

**EXAMINING THE IMPACT OF LEADERSHIP STRATEGY ON INSTITUTIONAL  
PERFORMANCE: STUDY OF THOMAS ADEWUMI UNIVERSITY**

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**22/15BAA010**

**AUGUST, 2025**

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**BY**

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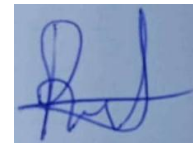
**22/15BAA010**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF BUSINESS  
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THOMAS ADEWUMI UNIVERSITY, OKO-IRESE, NIGERIA IN PARTIAL  
FULFILMENT OF THE REQUIREMNT FOR THE AWARD OF BACHELOR OF  
SCIENCE DEGREE (B.Sc) IN BUSINESS ADMINISTRATION**

**AUGUST, 2025**

## DECLARATION

I, **OLUSOLA, BLESSING OLUWASEUN (22/15BAA010)** declare that this research was carried out by me under the supervision of Dr. Peter A. O. of the Department of Business Administration, Faculty of Management and Social Science, Thomas Adewumi University, Oko-Irese, Kwara State. All concepts and prospects presented in this research are the result of my original work, and any ideas or views from other sources have been appropriately cited and acknowledged.



14/10/25

**OLUSOLA, Blessing Oluwaseun**

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**Signature/Date**

## CERTIFICATION

This Research Project titled “Examining the Impact of Leadership Strategy on Institution: Performance: Study of Thomas Adewumi University” By Olusola, Blessing Oluwaseun (22/15BAA010) meets the requirements of the award of degree of Bachelor of Science of Thomas Adewumi University and is approved by the Department of Business Administration, Faculty of Management and Social Science, Thomas Adewumi University, Oko, Kwara State, Nigeria.



14/10/25

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## **DEDICATION**

I dedicate this work to God almighty, the one who has helped and strengthen me to this stage.

This work is also dedicated to my beloved parent Professor Abolarin O. E and Mrs Abolarin D.

Y and to my amazing siblings, Olusola Oluwagbemiga, Olusola Ifeoluwa.

## ACKNOWLEDGEMENT

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My deep appreciation goes to my Supervisor, the Head of the Department of Business Administration, Dr. Peter A. O., I am most grateful for the help, guidance and leadership, I am grateful for your insight and expertise.

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## ABSTRACT

This study examined the impact of leadership strategy on institutional performance at Thomas Adewumi University, Nigeria. Specifically, it investigated the influence of participative decision-making style on employee job satisfaction, the effect of ethical principles on employee commitment, and the impact of transparency on employee trust. A sample of 52 respondents was drawn from a population of 150 staff members, using structured questionnaires as the primary data collection tool. The data were analyzed using regression analysis to test three null hypotheses. Findings revealed that participative decision-making style significantly influenced employee job satisfaction ( $\beta = 0.330$ ,  $p = 0.017$ ), ethical principles had a strong positive effect on employee commitment ( $\beta = 0.770$ ,  $p < 0.001$ ), and transparency significantly impact employee trust ( $\beta = 0.680$ ,  $p < 0.001$ ). Among these, the relationship between ethical principles and employee commitment was the strongest predictor of leadership effectiveness. The study concluded that employee satisfaction, commitment, and trust are essential drivers of effective leadership and institutional performance. The study recommends that university leadership should actively promote participative decision-making, uphold strong ethical standards, and foster transparency to sustain organizational growth and staff mora

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Effective leadership strategies play a significant role in shaping institutional performance. Leaders who inspire, motivate, and empower their employees can promote a positive work environment, leading to improved job satisfaction, motivation, and commitment. It is essential for institutions to prioritize institutional performance. Engaged employees are more productive, efficient, and committed to their work, leading to better institutional performance and outcomes. In today's dynamic and increasingly competitive global landscape, the success and sustainability of organizations are inextricably linked to their ability to adapt, innovate, and effectively utilize their resources. At the heart of this organizational prowess lies leadership – the driving force that shapes culture, guides action, and ultimately determines performance outcomes (Bass & Bass, 2008). Effective leadership is not just about holding a position of authority; rather, it encompasses the strategic deployment of various approaches and styles to inspire, motivate, and direct individuals towards the achievement of shared organizational goals (Northouse, 2018).

Scholars and practitioners alike recognize that the way leaders lead their values, transparency, ability to foster trust, and approaches to decision-making can have a profound impact on critical organizational outcomes such as productivity, profitability, innovation, and employee satisfaction (Yukl, 2013). In an era characterized by rapid technological advancements, globalization, and evolving workforce expectations, the need for adaptable and impactful leadership strategies has become more critical than ever.

Within the broad spectrum of leadership research, specific dimensions have emerged as particularly influential in shaping organizational dynamics and performance.

Furthermore, the strategic adoption of participative decision-making holds significant potential for enhancing institutional performance in Nigeria. By actively involving employees in relevant decision-making processes, leaders can tap into the diverse knowledge, experiences, and perspectives within the Nigerian workforce (Adigun & Stephenson, 2005). This inclusive approach can lead to more innovative solutions, greater employee buy-in, and a stronger sense of ownership over organizational outcomes. In a culture that often values communalism and collective input, participative leadership can foster a more engaged and motivated workforce, directly contributing to higher levels of job satisfaction and commitment.

The impact of leadership strategy on employee job satisfaction is a critical link to institutional performance. In the Nigerian context, where factors such as work-life balance, fair compensation, and opportunities for growth are highly valued (Oguntimehin & Taiwo, 2012), leaders who prioritize employee well-being and create a positive work environment are more likely to cultivate a satisfied workforce. Leadership behaviors that demonstrate care, provide support, and recognize employee inputs can significantly enhance job satisfaction, which, in turn, is associated with increased productivity, reduced absenteeism, and higher retention rates.

Closely related to job satisfaction is employee commitment. When employees feel valued, respected, and aligned with the organization's goals, their commitment levels tend to be higher (Meyer & Allen, 1991). Leadership strategies that foster a sense of purpose, provide opportunities for professional development, and promote a strong organizational culture can cultivate a more committed workforce. Committed employees are more likely to go the extra

mile, contribute to organizational success, and remain with the organization for the long term, reducing the costs associated with employee turnover and enhancing organizational stability.

Transparency in leadership communication and organizational practices is a vital element in the discuss of institutional performance. Transparency in areas such as organizational goals, decision-making processes, and performance feedback can reduce uncertainty, foster a sense of fairness, and enhance employee understanding of the organizational direction, thereby positively impacting job satisfaction, commitment, and trust. In a society where access to information is growing and demands for accountability are increasing, leaders who communicate openly, honestly, and consistently build trust and credibility (Idemudia, 2010).

Ultimately, employee trust is an important element in leadership. Trust is built over time through consistent ethical behavior, the genuine inclusion of employees in decision-making, transparent communication, and a demonstrated commitment to employee well-being (Hosmer, 1995; Uduji & Okolo-Obasi, 2011). When employees trust their leaders, they are likely to be engaged, collaborative, and willing to exert extra effort towards achieving organizational objectives. Trust fosters a positive and psychologically safe work environment, which is conducive to higher levels of job satisfaction, commitment, and overall organizational effectiveness. Therefore, this study aims to comprehensively investigate the direct and indirect impacts of leadership strategy in an institutional context. It will provide valuable knowledge for leaders seeking to cultivate high-performing organizations characterized by ethical conduct, engaged employees, and a culture of trust.

## **1.2 Statement of the Research Problem**

Despite the wide acknowledgement of the importance of leadership in driving organizational success, many organizations continue to grapple with issues related to leadership effectiveness and suboptimal performance. Challenges such as low employee engagement, high employee turnover, lack of innovation, and failure to achieve strategic goals can often be traced back to deficiencies in leadership strategy. While existing literature provides a broad understanding of the link between leadership and institutional performance, there is a need for more context-specific research that examines the impact of particular leadership strategy dimensions within the Nigerian institutions. Ejere, Abasilim (2012)

Specifically, there is a need to empirically analyze the extent to which participative decision making, ethical principles and the level of transparency as employed by leaders in institutions, influence their overall performance. A lack of clarity on these relationships can hinder organizations from adopting and implementing leadership strategies that are best suited to their specific context and can ultimately lead to missed opportunities for growth and development. This study, therefore, seeks to examine the impact of these key leadership strategy variables on institutional performance within Nigeria.

## **1.3 Research Questions**

- i. How does participative decision making style influence employee job satisfaction?
- ii. What is the effect of ethical principles on employee commitment?
- iii. Does transparency have impact on employee trust?

## **1.4 Objectives of the Study**

The main objective of this study is to examine the impact of leadership strategy on institutional performance in Nigeria. Specifically, the study aims to:

- i. ascertain the influence of participative decision making style on employee job satisfaction
- ii. determine the effect of ethical principles on employee commitment
- iii. examine the impact of transparency on employee trust

## **1.5 Research Hypotheses**

Based on the research objectives and questions, the following hypotheses stated in a null will be tested:

H<sub>01</sub>: Participative decision making style does not have a significant influence on employee job satisfaction.

