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The background of the page features a large, faint watermark of the University of Cape Coast crest. The crest is a shield-shaped emblem. At the top, a yellow eagle with its wings spread is set against a red background. Below the eagle, the shield is divided into horizontal bands of white and blue. In the center of the shield is a yellow circle containing a red stylized human figure. At the bottom of the shield is a red banner with the word "NOBIS" in white capital letters. The entire crest is rendered in a light, semi-transparent style.

**LEADERSHIP TRAITS EXPRESSION AND ORGANISATIONAL
EFFECTIVENESS IN PRIVATE INSTITUTIONS OF HIGHER
EDUCATION: PERCEPTION STUDY OF MARSHALLS
UNIVERSITY COLLEGE, ACCRA.**

**BY
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MANAGEMENT IN FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF DOCTOR OF PHILOSOPHY IN DEVELOPMENT
STUDIES**

SEPTEMBER, 2023

DECLARATION

Candidate's Declaration:

I hereby declare that this thesis is the result of my own original work and that no part has been presented for another degree in this Institution or elsewhere.

Candidate Signature Date.....

Michael Martinson Boakye

Supervisor's Declaration:

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of theses laid down by Institute of Development and Technology Management.

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Co-Supervisors' Signature..... Date.....

Dr. Ebenezer Anuwa-Amarh

ABSTRACT

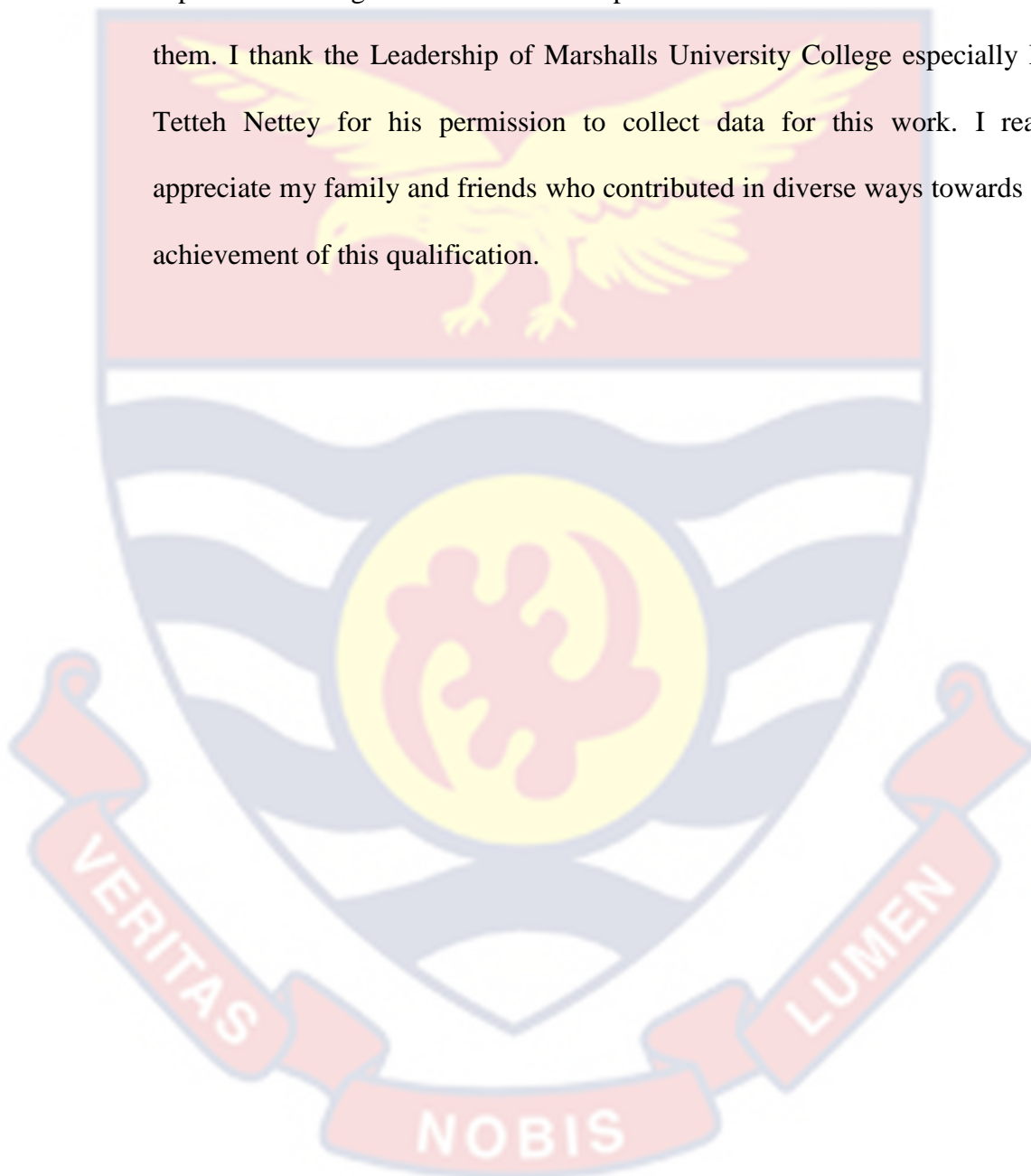
The purpose of this study was to analyze Leadership traits expression and organisational effectiveness in Private Institutions of Higher Education. The study used primary and secondary data. Primary data were transcriptions of responses from interview and questionnaire administration. Data were processed using STATA and SmartPLS3 software. Purposive and Stratified Random Sampling were used in sampling a size of 130. Data were analysed using thematic analysis, principal component analysis, multiple linear regression and modeling analysis techniques.

The study revealed that Leadership traits expression had a positive relationship with the university's organisational effectiveness. The results showed that an improvement in leadership styles within the university will account for 4.2% in organisations overall effectiveness. Strengthening leadership capabilities will result in 20.6% increase while an enhanced leadership skills will also result in 58.2%. The results revealed that the improvement in Leadership traits expression will account for 38.3 % variation in organisational effectiveness. It emerged that transformational leadership style contributed more variations in organisational effectiveness than transactional, authoritative and laissez faire leadership styles. The results also showed that leadership competency played a mediation role between Leadership traits expression and organisational effectiveness.

The findings from the analysis revealed that leader's personality, workforce diversity, organisational culture and climate and decision making characteristics determined leadership traits expression in private institutions of higher education. The study established that an effective leadership traits expression model should have the components of leadership styles, leadership skills and leadership capabilities in order to contribute to the leader's competency for optimal effectiveness. The study recommended the augmentation of the identified Leadership traits expression constructs in order to achieve maximum organisational effectiveness in private institutions of higher education.

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DEDICATION

To my Father and Maker, Jehovah Yahweh and my beloved daughters,
Jael and Kovesh.



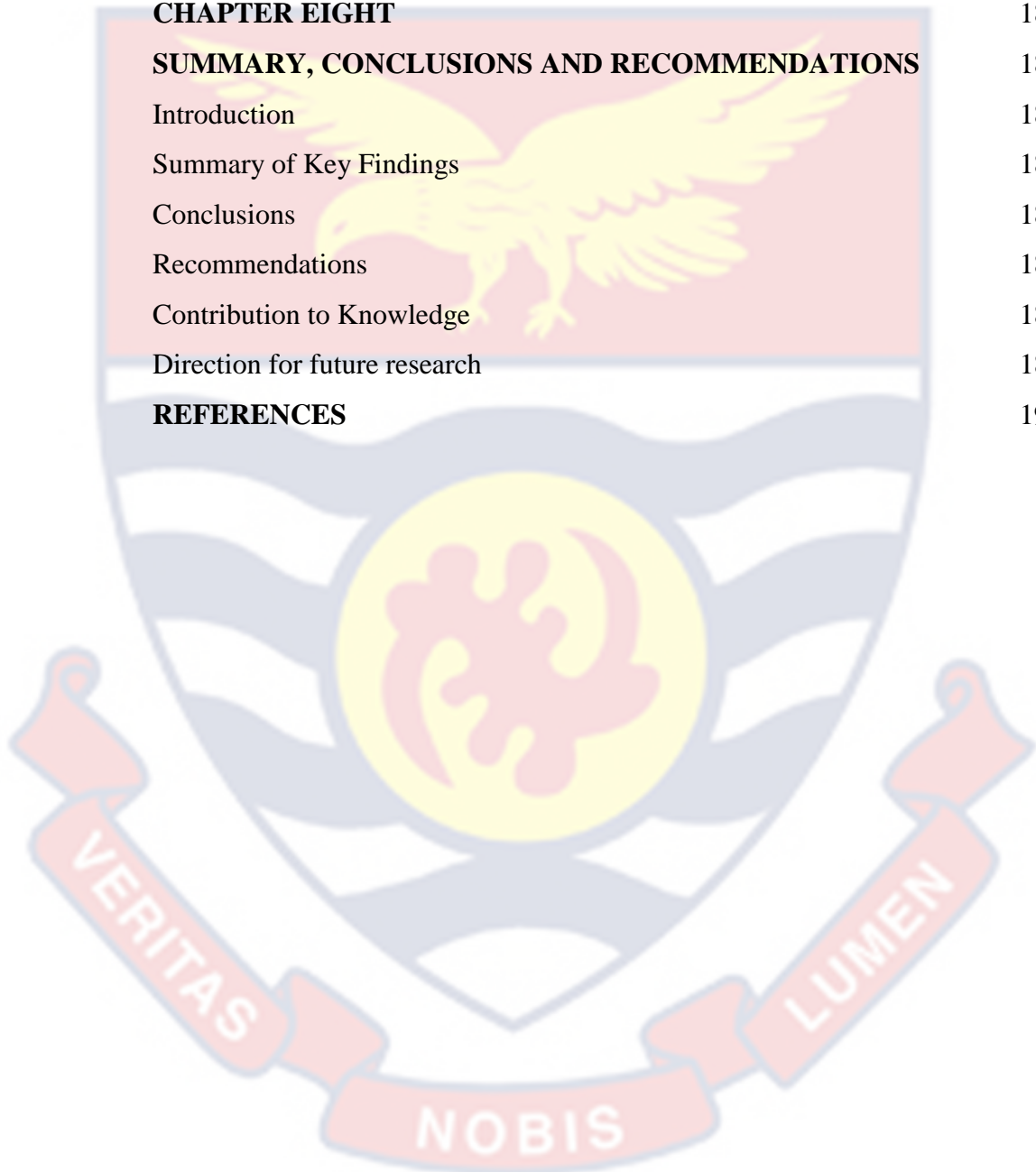
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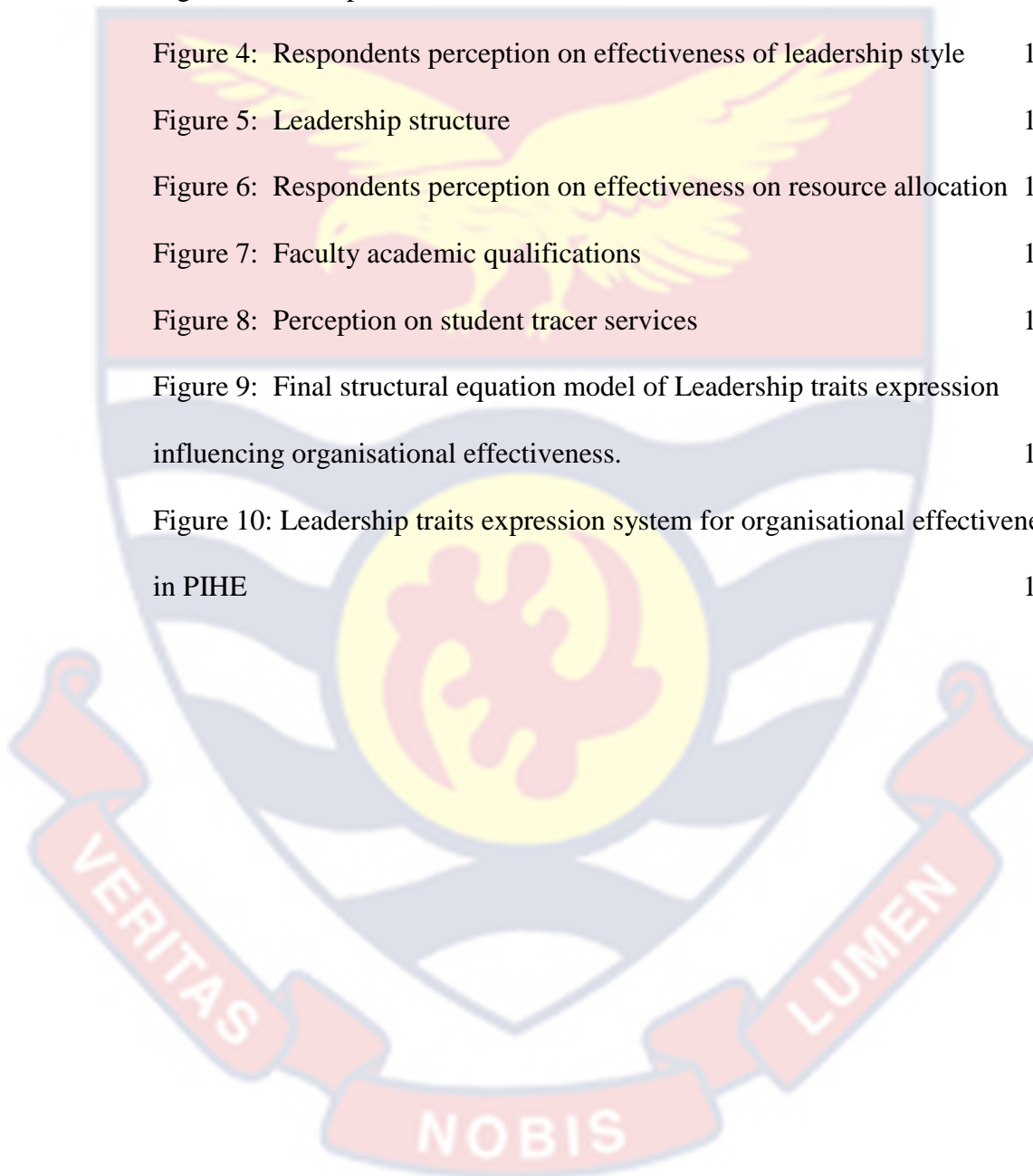


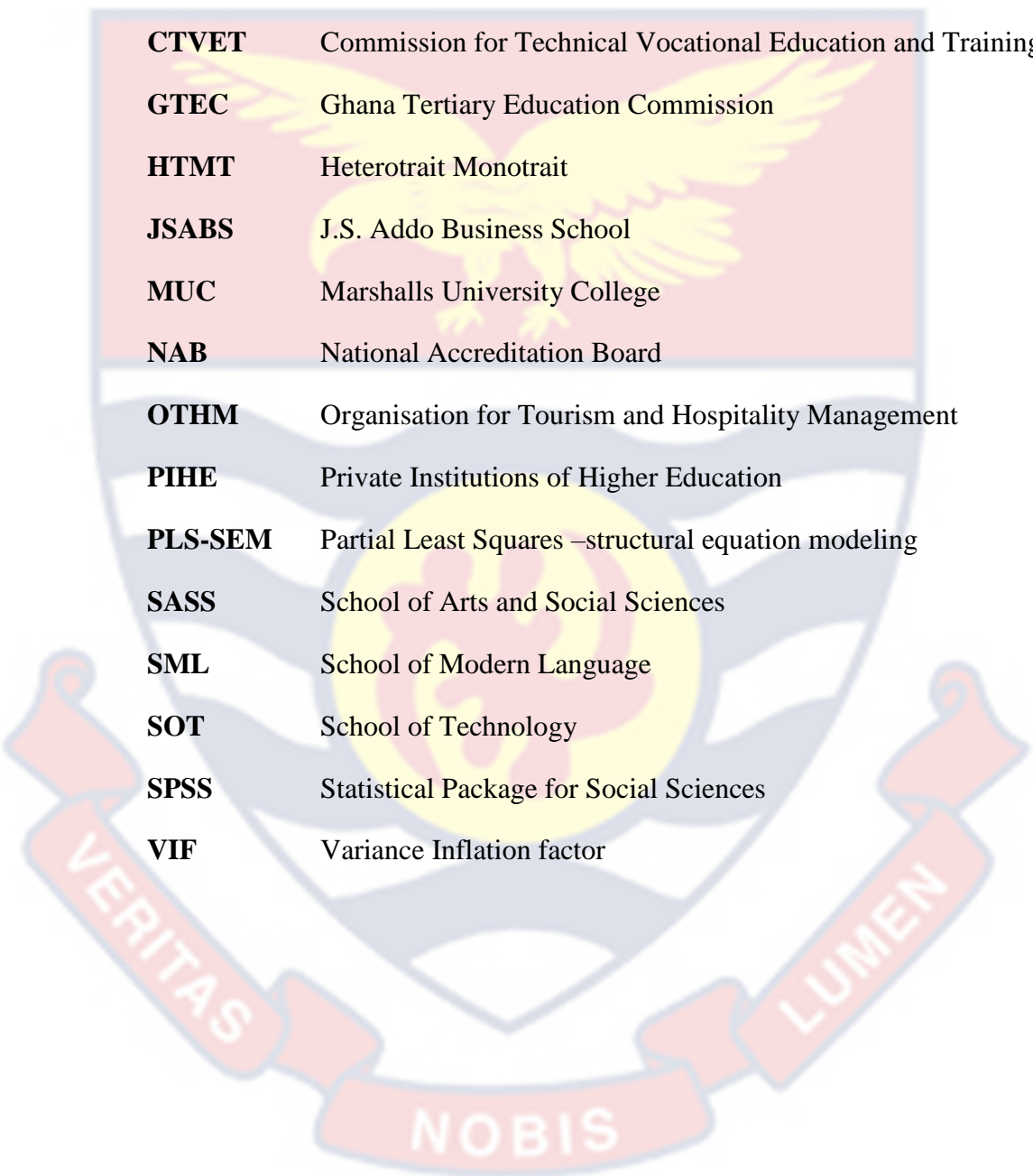
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LIST OF ABBREVIATIONSThe background of the page features a large, faint watermark of the University of Cape Coast logo. The logo is a shield-shaped emblem with a yellow eagle with outstretched wings in the center. Below the eagle is a yellow sun with rays. The shield is divided into four quadrants. At the bottom of the shield is a red banner with the Latin motto "VERITAS NOBIS LUMEN" written in white capital letters.

AVE	Average Variance Extracted
CA	Cronbach Alpha
CR	Composite Reliability
CTVET	Commission for Technical Vocational Education and Training
GTEC	Ghana Tertiary Education Commission
HTMT	Heterotrait Monotrait
JSABS	J.S. Addo Business School
MUC	Marshalls University College
NAB	National Accreditation Board
OTHM	Organisation for Tourism and Hospitality Management
PIHE	Private Institutions of Higher Education
PLS-SEM	Partial Least Squares –structural equation modeling
SASS	School of Arts and Social Sciences
SML	School of Modern Language
SOT	School of Technology
SPSS	Statistical Package for Social Sciences
VIF	Variance Inflation factor

CHAPTER ONE

INTRODUCTION

Rationale of the study

Administering a higher institution of learning in Ghana is cumbersome as a result of transformations that continue to take place in education industry due to government policies, institutional statutes, international laws and conventions among others (Akplu, 2016). Business organisations and institutions would want to see their businesses thrive and therefore may apply myriad factors of business success in the face of low student enrollment, infrastructure deficit, qualified and experience teaching staff, finance, regulatory demands and competition. Omane-Antwi (2017) identifies major challenges facing higher education in Ghana to include finding a proper balance between government control and institutional autonomy, politicians, growth in tuition revenue, challenges of multiple oversights, cost challenges and diminishing government funding.

It is therefore the responsibility of leadership to strategically plan for intellectual growth and sustainability of institutions which demands that university administrators develop and possess certain leadership traits expression that can influence effectiveness of organisations. Several scholars argue that good leadership propels organisational effectiveness. Adei (2001, p.21) indicates that “leadership is cause, everything else is effect” and this is dependent on leadership traits expression. It is also crucial for university leaders to appreciate the determinants of leadership traits expression and as

well understand the effects of leadership traits expression which decisively affect the outcome of leadership on institutional effectiveness.

From the 20th century, effectiveness and agility of business organisations and institutions are owed to the kind of leadership in charge of operations who possess the needed leadership traits expression. Good organisational leadership with relevant traits expression determines the market share, profitability, competitive advantage and viability of organisations. The argument is that every organizations or institutions success is characterized by leadership traits such as skills, styles and capabilities which are determine by personality, organizational climate, organizational culture, etc. Elhadj (2013) indicates that leadership of business organisations maintain stability and create a culture of efficiency, vision and strategy by helping others to grow by focusing on people who are inspired and motivated with the aim of achieving organisational effectiveness.

Though two leadership research organized by Lieberson and O'Connor (1972) and Salancik and Pfeffer (1979) establish the fact that leadership does not directly affect organisational outcome, there are overwhelming evidence that organisational leadership with certain traits expression affects the outcome of business operations. Leadership theorist, Pfeffer (1981) suggests that leaders can impact organisational outcome through direct means such as formulating appropriate cooperative level strategy or indirect means such as effectively managing the symbols that help build commitment of employees to organisations. Factually, a lot of research into leadership has underscored the

importance of leadership pertaining to organisational challenges and the changing business environment has been perennial (Bass, 1990; Kotter, 1990).

Evidence from Cameron (1978) supports that due to changes in the business environment; leadership traits expression has become crucial in organisational performance. Again, evidence provided by Gupta (2009) emphasizes that Leadership traits expression substantially affects organisation's performance. As Leadership traits expression is important in other organisations so it is in private institutions of higher education or private universities. The evidence from different researchers juxtaposes that government agencies like Ghana Tertiary Education Commission, Commission for Technical Vocational Education and Training, policies and legislation, international agenda and institutional policies have led to significant transformations in the higher education landscape determining the traits of university leaders.

