in the production of products or services. A resource may be thought-about as any factor of production, which is something used to produce goods or services. Resources contain things as labor, real estate, machinery, tools and equipment, technology, and natural resources, also financial resources, like money.

Consequently, resource allocation is the distribution of resources – sometimes finance - among competitive teams of individuals or programs. In the supposed excellent world of economist's, resources are maximally allotted when used to produce goods and services that equal consumers' desires and needs at the nethermost likely cost of production. Efficiency of production suggests that fewer resources are spent in manufacturing product and services, which permits resources to be used for different economic activities, like extra production, savings, and investment. This ultimately simmers right down to manufacturing what customers wish as inexpensively and efficiently as possible.

Hence, allocating and developing resources to support improvement in research, teaching and learning are hence basic leadership challenges. Thus, education policymakers and leaders should be held responsible concerning rising resource practices. Resource allocation in education doesn't surface in a vacuum; instead it every so often reflects policy conditions that form a context within which opportunities for effective leadership may be created. For instance, effective leaders identify how to use data strategically to inform resource allocation decisions and to provide insights concerning the productivity, efficiency, and equity of resources, and this is the crux of transformational leadership approach.

Transformational leadership thereby goes beyond incentives for performance, to develop and encourage workers intellectually and creatively, as well as to transform their own concerns into an essential part of the organization's mission (Conger, 2002). These roles, responsibilities, style and authority of transformational leaders at every level of the education system also impact on how they're able to allot resources to certain programs, teachers, and students especially to research functions. This is because the kind of governance structure that's in place affects decisions concerning resources. Governance problems may also arise as leaders get involved in raising revenue and distributing educational resources. Moreso, these activities are shared by multiple entities, as well as the voting public, state legislatures, local school boards, superintendents, principals, and teachers' associations. Each of these connections offers insights into ways to allot resources Plecki et al. (2006) and the right leadership approach matters.

Indeed, the resources required to actively support the education system are inherently complex and need an understanding and transformational leadership approach that goes way beyond assessing the extent of expenditure or how the moneys are distributed. Hence transformational leadership approach will examine the ways within which those moneys are translated into action by allocating time and persons, developing human capital, and even providing incentives and supports in productive ways. Therefore, for research functions to be fully engaged, three basic variables are necessary: money, human resources and time.

- Money: This occurs at many levels of the system, usually occurring in periodic or contingent cycles. Leadership regulates both the amount of money that's obtainable to support education and what it'll be used for at different levels. These monies can possibly be unutilized because of bureaucratic bottlenecks, lassie affair attitude of leadership or a lack luster approach. Also, since no one level of the system has complete management of the flow, distribution, and expenditure of funds, it takes a system where the organizational goals are championed by transformational leadership approach.
- Human capital: Persons who will receive the allotted funds do the work of research in the educational system. These persons are expected to produce differing levels of motivation and knowhow, developed over time through coaching and experience.
- Time. Research will take place or happens within an arranged structure of time (and assignment of individuals to research tasks within time blocks) in hours or days. The right approach of leadership will determine making a lot of or less chance to accomplish research goals.

These variables are therefore intimately connected to one another. Each affects the others and even depends on the others to attain its supposed purpose. An abundance of money and time, for instance, without the knowledge, motivation, and know-how of the leaders will do very little to maximize allocation opportunities. Moreover, an abundance of human capital without money or

time to distribute it will do very little to shared know-how with others. From their position of influence over the acquisition, flow, and (intended) use of resources, in line with transformational leadership approach, leaders thereby undertake an enormous effort to coordinate and render coherent the relation among all three kinds of resource relative to of any kind of goals they plan to accomplish (Plecki et al., 2006)

Budgetary Concepts, Leadership Approach and Allocation Terms

Institutions of higher education, whether big public universities or small private colleges, are not homogenous organizations. Due to differing missions, goals, programs, histories, traditions, laws, and specific procedures, they acquire and expend revenues, or monetary resources, in myriad ways. Therefore, there's no universal model regarding the most effective way to apportion monetary resources within higher education. Notwithstanding, there are laid down policies as well as a general agreement regarding certain strategies and processes for channeling monetary resources into specific programs and projects. This is evident in Ignatius Ajuru University as with other Universities with the activities of the Bursary department in systematic collaboration with other units of the school system in producing a budget for research functions. However, it seems that bureaucratic style of leadership may be prevalent in issues concerning financial planning while transformational leadership approach might be applied in implementation of fiscal policies especially in the area of research.

For the common man, the terms budget and allocation are usually confusing. Though the two terms are actually connected, and infrequently substitutable, there are variations that one ought to bear in mind so as to achieve an appreciation of the resource allocation method. Broadly taken, the term budget represents both an institution's revenue sources and its expenditures. For public institution, this facet of the coin is typically comprised of legislative appropriations; tuition based on the amount of credit hours and level of courses taken; contracts and grants—which comprise revenues received from external sources for research and certain styles of off-campus program development; auxiliary operations—which denote an on-campus operations that are self-supporting, for-profit enterprises (such as the campus bookstore, cafeteria, and laundry); and local funds. Local funds, significantly inside public universities, refer to those revenue sources not kept within the state treasury, but within local banks. Local funds may also be comprised of fees and assessments charged against students for the support of campus-wide student activities, intercollegiate athletics revenues, concessions, and aid monies.