H<sub>02</sub>: Ethical principle does not significantly affect employee commitment

H<sub>03</sub>: Transparency has no significant impact on employee trust

## **1.6 Operationalization of the Research Variables**

$Y=f(x)$

Where:

X = Independent variable

Y = Dependent variable

Substituting for X and Y

X = leadership strategy

Y = Institutional performance

The independent variable (X) can be further subdivided into the variables below:

$X_1, X_2, X_3$

Where

$X_1$  = Participative Decision Making Style (PDMS)

$X_2$  = Ethical Principles (EP)

$X_3$  = Transparency (T)

That is, Leadership strategy = (PDMS, EP, T)

The dependent variable (Y) can be broken down into the following variables:

Where:  $Y_1, Y_2, Y_3$

$Y_1$  = Employee Job satisfaction (EJS)

$Y_2$  = Employee Commitment (EC)

$Y_3$ : Employee Trust (ET)

That is, Institutional performance = (EJS, EC, ET)

That is, institutional performance is a function of leadership strategy. In other words, institutional performance can be enhanced through the leadership strategy in institutions.

## **1.7 Significance of the Study**

This research will be beneficial to various stakeholders. For policy makers, the findings can inform decisions related to leadership development and institutional performance, enabling the creation of more effective policies. Institutional leaders and management can benefit from understanding the impact of leadership strategies on performance, allowing them to develop targeted approaches to enhance their institutions' effectiveness.

Consultants can utilize the study's results to design evidence-based leadership development programs, while employees can gain a higher level of understanding of the importance of effective leadership in shaping organizational culture and performance. Researchers can build upon the existing body of knowledge, advancing theoretical understanding and informing future studies. Furthermore, the National Universities Commission (NUC) can leverage the research findings to inform policies and guidelines for institutional leadership development and performance evaluation, ultimately contributing to the improvement of higher education in Nigeria. By exploring the impact of leadership strategy on institutional performance, this study can provide valuable understanding and recommendations, enhancing the quality and effectiveness of institutions.

## **1.8 Scope of the Study**

This study will focus on examining the impact of leadership strategy on the institutional performance of Thomas Adewumi University. The study will target employees across different rank in the institution to gather diverse perspectives on leadership practices and their perceived impact on performance. The time frame for this research will be between September, 2024 to August, 2025.

## 1.9 Definition of Terms

- i. Leadership: refers to the process of influencing, guiding and inspiring individuals or achieve a common goal.
- ii. Strategy: refers to a set plan of action put in place by an organization to achieve a particular goal or goals in the organization
- iii. Leadership strategy: is a plan to develop and utilize leadership capabilities to achieve organizational goals
- iv. Institution: is a structured entity with a collective goal, comprising individuals working together to achieve specific objectives.
- v. Performance: refers to the achievement of goals, objectives and standards within an organization.
- vi. Institutional performance: refers to the effectiveness and efficiency of an institution in achieving its goals and objectives.
- vii. Participative decision making style: as a leadership strategy means to get employee or team members involved in decision making process i.e employees opinion matter.
- viii. Employee job satisfaction: is the level of contentment and fulfillment an employee gets from their job.
- ix. Ethical principles: fundamental guidelines that shape behavior or approach of leaders, ensuring actions are morally sound and responsible i.e leaders are not bias in making decisions.
- x. Employee commitment: refers to the emotional and psychological attachment an employee has towards their organization.

- xi. Transparency: refers to honesty, openness and clarity in communication, actions and decision making.
- xii. Employee trust: refers to the confidence employees have in their organization's leadership, policies and practices.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a comprehensive review of existing theoretical and empirical literature relevant to the impact of leadership strategy on institutional performance. It examines the key concepts of leadership, ethical principles, transparency, employee job satisfaction, employee trust, employee commitment, decision-making, and institutional performance. Furthermore, it explores the theoretical linkages between these variables and discusses relevant studies conducted in various organizational contexts, with a specific focus where available on research within Nigerian. This review aims to establish the theoretical foundation for the present study and identify gaps in the existing literature that this research seeks to address.

#### **2.2 Conceptual Review**

##### **2.2.1 Concept of Leadership**

Leadership, a multifaceted and widely studied phenomenon, has been defined in numerous ways over the decades. Early definitions often focused on traits and characteristics of leaders (e.g., Stogdill, 1948). However, contemporary perspectives emphasize leadership as a process of influence that occurs between leaders and followers to achieve common goals (Northouse, 2018). Effective leadership involves the ability to inspire, motivate, and direct others, shaping organizational culture and driving performance outcomes (Yukl, 2013). Different leadership styles, such as transformational, transactional, laissez-faire etc, have been identified and their varying impacts on organizational effectiveness explored (Bass & Avolio, 1994).

This study focuses on specific strategic dimensions of leadership rather than broad styles, recognizing that effective leadership often involves a combination of approaches tailored to specific situations and organizational needs.

### **2.2.2 Leadership Styles**

Leadership styles are the behavioral patterns of leaders while leading their members towards organizational goals. The choice of the leadership style depends upon team members, the problem being addressed, and the situation. Let's discuss a few of the known leadership styles:

#### **i. Autocratic Leadership**

Autocratic leaders used to make decisions alone without taking advice from team members, relying on control and authority. This kind of leadership is usually used in mechanistic environments, for example, military regimes, where rules are strict and firm. Under autocratic leadership, the leaders have the freedom to exert the total power of decision-making and decisionexecution without advice or involvement of other individuals. The autocratic leader possesses unlimited levels of power and authority to impose his will on his followers. The leadership works well where strict surveillance is necessary. Sometimes the style is adverse to the morale of the employee because their contribution and output are not valued as highly and are generally frowned upon by employees. As a result, they are not involved in decision-making, which leads to employee turnover and job discontent.

#### **ii. Democratic Leadership**

Democratic leaders involve members of their staff in making decisions, valuing their opinions and inviting contributions. Most businesses and industries adopt democratic leadership because it

makes effective use of human resources and provides teamwork. According to Johnson and Ouchi (in the Harvard Business of 1994), who outlined five key aspects of democratic management styles, a great deal of study has been conducted on this style of leadership, which is predicated on the idea that people wish to contribute. 1. 2. 3. 4. 5. Prioritizing information flow from the bottom up so that top management may facilitate decision-making. Use of middle management as a stimulus for problem-solving. Emphasizing consensus as the gateway to decision making, paying close attention to the well-being of employers on a personal level.

### iii. Laissez-Faire Leadership

Laissez-faire leaders tend to let team members make decisions themselves, with little direction or control. Sometimes it works, like in research teams, where team members are self-motivated and require little supervision. This leadership is characterized by the presence of the body but not by leadership (Lewin, Lippitt, & White, 1939) in Goodnight, R. (2011). It is "the inability or assign of overall failure to assume responsibility for directing and coordinating activities, thus demonstrating leaders who refuse to make decisions, delay in action, and are nowhere to be found when required in decisive moments.". In addition, it is also characterized by non-interference of the leader in the activities of the employees in matters of decision-making procedures and how and in what way employees will accomplish organizational objectives left to them (Goodnight, 2011).

### iv. Transformational Leadership

Transformational leaders inspire and encourage subordinates towards excellent performance. Shared vision, innovation opportunities allow subordinates to take the initiative. Leaders' concern is not only about achieving organizational goals that exceed the prescribed standards but

also about the development of their employees'/subordinates' capability. Hence, transformational leaders are change-oriented.

#### v. Transactional Leadership

Transactional leaders stress tasks and transactions and reward and punish members to obtain their efforts. The style is applied where work is mundane and strictly demands conformity to the standard routine. This leadership style is renowned for the introduction of the carrot and stick technique to obtain organizational goals. Active management by exception, passive management by exception, and contingent reward are its three components.

#### vi. Servant Leadership

Servant leaders prioritize the team members' needs and are dedicated to their development and well-being. Servant leadership promotes a positive work culture, encourages teamwork, and motivates team members to own.

vii. Situational Leadership Situational leaders adapt to the situation, team members, and task requirements. This framework recognizes that there are different situations that call for various leadership styles.

#### viii. Charismatic Leadership

Charismatic leaders possess a charismatic personality and are charming, and employees feel motivated to follow them. Charismatic leadership is effective in situations where there needs to be a dominant leader who can bring about changes.

#### ix. Bureaucratic Leadership

Bureaucratic leaders follow pre-established procedures and rules, and efficiency and uniformity are stressed heavily. In a situation where strict adherence to rules is the most important thing, this leadership style is typically used. Such leadership makes use of formal procedures to ensure that the employees work and conform to a certain format. It leaves no space to come up with alternative solutions to problems and work by the rule book, actually. This type of leadership is generally utilized in hospitals, universities, banks (where funds are considerable), and government offices in order to reduce corruption and increase security. Unfortunately, the organization's incapacity to adjust to the new environment frustrates dynamic, self-driven employees.

#### x. Participative Leadership

Also known as a democratic leadership style. Participative leadership involves employees considering their input while making decisions within the organization. Participative leadership style helps employees adapt to changes easily because they were involved in the decision-making process.

### **2.2.3 Roles of leaders in an institution**

- i. Visionary: Leaders define and communicate the institution's vision, mission, and goals.
- ii. Strategic Planner: Leaders develop and implement strategies to achieve institutional objectives.
- iii. Decision-Maker: Leaders make informed, timely, and decisive decisions that impact the institution.
- iv. Motivator: Leaders motivate and inspire team members or employees to achieve their best.

