



Institutional Effectiveness: A Product of Leadership and Management Dynamics in Public Universities in Rivers State

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ABSTRACT

This study evaluated the dimensions of leadership through shared dynamic support and its relationship with management dynamics such as planning, organizing and controlling as employed by educational leaders especially of universities. The study adopted a correlational research design. The target population for this study is made up of 4, 200 staff of the selected universities: 2,484 academic (teaching) and 1,716 non-academic (administrative) work group members of Ignatius Ajuru University of Education and Rivers State University, Port Harcourt, Rivers State. A sample size of 354 respondents was arrived at using Krejcie and Morgan Table. The instrument for the study was a structured questionnaire designed by the researcher, which was called: 'University Leadership and Management for Institutional Effectiveness Questionnaire' (ULAMIEQ). The face and content validities of the instrument were determined by two research experts in the department of Educational Management of the selected universities. The reliability of the instrument was .921. The research questions were answered using mean and standard deviation, while regression was used to test the hypotheses at .05 significance level. The result from the study showed that dynamic support of leaders does not significantly influence good planning, effective organization and adequate control of public universities in Rivers State. The study recommended among others that institutional leaders should support the members of the institution by providing conducive learning environment through effective panning.

Keywords: Institution, Effectiveness, Leadership, Management, Dynamics, Public, University, Rivers State.

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INTRODUCTION

Leadership and management dynamics, which may contribute to the success of an institution vary from institution to institution. The effectiveness of an institution to a great extent depends on how the leadership of such an institution coordinates the workforce and activities relating to the institution. This is why while some achieve excellence; others do not (Wrigly, 2004). As explained by Ololube (2018), leadership is about the leader showing strong convictions directed at goals attainment. In the opinions of Broussard and Garrison (2004); Creemers and Reezigt (2005) and Capco (2007), the creativity and driving energy of the work group if well identified and harnessed by the leadership, will set a motivational platform for high performance of the workers in the pursuit of institutional goals achievement. An institution can only be said to be effective when its set down goals are achieved and these goals can be achieved through the collective efforts of the work group effectively coordinated by the leadership.

According to Yukl (2002), developing effective leadership is a constituent factor for institutional effectiveness. The performance of an institution is not only measured by conventional indicators but by a full understanding of the dynamics of the leadership and management of the institution which invariably contributes to its effectiveness. This means that for an institution especially an educational institution such as the university to be termed effective, the influence the internal leadership and management has on the process of interaction between internal key players, displayed professionalism, time and commitment made to the task of teaching must be reviewed, analyzed and understood. Understanding these is very important as it sets the criterion for difference between a university that is said to be effective and one that is not. It is clear that while some universities do well in all aspects, others only strive continually to do well but never get there and others just take the day as it comes without any bother or concern for improvement. On this it has been observed that what makes the difference in performance for different universities is the leadership and management dynamics used by the leaders in the universities.

In the study of leadership, the trait and behavioural perspectives and the contingency otherwise known as situational and integrative theories have in recent times dominated scholarly reviews. As argued more recently by Lussier and Achua (2015), leadership theories serve the purpose of explaining certain aspects of leadership with the aim of providing a better understanding, prediction and control of effective leadership. As defined by Lussier and Achua (2015), a leadership theory is ‘a shared mindset that presents a fundamental way of thinking about, perceiving, studying, researching, and understanding leadership’ Leadership theories are to inform practice so by providing better understanding, prediction and control of effective leadership, leadership theories invariably provide practical value. Two leadership perspectives will be briefly discussed in this chapter to explain leadership. As was earlier mentioned, these leadership perspectives include the trait leadership perspective and the behavioral leadership perspective. While the trait and behavioural leadership perspectives will be discussed here, contingency/situational and integrative leadership theories will be discussed in a later chapter.

Statement of the Problem

One major reason for establishing an educational institution such as the university is to nurture and develop individuals; both work group members and members of the learning group to fit into the larger society in every aspect of life. The onus of making sure this happens, lies not just on

the students and work group members but mainly on the leadership and management of the university. For a university to be said to be effective, this aim must be achieved because if individuals fail to fit in to the society, then the aim of the university is defeated. It has however been observed that most often than not, the narratives of universities remain the same year in year out without any form of positive change to meet the changing society that is getting more complex. This has been assumed to be a result of the leadership dimensions engaged by the leaders of the universities and their lack of competence in managerial skills.

The researcher observed over the years that in state-owned universities in Rivers State, the lack of competence of institutional leaders in managerial skills gives rise to the inability of work group members to complete tasks in record time and poor academic performance of learning group members which results to the inability of the institution to achieve pre-set educational goals. In the opinions of Broussard and Garrison (2004); Creemers and Reezigt (2005) and Capco (2007), for the achievement of success, the leadership of a university must go beyond using conventional means of leadership and management. The dimensions of leadership are many and varied and no one dimension is good enough to produce results. Therefore, the researcher in this study, examined the different dimensions of leadership that are required as well as competence in managerial skills as a blend to producing required results thereby achieving success translating to institutional effectiveness. The focus of this research is therefore to explore some dimensions of leadership and management dynamics that can be engaged by institutional leaders in order to achieve institutional effectiveness.

Aim and Objectives of the Study

The aim of this study was to examine how leadership dimensions influence management dynamics for institutional effectiveness in public universities in Rivers State.

Specifically, it was to:

- Determine how the dynamic support of leaders influence good planning in public universities in Rivers State.
- Ascertain the influence of the dynamic support of leaders on effective organization in public universities in Rivers State.
- Examine the influence of the dynamic support of leaders on adequate control in public universities in Rivers State.

Research Questions

The study was guided by the following research questions

- How does dynamic support of leaders influence good planning in public universities in Rivers State?
- How does dynamic support of leaders influence effective organization in public universities in Rivers State?
- How does dynamic support of leaders influence adequate control in public universities in Rivers State?

Hypotheses

The following hypotheses further guided the study

- *H0₁*. Dynamic support of leaders does not significantly influence good planning in public universities in Rivers State.
- *H0₂*. Dynamic support of leaders does not significantly influence effective organization in public universities in Rivers State.
- *H0₃*. Dynamic support of leaders does not significantly influence adequate control in public universities in Rivers State.

Scope of the Study

This study examined dimensions of leadership through shared dynamic support and its relationship with management dynamics such as planning, organizing and controlling as employed by educational leaders especially of universities and how these employed dimensions and dynamics lead to the achievement of institutional goals hence contribute to institutional effectiveness.

It focused on academic and administrative work group members of public universities. Geographically, this study was delimited to two state-owned universities in Rivers State: Ignatius Ajuru University of Education and Rivers State University Port Harcourt. In content, the study is based on leadership dimensions/approaches, management dynamics and effectiveness.

CONCEPTUALIZATION

Dynamic Support

Furthermore, an institutional leader will have to support the work group members for higher productivity. According to Pickens and Eick (2009), supporting work group members leads to an increase in performance as it improves cognitive and behavioural uprightness resulting to conceptual understanding. For Bartholomew (2007), it is of utmost importance to create a work condition in which members are happy and relaxed knowing that the leadership has their interest at heart. Ololube, Elechi and Uriah (2018) observed that the quality of relationship between the leader and the led, the quality of the environment the work group members find themselves working and the level of satisfaction they derive from their job are factors that greatly influence work group performance. Leaders who have the interest of the work group members at heart usually inspire them to discover their potentials by channeling their energy and passion towards their strengths (Bowman, 2007). However, the leader in supporting the work group must have a good understanding of the needs of the work group members to be able to make them productive.