Taken together, these revenue sources form up an institution's budget. They represent the totality of monies needed to finance the institution's usual and continual expenses (its core operations). However, this is not the whole image, for the operating budget doesn't contain fundraising revenues, which are monies given to the establishment by personal donors, typically for specific functions (such as endowed academic chairs, athletic scholarships, or a new academic program that's acceptable to the establishment and a priority of the donor). Though fund-raising revenues have become ever more important for institutional operations, they're seldom thought of as a part of the traditional operational budget. Expenditures represent the foremost common understanding of the term budget. In this sense, the budget formally represents the institution's strategic priorities and associated cost. That is, the budget is a detailed set up for disbursement of revenues for numerous institutional functions. Moreover, these purposes are, or ought to be, targeted on long-term strategic imperatives that parallel and support the accomplishment of the institution's most important wants and aspirations.

Traditionally, expenditures for the operating budget fall under sure main classes that apply to both public and private establishments. Certainly, the most important slice of the budget pie is earmarked for instruction and research (I & R) –the core activities of any college or university. Other large slices of the budget pie include administrative support services, like centralized computing and accounting services; student services, like the registrar's office and money aid; plant operations and maintenance, as well as grounds, building services, and utilities; and libraries. Expenditures from the operating budget are typically unrestricted. That is, there's some flexibility in allocating resources within and between the several classes that frames the budget. However, there also are restricted budgets, both within and external to the operating budget. Restricted suggests that monies will solely be spent for strict, narrowly outlined functions. Likewise, restricted budgets outside the operating budget could comprise monies earmarked for sponsored research or financial aid monies received from external sources, like the federal government.

For most core operations, whether or not supported by unrestricted or restricted budget expenditures, one ought to bear in mind of specifically how the monies are earmarked within the key expenditure classes. Generally, the monies fall under three main activities:

- Salaries and benefits, which are definitely the costliest activities;
- Capital outlay, that refers to major purchases of costly equipments, like computer systems; and
- Expense items, which include less costly things and continuing cost like office furniture, service contracts, expendable supplies, and travel.

Some institutions have service-center budgets, which refers to certain centralized services like photography, printing, and copying. These services don't seem to be financed by operating budget expenditures. Rather, units beneath the umbrella of the service-center budget are reimbursed for their services by charging operating monetary fund units, which, in turn, pay the service-center unit from operating budget expenditures, typically from the expense class (Richard & Dubeck, 1984)

For the aim of understanding the variations (and nuances) between the ideas of budget and allocation, one may say that the formal budget is the construction (or basic set up per category) of how monies are spent. Allocation, however, refers to the particular funneling of cash to numerous units within an establishment. In some instances, allocation flows can specifically mimic the expenditure classes. Rather, allocations typically do (and should) have a component of flexibility engineered within them to replicate dynamical environmental conditions—including both internal and external environments, like political circumstances, economic exigencies, and the strategic direction of the.

Although most establishments do allow some flexibility within their allocation choices, several eminent education leaders, such as Dr. James J. Duderstadt, the previous president of the University of Michigan, have in public noted that way too several allocation choices become too mechanistic. This has become notably true within massive, public institutions that have also publicly expressed their collective concern over the ineffective and inefficient ways in which monies are allotted. Additionally, some pressure groups like the Academic Staff Union of Universities (ASUU) have additionally in public expressed concern regarding the deficiencies presently inherent within internal allocation systems and processes.

Historically, both academic and administrative units have relied upon incremental budgeting for crucial allocations. Incremental budgeting merely implies that the unit can total the money contained within its current (annual) earnings and benefits, capital outlay, and expense activities, then increase the total by a fraction to hide inflation and other expected cost increases. Incremental budgeting definitely simplifies the allocation method and facilitates accounting. With restricted exceptions, incremental budget requests are accepted as forwarded to the central budget authority, funds are allotted per the three major activities, and therefore the unit lives within the allocations. At some institutions, academic and administrative units, approvingly of a central budget authority, are ready to transfer a lesser proportion of funds among salaries and benefits, capital outlay, and expense—if vital exigencies thus demand. Even so, this sort of allocation system remains essentially static.

The problem with static allocation systems is that they're inherently unable to anticipate modification. Duderstadt and James (2000) accordingly noted that within large public universities, legislative appropriations, in terms of real money, have unceasingly diminished since the 1970s. Diminishing public appropriations, plus the opportunities and threats posed by a volatile environment, limit an institution's ability to adapt. During extreme economic situations, static allocations based upon incremental budgeting may really spell the death of public institutions' major academic offerings. Another allocation method, frequently attached with incremental budgeting, is formula-based allocation. This could be more flexible than simple incremental budgeting, because such formulas are regularly based upon total credit hours or regular head count per academic unit. This sort of allocation method rewards those academic units that are most prevalent with students, and therefore does provide flexibility to fund those programs that are most in demand.

Conversely, if an academic program, such as research, is important to a university's mission, but doesn't attract large numbers of participation; it's automatically reproved by formula-based allocations. In short, this can be a market-based allocation method. Whereas a for-profit organization will and may allot its resources into the maintenance and enlargement of its most profitable offerings, higher education institutions are striving for both tangible and intangible successes which will not essentially be popular among students. Colleges and universities, recognizing the inadequacies of incremental and formula-based budgeting, have enacted certain allocation changes to boost flexibility and the quality of certain programs especially research.