- v. Communicator: Leaders facilitate effective communication within the institution and with external stakeholders.
- vi. Problem-Solver: Leaders identify and address problems, finding solutions that benefit the institution.
- vii. Mentor: Leaders guide and develop team members, fostering growth and development.
- viii. Change Agent: Leaders drive innovation and positive change within the institution.
- ix. Representative: Leaders represent the institution, building relationships with stakeholders and promoting its interests.
- x. Accountability: Leaders take responsibility for the institution's actions and outcomes.

#### **2.2.4 Factors Affecting Leadership**

Factors Affecting Leadership in an Organization Solake (1999) in his article: The Concept of Leadership: The Nigerian Experience, unpublished Ph.D Seminar, A.B.U Zaria, discussed three (3) 20 main factors affecting leadership functions in an organization. These factors are: i) The leader; ii) The subordinate; and iii) The situation. The strength of this factors or forces will vary from one situation to another but the manager who is sensitive to them can better access the problems which confront him and determine which type of leadership behavior is most appropriate. Each of these factors is discussed below:

- i. The Leader: The conduct of the leaders. Numerous internal factors will have a significant impact on any given situation. He or she will view leadership issues differently depending on personal experience, background, and understanding. Solake A.A. highlights the following important internal factors that affect the person: A set of personal values - Trust in subordinates A propensity toward leadership.

Sensations of security and uncertainty These and other very personal factors are brought to every scenario by the leader. The leader can be more effective if they can better grasp what motivates subordinates to perform in a particular way by viewing these variables as elements that either consciously or unconsciously impact behavior..

- ii. The Subordinate: Prior to choosing how to guide a particular group, The manager will also want to take into account a variety of elements that influence the behavior of his or her twenty-one subordinates. Every employee has a variety of personal factors and wants that the manager must keep in mind. In addition, every subordinate has expectations about how the supervisor should treat him. The manager can more precisely identify the leadership style that will help his team members perform better if he has a better understanding of these elements. When the leader is respected and trusted by the subordinate, he won't be viewed as an authoritarian when he creates his own style.
- iii. The Situation: The general situation's features will influence the manager's actions in addition to the traits that are inherent in the management and his or her subordinates. The organization, the work group, the nature of the issue, and time constraints are some of the more significant environmental forces that are present. According to recent research, the circumstances surrounding the situation—such as those already mentioned—will dictate the kind of leadership that is needed from this perspective; one may be a leader in one circumstance but a follower in another. A group leader could discover that their skills work well in one circumstance but not in another.

### **2.2.5 Ethical Principles and Employee Commitment**

Ethical principles has emerged as a critical aspect of effective leadership in contemporary organizations. Brown et al. (2005) define ethical principles as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making." Ethical leaders act with integrity, fairness, and transparency, serving as moral role models for their followers (Treviño et al., 2003).

Empirical studies have consistently shown a positive relationship between ethical principles and various aspects of institutional performance. For instance, research has linked ethical principles to increased employee trust (Mayer et al., 1995), higher levels of organizational commitment and job satisfaction (Brown et al., 2005, Piccolo et al., 2010), reduced turnover intentions (Kalshoven et al., 2011), and enhanced organizational citizenship behaviors (OCBs) (Organ, 1988). Furthermore, ethical principles has been found to positively influence financial performance and organizational reputation (Valentine et al., 2011).

Within the Nigerian context, the importance of ethical principles is particularly salient given the challenges related to corruption and unethical practices that can hinder organizational growth and development. Studies examining the role of ethical principles in Nigerian organizations have highlighted its positive impact on employee morale and organizational trust (Adeyemi et al., 2017). This study seeks to further explore and quantify the relationship between ethical principles and overall institutional performance within this specific context.

### **2.2.6 Employee Trust in Leadership and Transparency**

Trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another (Rousseau et al., 1998). Employee trust in leadership is a critical element of positive leader-follower relationships and a key driver of organizational success (Mayer et al., 1995). When employees trust their leaders, they are more likely to be engaged, committed, and willing to support organizational goals (Dirks & Ferrin, 2002).

Empirical evidence suggests that high levels of employee trust in leadership are associated with numerous benefits for organizations, including increased organizational citizenship behaviors (Organ, 1988), reduced employee turnover (Nyhan, 1999), enhanced collaboration and knowledge sharing (Zaheer et al., 1998), and improved institutional performance (Davis et al., 2000). Trust fosters a sense of psychological safety, encouraging employees to take risks, voice their opinions, and contribute their best efforts.

In the Nigerian context, where issues of transparency and accountability can be prevalent, building and maintaining employee trust is particularly important. Leaders who demonstrate integrity, fairness, and consistency in their actions can cultivate a culture of trust that positively impacts employee morale and organizational effectiveness (Edoho, 2015). This study seeks to examine the extent to which employee trust in leadership influences the performance of Nigerian organizations.

### **2.2.7 Participative Decision-Making and Employee Job Satisfaction**

Effective decision-making is a crucial function of leadership that directly impacts organizational outcomes. It involves identifying problems, gathering relevant information, evaluating

alternatives, and selecting the most appropriate course of action (Eisenhardt & Zbaracki, 1992). Effective decision-making processes are characterized by timeliness, rationality, consideration of diverse perspectives, and alignment with organizational goals (Harrison, 1999).

Research has shown that organizations with effective decision-making processes tend to be more agile, innovative, and responsive to changes in their environment (Drucker, 1993). Timely and well-informed decisions can lead to efficiency, better resource allocation, and enhanced competitive advantage. Conversely, poor or delayed decision-making can result in missed opportunities, increased costs, and decreased institutional performance. Autocratic or unilateral decision-making, without considering employee input, can also negatively impact employee morale and commitment (Vroom & Yetton, 1973).

In the Nigerian context, the decision-making styles adopted by leaders can be influenced by cultural factors and organizational structures. Understanding the relationship between decision-making effectiveness and institutional performance in this context is crucial for promoting effective leadership practices. This study will investigate how the perceived effectiveness of decision-making processes by leaders in Nigerian organizations relates to their overall performance.

### **2.3 Theoretical Framework**

This study draws upon several relevant leadership theories to frame its investigation

Leader-Member Exchange (LMX) Theory (Graen & Uhl-Bien, 1995) highlights the importance of the quality of the relationship between leaders and individual followers. Ethical principles and effective communication can contribute to high-quality LMX relationships, characterized by

mutual trust, respect, and support, which in turn can positively influence employee engagement and performance.

Transformational Leadership Theory (Bass, 1985), which emphasizes the role of leaders in inspiring and motivating followers through idealized influence (ethical behavior), inspirational motivation (effective communication of vision), intellectual stimulation (encouraging participation in decision-making), and individualized consideration (building trust and rapport). These transformational behaviors are expected to positively impact institutional performance.

While the aforementioned theories provide a general framework, it is crucial to consider empirical studies conducted in similar contexts, particularly within Nigeria. Research on leadership in Nigeria has explored various aspects, including the influence of cultural values on leadership styles (Hofstede, 2001; Trompenaars & Hampden-Turner, 1997), the challenges of corruption and its impact on organizational ethics (Edoho, 2015), and the importance of communication in a diverse workforce (Okoro, 2012).

Studies have also begun to examine the relationship between specific leadership behaviors and organizational outcomes in Nigeria. For example, some research suggests a positive link between transformational leadership and organizational commitment (e.g., Ogbonna & Harris, 2000). However, there is a need for more focused research specifically investigating the impact of ethical principles, employee trust, and decision making effectiveness on a broad measure of institutional performance within the Nigerian context. This study aims to contribute to this growing body of literature by providing empirical evidence on these specific relationships.

Subordinates are carried along sharing the problem, getting their opinions and suggestions, without merging them. Leaders act as chair persons, any solution by the subordinate that is approved and put into action with the group's strongest backing.

## **2.4 Empirical Review**

Basit et al. (2017) used a sample of 100 participants from a private firm in Selangor, Malaysia, to investigate the effects of several leadership philosophies on worker performance. The study used a quantitative research methodology and a convenience sampling technique. Data were gathered through a structured questionnaire designed with a five-point Likert scale to capture leadership style dimensions and their effect on performance. Analysis was conducted using SPSS, which involved demographic profiling, normality checks, reliability testing with Cronbach's Alpha, descriptive statistics, and regression analysis. The descriptive findings showed that democratic leadership exhibited the strongest link with employee performance, followed by laissez-faire, while autocratic leadership demonstrated the weakest relationship. Specifically, democratic leadership obtained the highest mean score of 3.784 (SD = 0.8124), laissez-faire ranked second with a mean of 3.416 (SD = 0.5858), and autocratic leadership scored the lowest mean of 3.404 (SD = 0.7330), indicating minimal connection to performance. Regression analysis further confirmed that both democratic and laissez-faire leadership styles significantly and positively influenced employee performance, whereas autocratic leadership had a negative effect ( $\beta = -0.168$ ,  $p = 0.025$ ), exceeding the 0.01 significance threshold.

