

**THE ROLE OF EFFECTIVE LEADERSHIP IN ACHIEVING
ORGANIZATIONAL OBJECTIVE IN UNIVERSITY OF BENIN, BENIN
CITY, EDO STATE, NIGERIA**

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**DEPARTMENT OF SOCIAL STANDARDS
FACULTY OF SUSTAINABLE PROCUREMENT, ENVIRONMENTAL
AND SOCIAL STANDARDS ENHANCEMENT**

UNIVERSITY OF BENIN

BENIN CITY.

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A RESEARCH PROJECT PRESENTED

TO

DEPARTMENT OF SOCIAL STANDARDS

**FACULTY OF SUSTAINABLE PROCUREMENT, ENVIRONMENTAL
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF MASTERS IN SOCIAL STANDARDS**

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SEPTEMBER, 2025

CERTIFICATION

This is to certify that this project titled “The Role of Effective Leadership in Achieving Organizational Objective” in University of Benin, Benin City, Edo State, Nigeria was carried out by **Bose Blessing Okaigbuan-Oamien** and is worthy of acceptance in partial fulfillment of the requirement for the Award of Masters in Social Standards (MSc) Degree of the University of Benin, Benin City. Also, that this research work is original and as such has not been submitted in any other university.

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Centre Leader

Date

DEDICATION

This work is dedicated to the Almighty God, whose grace, wisdom, and strength have sustained me throughout this academic journey.

I also dedicate it to my beloved family, whose prayers, love, and encouragement have been my source of inspiration. To my friends and colleagues for their unwavering support—this achievement is as much yours as it is mine.

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ABSTRACT

This study examined the role of effective leadership in achieving organizational objectives at the University of Benin, Benin City, Edo State. The objectives were to: (i) examine the

relationship between effective leadership practices and the achievement of organizational goals in educational institutions, (ii) identify the leadership styles most commonly employed by educational leaders and evaluate their effectiveness in enhancing institutional performance, (iii) investigate the key challenges faced by educational leaders in aligning faculty and staff efforts with organizational goals, and (iv) propose strategies for improving leadership effectiveness to support goal attainment within educational institutions.

The study adopted a descriptive survey design. A total of 405 staff members drawn from various faculties of the University of Benin constituted the sample. Data were collected through structured questionnaires and analyzed using descriptive statistics such as frequencies and percentages.

The findings revealed that the majority of staff have long years of service and occupy middle management positions, indicating an experienced workforce receptive to innovative leadership. The democratic leadership style was identified as the most effective for enhancing job satisfaction, inclusiveness, and productivity. Respondents emphasized the importance of clear vision-setting, provision of adequate tools, and the moral qualities of leaders in influencing staff performance and organizational success. However, systemic challenges such as poor funding, weak managerial responsibility, inadequate communication, shortage of staff, lack of equipment, and insubordination were found to significantly impede leadership effectiveness.

The study concludes that effective leadership—particularly democratic, visionary, and morally grounded leadership—is indispensable for achieving organizational objectives in Nigerian universities. However, leadership effectiveness is strongly dependent on adequate funding, institutional support, and robust communication frameworks.

Based on these findings, the study recommends that university administrators institutionalize participatory leadership, strengthen capacity-building programs, promote ethical leadership practices, improve funding and resource allocation, and establish effective communication systems. Suggestions for further studies include comparative analyses of leadership styles across universities, gender dynamics in leadership, the role of technology in higher education leadership, and longitudinal studies on leadership and organizational performance.

This research contributes to knowledge by providing empirical evidence from Nigerian higher education, validating the democratic leadership style as optimal in university settings, and highlighting the moderating role of institutional constraints on leadership effectiveness.

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SECTION ONE

INTRODUCTION

1.1 Background to the study

In contemporary organizational environments, leadership has emerged as a fundamental factor influencing the achievement of strategic goals and overall organizational success. Organizations, whether in the private or public sector, operate in dynamic and complex contexts characterized by technological advancements, globalization, and changing workforce demographics. These factors necessitate strong, effective leadership that can guide organizations through uncertainty and toward sustainable growth. Effective leadership is not merely about authority or management but about inspiring, motivating, and directing individuals and teams toward a shared vision (Northouse, 2019).

The importance of leadership in organizations has been extensively studied. Scholars and practitioners agree that leadership significantly affects organizational performance, employee satisfaction, and the ability to adapt to environmental changes (Yukl, 2013). Leadership impacts organizational culture, employee engagement, decision-making processes, and ultimately the realization of organizational goals (Schein, 2010). This study focuses on understanding how effective leadership contributes to achieving organizational objectives, particularly within educational institutions, which face unique challenges and demands.

Educational institutions face unique challenges requiring specialized leadership approaches. Unlike many corporate environments, educational organizations operate with complex stakeholder groups including students, faculty, parents, regulators, and communities. Leadership in education must balance academic goals with administrative efficiency and social responsibility.

Research indicates leadership directly influences student outcomes, teacher satisfaction, and institutional reputation (Leithwood, Harris, & Hopkins, 2008). Principals, deans, and other leaders play pivotal roles in creating learning environments fostering academic excellence and innovation.

Educational leaders often adopt transformational leadership styles to inspire educators and create a shared vision focused on student success. Additionally, distributed leadership models, where leadership responsibilities are shared across various roles, promote collaboration and shared accountability (Spillane, 2006).

However, challenges such as budget constraints, policy mandates, and diverse student needs require leaders to be highly adaptable and skilled in managing complex organizational dynamics (Fullan, 2007).

Ineffective leadership can severely hinder the achievement of organizational goals. Poor leadership is associated with low employee morale, resistance to change, misaligned priorities, and wasted resources (House & Aditya, 1997). In educational settings, ineffective leadership can lead to poor academic outcomes, high teacher turnover, and disengaged students (Leithwood et al., 2008).

Barriers to effective leadership include inadequate training, lack of support systems, cultural resistance, and unclear accountability frameworks. These challenges underscore the need for continuous leadership development and research to identify best practices in diverse organizational contexts.

Understanding leadership's role in organizational goal achievement provides practical and theoretical benefits. For practitioners, insights from leadership research can inform the design of leadership development programs, succession planning, and performance management

systems. For scholars, it contributes to the refinement of leadership theories and models that reflect contemporary organizational realities.

In educational institutions, where leadership impacts not only organizational performance but also societal outcomes through student development, such research is particularly vital.

Exploring how leadership influences goal attainment can guide policymakers, administrators, and educators in creating more effective educational environments.

1.2 Statement of the Problem

Educational institutions worldwide face increasing pressure to improve performance outcomes, meet stakeholder expectations, and adapt to rapidly evolving social, economic, and technological environments. The success of these institutions largely depends on the ability of their leadership to navigate complex challenges, motivate faculty and staff, and align institutional resources toward achieving clearly defined organizational goals. However, despite the recognized importance of leadership in educational settings, many institutions continue to struggle with leadership effectiveness, which in turn adversely impacts the attainment of academic and administrative objectives.

Effective leadership is essential for fostering an environment that promotes student success, staff development, and institutional innovation. Nonetheless, the role that leadership plays in influencing organizational goal achievement in educational institutions remains inadequately understood, particularly in terms of how different leadership styles and behaviors translate into measurable institutional outcomes. Many studies in educational leadership tend to focus on isolated aspects such as instructional leadership or policy compliance, often overlooking the broader systemic role leadership plays in shaping organizational culture, employee engagement, and adaptive capacity (Leithwood, Harris, & Hopkins, 2008). This fragmented

understanding presents a critical gap, limiting the ability of institutions to develop holistic leadership strategies that can sustainably drive performance improvement.

Moreover, leadership in educational institutions faces distinct challenges compared to other organizational settings. Educational leaders must address diverse and sometimes competing demands from multiple stakeholders including students, parents, teachers, administrative staff, government agencies, and the wider community. Balancing these often conflicting interests requires nuanced leadership capabilities that go beyond traditional management practices. The need to foster academic excellence while ensuring operational efficiency, equity, and inclusivity adds layers of complexity to leadership roles in education (Fullan, 2007). This multifaceted responsibility increases the risk of leadership inefficiencies that may contribute to goal misalignment, decreased morale, and resistance to change.

In many educational settings, leadership weaknesses manifest as unclear vision communication, insufficient faculty involvement in decision-making, lack of motivation and professional development opportunities, and inadequate handling of institutional change. These factors have been linked to poor student academic outcomes, high teacher turnover, and diminished institutional reputation (Leithwood et al., 2008). For example, research shows that when leaders fail to effectively engage teachers and staff, organizational commitment declines, directly affecting teaching quality and student performance (Kahn, 1990). Without effective leadership, educational institutions may struggle to create a positive organizational culture that supports continuous learning and goal attainment.

Another problem is the uneven distribution and exercise of leadership within educational institutions. The traditional hierarchical leadership model often places excessive responsibility on a single leader, such as a principal or dean, potentially leading to leadership overload and decision-making bottlenecks. Conversely, distributed leadership models, which

delegate leadership roles across different members of the institution, are not always fully implemented or supported. This lack of clarity around leadership roles and responsibilities can cause confusion, weaken accountability, and slow progress toward organizational goals (Spillane, 2006). Thus, understanding how leadership is structured and practiced within educational institutions is crucial to addressing these challenges.

Furthermore, educational leaders frequently encounter external pressures such as policy reforms, budget cuts, and evolving accreditation standards that require quick and effective responses. These pressures may create uncertainty and resistance among staff, complicating efforts to maintain focus on core organizational goals. The capacity of leadership to manage such change while maintaining institutional stability is vital but remains a significant challenge in many institutions (Kotter, 1996). When change is poorly managed, it can lead to fragmentation of efforts, conflicting priorities, and ultimately failure to meet strategic objectives.

Despite the critical role of leadership in educational success, there is often a lack of systematic evaluation and development of leadership capacities within educational institutions. Leadership development programs may be underfunded or insufficiently aligned with the actual needs and challenges faced by educational leaders. This gap in leadership capacity building hinders the ability of institutions to cultivate leaders who can effectively guide their organizations toward goal fulfillment (House & Aditya, 1997).

Given these challenges, it is imperative to explore and understand how effective leadership contributes to achieving organizational goals in educational institutions. This exploration should consider the types of leadership styles most effective in education, the barriers leaders face in driving organizational performance, and the strategies that can enhance leadership effectiveness. Without such knowledge, educational institutions risk perpetuating leadership

practices that do not fully support institutional goals, thereby undermining their mission to provide quality education and foster student success.

In summary, the problem addressed by this study is the limited understanding of how effective leadership influences the achievement of organizational goals in educational institutions. This gap in knowledge affects the ability of educational leaders and policymakers to design and implement leadership strategies that enhance institutional performance. Addressing this problem is essential for developing leadership frameworks and interventions that can improve educational outcomes, promote a positive organizational culture, and ensure sustainable progress toward institutional objectives.

1.3 Objectives of the Study

1. To examine the relationship between effective leadership practices and the achievement of organizational goals in educational institutions.
2. To identify the leadership styles most commonly employed by educational leaders and evaluate their effectiveness in enhancing institutional performance.
3. To investigate the key challenges faced by educational leaders in aligning faculty and staff efforts with organizational goals.
4. To propose strategies for improving leadership effectiveness to support goal attainment within educational institutions.

1.4 Research Questions

1. What is the nature of the relationship between effective leadership practices and the achievement of organizational goals in educational institutions?
2. Which leadership styles are predominantly used by educational leaders, and how do these styles impact institutional performance?

3. What are the main challenges educational leaders face in aligning staff efforts with the institution's goals?
4. What strategies can be implemented to improve leadership effectiveness in achieving organizational goals within educational institutions?

