

**LEADERSHIP STYLE AS A PREDICTOR OF ORGANIZATIONAL ACHIEVEMENT IN
UNIVERSITY OF BENIN BETWEEN 2019-2024.**

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SSC2106446

**DEPARTMENT OF PUBLIC ADMINISTRATION
FACULTY OF SOCIAL SCIENCE
UNIVERSITY OF BENIN
BENIN CITY, NIGERIA**

OCTOBER, 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF PUBLIC ADMINISTRATION,
FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS OF THE AWARD OF THE BACHELOR OF
SCIENCE DEGREE IN PUBLIC ADMINISTRATION.**

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DECLARATION

I, **ENOGUAN QUEEN**, do hereby declare that this project is undertaken by me in the Department of Public Administration, Faculty of Social Sciences, University of Benin, Benin-city, Edo State under the supervision of Prof. Stanley Aibieyi. The work embodied in this project has not been previously submitted in candidature for any degree and is not concurrently being submitted for any other degree.

ENOGUAN QUEEN

DATE

CERTIFICATION

We, the undersigned, certify that this research work was carried out by **ENOGUAN QUEEN** in the Department of Public Administration, Faculty of social science, University of Benin. Benin City, in partial fulfillment of the requirement of the award of the Bachelor of Science in Public Administration.

PROF. STANLEY AIBIEYI
(Project Supervisor)

PROF. A. I. MUSTAPHA
(Head of Department)

DATE

DATE

DEDICATION

This study is dedicated to God Almighty, whose grace, wisdom, and strength have guided me through every challenge and milestone. I also dedicate this to my family, whose unwavering support, love, and encouragement have been my foundation throughout this journey. Your belief in me has been my greatest motivation.

ACKNOWLEDGEMENTS

I would like to extend my sincere and heartfelt thanks towards all those who have helped me in making this project. Without their guidance, help, cooperation, and encouragement, I would not have been able to present this project. First and foremost, I would like to express my deep sense of gratitude and indebtedness to my parents, Mr & Mrs Enoguan, for their invaluable suggestions and support from which I have benefited in my project. Your belief in my abilities has kept me through it.

I would like to acknowledge my respected supervisor, Prof. Stanley Aibieyi, who supported me on every step of my project duration, without which it could never have been possible to complete this research project.

I'm deeply grateful for my lecturers, my course adviser, the Head of Department, the Department of Public Administration and University of Benin for shoving through adversity in my years and enabled me advance beyond it. And above all, to our God Almighty for giving me the gift of life and blessings in every area.

ABSTRACT

The Encyclopedia of Leadership has highlighted the critical role of leadership development in enhancing organizational performance and fostering effective leadership practices (Encyclopedia of Leadership). Without adequate training, leaders may default to familiar, often less effective, styles, perpetuating existing issues. Many Nigerian organizations suffer from a dearth of structured leadership development programs. Leaders often rise through the ranks based on technical competence or seniority rather than demonstrated leadership capabilities. This result in managers who lack the necessary skills in communication, motivation, conflict resolution, or strategic thinking. This study examine leadership style as a predictor of organizational achievement. It specifically determine why leadership style impact employee engagement and motivation, examine the relationship between leadership style and team productivity, find out if leadership style determines organizational adaptability, and to find out if leadership style affect the achievement of organizational goal. Questionnaire was used as research instrument to source for relevant data for the study. 327 questionnaire was distributed to non-academic Staff in University of Benin. Both frequency and percentage employed to analysis the respondent opinion on the issues of subject matter. Chi-square method was employed to test the hypothesis of the study. The finding of the study show that leadership style can be use as instrument for organizational achievement. Leadership style was discovered to be one of the determinant of employee engagement and motivation. The study revealed that a relationship exist between leadership style and team productivity. The analysis revealed that a good leadership style can be use as a determinant of organizational adaptability. And also it was discovered that leadership style has positive significant effect on the achievement of organizational goal. The study recommend that every organization should as issue of importance, ensure of getting the right leader that will man their organization; in order to achieve their set goals/objectives.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Possible leadership styles and leadership outcomes have been an area of great interest in leadership literature, particularly since the advent of the Multifactor Leadership Questionnaire over 25 years ago (Kehinde, 2021). Leadership is key to good performance since it coordinates both utilization of human and other resources in the organization, good leader motivates employees and motivated employees does not only increase his or her job performance and commitment within an organization, but also goes beyond the job requirements thus increasing the organization's general performance and making it more profitable. In today's society, flow of life depends on effective leadership in several aspects such as; organizations development, survival of community, work function and effective performance (Kehinde, 2021).

Leaders usually exhibit a style of leadership as they motivate and inspire their followers. Leadership style therefore, refers to the manner in which a leader chooses to lead and interact with their followers (Northouse, 2019). It reflects the leader's behaviors, attitudes, and actions in influencing and directing others. Leadership style has a huge influence on how a leader makes decisions, communicates expectations, motivates followers, and creates a work environment (Arthur, 2023).

Researchers emphasize that leadership style significantly impacts organizational performance and employee engagement. Effective leadership, characterized by transformational and transactional approaches, is linked to better results, enhanced motivation, and improved employee satisfaction. Understanding and adapting leadership styles to specific situations and team dynamics is crucial for achieving organizational goals (Arthur, 2023).

Leadership style is often used to describe a leader's concept of directing, which is usually dictated by the leader's beliefs, values, and assumptions (Abdifatah, 2024). Leadership style is a strategy that an organisation can undertake to influence the performance of the employee positively, and alternatively the achievement of performance of the organization (Kehinde, 2021).

Leadership philosophies result in different degrees of employee motivation, which has an effect on organizational achievement as a whole. Leaders comprehend and apply the proper leadership style in carrying out their duties as leaders. As a result, leadership styles play a significant role in the effectiveness of resource mobilization, allocation, use, and development of organizational productivity. A competent leader applies the many leadership philosophies as needed to provide for and accomplish organizational goals (Eze, 2023).

The technique of inspiring or motivating others to work zealously toward achieving organizational goals is known as leadership (Northouse, 2019). By setting a course and bringing people together, encouraging them, and inspiring movement, it brings about change. The methods and strategies used to communicate, convey, attain, and maintain the company's goals and policies are decided by the leaders (Northouse, 2019).

Leadership can bring effective change in organization. He is an agent who can take initiative and bring change to organization which in turn leads to employee performance in organization.

Leadership has been shown to have a significant relationship between organizational achievement and individual employee performance. Leadership style is of great interest because it tends to affect employee productivity and organizational performance (Eze, 2023). Leadership style used is a key factor in driving poor performance and achieving organizational goals (Abbas & Cross, 2019).

The extent to which employees contribute to the utilization of an organization's resources depends on how well the organization's leaders comprehend and apply different leadership styles in carrying out their responsibilities. Leadership styles have been of interest due to the predominant belief that they influence organizational achievement. Styles of initiative influences working execution of viability, proficiency, productivity as well as hierarchical obligation to accomplish a put forth objective (Eze, 2023). Though, leadership style are in difference dimensions such as dictatorial, unitary, bureaucratic, charismatic, consultative and participative.

Osakpamwan (2021), asserted that there are different reasons why there should be relationship between leadership style and organizational achievement. Today's intensive and dynamic markets characterize innovation-based competition, price- performance rivalry, decreasing returns and the creative destruction of existing competencies, effective leadership style can facilitate the improvement of performance when organizations face these new challenges. Reviewing the effects of leadership on the organization achievement is paramount because leadership is viewed by some scholars as one of the key driving forces for improving a firm's performance and productivity Osakpamwan (2021). Effective leadership is seen as a major source of management development and sustained competitive advantage for organizational achievement and improvement (Abdelwahed, Soomro & Shah, 2023).

Abdelwahed, Soomro and Shah (2023) opined that transactional leadership assists firms to actualize their objectives more efficiently by relating job performance to valued rewards and by guaranteeing that employees have the resources needed to get the job done. Osakpamwan (2021) stressed that visionary leaders create a strategic insight of some future states, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision. Abdulfatai (2021) recommended that visionary leadership will result in high levels of

cohesion, commitment, trust, motivation, and hence performance in the new organizational environments. Abdullahi, Baba, Umar and Maishanu (2022) opined that intangible assets such as leadership styles are appreciating as a major source of strength and zeal in firms that combine processes, people and organizational performance. Prior studies revealed the expectations that leadership style have significant effects on staff satisfaction, financial performance and customer satisfaction (Osakpamwan, 2021).

Abbas and Cross (2019), assert that effective leadership significantly impacts organizational performance in Nigeria by influencing employee motivation, resource allocation, and overall productivity. Leadership styles play a crucial role in shaping organizational success, with transformational and democratic leadership styles often associated with positive outcomes. Conversely, ineffective or inappropriate leadership can lead to demotivated employees, high turnover, and ultimately, poor performance. Abdullahi, Baba, Umar and Maishanu (2022) stated that leaders and their leadership styles influence both their subordinates and organizational outcome which may lead to achievement of organizational goal.

The Nigerian educational sector, especially at the tertiary level, continues to face numerous challenges, ranging from funding and infrastructural decay to staff unrest and low morale. Within this complex environment, effective leadership becomes critical to navigating institutional demands, fostering a conducive work environment, and enhancing organizational achievement. The University of Benin (UNIBEN), one of Nigeria's foremost federal universities, provides a unique context for examining how leadership styles impact institutional performance and achievement.

1.2 Statement of the Research Problem

The relevance of leadership on organization has drawn the attention of several researcher around the world to focus the attention on how its effectiveness can help to boost the achievement or performance and reduce employee civility and ineffectiveness. In Nigeria organizations face unique challenges, such as limited resources and diverse stakeholder interests, making it crucial for leaders to adopt the right leadership style to drive their organizations forward.