The government, in order to assistance Private Institution of Higher Education to be effective and sustainable, introduced the Tertiary Education Policy and the Presidential Charter Policy for private institutions to gain autonomy. However, the charter policy poses different regulatory requirement challenges. The Ghana Tertiary Education Commission in its effort to also promote Private Institutions of Higher Education's effectiveness organizes stakeholder engagement on policy of institutional level governance occasionally yet much is left to be desired.

Akplu (2016) expresses that many studies are done to provide answers and better ways university leadership can respond to the drivers of change in

the education sector by leveraging on key Leadership traits expression to achieve organisational effectiveness. Akplu (2016) asserts that leadership in universities has become increasingly complex ever than before. Though the facts still remain that university leadership and their traits expression has changed, in Ghana we do not know the state of Leadership traits expression as in the kind of traits leaders must possess and the state of organisational effectiveness as well as the effects of leadership traits expression on private university colleges and the appropriate leadership model that gives optimal effectiveness. University leadership, therefore, needs to develop certain Leadership traits that can give them the agility and empowerment in their leadership activities. Leadership traits are the major characteristics that a leader possesses for which it is expressed in the process of decision making, behaviour and action. The traits of the leader determine how he or she handles leadership activities. The questions that bother Private Institutions of Higher Education administrators are: what are the determinants of Leadership traits expression?; what are the effects of leadership traits expression on organisational effectiveness? as well as, what leadership traits model enhances optimal organisational effectiveness?

Statement of the Problem

Ghana has a large number of private tertiary education institutions and a couple of them are out of operation whilst the remaining ones are facing challenges of sustainability (Akplu, 2016). This calls for the development of certain Leadership traits expression and organisational effectiveness agenda to enhance PIHE levels of intellectual growth and sustainability. Leadership traits expression is the characteristics or personal qualities of a leader that

shape and bring the abilities to command and inspire a group for achievement of objectives (Sparapani, 2015). Due the problems confronting private institutions of higher education in terms of student numbers, cost and infrastructure; private institutions of higher education are at risk of collapse, however, with the development and improvement of leadership traits expression, effectiveness can be achieved (Kirkpatric and Locke, 1991).

Much research into leadership has concentrated on leadership styles, leadership structure, and leadership financial sustainability plan as well as challenges when it comes to private institutions of higher education of which some are empirical and others are not. However, there is still an empirical and geographical knowledge gap when it comes to private institutions of higher education in a Ghanaian context relating to leadership traits expression and its combined effects on organisational effectiveness. Some of these studies include Anderson (2006) and Colbert et al (2013): Personality and leadership composition in top management teams for organisational effectiveness; Maduenyi et al (2015): Leadership structure and organisational effectiveness. Nasereddin and Sharabati (2016): University leadership styles and organisational performance; Pephrah and Osei Kuffour (2020): Financial sustainability of universities in Ghana; Elsevier (2020): Challenges of university leadership.

Again, there is a primary knowledge gap in relation to Leadership traits expression and organisational effectiveness pertaining to private institutions of higher education especially in Ghana. It is not clear in literature and in practice how Leadership traits expression influences and correlates with organisational effectiveness in PIHE in Ghana. The single effects of leadership style

(Elenkor, 2002; Ojokuku et al, 2012; Sofi &Devanadhen, 2015; Iqbal et al, 2015; Bhargavi & Yaseen, 2016; Saleh et al 2018) and leadership skills (Smith &Lewis, 2012; Kalagiros, 2012; Jehow et al, 2018) on organisational effectiveness are established in literature but the single effect of leadership capabilities are not clear in literature in a Ghanaian context (Andrew & Boyne 2010; Dimmock, 2012; Gifford, 2013; Ritonga 2015;) as well as the combined effects of the Leadership traits expression. This study seeks to establish that and also the determinants as well as the effects of leadership traits expression on organisational effectiveness so as to propose leadership traits model that gives optimal results to clarify the applicability of the theory of planned behaviour (Azjen, 1991) which explains leadership behaviour by focusing on a leaders traits (trait theory of personality) depending on what organisations want to achieve in terms of effectiveness; contingent (contingency theory) on the business environmental situations.

Objectives of the study

General Objective

The main objective of the study was to analyze leadership traits expression and organisational effectiveness in PIHE for enhanced organisational effectiveness.

Specific Objectives

The specific objectives of the study included:

1. To describe the state of Leadership traits expression and organisational effectiveness in Private Institutions of Higher Education (PIHE)

2. To assess the determinants of Leadership traits expression in Private Institutions of Higher Education
3. To evaluate the effects of Leadership traits expression on organisational effectiveness in Private Institutions of Higher Education
4. To synthesize an improved system of Leadership traits expression for enhanced organisational effectiveness for Private Institutions of Higher Education

Research questions

1. What is the state of Leadership traits expression and organisational effectiveness in PIHE?
2. What are the determinants of Leadership traits expression in PIHE?
3. How does Leadership traits expression affect organisational effectiveness in PIHE?
4. What Leadership traits expression model gives an enhanced organisational effectiveness?

Research Hypotheses

The study tested the following hypotheses:

Ho: Leadership traits expression does not have positive and significant relationship with organisational effectiveness.

Ha: Leadership traits expression has positive and significant relationship with organisational effectiveness.

Significance of the study

The study analyzes Leadership traits expression and organisational effectiveness in private institutions of higher education. The recommendations or policy implications from the study could be used by private institutions of higher education and other likeminded organisations for smooth running of their institutional operations. It provides a useful insight and knowledge on Leadership traits expression for business executives, students and the scientific community and how Leadership traits expression correlates with organisational effectiveness. The study discovers the state of leadership traits expression and organisational effectiveness and the effects of Leadership traits expression on organisational effectiveness in private colleges and universities.

The study places people in line with knowledge and strategies to improve Leadership traits expression to facilitate the achievement of organisational effectiveness. This study has relevant theoretical and practical implication by linking Leadership traits expression to organisational effectiveness and salient review on the Leadership traits expression and organisational effectiveness and as well as appropriate Leadership traits expression model for an enhanced organisational results. This thesis contributes to both theory and practice on Leadership traits expression and organisational effectiveness in this time where business executives in private tertiary education landscape seek to unite theory with practice in order to build a thriving institution.

Scope of the study

The study analyzes Leadership traits expression and organisational effectiveness in PIHE, Ghana. The major subject matter discussed includes

Leadership traits expression – state of leadership traits expression and state of organisational effectiveness in private colleges and universities considering the effects of Leadership traits expression on organisational effectiveness. The research was carried out at Marshalls University College which is affiliated to the University of Cape Coast and the Organisation of Tourism and Hospitality and Management, UK with the sole purpose of analyzing Leadership traits expression and organisational effectiveness.

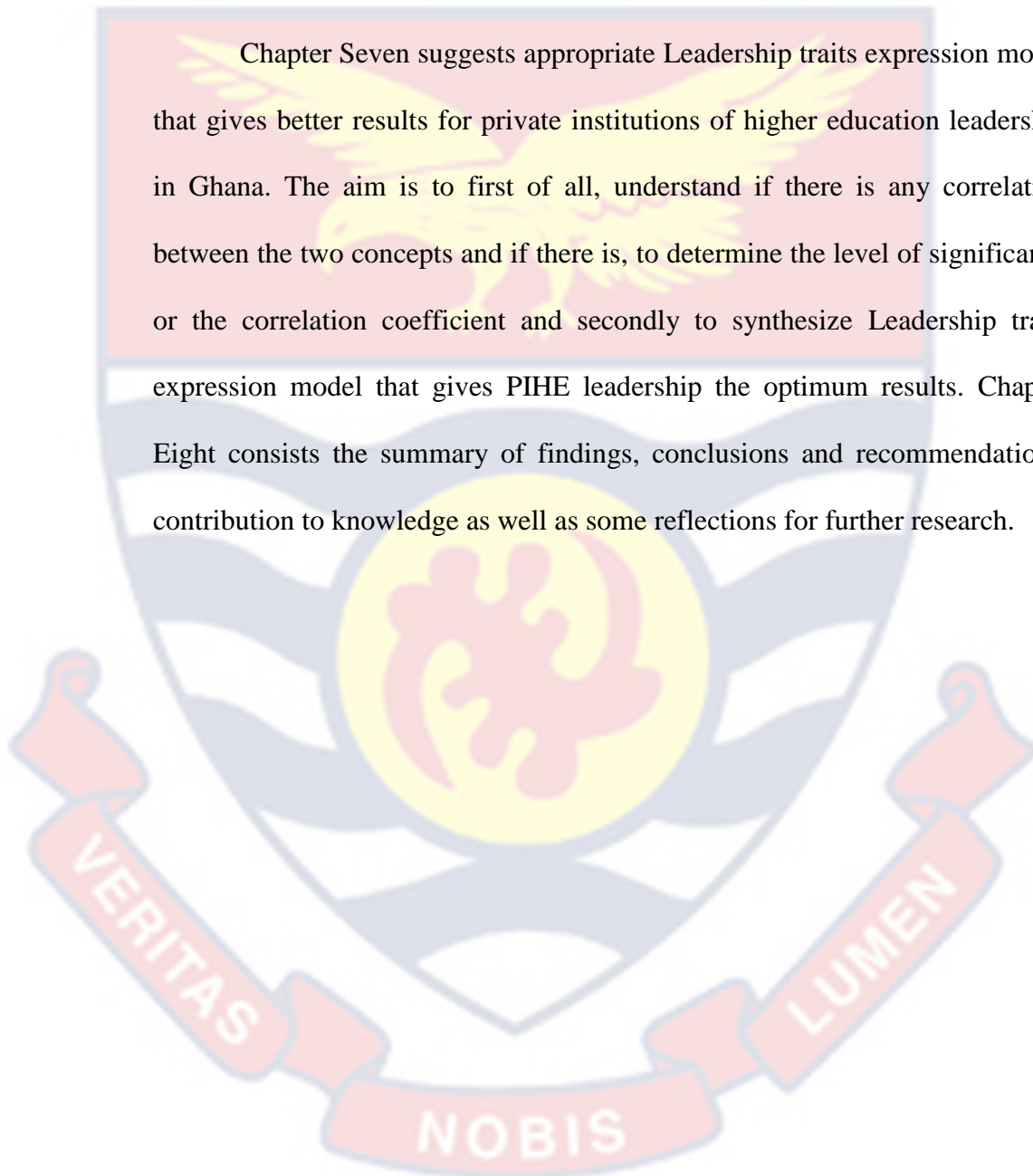
Thesis structure

The study is organized in eight chapters;

Chapter One includes the background of the study, problem statement, objectives, research questions, significance and brief discussions on higher education in Ghana. Chapter Two covers theoretical and conceptual review. It explores the state of leadership traits expression and organisational effectiveness, organisational effectiveness models and determinants of leadership traits expression and the link between leadership traits expression and organisations effectiveness. Chapter Three looks at methodology covering research design, data sources and types, sampling techniques, data collection method and instrument and the data analysis techniques used for the study. Chapter Four answers research question 1 “what is the state of leadership traits expression and organisational effectiveness in PIHE. The aim is to describe the state of leadership traits expression in PIHE covering leadership styles, leadership competencies; leadership skills and leadership capabilities. It also answers, “What is the state of organisational effectiveness in PIHE. The aim is to describe how PIHE has achieved effectiveness. Chapter Five discusses the determinants of Leadership traits expression. Chapter Six discusses the effects

of Leadership traits expression on organisational effectiveness in PIHE. This has the purpose to bring understanding on how Leadership traits expression affects the students, administrative and faculty members in their line of duties as well as the overall effectiveness of the university.

Chapter Seven suggests appropriate Leadership traits expression model that gives better results for private institutions of higher education leadership in Ghana. The aim is to first of all, understand if there is any correlation between the two concepts and if there is, to determine the level of significance or the correlation coefficient and secondly to synthesize Leadership traits expression model that gives PIHE leadership the optimum results. Chapter Eight consists the summary of findings, conclusions and recommendations, contribution to knowledge as well as some reflections for further research.



CHAPTER TWO

THEORETICAL AND CONCEPTUAL REVIEW

Overview

This chapter gives a review of related literature. It covers major concepts, related theories, leadership traits expression and the effects of leadership traits expression on organisational effectiveness as well as the theories that underpin this study which included trait theory of personality, theory of planned behavior and contingency theory. This lays the foundation for further discussions on leadership traits expression in the subsequent chapters.

Review of Related Theories

Theoretical framework is a blueprint that serves as a guide for building and supporting a study by relying on a formal and tested theory. It covers the selected theories or a theory that underpins researchers thinking and understanding of a phenomenon. Leadership research has been given utmost attention in recent times; however, much is left to be desired. The theoretical framework that underpins this study is the trait theory of personality, contingency theory and the theory of planned behaviour.

The Trait theory of personality

The Trait theory assumes that leadership success or effectiveness is based on the characteristics of the individual leader. A person's characteristics determine the leadership potentials (Furnham, 2005). The behaviour and personality of a leader is closely associated with the leadership success.

Carlyle (1841), a Scottish philosopher pioneered the trait theory. Thomas linked the men who rose to highest level of power through maximum utilization of skills and talent. Thomas called it “the great man theory” because the trait theory of leadership considers leaders based on physical attributes, abilities and the personalities. However, in 1936, Gordon Allport propounded the Trait theory of personality where he identifies cardinal, central and secondary element as key component of the trait. The cardinal traits are developed over a period and form part of an individual sense of self, emotions and attitude. The central traits trigger different behaviours like fear, intellects and so on. The secondary traits are only seen in certain condition because they are less dominant covering areas like a person’s preference for college course, food and dress.

Cherry (2021) ascertains that trait leadership focuses on personality characteristics which produces certain behavioural patterns which is consistent with different situations. The behavioural patterns bring to the leader assertiveness, flexibility and adaptability, creativity and key elements of dissolution. This means that the trait of a leader comprising mental, physical and social characteristics makes the leader more successful (Lindberg, 2022). Personality characteristics are what distinguish a leader from followers. Iedunote (2022) opines that the traits of leaders which include drive, desire to lead, honesty and integrity, self -confidence, intelligence and job relevant knowledge are crucial to leadership success. This theory underpins the study to ascertain if traits of a leader could lead to organisational effectiveness or otherwise.

Contingency theory

Contingency theory (CT) was developed by Fred Fiedler (1967) in assessing leadership effectiveness in group situations. He opines that leadership success and effectiveness is dependent on one's style of leadership and suiting the style to that of the environmental situation (state of leadership traits expression). The state of leadership traits expression determines the prevailing situation in the environment. Contingency theory classifies situational factors that influence effective and ineffective leadership into three categories (Oakleaf, 2019). The three situational factors are leader-member relationship, task structure and positional power. This theory is the second that underpins this study of leadership and organisational effectiveness in PIHE in Ghana. Contingency theory is a leadership theory originally propounded by Fred Fiedler (1967) in an attempt to find out leader's effectiveness in context of situations. Later, other scholars like Vroom & Yetton (1973) came in with leader –member participation model and House & Mitchel (1975) came up with the path-goal theory. All these theories possess the elements of contingency theory.

Contingency theory assumes that leaders become effective when the state of leadership is consistent with situations. Gupta (2009) asserts that leadership behaviours are fixed and that they cannot be adapted or modified therefore it is most appropriate when leader's leadership behaviour is consistent with situation and prevailing environmental circumstances. The major element of Contingency theory is for the leader not to adapt to situations but match leadership activities to compatible situation (Gupta, 2009). The objective of Contingency theory is that as leadership styles are static and situations are dynamic as a result of political, economic, social and

technological changes, the leader is supposed to adopt a leadership style that can answer the need of the situational context. Gupta (2009) highlights that it is very crucial to identify a leader's style of leadership in order to best use this Contingency theory. He therefore suggests the use of least preferred co-worker (LPC) scale to assess and identify a leader's style of leadership. The Least preferred co-worker is a list of model questions that is used to establish a kind of employee a leader would most likely want to work with and that clearly establishes the leader's style of leadership (Gupta, 2009). Least preferred co-worker establishes both high and low scores. High LPC scores means that a leader is people-oriented and such a leader has good personal skills with subordinates and therefore can leverage on the good relationship with subordinates to accomplish task successfully. People-oriented leadership style depend on good relationship to achieve leadership success. Low LPC score means that leader has task related behaviour of leadership which makes the leader concentrate on organisational task to be achieved by the use of positional power of the leader. Task-oriented leadership behaviour makes use of positional power and task structure to achieve leadership success.

Contingency theory assumes that situational favorableness is necessary to leadership effectiveness. Gupta (2009) posits that a situation is mainly assessed by three factors consisting leader-member relations, task structure and positional power. Leader-member relations concern how the leader plans task for subordinates and positional power covers the level of power a leader exercises over followers. Gupta (2009) claims that there are three factors facilitate leadership success or failure. Fiedler's CT implies that leader's effectiveness and success is dependent on situational favorableness or

situational control. Kendra (2008) adds that the successful application of CT depends on a number of variables consisting leadership behaviour, qualities of followers and the prevailing situation. This means, there is no one best leadership style. Using LPC to identify leadership behaviour helps to also find the right job and position. Leaders who prefer human orientation leadership (High LPC) will do best in favorable situations and leaders with preference for Task orientation (Low LPC) will be effective in non- favorable situations.

Contingency Theory, though a complex theory, is applied in several ways and in different organisations. Gupta (2009) indicates that CT is used to create leadership profiles of organisations in which styles of leadership can be matched with situations that have proven successful. Again, Contingency theory was used as a predictive method to evaluate LPC and organisational situations and dynamics. Gupta (2009) again claims that CT is very useful in matching professionals to the right situations and determining the best person for a job. The use of CT in this study of leadership and organisational effectiveness in PIHE in Ghana is to help understand and explain the university administrator's state of leadership in terms of styles, skills, capabilities and competences. The interest of the researcher is to explain and understand the state of leadership of the university administrators to match the institutional situation and dynamics for optimum organisational effectiveness.

Theory of Planned Behaviour

The third theory that underpins this study is the Theory of Planned Behaviour. This theory is the extension of the reasoned action theory developed by Martin Fishbein and Icek Azjen (1967). The theory of reasoned

action explains the intentions of a person behaviour influenced by two factors – attitude and subjective norm. The theory of reasoned action was expanded by the same advocates by adding a third factor – perceived behaviour control (PBC) - and calls it planned behaviour theory. This planned behaviour theory provides approach to explain leadership behaviour by focusing on intentions influencing attitude, subjective norm and perceived behaviour control (Jowi, 2018). This theory assumes that the rationality of leadership action as based on intentions to do or not to do something in reference to the leader's belief compassing attitude, subjective norms and perceived behaviour control (Ajzen & Fishbein, 1980).

The study aimed to understand leadership traits expression and organisational effectiveness in PIHE administrators in Ghana. Ajzen and Fishbein (2010:29) posit that behaviour is observable events which takes place within a given context at a given time and directed at some target. From the above assertion, behaviour is seen to have four main components: observable behaviour or action, context of action /behaviour, time of action/behaviour and target of the action /behaviour. This means that behaviour must be observable behaviour and must happen in a situational context at a given time directed at a target. Thus, behaviour must be purposeful though outcome may be positive or negative. Though each of the four components identified is crucial to behaviour, each can be treated as specific, discrete quantities with different frequencies and magnitude. However, in this study leadership is treated as a behavioural category because leadership is a result of different actions.

TRA argues that human behaviour is as a result of intentions. The intentions of a person triggers action to be performed. This implies that no

intentions no action/behaviour because every action/ behaviour is intended as leadership constitutes intended actions. TRA hold intentions as the major predictor of behaviour because people would behave in a certain way as a result of what they have intended. If intentions are strong and concrete the more successful a behaviour is performed and vice versa. It is therefore important that if leadership intentions are to predict leadership action then there must be strong leadership intentions to trigger the successful performance of behaviour. If behaviour is a manifestation of strong intentions then TRA concerns behavioural intentions and that leader will consider the outcome of their actions before performance.

Attitudes are positive and negative evaluation of performing behaviour in future (Heggar, 2019). Attitude is the assessment of a personal behaviour. Efendi & Makhfudli (2009: 103) indicate that attitude is the readiness to react to certain objects in the environment. Ajzen and Fishbein (1980) see attitude as a person's negative and positive belief about a performed action. TRA argues that people will always have a positive and negative attitude towards behaviour and the performance of the behaviour will lead to positive outcome. Attitude which is the evaluation of a person's behaviour is one reason why behaviour is likely to be performed. Therefore, a leader's attitude to perform behaviour depends on the leader's belief as to whether the outcome of the behaviour will be positive and negative. Otieno (2018) identifies two components to attitude – strength of behavioural belief and evaluation of outcome of the performance. The strength of behavioural belief relates to the consequences of the behaviour if performed and the evaluation of outcome of performance relates to how good or bad the consequences of the performed

behaviour would be. The outcome attached to behaviour and the importance of the outcome is what triggers the performance of action.

Subjective norms are a person's perception of what others think about behaviour to the extent to which social perception influences the performance of the action or not (Fishbein, Ajzen & McArdle, 1980). Sumanyono (2012) indicates that social norms are norms which depart from inner element or the human conscience. Maulana (2009) adds that subjective norms refer to a person's belief on how and what to think about people considered important and motivated to follow the thought. In the same vein, Wedayanti & Giantari (2016) postulate that subjective norm are the views considered as important by individuals which advises the actor to perform or not to perform certain behaviours and the motivation accompanied by the willingness to do or not to do something that is considered important. This means that social pressure and assessment of behaviour influence leader's behaviour in certain ways. Otieno (2018) describes subjective norm as what is permissible behaviour in a society of which a social group allows for its performance.