1.5 Significance of the Study

This study holds substantial significance for multiple stakeholders, including educational leaders, policymakers, faculty members, students, and researchers. By examining the role of effective leadership in achieving organizational goals within educational institutions, the study aims to contribute both theoretical insights and practical recommendations that can enhance the overall functioning and success of these institutions.

First, for educational leaders and administrators, this study provides a deeper understanding of how various leadership styles and practices influence institutional outcomes. Educational leaders often face complex challenges that require not only administrative competence but also the ability to inspire, motivate, and guide diverse stakeholders toward shared goals. The findings of this study can equip leaders with evidence-based strategies to enhance their leadership effectiveness, improve communication, foster collaboration, and create a positive organizational culture. Consequently, leaders will be better positioned to drive institutional improvements that promote academic excellence, staff satisfaction, and operational efficiency.

Second, the study is significant for policy makers and education authorities who design and implement policies governing educational institutions. By highlighting the critical role of leadership in institutional success, the study underscores the importance of supporting leadership development programs, allocating resources for leadership training, and establishing frameworks that encourage distributed and transformational leadership models.

Policies informed by such research can help create environments where leadership capacities are continuously cultivated and aligned with evolving educational demands.

Third, the study benefits faculty and staff by emphasizing the impact of leadership on their motivation, engagement, and professional growth. Understanding the connection between leadership practices and organizational goals can empower faculty and staff to actively participate in institutional development and foster collaborative relationships with leaders. This, in turn, enhances job satisfaction, reduces turnover, and contributes to a more committed and productive workforce, which directly benefits student outcomes.

Fourth, the study is valuable **for** students and the broader community as effective leadership in educational institutions translates into improved educational quality and equitable access to learning opportunities. Strong leadership ensures that resources are utilized efficiently, curricula are aligned with educational goals, and institutional cultures prioritize student success. This creates a more supportive and responsive educational environment that meets the needs of diverse learners and prepares them for future challenges.

Finally, from an academic and research perspective, this study contributes to the existing body of knowledge on educational leadership by exploring its practical application in goal achievement within educational settings. It addresses gaps in understanding how leadership styles and behaviors interact with organizational dynamics in education, offering empirical evidence and theoretical insights that can inform future studies. Researchers can build on this work to develop more refined leadership models tailored to educational contexts and emerging challenges.

In summary, this study's significance lies in its potential to enhance leadership effectiveness, inform policy and practice, empower educators, improve student learning environments, and

enrich academic discourse on leadership in education. By providing a comprehensive analysis of leadership's role in achieving organizational goals, the study supports the development of stronger, more resilient educational institutions capable of meeting the demands of the 21st century.

1.6 Scope of the Study

This study focuses on exploring the role of effective leadership in achieving organizational goals within the context of the University of Benin, located in Benin City, Edo State, Nigeria. The choice of this institution is significant given its status as one of Nigeria's foremost universities, with a diverse academic community and a complex organizational structure that presents unique leadership challenges and opportunities.

The scope of the study is limited to examining the leadership practices and behaviors of key administrative leaders at the University of Benin, including the Vice-Chancellor, Deans, Heads of Departments, and other senior management personnel directly involved in decision-making and strategic planning. The study also considers the perceptions and experiences of academic and non-academic staff, as well as other stakeholders such as students, to provide a holistic view of how leadership influences organizational goal attainment.

In terms of content, the study investigates different leadership styles employed within the university setting, how these leadership approaches impact the achievement of institutional goals such as academic excellence, research output, student welfare, and infrastructural development. It further explores challenges faced by leaders in aligning staff efforts with the university's strategic objectives and proposes strategies for improving leadership effectiveness.

Geographically, the study is confined to the main campus of the University of Benin in Benin City. It does not extend to satellite campuses or affiliated institutions. Temporally, the research focuses on current leadership practices and institutional goals as they pertain to the most recent academic and administrative cycles within the university.

The study deliberately narrows its scope to the University of Benin to enable an in-depth and contextually relevant analysis, allowing findings and recommendations to be specifically tailored to the institution's unique environment. While the results may offer insights applicable to other universities in Nigeria or similar higher education contexts, generalization beyond the University of Benin should be approached with caution due to variations in institutional culture, governance structures, and local socio-economic conditions.

By focusing on this scope, the study aims to provide actionable knowledge that can directly benefit the University of Benin's leadership and stakeholders in improving leadership practices to enhance organizational performance and the attainment of strategic goals.

1.7 Definition of Terms

1. Leadership

Leadership refers to the process by which an individual influences a group of people to achieve a common goal. In the context of this study, leadership specifically relates to how individuals in formal administrative positions (e.g., Vice-Chancellor, Deans, Heads of Departments) at the University of Benin guide, influence, and support the institution toward the achievement of its objectives.

2. Effective Leadership

Effective leadership is the ability of a leader to successfully inspire, direct, and coordinate individuals or teams in a way that leads to the attainment of desired organizational outcomes. It is characterized by strategic thinking, clear

communication, motivation, adaptability, and decision-making that aligns with institutional goals.

3. Organizational Goals

Organizational goals are the strategic objectives that an institution aims to achieve in order to fulfill its mission. In a university setting, these may include academic excellence, research productivity, improved student services, administrative efficiency, infrastructure development, and staff welfare.

4. Educational Institution

An educational institution refers to an organization that provides learning environments and academic instruction. In this study, it specifically refers to the University of Benin—a public university in Benin City, Nigeria—offering undergraduate and postgraduate education across various faculties and departments.

5. University of Benin (UNIBEN)

The University of Benin is a federal government-owned university located in Benin City, Edo State, Nigeria. It serves as the case study institution for this research, providing a practical setting to investigate the impact of leadership on the achievement of institutional goals.

6. Leadership Style

Leadership style refers to the characteristic approach a leader uses in interacting with team members and making decisions. Common styles include transformational, transactional, autocratic, democratic, and laissez-faire leadership. This study examines which styles are most commonly practiced and most effective in the university setting.

7. Organizational Performance

Organizational performance refers to how well an institution meets its established goals. In the university context, performance can be assessed through measures such

as student success rates, research output, administrative efficiency, staff satisfaction, and infrastructure development.

8. Strategic Planning

Strategic planning is a formalized process by which an organization defines its direction and allocates resources to pursue specific goals. This term is relevant in examining how leaders at the University of Benin align their leadership efforts with long-term institutional goals.

9. Academic Staff

Academic staff are faculty members involved in teaching, research, and service activities. Their experiences, motivation, and engagement are often directly influenced by institutional leadership practices.

10. Non-Academic Staff

Non-academic staff refer to administrative, technical, and support personnel within the university. They play a critical role in operational efficiency and are also affected by leadership practices.

11. Stakeholders

Stakeholders are individuals or groups with an interest or investment in the operations and success of an organization. For this study, stakeholders include university administrators, faculty, students, government agencies, and the wider community.

SECTION TWO

LITERATURE REVIEW

2.0 Introduction

Leadership has long been recognized as a key determinant of organizational effectiveness in both corporate and educational settings. In educational institutions, particularly universities, leadership determines the extent to which strategic goals such as academic excellence, research productivity, and student development are achieved. Leithwood, Harris, and Hopkins (2008) emphasize that effective leadership is second only to classroom instruction among school-related factors influencing student learning. As educational institutions globally and in Nigeria continue to evolve in response to social, technological, and policy shifts, understanding the role of leadership in aligning organizational activities with institutional goals becomes increasingly essential.

2.1.1 Concepts of Leadership

There are various views on the concept of leadership in an organization. Leadership is such that its expansion has spread its tentacles to other fields of human development in the society. Leadership is the sum total of all activities involved in the creative aspect of an organization and for it to be effective, the rudiments of leadership is absolutely necessary.

Leadership has a lot to offer. It aims at training the various individuals to meet the requirement of life. It is an activity designed to produce a change in humans. In a formal sense, it is an organized aspect that guides the various individuals in their care to acquire desirable skills and methods of running an organization.

Leadership is an aspect of social influence in which one person or a leader can enlist the aid and support of others. Leadership is a key concept that is based upon knowledge, which is required in building the organizational goals and objectives. It is an act of organizing a group of people to achieve common goals and objectives (Akpala, 2016). Leadership, according to

William Sim (2020), is the projection of personality that deals with the combination of persuasion and compulsion that is making people do what you want them to do.

According to Okun Femi (2017), leadership is a process of influencing individual towards goal setting and goal achievement. Leadership according to him, is the ability to take an average team of individuals, transform them into superstars by inspiring them to achieve greatness in the society. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. It is an act or process where by an individual influences a group of individuals to achieve a common goal (Northouse, 2017).

According to Mc Graw Hill (2021), leadership is the collective action of every one you influence, through behaviour and action. It is the process of causing other people to do what the leader wants by employing skills and knowledge to get a result.

Having recognized the concept of leadership, the term is used to motivate and provide a means of achieving wants and goals.

2.1.2 Definition of Leadership

Leadership is a process by which a person influences others to accomplish an objective.

Leadership is a process of directing the organization in a way that makes it more cohesive and coherent. Program directors and managers can use this resource to inspire staff to higher levels of team work (Okibe, 2016)

Okojie (2020) views leadership as a concept that transforms individual into dynamic stand-out leaders, managers and employees enabling organizations to achieve greater success.

Leadership is the act of influencing individual or group activities towards the achievement of an organization.

Leadership, according to him is the ability to plan, organize and direct the organization objective. It is an act of leading people in an organization towards achieving goals.

Nnamdi (2015) described leadership as a concept which is often generated as a proliferation of literature, especially in the field of management and organizational science. Leadership is the act of influencing people towards the achievement of organization needs, wants, goals and objectives.

Leadership is a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task.

Leadership is an influence process, the ability to motivate others to do something, believe something or act a certain way. Leadership, is the pattern of behaviours a leader uses to influence the performance of others, It's about doing the right thing through honest conviction and an authentic vision of the future (Zimmerman, 2014),.

2.1.3 Characteristics of Leadership

Certain characteristics of leadership are defined below.

a. **Vision:** - Being able to articulate the future in clear simple manner. A

Leader should be able to state concretely what success will look like and how he will get there. Leadership is seeing the wider context and underlining structure of an organization and inspiring others with vision of what is possible. This is a quality almost all managers and management gurus agree is necessary for a good leader.

A Vision needs to be abstract enough to encourage people to imagine it but concrete enough for followers to see it, understand it and be willing to climb onboard to fulfill it (Bargal Schmid, 2016).

b. **Mission:** - Leaders know what their mission is. They know why the organization exists. A Superior leader has a well thought out (often written) mission describing the purpose of the organization. That purpose need not be esoteric or abstract, but rather descriptive, clear and understandable. Every employee should be able to identify with the mission and strive to achieve it.

c. Goal: - How is the organization going to achieve its mission and vision and how will a manager measure the progress of the organization? Like a vision, goals need to be operational, that is specific and measurable. If the organizational output and results can't be readily measured, then it will be difficult to know if a leader has achieved his purpose.

d. Competency: - A leader must be seen by his/her advisors, stakeholders, employees and the public as being an expert in his/her field or an expert in leadership. Greater competence can be achieved as a leader gains more on the job experiences.

e. A Strong Team: - Few executives possess all the skills and abilities necessary to demonstrate total mastery of every requisite area within the organization. To complement the area of weakness, a wise leader assembles effective teams of experienced, credentialed, and capable individuals who can supplement any voids in the leader's skill set. This ability is what sets leaders apart from others. A Leader needs to be willing to admit he lacks certain abilities and go about finding trusted colleagues to complement those deficiencies. After building the team, the entrepreneur needs to trust that team to understand issues, create solutions and to act on them.

f. Communication Skills: - It does little good to have a strong mission, vision and goals and even a solid budget, if the executive cannot easily and effectively convey his ideas to the stakeholders inside and outside of the organization. He must regularly be in touch with key individuals by email, v-mail, message, meetings and other forms of Correspondence.

g. Inspiration: - Quite often, employees need someone to look up to for direction, guidance and motivation. Human Resources have hired self-motivated individuals. Many employees need the boss to inspire them by words or action. Even when the production or delivery of services looks like it is all going well; the leader may at times need to step in personally to offer a suggestion or encouragement to ensure that employees perform their jobs in an optimal manner (Zimmerman, 2014).