Researches have revealed that leadership style has conflicting relationships with organizational achievement and that leadership styles may be positively correlated or negatively correlated to organizational performance (Dalluay & Jalagat, 2019). Significant relationship has been determined between leadership styles and organizational performance (Akbari & Pratomo, 2023).

Abiso, Okuboyejo, Ilori & Adeogun, (2019) posited that organizational performance is a replication of productivity of employees of a company assessed in terms of revenue, profit, growth, development and organizational expansion. The researcher stressed that studying the impact of organizational leadership on organizational performance is also essential because leadership is perceived by certain scholars as among the determinants of firm performance. Therefore, leadership effectiveness represents a potent source of management development and sustained competitive advantage for organizational performance enhancement (Abiso, Okuboyejo, Ilori & Adeogun, 2019). Eze (2023) investigate how leadership style affects an organization's performance, by examining the effects of transformational, transactional, and laissez-faire leadership styles on organizational performance. The paper found that different leadership philosophies result in different degrees of employee motivation, which has an effect on organizational performance as a whole.

Alhaji A. K., Okuboyejo S., Ilori G. E. & Adeogun O. S. (2019). Influence of organizational leadership on organizational performance in Nigeria. *International Journal of Economics, Commerce and Management*. Hailemichael (2023) carry out a study analyzing challenges that affect leadership styles among top ten commercial banks in Ethiopia. Mohamed (2023) examine the effects of leadership style on employee performance in Dashen Bank, Addis Ababa, Ethiopia. Alhaji, Okuboyejo, Ilori & Adeogun (2019) explored the influence of organizational leadership on organizational performance in Nigeria.

This study, however will examine the relationship between leadership style and organization achievement using university of Benin as a case study. It aims to identify dominant leadership styles within the university's management structure, assess their impact on staff performance and institutional development. To achieve the objective of this study the following research question were raised, how does leadership style affect employee engagement and motivation? Why does leadership style affecting team productivity? How does leadership style determining organizational adaptability? How does leadership style affect organizational achievement?

1.3 Research Objective

The broad objective of this study is to examine leadership style as a predictor of organizational achievement. The specific objectives are to:

1. determine why leadership style impact employee engagement and motivation
2. examine the relationship between leadership style and team productivity
3. find out if leadership style determines organizational adaptability
4. Find out if leadership style affect the achievement of organizational goal

1.4 Formulation Of Hypotheses

In consideration of the research question and relevant research literatures, the researcher formulates the research hypothesis as follows:

Ho1: There is no relationship between leadership style and employee engagement and motivation

Hr1: There is a relationship between leadership style and employee engagement and motivation.

Ho2: There is no significant relationship between leadership style and team productivity

Hr2: There is a significant relationship between leadership style and team productivity

Ho3: There is no significant relationship between leadership style and organizational achievement

Hr3: There is a significant relationship between leadership style and organizational achievement.

1.5 The Scope of the Study

The scope of this research work is restricted to an evaluation of leadership style as a predictor of organizational achievement with particular reference to University of Benin, Benin City Edo State between the periods of 2015 to 2023. The study will covered both academic and non-academic employee in the University of Benin. Both primary and secondary research instrument will be use in this study. The primary instrument will include interview and the secondary instrument will include journal article online source and books.

1.6 Significance of the Study

The significance of the study is as follows:

- I. The study is relevant to government organizations it will help in understanding how different leadership styles impact employee engagement, performance, and innovation which can lead to more effective governance and improved public service delivery.

- II. The study on leadership style and organizational achievement is significant to individuals because it will high lights the impact of effective leadership on employee engagement, retention, and overall job satisfaction.
- III. It will help researchers who may want to research on such topic or related topics on development in the academia in the future, the society organization on how best to utilize leadership style for organization to achieve it set goal.

1.7 Operational Definition of Terms

Leadership: Leadership is the ability of an individual or a group of people to influence and guide followers or members of an organization, society or team.

Organization: a body built for a collection of individuals who join together to achieve some common goals and objectives bounded by legal entities.

Achievement: something which someone or group of person has succeeded in doing, especially after a lot of effort.

Leadership style: a leader's characteristic approach to guiding, motivating, and managing a team or group

Employee: one employed by another usually for wages or salary and in a position below the executive level

Goal: an objective or target that someone is trying to reach or achieve.

Job satisfaction: the overall contentment and fulfillment employees feel with their work

Engagement: the level of commitment and enthusiasm employees have towards their work and the organization

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Conceptual Review

This chapter is on literature review of related literature on leadership style and organizational achievement. It examines the concept of leadership, the various leadership styles, relationship between leadership and organizational achievement, empirical studies as well as the theoretical framework that underpins this study, providing a conceptual basis for understanding the dynamics between leadership styles and organizational achievement.

2.2 Concept of Leadership

Leadership as a concept has enjoyed numerous definitions by various scholars. It is seen as an elastic concept that transcends all fields of human endeavours. At face value, when asked about what leadership is all about, we often say it is simply the act of leading people. Meaning that followership is an element to be seen if one is leading. According to Northouse (2019), Leadership can be described as assisting a group in formulating and attaining common objectives. Akpa, Asikhia and Okusanya (2021) leadership as the process of impacting the actions of a person within a group with the consciousness of goal attainment in a given circumstance. It has to do with affecting people so that they will strive eagerly and excitedly towards the accomplishment of group goals. Northouse (2019) posits that leadership involves a process in which an individual influences a group of people to achieve mutual objectives.

Corroborating the preceding, leadership is also seen as a means to impact followers through a correspondence procedure to accomplish certain objectives (Alipour, Aslani, Rahimi, 2019). Akdeniz and Kalem, (2020) argue that leadership is tied to having a mental picture of the future and exhibiting

the capacity to transform that vision without hesitation by affecting others to perform at more elevated levels and advancing the significance of organisational and interpersonal citizenship practices.

Akdeniz and Kalem (2020) describe leadership as how the leader implements and rouses its subordinates towards achieving the organisational objectives. Akparep, Jengre, and Mogre, (2019) aver that leadership is the act of “rousing followers to do their best to accomplish the ideal outcome. His definition considers the development and effective communication of a vision that is futuristic, encourages people and secures their commitment. Leadership can also be described as the development of a future vision, alongside the motivation of members to achieve the visions set aside which ultimately determine the performance of the organisation (Schiuma, Schettini, Santarsiero, Carlucci, 2022).

The various definitions imply that one of the roles of leadership is to establish clear goals for a group of people and harness the contribution of those members to achieve those pre-determined goals. In other words, leadership is defined as a recognizable activity or set of activities that occurs in a group and this involves a leader and followers who enthusiastically buy into common goals and work together to achieve them. This leads to the unending debate on the distinction between leadership and management (Ugochukwu, 2023).

The Distinction Between Leadership and Management in Organisations

The distinction between Leadership and Management in organisations has been a long-standing debate in the literature, although several scholars (Northouse, 2019; Evans, 2022) have contributed to the debate, by comparing and contrasting them. This debate ranges from the inextricability of Leadership from Management, the interchangeability of both concepts and the difference between them. Despite these attempts, there seems to be an urgent need to further demystify both concepts (that is leadership

and management). Although, the majority of the scholars agree with the similarities and differences between them. This section aims to present the distinction between leadership and management.

Yitawok (2020) refers management as an explicit set of tools and techniques, based on reasoning and testing, which can be used in a variety of situations. It involves specific skills like planning and budgeting. Leadership involves having a vision of what the organisation can become, creating a different future, and having the strategy to get there. In more precise terms, this dichotomy suggests that individuals in management roles excel at executing tasks efficiently. At the same time, those in leadership positions prioritise making strategic decisions aligned with the overarching goals and values of the organisation (Khan, Rehman, Javaid, 2022). Managers focus on implementing the status quo (achieving vision strictly) while leaders are vision creators, innovative, and flexible as well as provide the strategy needed for goal attainment in an organisation (Ogona & Ololube, 2022).

Although leadership and managerial roles differ, that does not mean that one is superior to the other; just that they are unique. Their disparities, truth be told, can be very helpful, since organisations commonly require both functions performed well in other to be useful (Murphy, 2020). This suggests that leadership and management go hand in hand, both are necessary for the achievement of the organisation's goals and objectives, and both include influence, collaboration and working toward common goals (Alblooshi, Shamsuzzaman & Haridy, 2021). Leadership and management, on the other hand, are thought to be completely separate fields (Gardner, Karam, Alvesson, Einola, 2021).

Beauchamp, Hulme, Clarke, Hamilton, Harvey (2021) asserts that leadership involves having a vision and anticipating how the organisation might develop. In contrast to leadership, management is a more organised and rigorous practise. It relies on abilities that are broadly relevant, such budgeting, planning strategically, and managing projects. A tangible set of methods and instruments that are flexible to

different situations and are based on experimentation and logic make up management. An alternate formulation of leadership calls for the development of cooperation and collaboration among a large group of people and the upkeep of key players' motivation through a variety of persuasion strategies (Platt, 2020).

Roberson and Perry (2022) provide another major distinction between management and leadership, broadening on this viewpoint. They go on to say that a leader's primary responsibility is to create the organization's vision (mission or agenda), which should include both lofty goals and a plan of action for achieving them. The manager's primary duty, in contrast to the leaders, is to carry out the predetermined vision. Therefore, it is up to the management and their team to decide on the strategies to carry out the goals the leader has set forth. This concept is best expressed by Northouse (2019), who claims that while there are distinctions between the leadership and managerial roles, these differences do not indicate that one is superior to the other but rather that they are separate. Given that organisations often require both responsibilities to be completed properly in order to achieve success, such distinctions can prove to be very beneficial. The conclusion is that management and leadership work in tandem and are both essential to an organization's success (Northouse, 2019).