Dynamic support is also a tool for arousing interest of members in the job, energizing, directing and sustaining their positive attitude towards tasks performance. In fact, dynamic support acts as a stimulant especially if the work environment is also encouraging Rue and Byars (2007), and this makes members put in their best effort with all commitment to achieve goals as they know that they will be appreciated for their efforts and achievements (Harms & Knobloch, 2005).

The leader is said to have exhibited a great level of dynamic support when members' emotions are aroused, their innovative ideas and perspectives to the needs of the university are encouraged and accepted, they are being supported and coached in their tasks performance, they are well and personally related with and are well communicated to on things pertaining to them and the institution (Khan, Ahmad, Ali & Ur-Rehman, 2011).

Thus Prinsloo (2003) said that an educational leader must never forget the fact that the human element is very important in the management of a university and so they must not only be interested in what the work group members can do for the university in terms of performance but also be very interested in their opinions, insights, views, perceptions feelings, in fact, their overall dispositions in relation to how it affects the job. The leader must have to believe in the abilities of the group members and their contributions to the achievement of goals. The leader must also provide avenues for the fulfillment of the needs, desires and aspirations of the work group members and for them to discover their innate potentials. Work group members should equally be allowed to participate in the decision making process especially the decisions that affect them personally where they can contribute their ideas for enhanced productivity. To achieve all these, there must be transparency in leadership so that a positive relationship between the leadership and the led will be encouraged and developed for effectiveness.

Management

Management in the context of this paper will be discussed in terms of good planning, effective organizing and adequate control.

The tasks and activities involved in giving direction to members of an institution in this case an educational institution such as the university or one of its units is what is referred to as Management (Leithwood & Jantzi, 2006). As opined by Printy, Marks and Bowers (2009), management involves guiding the development, maintenance, and allocation of resources to achieve the goals of an institution. Similarly, Saleem (2010) said that guiding and directing a work group towards actualizing set objectives is what management is all about. Management is decision-making, planning, organizing and controlling the human and non-human resources of an institution. It is the process by which institutional leaders utilize institutional resources to achieve institutional goals in the most efficient manner (Barber, 2004).

As observed by Calitz, Fuglestad and Lillejord (2002), the focus of management must be the productive performance and positive outcome of the institution. Indeed, defining the expected performance for a desired outcome in an institution which from much indications is most important but most challenging, is the first task of management. Therefore in management, it is the leader's duty to think ahead of time (plan) to put the available resources together (organize) giving instructions to subordinates on how to put such resources to work and generally making sure all hands are on deck in carrying out assigned tasks (control).

However, despite the fact that it is a key duty for the leader to do all these, it is not meant for the leader to shoulder it all alone for these form part of the work of every member in the work group at one level or the other. As pointed out by Cranston and Ehrich (2005), management also refers to the collective effort of the different people in whose hands are placed responsibilities to carry out tasks geared towards the achievement of preset-goals. On the contrary, Leithwood and Jantzi (2006) are of the opinion that management is about a set of people at top positions seen as responsible for the achievement of institutional goals.

From these definitions it can be observed that management is actually the process of efficiently putting resources (human and non-human) together by both the leader and the led to enhance performance and optimize productivity for the achievement of institutional goals. The key to an effective institution is said to be a blend of leadership dimensions and management dynamics employed in such institution (Bezzina & Duignan, 2006). In the view of McNamara (2008), which is also a common view, management is about getting things done through others. For Bush and Bell (2002); and Donald, Lazarus and Lolwana (2004), management is making sure of achieving institutional goals seen as the channel within which the concept of leadership is subsumed.

Leadership and management skills possessed by a leader in the running of a university are very important as the effectiveness of such university is dependent on such skills (Prinsloo, 2009). As Reynolds, Creemers, Springfield, Teddlie and Shaffer (2002) described, an educational leader to be effective must possess such basic skills as conceptual, human relationship and technical skills. These skills help a leader in managing both human and non-human resources around which all activities in the university revolve.

Conceptual skills: These talk about the skills that an educational leader needs to ensure effective task execution in an institution like the university. For the leader to influence work group members for goals achievement, they must be able to make plans, (formulate policies, develop strategies for implementation, make certain decisions and proffer solutions to anticipated problems), organize and control the activities and affairs of the university. The leader here must first of all clarify roles and tasks for work group members in accordance with pre-set standards while focusing and emphasizing on the deadline for completion of the execution of such tasks to ensure effective delivery (University of Pretoria, 2010).

Conceptual skills have to do with the mental disposition of the leader to be able to manage the university not in parts but as one whole entity whereby he is able to integrate and coordinate all its activities and interests. The conceptual skills of an educational leader is first of all concerned with executing tasks effectively so he should focus on the achievement of pre-set aims and objectives by ensuring that tasks are defined according to set standards and completed on schedule (University of Pretoria, 2010). As a skill required for effectiveness, conceptual skills which are important in leadership and which can be gotten from formal education, conscious self-development and or experience, has to do with a leader's ability to analyze complex situations to identify the difference between cause and effect (Ross & Gray, 2006).

These by the argument of Mumford, Campion and Morgeson, (2007) are skills that have to do with the collection, processing and dissemination of information either orally or by written communication. Therefore, according to Robbins (2014), educational leaders need more of conceptual skills than technical skills, which are actually needed more by members of the work group. In fact, the position of the leader as the driver of performance for the achievement of goals have been found by Voges, Tworoger and Bendixen (2009) to be very important in the leadership and management of universities for effectiveness as it involves planning, organizing and controlling.

Human relationship skills: These are core skills needed by an educational leader in the leadership and management of an educational institution such as the university. Having or possessing the human relationship skills provides the educational leader the ability to guide and direct the actions and behaviours of the work group members through effective communication,

motivation and the establishment of positive interpersonal relationships between the leadership and work group members and amongst work group members. This accounts for effective leadership (Brown, 2004). Again, these skills help the leader develop a positive and healthy relationship between the university and external elements such as the host community which provides for collaboration leading to success in the management of the university (Tam, 2007).

Human relationship skills possessed by a leader such as leadership abilities, individual skills and group skills enables an educational leader to effectively and positively influence work group members to effectively execute tasks and in record time to achieve success. The educational leader must be responsible to appropriately guide the work group members, motivate them, create effective communication channels with them and establish positive and healthy interpersonal relationships with them while developing same amongst them based on mutual trust and respect in order to elicit willingness from them to perform tasks and complete such in record time to achieve the university goals. This is because the successful completion of tasks to a large extent depends on the human element.

Here, the educational leader must have the ability to work with other work group members in an appreciable manner whereby they will feel motivated and inspired to put in their best because of the trust they elicit from and have for the leader. The leader must possess good communication skills for the establishment of healthy interpersonal relationships among work group members and between work group members and the management team. The educational leader needs human relationship skills not only to promote a positive climate and culture that will orchestrate change in the university but also to create a positive relationship between the university and external elements such as the political, socio-economic and demographic elements as these are equally and dynamically interactive with the university (Owens, 2001).