Perceived behaviour control (PBC) is the third determinant added to attitude and subject norm as behaviour predictors. It is the key predictor of behaviour in the Theory of Planned Behaviour (Ajzen, 1991). Ajzen (1998) defines PBC as factors that refreshes to the perceived ease or difficulty performing the behaviour and it assumes to reflect past experiences as well as anticipate impediment and obstacles. PBC helps to explain and understand non – volitional behaviour. It explains how behaviour to be performed is or is not under the control of leaders. PBC puts behaviour performance potential into the domain of the leaders with the

behavioural intentions, as to whether the individual has the ability to perform the behaviour or is faced with constraints (Conner & Armitage, 1998). This means that the higher the positivity of PBC, the higher the possibility a behaviour will be performed and vice versa. A strong attitude, subjective norm and PBC can yield a strong behavioural intention for behaviour performance.

The influence of perceived behaviour control on intention depends on type of behaviour and situation (Ajzen, 1991) and again the correlation between intention and behaviour whether positive or negative depends on the effect of actual behavioural control. First of all, the perception of a leader on successfully or unsuccessfully performing an intention depends on the leader's ability to control and manage obstacle or constraint facing the behavioural intentions. If a leader feels that constraint can simply control or mitigate the confidence to perform behavioural intentions become stronger (Bundura, 1991). PBC acknowledges control factors which are both internal and external and these factors can frustrate or facilitate the performance of behaviour. Internal factors include leaders background factors in three dimension: personal (personality, mood, emotions, values, past behaviour) social (age, gender, education, income, religion, race, culture) information media, knowledge, intervention). The external factors include organisational dynamics and situational context influencing the perception of leader in behavioural intentions. Jensen and Meckling (1994) indicate that situationalism argues that people's behaviour is propelled by situational or external factors other than a person's internal traits. Again, PBC empowers the correlation between intentions and behaviour. Intentions would be performed

if there is high behavioural control. Sheppard, Hartwick and Warshaw (1998) assert that actors will not perform behaviour though there may be behavioural intentions if there are not enough control resources and abilities to perform the behaviour. If there is adequate control over behavioural control elements intention becomes good predictors of behaviour. Theory of Planned Behaviour assumes that positive perceived behavioural control with positive attitude and subjective norm increases the chances of behavioural preferences. Highlighting a bit on the background factors and belief of leaders the preference of behavioural intentions, age gender, income, religion, culture, education information and so on can influence the belief of people which has dire consequences on intentions.

The background factors may influence belief in three dimensions:

Behavioural belief: Individual's personal ease or difficulty of performance of behaviour.

Normative belief: This is an individual's personal belief concerning how one thinks people around him expect him to behave. This is a personal perceived behavioural expectation in relation to others.

Control belief: Individual personal belief that certain factor may propel or hinder the performance of behaviour.

Some studies argue that in explaining behaviour, background factors must be considered to understand the likely origin of behavioural, normative and control beliefs. However, the relevance of considering background factors and others to explain and understand the origin of behaviour should be based

on being interested in in-depth understanding of attitude and belief systems. This study on leadership traits expression and organisational effectiveness in PIHE is only interested in effects of leadership, determinants of organisational effectiveness as well as state of leadership in PIHE consisting leadership styles, leadership skills, leadership capabilities, and leadership competences for which the study would have to explain. The researcher sees leadership traits expression and organisational effectiveness as a behaviour that emanates from the state of leadership.

TPB according to Fishbein and Ajzen (2010) is used to explain and understand intentional social behaviour. Bamberg, Ajzen and Schmidt (2003) posit that when leaders have to take decisions whether personal or organisational decision, they consider the consequences of the available options (behavioural belief) weigh the expectations of options (normative belief) and then finally consider the needed resources and potential constraints (constraint belief) before performing behaviour. A lot of research (Ajzen & Madden, 1986; Kraft, Rise & Sutton, 2005; Hrubes, Ajzen, & Daigle, 2001) has indicated significant correlation between intentions and perceived behavioural control. This makes TPB more robust model to explain and understand volitional and non-volitional behaviour. Despite great use of TPB model there are some identified weaknesses. PBC has not much empirical support that it can affect behaviour directly. PBC does not say much about actual control of behaviour. The TPB ignores other factors like fear, past experience that could influence behavioural intentions. Again, TPB ignores the time factor between intentions and behaviour which can actually influence behaviour performance.

This study's complete theoretical framework opines that attitude, social norms and perceived behaviour control is linked to institutional Leadership traits expression which may or may not result in both leadership and organisational effectiveness.

Review of Major Concepts

Introduction to Leadership

The issue of leadership has been persistent right from the days of creation through to the ancient fathers like Abraham, Moses, Joseph, Plato, Aristotle and Napoleon among others. However, the history and evolution of leadership cannot be handled in isolation because leadership research gained prominence in the time scientific management influenced the agricultural revolution in 5000 BC. In Egypt, it could be traced to the pyramid time in 2900BC. Management was also evident in the military conquest of Alexander the Great in 336BC (Abuthahir, 2014). However, the management evolution that followed industry emerged in the eighteenth century when there was a transition from manual processes to modern manufacturing systems or technology. Abuthahir (2014) posits that during the industrial revolution, management was based on two major assumptions. First, people (labor) only worked when supervised and controlled and secondly, the reduction of labor efforts and cost increases production. The complex evolution process of management is influenced by four major factors – political, economic, religion and social. Political factors such as government regulations and trade policies affect organisational design and structures and therefore determine the management process and strategy. The economic factors which include

economic freedom, competitive market, and private ownership of properties play a major role in the supply of goods and services in the community and therefore determine how business structures and design the management. The social factors cover the norms, values, beliefs of people and that determine the social interaction which is based on the core of organisations. The social, political and economic factors affecting the best practices of management in its dynamism has given rise to the approaches of management. The religious factor covers the belief systems of people and that influence the way leaders and followers behaved. Leaders have been there for the purpose of instilling order against the chaos of life. Leaders in the past have belonged to either political, religious, military regimes. Bass (1990: p.3) alludes that “the study of leadership rival in the age the emergence of civilization which shaped it leaders as much as it was shaped by them. From its infancy, the study of history has been the study of leaders in what they did and why they did it”.

Cox (2011) indicates that leadership has significant presence in the history of man and is the world’s “oldest obsessions”. Cox asserts that research on leadership can be traced to 5000 years ago and leaders in those times were seen as great men with special characteristics that are in born and that place them in position of leadership. However, further research on leadership from the 20th century has cause leadership to evolve as the rise in the industrial revolution led to the emergence of new leadership. Tooby and Cosmides (1992) assert that the emergence of leadership is a direct response to specific challenges men faced across evolution history. Leadership emergency is dependent on the situation facing man and how the problems must be solved to liberate man. The threat man faced in history was what actually gave rise to

the concept of leadership. The threat over food, resources, peace, and security among others led to leadership to organise defense and to lead attack (Diamond 1997).

Antonakis, Cianciolo and Sternberg (2003) provide a clear time line on how historically leadership has evolved. They indicate that leadership based on traits was moderately active in the 1990s and 1910s. The same was very active from the 1920s to the 1950s. It became mostly inactive from 1960s to 1970s but returned to very active in 1990s to 2000. Behavioural leadership then came in from the 1940s which was very active in 1950s to 1960s. Behavioural leadership became mostly inactive from 1980s to the 2000s. Contingency leadership emerged 1960s but became very active from the 1970s to the 1980s. This happened alongside contextual leadership which also became prominent from the 1990s to 2000s skeptic, relational and new leadership emerged in 1970s. From 1970 to 1980 skeptic leadership was active from the 1990 to 2000 and new leadership gained activeness right from 1980 to 2000s. Leadership based on information processing gained acceptance in 1990s to 2000s.

On the evolutionary origin of leaderships, leadership is conceptualized as strategic interaction between a leader and followers. As long as human problems are recurrent, leadership will continue to evolve giving rise to different theoretical perspective of leadership on anthropology and spatial reasons.

Defining leadership is as difficult and complex as ever as different scholars have different views on the subject of leadership. Bass (1990) notes

that there are almost as many different definitions of leadership as there are persons who have attempted to define the idea of leadership. This indicates that no one scholar or leadership expert could give a vivid description of the concept of leadership.

Leadership involves processes leaders and followers engage in to initiate change (Laub, 2004). This definition considers the end result of leadership which is change. He argues that leadership processes are meant to create change. On the other hand, Stodgill shares the view that leadership has to do with influencing the activities of an organised group in its efforts toward goal setting and goal achievement (Stodgill, 1950). Unlike Laub, Stodgill highlights the influencing of organized group in order to achieve goals of an organisation. Stodgill concentrates on leadership as a goal setting and goal achievements. Leadership is the behaviour of an individual when he is directing the activities of a group toward shared goal (Hemphill, 1957). Hemphill sees leadership as behaviour of directing people. This direction of people is linked to the achievement of a shared goal of an organized group.

The issue of leadership is very crucial in the success equation and effectiveness of business organisations. The leader is tasked with the role of directing the actions of a group in a particular way that can promote the achievements of the group's mission. The problem of Hemphill's definition of leadership is that he limits leadership to the behaviour of directing, neglecting the aspect of influencing the activities of group members. On the contrary, Harvard Business Review supports the leadership definition of Hamphill. It highlights that leadership has to do with accomplishing of business goals

through well positioned human assistants (Prentice, 1960). This definition agrees with Hemphill as both see leadership as directing the efforts of a group towards goal achievement.

Indeed, leadership has some element of directing human actions but is not limited to that only but also covers a bigger range of activities for the achievements of set goals in an organisation. Leadership is an interpersonal influence, exercised in a situation and direction, through the communication process, towards the attainment of a specific goal or goals (Tannenbaum, 1961). Leadership as noted by Tannenbaum, covers interpersonal influence, direction and communication process. These three steps are necessary for goal achievement. Tannenbaum underpins the relevance of interpersonal influence for leadership achievements. Again, leadership element of direction and communication is what empowers the interpersonal influence exercised in a given situation for goal attainment. This definition of leadership captures four important elements of leadership (interpersonal influence, exercise of influence, direction and communication) which is quite different from the way other scholars see leadership.

Different eyes view leadership as the initiation and maintenance of structure in expectation and interaction (Stogdill, 1974). The definition of leadership is limited to two elements - structure initiation and structure maintenance - of which the two combined to influence expectations. Leadership has to do with structures and the structures have an expectation for which interaction is necessary for expectation fulfillment. Cribbin (1981) indicates that leadership uses influence to get people to do various task willingly and also according to specification. The major elements in

Cribbin's assessment of leadership concerns influence as a process and managers achieving results through their people. In the stead, organisational leadership applies the techniques of management through a set of processes capable of inducing willingness among followers to do well what ought to be done. This description of leadership supports Stogdill's (1950) assessment of leadership as influencing the activities of an organized group. It again concords with Tannenbaum (1961) that leadership has an end product of achieving results. Far from the description of leadership by other scholars, Cribbin highlights that leadership is a function of organisational management supporting the view point of Collins (2009) that leaders are managers. The leadership concept as Prentice (1960) describes consolidate Stogdill (1950) and Hemphill (1960) oxidation that leadership use people to achieve desired goals. The fact established from the scholars so far asserts that leadership is not a one-way affair but interwoven sets of activities implored to strategically achieve organisational goals.

Hemphill and Coon (1957) describe leadership as the behaviour of management where group activities are undertaken with a united purpose. This definition of leadership connects to behavioural science of management. This implies that certain behaviours are expected from leaders in correspondence to the achievement of a shared purpose of a group. This suggests that a group's united force is directed toward a shared purpose which goes beyond the borders of personal interest to determine the behaviour of leadership in an attempt to manage group activities. This assertion and Hemphill and Coon support that of Cribbin (1981) that leadership is a management function needed to inspire and spark the achievement of goals of a group which are

shared within an organisation. Far from the element of leadership as an influence as Stogdill (1950), Tannenbaum (1961), Robbins (2005), Rauch and Behling (1984), Lussier and Achua (2004), Munroe (1993) and Yukl (2012) suggest, Hemphill and Coon (1957) see leadership as higher form of management where behaviour of individual in an organisational are properly tuned in line with the purpose of organisations.

The change in behaviour may result in leadership of organisations using myriads of techniques to cause changes in behaviour of both the superordinate and subordinates in organisations. These changes as juxtaposed by Lussier and Achua (2004) come as result of influencing process of leaders and followers to achieve organisational objectives. The description by Lussier and Achua on leadership, organisational objectives can be achieved through changes that come from the influence process of leaders and the follower within organisations. This highlights the fact that leadership has got everything to do with the relationship between a leader and a follower as Kouzes and Posner (2002) suggest “leadership is a relationship that exist between those who have the desire to lead and those who are willing to follow” this claim is further trumpeted that leadership is a purposeful relationship, which occurs episodically among participants, who use their individual skills to influence and advocate transformational change (Kearns, 2005)

Though Kouses and Posner (2002) agree leadership is a relationship between a leader and a follower, Kearns (2005) adds that the relationship must be “purposeful” enough to advocate transforming change. Apart from leadership constituting relationship between leader and follower,

Tannenbaum, Weschler and Massarik (1957) on the other hand indicate that leadership is not only a relationship but an interpersonal influence, exercised in a situation and directed through the communication process, toward the attainment of a specified goal or goals. Interpersonal influence between the leader and follower enhance communication process in specific situations directed toward achieving organisational goals. Therefore, leadership has got enough to do with interpersonal influential relationship between the leader and the follower capable for mechanical compliance with the routine directives of the organisation (Katz &Kahn, 1978: 528).

Leadership is the capacity to translate vision into reality (Bennis Warren, 1982). Vision differentiates leadership from other phenomenon. Vision serves as the template for leadership behaviour. Leadership articulates vision into an accomplish reality. Bennis description of leadership is weak for it does not highlight on the needed capacity to translate the vision into reality. It does not again give the clarity of the reality. However, Kotter (2001) makes Bennis Warren definition of leadership clearer as he juxtaposes that leadership is development of vision and strategies, the alignment of relevant people behind the strategies and the empowerment of individuals to make the vision happen despite obstacles.

This is a comprehensive description of leadership in the sense that it gives a vivid process or steps a leader go through to accomplish goals. Kotter outlines four key responsibilities of leadership covering; developing vision and strategies, aligning people, empowering individuals and negotiating obstacles. Leadership success begins with developing vision and strategies which determines the goals to be achieved. Lunenburg (2011) posits that

leadership articulates vision to create a clear picture of effective organisations. This involves setting a clear vision and communicating the vision by inspiring and motivating the followers in such a manner that organisational objective can easily be achieved.

The vision develop integrates organisational agenda and personal aspirations of employees in an organisation. Leaders align people behind vision and strategies of an organisation to facilitate organisational effectiveness. Alignment deals with correct positioning of people in an organisation in such a way that the efforts of the workforce become beneficial to the organisation's entirety. Alignment of people covers employment, motivation, monitoring and evaluating performance among others. Leadership set out to empower individuals in the quest to achieve success.

Kotter (2011) posits that leadership produces a highly motivated and inspired workforce who has the right energy to negotiate barriers that can impede organisational effectiveness. Negotiating obstacle relates to the development of the vision and strategies. The strategies are meant to surmount obstacles capable of impeding organisational effectiveness. Leadership is the catapult of a man's vision to higher levels of a man's performance to a higher standard in building a personality beyond its normal limitations. This reinforces the definition of Kotter (2001).

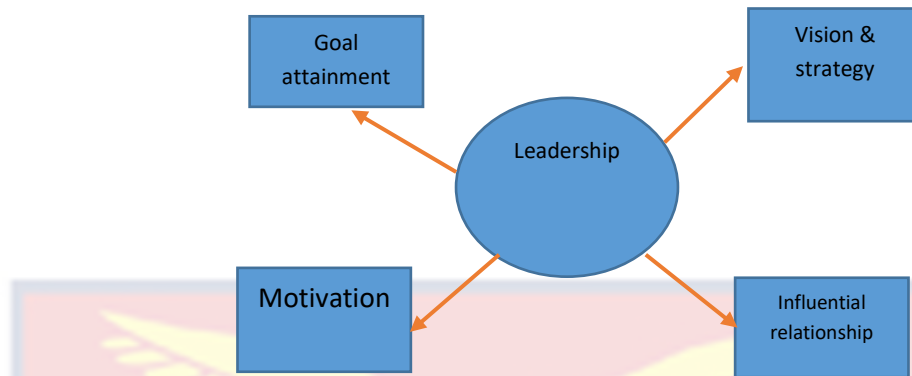


Figure 1: Leadership indicators

Source: adopted from Kotter (2011)

From the above description and assessment of leadership from different scholars, it is evident that leadership involves development of vision and strategies, establishing of influential and purposeful relationship between a leader and followers, motivation of both leaders and followers in the quest for goal achievement. The vision and strategy must give rise to establishment of an influential relationship of which both sides of the established relationship must be motivated enough to surmount obstacles and hindrance to facilitate achievement of an organisational goal. Pierce and Newstrom (2006) say leadership motivation involves the desire to influence and lead others and that goes with willingness to assume responsibility. The four leadership indicators may seem to be a cycle of repeated responsibility leaders must embrace to promote leadership success.

Leadership traits expression

Leadership traits expression is essential and integral pattern of a leader's characteristics which is much needed in an organisation in achieving success. State of leadership in PIHE can be explained by several factors. However, Sparapani (2015) states that leadership traits expression encompass

leadership styles, leadership skills and leadership capabilities. Leadership traits expression are traits or the various attributes possessed by individual's ranging from styles or behaviour to competencies that produce consistent leadership performance regardless of the organisational situation (Knight et al, 2015). This proves that Leadership traits expression is consequential to organisational effectiveness. CFI Team (2022) refers that leadership traits expression is about qualities of a person that makes an effective leaders. As Sparapani (2015) suggests, Leadership traits expression which includes the qualities related to styles, skills and capabilities empowers a leader for effective execution of leadership roles.

Many scholars refers to Leadership traits expression to cover skills alone however, the assertion of Sparapani (2015) proves that Leadership traits expression is a composition of a leaders styles, skills and capabilities. The trait of a leader which is a combination of a leader's style, skills and capabilities propels business objectives in such a manner that it gives the organisation competitive advantage. The ability of the leader to use diverse leadership styles in business operations can determine the effectiveness that would be achieved however that is not an isolated case because competency which has to do with skills and capabilities are essential ingredient to be combined with the leadership styles for optimal organisational effectiveness.

Leadership styles

Leadership styles are viewed as a combination of different characteristics and behaviours that are used by leaders for interacting with their subordinates (Mitonga-Monga & Coetzee, 2012). Harris et al (2007) also

postulate that leadership style can be defined as the kind of relationship that is used by an individual so as to make people work together for a common goal or objective. Modern leadership styles can be categorized as follows: (1) transformational leadership style, (2) transactional leadership style, (3) culture based leadership, (4) charismatic leadership, and (5) visionary leadership (Harris, et al., 2007). Leadership, psychologist and management gurus' over-time have identified several leadership behaviours /styles of which some have evolved and others too standing the test of time. The numerous leadership theories; Great man theory to trait theory through to modern theories of leadership have yielded great number of leadership styles commonly used by leaders to achieve organisational effectiveness or achieve a goal. They include task oriented, relationship oriented, supportive, delegative, directive and participative styles of leadership.

Democratic (Participative) Leadership Behaviour/Style

Democratic leadership style is sometimes called participative style. Janse (2019) indicates that participative leadership style is characterized by the leader ensuring the full involvement of all team members in developing objectives and crafting formidable strategy to achieve enviable success. The idea of the participative leader is that objectives can be achieved with ease if leaders collaborate with followers in decision making. Miller (2002) identifies ten characteristics of participative leaders covering communication, open-mindedness, outreaching, curious, encouragement, collaboration, critical, mindful of others, receptiveness and self- assurance. Root (2019) identifies that participative style enhances employee morals. However, Prachi (2015) identifies the following weakness: decision making is slow down to numerous

alternate and poses security threats as almost all subordinates are preview to a lot of facts and information. Task completion, deadline and timelines may be taken for granted if followers are unmotivated. The focus of this style is on collaboration between leader and followers. It appreciates the contributions of every follower as their inputs are solicited and implemented if necessary. This means the follower is given a chance in decision making leading to sense of responsibility in a team. This style is useful when employees are highly competent and qualified in the field of endeavor. It can be useful when the leader needs guidance which he thinks the followers can provide.

Autocratic Leadership Behaviour / Style

The style of leadership allows leaders to make decisions alone with little or no input from followers. As indicated by Vroom (1973) autocratic leaders may solicit information or input from followers but make one man decision. The leaders make decision, based on personal belief and conviction. Though this leadership style creates negative image; it is necessary if an organisation is demanding error free results. Autocratic leader takes more authoritative role at workplace and therefore may sometimes be referred to as authoritarian leader. This is more directive leadership and task related and therefore the leader may assume the position of an expert. It helps in situation of emergency and also enhances clear chain of commands and oversight. It is useful when followers are inexperienced. It promotes positional power safety and security. However, it leads to low employee morale and leader may be overburden with thinking and decision making. It reduces work outcomes and kills creativity as it is characterised with tension and pressure for followers. It does not promote follower- leader collaboration.

Authoritarian Leadership Behaviour /Style

The leader provides constant and direct instructions. Smith (2019) postulates that authoritarian leaders exercise close control over followers and motivate them through strict adherence of rules, regulations and penalties. The leader's directive is final and there is no room for suggestion from followers. Without the participation of the follower, the leader makes all decisions and delegate tasks effectively. The focus of this leadership is on task and results and therefore employee feelings are not considered. The mandate of the leader is to check and reprimand followers in case of disappointing results. Farh and Cheng (2000) sees authoritarian leader as a leader behaviour of asserting strong authority and control over subordinates and demanding unique obedience from them because they have the last say in their organisations and provides a singular mission upon which followers must focus on their job responsibility without uncertainty. Janse (2018) indicates that authoritarian leaders may use coercive power in their leadership process. Janse (20018) identifies the following weaknesses of authoritarian leader; stifles creativity because leaders direct and execute decisions alone as well as fear of sanctions motivate negatively.