The findings from the distinction between leadership and management showed that they are both distinct, although, with some similarities in dealing with people, which is vital in achieving organisational goals, they both employ the use of influence and inspiration as a strategy to get their followers/subordinate to work in line with the desired targets specified by their organisation.

2.3 Leadership Styles

Leadership style involves the mixture of traits, skills, behaviours and characteristics that leaders practice to interact their subordinates so on get work done. Platt (2020) postulates that leadership style

involves a sort of relationship whereby someone uses his ways and methods to form group of employees work together for the aim of accomplishing a standard goal. Leadership style may be a concept mostly used lately rather than management style among professional managers.

Leadership style encompasses the ways during which managers set about exercising their powers and spending orders in their units, departments and sections so as to accomplish their set objectives. It considers the world of designing, organizing and coordinating of labor and therefore the workforce as far as their roles are concerned, and above all, about how the managers relate to, and affect other co-workers at an equivalent level and team members (Beauchamp et al., 2021).

Subsets of leadership style include attitudes and behaviours, including: the knowledge the manager passes; how he passes it; the instance they set; their body language; and their general conduct. Yitawok (2020) refers leadership as a give-and-take role during which leaders and subordinates cooperate so on make sure the set goals and objectives are attained. Efficient leadership style is seen as a clear source of sustained competitive advantage and management of growth (Al Khajeh, 2019).

Zaidi and Jamshed (2023) reported on research into the leadership styles of over 3,000 executives worldwide carried out by consulting firm Hay McBer. The findings revealed six distinct leadership styles, each emerging from varying elements of emotional intelligence: coercive leader –one who demands the instant compliance of others; authoritative leader – one who marshals others towards their vision; affiliative leader – one who creates emotional connections and seeks harmony; democratic leader – one who seeks consensus achieved through participation; pacesetter leader – one who expects excellence from others; encouraging self-direction; coaching leader – one who seeks to develop and equip others for the future. Goleman believes that executive leaders need a combination of styles to navigate in our competitive world as change remains constant all over the world. The

modern style of 'heroic leadership' follows this multi-styled approach – the notion of the manager as a chameleon. However, managers need to be mindful that a constant switching of styles can confuse those they are trying to lead.

In view of recent corporate, financial and governmental scandals and misconduct all over the globe, most especially in developing countries of the world, there is need to promote a leadership style which along with others will promote and encourage the display and exhibition of utmost sincerity and defend individual integrity in one's dealings and leading position (Akpa et al., 2021).

Types of Leadership Style

Indeed, the leadership literature encompasses various leadership styles, including autocratic, democratic, laissez-faire, transformational, and transactional leadership, among others. Leadership style pertains to the demeanour of a leader in terms of their actions or behaviours. It can also be understood as the strategies employed to motivate followers (Fischer & Sitkin, 2023). They further assert that leadership styles vary and the application should be based on what fits the organisation, in a particular situation and with specific groups or individuals. Leadership style is also seen as the particular pattern of behaviour applied by a leader when relating to employees in an organisation (Hancock, Gellatly, Walsh, Arnold, Connelly, 2023). In line with the imperative of leadership style in assisting to improve both the employees and organisational achievement, it becomes expedient to examine various styles of leadership.

Autocratic Leadership Style

This style of leadership is otherwise called authoritarian leadership style. It is characterised by the leader wielding much power and decision-making authority. This is manifested by the leader's non-involvement or consultation with the employees in the decision-making process. Employees are

expected to obey orders without receiving any explanations and not having the right to question those orders issued by their leaders (Wheaton, (2022). Autocratic leaders are also seen as being domineering and distant from their employees or subordinates (Tolstikov-Mast & Murnane-Rainey, 2021).

Beggs, Allison and Goethals (2023) note that an authoritarian leader hastily reinforces established procedures by emphasising hierarchical differences between themselves and their subordinates. This is often achieved through revising definitions and frequently bestowing titles. Those who apply this style of leadership desire to consciously institute the status quo and maintain control, which tends to lead to the use of supervisory techniques that is termed offensive (Saher, Masih, Raju, 2021). This category of leadership style is frequently manifested in the form of threats and punishment to subordinates, which has a negative consequence in organisations.

Corroborating the aforementioned, Salem, Van Quaquebeke and Besiou (2022) noted that in an autocratic leadership style, leaders are acutely conscious of their authority. They have little faith or trust in their subordinates, viewing “pay” as the sole incentive for work. An autocratic leader issues commands and expects strict compliance without room for questions or explanations. Group members shirk responsibility for performance and follow orders. As a result, productivity is high when the leader is present but declines in their absence.

The above implies that the autocratic leadership style is that in which the leader is full of himself/herself, does not allow any form of questioning from employees or subordinates as the case may be, decision-making role is his/her prerogative and neither requires the participation nor consults with staff in the process and lacks trust and faith in his/her employees. In line with the foregoing insights of this style of leadership, the likely adverse effects it has on subordinates/employees are instability, uneasiness, vulnerability, and general distress, since followers' impression of such

leadership behaviours is that they stand a high level of peril that the leader can abuse the power reliance irregularity in etiquettes that are risky to followers (Akdeniz, Kalem, 2020). Furthermore, followers/subordinates end up hypocritical in the services they render. It incites retaliatory expectations and additional activities from subordinates, which can be intended at the leader or the organisation the leader represents (Bell, 2020).

Bureaucratic Leadership Style

This style of leadership is that which relies on organisational procedures and rules in carrying out its functions. It is also known as the routine style of leadership (Tolstikov- -Mast & Murnane-Rainey, 2021). Besides, this style of leadership is linked with the notion or phrase “by the book”, which implies that leaders manage employees by the rules and regulations, laid down by an organisation and ensure strict compliance. Leaders who exhibit this style of leadership rely on the supervisor for guidance when the existing laws and regulations do not envisage any new situation (Zaidi & Jamshed, 2023).

The following are some of the unique qualities of this style of leadership: the leader displays an impersonal relationship with his or her organizational members, which strictly focuses on work environment status and benefits and is not viewed as autonomously oriented (Em, 2023).

Communication between the leader and his or her followers is when he followers use hierarchical structures to pass on any issues request to the leader, and in this manner, the leader is required to give policy-based solutions to their followers (Rickleby & Stackhouse, 2022), stick to the principles thoroughly, and ensure that their staff also follow processes completely (Akbari & Pratomo, 2023).

However, there have also been various views about this style of leadership. For instance, this leadership style is associated with new or insecure project managers who are scared of failing in their given task, due to deviation from the organisation’s guidelines and regulations (Çoban, 2022).

Hodgkinson further opined that this style of leadership mostly hinders the team more than helps it and can be helpful in a government or regulatory department. On their part, Leroy, Anisman-Razin, Avolio, Bresman, Stuart Bunderson, Burris, Claeys, Detert, Dragoni, Giessner, Kniffin, Kolditz, Petriglieri, Pettit, Sitkin, Quaquebeke, Vongswasdi (2022) stated that in this style of leadership, leaders disregard the characteristics and qualities of the general population they lead in their group and are worried to the degree that their subordinates are adhering to set down guidelines.

Abdullahi, Baba, Umar and Maishanu (2022) opine that for an organisation that employs this style of leadership, it is the policies that drive execution, strategy, objectives and outcomes in the organisation. He further stated that the implication of adopting this style of leadership is that leaders often lose touch with realities and are highly averse to change because they rely on procedures and processes instead of employees. Torre and Sarti (2020) argues on the effectiveness and non-effectiveness of bureaucratic leadership style. To him, this style of leadership can be operative when workers are executing the same tasks recurrently, workers need to recognise specific standards or procedures that accompany certain tasks. Where employees are managing perilous or fragile equipment that includes spelt out methods to perform, where safety or security training is being directed and when employees are carrying out responsibilities bordering on money dealing with similar strategies and guidelines are likewise being maintained. This style of leadership can be unproductive when work habit methods are hard to do away with, especially when the employees are no longer useful to the organisation and when the employees become dissatisfied with their jobs and their co-workers, which tends to make them unmindful of organisational policies and processes.

The general consequence of the bureaucratic style of leadership in an organisation is that: it undermines the assistance of the leader to influence and improve employees since the set strategies

are lacking in the assignment of spurring and building up employees commitment in the working environment. Though policies are not destructive in themselves, any policy that is not futuristic, negligently created and aimlessly executed can dispirit employees and disappoint wanted results. This, to a large extent, may hinder the desired employee and organisational performance and instigate employee turnover in the organisation (Amanchukwu, Stanley & Ololube, 2019).

Democratic Leadership Style

The democratic leadership style is otherwise called a participative leadership style. This is because leaders that exhibit this style of leadership encourage shared responsibilities and also take into consideration subordinate inputs (Abdulfatai, 2021). This is the opposite of the authoritarian leadership style, the attributes of the democratic leadership style are as follows: employees are permitted to be part of decision-making processes and share in critical thinking and problem-solving responsibilities, creates plans to enable employees to assess their performance, enables employees to set objectives, urges employees to grow on the job and be advanced, recognises and energises accomplishment (Amina, 2022).

The advantages of this style of leadership are: it fosters cooperation between the leader and the employees, it encourages team spirit, it increases the morale of the employees and thereby making them highly motivated, varied ideas are harnessed, there is an element of trust and confidence of the group members, equal right is enshrined. On the other hand, the disadvantages of this style of leadership comprise time-consuming for the leader; especially in making final decisions, difficult for the leader and very dependent upon age (Dastane, 2020).