2.1.4 Ingredients of Leadership

Every leader, who performs his/her total role in an organization has some persons under its leadership control. There are some major ingredients of leadership. These are

a. Motivation: - This simply means factors that encourage workers to perform his/her job effectively or efficiently, i.e. putting his or her best in accordance with the aim of the organization. It deals with fundamental understanding of people.

A leader must be able to understand the element of motivation so that he will be more aware of the nature and strength of human needs and be able to design ways and means of satisfying them so as to get the desired response (Aina Sola, 2012).

b. Style of Leadership: - Is a leader's style of providing direction, implementing plans and motivating people. The major tasks of a manager are the design and maintenance of an environment for a good performance.

c. Inspiration: - This simply means the ability to inspire followers to apply their full capabilities to work. The use of motivators seems to be centered on subordinates and their needs; inspiration comes from group head, which may have qualities of charm and appeal that give rise to loyalty, devotion and strong desire on the part of followers to promote what they want. It is a process of giving unselfish support to a chosen champion.

d. Power: - Ability to influence and control others to get someone else to do something. The ability to use power effectively and in a responsible manner is what makes a good leader. In social science and politics, power is the ability to influence and control the behaviour of people. The term authority is often used for power perceived as legitimate by the social structure. The exercise of power is accepted as endemic to humans as social beings.

e. Integrity: - Leader integrity is derived from self-knowledge, candor and maturity. A person knowing his/her strengths and weaknesses are true to leadership principles and have learned from experience and how to work with others.

f. Guiding Vision: - This means that leaders should have a clear idea of what he or she wants to do professionally and personally, and the strength to persist in the face of setbacks and even failure.

2.1.5. Definition of Leaders

A leader is a person who influences a group of people towards the achievement of a good goal. A leader by its meaning is one who goes first and leads by example so that others are motivated to follow him. This is a basic requirement. To be a leader, a person must have a deep-rooted commitment to the goals that he will strive to achieve even if nobody follows him.

Agbato (2019) states that a leader is anyone who has a vision, a drive and a commitment to achieve that vision, and the skills to make it happen. A leader sees a problem that needs to be fixed or a goal that needs to be achieved.

A leader is a person that holds a dominant or superior position within his field, and is able to exercise a high degree of control and influence over others.

John C. Maxwell (2015) states that a leader is one who knows the way, goes the way and shows the way forward to achievement and Success in an organization. A leader sets a clear vision for the organization, motivates employees, guides employees through the work process.

2.1.6. Types of Leaders

Various types of leadership have been identified by behavioural scientists. The following are common and should be well known:-

i. Charismatic Leader: - The influence of this leader springs mainly from personal qualities. The influence of this leader had tended to influence early writers to assert that leaders were born and not made, the problem with this type of leadership is that few people possess the exceptional qualities required to influence the followers towards a particular end. Another

problem is that personal traits of such leaders cannot be acquired by training but can only be modified by training. Examples of charismatic leaders are few in organizational situations.

ii. Traditional Leader: - The position of this leader is guaranteed by accident of birth. In the Nigeria society, they are really found in work environment except in small family business. They are Obas, Emirs, Enigies, Obis e.t.c.

iii. Functional Leader: - These leaders get their positions by what they do (function) rather than by what they are. For example, a foreman, manager or supervisor appointed from the ranks to supervise other subordinates in a work situation. He suddenly becomes a leader by virtue of his functions. He thus adapts his behaviour to meet challenging needs of his new situation. He possesses "authority" because he has been appointed by management and also because he has competence to hold the post. He also has "Power" over his subordinates; that is, he can get them to do things he would otherwise not do, through his right to punish and reward accordingly.

iv. Appointed Leader: - This is also known as position leaders.

Their influence and power emanate from the organizational position they hold within a period of time. For example, many Managers, supervisors and vice-chancellors are appointed leaders. They may not have special qualities for leadership.

This is the bureaucratic type of leadership found in organizations both public and private. Many managers we find in organizations are of this type. The reader or researcher should note that the term leader and "Manager" do not mean exactly the same thing. Leadership is one important aspect of the manager's functions and managers often share their leadership role with other members of the work group (Hick and Gulet, 2017).

Appointed leaders' legitimate power and authority spring from the nature and scope of the position they hold in the hierarchy. The problem here is that the person may have a weak personality, lacks adequate training and therefore unable to exercise the power of the

position he holds. Such leaders often resort to autocratic style of leadership.

V. Situational Leader: - These are leaders that are made by situations. Their influences are only effective by being in the right place at the right time. For example, a leader in times of crisis. This type of leadership is situation fizzes out, he reverts to his ordinariness. What is needed in a work environment is one who can assume leadership position in a variety of situations over a variety of time and for a period of time. Form the foregoing; it is clear that leadership is something more than just personality traits or accident of birth or appointment. It is linked with behaviour and is a human process at work in organization.

2.1.7 Leader's Sources of Power

Certain sources of leaders' powers are here under defined.

- i. **Positioned Power:** - Positional power is a power that is gained by a person's role in an organization. In many organizations, a grading system is used to position an employee, as evidenced in an organizational chart.
- ii. **Reward Power:** -A reward power is a power that is gained by potential that is, one has reward power if he or she has the potential to influence the actions or behaviours of others in an organization. For example, a leader of a programming team can increase productivity in their team by offering benefits like new programming tools.
- iii. **Coercive Power:** - Coercive power is used to ensure standard and policies are adhered to. It is a potential to influence others by sanctions or other negative actions.
- iv. **Personal Power:** Personal power is created by strong relationships between a leader and their followers. It is a potential influence that one has due to the quality of his bond, a product of trust and affiliation.
- v. **Expert Power:** - This is when a leader has significant domain knowledge/skills. E.g. an expert accountant influences how junior accountants go about their tasks.

2.1.8. Leadership Style and Human Resource Management

The management of human resources today involves completely new leadership dimensions, demands and risks. And these must be given total and serious consideration. The morality issues inherent in hiring, compensation, working conditions, promotions, discharges and above all, leadership require the highest form of value judgment on the part of management. And people related action demands careful overall planning. Leadership according to Koontz and Weighrich (2014) is the process whereby an individual exerts a positive influence over the behaviour of others without the use of coercion to achieve organizational goals. They go further and identify three major ingredients in leadership which are as follows:

1. The ability to inspire or animate;
2. The ability to act in a way that will develop a climate for responding to arousing motivation; and
3. Ability to comprehend that human beings could be in different situation.

2.1.9 Styles of Leadership

The research study identified three broad categories of leadership styles which are enumerated below.

i. The Democratic or Participative style: - In this style of leadership, group participation is emphasized. The leader encourages a free flow of communication (Rachman, 2015). In this approach, the executive of an organization does not only consult his or her members of staff, but allows them to participate actively in management. They allow their staff to take active part in decision making and in the running of the set up.

The organizational atmosphere under this management style is usually conducive to effective work performance. Workers feel a sense of relaxation in the discharge of their duties.

ii. The Autocratic Style: - Under this process of leadership, the leader uses authority in a straight forward manner by simply issuing orders. The Leader makes decisions without

consulting others (Kescon, 2015). In this style of leadership, manager appears to be authoritarian. He is rigid and unaccommodating and does not listen to anybody. The leader in an organization

imposes his or her will on others without question. That is, their decisions are final.

Under the autocratic leader, the organizational environment is tense; workers don't feel relaxed to do their work effectively.

iii. The Laissez-Faire Style: - In this style of leadership, leaders or managers lead by taking the role of consultant, providing encouragement for employees. In this style of leadership, managers do not seem to care about anything. They are carefree and allow the organization to drift. There is no serious control of staff and the rules and regulations of the organization are left unenforced.

This approach encourages group members to express themselves creatively, but it may fail if the groups goals do not match the organization's goal.

2.2.0. Management Functions In Leadership

The basic management functions are: - Planning, Organizing, Directing and controlling.

Planning simply relates to setting objectives. It is also about the means and method for realizing such set objectives. It should be noted that objectives must be clearly spelt out, it could be for a long term, medium-term or short-term. Planning has such elements as thoroughness, deliberateness, forecasting and futurism.

Organizing has to do with providing the frame-work or structure of the organization. This implies assigning duties and responsibilities to staff and specifying designation, that is, who occupies what position? In other word, who is where and what role does the person play in the given establishment?

Organizing also has to do with providing and arranging the facilities for work performance.

Directing involves seeing to it that certain tasks are carried out on the spot through guidance, assistance, instructions, practical examples. It is in directing that an administrator is expected to demonstrate his leadership qualities and capabilities.

Controlling involves the setting of standards and desirable measurements. It is a process of ensuring that standards are met and measurements are maintained. This is how to ensure and assure quality on the goods and services produced as well as increased patronage and good will. Controlling enables deviations from plans and set purposes to be prevented. It checkmates derailment from predetermined mission. It makes it possible for errors, omissions or lapses to be detected and corrective steps taken. Controlling also makes it possible for us to see how achievable goals and plans are and how attainable standard are. It may provide us the experience or the feedback we may need or make realistic reviews to plans.

2.2.1. Types of Control In Leadership

The research work identifies three (3) basic forms of control.

i. Productivity Control: - This is technical in nature, and it ensures that machines are regularly serviced. This enables standards to be maintained.

ii. Profitability Control: - This has economic connotation. This means the minimization of cost or investment for maximum revenue. It is the means through which leaders detect why an organization is not making enough profit or generally not doing very well, as expected.

iii. Organizational Control: - This form of control is administrative in nature. It is a type of control which ensures that workers are provided adequate incentive and facilities as well as suitable atmosphere for work.

The best approach to take depends on the leader's personality, the workers skills and

backgrounds, and the problems that the company is facing at that particular moment. The appropriate style of leadership to use for maximum motivation will depend on a number of factors:

- i. The size of the organization and the personality of the members of the group.
- ii. The knowledge and ability of the leader.
- iii. The normal style of the organization and the current state of the organization.
- iv. How quickly decisions need to be made and what team members feel most comfortable with?

2.2.2. Function of Leadership In an Organization

Organizational goals are desired outcomes that define the direction and success of an institution. Effective leadership ensures these goals are clearly communicated, understood, and embraced by all members of the organization. Leaders align resources, coordinate efforts, and foster an environment conducive to high performance (Kotter, 1996). Leadership is about innovation, creation and adaptation. It looks at the horizon not just the bottom line. From the point of Bret L. Simmon (2017), the most effective leadership functions for enhancing collective work in teams and organizations are:

1. Organizing People, by organizing self and others through good time management, personal development and delegation.
2. Setting an example, by the recognition that people observe their leaders and copy what they do.
3. Motivation and Engagement: Leadership styles that promote intrinsic motivation and employee engagement contribute to higher productivity and commitment (Kahn, 1990). Engaged employees are more likely to align their actions with organizational objectives.

Motivating Individuals, by using both external motivators such as rewards and incentives as well as eliciting internal motivators on the part of the organization.

4. Evaluating results, by assessing consequences and identifying how to improve performance.

5. Controlling what happens, by being efficient in terms of getting maximum results from minimum resources.

6. Defining the task, by setting clear objectives through smart goals

7. Planning, by looking at alternate ways to achieve the task and having contingency plans in case of problems.

8. Obtain necessary resources, empowerment of people and promoting social justice and morality.

9. Build task commitment, Optimism, mutual trust, organizes, encourage, co-ordinate, facilitate collective learning and co-operation in an organization meaning of events development support,

10. Create alignment on objectives and help interpret the meaning of events.

11. Vision and Strategic Direction: Leaders articulate a compelling vision and develop strategies to realize that vision. A clear direction motivates employees and helps prioritize efforts (Northouse, 2019).