Max Weber transactional Leadership Behaviour / Style

Transactional leadership as first identified by Max weber in 1947 is related to legal relationship or bureaucratic leadership. It is popularly acknowledge as a management leadership style. This is task-oriented and directive style with focus or role of supervision in an organisation and follower performance. Transactional leaders value order and structure in an

organisation making good use of intrinsic rewards and punishment as motivating factors for follower's performance. This leader prefers to work with self-motivated followers in a more structured and directed environment. Kendra (2020) expresses that transactional leader's behaviour helps people to perform their best when there is clear and definite chain of command. Rewards and punishment motivates workers, obeying instructions and commands are the basic goal of followers because subordinates need to be carefully monitored to ensure that expectations are met.

Bass transformational Leadership Behaviour / Style

Sociologist Max Weber (1947) in his theory advocated transformational leadership which causes changes in individuals and social systems. He uses the word charismatic as a quality of a transformational leader. Charismatic leadership theory focuses on follower perception that a leader is endowed with exceptional qualities. Every transformational leader demonstrates charismatic characteristics such as visionary, personal risk taking, sensitivity to follower needs etc. Bryman (1992) expresses those transformational and charismatic leaders are new leadership because they break links with existing leadership behaviours. Several studies link charismatic to transformational leadership (Bass, 1985; Bryman, 1993; Burns, 1978) Bass (1985) in his transformational theory established that leaders can use their perceptions, values, aspirations and expectations to transform the life the followers to respond positively to organisational needs. Transformational leaders with their qualities cause change in followers and social systems in a way that followers can one day become leaders. Transformational leadership is called relational leadership. Bass (1990) identifies three ways

transformational leaders use to influence followers. It involves awareness of followers on task and value, getting followers to concentrate on organisation goals and activating follower needs. On the other hand, Bass & Riggio (2006) highlights that transformational leadership is based on idealized influence, intellectual stimulation, inspiration and motivation, and individual consideration. This style of leading followers inspires positive changes with a lot of energy, passion and zeal from the leader. Whitehead (2018) indicates that transformational leadership through inspiration motivates trusted workforce to take authority over decision making in task performance.

Charismatic leadership Behaviour / Style

Charismatic leadership behaviour was first mentioned by Max Weber in 1947 to denote how followers perceived special attributes of leaders. House (1976) establishes that followers are influenced when they see attributes of extraordinary leadership qualities. Charismatic leadership is relationship or human related because of the use of communication, persuasion and personality to encourage. Charismatic leaders use their personality and good communication to gain control over followers. Weber (1947) establishes that Charismatic leadership depends on three components for success. It consist psychological dimension which covers traits or inner qualities of the leader, sociological dimensions consisting of culture, family background and education to legitimize it source and relational dimension which refers to be affected relationship between Leader and follower.

On the other hand, House (1976) indicates that charismatic leadership is more psychological because of personal and behavioural characteristics like

inspiration, articulation, dominance, self-confidence and strong conviction. Charismatic leaders exhibit the characteristics of communication, maturity, humility, compassion, confidence, self-monitoring, self-improvement and positive body language to get the job done. This style generates inspiration to the followers and creates positive impact on individual and society. It fosters unity as there is a shared identity between leadership and follower for future position

Greenleaf Servant Leadership Behaviour /Style

Servant leadership came out of the Greenleaf's servant leadership theory (1970). This leadership style is human or relationship related. It enriches the lives of followers, builds organisations in order to create a caring environment. A servant leader pays keen attention to growth and well-being of people and organisations. Greenleaf (1970) observes that the servant leader has a technique of handling the situations of followers and organisations with servant perspective first. Greenleaf (1999, p. 33) highlights four components critical to servant leadership in his definition. These include; service, work approach, promoting belongingness and sharing power in decision making. Servant leaders exhibit characteristics of listening, empathy, awareness, persuasion, stewardship, growth of people and unity. This style promotes mutual respect between leaders and followers and there is possibility of high quality result or outcome. Lee & Zemke (1993) indicates that servant leadership ignores accountability and fundamentally aggressive of people in the workplace. It also fails to recognize the difficult levels of follower competence. They add that it can conflict with individual spiritual orientation and decision making is slowed down.

Ethical Leadership Behaviour/ Style

Ethical leadership concerns a leader's motive and appropriate conduct through actions and human relations. Ethical leadership ensures positivity and calibration within organisations for group success. This leadership may ensure high task orientation and high human orientation. Freeman and Stewart (2006) claim that ethical leaders help followers to do right things. On the other hand, Kouzes and Posner (1992) see ethical leader triggers the leading and energizing powers of love recognizing that leadership is a reciprocal relationship with followers and also the leader's mission is to serve and that the passion for leading is to show compassion. Ethical leaders exhibit the characteristic of: fairness and justice, respect for followers, transparent to followers, acting in good faith and foster sense of unity and belongingness. The ethical leadership is built on four tenets to include value, vision, voice and virtue.

Other leadership theories have produced many other leadership styles used in organisations. They include:

Task Oriented Leadership style

This is also called concern for task or production. Task oriented leadership style concentrates on systems and structures to get work done in order to achieve a timely goal. Though this kind of leadership is focused on getting the job done, it considers workers as humans and therefore motivates them to whip interest. Task concern leaders, delegates work, set clear process and strategies as well as giving deadlines to ensure followers deliver in good faith. These leaders are used to structures at the workplace with schedules and

well defined priorities. Mulholand (2019) indicates that task oriented leaders exhibit certain behaviours consisting initiating, organising, clarifying and information gathering. On the other hand, Careerguide (2020) posits that task-oriented leaders make use of six strategies to accomplish their goals. Leaders communicate clear objectives to followers to ensure understanding and steps toward goals achievement. Leaders set simple processes to allow followers comply. Leader issues straightforward deadline whether soft or hard. Reminders are set at certain intervals for remembrance of time line. They offer guidance and counseling to employees in the face of challenges in order for them to understand their roles.

Leader sets and implements reward systems to encourage all employees to stay focus on task. In order for a task leader to make use of the above stated strategy, it requires skills of communication, delegation, management and planning strengths of task oriented leaders. Wroblewski (2019) identifies the following strengths of task oriented leaders. Leaders are able to communicate clear goals and are able to structure task specifically. Leaders issue very clear timelines and deadlines. Leaders are able to focus on task by providing followers guidance to task and normally achieve results. They are able to delegate effectively. This style takes employee welfare for granted. Working environment is normally characterized by tension and fear whilst creativity and innovation is stifled. Morale of workers is normally low and again task leaders have high labor turn out.

Relationship oriented leadership style

This is sometimes called concern for people or consideration. It is in sharp contrast to task oriented or concern for production. People oriented

leaders consider the welfare of workers more as a motivating factor to get task accomplish. These leaders exhibit behaviours of encouraging, observing, listening, coaching and mentoring (Mulholland, 2019). Human-oriented leadership concentrates on developing and maintaining high quality management of network in performing daily job operations of an organisation (Leanard, 2010). These leaders are supportive and followers are participative. Support is based on leader's mutual respect, trust and confidence for all followers and that triggers participatory spirit of followers where they are motivated to partake in decision making through cooperation. This style of leadership brings positive work environment and feeling which leads to follower motivation. Using this style, services are provided in a friendly manner. Leader is approachable by followers and builds rapport and boost the morale of followers.

Followers are applauded and recognized for their achievement and feel valued and cherished. Followers are actually engaged in day to day task and vision of the organisation. However, organisational culture may be taken for granted and also getting job done becomes difficult if followers don't have sense of responsibility and accountability. Individual and organisational well-being may be shifted if tasked are not fulfilled. Timeliness and deadlines may not be allowed for if followers are not motivated for goal achieved.

Supportive leadership style

Supportive leaders show positive regard and build cooperative relationships in order to help people cope with work stress. Lacoma (2019) posits that in supportive leadership, leaders are not so interested in giving

instruction and managing details of work but leaders give necessary tools followers need to work by themselves. Leaders work along with followers to develop their skills and talents at a point where followers are fully empowered to fulfill task adequately and finally. The supportive leader uses employee dialogue and framing to nurture followers for adequate skills and knowledge on practice. The supportive leader demonstrates the ability of setting vision and strategy, ability to prioritize work, ability to motivate and inspire followers, ability to communicate, ability to accept mistakes and failure as well as ability to empathize.

The aim of the supportive leader is to harness unity of purpose for goal achievement. Leaders with this style show concern for individual need and supporting followers bring encouragement in difficult times. Leaders encourage corporation and mutual trust, however, negative forms of support may lead to hostility and abusive behaviour and that can lead to reduced trust, resentment and invites retaliation (Mitchell and Ambrose, 2007, Tepper, 2000). It calls for much time and training as leaders must work along with followers to overcome problems and challengers.

Directive Leadership Behaviour/Style

Directive leadership is also known as commanding leadership. This leadership is characterized by setting clear objectives and rules for followers. These leaders focus on their own experiences and opinions above their followers. Authority in this leadership is undivided and highly centralized with the leader through dominance. There is no opportunity for dialogue between leaders and followers. Directive leaders exhibit behaviours such as: awareness of employee responsibility more than employee themselves and as such

careful not to contradict organisational principles, resolution, monitoring work of employee, setting rigid hierarchy and establishing clear criteria for assessing the quality of followers. Leaders give much focus to task and coherence of activity and emphasize rules and regulations more often. Task clarity is provided to followers. Followers may be unmotivated for several reasons due to work tension and stress. The problem with this style is that initiative and innovation with creativity is stifled and there is no collaboration between leader and followers. It can reduce morale for employees as more is expected of the leader because of the assumption of supremacy so the leader becomes overburdened.

Result Oriented Leadership Behaviour /Style

Task oriented leadership style may be similar to results oriented style however, the difference is that task oriented style concentrates on processes and procedures of getting job done but results oriented style focuses on methods to get desired results or achieve objectives. Leaders' focus is on results. Result oriented leaders know who they are and where they are going. Jan and Das (2017) juxtapose that result oriented leadership is not all about results or outcome but are solely focused on the organisation of the cost of all other factors. This means that result oriented leaders concentrate on profit maximization, revenue and organisational objectives. Lieberman (2013) highlights that such leader's focus and combine strong analytical skills with intense motivation to move forward and solve problems. Employees are motivated to achieve results through the leader's strong analysis of organisation's vision and strategy. Leader uses analytical skills to achieve results and provides opportunity for profit maximization for business. The

weaknesses are that employee welfare may be undermined as more is demanded from employees as task performance must meet deadline.

Consultative Leadership Behaviour / Style

This is likened to democratic leadership style and participative style. This style focuses on using the skills, experience and ideas of others however; the leader retains the final decision making power (Browy, 2007). Leaders that are consultative seek the participation of followers in decision making process though they take final decision. These leaders create an atmosphere to enable followers speak up in the decision making process. Consultative leaders exhibit characteristics consisting delegating much responsibility to the followers as far as their experience and knowledge will permit, show enough recognition and respect to followers thereby gain their respect and defining objectives of the organisation and granting enough space or freedom for task performance. Though the leader's focus is on the end results, there is a great bond between leader and followers creating success for both employees and organisations' shareholders.

Teechymantra (2018) identifies key things consultative leaders do which include team building, involving members in problem solving, retains the right for making final decision, provide recognition to followers, involve followers in organisational activities, delegate without giving up veto powers to followers. There are conditions which may be necessary for a leader to be a consultative leader especially when there is problem to solve when training followers for leadership roles or when planning for organisation and when an informed decision needs to be made as well as when leaders do not know all the situation and task. Creativity and innovation is promoted and it improves

employee morale for performance where synergy is created all the time. The weaknesses are that time factor is a problem since much time is needed to listen and train followers and viewpoints from followers may be excessive and unwanted.

Group Based leadership Behaviour / Style

This is also called collaborative style. The focus is on end results but final decision making resides with the group and not the leader. This leadership style is a collaborative effort between leader and followers; forming a group to make inputs and choices relevant enough to group interest. Leader with group based (collaborative) style go through three steps to facilitate the achievements of organisational goals.

The first thing the leader does is to meet with group to discuss objectives and strategy. Secondly, leader focuses and directs discussion in a manner that suits organisational standard and finally the group or team of which the leader is part take the final decision for implementation. Decisions are well thought through and synergy is formed. There is a collective purpose to achieve, collective responsibility to achieve vision and everybody feels recognized and belonged. However, time factor is a problem and could breed laziness on the side of careless followers.

Telling (Directive) leadership style

This is a leadership style which is directive and authoritarian associated where the leader gives instructions and expects followers to take it hook, line and sinker. Leaders are high task and low relationship inclined. Kenton (2019) expresses that telling style of leadership is geared towards low

maturity of followers. Telling leaders exhibit behaviours covering assurance of instructions, clear definition and stages of task and close supervision of followers. Telling leaders do these because they believe that one way or the other, the follower lack skills, knowledge and experience on the task to be performed or simply unwilling to perform task and therefore need close monitoring by the use of coercive power.

Hersey & Blanchard (1984) imply that when followers lack knowledge, skills, willingness to complete task selling/ directive leadership is very much useful. If a leader is an expert, task are accomplish on time as they provide clear, precise and strict directives to be followed. It facilitates quick decision making and helps to quickly control situations for solutions.

Selling (Coaching) Leadership Behaviour / Style

Selling leadership is highly directive and highly supportive style used for followers who are willing to perform tasks but for some reasons are not able to do so. It is useful in increasing the knowledge, skills and confidence of followers. The leaders with selling style use persuasive techniques to sell business ideas and strategies to followers to ensure commitment and confidence at performing task. The seller leadership style makes the leader the decision- maker though communicates persuasively to provide direction on task performance. Hersey & Blanchard (1985) indicate that this leadership style is for a leader whose followers have low competencies but high commitment level.

Whitehead (2016) asserts that the selling leadership is task focused and leader driven stage but still require significant commitment of time to expand

the developing relationship and trust with employees. The goal here is for the leader to develop followers to the next level. Hersey & Blanchard (1985) assert that when followers are willing and enthusiastic but lack ability to perform task, coaching / selling leadership style is much useful. This style promotes peaceful working environment and leader shares expectations with followers. It promotes active learning on the job as leaders clearly define task procedures. Leaders are exposed to the weaknesses of individual followers. However, leader is overburdened with providing mentorship all the time. If the leader is not an expert, coaching may go in the wrong direction and task schedule may delay.

Participative / Supporting Leadership Behaviour /Style

This style is highly relationship focused and low task focused with the aim of building and maintaining a good rapport with followers in terms of their security, wellbeing and financial needs. The leaders' attention is given to building skills, talents, potentials and practical experiences of followers to take up future task. Hersey and Blanchard (1985) indicate that supportive / participative style is good for members who have skills and capabilities to complete task but unwilling to take responsibility due to lack of self - confidence, inconsistent and uncooperative. This therefore calls for the leaders' support or participation in order to monitor the performance of task. Followers have access to leaders for discussions. Leader is previewed to task progress. Employees are closely monitored for right task performance. Followers have opportunity to learn from the leader's expertise. Tasks are clearly defined and schedule. Quality of task completion is assured for leader's participation and building confidence of followers. Nevertheless, working

environment may be characterized with fear and tension if followers are not receptive to leadership. Leaders may be overburden with responsibilities if followers are unreceptive.

Delegating Leadership Behaviour / Style

This style of leadership allows the leader to be low task focused and low relationship focused with the aim of encouraging autonomy. The delegating leaders allow followers to take decisions on task responsibility thereby building on their maturity and expertise. Hersey and Blanchard (1985) assert that delegative leadership is useful for followers who have developed or have high task competency and high commitment with confidence. There is improved working atmosphere and increase the motivation of employees as well as enhances the quality of decisions making behaviour. Collecting input from employees make them accept decision as they are part of it. There could be danger of loss of power of leader. Quality of task or production may be compromised. The argument of Hersey and Blanchard is that the maturity level of followers determines the kind of leadership style the leader will adopt.



Figure 2: Hersey & Blanchard leadership styles

Source: Hersey and Blanchard (1969)

Coaching Leadership Behaviour / Style

Goleman's coaching style commensurate with Hersey and Blanchard (1985) selling style. This style is concerned with developing talents and skills of followers. This has high relationship focus and low task focus. This means followers must be receptive to guidance and counseling and as well willing to hear their weaknesses pointed out to them.

Pacesetting Leadership Behaviour / Styles

The pacesetting style of leadership allows the leader to set attainable goals and develop strategies for follower and processes by which followers can achieve the goals. It is task focused as the idea is performance. This means the leader sets high expectations simply because the followers are self-starters, competent and committed. This method allows followers to achieve extra expertise in what they do. It is appropriate to use this style when you need quality results from competent followers.

Affiliative Leadership Behaviour / Style

This is a relationship centered form of leadership with high human focus with low task focus. Goleman (2000) posits that the affiliate leadership is needed to build team and to reduce work related stress. This style is a positive reinforcement of morale and motivation for task completion. Chris (2015) also adds that affiliate style is crucial for organisations if there is a need to boost follower morale, harmony and trust. Miller (2020) expresses that an affiliate leader uses strong communication skills to describe what needs to be done, summarizing the steps required to succeed in order to ensure that followers maintain positive attitude. Affiliate leader exhibits the characteristics of confidence, faith, trust, and encouragement, strong sense of togetherness, openness and inspiration.

Coercive Leadership Behaviour/ Style

This is task focused style which is more directive in nature. Coercive power style gives a lot of power to the leader when it comes to the daily operations of an organisation. Feedback and questions are not permissible as vision; strategies and tasks are clearly defined and explained. The leader at this point expects followers to do what they say. “Your wish is my command” syndrome endangers follower’s creativity and innovation as the leaders instructions must be followed to the later. Coercive leadership is essential in organisations where there is a considerable risk when anyone collaborator act autonomously (Ramamoorthy, 2019). Ramamorthy (2019) identifies the following pros of coercive leadership to include; leader has absolute control, prevents missteps in high risk-situation and establishes a clear chain of command.

Leadership skills

Skills are specific activities and tasks requiring proficiency which are developed through training and experience. It is a physical task learned in order to be able to carry out one or more job functions (The Peak Performance Center, 2020). Fialte (2013) asserts that though leadership activities encompass leading part (engaging people to ensure their commitment, competence and motivation) and achieving activities (focusing on processes to ensure productivity quality and efficiency to achieve performance or results required) four skills set are very much needed for effectiveness.

These four skills set constitute conceptual skills, technical skills, interpersonal skills and leadership skills. The optimal use of these skills is needed to ensure leadership success. Leadership skills are the tools, behaviours, and capabilities that a person needs in order to be successful at motivating and directing others. The skills of leaders are to help people to grow and also drive them to achieve their purpose. Therefore, to achieve leadership success, the leader must possess relevant skills which Failte (2013) classifies as conceptual skills, technical skills, interpersonal skills and leadership skills. The conceptual skills cover the abilities to recognize and analyze issues, problem solving and decision making. The leader must see big future of the organisation and through analysis of the environmental factors be able to take decisions to enhance organisational effectiveness.

Technical skills of the leader involve planning, initiative, and execution among others. Interpersonal skills encompass effective communication, team work, connecting with people to ensure collective

achievement of goals. Leading skills cover adjustment of the leadership process and response to prevailing business environment. Haley (2019) identifies seven critical skills of leadership needed to achieve organisational effectiveness. He lists them as follows: communication, setting goals, motivation, teamwork, and change and conflict management as well as coaching.

Communication deals the ability to communicate purpose, direction and leadership intentions to all the functional areas of an organisation and receiving expected response which ensures clarity and accurate outcome of leadership decisions. Goal setting as leadership skills cover providing direction and defining priorities to enable effective decision making and initiation of action to surmount business challenges in order to achieve organisational success. Motivating people is a leadership skills highlighted by Haley (2019) and it covers leadership activities like treating others with respect and dignity, trust and honesty, openness and constructive criticism, subordinate autonomy among others.

This creates a conducive working working environment. Building team is another crucial leadership which falls within Failte (2013) leading skills. Building teams involves the ability to forming, storming, norming, and performing (Haley, 2019). Forming stage deals with developing a group, specifying their role and goals to accomplish expectations. The storming stage deals with conflict issues, managing dependency and promoting consensus building. The leader assesses all viewpoints of subordinates in order to establish alternative ways for better decision making. Norming stage helps in building team or group to collectively solve problems where there is an

opportunity for mutual learning and supportive behaviour. Performing stage is where group mature. Team identifies and implements corrective actions for their task. At this point, the leader must have the ability to identify challenges, facilitate processes and delegation to ensure professional development. The fifth leadership skills postulated by Haley (2019) is leading change skills which Failte (2013) calls, leading skills. The leaders must possess skills to initiate and implement policies that can cause paradigm shift in an organisation and these skills involves ability to resist change, listen carefully, opportunity for improvement, ways to inspire and involve people among others.

Conflict management is the sixth crucial skills leaders need to succeed. Haley asserts that conflict is the single largest contributor of lack of accountability though on the average leaders spends 20% to 50% of their time on conflict resolution. The leader therefore must have the ability to identify and resolve conflict. Coaching is the last leadership identified by Haley. He defines coaching as the process of equipping people with tools, knowledge and skills they need to develop them so they can deliver maximum value to the organisation.

Coaching helps to leverage human capital of an organisation hence Haley (2019) indicates that coaching can take three forms- performance coaching, on-the-spot correction and mentoring. He juxtaposes that performance coaching is for long term incremental improvement, on-the-spot correction is for directing substandard work performance and mentoring is unofficial coaching based on the coach recognition of special capabilities of a person.