In order to meet institutional objectives, and relying upon the authority granted to an institution by its governing board or its state legislative assembly, an institution is also needed to scale back allocations in one area to boost allocation demands in another. So as to fulfill the remuneration desires of the college, for instance, resource allocations is also considerably diminished for libraries, computing systems, or facilities maintenance. On the other hand, to fulfill research functions, financial resource allocations to renovations, recreational centers or cafeteria may be scaled down. This will require a transformational leadership approach other than autocratic or bureaucratic approaches.

The challenge facing higher education is to embrace transformational leadership style, new philosophies and outlooks that take a long-term, wide-ranging view of what the institution is, what it ought to be, and the way it will move from what's to what ought to be. Appropriate, sufficient, and unbiased resource allocation processes merely can no longer be based on what worked within the past. In this sense, most colleges and universities have embraced strategic

planning—a long-range, holistic examination of what the general mission of the institution ought to be; in other words, a vision.

To better outline this vision, one must further ascertain the particular goals that ought to be set to accomplish the mission, and what environmental factors exist—internally and externally—that will either enhance or inhibit the accomplishment of the vision. Specific queries got to be asked, such as: What does the university conceive to accomplish over ensuing many years? How does the university conceive to accomplish its goals and objectives? What resources are required to hold out this plan? What are the funding sources from which the institution will get the required financial support? To best answer these queries, institutions ought to first examine their decision-making structures cum leadership style and build one if absent or not practical that seeks agreement through participation (Odden & Busch, 1998; Callan, Patrick, Finney & Joni, 1997).

Empirical Review

According to Akinloye, Adu, and Adu, (2017), effective leadership motivates individuals to accomplish goals or makes positive changes in their lives and work empowerment. It causes individuals to meet challenges, take responsibility and become involved in what they are doing. It involves doing careful planning, organizing, controlling and staffing the organizational structure with people who are as competent as possible. Leadership has been considered one of the most important elements affecting organizational performance. This is so because goals and objectives of the organization are accomplished. It has also been the focus of attention of behavioural scientists because the leader has a significant effect on the behaviour, attitudes and performance of employees. So leadership has been studied and researched for a number of years resulting in numerous theories and models. However, all these leadership functions accomplish little if the leaders do not know how to lead people and to understand the human factors in their operations in such a way as to produce results. The paper therefore examined bases and characteristics of a leader, Leadership theories and management techniques. It was then recommended that the school administrator should orchestrate the various leadership styles, strategy development, and school vision, focuses on team building and creates a collective school vision that is clear, compelling and focuses on the needs of all the stakeholders.

Raffety and Griffen (2004) in their study identified aspects of transformational leadership theory that have resulted in a lack of empirical support for the hypothesized factor structure of the model, and very strong relationships among the leadership components. They proposed five more focused sub dimensions of transformational leadership including vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition. Confirmatory factor analyses provided support for the hypothesized factor structure of the measures selected to assess these sub dimensions, and also provided support for the discriminant validity of the sub-dimensions with each other. After controlling for the effects of common method variance, a number of the sub-dimensions of transformational leadership demonstrated significant unique relationships with a range of outcomes. Results provided initial support for the five sub-dimensions of transformational leadership that were identified. Consequently, transformational leadership approach influences achievement of organizational goals.

Podsakoff, MacKenzie, Moorman and Fetter (1990) examined the impact of transformational leader behaviors on organizational citizenship behaviors, and the potential mediating role played by subordinates' trust and satisfaction in that process. Measures of six

transformational leader behaviors (Articulating a Vision, Providing an Appropriate Model, Fostering the Acceptance of Group Goals, High Performance Expectations, Individualized Support, and Intellectual Stimulation), one transactional leader behavior (Contingent Reward Behavior), employees' trust in their leader, and satisfaction were obtained from 988 exempt employees of a large petrochemical company. Matching evaluations of five citizenship behaviors of these employees (Altruism, Conscientiousness, Courtesy, Civic Virtue, and Sportsmanship) were obtained from their supervisors. In order to determine whether transformational behaviors augment the impact of transactional behaviors, their effects on followers' trust, satisfaction, and citizenship behaviors were examined in the context of the effect of transactional leader behaviors on these same variables. The results indicate that the effects of the transformational leader behaviors on citizenship behaviors are indirect, rather than direct, in that they are mediated by followers' trust in their leaders. Moreover, these results were found not to be wholly attributable to the effects of common method biases.

Ocak and Ozturk (2018) conducted a study in order to determine the relationship between organizational managers' transformational leadership and organizations' corporate entrepreneurial behaviours and the effects of both on financial performance. For this purpose, a hierarchical regression analysis was executed on the data collected from 121 managers who work in some manufacturing industry firms operating in Turkey. Results of the hierarchical regression analysis showed that transformational leadership behaviours of the managers have an effect on the corporate entrepreneurship behaviours and financial performance of the organizations. In addition to this, it was found that corporate entrepreneurship behaviours had significant effects on financial performance of organizations. In this context, the relations revealed of theoretical background are generally supported.

Summary of Review

Through the review of related literature it was suggested that the extent to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. These invariably stimulate compliance to financial instructions and interest by faculty in utilizing financial resources for research functions. The empirical reviews generally recommended that the school administrator should orchestrate the various leadership styles, strategy development, and school vision, focuses on team building and creates a collective school vision that is clear, compelling and focuses on the needs of all the stakeholders. However, certain results provided support for the five sub-dimensions of transformational leadership that were identified, namely vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition. Consequently, transformational leadership approach influences achievement of organizational goals and in this case when applied to financial resource allocation for research functions.