Akram et al. (2012) investigated the effect of leadership behaviours on organizational performance in Pakistan. The study covered 1,000 respondents, with 500 questionnaires administered to managers and another 500 to employees drawn from private and public

organizations across 66 cities. The researchers employed a non-probability sampling strategy. Two different sets of questionnaires were designed for managers and employees, both measured on a five-point Likert scale to assess leadership behaviours and organizational performance. Data were analyzed using correlation and regression techniques with SPSS version 16, while Cronbach's Alpha was applied to establish the reliability of the instruments. The findings revealed that leadership behaviours are closely related and exert a strong positive influence on employee performance.

Similarly, Ismail et al. (2011) explored the relationship between leader–follower interactions and job performance in Malaysia. The research utilized a sample of 200 respondents and applied a cross-sectional design that combined literature review, pilot testing, detailed interviews, and survey data collection. Convenience sampling was adopted. Data validity and reliability were tested using SPSS version 16, while Pearson correlation and descriptive statistics were applied to evaluate research variables. Stepwise regression analysis with standardized coefficients was also conducted. The results confirmed that interactions between leaders and followers significantly affect job performance.

Sakiru et al. (2013) explored how leadership styles and emotional intelligence relate to employee performance in a Malaysian organization. A total of 180 respondents participated in the study. Data were collected using the Multifactor Leadership Questionnaire (MLQ), the ECP scale, and the company's performance appraisal records. Employee performance was evaluated through the organization's appraisal system, while emotional intelligence was measured with ECP indicators. Cronbach's alpha confirmed the reliability of the MLQ constructs, and linear regression was employed for data analysis. Findings revealed that leadership style and emotional intelligence were both significantly linked to employee performance.

In another investigation, Khassawneh and Elrehail (2022) examined the moderating role of institutional theory on the relationship between participative leadership and outcomes such as job performance and employee loyalty in the UAE. Using a cross-sectional survey of 347 managers across different organizational levels, the study found that institutional complexity reduces the positive impact of participative leadership on employee loyalty, which in turn negatively affects job performance. This work highlights that participative leadership may not operate consistently across varying institutional contexts, as greater institutional complexity tends to widen the leader–subordinate divide, thereby diminishing its effectiveness.

Similarly, Ejere and Abasilim (2012) investigated the effects of transformational and transactional leadership styles on organizational performance in Nigeria. The research employed a survey design and gathered responses from 184 participants using the Multifactor Leadership Questionnaire (MLQ). Organizational performance was measured through three dimensions: effort, satisfaction, and effectiveness. Analyses of regression and correlation revealed that transformational leadership significantly and favorably impacted performance, whereas transactional leadership had just a slight beneficial impact. Both styles, however, maintained a statistically significant relationship with performance. The authors concluded that the suitability of each leadership style depends on the specific organizational context.

## **2.5 Gaps in Literature**

### **2.5.1 Contextual Gap**

While numerous studies have explored the importance of leadership strategies in enhancing organizational performance globally, there is limited empirical evidence specifically examining

how leadership elements such as participative decision making, ethical principles, and transparency influence employee related outcomes (job satisfaction, commitment, and trust) within the context of emerging private universities in Nigeria, such as Thomas Adewumi University. Most existing research tends to focus on public institutions or multinational organizations, often overlooking the unique leadership dynamics and performance challenges faced by relatively young, private academic institutions operating within Nigeria's educational system.

### **2.5.2 Geographical gap**

Most existing research on the impact of leadership strategies on institutional performance has been conducted in developed countries or in well-established public universities across Africa. There is limited scholarly attention given to the context of private universities in Nigeria, especially new and growing institutions like Thomas Adewumi University. The majority of Nigerian-based leadership studies tend to focus on public sector organizations, leaving a geographical gap in understanding how leadership strategies such as participative decision-making, ethical principles, and transparency affect employee related outcomes in privately owned institutions in North Central Nigeria.

### **2.5.3 Theoretical Gap**

Although leadership theories like Leader-Member Exchange (LMX), Transformational Leadership and Contingency Theory provide useful frameworks for understanding the relationship between leadership behavior and organizational outcomes, they often focus on general constructs of leadership effectiveness without explicitly linking specific leadership strategies such as participative decision-making, ethical principles, and transparency to

employee-centered outcomes like job satisfaction, commitment, and trust. This creates a theoretical gap in understanding how these theories can be contextually applied or combined to explain institutional performance in a private university like Thomas Adewumi University.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology adopted for the study. It discusses the research design, study area, population, sample size, sampling technique, method of data collection, method of data analysis, and the procedures for ensuring validity and reliability of the research instrument. The study was conducted at Thomas Adewumi University, Oko-Irese, Kwara State, Nigeria.

#### **3.2 Research Design**

The study employed a survey research design to obtain the opinions of staff of Thomas Adewumi University on the impact of leadership strategy on institutional performance. This design was considered appropriate because it enables the researcher to collect data directly from respondents in their natural work setting.

#### **3.3 Population of the Study**

The population of the study comprised all faculty and staff of Thomas Adewumi University, Oko-Irese, Kwara State, Nigeria. The population size, as obtained from the Human Resource Unit of the University, was 157 staff members. Primary data was used to elicit relevant information for the study.

#### **3.4 Sampling Technique**

A simple random sampling technique was employed to ensure that every staff member had an equal and known chance of being selected. Respondents were selected using a common difference of three, thereby guaranteeing randomness and minimizing bias in representation.

### **3.5 Method of Data Collection**

Primary data was collected through the administration of a structured questionnaire. The questionnaire served as the main instrument for obtaining responses from staff (and students, where necessary) of Thomas Adewumi University, Oko-Irese.

### **3.6 Method of Data Analysis**

The data collected was analyzed using descriptive and inferential statistics. Descriptive statistics such as frequency counts and percentages were used to summarize responses to the research questions. Inferential statistics, specifically simple linear regression analysis, was employed to determine the relationship between leadership strategies (independent variable) and institutional performance (dependent variable). The analysis was conducted using SPSS software.

### **3.7 Validity of Research Instrument**

The research instrument's validity was ensured through content and face validity. This involved a critical review of the questionnaire items by experts to confirm their alignment with the study objectives.

### **3.8 Reliability of the Instrument**

The reliability of the questionnaire was established using the Cronbach's alpha coefficient to test the internal consistency of the items. This ensured that the instrument produced stable and consistent results.

### 3.8 Reliability of the Instrument

Cronbach's alpha coefficient was used and it is 0.900 showing that the instrument that was used is reliable

Table 3.8.1: Composite reliability

Cronbach's Alpha	N of Items
.900	30

### 3.9 Ethical Consideration

In line with standard research practices, this study abided by the ethical principles that guide research. During the questionnaire administration process, I got permission from participants, explaining the purpose of the study and gave them the assurance that their responses will be confidential.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter is centered on the presentation and analysis of data obtained through the questionnaire in the case study. Demographic information and responses to questions were presented using descriptive statistics (frequency tables), while inferential statistics (specifically regression analysis) were employed to test hypotheses.

#### 4.2 Respondent Response Rate

**Table 4.2.1: Respondent's Respondent Rate**

Questionnaire	Respondent	Percentage
Returned	52	33%
Non-returned	105	67%
Total Distributed	157	100%

Source: Field work 2025

The frequency tables display the results as they were inferred from respondents' answers to the various questionnaire questions, along with a description of the results. In the administration of this research questionnaire, a total of 52 responses were gotten from the 157 questionnaires administered.

**Table 4.2.2: AGE DISTRIBUTION**

	Frequency	Percent	Valid Percent	Cumulative Percent
20-29	11	21.2	21.2	21.2
30-39	19	36.5	36.5	57.7
Valid 40-49	12	23.1	23.1	80.8
50-59	10	19.2	19.2	100.0
Total	52	100.0	100.0	

Source: Field work 2025

The age distribution of respondents showed a diverse workforce within the institution. Respondents aged 20–29 years accounted for 21.2% of the sample, representing early-career staff who are relatively new to the academic environment. The largest proportion of respondents (36.5%) fell within the 30–39 years category, indicating that a significant number of staff are in their early to mid-career stage. Those aged 40–49 years made up 23.1% of the sample and 50–59 years represented 19.2%.

This distribution suggests that the institution has a healthy mix of young, mid-career, and senior staff, which could influence how leadership strategies are perceived and implemented.

**Table 4.2.3: EDUCATION LEVEL**

	Frequency	Percent	Valid Percent	Cumulative Percent
SECONDARY SCHOOL	2	3.8	3.8	3.8
DIPLOMA	3	5.8	5.8	9.6
Valid MASTER'S DEGREE	17	32.7	32.7	42.3
PHD	30	57.7	57.7	100.0
Total	52	100.0	100.0	

Source: Field work 2025

The educational background of respondents reflects the academic nature of the institution. A small proportion (3.8%) had only a Secondary School qualification, and 5.8% possessed a Diploma. A considerable portion of the respondents (32.7%) held a Master's Degree, while the majority (57.7%) had obtained a PhD.

The dominance of postgraduate qualifications indicates a highly educated workforce, which is typical of higher education institutions and essential for maintaining academic excellence.