Knowledge of the business operation is another vital trait of leaders. Leaders have adequate knowledge in the areas of business operation right from business siting to business growth. The knowledge again covers all the functional aspects of the business in relation to business vision and mission. The knowledge of the leader is what makes him an expert in the field of operation. Kotter (1990:13) highlights that expertise is much essential than formal education. Pierce and Newstrom (2006:73) support the assertion of Kotter as he juxtaposes that “in-depth knowledge of organisation and industry allows effective leaders to make well informed decisions and to understand the implications of those decisions”. The skills of a leader are crucial in the leadership process because it serves as leverage for successful delivery of leadership strategy. If a leader lacks necessary skills to inspire, influence and motivate subordinates leadership becomes dysfunctional affecting the outcome of vision and strategy of an organisation.

Eastwood (2020) identifies essential traits for effective leadership in higher education to include organisational strategy, advocacy, professionalism, financial acumen, collaboration, communication, strategic planning, change management and intellectual curiosity. The quality of higher institution is dependent on the quality of operations and the quality of services offered to prospective students and community through university leadership, therefore higher education institution leadership must have what it takes to guide students, create vision, create knowledge and roadmaps for achievement of vision (Drugus and Landoy, 2014). This calls for skills which are crucial in leading institutions of higher education because these skills empower the university leadership to see the direction for effectiveness and efficiency as the

environmental changes keep affecting the operations of organisations (Eastwood, 2020).

Organisational strategy

The skills to develop strategy for an organisation are crucial contributors to success. Sophie (2019) highlights that organisational strategy is sum total of business grand action for growth, diversification retrenching and stabilizing. A leader must have the skills trait to design strategies to monitor and evaluate quality education in the long term and these help to respond to the culture of organisations.

Advocacy

Advocacy is a special skill to develop by leadership of organisations and institutions alike because it helps to value inclusivity, diversity, and academic excellence, as well as student success through the scholarship of teaching and learning. It is about spokespersonship and promotion of an institution for public recognition (Herman, 2022). In that sense, leadership is able to promote equity, open access, teaching, learning, and innovation as primary goals for colleges, seeking to understand how these changes over time facilitate discussion with all stakeholders. This skills aid to advocate the mission of institutions to all stakeholders by which organisation members work to advance life-long learning and support a conducive learning environment which represent the college in the local community, in the broader educational community, at various levels of government, and as a model of higher education which can be used in international settings.

Professionalism

The skills of professionalism at workplace helps to understand and endorse the history, philosophy, and culture of organisations as well as assessing personal performance regularly using feedback to reflect, set achievable goals to support lifelong learning for self and others (Glassdoor Team, 2021). This helps to demonstrate the courage to take risks, make difficult decisions, and accept responsibility and understand the impact of perceptions, world views, and emotions on self and others in order to promote and maintain high standards for personal and organisational integrity, honesty, and respect for people. Professionalism at work according to Glassdoor Team (2021) empowers leadership to wisely use power in facilitating the learning agenda and knowledge sharing in college communities thereby contributing to the professional growth and development.

Financial acumen

Financial decision-making is crucial to the operation of universities. Eastwood (2020) alludes that majority of university leadership have fundraising, student relations and donor relations as top three priorities. Fundraising is a needed leadership skills relevant for institutional development be it infrastructure, human resource, equipment or otherwise. Therefore, University leadership will have to see fundraising as a major component of their job because funds are necessary for employee remuneration, research and publication, major projects and learner support services. This therefore demands acumen for budgeting in creating financial plans in such a manner that facilitate the achievement of objectives.

Collaboration

Higher education institutions leadership must have the trait to work together with both internal and external stakeholders such as Commission for Technical Vocational Education and Training, Ghana Tertiary Education Commission, mentor universities like in University of Cape Coast, University of Ghana in addition to other government agencies like Ghana Fire Service and District /Municipal Assemblies. Both internal and external collaborative efforts of universities must be strategic in order to trigger development and sustainability of universities.

Internal collaboration will mean that university leadership must be skillful in bringing all departments, schools, faculty members of the university together to create equal opportunity for growth rather than ensuing healthy competition among them. External collaboration efforts will also mean to create healthy partnership with industry players to create opportunities for scholarship, internships, job placement among others.

Communication

Communication as essential leadership trait involves processes of transmitting information, ideas and feelings to people. Communication “does not only mean sending and receiving information but participating on all levels, infinite of various exchanges that overlap and interfere with one another” (Escarpit, 1980). He indicates three ways of communication in higher education institutions to include vertical, horizontal and mixed communication. Escarpit asserts that vertical communication is used to control actions of staff members and to protect the institution from possible public

distrust. The horizontal communication is purely used for exchange of ideas opinions, shaping and sharing common interest of the University community in entirety.

Escarpit, however recommends mixed communication as ideal way of communicating in universities or higher education institutions because it allows for diagonal exchange of ideas which is very much useful for both faculty members, students and administrative staff. The effectiveness of communication in universities allows for efficiency, effectiveness, tranquility and deployment of educational acts into teaching and learning as well as factors of change in the university policies, programmes and statues.

The skills of communication display the vision and strategies of universities and as such deepen the commitment level of the university to make the vision happen despite obstacles. However, the university leadership may face three major communication issues consisting: how to get information and disseminate to those who need it; providing persuasive motivating and intrinsically satisfying information; and lastly determining how communication changes under certain circumstances and times that communication is effective. This therefore demands that university leadership must fully understand the receiver of information, the purpose of communication and the possible circumstances likely to impact the effectiveness of the communication in order to achieve the objectives of organizations through communication as related to universities.

Strategic Planning

The Society for Colleges and University Planning (2021) describes strategic planning as an intentional activity invested to produce basic decisions and actions that shapes and guides institutions in its operations. The plan of Higher Education institutions guide decision-making both in the short-term and the long-term which help to undertake the mission, vision and values of the institution to enhance competitive advantage and as well observe the regulations of government agencies and authorities. Strategic planning of universities leadership reflects on its performance by focusing on future success. The skills and traits of strategic planning encompass entire university community to ensure effectiveness. It is therefore imperative for universities to have planning committee to include senior level administrators, faculty members, representatives of stakeholders, students as well as top-level decision makers to develop a strategic plan that facilitate the achievement of university's vision and mission.

Kotier and Murphy (1981) introduce six steps to planning strategically in institutions of Higher Education. First is to analyze the environment then after conduct a resource analysis; the third is to examine basic institutional objectives and goals; the fourth step is for the university to determine strategies to achieve the set goals and the fifth step is for the university to develop products or marketing opportunities strategy and the final step is for the university to design and or improve the systems needed to carry out strategies in order to achieve set goals. The steps expound above demands that the university leadership understand the use of data which can provide empirical evidence for decision making.

Change management

University leadership is sensitive to change as change is inevitable. Effective university leaders manage conflict through sensitive change management strategy. Change management covers the processes an organisation goes through in transforming organisational goals, processes or technologies in such a manner that maximize stakeholder interest. In change management process people in organisation are led aside the change to facilitate the achievement of vision and mission of the organisation.

Scott and Peter (2009) discuss 5 change forces that has led to change management in higher education institutions. Scott and Peter argue that rapid increase in competition; significant decrease in funding; greater government scrutiny and supervision; growing consumer rights movement and a rapid spread of communication and information technology influence the change management techniques in universities. It is therefore crucial for university leadership to understand these change forces in order to surmount challenges that face today's higher education institutions.

Eastwood (2020) highlights steps for achieving change management in higher education institutions to consist: interpreting data to know if change has occur or not; collaborating with stakeholders who will be impacted by the change; making decisions that considers everyone's interest; development of communication plan; communicating early and often within a context of urgency for action; humanizing the decision; soliciting feedback and finally taking accountability for decisions and its impacts.

Commitment to diversity

Higher education leadership must be aware of the needs of diverse groups and how to meet their needs. The ability of awareness and understanding of diversity and commitment of university leadership empower efforts in improving support through outreach to prospective students and the entire university community. American Council on Education (2012) encourages higher education leadership to promote diversity in order to realize the benefits thereof. American Council on Education (2012) lists the benefits of commitment to diversity in universities: diversity enriches the education experience, it promotes personal growth and healthy society, it strengthens communities and workplace and also enhances economic competitiveness. The commitment of university leadership to diversity helps to reflect on the community they serve and to prepare learners on multicultural perspective.

Intellectual curiosity

University leadership success far much depends on intellectual curiosity Eastwood (2020) argues that intellectual curiosity empowers leaders to assimilate new information, understand new disciplines in order to adequately respond to the needs and challenges of the entire University community and therefore this may call for the university leadership to learn new things and new ways to enhance creative and innovative ideas for decision making. This again calls for better learning environment to help build better leaders for higher education institutions. Indeed “leadership is cause, everything else is effects” (Adei, 2001:p.22). There is no way leadership can be underestimated in higher education institutions because it is imperative for

all universities especially privately owned ones to ensure leadership is effective and efficient in its operations in order to facilitate institutional development and sustainability.

Leadership Capabilities

Leadership capabilities are the key characteristics of abilities for which the leader is able to execute leadership functions easily. Organisational Development & Leadership Learning (2020) juxtaposes that leadership capabilities support and encourage the leader in thinking the appropriate ways and means for which to execute leadership functions more easily. They identify six key leadership capabilities to include collaboration and influence, creativity and innovation, empowering and inspiring, motivation and learning, self-leadership and vision.

Capabilities of collaborating and influencing has to do with the leading together with subordinates for better organisational outcome and that is dependent on how leader builds relationship with followers in order to create an innovative climate for indiscriminate contribution of all. Creativity and innovation as a capability brings to the leader an open mindset and intelligence in order to see possibilities to create opportunities and to increase the fortunes of organisations.

Empowering as a capability of the leader helps him to develop other talents and followers who have leadership potential and the agenda to support the well-being of the organisation and the leadership activities. Motivation and learning helps the leader to drive others for higher contribution through diverse means of coaching, directing, and controlling among others.

Capabilities of the leader comes with personality and self- leadership where the leader is able to recognize, exercise and improve on leadership performance consistent with the organisational objectives. The leader must have the capabilities to develop and set clear vision that serves as a starting point for organisation's success and effectiveness. Formulating clear vision determines the direction of organisations.

In effect, leadership capabilities must embrace broad areas of intelligence, personality, learning and motivation for which are critical variables for developing others and self- leadership.

Leadership Competency

The Peak Performance Center (2020) juxtaposes that competency is much broader because it covers set of skills, knowledge and abilities needed to accomplish a task. Competencies are effective application and combination of skills required for organisational success. They indicate that competencies consist of skills, abilities and knowledge that enables a person to perform effectively on a job. Examples of competency include staff development, problem solving, managing risk, communication, customer service, and decision making.

Boakye (2019) identifies critical leadership competencies for organisational effectiveness consisting influence and collaboration, strategic thinking, developing others, persuasive communication and team leadership.

Influence and collaboration is leadership competency. Organisational effectiveness is achieved through leadership competency of collaboration and

influencing the whole working environment. Leaders must have the skills to coordinate all organisational activities. The competency to influence and collaborate with all stakeholders of an organisation is critical for leadership of organisations. A competency of collaboration and influence on organisational workforce ignites employee loyalty which leads to organisational effectiveness. The influence and collaboration emanate from the leaders' experience, charisma and knowledge in leading others. Strategic thinking is a leadership competency.

The skills and abilities to think in the long term and develop a strategic action plan, sets the direction of organisations development agenda. Strategic thinking that sets direction facilitates the quick implementation and achievement of objectives and goals. Developing others is another leadership competency. Organisational leadership develops others for succession, business continuity, competition and higher productivity though the cost of development may be high. The leader's ability to competently impact employee development drives organisations effectiveness. Developing others entails a lot depending on employee previous experience, previous knowledge and previous competence.

Persuasive communication is also another leadership competency. The leaders' ability to communicate persuasively empowers the vision in the eyes of the employee and the desire to let it happen. Persuasive communicators explain objectives and the exact ways for realizing those set objectives. Persuasive communication becomes a motivating factor that drives dedication and handwork for goals realization. Persuasive communication aids to get attention of employees to stand by and work towards the accomplishment of

business objectives whether short or long term. Team leadership is a leadership competency. Leaders of organisations must possess the ability of focusing and building effective groups in an organisation with relevant alignment of skills capable enough to achieve business goals. The ability to focus, align and build teams or group empowers the principle of division of labor which makes people work effectively. Team leadership makes it possible to get the contribution of every employee expertise that are correctly positioned in teams or group. Team leadership ensures the adequate involvement and supervision of task.

Leadership competency development

Developing leadership competency for organisations is such a technical role of leadership who want to gain a competitive advantage. Canadian International Agency (2000) defines competency development as approaches, strategies and methodologies used to improve organisational effectiveness and performance. The agenda for capability development is to fundamentally achieve change and transformation at the level of individual worker and the organisation as a whole. This requires long term investment, continuous learning and adaptation of business operations to mitigate environmental threats. UNDP (2008) defines capability development as the process through which individual organisations and societies obtain, strengthen and maintain capabilities to set and achieve their own development objectives over time. This implies that capability development takes place at three levels: individual, organisational and society. In capability development, there is retention and strengthening ability to drive development that leads to a

good change. Competency development is meant to achieve a good change and organisational effectiveness.

Holt (2003) juxtaposes that for organisations to be effective, there must be a challenging human capital with the following characteristics: intelligence, personality, learning and motivation as “turning new ideas into stakeholder benefit”. Developing or building capabilities in organisation is dependent on four building blocks which comprise organisational cultures, strategy, talent and process. Culture as a building block tells the systems and operations of behaviour by the people in an organisation. Innovative mindset and thinking with risk taking must be incorporated into the cultural system of organisations. This makes organisational workforce ever prepared and ready for innovation. The next building block is organisational strategy. Innovation plan or strategy must be incorporated into the overall strategy of the business organisation where innovation is made a priority with all necessary resources needed to carry out an innovation plan.

The talent within an organisation must be recruited to support the innovative agenda of organisations. The hiring of human capital must support the innovative agenda of an organisation. The final building block for developing leadership capability as described by Holt (2003) is organisational processes. The process must be tailored to increase new product development effort and the processes must support the workforce in new idea generation and usage. Holt (2003) identifies five processes in developing leadership capacity. The leadership of organisations must first of all acquire promising new technologies in relation to knowledge and equipment. The leader again must increase new product or service development efforts. The leadership has

to then create a climate of innovation where innovative mindset or thinking with risk-taking mentality is imbedded into the cultural system of the organisation. Leadership has a role of hiring workforce with talent for innovative thinking and mindset.

This therefore calls for careful needs assessment and planning before strategizing for capacity development. Canadian International Development Agency (2008) identifies levels at which capability can be developed: individual, organisational and sectorial and the enabling environment levels. Individuals are seen as social and organisational actors because their skills are harness to achieve performance and organisational goals. Therefore, capability development at the individual level must be planned in a way that can benefit and facilitates that achievement of organisational goals.

Investment in capability development at the individual becomes unbeneficial if it does not translate into good change of organisation. The organisational level of capability development covers changes in organisational structures, resources, processes and leadership management tactics. This capacity development at this level is determined by how organisational structure constraint or support effectiveness.

The sectorial level of capability development centers on improvement of investment results through sector policies and strategy which is achieved through sector policies and strategy. The enabling environment level of capability development is to ensure an equal playground for all to achieve through sound policies, commitment, stable economy and fair equitable distribution of state resources. Morgan (1998) highlights strategies for

capability development. He identifies them as follows: eliminate inappropriate capacity, making better use of existing capacity, strengthening up existing capacity, providing climate of innovation and creativity of capacities and creating new capacities.

Morgan (1998) defines competency as the emergent combination for attributes that enables a human system to create development value. He again postulates five core competencies which cover: competency to act, competency to generate development results, competency to relate, competency to adapt and self-renew and competency to achieve coherence.

The strategy to develop leadership competency should be suitable so as to fit the five core competencies stated above. Harris (2000) juxtaposes that capability building concerns crafting a strategy that promote opportunities for mutual learning. This implies that competency development is achieved through collaboration between superordinate and subordinates as well as mutual learning.

Memon and Simkins (2006) identify that to develop leadership competency, it demands conducting series of monthly workshops to develop the leadership and management skills and competence for improving on the results achievement. They identify associated research studies as another means of developing leadership and management competency which aids in understanding the relationship which frames both leadership and management roles.

Continuous higher education builds capabilities as the educand is endowed with necessary competency for organisational progress. Strategic

competency development results in changes in organisational collaboration and alliance, culture, learning and innovation, policy and standards, processes and systems, strategy, structure and technology of the entire organisation. A change in a way that organisations deal with other organisations and institutions, change in attitude, practices and behaviour as the results of new acquisition of skills, knowledge and ideas with application of new technology to impact on organisational performance and effectiveness. The UNDP suggests competency development in key areas: functional and technical competencies with the third one relating to behavioural competency. The functional competency relate to management competency needed to formulate, implement and review strategies. The technical competencies cover specific areas of expertise and practice in thematic areas like small business training. Behavioural competencies raise the awareness for individuals to cause shifts in culture and attitude, and by so doing prompts changes in strategy, policies and culture in an organisation.

UNDP suggests five steps in the competency building process. First of all, there must be engagement of all stakeholders to ensure full participation which builds trust. Secondly, there is a need of assessment of situation or need for competency development and determining vision and mandate. The third stage is to formulate policies and strategy. This requires skills and strategic thinking, prioritization, planning, feasibility and risk analysis. The fourth step is budgeting, management and implementation of policies or strategies. This again requires special skills in forecasting, participating, budgeting, cost benefit analysis and reporting systems. The final stage is monitoring and evaluating the implementation strategy. This needs skills in setting measurable

goals and objectives, defining outcomes and conducive atmosphere for learning.

The competency of leaders is determined by the skills, knowledge and abilities. These are crucial to the success of the leadership equation hence the relevance of the leadership competency development policy in institutions.

Determinants of Leadership traits expression

Leadership traits expression consists of the totality of leaders qualities or characteristics that bring to him some sort of enablement in the leadership agenda. The traits of leaders play an important function in managing and leading organisations because it helps to maximize organisational strategy in order to achieve efficiency and effectiveness. Many factors determine the traits of leaders and may include the leaders own personality, organisational culture, workforce diversity, decision-making characteristics and organisational climate. Leadership traits expression may lead to organisational effectiveness or disappointments in achieving the objectives of organisations. It is therefore important to keenly look at what determines leadership traits expression in leadership process so as to utilize its full potential to enhance the effectiveness of business operations.

Leader's personality traits

Personality is the unique or distinctive character associated to an individual and this covers emotional and cognition patterns which are normally influenced by environmental factors. A leader's personality considers dealings with people around working environment in terms of composition and the ability to deal with different situations. The personality of leaders lead

to agreeableness with people or followers and the preparedness to pay attention to situations and get organisational objectives achieved. Emotional stability which is key to leader's personality enhances the level of openness in terms of development of ideas, vivid imagination and the excellent application of those ideas in unity with followers to achieve organisational objectives. Nathanson (2021) juxtaposes that leader's personality traits is key to effective leadership. He identifies the following as the key 15 components of personality traits of effective leaders: Openness and friendliness, kindness, thoughtfulness, emotional stability, creativity, good communication, integrity, self-awareness, empathy, engagement, humorous, accountable, passionate, and respectable. These personality traits as indicated by Nathanson (2021) empower leaders for effective administration of organisational agenda.

Organisational culture

Tsai (2011) indicates that organisational culture can guide staff in knowing what to do and what not to do, including practices, values, and assumptions about their work in the aim to facilitate the achievement of organisational effectiveness. A strong culture is needed in an organisation if employees are to work together to achieve objectives of organisations. This culture will determine the way employees behave and the attitude they have to develop towards work and management. Since organisational culture promotes a shared belief values and assumptions it may serve as a bonding glue that brings the workforce of the organisation together to work towards the achievement of mission and vision despite obstacles. An effective organisational culture is likely to promote unity despite workforce diversity. This indeed will determine the traits of leadership in the leadership process. A

strong organisational culture would enhance a positive leadership traits and a bad culture can possibly enforce traits that do not promote effective leadership. That means leaders must show employees how to embody values that contribute to organisational culture. It is the duty of leaders to communicate the company's mission, goals and core values. Organisational culture must define behaviour and actions employees take to create a positive environment in an attempt to make business succeed. Wong (2020) proposes that a great culture exemplifies positive traits that lead to improved performance, while a dysfunctional company culture brings out qualities that can hinder even the most successful organisations.

Workforce diversity

Workforce diversity means similarities and differences among employees in terms of age, cultural background, physical abilities and disabilities, race, religion, gender, and sexual orientation (Saxena, 2014). The difference in people is in gender, culture, and race, social and psychological characteristics which make the workforce heterogeneous. Meaning individual characteristics of employees make them unique in the workplace. Workforce diversity is a determinant of leadership traits expression because it has the potential of influencing the leadership process. In the workplace, there are a lot of diversities that determine how things are done in relation to age diversity of employees, gender issues, educational background diversity, work experience issues and religion.

The diversity in these variables may influence positive leadership traits or negative leadership traits depending on myriad factors. Issues of gender

diversity for instance may lead to critical issues of discrimination or fair treatment. Educational background diversity in the workplace may also determine the traits of leaders in relation to leadership behaviour and competency. This leads to conflict or opportunities for growth of business fortunes. According to Hunt et al (2015) racially and ethnically diverse companies outperform industry norms by 35%. According to a survey conducted by Glassdoor (2020), 67% of job seekers agree that diverse workforce is important when considering job offers and 57% of employees think their companies should be more diverse.

Decision making characteristics

Decision making process is a check and balance system that keeps organisations growing both in vertical and linear directions in order to seeks a goal. It has to do with making choices by identifying a decision, gathering information, and assessing alternative resolutions to maximize business opportunities. Therefore, the characteristics of decision - making determines the leader's traits. Creating an environment where staff members take ownership of work activities and to also participate in decision-making process is critical and that may influence the trait of leaders.