Technical skills: An educational leader to be effective in the management of a university must as a matter of importance, also possess the technical skills required to establish procedures needed for the day-to-day running of the institution. Without this skill, the leader will definitely fall into daily chaotic situations orchestrated by confusion from the absence of operational procedures.

It is very important for an educational leader to effectively manage a university because the all-the-time state of any university is to a great extent dependent on the ability of the leader to manage effectively. Management is a cyclic process of planning, organizing and controlling which are thus the basic dimensions of operation. Achieving the goals of the university through effective planning, organizing and controlling is the core responsibility of any educational leader.

Planning

In managing educational institutions, planning as a dimension of operation is said to be the process of identifying the needs of the institution, determining the goals and objectives and defining the needed resources both human and non-human to perform the tasks needed to be done to get to the goals achievement at a target time (Okoji, 2014). One of the most important skills needed by a leader in the management of an educational institution is planning because it is the channel by which aims and objectives of the institution are set and clarified, policies are formulated based on well informed decisions leading to proffering solutions which are monitored while on execution and with feedbacks are re-evaluated for improvement to arrive at better results.

Planning in the leadership and management of educational institutions is so important that it can single handedly determine the success or failure of the institutional leader thereby impacting on the institution positively or negatively as the case may be (University of Pretoria, 2010). Planning therefore can be considered to be the most important dimension of operation for an educational leader as all other dimensions of operation are dependent on it. A leader must be committed to spending time when it comes to planning because a lot is expected to be achieved in the process of planning. The leader must be a critical thinker with a creative and innovative mind thinking ahead of time with a focus on what to do, how to do what is to be done, where it should be done, who should do what and why what is to be done should be done all geared towards the achievement of goals (van Deventer, 2003).

Planning entails creating a vision which is important for work group to run with. It entails re-designing a present situation to suit future purpose (Steinbacher & Smith, 2009). Hence, the findings of Keung (2008), explained that work group express zeal and satisfaction when the extra-time and energy demanded by planning and decision-making are balanced by real authority.

Planning simply means assessing the needs of the institution, creating a picture of what to provide for those needs to be met, putting strategies in place on how to bring the picture to reality, setting targets to what is needed to be done, harnessing all available resources to commit to getting results, monitoring and evaluating progress and going back to the drawing board if need be (DeChurch & Hass, 2008). The institutional leader seeks to clarify the goals of the institution by establishing the aims and objectives and the strategies to achieving them during the planning process.

The progress of performance towards attaining these aims and objectives are measured through the control process whereby the leader and others at different levels of authority are able to detect deviations and anomalies in the plan in time for corrections to be made to avoid failure (van Deventer, 2003). Therefore, an effective institutional leader is one who attains goals through constant monitoring and supervision of performance of planned activities.

Organizing

This is simply assigning tasks to work group members according to areas of ability and competence with the common aim of achieving institutional goals. It is the enabling of work group members to work as a team through a created structure for that purpose. Organizing involves putting mechanisms in place for the implementation of pre-planned tasks in an effective manner. It is concerned with the systematic coordination of several different tasks to be performed in the institution not discrediting the working relationship that exists between and amongst both the work group and the management (Shead, n.d.). It is about putting necessary activities together for the achievement of common objectives (van Deventer, 2003).

Organizing is very important in the management of an institution as it provides a structure for operation clearly defining tasks and responsibilities as well as those responsible and accountable for such tasks so that every individual feels that his or her actions and attitude towards given tasks play an important role in results achievement. Again, organizing establishes clear channels of communication which ensures prompt and adequate information to members of the work group as it concerns effective tasks performance bringing about synergy thereby reducing work load for individual members as activities are divided into parts for them.

As the organizing process involves an in-depth analysis of the work to be done, it creates a structure to systematically group different tasks, procedures and resources to enable work group members be familiar with their duties and responsibilities. By this structure, tasks and activities that are related are departmentally grouped together so that members in a field can perform related tasks with competence together as a team (Shead, n.d.). Organizing ensures that work group members in a particular department work together as a unit displaying competence by breaking and arranging tasks, assigning the right task to the right member and setting up a framework with which the tasks are to be done (van Deventer, 2003). Organizing addresses the following:

- What must be done? (needs identification)
- How should it be done? (coordination)
- Who should do what? (delegation)
- What is the result? (evaluation)

Here, it is important that all available resources to perform the tasks, work group members' willingness and competency, target time for tasks completion, communication channels for directives be all taken into consideration (van Deventer, 2003). With organizing, plans and strategies will be effectively implemented as it provides for a collective and all-encompassing structure (van der Merwe, 2003). In organizing, tasks and responsibilities must be delegated to the right group members. Delegating here simply refers to the distribution of portions of the total workload to other competent hands for speedy execution. This means that the leader is not held accountable for his own performance alone but also for the performance of those he has delegated the work to.

As explained by Capco (2007), effective delegation is usually methodical and meaningful. Therefore, since the leader will be held responsible for the performance of the work group members, he must clearly define the tasks, the expected results from the tasks, the target time for the completion of the tasks and communication channels to deal with uncertainties (Viljoen & Möller, 1992). He must also set standards and involve group members in certain level of decision making concerning the achievement of the institutional goals because then the work group members will feel as part of the entire process and so work tirelessly to actualize their decisions and plans.

The leader must constantly motivate group members to improve on skills so that his own work will also be simplified because when group members are competent in their tasks performance, the leader is less anxious of expected outcomes. He must also always be on top of his game by constantly monitoring progress and asking for feedbacks, making changes where necessary from time to time and giving heartfelt commendations for jobs well done. Once these have been taken care of by the leader, he has invariably set all parts of the institution to function efficiently like a system that it is (van Deventer, 2003). Without organizing, the leadership of the institution cannot execute plans put in place so organizing is a very important dimension in the management of educational institutions for effectiveness. A very important feature related to organizing is coordination. Coordination as described by van Deventer (2003), is the division of workload into specialized units and monitoring these units closely in relation to each other for enhanced productivity. For coordination to be effective, viewpoints must be reasonable and sound, work group members must have the right attitude, and there must be mutual confidence, good planning, competence, consistent integration of work group activities, a positive team spirit

leading to high morale. All of these can be attained when the work group members trust the leadership and are happy with it (van Deventer, 2003). Coordinating in the management of universities aims at developing and promoting team spirit and work which brings about cooperation among group members thereby ensuring that the policies put in place are applied in unity and the goals of the university are attained.

Coordination as a feature related to organizing in management can be influenced by the structure of the institution which determines the framework of all lines of command, communication channels and relationship patterns all of which must be integrated into a harmonious composite result. Even, curriculum tasks may be delegated as a means of task distribution, the complexities of school leadership and management warrant the coordination of curriculum tasks, because it increases job performance through synchronization, the development of work group members' cohesion through warm relationships and the creation of team spirit to achieve curriculum effectiveness in the university. All principles and techniques outlined in planning and organizing as dimensions of management are also focused on and applied simultaneously in coordination. In addition to the principles and techniques of problem-solving and decision-making, coordination also makes use of the following for effectiveness to be achieved:

Management meeting: This is very important to be done on a regular basis of weekly or fortnightly and sometimes at emergency as situation demands. This should be with top-to-down, down-to-top and horizontal communications because it ensures effective planning, organizing coordinating, guidance and control of all activities of the institution. These meetings at regular intervals will be used to continually coordinate planned activities, provide feedback on completed activities and evaluate completed activities for achievement of goals.