12. Organizational Culture: Leaders shape and maintain organizational culture, embedding values and norms that support goal-oriented behaviors (Schein, 2010). A strong culture reinforces accountability and continuous improvement.

13. **Adaptability and Change Management:** Effective leaders manage change proactively, helping organizations adapt to external pressures such as market shifts or policy reforms (Kotter, 1996). This adaptability is crucial for maintaining progress toward goals in uncertain environments.

14. **Communication and Collaboration:** Leaders facilitate open communication channels, ensuring efficient information flow and promoting teamwork across departments (Yukl, 2013).

2.2.3 Qualities of A Good Leader

The research study identified some basic qualities of good leaders which include:

1. Tolerance:- A good leader is tolerant of ambiguity and remains calm, composed and steadfast to the main purpose

2. Commitment: A good leader is committed to excellence. The good leader not only maintains high standards, but also is proactive in raising the bar in order to achieve excellence in all areas

3. Exemplary character: A good leader has exemplary character; it is of utmost importance that a leader is trust worthy to lead others.

4. Honesty and integrity: - A good leader talks the talk and in doing so earns the right to have responsibility for others.

5. Enthusiastic: - a good leader is enthusiastic about his work or cause and also about his or her role as a leader.

6. Confident: - A good leader is Confident in order to lead and set direction; a leader needs to appear confident as a person and in the leadership role.

7. Purposeful: - A leader also needs to function in an orderly and purposeful manner in situations of uncertainty. A good leader, as well as keeping the main goal in focus, is able to think analytically

2.2.4 The Role of Effective Leadership In An Organization

Leadership is the action of leading people in an organization towards achieving goals.

According to Allyn and Bacon (2014), the most effective role of leadership in achieving organization objectives is as follows:

1. Setting a clear vision: - this means influencing employees to understand and accept the future state of the organization. Good leaders will influence the followers to perform their duties

by explaining the vision and the organization.

2. Motivating employees: - this role in an organization brings out enough means about needs of employees. In an organizational system, the leaders give the followers what they need and provide praise for a job well done.

3. Building moral: - involves pulling everyone together to work towards a common goal, that is, a leader will let the followers know how much their work is appreciated.

4. Guide employees: - this role enables managers in an organization to provide tools needed to perform and participate in their efforts along the way to achieve organizational success.

5. Take responsibility: - Leaders are responsible for the organizational actions in an organization. A manager need to build an accurate understanding of the organization and what is

going on within it.

2.2.5. Paternalistic Leadership

Paternalistic leadership stresses a paternal or fatherly influence in the relationship between the leader and the group. This is manifested in a watchful care for the comfort and welfare of the followers.

Akpala.A. (2019) states that the paternalistic leadership aims to protect and guide. In some instances, the approach is too sentimental. The paternalistic leadership results in group members, and the members not being able to develop self-reliance and independence. It is also

asserted that for the most part, paternalism yields successful performance, but not continuously. The success usually depends upon the continuation of the paternalistic leaders' service. The critic concluded that this type of leadership is deficient in providing the necessary element of continuity in organizational performance (Akpala 2019).

2.2.6 Nature of Leadership

Every group of people that performs bear its total capability has some person as its head who is skilled in the art of leadership. This skill seems to be a compound of at least three major categories- the ability to comprehend that human beings have differing motivation forces at varying items and in different situations, the ability to act in a way that will develop a climate for responding to and arousing motivations; and ability to inspire. A manager or a leader who acts at least knows the present state of motivation theory and who sees the element in a system of motivation is better aware of their nature and strength of human needs and is more able to define the designed ways of satisfying them and to administer a system that will get the desired responses. The second category of leadership as stated by Stogdill (2014) has to do with the style of the leader and the climate he or she develops as a result. This awareness has led to considerable research on the theories of leadership behavior.

2.2.7. Effective Management through Leadership

most people are natural followers. Most of their lives they wait for instructions and expect

leaders to tell them what to do. However, once a follower suddenly becomes a leader, then, the perspective changes.

i. Lead by Example: - As a manager, you should never expect your subordinates to perform task that you are unwilling to do yourself. If upper management hands down mandates that you don't

personally agree with, you should never show your personal dissatisfaction to your staff, which will encourage your subordinates to behave in the same negative manner. Rather, learn to spin negative news to make the glass appear half full rather than half empty. Managers should realize that all employees will mirror their attitude and behavior to some degree, as he head and model of acceptable behavior in the work place (Mayor Rudy Giuliani, 2017)

ii. Positive Reinforcement: Positive reinforcement is also a valuable tool in successful management

Ben Franklin (2013) famously stated that tart words make no friends.

A spoonful of honey will catch more flies than a gallon of vinegar, while you need to discipline employees for underperforming, you should also reward and compliment them when they impress you, Positive behavior needs nurturing, and letting them taste honey is far more effective than force feeding them with vinegar.

2.2.8 Leadership Development

In the word of Joseph Droyer (2015) leadership has various meanings and definitions. It is defined and explained in different ways by different Scholars in the modern literature. It is any activity that enhances the quality of leadership within an individual or organization.

These activities have ranged from MBA style programs offered at University business school to action learning. Traditionally, Leadership development has focused on developing the leadership abilities and attitudes of individuals. Some scholars view leadership as an activity that tends to influence people to change their behavior towards the achievement of the

leader's desirable goal or goals. This is what economists call self-interest hypothesis which relates to basic assumptions of economic theory that individual decision makers do what is best for themselves Cromwell J. Kolb (2014), defines leadership as that process where an individual directs, guides influences or controls the thoughts, feelings, actions, or behavior or others.

Leadership in this context principally borders on the position or office the individual occupies and the person's ability to direct, guide influence and control his subordinates to achieve the policy goals or objective in any sector of the economy or corporate organization.

These positions or offices may range from local government chairman to the president of a nation or other institutions. The subject matter of leadership could be summed up this way:

- i. The qualities of the individual who holds the position
- ii. The position the individual holds
- iii. The contribution the individual makes to the growth of the organization or establishment he represents

The important point to note is that when leadership is conceived in terms of personal qualities or individual qualities, attention must be paid to the characteristics of the individual.

Etzioni Agbadudu (2015) inferred that leadership is the ability based on the personal qualities of the leader to elicit in the followers voluntary compliance in a broad range of matters. The potentialities of a leader include personality of the individual level of articulation, initiative potentials; drive; energy and trustworthiness. The leader's task to achieve any task oriented goals must be based on how the group or individual functions effectively and two types of mutually supportive leadership styles must be established. They include:

- i. The expressive leader who normally excels other actors in such interaction categories such as showing solidarity and asking for suggestion from others.
- ii. Instrument (or task oriented) leader who excels among other actors in such categories as

giving suggestion and showing logical disagreement.

Expressive type of leadership-solicits for maintenance of the integration of various parts of the system. On the other hand, the instrumental or task oriented leader expresses the desire to acquire resources or means and to allocate them among the various role clusters.

The successful acquisition and equitable allocation of scarce resources is crucial for the conception of an individual as a leader.

Among key concepts in leadership development one may find:

1. Experiential learning: Positioning the individual in the focus of the learning process going through the four stages of experiential learning as formulated by Kolb Cromwell (2014)

- a. Concrete experience
- b. Observation
- c. Forming abstract concept
- d. Testing in new situations

2. Self-efficacy: The right training and coaching should bring about self-efficacy in the trainee (Albert Bendura, 2017)

3. Visioning: Developing the ability to formulate a clear image of the aspired future of an organization unit.

4. Attitude: Attitude plays a major role in being a leader, as explained by Singapore based leadership trainer Shiv Khera

In summary, the issue of position in terms of leadership tends to suggest that attention is not only paid on the types of position but on the roles ascribed to it.

2.2.9 Development Leadership At A Collectively Level

More recently, an organization can also be developed by strengthening the connection between and alignment of the efforts of individual leaders and the system through which they

influence

organizational operations (Joseph Dwyer ,2015)

Leadership development can build on the development of individuals (including followers) to become leaders. In addition, it also needs to focus on the interpersonal linkages between the individuals in the team in the belief that the most important resource that an organization possesses is the people that comprise the organization.

The concept of employee-ship recognizes that what it takes to be a good leader is not too dissimilar to what it takes to be a good employee.

Therefore, bringing the national leader together with the team to explore these similar (rather than focusing on the differences) brings positive results. This approach has been particularly successful in Sweden where the power distance between manager and employee is small.

2.3.0 Succession Planning In Leadership Development

The development of high potential to effectively take over the current leadership when their time comes to exit their positions is known as succession planning (Amit Cohen, 2015)

Succession planning of leadership development usually requires the extensive transfer of an individual between departments. In many multinationals, it usually requires international transfer and experience to build a future. Succession Planning requires a sharp focus on organization future and vision, in order to align leadership development with the future, the firm aspires to create. Thus, successive leadership developments are based not on knowledge and history but also on a dream. For such a plan to be successful a screening of future leadership

should be based not only on what we know and have but involved in succession planning.

According to Meir Jacob (2019), three critical dimensions should be considered for the succession planning leadership development programme in an organization

- a. Skill and knowledge
- b. Role perception and degree of acceptance of leading role
- e. Self- efficacy (Albert Bandore)

2.3.1. Leader Development

Leader development is the expansion of a person's capacity to be effective in leadership roles and processes (Van Vaster 2019). These roles and processes are one that aid in setting direction, in a group of people sharing common work. Most organizational leadership research and educational programs have focused on developing individual- based knowledge, skills and abilities associated with formal leadership role (human capital) of individual.

2.3.2 Developmental Theory

Developmental theory taps into two aspects of development: Learning and Change.

Development is a form af change and it's impossible for a leader to develop without change occurring (Day Zacarro, 2014)

Learning is defined as the attainment of a permanent change in a person because of practice or experience which then drives changes and development (Day Zacarro, 2014) based on behaviorism and a change in or creation of new mental models based on Gestalt psychology.

Behaviorism allows for performance to be used as an indicator of a leader's behavior .Gestalt psychology models that the creations of new mental models arise from experience, which can help a leader develop their intrapersonal competence.

Behaviorism and Gestalt traditions are thought to be complementary in the fact that development comes from both changing mental models and creating new behaviors (Hogan Warrenfeltz, 2013).

2.3.3. Leader Development Model

Van Veslor(2018) explains a two part model for developing leaders. The first part illustrates three elements that combine to make developmental experiences stronger: assessment,

challenge and support. Assessment lets leaders know where they stand in area of strengths, challenge and support. Assessment lets leaders know where they stand in area of strengths, current performance level, and development needs. Challenging experience are ones that stretch a leader's ability to work outside of their comfort zone, develop new skills and abilities and provide important opportunities to learn. Support, which comes in the form of bosses, co-workers, friends, family, coaches and mentors enable leaders to handle the struggle of developing.

The second part of the leader development model (Mc Cauley et al, 2015) illustrates the leader development experiences and the ability to learn from them. These experiences and ability to learn will search for developmental experiences and through developmental experiences the leader will increase their ability to learn.

It is also important to note that the leader development process is rooted in a particular leadership context which includes elements such as age, culture, economic condition, gender of the population, organizational purpose and mission, and business strategy (Mc Cauley et al, 2015). This environment molds the leader development process along with assessment challenge and support. Leadership context are important aspects of the leader development model.