**Table 4.2.4: WORKEXPERIENCE**

	Frequency	Percent	Valid Percent	Cumulative Percent
LESS THAN 2 YEARS	16	30.8	30.8	30.8
2-5 YEARS	12	23.1	23.1	53.8
Valid 6-10 YEARS	6	11.5	11.5	65.4
MORE THAN 15 YEARS	18	34.6	34.6	100.0
Total	52	100.0	100.0	

Source: Field work 2025

The analysis of work experience showed that 30.8% of respondents had less than two years of experience, indicating a notable presence of newly recruited staff. Those with 2–5 years of experience accounted for 23.1%, while respondents with 6–10 years of service represented 11.5% of the total. The largest group in terms of experience (34.6%) had more than 15 years in the institution.

This shows a balance between fresh talent and highly experienced professionals, which can contribute to both innovation and institutional stability.

**Table 4.2.5: RANK**

	Frequency	Percent	Valid Percent	Cumulative Percent
PROFESSOR	1	1.9	1.9	1.9
SENIOR LECTURER	2	3.8	3.8	5.8
LECTURER 2	22	42.3	42.3	48.1
CORPER	3	5.8	5.8	53.8
OTHERS	24	46.2	46.2	100.0
Total	52	100.0	100.0	

Source: Field work 2025

In terms of rank, Professors constituted only 1.9% of the sample, while Senior Lecturers made up 3.8%. The largest single group was Lecturer II, with 42.3% representation. National Youth Service Corps (NYSC) members, referred to as Corpers, made up 5.8% of respondents. The “Others” category, which included various administrative and technical positions, represented 46.2% of the sample.

This indicates that while the study includes some senior academic voices, a substantial proportion of respondents were either in junior academic roles or non-academic positions.

**Table 4.2.6: NATURE OF JOB**

	Frequency	Percent	Valid Percent	Cumulative Percent
ACADEMIC STAFF	41	78.8	78.8	78.8
NON-ACADEMIC STAFF	11	21.2	21.2	100.0
Total	52	100.0	100.0	

Source: Field work 2025

The nature of job distribution showed that the majority of respondents (78.8%) were academic staff, involved directly in teaching and research activities. The remaining 21.2% were non-academic staff, such as administrators, technical officers, and support staff. The predominance of academic staff suggests that the study's findings will be heavily shaped by perspectives from the academic and non-academic community.

**Table 4.2.7: DECISION-MAKING INVOLVMENT**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	9	17.3	17.3	17.3
	DISAGREE	2	3.8	3.8	21.2
	NEUTRAL	20	38.5	38.5	59.6
	AGREE	12	23.1	23.1	82.7
	STRONGLY AGREE	9	17.3	17.3	100
	Total	52	100	100	

This table illustrates that staffs of the institution are often involved in the decision making process in the institution. Among 52 respondents, 17.3% strongly disagree, 3.8% disagree, 38.5% are neutral, 23.1% agree and 17.3% strongly agree with this assertion

**Table 4.2.8: INFLUENCE OF MY DECISIONS**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	3	5.8	5.8	5.8
	DISAGREE	2	3.8	3.8	9.6
	NEUTRAL	26	50	50	59.6
	AGREE	12	23.1	23.1	82.7
	STRONGLY AGREE	9	17.3	17.3	100
	Total	52	100	100	

This table illustrates that staff's input significantly influence decisions made by the leadership.

Among 52 respondents, 550.0% are indifferent, 23.1% agree, 17.3% firmly concur, 5.8% disagree firmly, and 3.8% dispute with this assertion

**Table 4.2.9: EFFECTIVE FORMAL MECHANISMS**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	3	5.8	5.8	5.8
	DISAGREE	13	25	25	30.8
	NEUTRAL	12	23.1	23.1	53.8
	AGREE	11	21.2	21.2	75
	STRONGLY AGREE	13	25	25	100
	Total	52	100	100	

This table illustrates that there are effective formal mechanisms for staff participation in decision making. Among 52 respondents, 23.1% are neutral, 21.2% agree, 25.0% completely concur, 5.8% firmly disapprove, and 25.0% dissent with this assertion

**Table 4.2.10: PARTICIPATIVE DECISION-MAKING**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.9	1.9
	DISAGREE	10	19.2	21.1
	NEUTRAL	23	44.2	65.3
	AGREE	14	26.9	92.3
	STRONGLY AGREE	4	7.7	100
	Total	52	100	100

This table illustrates that participative decision making improves institutional performance.

Among 52 respondents, 44.2% are neutral, 26.9% concur, 7.7% completely concur, 19.2% disapprove, and 1.9% severely disagree with this assertion

**Table 4.2.11: OPPORTUNITY TO PROVIDE INPUT**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	9	17.3	17.3	17.3
	DISAGREE	4	7.7	7.7	25
	NEUTRAL	4	7.7	7.7	32.7
	AGREE	26	50	50	82.7
	STRONGLY AGREE	9	17.3	17.3	100
	Total	52	100	100	

This table illustrates that staffs have opportunities to provide input in institutional decision making. Among 52 respondents, 17.3% strongly disagree, 7.7% disagree, 7.7% are neutral, 50.0% agree and 17.3% strongly agree with this assertion

**Table 4.2.12: JOB SATISFACTION**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
STRONGLY DISAGREE	4	7.7	7.7	7.7
DISAGREE	2	3.8	3.8	11.5
NEUTRAL	3	5.8	5.8	17.3
AGREE	26	50	50	67.3
STRONGLY AGREE	17	32.7	32.7	100
Total	52	100	100	

This table illustrates that staff are satisfied with their job overall. Among 52 respondents, 7.7% strongly disagree, 3.8% disagree, 5.8% are neutral, 50.0% agree and 32.7% strongly agree with this Assertion

**Table 4.2.13: SUPPORTIVE SUPERVISOR**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	6	11.5	11.5	11.5
	DISAGREE	3	5.8	5.8	17.3
	NEUTRAL	7	13.5	13.5	30.8
	AGREE	28	53.8	53.8	84.6
	STRONGLY AGREE	8	15.4	15.4	100
	Total	52	100	100	

This table illustrates that immediate supervisors/leaders is supportive. Among 52 respondents, 11.5% strongly disagree, 53.8% agree, 5.8% disagree, 13.5% are neutral, 15.4% strongly agree, and 100% agree with this assertion

**Table 4.2.14: ENJOY COMING TO WORK**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	4	7.7	7.7	7.7
	DISAGREE	4	7.7	7.7	15.4
	NEUTRAL	4	7.7	7.7	23.1
	AGREE	32	61.5	61.5	84.6
	STRONGLY AGREE	8	15.4	15.4	100
	Total	52	100	100	

This table shows that employees look forward to going to work. Of the 52 responses, 61.5% agree, 15.4% strongly agree, 7.7% disagree, 7.7% are neutral, and 7.7% strongly disagree with this statement.

**Table 4.2.15: CONSTRUCTIVE FEEDBACK**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	5.8	5.8
	DISAGREE	5	9.6	15.4
	NEUTRAL	6	11.5	26.9
	AGREE	34	65.4	92.3
	STRONGLY AGREE	4	7.7	100
	Total	52	100	100

This table illustrates. Among 52 respondents 51.5% agree, 7.7% strongly agree, 5.8% strongly disagree, 9.6% disagree, and 11.5% are neutral. with this assertion

**Table 4.2.16: EXPECTATIONS ARE CLEAR**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	13.5	13.5
	DISAGREE	4	7.7	21.2
	NEUTRAL	10	19.2	40.4
	AGREE	26	50	90.4
	STRONGLY AGREE	5	9.6	100
	Total	52	100	100

This table illustrate that the responsibilities and expectations of employee are clear. 52 people agreed with this statement, with 13.5% strongly disagreeing, 7.7% disagreeing, 19.2% being neutral, and 9.6% strongly agreeing.

**Table 4.2.17: INTEGRITY OF LEADERS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	9.6	9.6	9.6
	DISAGREE	9	17.3	17.3	26.9
	NEUTRAL	15	28.8	28.8	55.7
	AGREE	20	38.5	38.5	94.2
	STRONGLY AGREE	3	5.8	5.8	100
	Total	52	100	100	

This table illustrate that leaders in the institution demonstrate high integrity. Among 52 respondents, 28.8% are neutral, 38.5% agree, 5.8% firmly concur, 17.3% disagree, and 9.6 severely disagree. with this assertion

**Table 4.2.18: ETHICAL IMPLICATION**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	17.3	17.3
	DISAGREE	10	19.2	36.5
	NEUTRAL	5	9.6	46.1
	AGREE	20	38.5	84.6
	STRONGLY AGREE	8	15.4	100
	Total	52	100	100

This table illustrate leaders consider ethical implications in their decision. Among 52 respondents, 17.5% strongly disagree, 19.2% disagree, 9.6% are neutral, 38.5% agree and 15.4% strongly agree with this assertion

**Table 4.2.19: ACCOUNTABLE LEADERSHIP**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	11	21.2	21.2
	DISAGREE	5	9.6	30.8
	NEUTRAL	4	7.7	38.5
	AGREE	25	48.1	86.5
	STRONGLY AGREE	7	13.5	100
	Total	52	100	100

This table illustrates that leaders are accountable for their actions and decisions.