The above implies that a democratic leadership style tends to impact employee job satisfaction, and leads to productivity due to employee's involvement in daily activities; it has the capacity of enhancing

employees' skills and it helps their perception of belongingness in an organisation. However, the other side of the democratic leadership style is that it slows down decision making especially when timeliness is demanded. Another demerit is that it requires highly knowledgeable employees if quality input for decision-making is needed (Javed & Jamal, 2022).

E-Leadership Style

This style of leadership is frequently alluded to as virtual leadership and is simply that style of leadership that is characterised by the employment of electronic media in the communication and coordination of teams that are not necessarily on one spot (Torre & Sarti, 2020). According to Berkovich and Hassan (2022), e-Leadership is the capacity of an individual to affect the conduct of others in a computerised technology-interceded environment. Rybnikova, Juknevičienė, Toleikienė, Leach, Āboliņa, Reinholde & Sillamäe (2022) see e-leadership as a social impact process occurring in immediate and remote environments mediated by advanced information technologies (AITs), resulting in changes in attitudes, emotions, cognition, behaviour, and performance. This style has to do with leadership of projects involving virtual or dispersed teams (Morrison-Smith & Ruiz, 2020). Elyousfi, Anand & Dalmaso (2021) aver that e-leadership refers to a set of innovative processes facilitated by technology to transform attitudes, emotions, cognition, behaviour, and performance within organisations. The definitions imply that e-leadership is that style of leadership that employs the use of information technologies in influencing followers within the organisation, which alters their behaviour, changes their mental dispositions and the entire way they go about their tasks (Rademaker, Klingenberg and Süß, 2023). Regarding the efficacy of e-leadership, the essential capabilities include electronic communication, electronic social skills, electronic change skills, electronic team skills, electronic tech-savvy, and electronic trustworthiness (Soon & Salamzadeh, 2021). However, e-

leadership is often challenged in communication, which frequently hinders fundamental leadership functions such as communicating, influencing, decision-making, and managing (Bans-Akutey & Ebem, 2022).

Laissez-Faire Leadership Style

This style of leadership is characterised by its physical presence but absent in leadership (Busse, Weidner, 2020). It is characterised by incapacity or indication of a broad lack of capability to assume responsibility for supervising and organising tasks, revealing leaders who refrain from making decisions, procrastinate action and are absent when needed in crucial situations (Henriksen, Lundby, 2021). Puni, Hilton and Quao (2021) characterise this leadership style where leaders refrain from making decisions, hesitate to act, and are absent when needed. Moreover, it involves the leader's hands-off approach to employees' decision-making processes, allowing them the freedom to achieve organisational goals (Bwalya, 2023). Arikan, (2020) observe that laissez-faire leadership entails a non-interference strategy, providing complete autonomy to all workers and lacking a specific method for goal attainment. There is no form of communication, commitment, feedback, involvement and rewards in this leadership style (Polat & Turhaner, 2024).

Additionally, the characteristics of this type of leadership was further highlighted by Marliza (2022) as that behaviour possessed by a leader that shows non-confidence in his/her leadership ability, does not dictate the goals that will be achieved by the group (employees/subordinates) for the organisation and decision making is left to be performed by whoever in the group that is willing to accept and take that responsibility. Laissez-Faire style of leadership is not concerned with the processes involved in an organisation, because leaders shy away from their responsibilities, avoid making decisions or being part of decision-making processes and they do not monitor and interfere in the activities of their

employees/subordinates. However, this leadership style has been noted for its advantages and disadvantages.

According to Robert and Vandenberghe (2021) laissez-faire leadership style has been noted to decrease the satisfaction of subordinate and leader effectiveness. On the contrary, Hajiali, Kessi, Budiandriani, Prihatin and Sufri (2022) argue that this leadership approach can boost job satisfaction and enhance productivity. However, it could also pose challenges if team members need help with time management or lack the necessary knowledge, skills, abilities, or motivation to perform effectively. This means that the merits or demerits of this leadership style are relative. Implying that, it depends on the way such style is perceived by individuals.

Servant Leadership Style

Robert Greenleaf, who is credited with popularising this leadership ethos is recognised by the name servant leader. He claims that the idea of Servant Leadership Style emphasises the responsibility of the leader to help those who are under him or her (Amanchukwu, et al., 2019) and is modelled after an arrangement to lead and develop others (Khan & Chaudhry, 2023), with the ultimate goal of achieving a more advanced purpose or objective that will be advantageous to people, organisations, and societies (Amina, 2022).

Amanchukwu, Stanley and Ololube (2019) outlined the noteworthy highlights of servant leadership in a brief manner. He claims that servant leadership begins with the inherent desire to serve and prioritise service above all else. Then, a deliberate choice leads one to aspire to lead. This is markedly different from someone who assumes leadership primarily to fulfil a power drive or acquire material possessions. For them, serving comes as a secondary consideration after establishing leadership. The

leader-first and servant-first approaches represent two distinct types. However, within this spectrum, shades and blends reflect the infinite diversity of human nature.

Wheaton (2022) added that this style of leadership energizes joint effort, trust, foresight, listening, and the proper utilization of power and empowerment. This infers that this style of leadership tends to ingrain in their followers a pressing need to serve others (Sharpley, 2024). Several researchers in this field have convincingly contended that servant leaders represent a good solid example that impacts the followers through learning processes and experiences thereby leading to better service delivery (Huang, Qian, Jin & Wang, 2019).

Transformational Leadership Style

Soon and Salamzadeh (2021) defined transformational leaders as individuals who have a habit of energising and motivating their subordinates to achieve ground-breaking results while simultaneously strengthening their own leadership capabilities. This suggests that transformational leadership is change-driven, particularly in relation to how and in what manner objectives are attained. These managers care about developing the capacity of their staff members or subordinates as well as achieving organisational goals that go above and beyond the expectations that have been set forth. According to Rybnikova, Juknevičienė, Toleikienė, Leach, Āboliņa, Reinholde and Sillamäe (2022), the five distinguishing characteristics of a transformational leadership style are idealised attributes, idealised influence, inspirational motivation, individualised consideration, and intellectual stimulation (Rybnikova et al., 2022). Idealised Attribute is characterised in terms of the qualities of a leader that are valued, including charisma, self-assurance, ethics, idealism, and dependability. extends beyond the subordinate recognising the characteristics of the leader that are deemed significant to the actual behaviour or actions taken by them to the actual dispositions of the leaders, particularly in the leader's

ability to articulate the organization's vision to the followers clearly and motivate them to accept and internalise the vision (Soon & Salamzadeh, 2021).

Transactional Leadership Style

Transactional leadership is distinguished by an exchange relationship based on mutual benefits between the leader and followers (Young, Glerum, Joseph & McCord, 2021). This style of leadership is characterised by the use of the carrot and stick strategy to achieve organisational objectives (Frangieh & Rusu, 2021). According to this, workers are rewarded for completing their jobs, and in order to avoid being punished, they make sure that the leader's demands are likewise met (Frimayasa, Windayanti, Fathiani, Rahmat & Febrian, 2021) because of what the leader expects (the achievement of organisational goals), transactional leaders are more concerned with providing what the followers need (Abdelwahed, Soomro & Shah, 2023). Transactional leadership, according to Avolio, Bass (2004), consists of three elements: contingent reward, active management by exception, and passive management by exception.

Aljumah (2023) assert that contingent rewards involve the leader setting goals and performance standards for his or her followers and using incentives and promotions as an incentive to persuade them to meet those goals. According to Oswald, Lingard & Zhang (2022), active management by exception refers to the leader actively watching over subordinates to make sure that tasks are completed, issues are identified and fixed, and policies are reinforced. This suggests that the leader is keeping an eye on what their followers are doing. Leaders that are overly sensitive and only react to issues as they arise exhibit passive management by exception. Before acting, these leaders wait for issues to arise (Richards, 2020).

2.4 Concept of Organizational Achievement

Organizational achievement refers to an organization's success in reaching its goals and objectives, typically involving a combination of efficiency, effectiveness, and profitability. It's a multifaceted concept encompassing various aspects of an organization's performance and its ability to adapt to changing circumstances (Ion & Criveanu, 2019).

Nwata and Ike (2019) define organizational achievement as the comparison of an organization's goals and objectives with its actual performance in three distinct areas: financial performance, market performance, and shareholder value. The authors go further to explain the variables as follows: financial performance concerns a company's results with regard to return on investment and return on assets. Market performance concerns an organization's ability to make and distribute their products and services in the most cost-effective manner and to set a price that brings back a reasonable amount to suppliers. Alan (2023) asserted that organizational achievements are the accomplishments and successes of an organization in achieving its goals and objectives. These achievements can be measured in various ways, including financial performance, customer satisfaction, employee engagement, and innovation.

2.5 Relationship Between Leadership Style and Organizational Achievement

Karacsony (2021) stated that effective leadership is one of the most essential tools for an organization to sustain its business in the face of problems caused by the global economic environment. Successful managers can influence their employees and motivate them for strengthening organizational performance. The effective leadership style is a unique way of integrating employees with the organization to achieve its vision or goals.

It is considered that an organization's leadership undoubtedly has a strong bearing on its achievement, employee job satisfaction, and employee commitment. Some researchers have argued that leaders

motivate and help their employees to be competitive by using effective leadership styles (Bhargavi & Yaseen, 2021). Relationship between leadership style and organizational achievement has been topical in recent times. Research shows that leadership style has a significant relationship with organizational achievement, and different leadership styles may have a positive correlation or negative correlation with the organizational achievement, depending on the variables used by researchers (Dele, Ifeanyi & Adewale, 2025). Therefore, the leader's use of effective leadership style(s) is imperative to promoting standards of excellence in the professional development of the members of the organization.