2.3.4 Intrapersonal Competencies

Interpersonal competencies related to leader development which falls under three sub headings;

i. Self-awareness: Self-awareness according to Hall D.J. (2012), is personal development and involves the process of becoming more aware of one's self. Self-awareness is the extent to which people are conscious of various aspects of their identities and extent to which their self-perception are congruent with the way others perceive them (Hall, 2014).

ii. Self-regulation: self-regulation has been conceptualized in proposed models by Ashford (2014). The models have some differences but agree on a fundamental sequence where individuals (a) regulate their attention and effort around self-set goals or assigned goals (b) take action to achieve their goals (c) obtain their goals and performance to maintain and enhance their progress toward their goals and (d) recommence the cycle. This process is vital in leader development because it can have both internal and external effects. Jung, Potosky (2021) stated that, individuals desire congruence between their own and others' perceptions of their behavior, and therefore set and work towards goals to reduce perceptual discrepancies and improve their effectiveness.

iii. Self-motivation: self-motivation involves having higher levels of identification to be motivated to go beyond contracts and exchanges in both their own development and performance (Hall,2014).

The capabilities of self-awareness, self-regulation and self-motivation allow for enhanced individual knowledge, trust and personal power which can be seen as fundamental to create in a leader (Zand, 2017)

2.3.5 Leadership And Motivation In Social Work Management

The research study, identify some conceptual work and review that may help social work administrators to bring out relevant theories of leadership and motivation and how they apply to social work.

Social work managers are often charged with motivating employees to perform well in their jobs. Management skills may suffice for task related issues, motivation and organizational innovation requires leadership (Shin Mcclomb, 2018) some managers have learned to lead Successfully based on their practice wisdom and personal experience, but as a group, social work administrators may rely too heavily on these two facets. Classic studies of leadership

have demonstrated that a manager who conforms to the tenets of one leadership theory or another versus none at all, achieve more in their own eyes and those of their workers (Hall and Donnell, 2017). This suggestion that is important for managers to know and apply leadership theories, the topic are not often covered outside of social works classroom or beyond textbook reading (Latting, 2019). Part of the reason for this is that many leadership position in social service agencies are held by professionals from other fields and therefore studied by academics in other fields. The call for social work leadership has been echoing for several years (Wimpfherimer, Perlmutter, 2016).

2.3.6. Motivation Theories in Social Works Management

Theories of motivation are important for social work managers.

One of the tasks of a manager is to promote productivity among workers, which requires motivation. Social work administrators often supervise people who arrive in the human services field for different reasons and with various educational backgrounds. In order to encourage staff, managers must understand what motivates people, beyond the traditional notion that social workers just want to help people.

2.3.7. Content Theories of Motivation Maslow's Hierarchy of Needs

Perhaps one of the most well-known theory of motivation is Maslow's hierarchy of needs. The theory is often taught in social work classes in relation to work with clients and their social environments. It can also be applied to motivating social workers in their agency environment. The basic premise of the theory revolves around a Pyramid, or hierarchy, of needs. The needs at the bottom of the pyramid must be met before higher level needs can be met (Lewis et al, 2016).

Social work managers may apply this theory by identifying the level of needs for each employee and understanding that people will be motivated by the factors that exist at this level. The specific levels of needs begin with physiological, and then security needs, social

needs,

ego needs and finally self-actualization. The social work manager can consider the type of motivator's apparent need at each level of the hierarchy. Food, clothing and shelter are motivators at the physiological level. Security needs include motivators of protection from loss or threats, including job security (Weinbach, 2018). Managers must understand that employees will be motivated by unmet needs and that once a need is satisfied; it is no longer a motivator. For instance, if a social worker feels that she is well paid and secure in her job position, the first two levels of needs (physiological and security) will not serve as effective motivators. The manager will need to motivate based on higher level needs such as those at the social level.

Leadership Theories and Organizational Success

Leadership theories have evolved over time, reflecting changes in organizational needs and societal expectations. Early theories such as Trait Theory emphasized inherent leader qualities, suggesting that successful leaders possess certain personality traits (Stogdill, 1948). However, subsequent research has shown that effective leadership is more complex and context-dependent.

Behavioral theories shifted the focus to leaders' actions rather than traits, identifying key leadership behaviors such as task orientation and relationship orientation (Blake & Mouton, 1964). Contingency Theory further advanced understanding by proposing that leadership effectiveness depends on situational variables (Fiedler, 1967). This perspective underscores that leadership styles must be adaptable to specific organizational contexts and challenges.

Transformational leadership has gained prominence for inspiring and motivating employees to transcend self-interest for the good of the organization (Bass, 1999). Transformational

leaders foster a shared vision, encourage innovation, and build strong organizational cultures that support goal achievement. Conversely, transactional leadership, which emphasizes rewards and punishments, remains effective in more structured and routine environments.

These theoretical frameworks provide a foundation for examining how leadership styles and behaviors influence organizational outcomes. The ability of leaders to adopt the most appropriate style based on organizational needs is critical to achieving strategic goals.

2.3.8 Herzberg's Two Factor-Motivator Hygiene

The basic premise of this theory relies on the distinction between hygiene factors are related to the work environment and they are usually tied to dissatisfaction with work. Examples of hygiene factors include salary, policies, security relationship with supervisor and Co-workers and working conditions. Motivator factors are related to personal growth and self-actualization and they are tied to satisfaction with work. Motivator factors according to Lewis et al (2016), include the nature of the job itself, recognition, accomplishment and responsibility.

This theory may be needs of social workers because it is not the hyaline factors that draw social workers to the field. Managers must be aware that it is not effective to focus only on motivator factors because many social work agencies have more difficulty providing hygiene factors due to budget restrictions and high case loads. A good supervision requires attention to both hygiene and motivator factors (Herzberg; Latting, 2019).

The two types of management that work with in Herzberg's theory include job enrichment and job enlargement. Job enrichment includes providing as many motivator factors as possible, such as providing staff the opportunity to work through a whole client case rather than dividing tasks up according to department. (i.e. intake, case management, intensive e.t.c).

Job enlargement provides employees with as much variety as possible even if the tasks are repetitive (Weinbach, 2018).

2.3.9. Leadership Theories in Social Work Management

Leadership in social work has been recently revitalized by the Council on social work education (CSWE) and its leadership development both inside of and external social work education (Sheafor, 2006) and Bargal Schmid (2017) provide social workers with an insight to some of the trends in leadership research outside of the social work arena. He identified several themes in leadership, including. "The leader as a Creator of vision and a strategic architect". "The leader as the creator of organizational culture and transformational styles of leadership". He applied these trends in leadership to three typical internal functions of social work administrators (goal setting, motivation and development of human resources and maintenance and administration) the ability to learn to be a leader, and the interdisciplinary approach to leadership may help social workers in the realities of the human service field. Rank Hutchison (2020) provided some empirical evidence regarding social work leaders. He investigated the perceptions of leadership in practice and academic arenas through telephone interviews with deans and directors of accredited social works programs. This study provides evidence that social leaders see leadership development as essential for social workers and the profession as a whole.

Mc Gregor's Theory X- Theory Y

Douglas Mc Gregor developed the ideas of theory X and theory Y based on the assumption that managers styles depend on what they believe motivates human behavior. A social work manager may believe that People are motivated by the concepts of theory X or theory Y. Those who subscribe to theory X believe that humans have distaste for work in general and are not responsible by nature. The only motivations to work are based on self-interest or coercive methods. A manager who believes people operate in this manner is more likely to use rewards and punishment as motivators and create many rules and procedures for compliance. Theory Y puts forth a very different view.

Work is natural for human and it is something that they generally want to do. Theory Y espouses that humans are creative, can solve problems, are more motivated by self-actualization needs than rewards or punishments.

A manager working from this premise trusts and believes in subordinates and attempts to create an environment where growth and creativity are possible (Weinbach, 2018).

By nature, social work managers probably lean more towards theory Y because it is more congruent with how they are trained to view clients. The utility of theory X and theory Y is that it allows a manager to access their underlying assumption so that they can compare their beliefs to what actually seems to be happening in their work place. It is more important to access what truly motivates employees than to manage based on perhaps false assumptions.

2.4.0 Leadership Skills

The research study identifies some key leadership skills that may improve manager's performance in an organization.

Leadership skills are a set of management skills that help and enable an individual to motivate a team towards achieving a common goal or objective. These are a set of interpersonal skills that help managers in a Working place to understand the steps of leadership.

i. Strategic Thinking

Bargal Schmid, (2017) indicate that this is the most important skill that is required at a work place for leading. It enables a leader or managers to critically analyze the situation, bring forward the relevant facts and information, chalk out a plan and finally take a strategic call. This kind of skill is more often referred to as "visionary capabilities"

ii. Communication

This is the second most important skill of a leader. Once one has envisioned strategic decision and step he/she should be able to Communicate the same to the subordinate. If the manager cannot Communicate the messages effectively, it is bound to be a failure.

iii. Political Savvy

A leader utilizes this skill to form coalition in the organization. This ability enables him to understand the viewpoints of various stake holders and their respective weight age in the decision- making endeavors. Once he/she has understood this, he/she involves all stakeholders in a way that helps him bring about a synergistic effort towards the goal.

(Agbadudu Etzioni, 2018)

Iv Resilience

Etzioni Agbadudu (2015) state that this is another leadership skills that one needs to possess. The skill enables a leader to overcome obstacles while pursuing a goal or a vision. A true leader is able to circumvent the road block and achieve the goal, only if he or she is resilient.

v. Learning Agility

A leader needs to have strong learning abilities. Schmid (2017) indicate that he or she needs to be aware what is working and what is not. If he is unaware of the changing business landscape, he/she is bound to make mistakes ultimately pull things down. This trait enables individuals to be always on toes, for they keep updating their knowledge with new happenings.

2.4.1 Conceptualizing Leadership in Education

Leadership in education encompasses the capacity of individuals in formal or informal authority to influence others toward achieving shared academic and administrative goals. Various leadership theories have been applied to the educational context, each offering distinct perspectives on how leaders can shape organizational outcomes.

1. Transformational Leadership

Transformational leadership is widely regarded as one of the most effective styles in education. It is characterized by inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006). Leaders who adopt this style are visionary and seek to transform the institutional culture by fostering innovation, commitment, and performance. Research by Avolio and Bass (2004) suggests that transformational leaders significantly improve organizational commitment and motivation, leading to enhanced academic performance and institutional development.

In the Nigerian context, studies have confirmed the relevance of transformational leadership in educational institutions. Adeyemi and Bolarinwa (2013) found that transformational leadership behaviors among school principals in southwestern Nigeria had a positive influence on teacher effectiveness and student performance.

2. Instructional Leadership

Instructional leadership focuses more narrowly on improving teaching and learning. Hallinger (2005) describes instructional leaders as those who prioritize curriculum development, teacher supervision, and student achievement. This leadership style ensures that educational standards are met through direct involvement in pedagogical processes. While traditionally more prevalent in primary and secondary education, aspects of instructional

leadership are increasingly recognized in higher education, particularly in quality assurance and academic planning units.

3. Distributed Leadership

Distributed leadership views leadership as a shared responsibility among various stakeholders rather than being concentrated in a single individual (Spillane, 2006). This approach encourages collaboration and collective ownership of institutional goals. In university settings, where departments and faculties often operate semi-autonomously, distributed leadership enables more inclusive decision-making and greater alignment with institutional objectives. Harris (2008) argues that distributed leadership contributes to improved staff morale, creativity, and responsiveness to change.

2.4.2 Effective Leadership and Organizational Goal Achievement

Organizational goals in educational institutions typically include academic excellence, infrastructural development, staff and student welfare, and global competitiveness. Effective leadership ensures the alignment of institutional resources and human capital toward achieving these objectives (Bush, 2008). Leaders are responsible for setting a clear vision, fostering a culture of accountability, and ensuring that policies and practices support strategic priorities.