METHODS

This chapter dealt with research design and methods under the following subheadings: research design, population of study, sample and sampling technique, research instrument, and validity of the instrument, reliability of the instrument, data collection procedure and method of data analysis.

Research Design

The descriptive survey research design was used to elicit information from the respondents who were members of the study population based on the variables under investigation.

Population of the Study

The population for this study comprised of academic staff of the faculties of education and humanities of Ignatius Ajuru University of Education Rumuolumeni Rivers State. There was a total of 176 staff drawn from these faculties. A number of 91 staff was drawn from faculty of education and 86 staff from Ignatius Ajuru University of Education Rumuolumeni Rivers State.

Sample and Sampling Technique

The sample for this study was 105 persons making 60% of the study population. A total of 60 (65.93% of 91) staff was drawn from faculty of education, and 45 (52.32% of 86) staff from faculty of humanities both of Ignatius Ajuru University of Education Rumuolumeni Rivers State. The sampling technique that was adopted was simple random sampling technique. This was to ensure that everyone had the opportunity of being selected.

Instrument

The instrument used for collection of data was a self-constructed questionnaire titled assessment of transformational leadership approach to financial resources allocation for research functions questionnaire (ATLAFRARFQ). The questionnaire was divided into five parts. Part `A` elicited information on personal data, part `B` consisted of items relating to the role of transformational leadership approach to financial resource allocations for research functions (four items), part `C` consisted of items relating to the use of financial resources for research functions as a result of transformational leadership approach (four items), part `D` consisted of items relating to how transformational leadership approach to resource allocation for research can be identified as effective (fourteen items) and part `E` consisted of items relating the transformational leadership challenges faced in allocation of financial resources to research functions (five items). See table 1 and 2 for details.

Table 1: Showing the demographic representation of respondents

S/NO	INSTITUTION	CATEGORY	N
1	IAUE	Professors - Education	16
		Humanities	5
2		Senior Lecturers Education	15
		Humanities	15
3		Lecturers 11& 1 Education	29
		Humanities	25
Total			105

Table 2: Information on the possible variables in assessing transformational leadership approach to financial resource allocation for research functions

S/N	Transformational Leadership Approach plays a role in financial resource allocation To research functions.
1.	Transformational Leaders approach can discourage allocation of financial resources for research.
2.	Transformational Leadership approach can portray a carefree attitude to allocation of financial resources for research.
3.	A transformational leaders approach can encourage financial resource allocation to research functions.
4.	A transformational leaders approach can enforce the allocation of financial resources for research functions.
	Transformational Leadership Approach and the use of financial resource allocation for research.
5.	Transformational Leaders approach encourages lecturers from research.
6.	Transformational Leaders approach encourages access to financial resources for research functions.
7.	Transformational Leaders approach encourages access to information on financial resource allocation for research functions.
8.	Transformational Leaders approach encourages avenues for research grants for research functions.
	Transformational Leadership approach and effectiveness of financial resource allocation
9.	When autocratic leaders do not seek opinion of others
10.	When autocratic leaders expressly expect his/her orders to be followed
11.	When bureaucratic leaders insist on following protocol
12.	When bureaucratic leaders are keen only in implementing existing policies
13.	When charismatic leaders are the center of attraction
14.	When charismatic leaders exit dampens zeal for research
15.	When transactional leaders trade financial reward with compliance
16.	When transactional leaders do not relate with workers
17.	When laissez-faire leaders are indifferent to goals and research
18.	When laissez-faire leaders exercise no control on staff
19.	When democratic leaders involve others in decision making
20.	When democratic leaders do not take decisions quickly
21.	When transformational leaders relate, motivate and inspire staff
22.	When transformational leaders encourage performance
	Challenges of transformational leadership approach to financial resource allocation to Research
23.	Lecturers lack of interest in research
24.	Distractions due to other administrative delegations from school authority
25.	Rigours due to bottlenecks
26.	Lack of implementation of fiscal policies towards effective allocation of financial resources for research functions.
27.	Diversion of financial resource allocation for research functions.
28.	Low knowledge and implementation of transformational leadership approaches for effective financial resource allocation to research functions.

Validity of the Instrument

Validity means the extent an instrument measure what it is purposed to measure. Therefore in order to ensure that the instrument measures what it was supposed to measure, the instrument was given to the project supervisor and other experts in the department of educational management of Ignatius Ajuru University of education Rumuolumeni, their corrections were reflected in the instrument.

Reliability of the Instrument

The reliability of the instrument ATLAFRARFQ which is the level or extent of its consistency was ascertained through the use of test-re-test method. This involved administering of the questionnaire on 20 persons who were part of the study group twice within interval of two weeks between the two administrations. Test re-test reliability method was used in determining the reliability of the instrument. The reliability of the instrument was 0.89 indicating that the instrument was quite reliable. The two set of scores resulting from each of separate administrations of ATLAFRARFQ were correlated using Pearson`s product moment correlation coefficient.

Method of Data Collection

The researcher administered the questionnaires to the staff in each university during their free lecture period. 36 questionnaires (90%) were returned form the faculty of education while 21 questionnaires (91%) were returned from the faculty of humanities. Cumulatively, 90.50% of all questionnaires were returned.