Dele, Ifeanyi and Adewale (2025) contend that there is significant relationship between leadership styles and organizational achievement. Effective leadership style is seen as a potent source of managing development and sustained competitive advantage (Al Khajeh, 2019). Leadership style helps the organization to achieve its current objectives more efficiently by linking job performance to valued rewards and by ensuring that employees have the resources needed to get the job done. Amanchukwu, Stanley and Ololube (2019) compared leadership style with leadership performance in schools and enterprises and found that leadership style had a significantly positive correlation with the organizational achievement in both schools and enterprises. According to Aljumah (2023), without leadership, the probability of mistakes occurring increases and the opportunities for success become more and more reduced. In this way, leadership, together with stimulants and incentives, promotes people's motivation towards achieving common goals, having a relevant role in the processes of forming, transmitting and changing organizational culture (Aljumah, 2023).

Assuming the essence of leadership is influence, leadership could broadly be defined as the art of mobilizing others to want to struggle for shared aspirations (Bachkirova & Jackson, 2024). However, it could be argued this influence, mobilization and struggle are of little value in an organizational context unless the effects ultimately yield an outcome in line with the “shared aspiration” for leadership to be deemed successful. Leadership is all about results. Creating results in today’s ever changing and increasingly competitive world requires a very different kind of leadership from what was studied in the past (Hamilton, 2021). While leaders in the past managed perhaps complex organizations, this was in a world of relative stability and predictability. In today’s globalized world, with organizations coping with rapidly changing environments, leaders face a new reality. Working in flexible contexts and connected by real-time electronic communication, increasingly mobile employees have themselves become the critical resource of their organizations (Hamilton, 2021). What is now needed are leaders who simultaneously can be agents of change and centers of gravity, keep internal focus and enable people and organization to adapt and be successful (Karacsony, 2021).

2.6 Theoretical Framework

The theory which informs our discussion of an evaluation of the impact leadership style on the organization achievement is Transformational leadership theory.

Transformational Leadership Theory

Transformational leadership distinguishes itself from the rest of the contemporary theories, on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal factor towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the

follower and the leader (Leroy et al., 2022). It is considered that the transformational leaders “engage in interactions with followers based on common values, beliefs and goals”. This impacts the performance leading to the attainment of goal. As per Bass, transformational leader, “attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order needs”. This theory conform the Maslow (1954) higher order needs theory. Transformational leadership is a course that changes and approach targets on beliefs, values and attitudes that enlighten leaders’ practices and the capacity to lead change. The literature suggests that followers and leaders set aside personal interests for the benefit of the group. The leader is then asked to focus on followers’ needs and input in order to transform everyone into a leader by empowering and motivating them (Marliza, 2022). The transformational leaders are considered by their capability to identify the need for change, gain the agreement and commitment of others, create a vision that guides change and embed the change (Marliza, 2022). These types of leaders treat subordinates individually and pursue to develop their consciousness, morals and skills by providing significance to their work and challenge. These leaders produce an appearance of convincing and encouraged vision of the future. They are “visionary leaders who seek to appeal to their followers’ better nature and move them toward higher and more universal needs and purposes” (Marliza, 2022).

2.7 Empirical review

Akparep, Jengre and Mogre, (2019), examined the leadership style practiced at TumaKavi Development Association (TKDA) in Northern Region of Ghana and its effect on its organizational performance. Qualitative case study design was employed. Purposive sampling was adopted to sample a total sample size of 11 respondents representing 65% of the total staff population. The study established that TKDA majorly uses democratic leadership style in its operations. It also discovered

that the democratic leadership style being practiced has had an appreciable influence on the operations and performance of the organization. The results of this study also revealed that there is strong relationship between leadership style and organizational performance of TKDA.

Dele, Ifeanyi and Adewale (2025), examined the signaling effect of leadership styles and organization performance, evidence from private universities in South-West of Nigeria. Empirically, arguments ensued as to which leadership styles is appropriate to be adopted by organization to achieve performance. Seven universities were selected from the thirty-six private universities in Southwest using purposive sampling technique. Structured research questionnaire is used to gather primary data which was analysed using multiple regression analysis to determine the relationship between leadership styles and private universities performance in Nigeria. The results revealed that leadership styles have positive relationship with private universities performance at significance levels of 2.982, .871, .2.912. and 6.323% higher than the p-value at 5%. Intellectual leadership has a positive significant relation with university performance at $t=2.982$ greater than 5% p-value level while intellectual and individual leadership styles were the joint predictors of private university performance ($F(3,26) = 87.010$; $R^2 = .968$; $P < .01$). The joint predictor variables were explained by 94 % change in private university performance while the remaining was due to other factors.

Yitawok (2020) analyze the effect of leadership styles on employee performance with respect to the Ethiopian Railways Corporation. Two study objectives such as identification of practiced leadership styles and its effect on employee performance of in the Ethiopian Railways Corporation were identified. Mixed study approach used for to investigate the designed objectives. The researcher has taken 400 employee for survey questionnaire and only 298 participants returned the questionnaire and

used for the study. A cross section descriptive survey research strategy was adopted in which 298 usable structured questionnaires were collected from 364 questionnaires distributed. The sample size was determined by Taro Yamane method which was formulated in 1967 to determine the sample size from a given population. In addition to that seven key informants from middle and top management were selected for semi-structured interview questions through purposive sampling techniques. The survey questionnaire was distributed randomly in different offices and departments of Ethiopian Railways Corporation to employee experienced between 1 and 10 years. Focus group discussion was also held with members of labor union of the corporation. The collected data were analyzed to be meaningful. The findings of the study proved that, (128) 43 percent of the employee reported that in the corporation autocratic leadership style practiced predominantly by the leader having absolute power over his staffs and affected employee performance negatively.

Abbas and Cross (2019), study surveyed the impact of leadership on the organisational performance of Coca Cola Company in Abuja, the Federal Capital City, Nigeria. The study discovered that leadership on the organizational performance of any given company. The style of leadership a manager adopted has a direct effect on the organizational performance of the employee. The study among others things discovered is that participatory of leadership and delegation of duties enhances the employee performance and attainment of corporate goals and objectives. The study therefore concludes that achievement of organizational goal and objective depends solely on the leadership style an organization adopted.

Eze (2023) investigate how leadership style affects an organization's performance, by examining the effects of transformational, transactional, and laissez-faire leadership styles on organizational performance. The paper made use of secondary sources of data and adopted descriptive analysis as a

research design. Situational theory was used as a framework of analysis. The paper found that different leadership philosophies result in different degrees of employee motivation, which has an effect on organizational performance as a whole.

Samuel (2019) investigate the influence of leadership style on employees' performance in selected private universities in Ogun State, Nigeria. Descriptive survey research design was adopted as the study guide. Multi stage sampling technique was used for this study due to the varied characteristics of the institutions. Five hundred (500) copies of questionnaire were administered to academic and non-academic staff in the selected private universities out of which four hundred and thirty five (435) copies were filled and returned. Pearson Product Moment correlation was used to analyse the data gathered from the respondents. The study revealed that only transactional leadership style have no significant influence on employees' performance while charismatic and transformational leadership styles has positive and significant influences on employees' performance in selected private universities.

Oyegbami, Yahaya and Nurudeen (2020), examined the effect of leadership styles on the performance of the employees in Bowen University Teaching Hospital, Ogbomoso, Oyo State, Nigeria. Simple Random Sampling technique was adopted in selecting a total of two hundred and sixty (260) respondents as sample for the study, while relevant data was gathered with the aid of a structured questionnaire. Four hypotheses were formulated, descriptive and inferential statistical tools were used to analyze the data. The descriptive statistics of simple percentage, mean, and standard deviation was used to meaningfully describe the data collected for the study while the inferential statistics of logit regression was used to achieve the objectives of the study and test the hypotheses formulated for the

study. Findings showed positive and negative correlation between leadership style dimensions and organizational performance.

Hailemichael (2023) study focuses on the notion that challenges of leadership in commercial Banks in Ethiopia. For this study a mixed descriptive and explanatory research approaches were employed. To achieve the objective of this study, primary data was collected from Employees from top 10 Commercial banks of Ethiopia Head Quarters. Structured questionnaires were distributed to the samples of 399 Bank Employees all 90% of respondents are completed and responses were returned. Interviews were also conducted with management bodies of the banks. For this study systematic and purposive sampling techniques has been pursued to collect data. The data obtained from Questionnaires were analyzed by using SPSS 25 version. Moreover, all Predicators have Strong correlation with leadership styles scored the highest person correlation Result of .656 and the multiple regression analysis result of model summery indicates the R .781 shows that there is Strong correlation of independent variable to Dependent Variable and an adjusted R2 of 0.611. This means that 61.1% of variation in leadership style is explained by Independent Variable. In general, comparing The Regression coefficient beta value of all independent variables shows there is positive and significant relation with dependent.