That again may lead to the style of decision-making where leadership may choose to retain the final decision-making authority or use leadership power to collect information on how to determine what to do and how to do it in order to enhance organisation's growth. Decision-making style will determine whether there is consensus building or authoritarian decision making. Productive history-making characteristics possibly can determine

leader's traits in relation to leadership styles and leadership competency demonstrated in the organisation's achievement of vision or agenda. Sharma (2022) asserts that effective decision involves two important aspects consisting; the purpose for which it is intended, and the environmental situation in which it is taken.

Most often than not even the best and correct decision may become ineffective if these aspects are not considered properly; because in decision-making there are so many inside and outside chains of unavoidable reactions. Strategic decisions determine organisation's success; whilst tactical decisions are about how things are done and operational decisions refer to decisions that are made each day to make organisations run.

Organisational climate

Organisational climate is used for judging the employee sentiment about their employers' policies and practices. Organisational climate helps measure employee perceptions and also affects the priorities set by the employees, their attitudes, and compliance in an attempt to contribute their quota to organisations effectiveness. Climate in organisations must promote professional environment that has a strong influence on the action and performance of employees in a workplace in order to indicate whether the expectations and beliefs of the individuals are fulfilled.

According to Hassanpour et al (2019), organisational climate cover three dimensions: Structural dimensions which refers to organisational structure, interactive dimensions which covers how employees communicate among themselves and perceptual dimensions dealing with how employees

understand and relate to the climate within the working space. This actually determines the trait of leaders in the leadership process. It is therefore prudent for organisations to create a good climate within the working space to promote good leadership and organisational effectiveness. Bhasin (2022) asserts that the structure of organisations including rules, regulations and constraints; feelings of helpfulness in the work environment; perception of the relative risk in the work situation; the level of conflict and tolerance the work environment can tolerate; being confident of the appropriate records and individual responsibility of an employee can all influence the climate of organisations.

Bhasin (2022) concludes that excellent and positive work environment can motivate workforce and also boosts levels of performances leading to job satisfaction which is directly linked with efficiency levels of employees as it reduces turnover if found favorable.

Effects of Leadership traits expression

The role of leaders in business organisations cannot be overemphasized. Leadership in organisations stands to increase formidability and agility of organisations therefore they must be up-to-date and more creative and innovative in relations to traits. Leadership traits expression is much-needed to turn the fortunes of businesses around. Leadership traits expression have impact on organisations however, myriads of factors may determine the outcomes or effects of leadership traits on business organisations.

Cakir and Adiguzel (2020) identify three major effects of leadership on organisations to include job performance, firm strategies and firm

performance. Belias and Koustelios (2014, p.40) in a study on leadership and job satisfaction conclude that “employee experience of job satisfaction is highly influenced by leadership” thus affecting their job performance and behaviour as Cakir Adiguel (2020) asserts. Avolio et al (1999) conclude in their study on “transactional and transformational leadership” that leadership is a vital factor of promoting organisational performance as leadership serves as strong service source of business organisation gaining competitive advantage.

Among other effects of leadership on business organisation like Marshall University College are; cost effectiveness, quality teaching and research, international presence, optimum student satisfaction, relevant course programme development, and maximization of stakeholder interest. Optimum employee satisfaction, industry driven course development, cost effectiveness, employee productivity and efficiency, quality teaching and research, stakeholder profit maximization, international presence and outlook, optimum student satisfaction and inspiration and influence on subordinate characteristics are the possible effects of Leadership traits expression on higher institutions of learning.

Employee satisfaction

Optimum employee-satisfaction is key leadership effect as Adei (2001) asserts “leadership is cause; everything else is effects”. However, employee satisfaction means different things to different people as it is a gratification of pleasure and needs of workers. Liembach (2021) juxtaposes that employee satisfaction can be experienced in five dimensions which include; satisfaction

with the job, satisfaction with relationship, satisfaction with leadership, knowing that others are satisfied in their work and knowing that others are satisfied with organisational leadership. This tells the importance of university leadership traits expression to promote hygienic environment in the institution of higher education to ensure that both faculty and administrative workers are satisfied.

Afshinpour (2014) concludes in a study on “leadership and employee satisfaction” that leadership has a positive correlation with employee satisfaction with supervision. This goes further to prove that leadership traits determine employee satisfaction in institutions of higher education. Supervisors and managers have more direct influence over factors that impact employee satisfaction and are best equipped to address them (Curruci, 2019). Again, Curruci inspires that employee satisfaction can be done by shifting mindset from individual happiness to collective purpose from engagement to ownership and from promotability to visibility and by so doing employee satisfaction become an issue of inclusivity of the entire working staff of organisations.

Palupi and Cahjono (2021) on a study on “Effects of leadership on job satisfaction” purport that leadership affects employee organisational commitment which in tend also affect employee satisfaction covering the importance of the job to the workers within organisation.

Employee job performance

It is the responsibility of organisational leadership to determine employee productivity and job performance. This may stem from influence,

inspiration and their allocation from the leadership. Leadership must have what it takes to positively engage workers or followers in such a manner that empowers productivity. Leadership behaviour is what shapes followership behaviour in the achievement of productivity. Lai et al (2020) in a study on transformational leadership and job performance affirms that leaders can influence members performance by enhancing their work activities during day-to-day engagement of leaders because leaders who have more contact with followers have more opportunities to instill in employees of organisations the vision and the mission they would want employees to carry out which indeed offer emotional support in times when employees feel frustrated.

The availability of leadership to employees helps them to surmount difficulties and challenges capable of reducing the operational impact of organisations and efforts of workers. Therefore, an increased in leadership interactions with employee empowers higher job performance and facilitates organisational effectiveness. Manzoor (2018) in a study on the impact of transformational leadership on job performance in SMEs also affirms that leadership affects job performance significantly through leadership techniques and qualities which lead to increased satisfaction among employees. It is therefore imperative for leadership to acquire training that will boost their skills, qualities and techniques in such a manner that employee efficiency and effectiveness will be achieved.

Quality of teaching and research

The core mandate of every institution of higher learning is to train learners through teaching and production of knowledge as well as research. It

is therefore important of university leadership to increase their skills, techniques and capacity to enhance quality of teaching and research. Larry et al (2019) come out with five key findings to include: improving teaching and learning concerns creating congenial atmosphere to promote collegial interaction; positioning teaching staff to improve teaching and learning while meeting their professional needs; suitable leadership approach to improve learning need; the role of senior leaders and managers in establishing productive environment and further education providers strategizing to improve teaching and learning in the long-term.

In view of the findings, the study recommends that stability in university environment and operation is key platform for improvement, change in culture in terms of high expectations, ambition, growth mindset, aspirations and motivation must drive teaching and research, communicating the message of high standards and expectations is crucial to university effectiveness and financial pressures must be challenged collectively within universities and leadership must be conceptualized to enhance teaching and learning. This reveals that there is a need for university leaders to initiate changes and work with employees to achieve organisational goals. Leadership must create a culture of teaching, learning and research to encourage higher quality standards.

Garwe (2014) in a study on the effects of institutional leadership on quality of higher education juxtaposes that effective university leadership has impact on service quality which enhances competitive advantage and sustainability. Garwe (2014) again identifies six major issues that university leadership has to grapple with: maintaining institutional-quality, recruitment

and retention of experienced staff, complying with regulatory requirements on quality assurance, securing funds for university core business and operations, inadequate and inappropriate university facilities and providing effective leadership. She argues that the above mentioned affect the effectiveness of university operations, however the ability of university leadership to deal with these issues facilitate the realization of organisational goals and effectiveness.

Accreditation and international outlook

The issue of accreditation, recognition and international presence or outlook is critical decision-making made by leadership and that affects the effectiveness of universities. Recognition, accreditation is assurance that further education providers have met all standards and standard quality assurance policies. It is the mandate of the university leadership to spearhead the implementation of quality assurance processes as determined by the Ghana Tertiary Education Commission and the Commission of Technical and Vocational Education and Training in the case of Ghana or other regulatory bodies in and outside of a country of origin.

This helps to transform the fortunes of institutions with the regulatory requirements. Gonzalez (2004) indicates that national policies, regulatory and trends in higher education demand leadership with adequate understanding of national issues with necessary resources to undertake programmes of national agenda and with the ability to make needed responses in their own institutions. The ability of university leadership to ensure their accreditation recognition of the institution and programmes as well as maintain standard measures the institution on a higher pedestal both locally and globally. It is expedient

therefore for leadership to raise funds to meet the accreditation and regulatory requirements. Though in Ghana the process of accreditation with Ghana Tertiary Education Commission is expensive and cumbersome, new institutions need 30,000 Ghana cedis for institutional authorization and accreditation and then 7000 cedis per one academic programme of study (NAB, 2019). It is therefore imperative that leadership is able to raise funds to cater for all these cost in order to be operational.

The national accreditation board on a tertiary education annual statistics report (2019) has 222 accredited institutions offering tertiary qualifications of which 143 are public and 79 are private. This therefore demands that university leadership especially for private institutions do a lot of hard work to stay competitive. This again calls for international partnerships of private educational institutions in order to gain international presence to attract foreign students. The 79 private institutions had a total undergraduate enrollment of 69, 303. 143 public tertiary educations had total enrollment of 375,404. This means the public further education providers had 306,101 undergraduate enrollments more than that of the private sector education providers (Ghana Tertiary Education Statistics, 2019).

Student satisfaction

Students are major stakeholders in institutions of higher education therefore leadership must be able to affect students' affairs in the higher education process. The university leadership must have the ability to provide adequate student services capable of promoting optimum learner satisfaction. Samson et al (2010) opines that student satisfaction has component which

includes instructions, communication, assessment, leadership, teamwork, professionalism and respect for diversity. Students are satisfied if instructional methods are on point, proper communication and assessment of learners work as well as the respect for learner diversity. They argue out five ingredients for students' satisfaction to include student, teacher, content, process and the environment.

This shows that student satisfaction has something to do with student reaction to faculty. Arif et al (2013) opine that student dissatisfaction will lead to a weak word-of-mouth recommendation which will affect the quality intake of students as well as wasting of resources delaying goal achievement and weak performance in teaching and learning. Therefore, quality perception must be created in the minds of students so they can advocate on behalf of universities. This calls for careful planning by leadership on quality service delivery to achieve enviable institutional image.

Industry-driven programmes or course development

The ability of leadership to develop and mount courses or programmes that embraces action based and industry driven demand catapult institutions into realms of relevance and competitiveness. Higher educational institutions exist to train and protect relevant human resources that are capable of turning the fortunes of organisation around and therefore leadership must have knowledge on market trends and how to surmount the challenges thereby relevant to academic courses and programmes. Garwe (2014) postulates that higher education leadership must have the skills and abilities to raise funds for core business operations of which industry - driven courses and programmes is

the bedrock. To get an approval for accreditation for a new programme may be expensive and cumbersome however, academic programmes attract students to various educational institutions. Garwe (2014) again asserts that in most institutions of higher learning equipment required for teaching and learning, administrative processes, sporting and social activities are woefully inadequate and therefore much effective leadership is needed to place the institution in complete competitive position. It is university's leadership that affects the kind of academic programmes.

Cost effectiveness and competitive advantage

The issue of cost is a major concern for institutional leadership because every organisation exists to make profit or to be able to handle its operational costs effectively. University leadership therefore must strategize effective and efficient policy that give institutions value for money and return on investment. It is therefore relevant for higher education providers to adopt cost-leadership policy which involves the lowering of cost while providing value for customers to gain competitive strategy (Ikatwa and Okello, 2016). The essence of cost leadership strategy is to win price war and market share. Therefore, the low price of school fees is strategic because it creates huge student enrollment.

Wanyonyi (2012) identifies two price strategies used by higher institutions of learning. One is No Frills Strategy and the other is Low-price strategy. The No Frills Strategy covers low price, low perceived service benefits and focuses on price sensitive market segment. The Low-price strategy achieves low pricing and back at the same time maintain similar

perceived services benefits in order to attract market segment competitors (Ikatwa and Okello, 2016) and concludes students join universities due to the lower school fees needed for educational programme, flexible payment option, overall cost burden per month and fewer items to buy. It is therefore crucial for university leadership to manage cost in such a manner that allows for greater increase in enrollment for institutional stability. Ikatwa and Okello (2016) opines that universities with larger student population has low cost of running academic programmes, better utilization of facilities and lectures, better negotiation for learning materials and industrial attachment has the lower cost of learning.

Stakeholder profit maximization

Organisations have to maximize profitability of their business and stakeholder interests. Washburn (2009) however, indicates that CEOs who puts interests of stakeholders first instead of profit end up generating greater workforce engagement which at the end of the day promotes a financial result which wasn't the priority. On the other hand, McGuire (2009) also asserts that the leadership of organisations has power to influence, people and events that should be done in such a way that accomplishes the most for organisation's success and stakeholder's interest. In higher educational institutions, the stakeholders include students, faculty members, administrative staff, business sponsors and society. The increase in the interest of these people gains for universities good societal image which in turn empowers financial gains of the institutions.

Organisational leaders must raise revenues, cut cost, and maximize the effectiveness of human and capital resources through hard work and fiduciary responsibilities to promote stakeholder value. Austin (2021) asserts that all those activities must be carried out in accordance to systems and business strategy of organisations to avoid disruptive surprises capable of pushing down the organisational success. Leadership therefore, must have the ability to influence stakeholder interests and shareholder value through careful planning of business strategy and implementation.

Johanns and Hofstrand (2019) sound a caution in the direction that profitability is not cash flow because “an income statement lists income and expenses while cash flow statement lists cash inflows and cash outflows” therefore income statement shows profitability whilst a cash flow statement shows liquidity. This means that organisational leadership must have clear understanding and the ability to handle what constitute profitability and cash flow in order to ensure business sustainability and effectiveness.

Inspiration and influence on subordinate characteristics

Subordinate is any individual who by dint of willingness has subjected his or her authority to another person for guidance and direction. This kind of power rendering stems out of process of followership. Bjugstad (2006) juxtaposes that followership/ subordination has been an understudied discipline. Follett (1999) as far back 1933 advocates the study of followership because it is a forgotten area of endeavor and this may be due to the general perception that followers are weak, helpless and inferior and need guidance and direction. Alcorn (1992) clearly states that subordinates have been

systematically devalued and linked to unfavorable images. Even though without the follower leadership will be nonexistent, yet followership is associated to mockery and slavery despite their immense contribution to organisational gains.

Sanford (1950) underscores the importance of subordinates to the leadership process. He emphasizes that subordinates are always there when leadership occurs because they accept leadership. This insinuates that the readiness of subordinates make leadership relevant. However, followership or subordination is self-consciousness of individuals in the context of relationship to the nominal leader (Cox, 2010). On the other hand, Maroosis (2008) defines subordination/ followership as a discipline of competence and response –abilities or readiness of the follower.

Kelley (2008) asserts that subordinates pursue a course of action in common with leaders to achieve organisational goal. Effective subordinates make active decision to contribute towards the achievement of goals and demonstrate enthusiasm, intelligence, self- reliance, and ability to work with others in pursuit of organizational goals. Effective subordinates recognize the authority of leaders and limitations imposed on their action.

Organisational Effectiveness

Many scholars see and conceive organisational effectiveness from different points of view. The effectiveness becomes relative in terms of time, spatial and environment. Cameron and Quinn (1983) identifies that organisational effectiveness is the proficiency of an organisation at having access to the essential resource. Vinitwanakhun (1998) in his study

summarizes organisational effectiveness as a focus on human resources and organisations and helping individual to achieve skills and self-esteem in order to control the new environment and find security and support. From Vinitwanakhun view point, organisation's effectiveness should have a core strategy to consider the organisation objectives and alignment of relevant skills and talent to propel the achievement of those objectives.

This marriage between organisational objectives and skillful workforce is done through deliberate effort to help acquire relevant skills and self-empowerment needed to control the business environment to the advantage of the individual worker and organisations as a whole. Organisational effectiveness comprises the actual productivity of an organisation, in relation to intended outputs, goals and objectives.

On the other hand, McCann (2004) sees organisational effectiveness as a criterion of the organisations successful fulfillment of their purpose through core strategies. On the contrary, Federman (2006) sees organisational effectiveness as issues that concern the ability of an organisation to access and absorb resources for optimum utilization for the achievement of organisational aims. This means that organisational effectiveness is the extent to which an organisation as a social system, given certain resources and means, fulfills its objectives without incapacitating its means and resources and without placing undue strain upon its members.

From the above scholarly definitions, organisation's effectiveness embraces availability of both material and human resource capable of aiding the achievement of the organisational objectives. It covers implementation of

core strategies and proficiency of resources. Gavrea et al (2011) asserts that organisational effectiveness consists organisation – financial performance (return on investments, profits etc.), shareholder return (economic value added, total shareholder etc.) and the product/service market performance (market share, sales etc.). Therefore, many organisational leaders may tailor their effectiveness strategy to embrace their financial fortunes, markets performance and returns on shareholder investment. The way business leaders conceive organisational effectiveness informs their effectiveness strategy.

The effectiveness of institutions of higher education may be determined by their international outlook, resources, quality teaching and research as well as human resource production among others. Organisational effectiveness is a subject experiencing a lot of debate on its concept definition and approach. Kavagoz and Oz (2008) postulate that research on organisational effectiveness started as far back 1930s, receiving a lot of attention in 1970s onward. Several scientific and management scholars have contributed to giving meaning to organisational effectiveness. Frederick Talyor who lived between 1865- 1915 identified in 1911 that organisational effectiveness was evidenced by variables consisting: production maximization, cost minimization and technological excellence.

These influential variables- product maximization, cost minimization and technological excellence- among other factors are used as indicators in measuring organisational effectiveness. An organisation's ability to increase production by delivery high quality service or product that meet the desire of customers or consumers is first indicator of organisational effectiveness. An increased in production must be done efficiently and effectively at a minimal

production cost using suitable and excellent technology. Though increased in production by the use of high excellent technology at a minimize cost is key to achieving organisational effectiveness, other intervening variable like leadership, expertise of workers, some internal and external variables may also influence the organisational effectiveness. Henry Foyal who also lived between 1841 –1925 also contributed to understanding organisational effectiveness. He highlighted clear authority and discipline as major determinants of organisational effectiveness.

Foyal's assertion places organisational effectiveness at the door steps of leadership positional power, establishing clear authority in terms of provision of resources, task structuring and supervision of subordinates in attempt to achieve effectiveness. In all of the above, comes discipline both on the part of leadership and subordinates. Elton Mayo who lived between 1880s – 1949 also adds to the expansion of organisational effectiveness. He indicates the essence of productivity and employee satisfaction to organisational effectiveness.

The argument of Mayo is that organisation's achieving effectiveness is all about productivity which stems from employee satisfaction (Robbins 2005: Scott & Peter, 2009). Despite the contributions of the above scholars, several other scholars have also organize studies into organisational effectiveness: Yuchtman & Seashore (1967)- Goals and systems approach to organisational effectiveness, Cameron & Whelton (1983)- Multi -dimensional models of organisational effectiveness and Quin & Rohrbaugh (1981)- Competing values.

Organisational Effectiveness Models for Higher Education Institutions

There is a plethora of studies concerning effectiveness of educational institutions and the factors affecting effectiveness, however, the actual interpretation and use of the knowledge is limited because practitioners have not translated the findings of the studies into organisationally based action because of the differences in the institutional operations, size and vision. A lot of indicators similar in nature have been adopted in measuring organisational effectiveness in privately owned colleges and universities. Some studies on organisational effectiveness in colleges and universities are as follows:

Antia and Cuthbert (1976) organized a study on the success factors of polytechnics and in qualitative model suggested nine critical factors that determined the effectiveness of educational institutions. They indicated that these success factors are closely related to each other and therefore the neglect of one affects the other in the long term. The identified variables are: Social tune, Cost effectiveness, Course development, Cooperate reputation, Investment in human capital, Physical facilities development, Student relations, Quality of employee relations and Public responsibility.

Ashraf and Kadir (2012) assert that it is necessary to spot and comparatively emphasized by all institutions because the achievement of success in the nine areas is key to growth and effectiveness. Institutions must be socially tuned by mounting courses and programmes that meet the demands of industry. However, that must be done considering cost effectiveness in all of the institutions activities. Once the business environment is exacerbated by several changes, institutions must constantly develop new courses and invest in human capital to give them the needed expertise to hand new courses whiles

developing physical facilities to help the cogent delivery of new programme. Educational institutions must be interested in enhancing good student's relations and quality employee relations in order to allow for tranquility in the institutions environment with the sense of corporate reputation and responsibility towards the public. Any educational institution that is able to handle or satisfy all these constituencies is rated effective.

Cameron (1978) in his study proposed organisational effectiveness model for 4 year colleges using 57 item questionnaires which were perception based on the effectiveness of institutions. He came up with nine indicators that influence institutional effectiveness: student educational satisfaction, student academic development, student career development, student personal development, faculty and administrator employment satisfaction, professional development and quality of faculty, system openness and community interaction, resource acquisition and organisation health.

According to Cameron (1978) the above constituencies are vital for any institutions survival and agility. Ashraf and Kadir (2012) add that base on Cameron's models, it is important for all contextual factors to be considered before organisational effectiveness criteria is selected. To compare other models of effectiveness in higher education to that of Cameron, there is no much deviation. Most identified criteria or factors are similar and geared towards the same purpose. However, the application of any of these models to any educational institution may depend on myriad situational variables like demography, economics, government policy, technology among others.

Kleeman and Richardson (1985) in a study on student characteristics and perception of university effectiveness in three public universities in Arizona, identify 10 factors that determine effectiveness of education institutions: Programmes and service for students, Attention to women and minorities, Quality of teaching and research, Publication of knowledge and research, Workshops and Counseling to broaden access, Sports , Focus on cultural activities, Programme for graduates, Leasing facilities and Enhancement of standards.