Method of Data Analysis

The response pattern for **ATLAFRARFQ** was a 4 point modified Likert scale of: The questionnaire was structured on 4point Likert scale pattern ranging from 1 = fully disagree (FD), 2 = disagree (D), 3 = agree (A), and 4 = fully agree (FA). These were coded for each respondent and their composite scores were found and computed into means. In order to use these means as yardstick for measuring the phenomena under study, any mean score that fell below the criterion mean of the 4-scale response pattern: $1+2+3+4=10$. $10\div 4 = 2.5$ in this case, was adjudged to represent a low occurrence of the phenomena studied. The mean from 2.50 and above was deemed indicative of its presence (or high occurrence). The z-test was used to test the hypotheses of the study at 0.05 level of significance.

RESULT

The results of this study are hereby presented in tables in accordance with the guiding research questions and hypotheses. All statistics were computed with SPSS version 22.0 for windows.

General Characteristics of the Study Participants

Table 3: Distribution of the Demographic Variable of the Respondents

S/NO	INSTITUTION	CATEGORY	Frequency (N)	Percentage (%)
1	IAUE	Professors - Education	16	15.2
		Humanities	5	4.8
2		Senior Lecturers Education	15	14.3
		Humanities	15	14.3
3		Lecturers Education	29	27.6
		Humanities	25	23.8
Total			105	100

Table 3 shows the frequency distribution of the study population according to their demographic and occupational characteristics. The data shows that 16(15.2%) of the respondents were Professors in the faculty of Education from Ignatius Ajuru University of Education, 5(4.8%) were Professors in the faculty of Humanities from Ignatius Ajuru University of Education. There were 15(14.3%) senior lecturers in the faculty of Education, 15(14.3%) senior lecturers in the faculty of Humanities in the sample selected. Also, 29(27.6%) were lecturers in the faculty of Education whereas 25(23.8%) were lecturers in the faculty of Humanities.

Research Question 1: What is the role of transformational leadership approach to financial resource allocations for research functions?

Table 4: Role of Transformational Leadership Approach to Financial Resource Allocations for Research Functions

Items	FA	A	D	FD	Mean	SD	Rank
Transformational Leaders approach can discourage allocation of financial resources for research.	20	51	25	9	2.78	0.85	1
Transformational Leadership approach can portray a carefree attitude to allocation of financial resources for research.	15	53	22	15	2.65	0.89	4
A transformational leaders approach can encourage financial resource allocation to research functions.	18	50	30	7	2.75	0.82	2
A transformational leaders approach can enforce the allocation of financial resources for research functions.	16	52	26	11	2.69	0.86	3
Grand Mean & SD					2.72	0.86	

Results in table 4 show the role of transformational leadership approach to financial resource allocations for research functions. The results on the transformational leadership approach to financial resource allocations for research functions indicate that the item mean for this subscale ranged from 2.65 (SD = 0.89) to 2.78 (SD = 0.85). The highest scored item in this subscale was Transformational Leaders approach can discourage allocation of financial resources for research (Mean = 2.78; SD = 0.85). This implies that the 'Transformational Leaders approach can discourage allocation of financial resources for research purposes in tertiary institutions'. The lowest scored item was 'Transformational Leadership approach can portray a carefree attitude to

allocation of financial resources for research’ (Mean = 2.65; SD = 0.89). This implies that ‘Transformational Leadership approach can portray a carefree attitude to allocation of financial resources for research’ was the least approach employed by a transformational leaders in allocation of finance for research functions in tertiary institutions. Although, all the items are satisfied with a grand mean of 2.72(SD=0.86).

Research Question 2: How satisfactory is the use of financial resources for research functions as a result of transformational leadership approach in Ignatius Ajuru University of Education?

Table 5: Satisfactory Level of the Use of Financial Resources for Research Functions as a Result of Transformational Leadership Approach in IAUE

Items	FS	S	D	FD	Mean	SD	Rank
Transformational Leaders approach encourages lecturers from research.	21	49	27	8	2.79	0.85	2
Transformational Leaders approach encourages access to financial resources for research functions.	22	48	23	12	2.76	0.91	4
Transformational Leaders approach encourages access to information on financial resource allocation for research functions.	25	46	24	10	2.79	0.88	2
Transformational Leaders approach encourages avenues for research grants for research functions.	19	54	26	6	2.85	0.82	1
Grand Mean & SD					2.80	0.87	

Results in table 4 show the level of satisfaction of the use of financial resources for research functions as a result of transformational leadership approach in IAUE. The results on the level of satisfaction of the use of financial resources for research functions as a result of transformational leadership approach in IAUE indicate that the item mean for this subscale ranged from 2.76 (SD = 0.91) to 2.85 (SD = 0.82). The highest scored item in this subscale was ‘Transformational Leaders approach encourages avenues for research grants for research functions’ (Mean = 2.85; SD = 0.82). This implies that the ‘An efficient transformational leaders approach that is properly employed can create avenues for research grants for research functions in tertiary institutions’. The lowest scored item was ‘Transformational Leaders approach encourages access to financial resources for research functions’ (Mean = 2.76; SD = 0.91). This implies that ‘Transformational Leaders approach encourages access to financial resources for research functions’ was the least item that the respondents think were not fully satisfied. Although, all the items are satisfied with a grand mean of 2.80(SD=0.87).

Research Question 3: How effective is transformational leadership approach to resource allocation for research?