Group members meeting: This could be done informally every day before tasks performance begins. This meeting is a channel for reminding every member of the work group of the expectations for the day and the days to come and to encourage high performance geared towards pre-set goals achievement. Here again, those in charge of coordinating the affairs of each work group unit can acknowledge the contributions of members and encourage them to do better (Prinsloo, 2003). Fullan (2009), said that some of these meetings can be held at least once in a month to address issues of correlation and coordination of the pace of all workgroup members, discuss academic challenges, clarify administrative matters and give constant re-orientation on expectations to all concerned.

If these patterns are adhered to, policies will be well interpreted and uniformly applied, work activities will be synchronized, team spirit and team work will be developed because work group members would have a feeling of responsibility for performing tasks delegated to them and derive satisfaction from enhanced productivity and so accept accountability for achieving success. Fullan (2009) observed that sharing the vision of the institution, using clear direction approach, with development of work group members, aligned academic frameworks, evaluation, and provision of work materials, substantial and sustained success can be achieved in universities.

Controlling

Controlling as one of the dynamics of management is a process by which academic activities are assessed and regulated, work group performances are evaluated progressively to check deviations and enforce corrections by educational leaders to achieve educational goals (Barber, 2004). Though there are similarities in controlling and planning, controlling differ from planning in the sense that while controlling is done during or after activities, planning is done before the activities begin (Rue & Byars, 2007). Controlling as a dimension of management dynamics is regulatory in nature because it provides the platform for actual implementation of plans set for execution and therefore is said to be complimentary to planning. It reveals deviations in plans and indicates if there is any need for plans revisiting based on contingent factors (Cronjé, Du Toit, Motlatla & Morrais, 2004). Controlling as a dimension of management dynamics helps in the collection of information for performance evaluation using preset criteria for performance.

Controlling which is a continuous process, is also used to decide on the next line of action in the plan peradventure there is need for a change in plan. It is important because it functions as a tool for measuring the overall performance of the university (Shead, nd.). For controlling to be effective, there is need for the synergy of planners and controllers because often times, they are not the same people. The controlling dimension of management dynamics helps the leader in identifying areas of the plan that need to be revisited during execution either for adjustment of plans or a total discard of plan and the formulation or setting of a new plan (Shead, n.d.). van Deventer (2003), identified four steps in the process of controlling which are:

- Establishing standards and criteria including processes to measure performance. This must be done meaningfully and accepted by all involved.
- Constantly measuring or evaluating performance in order to identify areas for correction in time to avoid failure.
- Comparing results derived from the evaluation with set standards to ensure that performance matches set standards.
- Taking corrective measures in the case of shortfalls identified. This should be constructive in order to bring performance up to standard.

van Deventer (2003) also identified some requirements which he considered important for control to be effective. Such requirements as:

Flexibility: Control must not be rigid but flexible enough to allow for changes, exceptions and eventualities.

Adaptability: Measures of control should be adaptable to the tasks and activities to be performed by the workgroup members at different levels of authority.

Correctability: There must be a clear process of correction for anomalies detected in the course of execution of tasks.

Clarity in standards and procedures: Both the leader and the work group members must clearly understand the purpose, function, standards and procedures of the managerial control to avoid misconceptions on the side of the work group members and abuse on the side of the leader.

Control must be based on position power: The leader should exercise control based on the formal authority vested on him as the leader and must be based on the tasks assigned (accompanying responsibility and accountability) not on personal convictions. The following important guidelines were also given by van Deventer (2003) to ensure effective control:

- Clear and specific instructions should be given as the expected standard, procedures for performance and evaluation criteria are set by these instructions.
- Guidelines on a flexible, achievable and acceptable criteria should be drawn and established during the planning stage which should involve all concerned.
- Feedbacks on performance and expectations must constantly be given to work group members either in written form when necessary or in oral form as the situation demands in order to check deviations and improve performance.
- Evaluation carefully planned must be carried out continually to improve performance of not just the individual work group members but also the university as a whole.
- Corrective measures on deviations from pre-set plans must be taken as quickly as possible to forestall repetition of same mistakes which may negatively impact on the effectiveness of the university.

Controlling is exercised to correct mistakes in the execution of tasks and to enhance effective performance of the work group members to attain goals (van Deventer, 2003). Therefore, it is important that the leader give regular feedbacks on performance to work group members so that they can constantly compare their performance to pre-set standards and make positive adjustments where necessary. By this, it is evident that effective controlling is not only concerned with completing tasks but also with the work group members responsible for carrying out the tasks and so it is important that the education leader recognizes and appreciates positive performance and address shortfalls with quick corrective measures. Having discussed all these, the relationship between leadership and management can be examined to ascertain how both concepts can contribute to institutional effectiveness.

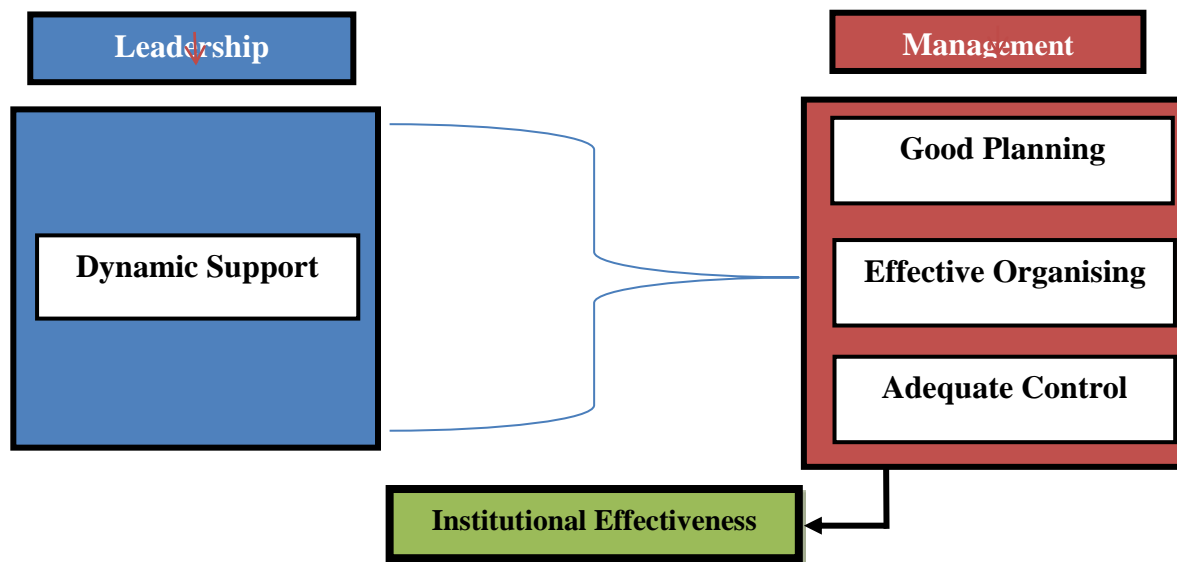


Figure 1: Leadership and Management leading to Institutional Effectiveness

The difference between the concept of leadership and that of management has been reviewed by many different scholars (Earley & Weindling, 2004). As observed by Ololube in Ololube (2018), leadership and management are two overlapping but distinct concepts both of which are very important to institutional effectiveness and improvement. The fact that the two concepts overlap and are both important for the success of an institution has been attested to by (Darr, 2011, Tomlinson, 2004, Bush & Bell 2002, Wallace & Paulson 2003). Findings on leadership and management by the Office for Standards in Education (OfStEd, 2003) indicate that strong leadership and good management are very important in the pursuit of institutional success as there is a strong connection between the quality of leadership dimensions and management dynamics of the leader and the outcome of performance of the led.