Among 52 respondents, 21.2% strongly disagree, 9.6%disagree, 7.7%are neutral, 48.1%agree and 13.5% strongly agree with this assertion

**Table 4.2.20: ETHICAL CULTURE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	11.5	11.5	11.5
	DISAGREE	13	25	25	36.5
	NEUTRAL	5	9.6	9.6	46.2
	AGREE	21	40.4	40.4	86.5
	STRONGLY AGREE	7	13.5	13.5	100
	Total	52	100	100	

This table illustrates that the ethical culture within my institution is strong.

Among 52 respondents, 11.5%strongly disagree, 25.0%disagree, 9.6% are neutral,

40.4% agree and 13.5% strongly agree with this assertion

**Table 4.2.21: ETHICAL PRINCIPLES**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	9	17.3	17.3	17.3
	DISAGREE	10	19.2	19.2	36.5
	NEUTRAL	5	9.6	9.6	46.1
	AGREE	20	38.5	38.5	84.6
	STRONGLY AGREE	8	15.4	15.4	100
	Total	52	100	100	

This table illustrates that adherence to ethical principles positively impacts institutional performance. Among 52 respondents, 17.3% strongly disagree, 19.2% disagree, 9.6% are neutral, 38.5% agree and 15.4%strongly agree with this assertion

**Table 4.2.22: EMOTIONALLY ATTACHED**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	11	21.2	21.2	21.2
	DISAGREE	6	11.5	11.5	32.7
	NEUTRAL	4	7.7	7.7	40.4
	AGREE	25	48.1	48.1	88.5
	STRONGLY AGREE	6	11.5	11.5	100
	Total	52	100	100	

This table illustrates that employee are emotionally attached to the institution. Among 52 respondents, 21.2% strongly disagree, 11.5%disagree, 7.7% are neutral, 48.1% agree and 11.5% strongly agree with this assertion

**Table 4.2.23: PERSONAL VALUE**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	5	9.6	9.6	9.6
	DISAGREE	4	7.7	7.7	17.3
	NEUTRAL	19	36.5	36.5	53.8
	AGREE	7	13.5	13.5	67.3
	STRONGLY AGREE	17	32.7	32.7	100
	Total	52	100	100	

This table illustrates that staff personal values are aligned with the institution’s values. Among 52 respondents, 9.6% strongly disagree, 7.7% disagree, 36.5% are neutral, 13.5% agree and 32.7% strongly agree with this assertion

**Table 4.2.24: FUTURE INSIGHT**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
STRONGLY DISAGREE	13	25	25	25
DISAGREE	4	7.7	7.7	32.7
NEUTRAL	10	19.2	19.2	51.9
AGREE	8	15.4	15.4	67.3
STRONGLY AGREE	17	32.7	32.7	100
Total	52	100	100	

This table illustrates that employees see themselves in the future of the organization.

Among 52 respondents, 25.0% strongly disagree, 7.7%disagree, 19.2% are neutral, 15.4% agree and 32.7% strongly agree with this assertion.

**Table 4.2.25: LOYALTY**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
STRONGLY DISAGREE	6	11.5	11.5	11.5
DISAGREE	5	9.6	9.6	21.2
NEUTRAL	18	34.6	34.6	55.8
AGREE	8	15.4	15.4	71.2
STRONGLY AGREE	15	28.8	28.8	100
Total	52	100	100	

This table illustrates that employees are loyal to the institution. Among 52 respondents, 11.5% strongly disagree, 9.6% disagree, 34.6% are neutral, 15.6% agree and 28.8% strongly agree with this assertion

**Table 4.2.26: LEVEL OF COMMITMENT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	20	38.5	38.5	38.5
	DISAGREE	3	5.8	5.8	44.2
	NEUTRAL	4	7.7	7.7	51.9
	AGREE	18	34.6	34.6	86.5
	STRONGLY AGREE	7	13.5	13.5	100
	Total	52	100	100	

This table illustrates that employees level of commitment affects their productivity and performance. Among 52 respondents, 38.5% strongly disagree, 5.8% disagree, 7.7% are neutral, 34.6% agree and 13.5% strongly agree with this assertion

**Table 4.2.27: DECISION-MAKING TRANSPARENCY**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	5.8	5.8	5.8
	DISAGREE	3	5.8	5.8	11.5
	NEUTRAL	19	36.5	36.5	48.1
	AGREE	17	32.7	32.7	80.8
	STRONGLY AGREE	10	19.2	19.2	100
	Total	52	100	100	

This table illustrates that the decision making in the institution is transparent.

Among 52 respondents, 5.8% strongly disagree, 5.8% disagree, 36.5% are neutral, 32.7% agree and 19.2% strongly agree with this assertion

**Table 4.2.28: CLEAR COMMUNICATION**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	7	13.5	13.5	13.5
	DISAGREE	10	19.2	19.2	32.7
	NEUTRAL	5	9.6	9.6	42.3
	AGREE	13	25	25	67.3
	STRONGLY AGREE	17	32.7	32.7	100
	Total	52	100	100	

This table illustrates that communication from leadership is clear and flows through the appropriate route. Among 52 respondents, 13.5% strongly disagree, 19.2% disagree, 9.6% are neutral, 25.0% agree and 32.7% strongly agree with this assertion

**Table 4.2.29: RATIONALE COMMUNICATION**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	9.6	9.6	9.6
	DISAGREE	10	19.2	19.2	28.8
	NEUTRAL	3	5.8	5.8	34.6
	AGREE	24	46.2	46.2	80.8
	STRONGLY AGREE	10	19.2	19.2	100
	Total	52	100	100	

This table illustrates that the rationale behind decisions are communicated to employees.

Among 52 respondents, 9.6% strongly disagree, 19.2% disagree, 5.8% are neutral, 46.2% agree and 19.2% strongly agree with this assertion

**Table 4.2.30: PERFORMANCE EVALUATIONS**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
STRONGLY DISAGREE	13	25	25	25
DISAGREE	4	7.7	7.7	32.7
NEUTRAL	3	5.8	5.8	38.5
AGREE	24	46.2	46.2	84.6
STRONGLY AGREE	8	15.4	15.4	100
Total	52	100	100	

This table illustrates that performance evaluations and feedbacks processes are transparent.

Among 52 respondents, 25.0% strongly disagree, 7.7% disagree, 5.8% are neutral, 46.2% agree and 15.4% strongly agree with this assertion

**Table 4.2.31: TRANSPARENT LEADERSHIP**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	17.3	17.3	17.3
	DISAGREE	5	9.6	9.6	26.9
	NEUTRAL	12	23.1	23.1	50
	AGREE	17	32.7	32.7	82.7
	STRONGLY AGREE	9	17.3	17.3	100
	Total	52	100	100	

This table illustrates that leadership is transparent in sharing information about their decisions and rationale. Among 52 respondents, 17.3% strongly disagree, 9.6% disagree, 23.1% are neutral, 32.7% agree and 17.3% strongly agree with this assertion

**Table 4.2.32: LEARDERSHIP TRUST**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	10	19.2	19.2	19.2
	DISAGREE	4	7.7	7.7	26.9
	NEUTRAL	3	5.8	5.8	32.7
	AGREE	28	53.8	53.8	86.5
	STRONGLY AGREE	7	13.5	13.5	100
	Total	52	100	100	

This table illustrates that employees trust the leadership of the institution. Among 52 respondents, 19.2% strongly disagree, 7.7% disagree, 5.8% are neutral, 53.8% agree and 13.5% strongly agree with this assertion

**Table 4.2.33: HONEST LEADERS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	18	34.6	34.6	34.6
	DISAGREE	4	7.7	7.7	42.3
	NEUTRAL	4	7.7	7.7	50
	AGREE	18	34.6	34.6	84.6
	STRONGLY AGREE	8	15.4	15.4	100
	Total	52	100	100	

This table illustrates that leaders are honest and integrity driven in their communication.

Among 52 respondents, 34.6% strongly disagree, 7.7% disagree, 7.7% are neutral, 34.6% agree and 15.4% strongly agree with this assertion

**Table 4.2.34: FAIR LEADERSHIP**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	17.3	17.3	17.3
	DISAGREE	4	7.7	7.7	25
	NEUTRAL	13	25	25	50
	AGREE	17	32.7	32.7	82.7
	STRONGLY AGREE	9	17.3	17.3	100
	Total	52	100	100	

This table illustrates that leaders are fair and just in the way they deal with employees.

Among 52 respondents, 17.3% strongly disagree, 7.7% disagree, 22.5.0% are neutral, 32.7% agree and 17.3% strongly agree with this assertion

**Table 4.2.35: EFFECT OF LEADERSHIP TRUST**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
STRONGLY DISAGREE	4	7.7	7.7	7.7
DISAGREE	6	11.5	11.5	19.2
NEUTRAL	12	23.1	23.1	42.3
AGREE	17	32.7	32.7	75
STRONGLY AGREE	13	25	25	100
Total	52	100	100	

This table illustrates that trust in leadership affects employee level of engagement and motivation at work. Among 52 respondents, 7.7% strongly disagree, 11.5% disagree, 23.1% are neutral, 32.7% agree and 25.0% strongly agree with this assertion

**Table 4.2.36: INFLUENCE OF LEADERSHIP TRUST**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	3	5.8	5.8	5.8
	DISAGREE	4	7.7	7.7	13.5
	NEUTRAL	11	21.2	21.2	34.6
	AGREE	20	38.5	38.5	73.1
	STRONGLY AGREE	14	26.9	26.9	100
	Total	52	100	100	

This table illustrates that trust in leadership influences employee commitment to the institution. Among 52 respondents, 5.8%strongly disagree, 7.7%disagree, 21.2%are neutral, 38.5%agree and 26.9% strongly agree with this assertion

### **4.3 Hypotheses Testing**

#### **Hypothesis One**

This section explains the findings of the study in relation to the three research hypotheses. Each hypothesis is tested using statistical results from the data collected, and the outcomes are explained in simple terms.