Table 6: The Effectiveness of Transformational Leadership Approach to Resource Allocation for Research Functions in IAUE

Items	FA	A	D	FD	Mean	SD	Rank
When autocratic leaders do not seek opinion of others	17	56	27	5	2.81	0.76	9
When autocratic leaders expressly expect his/her orders to be followed	23	49	29	4	2.87	0.80	5.5
When bureaucratic leaders insist on following protocol	19	54	24	8	2.80	0.83	10.5

When bureaucratic leaders are keen only in implementing existing policies	21	50	28	6	2.82	0.82	7.5
When charismatic leaders are the center of attraction	20	51	27	7	2.80	0.83	10.5
When charismatic leaders exit dampens zeal for research	24	48	23	10	2.82	0.89	7.5
When transactional leaders trade financial reward with compliance	22	52	28	3	2.89	0.76	3
When transactional leaders do not relate with workers	25	47	27	6	2.87	0.84	5.5
When laissez-faire leaders are indifferent to goals and research	23	50	30	2	2.89	0.78	3
When laissez-faire leaders exercise no control on staff	21	55	25	4	2.89	0.76	3
When democratic leaders involve others in decision making	18	57	20	10	2.79	0.84	12
When democratic leaders do not take decisions quickly	16	58	22	9	2.77	0.81	13
When transformational leaders relate, motivate and inspire staff	24	51	28	2	2.92	0.75	1
When transformational leaders encourage performance	15	54	26	7	2.74	0.80	14
Grand Mean & SD					2.83	0.81	

Results in table 6 show the effectiveness of transformational leadership approach to resource allocation for research function in IAUE. The results on the effectiveness of transformational leadership approach to resource allocation for research function in IAUE indicate that the item mean for this subscale ranged from 2.74 (SD = 0.80) to 2.92 (SD = 0.75). The highest scored item in this subscale was ‘When transformational leaders relate, motivate and inspire staff’ (Mean = 2.92; SD = 0.75). This implies that ‘when there are better relationships among transformational leaders, it create avenues for motivation and inspire staff in tertiary institutions’. The lowest scored item was ‘When transformational leaders encourage performance’ (Mean = 2.74; SD = 0.80). This implies that ‘When transformational leaders encourage performance’ was the least item that the respondents think were not fully satisfied’. Although, all the items are agreed with a grand mean of 2.83(SD=0.81).

Research Question 4: What are the transformational leadership challenges faced in allocation of financial resources to research functions?

Table 7: Transformational Leadership Challenges Faced in Allocation of Financial Resources to Research Functions in IAUE

Items	FA	A	D	FD	Mean	SD	Rank
Lecturers lack of interest in research	22	51	31	1	2.89	0.73	2
Distractions due to other administrative delegations from school authority	20	50	32	3	2.83	0.76	3
Rigours due to bottlenecks	17	54	29	5	2.79	0.77	5
Lack of implementation of fiscal policies towards effective allocation of financial resources for research functions	26	49	28	2	2.94	0.77	1
Diversion of financial resource allocation for research functions	18	52	34	1	2.83	0.71	3
Low knowledge and implementation of transformational leadership approaches for effective financial resource allocation to research functions	10	55	30	10	2.62	0.79	6
Grand Mean & SD					2.82	0.76	

Results in table 5 show the transformational leadership challenges faced in allocation of financial resources to research functions in IAUE. The results on the challenges faced by transformational leadership on the allocation of financial resources to research functions in IAUE indicate that the item mean for this subscale ranged from 2.62 (SD = 0.79) to 2.94 (SD = 0.77). The highest scored item in this subscale was ‘Lack of implementation of fiscal policies towards effective allocation of financial resources for research functions’ (Mean = 2.94; SD = 0.77). This implies that ‘lack of implementation of fiscal policies towards effective allocation of financial resources for research functions is the biggest challenge face by transformational leaders in both faculty of education and Humanities in IAUE’. The lowest scored item was ‘Low knowledge and implementation of transformational leadership approaches for effective financial resource allocation to research functions’ (Mean = 2.62; SD = 0.79). This implies that ‘low knowledge and implementation of transformational leadership approaches for effective financial resource allocation to research functions was identified as a challenge but was not that significant comparing to other challenges’. Although, all the items are agreed with a grand mean of 2.82 (SD=0.76).

Hypothesis Testing

Hypothesis 1: There is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of the role of transformational leadership approach to financial resource allocations for research functions.

Table 8: Comparing Staff of Faculty of Education and Faculty of Humanities of IAUE in Their Mean Rating of the Role of Transformational Leadership Approach to Financial Resource Allocations for Research Functions Using Z-Test Statistics

Source of Variation	N	Mean	Variance	SD	Df	Z-cal	z-crit	Sig.	Decision
Education	60	2.80	0.618	0.79	103	2.388	1.96	0.256	Significant
Humanities	45	2.61	0.820	0.91					

Table 8 shows the summary of Z-Test statistics on the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of the role of transformational leadership approach to financial resource allocations for research functions. The result shows that the z-cal (2.388) is greater than the z-critical (1.96) with a degree of freedom of 103 at 0.05 alpha level of significance. Since p-value ($p=.125 > .05$), this indicates that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of the role of transformational leadership approach to financial resource allocations for research functions. Hence, we have sufficient evidence to retain the null hypothesis (H_{01}) at .05 alpha level of significance.

Hypothesis 2: There is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of how satisfactory is the use of financial resources for research functions as a result of transformational leadership approach in Ignatius Ajuru University of Education.