The proper consideration of the ten determinants in decision making was seen as factors that yielded institutional effectiveness. Though the model proposed by Kleeman and Richardson (1985) looks very different and comprehensive to that of Antia and Cuthbert (1976) some of the success factors may be interrelated or yield similar outcomes. The study of Kleeman and Richardson (1985) concluded that among the ten factors stipulated, quality of teaching and research and programmes for graduates are most necessary to respondents and therefore must be given all the attention it desires.

Pounder (1999) in a study on “organisational effectiveness in higher education” in Hong Kong educational institutions established nine factors that influence the effectiveness of institutions. The study was done in 7 institutions with administration and academic staff as study group. The nine factors included: Productivity efficiency, Quality, Cohesion, Adaptability readiness, Information management – communication, Growth, Planning – goal setting, Human resource development and Stability control. The study concludes that among the nine factors in the model, planning and productivity triggered the

effective performance of universities in Hong Kong. A firm grips on these areas better the chances of institutional survival.

An, Yom & Ruggiero (2011) studied into how organisational culture and quality of work life influence organisational effectiveness in Korean University hospitals. Their study evaluates organisations effectiveness at two levels: Job satisfaction and Organisational involvement. In the study, the factors that promoted organisational effectiveness were: Quality of career, Good organisational culture and Care (Salanke (2014)).

Salanke also studied into organisational effectiveness in higher education of Polytechnics in Nigeria. Salanke (2014) used three models to assess the effectiveness of the university with different indicators. The Human relations model had the following indicators: Staff training and development, Remuneration and campus relationship. The open system model had the following indicators: Acquisition of resources, Physical infrastructure and equipment's and Accreditation. The rational goal model has only one indicator: strategic planning.

Internal Process model has the following indicators: accountability, internal resources allocation and information communication technology. Through the application of different models, Solanke (2014) highlight ten factors that influence higher education in Nigeria. The ability of any institution to respond adequately to these evaluated criteria assumes institutional progress and agility. The criteria include staff remuneration, campus relationship, resource acquisition, physical infrastructures and equipment, accreditation,

strategic planning, accountability, internal resource allocation and information communication technology

In the study Salanke (2014 p. 230) concludes that “quality represents the fulfillment of obligation by institutions to serve societies well by producing well rounded professionals. Despite all these studies into organisational effectiveness (Solanke, 2014; An et al 2011, Ponder, 1999,, Kleeman, 1985, Antia, 1976) researchers are more appease with the study of Cameron (1978) on the evaluation of organisational effectiveness in higher education as indicated by other researchers (Gigliotti, 1987; Hertelendy, 2010; Kwan & Walker, 2003; Lejeune & Vas 2009; Smart, 2003; Vinitwatanakhun, 1998).

Leadership traits expression and organisational effectiveness

Leadership Styles and Organisational Effectiveness

Transformational leadership impact organisational effectiveness because it encourages workers to rate the collective good of organisations above individual interest leading to well -motivated and committed workers. Wang et al (2011) add that transformational leadership and employee output and effectiveness are positively correlated. Wang et al (2011) find that transformation leadership among group performance is also positively associated. The transformational leader develops and creates atmosphere of tranquility for employees which triggers improvement on employee performance. Sofi and Devanadhen (2015) did a study in the banking sector and also concluded that transformational leadership has direct positive impact on organisations effectiveness. Saleh et al (2018) in a study established

positive association of transformational leadership on organisational effectiveness in the manufacturing sector in Yemen.

Charismatic leadership develops vision, allows originality, innovation and creativity. This is done through collaboration and motivation. A study by Ojukuku et al (2012) in the banking sector in Nigeria concluded that charismatic leadership has a negative relationship with organisational effectiveness. The reason, given was that it does not induce enough motivation in workers for expected performance (Ojukuku et al, 2012)

Transactional Leadership is task focused with low human consideration. It establishes legal relationship between a leader and a follower though it helps to get the job done. Ojukuku et al (2012) see transactional leadership as the exchange of targets and rewards between management and workers. A study conducted by Longe (2014) establishes that transactional leadership style has positive association with organisational effectiveness. On the other hand, Sofi and Devanadhen (2015) in their study found out that transactional leadership style has negative impact on organisational effectiveness because it does not encourage creativity and innovation making employees to perform less than expected from them within organisations.

Democratic Leadership allows decision making to be decentralized and shared by all members in an organisation. This style motivates workers to perform better though poor decision making may be high. Elenkor (2002) in a study concludes that democratic leadership has positive relationship with organisational effectiveness. The study of Bhargavi & Yaseen (2016) also

highlights positive relationship between democratic leadership and organisation effectiveness which can facilitate organisational effectiveness.

Autocratic leadership gives instructions and expects subordinates to obey to the later. All decision making powers rest with the autocratic leader. Iqbal et al (2015) in their study establish that autocratic leadership affected employee satisfaction and commitment and also ignite a lot of conflicts affecting the overall performance of organisations. Contrary to Iqbal et al (2015), Bhargari and Yasien (2016) indicate that autocratic leadership has positive association with organisation effectiveness because it is more suitable when projects are to meet deadlines. This means the impact of autocratic leadership could be positive or negative depending on situational favorableness.

Bureaucratic leadership is processes and procedures inclined. They have high focus for structure initiation than concern for people. Ojukuku et al (2012) on this style conclude that it has negative impact on organisation effectiveness because it does not promote employee motivation for higher performance in organisations. Sougui et al (2015) in their study also indicate that bureaucratic style has a negative relationship with organisational effectiveness.

Leadership behaviours/styles have potential to impact the effectiveness of organisational either positively or negatively and therefore organisational context and situational favorableness among other factors must be considered before deciding on the type of style to use in leadership. The leadership styles that propel the success of one organisation may not be applicable to another

organisation for reasons like vision of organisation, characteristic of workers, characteristics of clientele, government legislation among others.

Leadership skills and organisational effectiveness

Leadership skills cover abilities to lead and deliver results through organizing people. Doyle (2021) identifies that effective leaders have skills to communicate, motivate, create and also give feedback. Skills of a leader determine the level of organisational effectiveness. Smith and Lewis (2012) in a study find that leadership skills are very important to promoting knowledge sharing as well as organisational effectiveness. Knowledge sharing and enhancing organisational effectiveness demand essential skills of communication and advocacy as well as strategy and professionalism. The leader's functional skills are likely to meet the purpose and objectives of an organization, Kalagiros (2012) and as such provide opportunities for a workforce within an organisation to foster a sense of belongingness and also participate in decision-making process for the facilitation of organisational effectiveness.

Once there exists some relationship between leadership skills and organisational effectiveness, there is a need to invest in skills to increase the potentials in order to help businesses achieve effectiveness. A study by Jehow et al (2018) on leadership skills conclude that the skills of leaders in Wajir-county affected organisational performance.

Leadership capabilities and organisational effectiveness

Leadership capabilities are meant to maximize operational performance of team members as well as the businesses. Guest (2019) defines leadership capabilities as ways of thinking, feeling, behaving and acting within organisations in ways to maximize business profitability. Leadership capabilities help to set vision, inspire, engage, direct and teach others within the organisation to help contribute ultimately to organisational effectiveness. Scottish Social Services Council (2020) identifies six major elements of leadership capability to include vision, self-leadership, motivation and inspiring others empowering; collaborating and influencing; creativity and innovation.

Gifford (2013) in the study concludes that the leader's capability contributes to the overall organisational effectiveness of businesses. This emphasizes the fact that leadership capabilities can be an essential catalyst for success (Dimmock, 2012). Ritonga (2015) in a study on leadership capabilities reveals that leadership capabilities influence organisational success at Pesartran. The performance of business organisations largely depend on the leadership capabilities which covered range of activities of self-leadership, setting vision, creativity and innovation among others. Andrew and Boyne (2010) also in a study establishes that leadership capabilities and local governance performance are positively and statistically associated. The leader's capability has the potential to impact effective management systems which ultimately increases organisational success.

Leadership competency and organisational effectiveness

Leadership competency promotes good and better leadership activity as it allows leaders to manage and solve problems as well as understanding and navigating organisations (Brownwell, 2006). Leadership competency covers key skills and behaviours that enhance superior business performance (Brownwell, 2006). Towler (2020) indicates that leadership competency represents a total set of knowledge, skills abilities that contribute to effective organisational leadership. Towler (2020) suggests that leaders must be competent in five broad areas to include good and action management, leadership, human resource management, focus on others and directing subordinates.

Abdullah (2017) in a study on leadership competency on organisational performance affirms that leadership competency through leadership skills and behaviour contributes significantly to business success. Rukuni et al (2019) in a study on leadership competency and performance in government department in the city of Tshwane in South Africa establish that there is a positive relationship between leadership competency and organisational performance though the employees had negative perceptions towards leadership competency including ability to establish direction align employees to organisational mission, risk taking and confidence. As Towler (2020) posits that the elements of leader's competency which covers the style or behaviour, skills and capabilities contribute immensely to the competencies which ultimately enhance organisational effectiveness.

Conceptual Framework

A conceptual framework represents the researcher's examination of interaction on how to explain phenomena. Conceptual framework is the researcher's understanding of how particular variables in a study interconnect and it also sets the stage for the presentation of a particular research question and how it drives the investigation being reported based on the problem statement (McGalie, Bordag & Shea, 2001).

The conceptual framework for this study indicates that there is a direct link between Leadership traits expression and organisational effectiveness, however, leadership activities and agenda is influenced by the leader's traits (styles, skills, and capabilities) within the organisation as established in literature. Several studies have established the link between leadership behaviour (styles) and leaders skills to organisational effectiveness (Klein et al, 2013; Wang et al, 2011; Sofi & Devanadhen, 2015; Ojokuku, 2012; Elenkor, 2002; Igbal, 2015; Boakye, 2019).

For leadership traits expression to achieve organisational effectiveness, it is contingent on what an organisation wants to realize but that will also depend on the effectiveness approach used. For instance, if an organisational leadership wants to maximize profit in a particular year then that calls for particular leadership trait expression as in style, skills and capabilities. The idea is if leadership chooses profit maximization with key leadership traits expression elements in focus, taking the business environment into consideration; the organisational effectiveness could be achieved. This is where the theory of planned behaviour and contingency theory apply to this study as established in literature. Every organisation operates in a specific

business environment which either propels leader's action or serves as obstacle for intentional behaviour performance. Therefore in this framework, business environment is seen as both internal and external factors or variables that create opportunity or obstacle for leadership behaviour performance in attempt to achieve organisational effectiveness. The researcher conceptualize Leadership traits expression in this study as appropriate application of leaders characteristic, that is, leaders style, skills and capabilities in an organisation linking organisational effectiveness for a desired outcome as permitted by the business environment which are exacerbated with several change factors.

Again, organisational leadership traits expression is underpinned by trait theory of personality and contingency theory as well as theory of planned behaviour in that the leaders action is link to three prediction of behaviour consisting attitude, subjective norm and perceived behavioural (Fishbein & Ajzen, 1991) which is also contingent (contingency theory) on environmental favorableness in the business environment. In conclusion, the conceptual framework posits that depending on outcome an organisation wants to experience as much as permissible by the business environment, leadership traits expression elements may come to play in order to surmount obstacles in achieving organisational success.

Figure 3, below shows the interrelatedness of the various concepts.

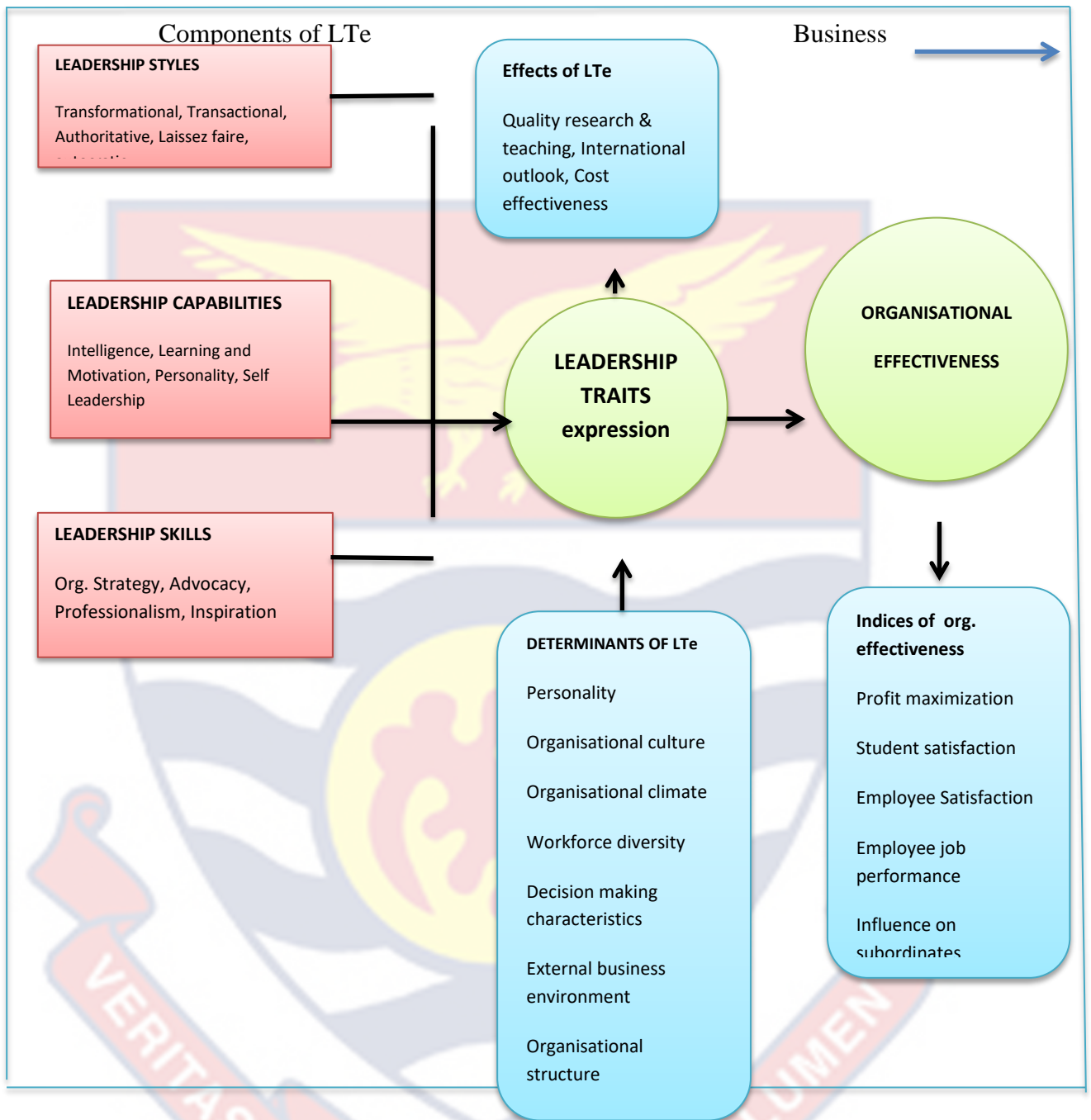


Figure 3: Conceptual framework

Source: Researcher's Construct

CHAPTER THREE

RESEARCH METHODOLOGY

Overview

This chapter looks at the research methodology which covers research philosophy, research design, population and sampling techniques, data sources and types, data collection method, instrumentation and the data analysis techniques used for the study. Research methodology comprises providing a problem and how to solve it and providing a strategy to facilitate the process (Robson, 2005 p.120). On the other hand, Irny and Rose (2005) identify research methodology as a systematic, theoretical analysis of the methods applied to a field of study covering the principles of theoretical analysis of the body of methods and a branch of knowledge.

Research Philosophy

Research philosophy covers the creation of knowledge by a researcher through assumptions and system of beliefs. The researcher's beliefs and assumptions inform the choice of philosophy or paradigm to be adopted. Scholars have identified positivist, interpretivist and pragmatist paradigms to social science inquiry. On research philosophy or paradigm, both positivism and interpretivism approach were considered giving the study more pragmatic view in relation to ontology, epistemology and methodology. Ontology "concerns the issue of what exists or the fundamental nature of reality" Neuman (2014, p.94). The ontology of the researcher on leadership traits

expression and organisational effectiveness is both of realist (positivism) and nominalist (interpretivism).

The researcher believes that the subject of leadership traits expression and organisational effectiveness is not only positive or real but there could be various ways of explaining and understanding leadership traits expression and organisational effectiveness phenomenon. The positivism approach to “social research emphasizes on discussing causal laws, theories and precise empirical observations of individual behaviour that can be used to predict general patterns of human activity” (Neuman, 2014 p. 97).

Again, the interpretivism approach is the “systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understanding and interpretation of how people create and maintain their social world (Neuman, 2014: p.104). The combination of both positivism and interpretivism approach give the study pragmatic perspective which argues that the study of human behaviour cannot be done adequately by either positivism or interpretivism approach. The pragmatic researchers advocate for the use of mixed method as a pragmatic way of understanding human behaviour or studying human phenomenon (Kivunja & Kuyini, 2017). Therefore to fully understand and predict adequately Leadership traits expression and organisational effectiveness phenomena, the pragmatic paradigm of social science is a better option and that philosophy is what underpins this study.

Research design

The research design for the study is quasi experimental (leadership traits expression as input and organisational effectiveness as output) using both quantitative and qualitative technique. The use of a quantitative paradigm in this study was carefully designed to control expenditure, time and the entire study period. Quantitative approach is the most widely used social science data gathering technique (Neuman, 2014). Quantitative approach allows data to be collected predominately by questionnaire in order to collect quantitative and quantifiable data in connection to two or more variables which are examined to detect pattern of association (Robson, 2005).

Population for the study

The study targeted the staff and students of Marshalls University College in the Accra Metropolis. According to the Ghana Tertiary Education Commission (2022), Marshalls University College is accredited to run bachelor's degree in affiliation with the University of Cape Coast. The institution was selected for the reason that it is sited in the Accra Metropolis which is the geographical area of the study and the only private university which was willing to participate in the study. The researcher used the academic staff, administrative staff and students because they were directly involved and directly affected by the leadership activities and as well seen the effectiveness of the university. The college had total number of 380 students and 42 staff members.

Why Marshalls University College qualifies as an organisation

An organisation is a system and organism that goes through changes and processes. Business organisation is an entity or an enterprise established

for the agenda of carrying out commercial activity in order to increase profitability. O'Connor (2012) identifies organisations as living organisms or systems based on the environment they operate in to meet their needs efficiently and effectively. This indicates that business organisations share the common characteristics of biology.

The environment in which business organisations operate determines its survival such as fetus needs the mother's womb for survival in order to adapt and reproduce the cycle of life. Business organisations therefore need human resources that are up-to-date in terms of structure or systems capable of responding to environmental changes. The human resource of business organisations develop and co-ordinate all parts of business operations in order to carry various functions needed for business survival.

Business organisations use environment, systems, and resources to carry out their core mandate. Marshalls University College as a business organisation operates in an environment: Ablekuma North municipality using systems and structures undertaken by both administrative and faculty personnel (human resource). Therefore, Marshalls University College leadership needs to understand the environment in which they operate in order to develop Leadership traits expression to help them carry out their core mandate in such a manner that gives competitive advantage. It is therefore imperative for Marshalls University College leadership to adapt to the environment by developing Leadership traits expression to promote organisations survival.

Marshalls University College is a Private University listed on the Ghana Stock Exchange. MUC has accreditation from The Ghana Tertiary Education Commission, formally The National Accreditation Board (NAB), to operate as a tertiary institution from the 1st September, 2012. It is affiliated to the University of Cape Coast, Ghana, Organisation for Tourism and Hospitality Management (OTHM, United Kingdom) and Microsoft Technology Academy (United States of America) Marshalls currently has the following Schools namely; J.S. Addo Business School (JSABS), School of Fashion and OTHM Qualifications. Marshalls School of Fashion is accredited by the Commission for Technical and Vocational Education and Training (CTVET).

The Business School has four Programmes namely, Bachelor of Science in Accounting, Bachelor of Science in Banking and Finance, Bachelor of Science in Human Resources Management and Bachelor of Science in Marketing Management. The School of Modern Languages has two programmes namely; Bachelor of Arts in English and Bachelor of Arts in French. Currently, Marshalls is working on rolling out courses in Agricultural Mechanisation Technology, Pulp and Paper Technology, Pure Sciences, Medicine, Engineering, and other related disciplines that would respond to the aspirations of the workforce of African nations.

With these entire in place, Marshalls would be concentrating on addressing the contemporary and future human resource needs of Africa and the world as a whole. The vision of Marshalls is to be the unique institution that produces devout, well-grounded, well-rounded persons who respond to the current and future needs of humanity.

Sample and Sampling Techniques

Sampling technique must match the purpose of the study and data accurately representing the population of cases (Neuman, 2014). This study used purposive and stratified random samplings which are non-probability and probability sampling technique respectively. Purposive sampling was used for the staff members of Marshalls University College.

Purposive sampling allows researchers choose subject who in their opinion are relevant to the study (Sarantoko, 2005). This sampling is appropriate for selecting unique cases that are especially informative through cases selected to represent that the entire population and still relevant and good for field research (Neuman, 2014). Purposive sampling was done to select five teaching staff members from each of the schools (Business, Fashion and OTHM) and five administrative staff, totally twenty staff members.

In sampling the students of the University College for the study, Stratified random sampling was used to select respondents from the three functional schools i.e. Business School, Fashion School and OTHM. The stratified random sampling was determined by the formula below as suggested by Hayes (2023):

$$n = \frac{\text{Sample size} \times \text{Stratum size}}{\text{Population size}}$$

Table 1: Stratified random sampling determination

School	Stratum size	Sample size
Business	66	20
Fashion	215	62
OTHM UK	99	28
Total	380	110

A total sample size of 130 was used for the study, comprising fifteen faculty members, five administrative staff and one hundred and ten students as indicated in Table 1 above.