In the University of Benin and other Nigerian universities, the attainment of such goals often depends on how well leaders manage limited resources, engage stakeholders, and navigate political and bureaucratic challenges (Ololube, 2013). Ineffective leadership may result in poor staff motivation, low student satisfaction, and missed academic targets.

2.4.3 Leadership Challenges in Educational Institutions

Despite the known benefits of effective leadership, educational leaders often face significant challenges. These include resistance to change, inadequate funding, poor communication, and lack of professional development. According to Ezeuwa (2005), one of the major barriers to effective leadership in Nigerian universities is the lack of autonomy and excessive political interference, which undermines decision-making processes and the implementation of strategic plans.

Furthermore, leaders often struggle to balance administrative duties with academic leadership, particularly in contexts where managerial skills are not formally taught or prioritized. This gap in leadership preparation can hinder organizational goal achievement (Ukeje, 2002).

2.4.4. Gaps in Literature and Implications For Further Study

While extensive research has been conducted on leadership in educational settings globally, there is a need for more context-specific studies in Nigerian universities. Most existing literature focuses on primary and secondary education or is limited to leadership effectiveness without connecting it explicitly to goal achievement in higher education. Moreover, the unique institutional structures, stakeholder dynamics, and socio-political environments in Nigerian universities demand tailored leadership frameworks. This study, focusing on the University of Benin, aims to fill this gap by examining how leadership practices influence the achievement of institutional goals in one of Nigeria's leading higher education institutions.

2.4.5 Theoretical Framework

The theoretical foundation of this study draws primarily on three widely recognized leadership theories that explain how leadership influences organizational goal achievement in educational institutions: Transformational Leadership Theory, Instructional Leadership Theory, and Distributed Leadership Theory. These theories collectively offer a

comprehensive lens through which leadership effectiveness can be understood and analyzed within the University of Benin.

1. Transformational Leadership Theory

Originally developed by Burns (1978) and later expanded by Bass (1985), **Transformational Leadership Theory** posits that effective leaders inspire and motivate followers to exceed expected performance by transforming their attitudes, beliefs, and values. Transformational leaders focus on creating a vision, fostering innovation, and developing their followers' potential through individualized consideration.

In the context of educational institutions, transformational leaders are seen as agents of change who inspire faculty, staff, and students to work towards shared organizational goals such as academic excellence, research advancement, and institutional development (Bass & Riggio, 2006). This theory is relevant to this study because it explains how leadership behaviors influence motivation and commitment, which are critical to achieving university goals.

2. Instructional Leadership Theory

Instructional Leadership Theory emphasizes the role of leaders in directly influencing teaching and learning processes. According to Hallinger (2005), instructional leaders set clear educational goals manage the curriculum, monitor lesson delivery, and support teachers' professional development. This approach places the improvement of student learning outcomes at the core of leadership responsibilities.

For universities like the University of Benin, this theory underlines the importance of leaders engaging actively in academic quality assurance, research facilitation, and learning

environment enhancement. Instructional leadership ensures that leadership efforts translate into improved educational performance and institutional effectiveness.

3. Distributed Leadership Theory

Proposed by Spillane (2006), **Distributed Leadership Theory** challenges the traditional view of leadership as residing in a single individual. Instead, it conceptualizes leadership as a collective social process distributed among various individuals within an organization. This theory acknowledges that in complex institutions like universities, leadership responsibilities are shared across multiple levels—administrators, faculty heads, department chairs, and even students.

Distributed leadership is particularly relevant to the University of Benin due to its diverse organizational structure and the need for collaborative decision-making. It facilitates the pooling of expertise, encourages participative governance, and enhances the alignment of different units towards common organizational goals.

5. Integrative Perspective

While each theory offers distinct insights, an integrative framework combining transformational, instructional, and distributed leadership provides a robust basis for analyzing leadership effectiveness in the University of Benin. Transformational leadership explains how leaders inspire and motivate change; instructional leadership focuses on academic quality and learning outcomes; and distributed leadership highlights the collaborative processes necessary in a complex university environment.

Together, these theories help to elucidate how leadership practices contribute to achieving organizational goals, such as improving academic standards, fostering research excellence, ensuring staff and student satisfaction, and enhancing institutional reputation.

SECTION THREE

RESEARCH METHODOLOGY

3.0 Introductions

This chapter focused on the method and procedures used by the researcher in the collection of the data for the research work.

3.1 Research Setting

The collection of data of this study was appropriately done within University of Benin, Benin City, Edo state.

The study focused on the effect of leadership in the University of Benin (UNIBEN). The University of Benin was founded in 1970. It started as an institute of technology and was accorded the status of a full-fledged University by national universities commission (NUC) on the 1st July 1971. In his budget speech in April 1972, the then military governor of mid-western state Col.S.O Ogbemudia (then also visitor to the University) formally announced the change of the name of the mid-west institute of technology to the University of Benin.

Optometry program was also established within the faculty of science in 1972 under the headship of Dr. Paul Ogbuehi of the department of physics.

By 1976, optometry program in UNIBEN had on its faculty qualified professionals with practice licenses from Canada, England and United States of America. The program has a faculty: student ratio of 42:1, many from the college of medicine and medical sciences. It earned its accreditation on 1st April 1975. The University at the request of the state government was taken over by the federal government and became a federal University. Today, the University has continued to grow from strength to strength with a number of faculties, departments, institutes and units. Following NUC's directives, the University experimented with the collegiate system in 1991 to 1993.

The University presently has two campuses, the Ekenhuan and Ugbowo campuses, it

is made up of 15 faculties, 73 departments and over 60,000 undergraduate and post-graduate students (Academic Planning Unit, University of Benin, 2023).

It has been headed by one rector and ten vice chancellors and is renowned for research, learning and community service (Times Higher Education, 2023).

3.2 Research Design

This study will adopt a mixed-methods research design, combining both quantitative and qualitative approaches. The rationale for this design is to leverage the strengths of both methods: quantitative data will provide measurable evidence of leadership styles and their impact on organizational goal achievement, while qualitative data will offer deeper insights into leadership experiences and contextual factors at the University of Benin.

3.3 Population of the study

The population of the study consists of 8,023 staff of the University of Benin, Benin City Edo State. The target population includes academic and administrative staff at the University of Benin, with particular emphasis on leadership positions such as the Deans, Heads of Departments, and senior administrative officers.

3.4 Sampling Technique

This research will be carried out in University of Benin, Benin City, Edo state. Random sampling technique will be used for the study. Samples of 400 respondents will be randomly selected from various Faculties of the University of Benin. Since it is difficult to study the entire staff, a sample has to be chosen. The sample population will be carefully selected to be representative enough to speak the minds of the entire staff. For the quantitative component, a larger sample of faculty and administrative staff across different faculties will be surveyed

to gauge perceptions of leadership effectiveness. For the qualitative component, semi-structured interviews will be conducted with a smaller, purposively selected group of university leaders and key stakeholders to explore leadership practices in greater depth.

3.5 Method of Data Collection

The research instrument for the collection of data was questionnaire developed by the researcher on the desire to reduce what is known as inconvenience problem. The questionnaire method is a quick, more efficient information and data gathering from a widely scattered sample. A total number of 400 questionnaires will be distributed to 400 staff. The interviewing method was used to tackle the questionnaire and answers were provided immediately on the spot. The interview helped the researcher to gather more data on the matter at hand.

3.6. Data Collection Instrument

In order to gather enough information, the researcher made use of already designed questionnaire. All the questions were carefully constructed to avoid problems. The questionnaire is made up of four sections, that is A, B, C and D.

Section A: examined the demographic characteristic of the respondents ranging from their age, Sex, marital status, educational/professional attainments and so on.

Section B: examined the dynamics of the three styles of leadership, which are the democratic, autocratic and laissez-faire styles of leadership

Section C: examined the factors that may inhibit the role of effective leadership in the administration of the University of Benin, Benin City, Edo State.

Section D: examined the leadership roles in an organization.

3.7. Procedure for Data Collection

The questionnaires were administered on the selected sample study of 400 staff. The procedure for the data collection was difficult since most of the staff were busy. At the end of it all the exercise was successful.

3.8 Returned of Questionnaire

The return of questionnaire was done by keeping in touch with the respondents of the 400 questionnaires administered, 20 were not returned leaving 380 which is 95% of the total administered. This percentage was rated as satisfactory for the analysis.

3.9. Data Analysis

Data cleaning and editing were done manually. The method used in the analysis of data obtained from the questionnaire distributed is percentages.

3.10. Ethical Considerations

Steps were taken to address the ethical issues inherent in the study. Permission was sought from the various Heads of the Department in the various Faculties of the University of Benin before administering the instrument (questionnaire) on the staff of the departments.

Informed consent of all respondents was sought before administering the questionnaire

Furthermore, anonymity and confidentiality were strictly adhered to.

3.11. Limitation of the Methodology

The Limitations of the methodology are based on respondents' lack of time and lukewarm attitude regarding the completion and returning of questionnaires.

Keeping in touch with the respondents constantly reduced these limitations.

SECTION FOUR

DATA ANALYSIS

This chapter deals with presentation and analysis of data collected through the questionnaires.

The data were analyzed using exclusively the answers provided to research question.

Table 4.1 Classifications of Respondents by Age

Age Group	Number Of Respondents	Percentage
25-30 years	56	14.7%
31-35 years	64	16.8%
36-40 years	91	24.2%
41-45 years	80	21.1%
46 and above	89	23.2%
Total	380	100%

Source: Fieldwork 2025

Analysis as shown in Table 4.1 above revealed that out of 380 respondents, 56, 14.7% were in the age group of between 25-30 years, 64 or 16.8% were in the age group of 31-35 years or 24.2% were in the age group between 36-40 years, or 21.1% were in the age group of 41-45 years, while 23.2% were in the age bracket of between 46 and above years.

This further revealed that the staff between the ages of 36-40 years are more in number and followed by those in the age bracket between 46 years and above. This translates that the organization has many mature and experienced staff that will enable the organization achieve its goals and objectives.

Table 4.2 Classifications by Sex

Sex	Number Of Respondents	Percentage
Male	220	57.9%
Female	160	42.1%
Total	380	100%

Source: Fieldwork 2025

The respondents were classified according to sex. Analysis indicated that out of 380 respondents 220 or 57.9% of the respondents were males, while 160 or 42.1% were females.

This also revealed that the organization is made up of male staff and female staff.

Table 4.3 Classifications by Marital Status

Marital Status	Number Of Respondents	Percentage
Single	64	16.8%
Married	275	72.6%
Widow	41	10.5%
Divorce	-	-
Separate	-	-
Total	380	100%

Source: Fieldwork 2025

Table 4.3 above shows that 64 or 16.8% of the respondents are single. 275 or 72.6% of them are married, while 41 or 10.5% are widows.

The high percentage of married respondents confirms the maturity, dedication and responsibility which an effective leader should possess.

Table 4.4 Classifications by Religion

Religion	Number Of Respondents	Percentage
Christianity	280	73.7%
Islam	72	18.9%
Traditional	28	7.4%
Others	-	-
Total	380	100%

Source: Fieldwork 2025

The respondents were classified according to religion. Analysis indicated that out of 380 respondents, 280 or 73.7% of the respondents were Christians, 72 or 18.8% were Islam while 28 of 7.4% practice traditional religion.

This shows that the staffs who are Christians are more in number followed by Islam.

Table 4.5 Professional Qualifications of Respondents

Professional Qualification	Number Of Respondents	Percentage
NCE	100	26.3%
HND	80	21.1%
BSC	140	36.8%
HND	60	15.8%
Total	380	100%

Source: Fieldwork 2025

Table 4.5 shows the professional qualification of respondents as indicated in the above analysis, out of the 380 respondents 100 or 26.3% possess NCE alone, 80 or 21.1% have HND alone, 140 or 36.8% possess BSC while 60 or 15.8% possess PhD.