Table 9: Comparing Staff of Faculty of Education and Faculty of Humanities of IAUE in Their Mean Rating of How Satisfactory is the Use of Financial Resources for Research Functions as a Result of Transformational Leadership Approach Using Z-Test Statistics

Source of Variation	N	Mean	Variance	SD	Df	Z-cal	Z-crit	Sig.	Decision
Education	60	2.85	0.152	0.39	103	22.32	1.96	.065	Significant
Humanities	45	2.73	0.053	0.23					

Table 9 shows the summary of Z-Test statistics on the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of how satisfactory is the use of financial resources for research functions as a result of transformational leadership approach. The result shows that the z-cal (22.32) is greater than the z-critical (1.96) with a degree of freedom of 103 at 0.05 alpha level of significance. Since p-value ($p=.065 > .05$), this implies that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of how satisfactory is the use of financial resources for research functions as a result of transformational leadership approach. Hence, we have sufficient evidence to retain the null hypothesis (H_{02}) at .05 alpha level of significance.

Hypothesis 3: There is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of how effective transformational leadership approach to resource allocation for research functions is.

Table 10: Comparing Staff of Faculty of Education and Faculty of Humanities of IAUE in Their Mean Rating of How Effective Transformational Leadership Approach to Resource Allocation for Research Functions is Using Z-Test Statistics

Source of Variation	N	Mean	Variance	SD	Df	Z-cal	z-crit	Sig.	Decision
Education	60	2.81	0.073	0.27	103	5.778	1.96	0.343	Significant
Humanities	45	2.87	0.144	0.38					

Table 10 shows the summary of Z-Test statistics on the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of how effective transformational leadership approach is to resource allocation for research functions. The result shows that the z-cal (5.778) is greater than the z-critical (1.96) with a degree of freedom of 103 at 0.05 alpha level of significance. Since p-value ($p=.343 > .05$), this implies that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of how effective transformational leadership approach is to resource allocation for research functions. Hence, we have sufficient evidence to retain the null hypothesis (H_{03}) at .05 alpha level of significance.

Hypothesis 4: There is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of the transformational leadership challenges faced in allocation of financial resources to research functions.

Table 11: Comparing Staff of Faculty of Education and Faculty of Humanities of IAUE in Their Mean Rating of the Transformational Leadership Challenges Faced in Allocation of Financial Resources to Research Functions Using Z-Test Statistics

Source of Variation	N	Mean	Variance	SD	Df	Z-cal	z-crit	Sig.	Decision
Education	60	2.84	0.0324	0.18	103	0.645	1.96	0.085	Not Sig.
Humanities	45	2.78	0.0361	0.19					

Table 11 shows the summary of Z-Test statistics on the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of the transformational leadership challenges faced in allocation of financial resources to research functions. The result shows that the z-cal (0.645) is less than the z-critical (1.96) with a degree of freedom of 103. This indicates that at 0.05 alpha level of significance, the result is not significant. Although, p-value ($p=0.085 > .05$), this implies that there is significant difference between the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of the transformational leadership challenges faced in allocation of financial resources to research functions. Hence, we have sufficient evidence to reject the null hypothesis (H_0) while retaining the alternative hypothesis at .05 alpha level of significance.

DISCUSSION

Role of Transformational Leadership Approach to Financial Resource Allocations for Research Functions

The purpose of this study is to examine the above. This was verified by research question one which states that; ‘What is the role of transformational leadership approach to financial resource allocations for research functions?’ It was also tested with hypothesis one which states that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of the role of transformational leadership approach to financial resource allocations for research functions. Items 1-4 on the B part of the questionnaire were carefully constructed to answer this question. The grand mean stood at 2.72(SD=0.86). The result shows that the z-cal (2.388) is greater than the z-critical (1.96) with a degree of freedom of 103 at 0.05 alpha level of significance. Since p-value ($p=.125 > .05$), this indicates that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of the role of transformational leadership approach to financial resource allocations for research functions.

Hence, we have sufficient evidence to retain the null hypothesis (H_0) at .05 alpha level of significance. This study is in line with Podsakoff, MacKenzie, Moorman and Fetter (1990) examined the impact of transformational leader behaviors on organizational citizenship behaviors, and the potential mediating role played by subordinates' trust and satisfaction in that process. Measures of six transformational leader behaviors (Articulating a Vision, Providing an Appropriate Model, Fostering the Acceptance of Group Goals, High Performance Expectations, Individualized Support, and Intellectual Stimulation), one transactional leader behavior (Contingent Reward Behavior), employees' trust in their leader, and satisfaction were obtained from 988 exempt employees of a large petrochemical company. Matching evaluations of five citizenship behaviors of these employees (Altruism, Conscientiousness, Courtesy, Civic Virtue, and Sportsmanship) were obtained from their supervisors. In order to determine whether

transformational behaviors augment the impact of transactional behaviors, their effects on followers' trust, satisfaction, and citizenship behaviors were examined in the context of the effect of transactional leader behaviors on these same variables.