Leadership dimensions cannot be separated from good management dynamics and vice versa for effectiveness because institutions need both to be successful as effective institutions are a product of both (Bush & Bell 2002, Huber, 2004). However, in trying to create a form of distinction between leadership and management, Donald, Lazarus and Lolwana (2004) said that leadership is providing vision, direction and support in an institution while management is ensuring that the pre-set institutional goals are achieved. In the opinions of Moorosi and Bush (2011), if institutions are to be effective, then leadership and management should be given same value of attention for objectives to be achieved for they are both of equal importance as the scholars also said that in performing the tasks on their day-to-day schedule, leaders cannot distinguish between when they are leading and when they are managing because in practice, they are simply trying to ensure compliance to directives and focusing on achievement of goals.

Effective leaders are leaders who influence people to willingly get work done for the attainment of goals, act as channels of communication, as mediators for negotiating differences, resolving conflicts and making decisions. Responsibility and accountability are two concepts associated with leadership and management for the actualization of aims and objectives.

Responsibility

This refers to the allocated or assigned work to a work group member which invariably translates to the person's duty by reason of the member's field of expertise. This assigned task may not necessarily be done by the person but can be delegated to other members who also have the expertise to do it and hold them responsible for results. Expertise of the work group member is very important here because goals must be achieved and that depends on the relevant knowledge and skills of the member on the assigned task for which the member is responsible (Darling-Hammond & Bransford, 2005). It is also observed that taking responsibility as an educational leader means providing for the development of work group members and ensuring that latest strategies and technologies to aid the achievement of goals are put in place.

Accountability

An educational leader must be accountable to be effective. Accountability simply means having the duty to give an account of executed tasks based on pre-set standards and criteria (Perry & McWilliam, 2007). With accountability the duty to act by performance or behavior in accordance with pre-set standards is placed on an individual as an obligation. Therefore, both the leader and the work group members are expected to account for their actions in consonance with the expectations of pre-set standards in specific situations (Nieuwenhuis, 2007). Leaders according to Kyriakides, Demetrious and Charalambus (2006) are especially required to display professionalism in judgement towards discharging their duties. However, they are not only accountable to the external stakeholders but also the internal stakeholders such as the work

group members and the learners for quality service delivery to be ensured (Joubert & Prinsloo, 2009). The effectiveness of both the leader and the work group members among other factors is also based on their answerability and blame acceptance. From all indications, the two concepts of leadership and management are inter related and are geared towards realizing the success of the institution. Therefore, the essence of management and leadership in an institution is hinged on effectiveness.

Institutional Effectiveness

Teodorovic (2011) found out that factors that lead to effectiveness in educational institutions are rarely investigated in developed nations as evidenced by the fact that only about three to four times were recorded for such in more than a hundred studies on effectiveness. To this effect, scholarly works on institutional effectiveness through leadership and management have been reported in bits and pieces hence this study seeks to initiate a holistic investigation into leadership dimensions and management dynamics employed by institutional leaders resulting to institutional effectiveness.

Furthermore, the multi dimensions of educational institutions such as external elements and internal affairs comprising of academic excellence, administrative affairs, material resources, human resources, financial resources, institutional climate and culture embedded with change cum innovation and conflict management have not been so dug into in studies as the issue of effectiveness relating to efficiency has been (Jansen, 1995). However, it is important to look at institutional effectiveness as initiated by leadership and management dynamics as it relates to institutions in African countries as they have peculiarities in the context of regional conditions. This will help in identifying factors that are unique in deciding the effectiveness or otherwise of an institution (Guoxing, 2007).

Effectiveness

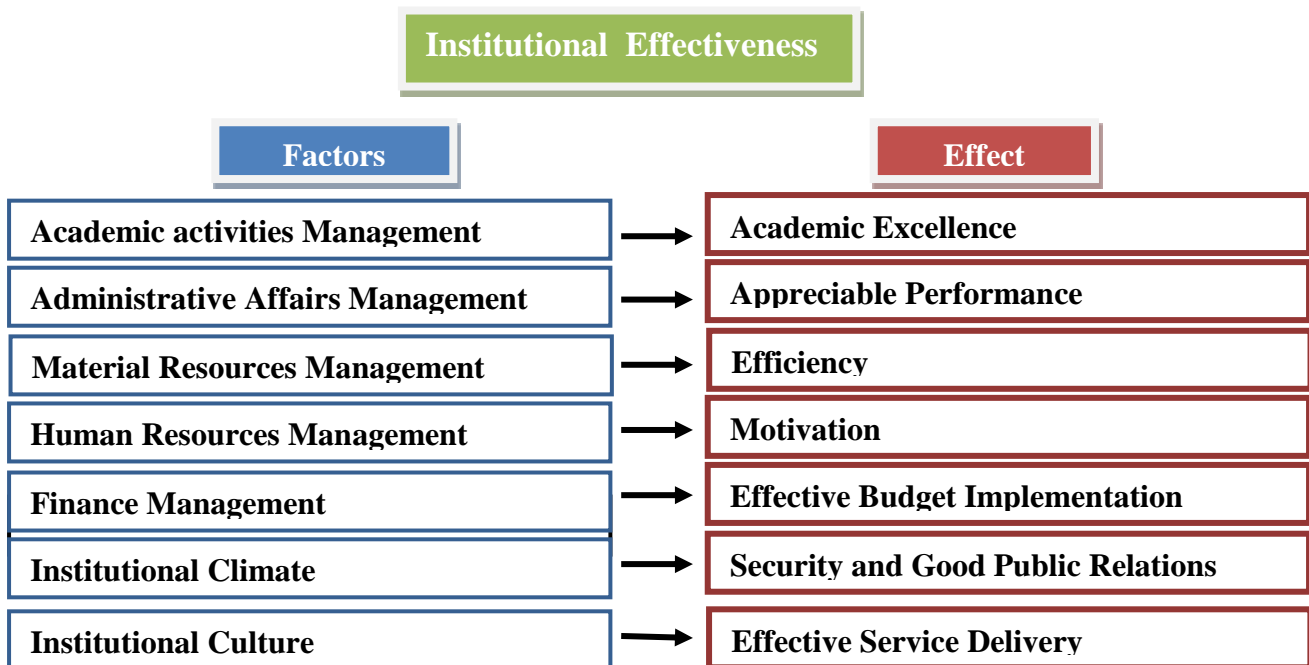


Figure 2: Internal Factors responsible for Institutional effectiveness

The concept of effectiveness has been defined from different perspectives by different scholars. In the view of Bridges (2003), effectiveness refers to the attainment of objectives and goals of an institution. For Cele (2005), since the primary objectives of an institution is the moulding of individuals to good conduct and achievement of academic excellence, institutional effectiveness means achieving that. For Levin and Nolan (2000), it is attaining good educational results and for Verdis, Kriemadis, and Pashiardis (2003), it is the level of achievement of goals by an institution in comparison to other institutions having the same goals for achievement as he said that an effective institution is only defined as such in terms of specific conditions.