H<sub>01</sub>: Participative decision-making style does not have significant influence on employee job satisfaction

Table 4.3.1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.330 <sup>a</sup>	.109	.091	.80632

a. Predictors: (Constant), employee job satisfaction

Table 4.3.2: ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.983	1	3.983	6.126	.017 <sup>b</sup>
	Residual	32.508	50	.650		
	Total	36.491	51			

a. Dependent Variable: participative decision making style

b. Predictors: (Constant), employee job satisfaction

Table 4.3.3: Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.610	.722		2.229	.030
	Employee job satisfaction	.492	.199	.330	2.475	.017

a. Dependent Variable: participative decision making style

The findings show a moderate positive link between participative decision-making and employee job satisfaction ( $R = 0.330$ ). In simple terms, when employees get involved in making decisions, their job satisfaction tends to improve. The analysis shows that employee job satisfaction can explain about 10.9% of the differences in decision-making style in the workplace.

The test gave a significance value ( $p = 0.017$ ) is less than 0.05. This means the relationship is statistically important and not just a matter of chance. Because of this, the original statement that participative decision-making does not affect job satisfaction is rejected. The conclusion is that employees involvement in decision-making actually does improve how satisfied they are with their jobs.

## Hypothesis Two

H<sub>02</sub>: Ethical principles does not significantly affect employee commitment

Table 4.3.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770 <sup>a</sup>	.593	.584	.70304

a. Predictors: (Constant), employee commitment

Table 4.3.5: ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.947	1	35.947	72.728	.000 <sup>b</sup>
	Residual	24.714	50	.494		
	Total	60.661	51			

a. Dependent Variable: ethical principles

b. Predictors: (Constant), employee commitment

Table 4.3.6: Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.234	0.215	—	5.740	0.000
Employee commitment	0.845	0.099	0.770	8.531	0.000

The findings here show a strong positive link between ethical principles and employee commitment ( $R = 0.770$ ). This means that when an organization has strong moral values and operates fairly, employees are likely to stay committed to their work. In fact, 59.3% of the changes in ethical principles can be explained by how committed employees feel.

The significance value ( $p = 0.000$ ) is far below 0.05, which means the relationship is very strong and highly reliable. Because of this, the claim that ethical principles do not affect employee commitment is rejected. The study concludes that good ethical practices in the workplace greatly increase employee commitment.

### 4.3.3 Hypothesis Three

H<sub>03</sub>: Transparency has no significant impact on employee trust

**Table 4.3.7: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.680 <sup>a</sup>	.462	.451	.57801

a. Predictors: (Constant), employee trust

**Table 4.3.8: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.338	1	14.338	42.914	.000 <sup>b</sup>
	Residual	16.705	50	.334		
	Total	31.042	51			

a. Dependent Variable: transparency

b. Predictors: (Constant), employee trust

**Table 4.3.9: Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.277	.330		3.869	.000
Employee trust	.625	.095	.680	6.551	.000

a. Dependent Variable: transparency

The findings show a strong positive relationship between transparency and employee trust ( $R = 0.680$ ). This means that the more open and honest leaders are about decisions and processes, the more employees trust them. About 46.2% of the changes in transparency can be explained by levels of employee trust.

The significance value ( $p = 0.000$ ) is well below 0.05, which means the link between transparency and trust is very strong. Therefore, the claim that transparency does not affect employee trust is rejected. The study concludes that being open and clear in leadership significantly boosts trust among employees.

#### 4.3.4 Summary of Hypotheses

Objectives of the study	Hypothesis	Test Statistic	p-value P<0.05	R <sup>2</sup>	Decision	Interpretation
Ascertain the influence of participative decision making style on employee job satisfaction	H0 <sub>1</sub> Participative decision making style does not have significant influence on employee commitment	F = 6.126	0.017	0.109	Rejected	Job satisfaction significantly predicts participative decision-making.
Determine the effect of ethical principles on employee commitment	H0 <sub>2</sub> Ethical principle does not significantly affect employee commitment	F= 72.728	0.000	0.593	Rejected	Employee commitment strongly predicts ethical principles.
Examine the impact of transparency on employee trust	H0 <sub>3</sub> Transparency has no significant impact on employee trust	F = 42.914	0.000	0.462	Rejected	Employee trust significantly predicts transparency.

#### 4.4 Discussion of Findings

The findings of this study, provide convincing evidence that leadership strategies such as participative decision-making, adherence to ethical principles, and transparency significantly influence employee attitudes and conducts within the institution. Each of these leadership dimensions demonstrates a positive and statistically significant relationship with important organizational outcomes, such as job satisfaction, employee commitment, and trust. This reinforces the view that effective leadership is multi-dimensional and that integrating these qualities creates an environment in which employees are more motivated, loyal, and engaged.

The analysis revealed a moderate positive relationship between participative decision-making and job satisfaction ( $R = 0.330$ ,  $p = 0.017$ ), indicating that when employees are given genuine opportunities to contribute to workplace decisions, their overall satisfaction increases. The descriptive findings support this conclusion, with more than two-thirds of respondents agreeing or strongly agreeing that they had opportunities to provide input into decision-making processes. These results align with established theories of job satisfaction, such as Locke's (1976) value-percept theory, which emphasizes that employees get satisfaction when their values and expectations regarding involvement and autonomy are met. The fact that a considerable number of respondents remained neutral on certain participation measures suggests that participative decision making structures may not be fully integrated in to the institution, and further efforts could enhance the benefits already observed.

The relationship between ethical principles and employee commitment was shown to be strong ( $R = 0.770$ ,  $p = 0.000$ ), with ethical leadership accounting for nearly 60% of the variation in commitment. This supports the arguments of Brown and Treviño (2006) and others who contend

that ethical leadership fosters trust, fairness, and respect, which in turn enhance employees' willingness to remain with the organization. In the present study, respondents generally see their leaders as accountable and fair, though some expressed reservations about the overall ethical principle, as over one-third disagreed with positive statements about ethical culture. These mixed perceptions suggest that while ethical conduct is valued and present to a significant degree, there may be inconsistencies in its application across departments or leadership levels. Addressing these gaps could further solidify employee loyalty and commitment. Transparency emerged as another key element, with a strong positive relationship to employee trust ( $R = 0.680$ ,  $p = 0.000$ ). This finding confirms the theoretical perspectives of Mayer, Davis, and Schoorman (1995), who emphasized that transparency—through open communication, clear rationale for decisions, and visible fairness—is essential for building and maintaining trust in leadership. The descriptive data showed that many respondents agreed that leadership decisions were transparent, communication was clear, and leaders were trustworthy. However, indicators such as “fair leadership” and “honesty of leaders” showed more varied responses, pointing to potential areas where transparency could be strengthened. Consistency in openness across all leader-follower dynamics is likely to deepen trust and further enhance the organizational climate. An important observation from these findings is that these three leadership dimensions, participative decision-making, ethical principles, and transparency, are linked in operation. Participation cultivates a sense of ownership and engagement among employees, which can make them more receptive to ethical norms and supportive of transparent processes. Ethical leadership strengthens trust and commitment, which encourages employees to contribute meaningfully to decision-making. Transparency reinforces both participation and ethics by ensuring that processes are understood and decisions are interpreted as fair. This linkage suggests

that organizations should not treat these elements in isolation but rather develop integrated leadership strategies that reinforce all three simultaneously. Overall, the study confirms that leadership style and conduct have tangible and measurable impacts on employee attitudes in the academic setting. Leaders who embrace participative approaches, act with integrity, and maintain transparency are more likely to cultivate a workforce that is satisfied, committed and trusting. Such a climate is not only beneficial for employee well-being but also for institutional stability and performance. Given the high educational qualifications and diverse experience levels of the respondents, it is reasonable to expect that these employees have high expectations for leadership quality. Meeting these expectations is essential for sustaining morale, reducing turnover, and achieving the institution's broader goals.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

This research investigated how leadership strategies affect institutional performance at Thomas Adewumi University. A survey design was employed, and questionnaires were distributed to 52 staff members, both academic and non-academic. Data collected were analyzed using descriptive statistics and regression techniques with SPSS. The results revealed that leadership practices such as participative decision-making, ethical conduct, and transparency play a significant role in shaping employee attitudes and behaviors within the institution. Each of these leadership aspects showed a positive and statistically significant relationship with key organizational indicators, including employee commitment, job satisfaction, and trust. This highlights that effective leadership is multifaceted, and combining these elements fosters an environment that encourages motivation, loyalty, and engagement among staff. Furthermore, the analysis identified a moderate positive link between participative decision-making and job satisfaction ( $R = 0.330$ ,  $p = 0.017$ ). This suggests that when employees are actively involved in decision-making processes, their level of satisfaction with their work tends to improve. The descriptive findings confirm this fact since more than two-thirds of the respondents agreed or strongly agreed with the assertion of being offered opportunities to assist in decision-making processes. The findings confirm current theories of job satisfaction, i.e., Locke's (1976) value-percept theory in which it is claimed that workers are satisfied when their values and what they prefer to occur in terms of participation and freedom are met. Several of the respondents were ambivalent on some participation measures that suggests that participative forms are not yet fully institutionalized, and further effort could confirm the attained benefits.