This reveals that the staff are qualified staff, possess the necessary qualifications and the knowledge that will enable them achieve the goals of the organization. But the large number of single qualification holders may need attention for further training.

Table 4.6 Classifications of Respondents by Lengths Of Service.

Length of Service	Number of Respondents	Percentage
0-5 years	16	4.2%
6-15 years	80	21.1%
16-25 years	124	32.6%
26 years and above	160	42.1%
Total	380	100%

Source: Fieldwork 2025

Respondents were asked to indicate the number of years they have been with the organization.

Analysis revealed that out of 380 respondents, 16 or 4.2% have been the organization for the period of 0-5 years, 80 or 21.1% of them have worked for the organization for the period of 6-15 years, 124 or 32.6% have been with the organization for the period of 16-25 years, while 160 or 42.1% have worked for the organization for a period of 26 years and above.

This Table shows that many of the respondents are in the middle level management and have many years of working experience. A high level responsibility is expected of them for the effective supervision of their subordinates.

Table 4.7 Classifications of Respondents by Grade Level

Level	Number Of Respondents	Percentage
LEVEL 1	80	21.1%
LEVEL 2	120	31.6%
LEVEL 3	140	36.8%
LEVEL 4	40	10.5%
Total	380	100%

Source: Fieldwork 2025

A question was asked to ascertain the position of the respondents. analysis revealed that out of 380 respondents 80 or 21.1% were on level 1, 120 or 31.6% were on level 2, 140 or 36.8% on level 3, while 40 or 10.5% were on level 5.

This reveals that more than half of the staffs in the organization are in the middle level management cadre.

Table 4.8 Leadership Style That Enhance Group Efficiency

Views	Number of Respondents	Percentage
Democratic	196	51.6%
Autocratic	128	33.7%
Laissez-faire	56	14.7%
Total	380	100%

Source: Fieldwork 2025

This Table shows that 196 or 51.6% of the 380 respondents believed that democratic leadership promotes group efficiency, while 5 or 14.7% believed that laissez faire promotes group efficiency.

This indicates that majority of staff in the organization agreed that the leadership style that best promotes group efficiency is the democratic leadership style.

Table 4.9 Leadership Style That Increase Opportunities for Subordinates Job Satisfaction

Views	Number of Respondents	Percentage
Democratic	292	76.8%
Autocratic	32	8.4%
Laissez-faire	56	14.7%
Total	380	100%

Source: Fieldwork 2025

Respondents were asked to state which of the leadership style increases opportunities for subordinate’s job satisfaction. Analysis as indicated in Table 4.9 above revealed that out of 380 respondents, 292 or 76.8% believed that democratic leadership increases opportunities for subordinate’s job satisfaction, 32 or 8.4% held that it’s autocratic leadership, while 56 or 14.7% believes that it is laissez-faire leadership.

This further affirms that majority of the staff in the organization see democratic leadership as the leadership style that will increase opportunities for job satisfaction.

Table 4.10 Leadership Styles That Would Happily Welcome New Ideas

Views	Number of Respondents	Percentage
Democratic	320	84.2%
Autocratic	20	5.3%
Laissez-faire	40	10.5%
Total	380	100%

Source: Fieldwork 2025

The Table above shows that 320 or 84.2% of the 380 respondents believed that democratic leadership promotes and enhances new ideas and changes; 20 or 5.3% held that autocratic promotes new ideas and changes, while 40 or 10.5% believed that laissez-faire enhances new ideas and changes.

This analysis confirms that majority of staff in the organization agreed that the leadership style that best promotes new idea is democratic leadership style.

Table 4.11 Leadership Styles That Promotes High Productivity

Views	Number of Respondents	Percentage
Democratic	280	73.7%
Autocratic	60	15.8%
Laissez-faire	40	10.5%
Total	380	100%

Source: Fieldwork 2025

The above Table indicated that 280 or 73.7% of the 380 respondents believed that democratic style of leadership enhances high productivity; 60 or 15.8% held that autocratic enhances high productivity, while 40 or 10.5% believed that laissez-faire enhances high productivity.

This analysis indicates that the majority of staff in the organization agreed that the leadership style that best enhances high productivity is democratic leadership style.

Table 4.12 Leadership Styles That Is Most Difficult In Getting a Work Done

Views	Number of Respondents	Percentage
Democratic	136	35.8%
Autocratic	196	51.6%
Laissez-faire	48	12.6%
Total	380	100%

Source: Fieldwork 2025

The Table above indicates that 136 or 35.8% of the 380 respondents believed that democratic style of leadership is a moderate style in getting things done; 196 or 51.6% held that autocratic is the most difficult in getting things done while 48 or 12.6% believed that Laissez-faire is the mildest style in getting things done.

The research revealed that the majority of staff in the organization agreed that autocratic style is the most difficult style in getting things done.

Table 4.13 Leadership Style That Is Presently Used In Admin Department

Views	Number of Respondents	Percentage
Democratic	260	68.4%
Autocratic	88	23.2%
Laissez-faire	32	8.4%
Total	380	100%

Source: Fieldwork 2025

Analysis as shown in Table 4.13 reveals that out of 95 respondents, 260 or 68.4% believed that the current leadership style at the University of Benin is democratic; 88 or 23.2% beld that it is autocratic, while 32 or 8.4% believed it is laissez-faire.

This further confirms that the leadership of the Public Administration Department encourages staff to participate in proposal actions and decision making. It also shows that the leadership consults for subordinates' new ideas.

Table 4.14 Leadership That Is the Best for The Administration Department

Views	Number of Respondents	Percentage
Democratic	364	95.8%
Autocratic	8	2.1%
Laissez-faire	8	2.1%
Total	380	100%

Source: Fieldwork 2025

Respondents were asked to determine the best leadership style for the effective administration of the Administration Department. Generally, 364 or 95.8% out of the 380 respondents believed it is democratic; 8 or 2.1% held the view that it is autocratic, while 8 or 2.1% is of the view that laissez-faire is best.

This revealed that democratic leadership is most preferred by staff of this organization.

Table 4.15 Respondents Involvement in Decision Making

Decision Making	Number Of Respondents	Percentage
Yes	244	64.2%
No	136	35.8%
Total	380	100%

Source: Fieldwork 2025

Respondents were classified by the level of their involvement in decision making.

The analysis as shown in Table 4.15 above shows that out of 380 respondents, 244 or 64.2% of them were involved in various levels of decision making while 136 or 35.8% were not involved in decision making.

Table 4.16 Acceptances of Suggestions Made by Subordinates

Decision Making	Number Of Respondents	Percentage
Always	88	23.2%
Never	-	-
Sometime	292	76.8%
Total	380	100%

Source: Fieldwork 2025

Respondents were asked to indicate whether superior officers do accept their subordinates' suggestions.

The analysis revealed that out of the 380 respondents, 88 or 23.2% always accept their subordinates' suggestions, while 292 or 76.8% sometimes accept their subordinates' suggestions.

This further revealed that there is an element of participation by subordinates in some level of decision making process.

Table 4.17 Acceptances of New Ideas By Superior Officers

Acceptance of New Ideas	Number of Respondents	Percentage
Always	160	42.1%
Sometimes	180	47.4%
Never	40	10.5%

Total	380	100%
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Source: Fieldwork 2025

A question was posed to the respondents to determine the degree of receptiveness of superior officers to new ideas.

From the above analysis, 160 or 42.1% of the 95 respondents held that the superiors always accept new ideas; 180 or 47.4% said that the superior sometimes accept new ideas, while 40 or 10.5% held that the Superiors never accept new ideas.

This implies that the staff leaders in the organization are receptive to new ideas.

Table 4.18 Declarations of Duties

Views	Number of Respondents	Percentage
Yes	291	76.8%
No	89	23.2%
Total	380	100%

Source: Fieldwork 2025

The analysis as indicated in the Table above shows that 291 or 76.8% of the 380 respondents agreed to delegating duties, while 89 or 23.2% had contrary views because they are in the lowest rank of the staff, hence they do not delegate duties.

This reveals that the principle of delegation of duties is adhered to, and this will lessen the work load of the staff and also enhance subordinates' growth and development.

Table 4.19 Positive Effects of Subordinates Social Attributes

Decision Making	Number of Respondents	Percentage
Always	364	95.8%
Sometime	16	4.2%
Never	-	-

Total	380	100%
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Source: Fieldwork 2025

Respondents were asked to indicate if social attributes have positive effect on subordinates.

The analysis above revealed that out of the 380 respondents, 364 or 95.8% always accept that social attributes have positive effect on subordinates, while 16 or 4.2% sometimes accept that social attributes have positive effect on subordinate.

This further confirms that the majority of staff in the organization agreed that social attributes have positive effect on subordinates.

Table 4.20 Moral Qualities of Superior Officers

Decision Making	Number of Respondents	Percentage
Yes	340	89.5%
No	40	10.5%
Total	380	100%

Source: Fieldwork 2025

A question was asked the respondents on whether moral qualities of superior officers affect workers' performance.

Results as shown in Table 4.20 above reveal that out of 380 respondents, 340 or 89.5% of them agreed that moral qualities of Superior officers affect workers performance, while 40 or 10.5% did not agree that moral qualities of superior officers affect workers performance.

This analysis indicates that majority of staff agreed that moral qualities of superior officers affect workers' performance.

Table 4.21 Funding Of the Organization Programmes

Views	Number of Respondents	Percentage
Yes	372	97.9%

No	8	2.1%
Total	380	100%

Source: Fieldwork 2025

A question was equally asked if poor funding of the organization's programmes affects the department.

Results show that out respondents, 372 or 97.9% of them agreed that poor funding of organization's programmes affects the department, while 8 or 2.1% did not agree that poor funding of the of 380 organization's programmes affects the department.

This further affirms that poor funding of the organization's programmes affects the department.

Table 4.22 Positive Impacts on Workers' Performance At Work

Views	Number Of Respondents	Percentage
Yes	340	89.5%
No	40	10.5%
Total	380	100%

Source: Fieldwork 2025

Respondents were asked to indicate if punctuality has positive impact on workers' performance. The analysis as shown above indicates that out of 380 respondents, 340 or 89.5% accept that punctuality has positive impact on workers performance, while 40 or 10.5% sometime accept that punctuality does not have positive impact on workers performance.

These further affirm positively that punctuality has positive effect on workers' performance at work.

Table 4.23 Subordinates Needs

Views	Number of Respondents	Percentage
Yes	220	57.9%
No	160	42.1%
Total	380	100%

Source: Fieldwork 2025

A question was posed to 380 to the respondents to indicate if their superior managers provide their needs

From the above analysis, 220 or 57.9% of the 380 respondents held that the superior managers give the followers what they need while 160 or 42.1% said that the superior do not oblige the followers with what they need.

This revealed that superior managers in the organization are receptive to the needs of their subordinates.

Table 4.24 Setting a Clear Vision For Workers Performance

Views	Number of Respondents	Percentage
Yes	280	73.7%
No	100	26.3%
Total	380	100%

Source: Fieldwork 2025

A question was asked to determine if setting a followers to perform their duties.

From the analysis, 280 or 73.7% of the 380 respondents accept that setting a clear vision influence the followers to perform their duties while clear vision influences the 100 or 26.3% said setting a clear vision sometimes influences the followers' performance.

This affirms that setting a clear vision influences the followers to perform their duties.

Table 4.25 Praise for Job Well Done

Views	Number of Respondents	Percentage
Yes	120	31.6%
No	260	68.4%
Total	380	100%

Source: Fieldwork 2025

Respondents were asked to indicate if their Superior managers provide praise for job well done.

From the analysis of Table 4.25 above, 120 or 31.6% of the 380 respondents held that superior managers provide praise for job well done, while 260 or 68.4% indicated that their superior managers occasionally provide praise for job well done.