In the views of Wiepking and Maas (2009), institutional effectiveness is dependent on the available human, material and financial resources. According to Higgins, Hall, Wall, Woolner, and McCaughey (2005), an institution is said to be effective if the results of performances positively goes beyond target expectations. Earlier studies of institutional effectiveness as observed by Saleem (2010), focused more on variables such as teaching, learning, management, learner motivation and community involvement. However, in adding to this, Tagliacollo, Volpato, and Junior (2010) said it should also include the variables of classroom behaviour, learner participation and attitudes toward learning. From the reviewed studies of different scholars, it can be seen that institutional effectiveness is defined from different perspectives for while some focus on academic achievement, others focus on academic achievements and external factors or elements while others are concerned with institutional effectiveness being a product of available human, material and financial resources.

METHODS

The study adopted a correlational research design. This research design provides for describing, measuring and establishing a relationship between the dependent variable and the independent variables as it aims to accurately and systematically describe a population, situation or phenomenon whereby it can answer what, where, when and how questions but not why questions. It can use a wide variety of research methods to investigate one or more variables.

The target population for this study was made up of both academic (teaching) and non-academic (administrative) work group members of state-owned universities such as Ignatius Ajuru University of Education, Port Harcourt and the Rivers State University, Port Harcourt whereby one thousand four hundred and forty three (1,443) comprising of nine hundred and eighty four (984) academic and four hundred and fifty nine (459) non-academic work group members was drawn from Ignatius Ajuru University of Education Port Harcourt while a total of two thousand seven hundred and fifty seven (2,757) comprising one thousand five hundred (1,500) academic and one thousand two hundred and fifty seven (1,257) non-academic work group members was drawn from the Rivers State University, Port Harcourt. A total of four thousand two hundred (4,200) work group members therefore, constituted the population of the study as detailed in the table below:

Table 1: Population Distribution

S/N	INSTITUTION	ACADEMIC	NON-ACADEMIC	TOTAL
1	Ignatius Ajuru University of Education	984	459	1,443
2	Rivers State University	1,500	1,257	2,757
	Grand Total			4,200

Source: University Bursary Unit, September, 2019

The sample size for this study was 354 respondents comprising 78 academic (teaching) and 46 non-academic (administrative) work group members of Ignatius Ajuru University of Education and 156 academic (teaching) and 74 non-academic (administrative) work group members of Rivers State University, Port Harcourt. The sample size of 354 respondents was arrived at using Krejcie and Morgan Table as stated below:

Table 2: Krejcie and Morgan Table for Determining Sample Size for a Finite population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Instrument for Data Collection

The instrument for the study was a structured questionnaire designed by the researcher. It was tagged: ‘University Leadership and Management for Institutional Effectiveness Questionnaire’ (ULAMIEQ). The first part of the questionnaire contained demographic information such as gender, age bracket, qualification and position (designation) of the respondents while the other

parts contained information on structured responses from respondents on the subject matter. The study adopted a modified 4-point Likert scale ranging from 1-4 having 4-Strongly Agree = (SA), 3-Agree = (A), 2-Disagree = (D) and 1-Strongly Disagree = (SD). The instrument can be found on Appendix 1 section B.

Validity of the Instrument

To ensure face and content validities, the researcher issued out copies of the questionnaire to her supervisor and two other research experts in the department of Educational Management who made valued corrections before it was administered.

Reliability of the Instrument

To establish the reliability of the study, the researcher subjected the questionnaire items to Crumbach Alpha testing using SPSS version 23. Reliability refers to a measurement that supplies consistent results with equal values (Blumberg et al., 2005). It measures consistency, precision, repeatability, and trustworthiness of a research (Chakrabarty, 2013). It indicates the extent to which it is without bias (error free), and hence ensures consistent measurement across time and across the various items in the instruments (the observed scores). Some qualitative researchers use the term ‘dependability’ instead of reliability. It is the degree to which an assessment tool produces stable (free from errors) and consistent results. It indicates that the observed score of a measure reflects the true score of that measure. The reliability testing result of the study is thus: .921, showing that the instrument used for the study was highly reliable.

Table 3: Reliability Statistics	
Cronbach's Alpha	Number of Items
.921	40

Method of Data Collection

The researcher administered copies of the research instrument (questionnaire) to respondents in the stated institutions and made certain that the questionnaire were accurately and appropriately completed. The researcher achieved this through the administration of the instrument at various offices of faculty in the afore-mentioned tertiary institutions. After the collation of instruments, the data obtained was appropriately tested for analyses.

Method of Data Analysis

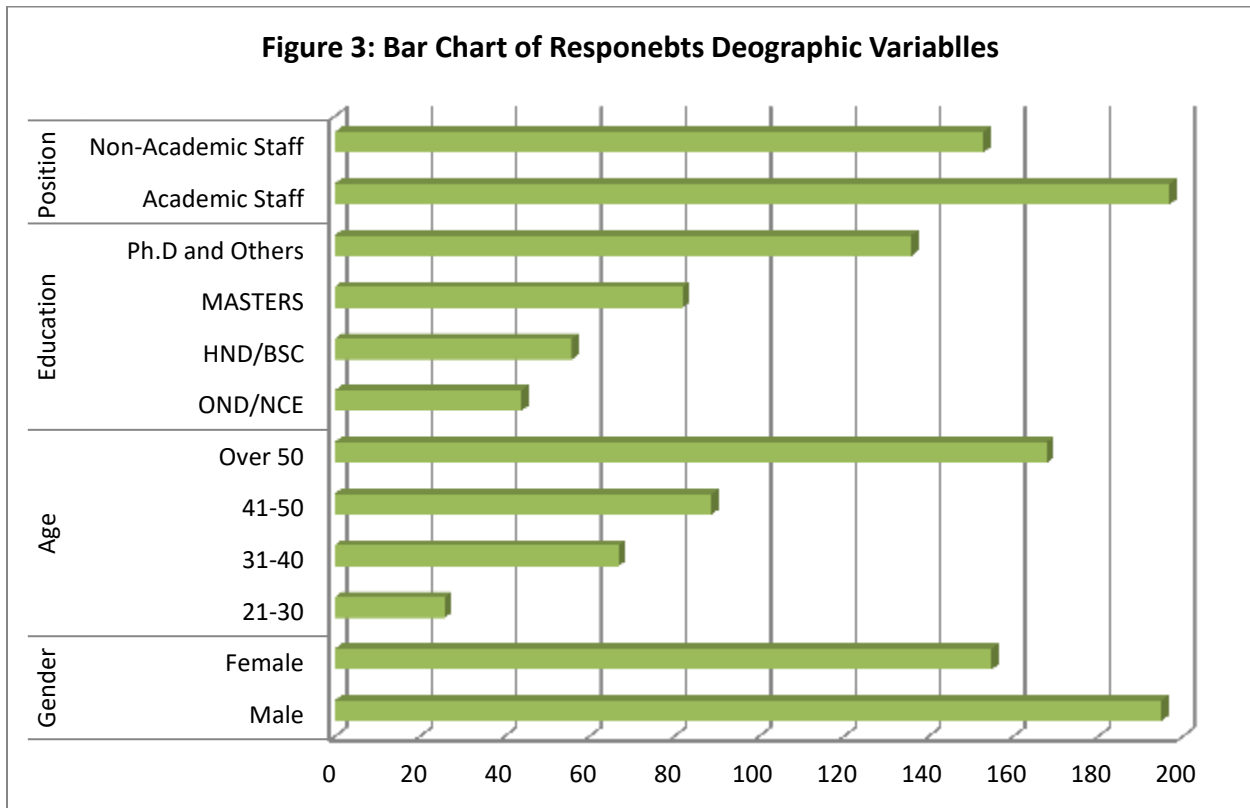
The research questions were answered using mean and standard deviation at the 2.5 mean criterion arrived at by the calculation: $4+3+2+1=10/4=2.5$, while the hypotheses were tested using Regression at .05 significance level. This method was adopted due to the large number of the sample size. The study adopted both descriptive and inferential statistical tools to analyze the data. The information retrieved from the questionnaire was summarized in their groups and, mean and standard deviation was used to answer the research questions. Inferential statistical tool of regression analysis was used to test the hypotheses at the level of significance .05. aided with SPSS Version 23.