Alhaji, Okuboyejo, Ilori and Adeogun (2019) explored the influence of organizational leadership on organizational performance in the public service sector in Nigeria. The study adopts a qualitative approach to data collection, examines through secondary data collection from existing empirical articles the foundational theory, styles of leadership and performance of organizations. The primary data for this study was collected by interviewing about 21 participants who hold key responsibilities among 200 employees at MM Sheriff Nigeria, Limited, Maiduguri, Borno State. Transcribed data

were analyzed through content analysis of the interview responses and thematic findings discussed. Findings revealed that organizational performance is derivable from a strong blend of series of organizational attributes that influences organizational leadership. The factors identified in this study are value creation, improved profitability, organizational innovation, improved shareholders return and increased market share.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology adopted for the study on Leadership and Organizational Achievement in the University of Benin. It provides a detailed explanation of the research design, population, sampling techniques, methods of data collection, instruments used, and procedures for data analysis. The methodology is designed to ensure that the research objectives are adequately addressed and the research questions are answered with clarity and empirical support.

3.2 Research Design

A research design is a procedural plan that is adopted by a researcher to answer questions in a valid way. It is very objective and accurate. Osakpamwan (2021) defines research design as the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and to control variance. Creswell (2019) states that research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research.

This study adopted a descriptive survey research design. The purpose of this design is to systematically collect and analyze data from a representative sample of respondents to understand the influence of leadership styles on organizational achievements. The descriptive survey design is suitable because it enables the researcher to collect data from a large

population, describe the current status of leadership practices, and examine their impact on the attainment of institutional goals.

3.3 Population of Study and sampling Techniques

The population of study refers to the entire group of individuals or entities that a researcher is interested in studying or drawing conclusions about. It includes all elements that meet certain criteria relevant to a particular research question. Creswell (2019) describes the study population as a group of individuals who have the same characteristics and to whom the results of the study are intended to apply. The population of this study comprises the non-academic staff of the University of Benin, Edo State, Nigeria. Non-academic staff members play a crucial role in the administrative, technical, and operational functions of the institution, contributing significantly to the achievement of organizational goals and the effective implementation of leadership policies and strategies.

As of the time of this research, the University of Benin employs several non-academic personnel across its various departments, units, and directorates. These staff members include administrative officers, clerical workers, accountants, librarians, security personnel, technicians, laboratory assistants, and others whose roles support the academic mission of the university.

By examining this population, the study aims to gather insights into how leadership styles adopted by university management affect institutional performance from the perspective of non-teaching staff, who are often underrepresented in academic leadership research.

A simple random sampling is use to draw the study sample from the population of the study. The use of simple random sampling helped to elucidate the research analysis. Simple Random Sampling gives equal chances of opportunity to the entire Universe in the population and reduces the rate errors.

3.4 Method of Data Collection

Given the nature of this study especially the type of data required to interrogate our hypotheses, we utilized primary (interview through questionnaire) and secondary sources of data. Secondary sources of data refer to a set of data gathered or authored by another person, usually information from the available data, archives, textbooks, journals, seminar paper, newspapers and magazines, internet printouts, government documents and other relevant document on leadership style and organizational achievement. The advantages of secondary sources of data lie in the obvious fact that information of this sort is collected periodically. This makes the establishment of trends and consistent patterns over time possible. Again, the gathering of information from such sources does not require the cooperation or assistance of the individual about whom information is being sought.

3.5 Sample Size

A sample helps to reduce the amount of data to be collected by considering only data from a subgroup rather than all possible elements. For this study, random sampling technique will be use to record the responses. The sample size will be obtained using the formula: $n = \frac{N}{1+Ne^2}$

(Yamane, 1981);

where

N = the population size,

n = the sample size

e = the chance allowed for error or the level of significance and

1 = the constant value.

The total number of non academic staff in University of Benin, Benin City Edo State is 1983 according to registry Department Uniben. Given the population size and an assumed significance level of five percent (5%);

The sample size is computed as:

$$\begin{aligned}n &= \frac{1983}{1 + 1983(0.05)^2} \\ &= \frac{1983}{5.9575} \\ &= 333\end{aligned}$$

Therefore, the sample size for his study is 333 nonacademic staff members of the University of Benin.

3.6 Method of data Analysis

Two statistical tools of data analysis shall be deployed in the analysis of data derived from the field. They are the simple percentage and the Pearson's Correlation Coefficient. The simple percentage which is a descriptive tool for statistics was used for initial analysis, while the

Pearson's Correlation Coefficient which is an inferential tool was employed in testing the hypotheses generated from the survey. The Statistical Package for Social Science (SPSS 21) will be used to analyze data gotten from the field.

3.7 Validity and Reliability

The instrument was validated by my supervisor. That is, the questionnaire was first given to the supervisor which he thoroughly vetted. After going through it, corrections and suggestions were made. To ensure reliability of the instrument used for this study, the content of the questionnaire captured the interest of the respondents in the sampled areas. This also helped to check the ambiguities of the questions before the researcher administered it to the actual subjects.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDING

1.1 Introduction

This section of this study focused on the analysis of the data interpretation and discussion of finding. A total of 333 questionnaire were distributed to respondent in university of Benin, focusing on non academic staff. Only 327 research instrument were correctly fill, return and analysed. Both frequency and percentage employed to analysis the respondent opinion on the issues of subject matter. Chi-square method was employed to test the hypothesis of the study.

4.2 Analysis of the Auto-biodata of the Respondent

Table 4.1: Gender Distribution of the Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	201	61.5	61.5	61.5
female	126	38.5	38.5	100.0
Total	327	100.0	100.0	

From the gender distribution table above, 201 respondent representing 61.5% were male respondent, 126 respondent representing 38.5% were female respondent. It can be deduced that both male and female participated in the filling of the research instrument of this study

Table 4.2: Age distribution of the Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18–25	113	34.6	34.6	34.6
26–35	100	30.6	30.6	65.1
36–45	60	18.3	18.3	83.5
46 and above	54	16.5	16.5	100.0
Total	327	100.0	100.0	

On the age distribution of the respondent table above, 113 respondent representing 34.6% were between the age of 18-25, 100 respondent representing 30.6% were between the age of 26-35, 60 respondent representing 18.3% were between the age of 36-45, 54 respondent representing 16.5% were 45 years and above. It can be deduce that respondent in this study were adult male and female who are 18 years and above. This also means that the respondent should be able to understand the concept of the subject matter in this study.

Academic Qualification

Table 4.3: educational qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid O level	39	11.9	11.9	11.9
OND/Diploma	34	10.4	10.4	22.3
HND/B.Sc	177	54.1	54.1	76.5
Master Degree	32	9.8	9.8	86.2
PhD	45	13.8	13.8	100.0
Total	327	100.0	100.0	

From the above table on the academic qualification of the respondent, 39 respondents representing 11.9% has attained O level certification, 34 respondent representing 10.4% attained OND/Diploma

certificate, 177 respondent representing 54.1% has attained HND/BSc degree certificate, 32 respondent representing 9.8% has attained master degree certificate, and while 45 respondent representing 13.8% has attained PhD certificated. Base on the above analysis it can be concluded that the respondent in this study were men and women who are educated and understand the concept of leadership style and organization achievement.

Table 4.4: Years in the University of Benin

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 2 years	53	16.2	16.2	16.2
2–5 years	90	27.5	27.5	43.7
More than 5 years	184	56.3	56.3	100.0
Total	327	100.0	100.0	

From the above most respondent has work in the university of Benin for 2 years and above. Has it can be seen in the table above, 53 respondent representing 16.2% have work for less than 2 years, 90 respondent representing 27.5% have work for 2-5 years in the university of Benin, 184 respondent representing 56.3% have work for more than 5 years.

4.3 Analysis of the issues relating to leadership style in the university of Benin

Table 4.4: Leadership style in the university encourages achievement of organizational goals.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	42	12.8	12.8	12.8
Agree	163	49.8	49.8	62.7
Neutral	43	13.1	13.1	75.8
Disagree	28	8.6	8.6	84.4
Strongly Disagree	51	15.6	15.6	100.0
Total	327	100.0	100.0	

On the assertion that leadership style in the university encourages achievement of organizational goals, 42 respondent representing 12.8% strongly agree. 163 respondent representing 49.8% agreed, 43 respondent representing 13.1% were neutral, 28 respondent representing 8.6% disagree and 51 respondent representing 15.6% strongly disagree. Base on the above analysis, it can be concluded that leadership style in the university encourages achievement of organizational goals.

Table 4.5: The leadership promotes accountability and performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	114	34.9	34.9	34.9
Agree	127	38.8	38.8	73.7
Neutral	36	11.0	11.0	84.7
Disagree	36	11.0	11.0	95.7
Strongly Disagree	14	4.3	4.3	100.0
Total	327	100.0	100.0	

On the assertion statement that the leadership promotes accountability and performance. 114 respondent representing 34.9% strongly agree, 127 respondents representing 38.8% agree, 36 respondents representing 11.0% were neutral, 36 respondents representing 11.0% disagree, while 14 respondents representing 4.3 strongly disagree. It can be deduce that leadership promotes accountability and performance.

Table 4.6: The current leadership style has contributed positively to the success of the system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	135	41.3	41.3	41.3
Agree	132	40.4	40.4	81.7
Neutral	24	7.3	7.3	89.0
Disagree	14	4.3	4.3	93.3
Strongly Disagree	22	6.7	6.7	100.0
Total	327	100.0	100.0	

Most respondent uphold the view that the current leadership style has contributed positively to the success of the system. from the above table 4.6, 135 respondents representing 41.3% strongly agree, 132 respondents representing 40.4% agree, 24 respondent representing 7.3% were neutral, 14 respondents representing 4.3% disagree and 22 respondents representing 6.7% strongly disagree. It can be concluded that current leadership style in university of Benin contributed positively to the success of the system.

Table 4.7: Infrastructure and facilities in the university have seen notable growth.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	180	55.0	55.0	55.0
Agree	103	31.5	31.5	86.5
Neutral	6	1.8	1.8	88.4
Disagree	6	1.8	1.8	90.2
Strongly Disagree	32	9.8	9.8	100.0
Total	327	100.0	100.0	

Respondent acknowledge that infrastructure and facilities in the university have seen notable growth.