Ethical values and employees' commitment were strongly related ( $R = 0.770$ ,  $p = 0.000$ ) with ethical leadership accounting for nearly 60% of the commitment variance. This supports the contention of Brown and Treviño (2006) and other researchers that trust, respect and justice promoted by ethical leadership will make employees more willing to remain in the company. In this research, the respondents tend to perceive their leaders as ethical and just but with some hesitation since over a third disagreed with favorable remarks on ethical culture. These mixed perceptions show that even though ethical behavior is highly valued and achievable to a large extent, there may be disparities in its application across departments or management levels. Closing these gaps may perhaps be one means of raising employee commitment and loyalty.

Transparency was also an important component in which there was extremely high positive correlation with employees' trust ( $R = 0.680$ ,  $p = 0.000$ ). This finding is in agreement with Mayer, Davis, and Schoorman (1995) whose theory highlighted the need for openness in the form of openness in communication, transparent explanation of decisions, and open fairness in building trust in leadership. Descriptive outcomes indicated that most respondents believed that decisions made by leaders were transparent, communication was transparent, and the leaders were reliable. But other behaviors such as "honesty of leaders" and "fair leadership" were more ambivalently rated, pointing to where there can be further transparency improvement. Transparency in every leadership interaction is likely to reinforce trust and continue to develop the organizational climate.

Of particular interest from these findings is that these three leadership behaviors, participative decision making, ethical sensitivity, and transparency are interlinked with each other in practice. Participation creates perceptions of participation and belongingness among staff, which can

make them more receptive to ethical standards and supportive of open processes. Ethical principle inspires trust and commitment, which makes employees more willing to make positive contributions to decision making. Transparency supports both participation and ethics by making processes open and decisions perceived as fair. Such interdependence means that companies should not tackle such factors in individual pieces but develop joined-up leadership approaches that promote all three simultaneously.

Overall, the study confirms that leadership behavior and style has tangible and measurable impacts on attitudes among staff within the sector of higher education. Leaders who are active in participative approaches, active in genuine leadership, and have their doors open will be inclined to develop a happy, committed, and trusting workforce. This kind of climate would not only benefit the health of workers, but also institutional stability and success. Since the respondents were high in education level and experience diversity, it would logically follow that these workers expect much from quality leadership. Meeting these expectations would be crucial in maintaining morale levels, reducing turnover, and fulfilling the institution's more general objectives.

## **5.2 Conclusion**

The findings of this study highlight the crucial role of leadership strategy in enhancing institutional performance in a private university context in Nigeria. Participative decision making empowers employees, ethical principles strengthen commitment, and transparency builds trust all of which are essential for sustainable institutional growth. Among the three leadership strategies studied, ethical principles emerged as the most influential strategy, demonstrating that maintaining integrity, fairness, and accountability is central to

fostering employee commitment. Transparency and participative leadership also significantly contribute to institutional performance, but their effectiveness is strengthened when supported by trust and job satisfaction. The study concludes that leadership in educational institutions should not be based solely on positional authority, but should actively integrate inclusive decision making, moral integrity, and open communication to inspire and retain a committed workforce.

### **5.3 Contribution to Knowledge**

The primary contribution to knowledge of this study is to fill existing research gaps by providing empirical evidence on how specific leadership strategies such as participative decision making, ethical principles and transparency influence institution performance such as job satisfaction, commitment and trust

### **5.4 Recommendations**

Based on the findings of this study, the following recommendations are proposed:

i. Management should institutionalize clear channels for employee involvement in decision making, such as regular consultative forums, suggestion schemes, and participatory committees.

These should be put in place to ensure that employee input is not only sought but also visibly acted upon.

ii. Leaders at all levels should be trained in ethical decision-making, fairness, and accountability.

Codes of conduct should be reinforced with practical examples and monitored through periodic assessments to ensure consistent application across the institution.

iii. Management should commit to open communication by providing timely information about decisions, their rationale, and expected outcomes. Clear reporting lines and accessible documentation can help prevent misunderstandings and foster greater trust.

iv. Rather than treating participation, ethics, and transparency as separate initiatives, leadership development programmes should integrate all three as mutually reinforcing elements. Policies, procedures, and performance appraisals should reflect this integrated approach.

iv. Conduct annual surveys to measure staff perceptions of participation, ethics, and transparency, and use the feedback to make targeted improvements. This ensures continuous alignment between leadership behaviour and employee expectations.

## **5.5 Limitation of the Study**

The reliance on individual data may introduce response bias, as participants' answers could be influenced by personal experiences or perceptions rather than objective reality.

## **5.6 Suggestions for Further Research**

i. Future studies should include multiple institutions (both private and public) for broader comparative insights.

ii. A longitudinal research design could be used to assess how leadership strategies affect institutional performance over time.

iii. Further research could explore the moderating role of ethical culture in the relationship between leadership strategies and institutional performance.

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## APPENDIX 1

### EXAMINING THE IMPACT OF LEADERSHIP STRATEGY ON INSTITUTION: PERFORMANCE: STUDY OF THOMAS ADEWUMI UNIVERSITY

Dear Respondent,

I am Olusola Blessing Oluwaseun, currently in my fourth year at Thomas Adewumi University pursuing a Bachelor of Science degree in Business Administration. As part of the requirements for this degree, I am conducting a research on the topic mentioned above. Your participation in completing this questionnaire is highly appreciated. Your responses will contribute significantly to achieving credible results for my project. Please answer the questions honestly and to the best of your knowledge. Be rest assured that all information provided will be used solely for academic purposes and will be treated with utmost confidentiality.

Kindly select the most appropriate option by ticking the boxes provided. Thank you for your cooperation.

Yours Faithfully

Olusola Blessing Oluwaseun

Please indicate your consent by selecting the appropriate option or filling in the space provided.

Kindly respond to the following questions:

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

### **SECTION A: DEMOGRAPHIC DATA**

1. What is your age?

a. 20-29 [ ] b. 30-39 [ ] c. 40-49 [ ] d. 50-59 [ ] e. 60 or above [ ]

2. What is your highest level of education completed?

a. Secondary school [ ] b. Diploma [ ] c. Bachelor's degree [ ] d. Master's degree [ ] e. PHD [ ]

3. How many years of work experience do you have?

a. Less than 2 years [ ] b. 2-5 years [ ] c. 6-10 years [ ] d. 11-15 years [ ] e. More than 15 years [ ]

4. What is your rank? .....

5. What is the nature of your job in then institution.

a. Academic [ ] b. Non- academic [ ]

### **SECTION B**

Using the scale below, please answer the following statement by selecting the options that best satisfy your response to the following statements: Using the scale below, please respond to the following statements by selecting the option that best reflects your opinion:

Strongly Disagree [SD], Disagree [D], Neutral [N], Agree [A] Strongly Agree [SA]

	PARTICIPATIVE DECISION MAKING	SD	D	N	A	SA
1	I am often involved in decision-making processes in my institution.					
2	My inputs significantly influence decisions made by the leadership					
3	There are effective formal mechanisms for staff participation in decision-making					
4	Participative decision-making improves institutional performance.					
5	I have opportunities to provide input in institutional decision-making.					
	EMPLOYEE JOB SATISFACTION	SD	D	N	A	SA
6	I am satisfied with my job overall.					
7	My immediate supervisor/leader is supportive					
8	I enjoy coming to work.					
9	I receive constructive feedback and recognition for my work.					
10	My job responsibilities and expectations are					

clear.

SC ETHICAL PRINCIPLES SD D N A SA

11 Leaders in my institution demonstrate high integrity.

12 Leaders consider ethical implications in their decisions.

13 Leaders are accountable for their actions and decisions

14 The ethical culture within my institution is strong.

15 Adherence to ethical principles positively impacts institutional performance

EMPLOYEE COMMITMENT SD D N A SA

16 I am emotionally attached to my institution.

17 My personal values are aligned with the institution's values.

18 I see myself in the future of the institution.

19 I am loyal to the institution.

20 My level of commitment affects my productivity and performance.

TRANSPARENCY

SD D N A SA

21 The decision-making process in my institution is transparent.

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22 The rationales behind decisions are communicated to me.

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23 Performance evaluations and feedback processes are transparent.

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24 Leadership is transparent in sharing information about decisions and their rationale.

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EMPLOYEE TRUST

SD D N A SA

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25 I trust the leadership of my institution.

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26 Leaders are honest and integrity-driven in their communication.

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27 Leadership is fair and just in the way they deal with employees.

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28 Trust in leadership affects my level of

engagement and motivation at work.

29 Trust in leadership influences my

commitment to the institution.