RESULTS

Demographic variables of Respondents

Table 3: Demographic Variables of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	195	55.7	55.7	55.7
	Female	155	44.3	44.3	100.0
	Total	350	100.0	100.0	
Age	21-30	26	7.4	7.4	7.4
	31-40	67	19.1	19.1	26.6
	41-50	89	25.4	25.4	52.0
	Over 50	168	48.0	48.0	100.0
	Total	350	100.0	100.0	
Education	OND/NCE	44	12.6	12.6	21.7
	HND/BSC	56	16.0	16.0	37.7
	MASTERS	82	23.4	23.4	61.1
	Ph.D and Others	136	38.9	38.9	100.0
	Total	350	100.0	100.0	
Position	Academic Staff	197	56.3	56.3	56.3
	Non-Academic Staff	153	43.7	43.7	100.0
Total		350	100.0	100.0	



The respondents were males while 155(44.3%) of the respondents were females all of which make up the total respondents of the study. Table 3 and Figure 3 above showed age of respondents that 26(7.4%) of the respondents were within 21-30 years of age, 67(19.9%) of the respondents were within 31-40 years of age, 89(25.4%) of the respondents were within 41-50 years of age while 168(48.0%) of the respondents were over 50 years of age. The information above indicates that the respondents are the right people to give the needed answers for the study. The table above indicates that most of the respondents have acquired their Ph.D. with response rate at 136(38.9%) while that of Masters was with response rate of 82(23.4%). The next frequency category is the HND/B.Sc. category with respondents rate of 56(16.0%) followed by that of OND/NCE having a response rate of 44(12.6%) and finally the School Certificate category with a response rate of 32(9.1%). The Table above indicates the present position of respondents who were interviewed and responses drawn from 197(56.3%) of the respondents are academic staff and 153(43.7%) of the respondents are non-academic staff. These showed a high knowledge of respondents involved in the study.

Research Question 1: How does dynamic support of leaders influence good planning in universities in Rivers State?

Table 4: Showing statistics of mean and standard deviation on the influence of dynamic support of leaders on good planning in universities in Rivers State

s/n	Items	Mean	SD	Remark
1.	Management allows work group members to make contributions on new policies	2.0127	1.19113	Disagreed
2.	Management considers work group members when making certain decisions that concern them	1.4418	.67433	Disagreed
3.	Work group members are allowed to make inputs during such meetings	1.8855	1.18105	Disagreed
4.	There is always a relief before work group members proceed on annual leave	1.3400	.70053	Disagreed
5.	Work group members' need to reward management's support activates morale for high performance	2.4473	1.23398	Disagreed
Aggregate Mean Score		1.83		

Table 4 above shows in item 1 with a mean score of 2.0127 and SD 1.19113 that the respondents did not agree that management allows work group members to make contributions on new policies. Equally, item 2 having a mean score of 1.4418 and SD .67433 shows that the respondents disagreed that management considers work group members when making certain decisions that concern them. Also, in item 3 the mean score of 1.8855 and SD 1.18105 implies that the respondents did not agree that work group members are allowed to make inputs during such meetings. Again in item 4 the mean score of 1.3400 and SD .70053 implies that the respondents disagreed that there is always a relief before work group members proceed on annual leave. Equally, in item 5 the mean score of 2.4473 and SD 1.23398 implies that the respondents disagreed that work group members' need to reward management's support activates morale for high performance. Thus, the aggregate mean score of 1.83 <2.5 shows that majority of the respondents did not agree that dynamic support of leaders influence good planning in universities in Rivers State.

Research Question 2: How does dynamic support of leaders influence effective organization in universities in Rivers State?

Table 5: Showing statistics of mean and standard deviation on the influence of dynamic support of leaders on effective organizing in universities in Rivers State

s/n	Items	Mean	SD	Remark
6.	Inputs from work group members are usually taken into account	1.1727	.37836	Disagreed
7.	Management appropriately motivates work group members to achieve goals	2.4473	1.23398	Disagreed
8.	When needed support is given, work group members achieve more	1.9236	1.13625	Disagreed
9.	Work group members perform better when they are part of a team	2.0127	1.19113	Disagreed
Aggregate Mean Score		1.88		

Table 5 above showing in item 6 a mean score of 1.1727 and SD .37836 implies that the respondents did not agree that inputs from work group members are usually taken into account. In item 7 the mean score of 2.4473 and SD 1.23398 implies that the respondents did not also agree that management appropriately motivates work group members to achieve set goals. Again, in item 8 the mean score of 1.9236 and SD 1.13625 implies that the respondents did not agree that when needed support is given, work group members achieve more. In item 9, the mean score 2.0127 and SD 1.19113 equally implies that the respondents disagreed that work group members perform better when they are part of a team. Thus, the aggregate mean of 1.88 < 2.5 implies that majority of the respondents disagreed that dynamic support of leaders influence effective organizing in universities in Rivers State.

Research Question 3: How does dynamic support of leaders influence adequate control in universities in Rivers State?

Table 6: Showing statistics of mean and standard deviation on the influence of dynamic support of leaders on adequate control in universities in Rivers State

s/n	items	Mean	SD	Remark
10.	Work group members receive hands-on attention from their supervisors	1.9236	1.13625	Disagreed
11.	Work group members are supported to achieve tasks without necessarily being denigrated by supervisors	2.0127	1.19113	Disagreed
12.	Management allows work group members to appraise it	1.3727	.48397	Disagreed
13.	Work group members' input in assessing management is put into count	1.9200	1.22696	Disagreed
Aggregate Mean Score		1.81		

Table 6 above in item 10 the mean score of 1.9236 and SD 1.13625 showed that the respondents disagreed that work group members receive hands-on attention from their supervisors. In item 11 mean score of 2.0127 and SD 1.19113 equally showed that the respondents disagreed that work group members are supported to achieve tasks without necessarily being denigrated by

supervisors. Item 12 with a mean score of 1.3727 and SD .48397 also showed that the respondents did not agree that management allows work group members to appraise it. Again, item 13 having a mean score of 1.9200 and SD 1.22696 showed that the respondents disagreed that work group members' input in assessing management is put into count. Thus, the aggregate mean of 1.81<2.5 showed that the respondents disagreed that dynamic support of leaders influence adequate control in universities in Rivers State.