From the above table, 180 respondent representing 55.0% strongly agree, 103 respondent representing 31.5% agree, 6 respondent representing 1.8% were neutral, 6 respondents representing 1.8% disagree and 32 respondents representing 9.8% strongly disagree. It can be concluded that infrastructure and facilities in the university have seen notable growth due to leadership style.

Table 4.8: Leaders set clear and measurable goals for departments.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	164	50.2	50.2	50.2
Agree	112	34.3	34.3	84.4
Neutral	21	6.4	6.4	90.8
Disagree	21	6.4	6.4	97.2
Strongly Disagree	9	2.8	2.8	100.0
Total	327	100.0	100.0	

A very high number of the respondent agree that leaders set clear and measurable goals for departments. From the above table 164 respondent representing 50.2% strongly agree, 112 respondents representing 34.3% agree, 21 respondents representing 6.4% were neutral, 21 respondents representing 6.4% disagree, and 9 respondents representing 2.8% strongly disagree. We can conclude base on the analysis that Leaders set clear and measurable goals for departments.

Table 4.9: Staff and student welfare are adequately considered and improved.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	156	47.7	47.7	47.7
Agree	139	42.5	42.5	90.2
Neutral	6	1.8	1.8	92.0
Disagree	12	3.7	3.7	95.7
Strongly Disagree	14	4.3	4.3	100.0
Total	327	100.0	100.0	

Respondent agree that staff and student welfare are adequately considered and improved. From the above table 156 respondent representing 47.7% strongly agree, 139 respondents representing 42.5% agree, 6 respondents representing 1.8% were neutral, 12 respondent representing 3.7% disagree, and 14 respondent representing 4.3% strongly disagree. It could be deduced that staff and student welfare are adequately considered and improved.

Table 4.10: Leaders promote teamwork among non-academic staff.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	119	36.4	36.4	36.4
Agree	146	44.6	44.6	81.0
Neutral	24	7.3	7.3	88.4
Disagree	18	5.5	5.5	93.9
Strongly Disagree	20	6.1	6.1	100.0
Total	327	100.0	100.0	

119 respondent representing 36.4% and 146 respondents representing 44.6% strongly agree and agree with statement that leaders promote teamwork among non-academic staff. 24 respondent representing 7.3% were neutral, 18 respondent representing 5.5% disagree and 20 respondent representing 6.1% strongly disagree. It can be concluded that leaders promote teamwork among non-academic staff.

Table4.11: Leaders provide guidance and support for team success.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	34	10.4	10.4	10.4
Agree	252	77.1	77.1	87.5
Neutral	7	2.1	2.1	89.6
Disagree	13	4.0	4.0	93.6
Strongly Disagree	21	6.4	6.4	100.0
Total	327	100.0	100.0	

From the above table, 34 respondent representing 10.4 and 252 respondent representing 77.1 strongly agree and agree with the statement that leaders provide guidance and support for team success. 7 respondents representing 2.1% were neutral, 13 respondent representing 4.0% disagree and 21 respondents representing 6.4% strongly disagree.

Table 4.12: Teams in the university work more efficiently under supportive leadership.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	141	43.1	43.1	43.1
Agree	130	39.8	39.8	82.9
Neutral	6	1.8	1.8	84.7
Disagree	24	7.3	7.3	92.0
Strongly Disagree	26	8.0	8.0	100.0
Total	327	100.0	100.0	

On the statement that teams in the university work more efficiently under supportive leadership, 141 respondent representing 43.1% strongly agree, 130 respondent representing 39.8% agree, 6 respondent representing 1.8% were neutral, 24 respondent representing 7.4% disagree, and 26 respondent representing 8.0% strongly disagree. It can be concluded that teams in the university work more efficiently under supportive leadership.

Table 4.13: There is regular evaluation of team performance by university leaders

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	121	37.0	37.0	37.0
Agree	155	47.4	47.4	84.4
Neutral	35	10.7	10.7	95.1
Disagree	7	2.1	2.1	97.2
Strongly Disagree	9	2.8	2.8	100.0
Total	327	100.0	100.0	

On the assertion that there is regular evaluation of team performance by university leaders, 121 respondents representing 37.0 and 155 respondents representing 47.4 strongly agree and agree. 35 respondents representing 10.7% were neutral, 7 respondents representing 2.1% disagree, and 9 respondents representing 2.8% strongly disagree.

Table 4.14: The leadership provides opportunities for staff development and training.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	194	59.3	59.3	59.3
Agree	95	29.1	29.1	88.4
Neutral	24	7.3	7.3	95.7
Disagree	6	1.8	1.8	97.6
Strongly Disagree	8	2.4	2.4	100.0
Total	327	100.0	100.0	

From the above table, 194 respondents representing 59.3% strongly agree, 95 respondents representing 29.1% agree, 24 respondents representing 7.3% neutral, 6 respondent representing 1.8% disagree and 8 respondents representing 2.4% strongly disagree. It can be concluded that leadership provides opportunities for staff development and training.

Table 4.15: I feel motivated to work harder because of how leadership is exercised.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	55	16.8	16.8	16.8
Agree	184	56.3	56.3	73.1
Neutral	12	3.7	3.7	76.8
Disagree	12	3.7	3.7	80.4
Strongly Disagree	64	19.6	19.6	100.0
Total	327	100.0	100.0	

Table 4.15 show the responses of the respondent on the statement that I feel motivated to work harder because of how leadership is exercised. In the above, 55 respondent representing 16.8% strongly agree, 184 respondent representing 56.3% agree, 12 respondent representing 3.7% were neutral, 12 respondent representing 3.7% disagree, and 64 respondent representing 19.6% strongly disagree. It can be concluded base on the analysis that employee feel motivated to work harder because of how leadership is exercised.

Table 4.16: Employees are regularly engaged in decisions affecting their roles.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	124	37.9	37.9	37.9
Agree	97	29.7	29.7	67.6
Neutral	18	5.5	5.5	73.1
Disagree	80	24.5	24.5	97.6
Strongly Disagree	8	2.4	2.4	100.0
Total	327	100.0	100.0	

Most respondent agree that employees are regularly engaged in decisions affecting their roles. In the above table, 124 respondents representing 37.9% strongly agree, 97 respondents representing 29.7% agree, 18 respondents representing 5.5% were neutral, 80 respondents representing 24.5% disagree, and 8 respondents representing 2.4% strongly disagree. It can be deduce that employees are regularly engaged in decisions affecting their roles.

Table 4.17: My input is valued in decision-making.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	110	33.6	33.6	33.6
Agree	159	48.6	48.6	82.3
Neutral	28	8.6	8.6	90.8
Disagree	21	6.4	6.4	97.2
Strongly Disagree	9	2.8	2.8	100.0
Total	327	100.0	100.0	

Respondent uphold the view that my input is valued in decision-making. From the above table, 110 respondent representing 33.6% strongly agree, 159 respondent representing 48.6% agree, 28 respondent representing 8.6% were neutral, 21 respondent representing 6.4% disagree, and 9 respondent representing 2.8% strongly disagree. It could be deduced that most employee input is valued in decision-making.

Table 4.18: Leaders in the university inspire staff to work with commitment and purpose.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	171	52.3	52.3	52.3
Agree	61	18.7	18.7	70.9
Neutral	18	5.5	5.5	76.5
Disagree	49	15.0	15.0	91.4
Strongly Disagree	28	8.6	8.6	100.0
Total	327	100.0	100.0	

On the statement that leaders in the university inspire staff to work with commitment and purpose, 171 respondent representing 52.3% strongly agree, 61 respondent representing 18.7% agree, 18 respondent representing 5.5% were neutral, 49 respondent representing 15.0% disagree, and 28 representing 8.6% strongly disagree. It can be concluded that leaders in the university inspire staff to work with commitment and purpose

Table 4.19: The leadership creates a supportive and inclusive work environment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	83	25.4	25.4	25.4
Agree	80	24.5	24.5	49.8
Neutral	12	3.7	3.7	53.5
Disagree	82	25.1	25.1	78.6
Strongly Disagree	70	21.4	21.4	100.0
Total	327	100.0	100.0	

Respondent uphold the view that leadership creates a supportive and inclusive work environment. From the above table 4.19, 83 respondent representing 25.4 strongly agree, 24.5% agree, 12 respondent representing 3.7% were neutral, 82 respondent representing 25.1 disagree and 70 respondent representing 21.4% strongly disagree. It can be deduced that leadership creates a supportive and inclusive work environment.

4.20: Leaders recognize and reward employees for good performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	114	34.9	34.9	34.9
Agree	139	42.5	42.5	77.4
Neutral	6	1.8	1.8	79.2
Disagree	12	3.7	3.7	82.9
Strongly Disagree	56	17.1	17.1	100.0
Total	327	100.0	100.0	

a very high number of the respondent agree that Leaders recognize and reward employees for good performance. From the above table, 114 respondent representing 34.9% strongly agree, 139 respondent representing 42.5% agree, 6 respondent representing 1.8% were neutral, 12 respondent representing 3.7% disagree, and 56 respondent representing 17.1% strongly disagree. It can be concluded that leaders in university of Benin recognize and reward employees for good performance.