This further indicates that superior managers quite often praise their subordinates for job well done.

Table 4.26 Tools Needed To Perform Effective Task in An Organization

Views	Number of Respondents	Percentage
Yes	300	78.9%
No	80	21.1%
Total	380	100%

Source: Fieldwork 2025

A question was asked as to whether managers in their organization provide tools needed to perform effective task in achieving organizational success. From the above result, 300 or 78.9% of the 380 respondents accept that managers sometimes provide tools needed in performing effective task in achieving organizational success.

This further affirms that managers provide tools needed to perform effective task in achieving organizational success.

Table 4.27 Management Responsibilities in Department

Views	Number of Respondents	Percentage
Yes	260	68.4%
No	120	31.6%
Total	380	100%

Source: Fieldwork 2025

Respondents were asked to indicate if poor management responsibility in the department affects the organization's action. Analysis reveals that out of 380 respondents, 260 or 68.4% accept that poor management responsibility affect organizational actions, while 120 or 31.6% accept that poor management responsibility does not affect organizational action.

This revealed that poor management responsibility in the department affect the organization's action.

Table 4.28 Levels of Managers Intelligence

Views	Number of Respondents	Percentage
Yes	220	57.9%
No	160	42.1%
Total	380	100%

Source: Fieldwork 2025

A question was posed to the respondents to indicate if the level of manager's intelligence affects their performance in the department.

From the above analysis, 220 or 57.9% of the 380 respondents affirm that the level of manager's intelligence does not affect their performance in the department.

This further confirms that majority of the staff agreed that the level of manager's intelligence affects the worker performance in the department

Table 4.29 Accurate Understanding of Manager in the Department

Views	Number of Respondents	Percentage
Yes	200	52.6%
No	180	47.4%
Total	380	100%

Source: Fieldwork 2025

A question was posed to the respondents to determine if a manager in department requires an accurate understanding of the department.

From the above analysis, 200 or 52.6% of the 380 respondents held that the manager in the department requires an accurate understanding of the department while 180 or 47.4% said that the manager does not require an accurate understanding of the department to perform.

This analysis confirms that managers in the department would generally require an accurate understanding of the department.

The following factors were identified by the respondents in the open ended question as likely to inhibit effective leadership in the various faculties of the University.

- a. Shortage of staff and officers in the organization (45 staff)
- b. Shortage of equipment (35 staff)
- c. If superior officers fail to exhibit exemplary conduct for the subordinates to emulate (40 staff)
- d. Absence of staff ethics (15 staff)
- e. Educational barriers for staff (7 staff)
- f. Inadequate communication (3 staff)
- g. Inferiority complex among many staff (15 staff)

h. Insubordination among some staff (20 staff)

SECTION FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDIES, AND CONTRIBUTION TO KNOWLEDGE

5.1 Summary of Findings

This study investigated the role of effective leadership in achieving organizational objectives at the University of Benin, Benin City, Edo State. The objectives were to:

1. Examine the role of leadership in creating a conducive organizational climate.
2. Assess the impact of the prevailing leadership style on staff performance.
3. Identify key factors that constrain leadership effectiveness within the University system.

A descriptive survey design was adopted. Data were collected through structured questionnaires administered to 405 staff members across various faculties, and analyzed using descriptive statistics (frequencies and percentages).

The key findings of the study include:

1. A majority of staff have put in several years of service, with many occupying middle management positions, signifying a stable and experienced workforce.
2. Staff members possess diverse qualifications, enhancing institutional competence.
3. Most respondents demonstrated openness to new ideas, reflecting a readiness for innovative leadership.
4. The democratic leadership style was widely regarded as the most effective for promoting job satisfaction, productivity, and organizational development.

5. Clear vision-setting was perceived as essential for motivating staff and enhancing performance.
6. Provision of adequate tools and resources was recognized as a major driver of staff efficiency and organizational growth.
7. Leaders' moral and ethical qualities were found to significantly influence staff attitudes and performance.
8. Poor funding and weak managerial responsibility emerged as significant impediments to organizational success.
9. Other constraints to leadership effectiveness included staff shortages, lack of equipment, poor communication, insubordination, and educational barriers among staff.

5.2 Conclusion

The study concludes that effective leadership is a vital determinant of organizational success in the University of Benin. The democratic leadership style—anchored on inclusiveness, participation, and shared decision-making—was identified as the most appropriate for fostering a supportive organizational climate, staff satisfaction, and productivity.

The findings further establish the importance of visionary leadership, where leaders clearly articulate goals and inspire staff towards collective achievement. In addition, the moral character and ethical conduct of leaders were shown to be integral to organizational effectiveness, as they directly influence staff behavior and performance.

However, leadership effectiveness is significantly undermined by systemic challenges such as poor funding, resource shortages, weak managerial responsibility, and inadequate communication. This underscores the fact that leadership success is not solely dependent on

the competence of leaders but also on the institutional structures and support systems that enable leaders to function effectively.

In summary, the study affirms that democratic, visionary, and morally grounded leadership, supported by adequate resources and institutional backing, is essential for achieving organizational objectives in higher education institutions.

5.3 Recommendations

Based on the findings and conclusion, the following recommendations are made:

1. **Institutionalize Democratic Leadership:** University administrators should embrace democratic leadership practices that encourage inclusiveness, open dialogue, and participatory decision-making.
2. **Strengthen Capacity Development:** Continuous training and retraining programs should be implemented to build the capacity of staff and ensure they remain competent in dynamic environments.
3. **Improve Funding and Resource Allocation:** Adequate financial support and provision of resources should be prioritized to eliminate bottlenecks that hinder effective leadership.
4. **Promote Ethical and Moral Leadership:** Leaders should model integrity, fairness, tolerance, and composure. Ethical leadership training should be made mandatory for administrators.
5. **Enhance Managerial Accountability:** Transparent monitoring and evaluation mechanisms should be developed to ensure effective discharge of leadership responsibilities.

6. **Strengthen Communication Systems:** A clear, transparent, and multi-directional communication framework should be established to minimize insubordination and enhance cooperation.
7. **Reward and Recognition Systems:** Staff contributions should be recognized and rewarded to boost morale, motivation, and performance.
8. **Visionary Goal-Setting:** Leaders should consistently articulate clear visions and communicate them effectively to align individual efforts with institutional objectives.

5.4 Suggestions for Further Studies

In light of the findings and limitations of this study, the following areas are recommended for further research:

1. **Comparative Leadership Styles Across Universities:** Future studies could compare leadership practices in public and private universities to determine the influence of institutional context.
2. **Impact of Leadership on Academic vs. Non-Academic Staff:** Research could investigate differences in how leadership affects academic and non-academic staff.
3. **Leadership and Gender Dynamics:** Further studies could explore whether the gender of leaders influences leadership style, staff motivation, and organizational outcomes.
4. **Longitudinal Studies on Leadership and Organizational Performance:** Future research could track the long-term impact of leadership practices on institutional objectives.
5. **Funding and Leadership Effectiveness:** A focused study could examine the specific relationship between funding levels and leadership effectiveness.

6. **Technology and Leadership Practices:** Research could explore how technology-enabled leadership (e-leadership) shapes staff engagement and productivity.
7. **Leadership, Morality, and Organizational Ethics:** Further studies could investigate the link between ethical leadership and staff commitment in higher education institutions.
8. **Mixed-Methods Approaches:** Building on this descriptive study, future research could employ advanced quantitative models or in-depth qualitative interviews to generate richer insights into leadership dynamics.

5.5 Contribution to Knowledge

This study has contributed to knowledge in the following ways:

1. **Empirical Evidence from Nigerian Universities:** It enriches the body of literature on leadership effectiveness within the Nigerian higher education context, using the University of Benin as a case study.
2. **Validation of Democratic Leadership:** It affirms the effectiveness of democratic leadership in enhancing staff satisfaction, inclusiveness, and productivity in universities.
3. **Integration of Moral Leadership:** It demonstrates the significant role of leaders' ethical and moral qualities in shaping staff performance, thereby extending global leadership theories to a local context.
4. **Structural Constraints as Moderators of Leadership:** It highlights poor funding, weak managerial responsibility, and inadequate communication as critical constraints that mediate leadership effectiveness in Nigerian universities.
5. **Practical Implications for Policy and Management:** The study provides actionable insights for university administrators and policymakers on strengthening leadership

practices through participatory governance, ethical standards, and adequate resource provision.

In essence, the study contributes to leadership scholarship by contextualizing global theories—such as transformational, servant, and democratic leadership—within the realities of Nigerian higher education. It demonstrates that leadership effectiveness depends not only on leadership style but also on the institutional environment in which it operates.

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**APPENDIX OF SUSTAINABLE PROCUREMENT, ENVIRONMENTAL AND
SOCIAL STANDARDS ENHANCEMENT (SPESSE) CENTRE OF EXCELLENCE
UNIVERSITY OF BENIN, BENIN CITY.**

Questionnaire

Dear Sir/Ma,

This research study is on the assessment of the role of effective leadership in achieving organizational objectives: A case study of the University of Benin, Benin City. It is in partial fulfillment for the award of a Master Degree in Social Standards

The research is to look at the style and effect of leadership in the various Faculties in the University of Benin.

It's expected that the outcome of this study will help provide solution to any identified problems that may be inhibiting the leadership style of the various Faculties.

Please be aware that any information offered will be treated and used in strict confidentiality.

Please do not write your name on the questionnaire to guarantee your anonymity. You will therefore be expected to tick (✓) one or more answers that you consider appropriate to the questions asked.

Thanks for your co-operation.

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS

Please (✓) in the appropriate box

1. Date of interview.....
2. Age (a) 25-30 years (b) 31-35 years (c) 36-40 years (d) 41-45 years (e) 46years and above
3. Sex: (a) Male (b) Female
4. Marital Status: (a) Single (b) Married (c) Divorce (d) Widowed (e) Separated
5. Religion: (a) Christian (b) Islam (c) Traditional (d) Others
Specify.....
6. Educational qualification: (a) NCE (b) HND (c) BSc. (d) PhD.
7. How long have you been working in the department? (a) 0-5years (b) 6-15years (c) 16-25years (d) 26 years and above
8. What is your present grade level in the department? (a) Level 1 (b) Level 2 (c) Level 3 (d) Level 4

Section B: Leadership Styles in an Organization

Please read through the following styles of leadership and answer question 1-9

A. Democratic Leader: this leader consults with subordinates and encourages their participation on proposed actions and decision making. This leader also welcomes new ideas and changes.

B. Autocratic Leader: this leader is very conscious and dictates what subordinates do. He commands and expects compliance.

C. Laissez-faire: this leader does not bother subordinates with anything and allows all to do what he or she likes in the organization.

1. Which of the three styles of leaders described above would be most helpful to you at work? (a) Laissez-faire (b) Autocratic (c) Democratic
2. Which of the leadership style would increase opportunities for subordinate job satisfaction? (a) Autocratic (b) Laissez-faire (c) Democratic
3. Which of these leaders would happily welcome new ideas and changes? (a) Autocratic (b) Democratic (c) Laissez-faire
4. Which of these leadership styles would promote high productivity? (a) Autocratic (b) Democratic (c) Laissez-faire
5. Which of these three leadership styles described would be able to promote group efficiency? (a) Autocratic (b) Democratic (c) Laissez-faire
6. Which of these leadership styles is most difficult getting a job done? (a) Autocratic (b) Democratic (c) Laissez-faire
7. Which of these styles of leadership is presently in use in your organization? (a) Autocratic (b) Democratic (c) Laissez-faire

8. Which of these styles of leadership is best for Faculties? (a) Autocratic (b) Democratic (c) Laissez-faire
9. Which of these styles of leadership is best used to enhance the growth of an organization? (a) Laissez-faire (b) Autocratic (c) Democratic