Test of Hypotheses

Hypothesis 1: Dynamic support of leaders does not significantly influence good planning in universities in Rivers State

Table 7: Regression analysis testing of hypothesis 1

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.759 ^a	.576	.574	.80097			
ANOVA ^a							
Model			Sum of Squares	Df	Mean Square	F	Sig.
1	Regression		476.193	3	158.731	247.417	.000 ^b
	Residual		350.287	346	.642		
	Total		826.480	349			
Coefficients ^a							
Items	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	
	B	Std. Error	Beta				
27. Inputs from work group members are usually taken into account	-.104	.102			-1.012	.312	
28. Management appropriately motivates work group members to achieve goals	-.222	.041	-.213		-5.437	.000	
29. When needed support is given, work group members achieve more	.046	.029	.045		1.603	.109	
30. Work group members perform better when they are part of a team	1.629	.071	.895		22.819	.000	

Table 7 above shows r-value of .759^a, r-square value of .576, adjusted r-square value of .574, standard error estimate value of .80097, p-value of .105>.05, which shows that dynamic support of leaders does not significantly influence good planning in universities in Rivers State. The null hypothesis is therefore accepted.

Hypothesis 2: Dynamic support of leaders does not significantly influence effective organizing in universities in Rivers State.

Table 8: Regression analysis of hypothesis 2

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.764 ^a	.583	.582	.77056		
ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	454.127	2	227.063	382.419	.000 ^b
	Residual	324.784	347	.594		
	Total	778.911	349			
Coefficients^a						
Items		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
	31. Inputs from work group members are usually taken into account	-.813	.107		-7.566	.000
	32. Management appropriately motivates work group members to achieve goals	2.340	.106	.743	22.017	.000
	33. When needed support is given, work group members achieve more	.033	.033	.034	1.017	.110
	34. Work group members perform better when they are part of a team	.111	.222	.031	1.014	.000

Table 8 above showed that r-value of .764^a, r-square value of .583, adjusted r-square value of .582, standard error estimate value of .77056, p-value of .027<.05 which shows dynamic support of leaders does significantly influence effective organizing in universities in Rivers State. The null hypothesis is therefore rejected.

Hypothesis 3: Dynamic support of leaders does not significantly influence adequate control in universities in Rivers State

Table 9: Regression analysis of hypothesis 3

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.826 ^a	.683	.681	.64181		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	483.884	3	161.295	391.566	.000 ^b
	Residual	224.909	346	.412		
	Total	708.793	349			
Coefficients^a						
Items		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
	35. Work group members receive hands-on attention from their supervisors	-.788	.098		-8.065	.000

36. Work group members are supported to achieve tasks without necessarily being denigrated by supervisors	-.069	.023	-.073	-3.015	.003
37. Management allows work group members to appraise it	2.573	.093	1.096	27.661	.000
38. Work group members' input in assessing management is put into count	-.354	.037	-.383	-9.664	.000

Table 9 above shows in r-value of .826^a, r-square value of .683, adjusted r-square value .681, standard estimate error value of .64181, p-value of .003 < .05, which implies that dynamic support of leaders does significantly influence adequate control in universities in Rivers State. The null hypothesis is therefore rejected.

DISCUSSION

Dynamic Support and Good Planning

In answer to research question 1, majority of the respondents were in disagreement to the presumption that dynamic support of leaders influence good planning in universities in Rivers State. Result of tested hypothesis 1 showed that dynamic support of leaders does not significantly influence good planning in universities in Rivers State. The position of the respondents indicate that dynamic support of leaders does not influence good planning in universities in Rivers State. In contrast to the stance of the respondents, Pickens and Eick (2009) stated that supporting work group members leads to an increase in performance as it improves cognitive and behavioural uprightness resulting to conceptual understanding.

Dynamic support is also a tool for arousing interest of members in the job, energizing, directing and sustaining their positive attitude towards tasks performance. In fact, dynamic support acts as a stimulant especially if the work environment is also encouraging Rue and Byars (2007), and this makes members put in their best effort with all commitment to achieve goals as they know that they will be appreciated for their efforts and achievements (Harms & Knobloch, 2005).

Dynamic Support and Effective Organizing

In research question 2, majority of the respondents disagreed that dynamic support of leaders influence effective organizing in universities in Rivers State. The respondents responses on the tested hypothesis 2 showed that dynamic support of leaders does significantly influence effective organizing in universities in Rivers State. The position of the respondents does support the postulation that dynamic support of leaders does significantly influence effective organizing in universities in Rivers State.

The position of the respondents is in line with those of a number of scholars, including van Deventer, (2003) stating that effective organizing is very important in the management of an institution as it provides a structure for dynamic support in operation clearly defining tasks and responsibilities as well as those responsible and accountable for such tasks so that every individual feels that his or her actions and attitude towards given tasks play an important role in results achievement.

The leader must constantly motivate group members to improve on skills so that his own work will also be simplified because when group members are competent in their tasks performance, the leader is less anxious of expected outcomes.

Dynamic Support and Adequate Control

Answer to Research question 3 showed that the respondents disagree that dynamic support of leaders influence adequate control in universities in Rivers State. The tested hypothesis 3 result showed that dynamic support of leaders does significantly influence adequate control in universities in Rivers State. The position of the respondents indicates that dynamic support of leaders influence adequate control in universities in Rivers State. The stance of the respondents is supported by Cronjé, Du Toit, Motlatla and Morraais (2004) stated that controlling and dynamic support are two fold dimension of management dynamics which helps in the collection of information for performance evaluation using pre-set criteria for performance. Therefore, it is important that the leader give regular feedbacks on performance to work group members as he recognizes and appreciates positive performance and addresses shortfalls with quick corrective measures.

CONCLUSION

The study concluded that dynamic support to work group members equally translates to high performance which is needed for effective organizing and control of human and non-human resources in the leadership and management of any institution, including the university system. Therefore, for a leader and indeed the leadership of public universities to succeed in the attainment of pre-set educational goals, a blend of leadership dimensions/approaches and management strategies in the areas of management of academic activities for academic excellence, the management of administrative affairs for appreciable performance, the management of material resources for efficiency, the management of human resource for motivation, the management of finance and funds for effective budget implementation, the creation of institutional climate for security and good public relations and the development of a good institutional culture for effective service delivery must be used by the leader and leadership to lead both work group members and learning group members to achieve effectiveness. This is because no one dimension is able to meet the needs of the institution but at every point in time contingent measures are needed to proffer solutions to issues that may arise at any time being that the running of the institution is by default, dynamic and not static.

Recommendations

From the findings of this study, the study recommends that:

- Institutional leaders should support the members of the institution by providing conducive learning environment through effective planning.
- The leaders should also encourage the work and study group members to imbibe team spirit by giving them a sense of belonging through effective organization.

- Group members' assessment needs should be incorporated in the running of the institution by the leaders so that management does not run in isolation through adequate control.

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