Table 4.21: Motivated staff contribute more to the success of the university.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	63	19.3	19.3	19.3
Agree	146	44.6	44.6	63.9
Neutral	24	7.3	7.3	71.3
Disagree	18	5.5	5.5	76.8
Strongly Disagree	76	23.2	23.2	100.0
Total	327	100.0	100.0	

On the assertion that motivated staff contribute more to the success of the university, 63 respondents representing 19.3 strongly agree, 146 respondents representing 44.6 agree, 24 respondent representing 7.3% were neutral, 18 respondent representing 5.5 disagree, and 76 respondent representing 23.2% strongly disagree. It can be deduced that motivated staff contribute more to the success of the university.

4.4 Testing of Hypotheses

Ho¹: there is no relationship between Leadership style and Organizational Achievements

Crosstab

Count							
		Infrastructure and facilities in the university have seen notable growth.					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The leadership promotes accountability and performance.	Strongly Agree	114	0	0	0	0	114
	Agree	66	61	0	0	0	127
	Neutral	0	30	0	0	6	36
	Disagree	0	12	0	0	24	36
	Strongly Disagree	0	0	6	6	2	14
Total		180	103	6	6	32	327

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.8442 ^a	16	.000
Likelihood Ratio	415.355	16	.000
Linear-by-Linear Association	204.051	1	.000
N of Valid Cases	327		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .26.

The hypothesis state that there is no relationship between Leadership style and Organizational Achievements. From the chi-square tests result above, the Pearson chi-square value stand at 5.8442, the degree of freedom stand at 16 and the sig.(2-sided) value stand at .000. In this table the significant value is less than alpha significant value, therefore it is positively statistically significant. Meaning

that the null hypothesis which state that there is no relationship between Leadership style and Organizational Achievements, will be rejected and the alternative which state that there is relationship between Leadership style and Organizational Achievements will be accepted.

Hypothesis Two

Hoⁱⁱ: there is no relationship between **team productivity and organization achievement**

Leaders provide guidance and support for team success. * The leadership provides opportunities for staff development and training. Crosstabulation

Count							
		The leadership provides opportunities for staff development and training.					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Leaders provide guidance and support for team success.	Strongly Agree	28	6	0	0	0	34
	Agree	145	71	24	6	6	252
	Neutral	7	0	0	0	0	7
	Disagree	7	6	0	0	0	13
	Strongly Disagree	7	12	0	0	2	21
Total		194	95	24	6	8	327

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.772 ^a	16	.008
Likelihood Ratio	39.570	16	.001
Linear-by-Linear Association	4.026	1	.045
N of Valid Cases	327		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .13.

The second hypothesis in this study state that there is no relationship between team productivity and organization achievement. The chi-square result above showed that the Pearson chi-square value stand at 32.772, the degree of freedom stand at 16, the sig.)2-sided) value stand at .008 which is less than 5% alpha significant value. Therefore, we reject the null hypothesis which state that there is no relationship between team productivity and organization achievement, and accept the alternative that there is a relationship between team productivity and organization achievement

Hypothesis Three

Hoⁱⁱⁱ: Employee engagement and motivation does not have effect on the organizations achievement

Employees are regularly engaged in decisions affecting their roles. * Leaders recognize and reward employees for good performance. Crosstabulation

Count							
		Leaders recognize and reward employees for good performance.					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Employees are regularly engaged in decisions affecting their roles.	Strongly Agree	34	77	0	6	7	124
	Agree	28	62	0	0	7	97
	Neutral	12	0	0	0	6	18
	Disagree	34	0	6	6	34	80
	Strongly Disagree	6	0	0	0	2	8
Total		114	139	6	12	56	327

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.5492 ^a	16	.000
Likelihood Ratio	192.739	16	.000
Linear-by-Linear Association	24.574	1	.000
N of Valid Cases	327		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .15.

From the above chi-square table, the Pearson chi-square value stand at 1.5492 with degree of freedom of 16, the sig.(2-sided) value stand at .000. In this result, the significant value is less than 5% alpha significant value. This denote that the null hypothesis which state that Employee engagement and motivation does not affect organization achievement will be rejected and accept alternative which state that Employee engagement and motivation does not affect organization achievement

4.5 Discussion of finding

The concept of leadership has analysed by several research. Most empirical study has concluded that the significant relationship between leadership style and organization achievement cannot be over emphasize.

Eze (2023) argued that leadership philosophies result in different degrees of employee motivation, which has an effect on organizational achievement as a whole. Leaders comprehend and apply the proper leadership style in carrying out their duties as leaders. As a result, leadership styles play a significant role in the effectiveness of resource mobilization, allocation, use, and development of organizational productivity. A competent leader applies the many leadership philosophies as needed to provide for and accomplish organizational goals.

Studies have revealed that extent to which employees contribute to the utilization of an organization's resources depends on how well the organization's leaders comprehend and apply different leadership styles in carrying out their responsibilities. Leadership styles have been of interest due to the predominant belief that they influence organizational achievement. Styles of initiative influences working execution of viability, proficiency, productivity as well as hierarchical obligation to accomplish a put forth objective.

To further justify this assertion this study empirically analyze the relationship between leadership style and organization achievement using university of Benin as a case study. Base on the empirical analysis it can be concluded that there is a relationship between leadership style and organization achievement. Specifically, the study fount that leaders promote teamwork among non-academic staff of university of Benin which in turn result to organization achievement. And also, the leadership provides opportunities for staff development and training.

This results is inline with work of Akparep, Jengre and Mogre, (2019) revealed that there is strong relationship between leadership style and organizational achievement. The finding also correlate with study of Dele, Ifeanyi and Adewale (2025), there is a signaling effect of leadership styles on organization performance, evidence from private universities in South-West of Nigeria. The study support the view of Kehinde, (2021) that leadership style is a strategy that an organisation can undertake to influence the performance of the employee positively, and alternatively the achievement of performance of the organization.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATION

5.2 Summary of Finding

This study empirically examine the relationship between leadership style and organization achievement using university of Benin as a case study. Specifically, the study focus at examine impact of leadership style on employee engagement and motivation, examine the relationship between leadership style and team productivity, find out if leadership style determines organizational adaptability and find out if leadership style affect the achievement of organizational goal. 333 questionnaire was distributed to non-academic staff of university, but only 327 were correctly fill, return and analysed. The study specifically review the relevant theories related to the study of leadership style and also several empirical study was also review.

Base on the analysis of the study it was discovered that leadership style has several ways of contributing to the organization achievement. From the study it was discovered that leadership style can result to employee motivation. Leadership style can result to **team productivity**.

A very high number of the respondent agree that **leadership style** significantly boost employee engagement and motivation by fostering trust, creating a positive work culture, and promoting personal growth and development. Leaders can cultivate these positive traits by practicing [empathy](#), [active listening](#), and emotional intelligence, which builds strong relationships and a sense of value among employees.

Most respondent agree that there is a relationship between leadership style and team productivity. Teams in the university work more efficiently under supportive leadership, and also The leadership provides opportunities for staff development and training. Leadership style found to be a good

determinant of organizational adaptability. Most importantly, respondent strongly believe leadership style affect the achievement of organizational goal.

5.2 Conclusion

The empirical analysis critically at the impact of leadership style on the organizational achievement using university of Benin as a case study. Base on the analysis, the following finding were revealed

1. leadership style was discovered to one of the determinant of employee engagement and motivation
2. the study revealed that a relationship exist between leadership style and team productivity
3. the analysis revealed that a good leadership style can be use as a determinant of organizational adaptability
4. it was discovered that leadership style has positive significant effect on the achievement of organizational goal

5.3 Recommendation

Base on the finding of this study, the following recommendation was made:

1. That leadership style was discovered to be a determinant of organization achievement, therefore every organization should as issue of importance, ensure of getting the right leader that will man their organization; in order to achieve their set goals/objectives.
2. Leadership styles have positive and significance relationship with university employee engagement. This implies that leaders who desire better achievement for private universities should practice intellectual and inspirational leadership styles more to induce optimal employee engagement

3. Leaders should also always be accessible to group members for consultation and feedback because those workers may one day become leaders. It is advised that transformational, transactional, and laissez-faire leadership styles be more closely followed because they have a significant impact on employee motivation
4. Management of the organization should apply more good mixed leadership style where necessary for the organization to wax stronger within its industry.

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QUESTIONNAIRE

Research Topic: Leadership style as a predictor of Organizational Achievements in the University of Benin

Instructions: Please tick (✓) the option that best represents your opinion.

SECTION A: Demographic Information (Tick the appropriate option)

1. Gender:
 - Male Female
2. Age Range:
 - 18–25 26–35 36–45 46 and above
3. Department/unit: _____
4. Years in the University of Benin:
 - Less than 2 years 2–5 years More than 5 years
5. educational qualification: O level OND/Diploma HND/BSc Master degree PhD

SECTION B: Core Research Questions

Please indicate the level of your agreement using the scale below:

Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

Leadership style	SA	A	N	D	SD
Leadership style in the university encourages achievement of organizational goals.					
The leadership promotes accountability and performance.					
The current leadership style has contributed positively to the success of the system.					
Infrastructure and facilities in the university have seen notable growth.					
Leaders set clear and measurable goals for departments.					
Staff and student welfare are adequately considered and improved.					

Team productivity					
Leaders promote teamwork among non-academic staff.					
Leaders provide guidance and support for team success.					
Teams in the university work more efficiently under supportive leadership.					
There is regular evaluation of team performance by university leaders					
The leadership provides opportunities for staff development and training.					
Employee engagement and motivation					
I feel motivated to work harder because of how leadership is exercised.					
Employees are regularly engaged in decisions affecting their roles.					
My input is valued in decision-making.					
Leaders in the university inspire staff to work with commitment and purpose.					
The leadership creates a supportive and inclusive work environment.					
Leaders recognize and reward employees for good performance.					
Motivated staff contribute more to the success of the university.					