Satisfaction Level of the Use of Financial Resources for Research Functions as a Result of Transformational Leadership Approach in IAUE

The purpose of this study is to examine the above. This was verified by research question two that states; how satisfactory is the use of financial resources for research functions as a result of transformational leadership approach in Ignatius Ajuru University of Education? It was also tested with hypothesis two which states that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of how satisfactory is the use of financial resources for research functions as a result of transformational leadership approach in Ignatius Ajuru University of Education. Items 5-8 on the C part of the questionnaire were carefully constructed to answer this question. The grand mean stood at 2.80(SD=0.87). The result shows that the z -cal (22.32) is greater than the z -critical (1.96) with a degree of freedom of 103 at 0.05 alpha level of significance. Since p -value ($p=.065 > .05$), this implies that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of how satisfactory is the use of financial resources for research functions as a result of transformational leadership approach.

Hence, we have sufficient evidence to retain the null hypothesis (H_02) at .05 alpha level of significance. This is in line with the statement of Podsakoff, MacKenzie, Moorman and Fetter (1990) examined the impact of transformational leader behaviors on organizational citizenship behaviors, and the potential mediating role played by subordinates' trust and satisfaction in that process. The results indicate that the effects of the transformational leader behaviors on citizenship behaviors are indirect, rather than direct, in that they are mediated by followers' trust in their leaders. Moreover, these results were found not to be wholly attributable to the effects of common method biases.

The Effectiveness of Transformational Leadership Approach to Resource Allocation for Research Functions in IAUE

The purpose of this study is to examine the above. This was verified by research question three that states; how effective is transformational leadership approach to resource allocation for research? It was also tested with hypothesis three which states that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of how effective transformational leadership approach to resource allocation for research functions is. Items 9-22 on D part of the questionnaire were carefully constructed to answer this question. The grand mean stood at 2.83(SD=0.81).The result shows that the z -cal (5.778) is greater than the z -critical (1.96) with a degree of freedom of 103 at 0.05 alpha level of significance. Since p -value ($p=.343 > .05$), this implies that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of how effective transformational leadership approach is to resource allocation for research functions.

Hence, we have sufficient evidence to retain the null hypothesis (H_03) at .05 alpha level of significance. The findings are in concert with similar studies by Akinloye, Adu, and Adu,

(2017), effective leadership motivates individuals to accomplish goals or makes positive changes in their lives and work empowerment. It causes individuals to meet challenges, take responsibility and become involved in what they are doing. It involves doing careful planning, organizing, controlling and staffing the organizational structure with people who are as competent as possible. Leadership has been considered one of the most important elements affecting organizational performance. This is so because goals and objectives of the organization are accomplished. It has also been the focus of attention of behavioural scientists because the leader has a significant effect on the behaviour, attitudes and performance of employees.

Transformational Leadership Challenges Faced in Allocation of Financial Resources to Research Functions in IAUE

The purpose of this study is to examine the above. This was verified by research question four that states; what is the transformational leadership challenges faced in allocation of financial resources to research functions? It was also tested with hypothesis four which states that there is no significant difference between the staff of Faculty of Education and Faculty of Humanities of Ignatius Ajuru University of Education in their mean rating of the transformational leadership challenges faced in allocation of financial resources to research functions. Items 23-28 on E part of the questionnaire were carefully constructed to answer this question. The grand mean stood at 2.82 (SD=0.76). The result shows that the z-cal (0.645) is less than the z-critical (1.96) with a degree of freedom of 103. This indicates that at 0.05 alpha level of significance, the result is not significant. Although, p-value ($p=.085 > .05$), this implies that there is significant difference between the staff of Faculty of Education and Faculty of Humanities of IAUE in their mean rating of the transformational leadership challenges faced in allocation of financial resources to research functions.

Hence, we have sufficient evidence to reject the null hypothesis (H_04) while retaining the alternative hypothesis at .05 alpha level of significance. The findings are in connections with the statement which point out that education is commonly viewed as the great equalizer, serving as the means through which persons rise above the social and economic circumstances that have created long-lasting barriers to reaching their potential as people and causative citizens. Education alone cannot address these entrenched social issues. A range of approaches, policies, and support systems are needed to deal with these problems (Levin & Kelly, 1994; Rothstein, 2004). However, education is and can still be one among the first means through which inequity is addressed. Public funds can still be allotted in support of educational programs, and therefore the explanation for these investments can probably still be created in terms of making social equity together with excellence. Consequently, the purposeful and productive allocation of resources to support unbiased access to high-quality learning opportunities becomes a significant part of education policy and transformational leadership at the federal, state, and indigenous levels.

Recommendations

Base on the findings of the study, it was recommended that:

- Education ministries and boards should establish and implement programs that help to foster transformational leadership skills. Programs such as seminars, workshops and

updates on school administration especially in financial resource allocation for research functions, might be of great help.

- Education ministries and boards should integrate demographic characteristics of school managers and administrators with continuous assessment and evaluation of their performance in line with transformational leadership principles
- School administrator should orchestrate the transformational leadership principles, strategy development, and school vision, focuses on team building and creates a collective school vision that is clear, compelling and focuses on the needs of all the stakeholders.

Suggestion for Further Study

In as much as this study may be highly instrumental to the development and maintenance of transformational leadership in the Tertiary Institutions and beyond, it did not explore completely all areas of study that might also contribute immensely to the development of educational leadership in Nigeria. The researcher therefore, suggests that further investigations be carried out in similar or in different contexts.

Limitations

This study might be affected by the following limitations

- This study did not thoroughly investigate other aspects of transformational leadership skills, such as vision sharing and creation of group goals, as these might also have considerable impact on financial resource allocation for research functions.
- This study was done in a small geographic scope and this might affect generalization.

Further research might therefore be needed in a wider scope (e.g. state or national level).

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