Data types and sources

The study used both primary and secondary data. The primary data was gathered through face to face interview and questionnaire administration in order to describe the state of Leadership traits expression of the university, assess the effects of Leadership traits expression on organisational effectiveness for analyzing the relationship between Leadership traits expression and organisational effectiveness. This was to help understand how PIHE operate to enhance agility. Institutional documents were also analyzed.

Data collection methods

Face to face and telephone interviews were used to gather data using interview schedule. Each interview took between 20 to 30 minutes and that depended on the availability of the respondents and clarity of their responses. Audio recordings and note taking were done to capture the responses. Semi-structured questionnaire was used to collect in order to describe the state of

Leadership traits expression, effects of Leadership traits expression on organisational effectiveness. In-house documents of the institutions were analyzed to achieve triangulation. Secondary data from Ghana Tertiary Education Commission, among others were also analyzed.

Instrumentation

Three data collection instruments were used and were all self-designed: Questionnaire, Interviewed schedule and Document analysis list.

The questionnaire survey

The self –designed questionnaire was responded to by students, faculty and administrative staff of the university college. It had five sections in all.

Section One deals with the demographic characteristics of respondent. Section Two answers questions on state of Leadership traits expression and organisational effectiveness. Section Three assesses the determinants of Leadership traits expression. Section Four evaluates the effects of leadership traits expression and Section Five covers leadership traits expression model.

Interview guide

A five section interviewing schedule guided the interview of the university's administrative staff to triangulate responses from the questionnaires administered. Section One provides general information about the respondents. Section Two had questions to describe the state of Leadership traits expression and organisational effectiveness. Section Three assesses the determinants of Leadership traits expression. Section Four evaluates the effects of Leadership traits expression and Section Five covers questions on leadership traits expression model.

Desk research (study of document)

Documents from the University College and regulatory authorities were analyzed to obtain national and institutional perspective on higher education in Ghana. Document analysis is widely used in qualitative research techniques to interpret content of data (Patton, 2005). Some documents analyzed included: GTEC reports, university's statutes, journals, annual reports, websites, and books, journals, and technical reports. The information from the document analysis was used to contextualize the study.

Ethical considerations

Ethical approval was obtained from the Institute of Development and Technology and Marshalls University College authorities. Individual consent of respondents was also sought before their participation in the study. To ensure confidentiality and privacy, respondent's identity is not revealed in this report. The report included the exact response the participants gave.

Pre testing

The researcher pre-tested the research instruments (Questionnaire, Interviewed schedule and Document analysis list) primarily to evaluate conversion of responses to data and to evaluate how respondents interpret the questions in order to ensure validity and reliability for quantitative instruments (Borg et al, 2007) as well as the quality, rigor and trustworthiness for qualitative research instruments. Borg et al (2007) asserts that unless pre-testing of research instrument is done; a researcher cannot properly predict how respondents will interpret questions. The pre testing was done at Pneuma College, a registered Pre- University diploma awarding institution located in

the same Ablekuma North Municipality with the Marshalls University College. A total of 50 respondents participated in the pilot testing and they consist 10 academic and administrative staff and 40 students. The respondents had similar characteristics to the population of the study. The pilot testing helped in revising the instruments to enhance validity, dependability and reliability. The pilot testing of the instrument was done in 2019.

Field work and data collection

Though pretesting of the research instrument was done in 2019, the emergence of COVID -19 pandemic delayed data collection process. The researcher therefore resorted to online as a means of data collection however, that did not help as the respondents refused to attend to the online questionnaires. Therefore, the researcher personally administered the instruments after the lockdown in the Ablekuma North municipality in the Greater Accra region from January 2021 to August 2021 using hired research assistants who were adequately trained by the researcher on how to administer the instruments properly and also to detect any shortcoming during the process on the field.

Data processing technique

The quantitative data were processed using STATA, SmartLPS3 software and SPSS. The responses from the face to face interview which were qualitative in nature were processed using NVivo.

Data analysis

Table 2, highlights how each specific objective was analyzed in order to achieve the general objective of the study.

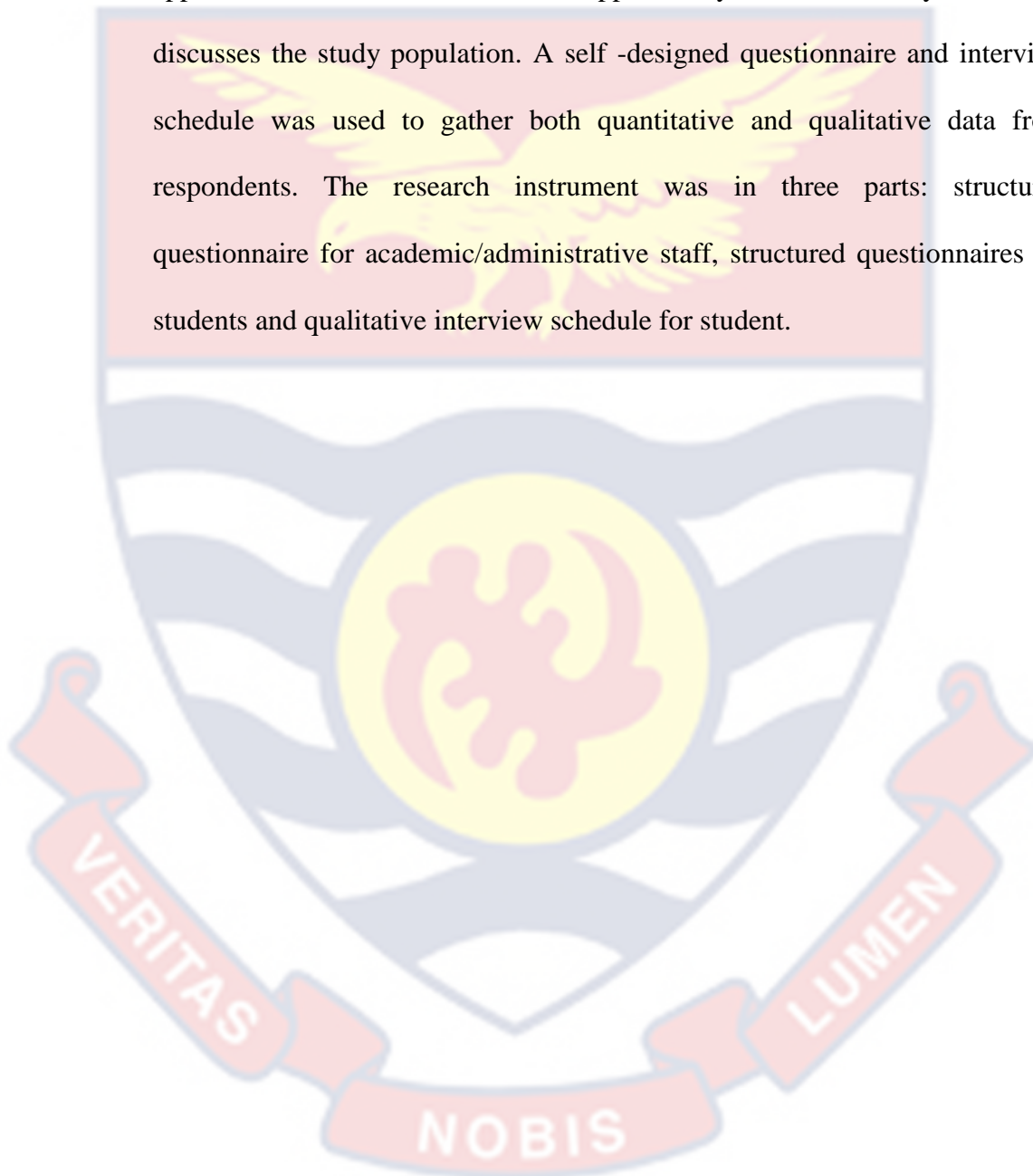
Table 2: Data analysis Matrix

Specific Objective	Framework of analysis	Techniques of analysis
To describe the state of Leadership traits expression and organisational effectiveness in private institutions of higher education	Descriptive framework	Descriptive statistics & Thematic analysis
To assess the determinants of Leadership traits expression	Correlation framework	Principal Component analysis & Multiple linear Regression
To evaluate the effects of Leadership traits expression on organisational effectiveness	Correlation framework	Structural Equation Modeling
Synthesize an improved system of Leadership traits expression for enhanced organisational effectiveness	Synthesis	Modeling

Source: Author's construct, 2022.

Chapter summary

This chapter presents the research design, data collection methods and how data analysis for this study was done. The study adopted mixed method approach in terms of data needs supported by document analysis. It also discusses the study population. A self -designed questionnaire and interview schedule was used to gather both quantitative and qualitative data from respondents. The research instrument was in three parts: structured questionnaire for academic/administrative staff, structured questionnaires for students and qualitative interview schedule for student.



CHAPTER FOUR

STATE OF LEADERSHIP TRAITS EXPRESSION AND ORGANISATIONAL EFFECTIVENESS IN PRIVATE INSTITUTIONS OF HIGHER EDUCATION

Overview

This chapter discusses the findings of the study based on the statistical data obtained from respondents and it answers objective one (What is the state of Leadership traits expression and organisational effectiveness) in Marshalls University College. Questions on leadership skills, styles and capabilities as well as organizational effectiveness were asked to describe the state of the college in terms of leadership traits expression and organizational effectiveness.

Presentation of Results & Interpretation

The State of leadership traits expression in PIHE

Leadership Traits expression components

Respondents responded to questions on leadership styles, leadership skills and leadership capabilities to measure their opinions and perceptions. The leadership styles describe the state of leadership in an organisation because it impacts followers and organisation as a whole. Laissez faire, transformational, transactional, authoritative, coaching and bureaucratic styles of leadership were the options offered to respondents. Questions on leadership skills covered organisational strategy, resource management, communication,

collaboration, college advocacy and professionalism. Questions on capabilities covered the construct on intelligence, personality, planning and monitoring, self-management and learning and motivation.

Oxford and Burry Stock (1995) Mean classification criterion was used to interpret the degree of perception or expectation of respondents. They interpret Mean scores as follows: 1.0 – 2.4 =Low Score, 2.5-3.4 =Moderate Score, 3.5-5.0 =High Score.

Table 3: Descriptive Statistics of State of Leadership Style

Leadership Style	Mean(SD)	Interpretation
Transformational	3.5154(.37961)	High
<i>Idealized Influence (IIB)</i>	3.7173(.66792)	High
Talks about his/her most important values and beliefs.	3.45(1.065)	
Specifies the importance of having a strong sense of purpose.	3.75(0.883)	
Considers the moral and ethical consequences of decision.	3.85(0.864)	
Emphasizes the importance of having a collective sense of mission.	3.82(0.947)	
<i>Idealized Influence (IIA)</i>	3.7173(.72630)	High
Instills pride in others for being associated with him/her.	3.92(1.024)	
Goes beyond self-interest for the good of the group.	3.83(1.072)	
Acts in ways that builds my respect.	3.82(0.947)	
Displays a sense of power and confidences of decisions.	3.30(1.166)	
<i>Inspirational Motivation</i>	3.1654(.62145)	Moderate
Talks optimistically about the future.	3.25(1.190)	
Talks enthusiastically about what needs to be accounted.	2.73(1.368)	
Articulates a compelling vision of the future.	3.39(1.096)	
Expresses confidence that goals will be achieved.	3.28(1.051)	
<i>Intellectual Simulation</i>	3.1846(.60003)	Moderate
Re-examines critical assumptions to question whether they are appropriate.	3.24(1.062)	
Seeks differing perspectives when solving problems	3.32(1.058)	
Gets me to look at problems from many different	3.11(1.013)	
Suggests new ways of looking at how to complete assignments	3.07(0.908)	
<i>IC</i>	3.7923(.60211)	High
Spends time teaching and coaching.	3.69(0.805)	
Treats me as an individual rather than just as a member of a group.	4.08(0.937)	
Considers me as having different needs, abilities, and aspirations from others.	3.84(0.861)	
Helps me to develop my strengths.	3.56(0.872)	
Transactional	3.0538(.32447)	Moderate
<i>Contingent Reward</i>	3.7442(.57184)	High
Provides me with assistance in exchange for my efforts.	3.22(0.932)	
Discusses in specific terms who is responsible for achieving performance targets.	3.71(0.741)	
Makes clear what one can expect to receive when performance goals are achieved.	4.17(0.949)	
Expresses satisfaction when I meet expectations.	3.88(0.764)	
<i>Management by exception</i>	2.8769(.43607)	Moderate
Fails to interfere until problems become serious.	2.86(.860)	
Waits for things to go wrong before taking action	3.92(.466)	
Shows that he/she is a firm believer in "If it isn't broke don't fix it."	1.19(0.683)	
Demonstrates that problems must become chronic before I take action.	2.19(0.738)	
<i>MEP</i>	2.5404(.42773)	Moderate

Focuses attention on irregularities, mistakes, exceptions and deviations from standards.	3.65(.870)	
Concentrates his/her full attention on dealing with mistakes, complaints, and failures.	3.62(.865)	
Keeps track of all mistakes.	1.67(.534)	
Directs my attention to failures to meet standards.	2.57(.980)	
Authoritative Leadership	3.1321(.90569)	Moderate
My management believes employees need to be supervised closely they are not likely to do their work.	2.90(0.971)	
As a rule, my management believes that employees must be given rewards or punishments in order to motivate them to achieve organisational objectives.	3.25(0.997)	
I feel insecure about my work and need direction	3.41(1.434)	
My management is the chief judge of the achievements of employees.	3.54(1.399)	
My management gives orders and clarifies procedures	2.63(1.370)	
My management believes that most employees in the general population are lazy	3.07(1.182)	
Laissez Faire Leadership	3.1231(.87322)	Moderate
In complex situations my supervisor allows me to work my problems out on my own way	3.31(1.180)	
My management stays out of the way as I do my work	3.40(1.205)	
As a rule, my management allows me to appraise my own work.	3.26(1.172)	
My management gives me complete freedom to solve problems on my own	3.22(1.294)	
In most situations, I prefer little input from my management.	2.48(1.051)	
In general my management feels it is best to leave subordinates alone	3.07(1.215)	
Valid N (listwise) = 130		

Source: Author's Construct, 2022

The Overall Leadership Style

	Mean	Std. Deviation
	3.2837	.33155
Valid N (listwise) = 130		

Scale (Mean): 1-2.4=Low, 2.5-3.4=Moderate, 3.5-5.0 = High (Oxford & Stock, 1995)

Source: Author's Construct, 2022

From Table 3, transformational leadership had a High Mean score of 3.515 whereas transactional leadership had Moderate Mean score of 3.053. Authoritative and Laissez faire leadership styles had a Moderate Mean score of 3.132 and 3.123 respectively. The overall leadership style had a Moderate Mean score of 3.283. This indicates the transformational leadership was most prominent style used in the university. This finding supports the assertion of Wang et al (2011) and Sofi and Devanadhen (2015) that transformational leadership style is most used in institutions because it inspire and motivate followers for organisational effectiveness.

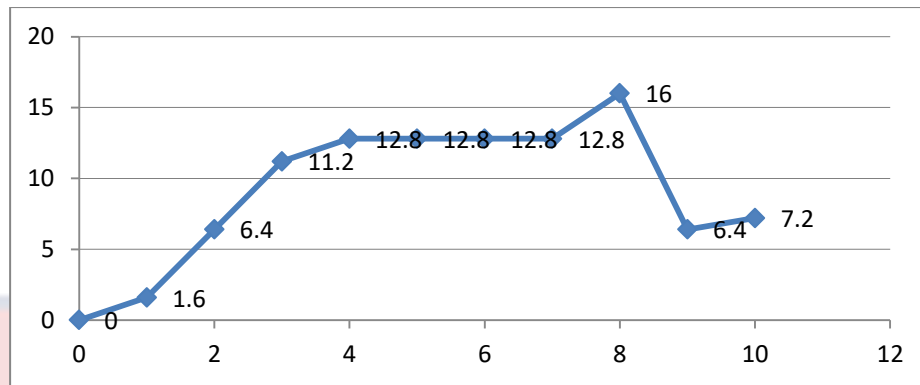


Figure 4: Respondents perception on the effectiveness of Leadership styles

In relation to respondent's agreement to the effectiveness of the type of leadership style used in College, 91.2% of respondents indicated strong agreement to the leadership style used in the University College as effective compared to only 8.8% who disagreed with the predominant leadership style exhibited by the university leadership. Nasereddin and Sharabati (2016) assert in agreement to the findings that because leadership style depends on the leader, the context and the followers as well as culture, it is important for organisations to go by best fit principle. However, they recommend shared leadership, transformational and transactional leadership for academicians and this strongly supports the findings of this study.

The finding is in consonance with the findings of Samad (2012) that transformational leadership is related to organisational performance therefore perceived to be used much in most organisations. He finds in his study in Malaysian logistics companies that transformational leadership has significant influence on organisational effectiveness and performance. In the same direction, Mutar (2015) in a study finds that transformational leadership positively influences organisational performance and therefore it is important

for leaders to harness the characteristics of transformational leadership style in their daily line of duties if they are to achieve effectiveness.

A lot of studies (Howell and Morris, 2009; Johnson, 2009; James, 2005; Scott & Peter, 2009 and Robinson 2009) affirm the significance of transformational leadership style to organisations hence its prominence in most institutions. However, from Table 3, authoritarian leadership and transactional leadership are perceived to be moderately used in Marshalls University College.

Leadership Structure

The leadership structure analysis was to understand the kind of organogram used in Marshalls University College and its effectiveness to the operations of the university.

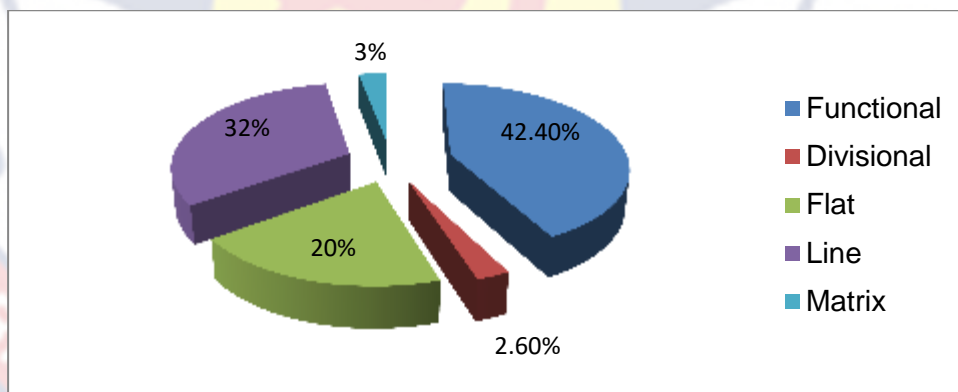


Figure 5: Leadership structure

From Figure 5, 42.4% of respondents perceived that Marshalls University College used functional leadership structure whilst 32% of them believed that the college used line structure with 20% referring to the structure as flat. This indicates that respondents were not clear on the organisational structure used

in the College though majority believed it was a functional structure. Maduenyi, Ajagbe et al (2015) on a study on the impact of organisational structure on organisational performance conclude that organisational structure impacts organisational performance and therefore organisations must have a more specific, clear and a defined structure in order to propel its effectiveness. It is therefore imperative for MUC to redefine its organisational structure in order to facilitate the achievement of its set objectives.

However, Gleenson (2019) asserts that organisations used functional structure to enhance work specialization and operational speed. *Zambian Guardian* (2021) supports this assertion to indicate that business organisations often times used functional leadership structure because of loyalty, clarity and efficiency though it is sometimes characterized with conflict, poor communication and insufficient cooperation. Majority of respondents (24) representing 90.2% rated the structure of the University as effective.

Leadership skills

This section covers different skills that respondents perceived were used in the University College. Questions on organisational strategy, resource management, communication, collaboration, college advocacy and professionalism were used to measure the state of leadership skills in the university. Oxford and Burry Stock (1995) Mean classification criterion was used to interpret the degree of perception or expectation of respondents. They interpret Mean scores as follows: 1.0 – 2.4 =Low score, 2.5-3.4 =Moderate, 3.5-5.0 =High score.

Table 4: Descriptive Statistics of State of Leadership skills

Leadership skills	Mean(SD)	Interpretation
Organisational strategy	4.3090(.40513)	High
Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organisation.	4.35(.701)	
Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.	4.38(.686)	
Use a systems perspective to assess and respond to the culture of the organisation; to changing demographics; and to the economic, political, and public health needs of students and the community.	34.32(.770)	
Develop a positive environment that supports innovation, teamwork, and successful outcomes.	4.10(.931)	
Maintain and grow college personnel and fiscal resources and assets.	4.56(.498)	
Align organisational mission, structures, and resources with the college master plan	4.14(.408)	
College Advocacy	3.9064 (.69637)	High
Value and promote diversity, inclusion, equity, and academic excellence	3.21(1.237)	
Demonstrate self -commitment to the mission of colleges and student success through teaching and learning.	3.72(1.672)	
Facilitate equity, open access, teaching, learning, and innovation as primary goals for the college.	3.84(1.133)	
Advocate the college mission to all constituents and empower them to do the same	4.22(.988)	
Promote life-long learning and support a learner-centered and learning-centered environment	4.14(.755)	
Represent the college well in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings	4.32(.908)	
Professionalism	3.9556(.58723)	High
Understand and endorse the history, philosophy, and culture of the college.	4.23(1.110)	
Self-assess performance regularly using feedback, reflection, goal-setting, and evaluation	3.76(1.033)	
Support lifelong learning for self and others	4.18(.936)	
Manage stress through self-care, balance, adaptability, flexibility, and humor	4.22(.934)	
Demonstrate the courage to take risks, make difficult decisions, and accept responsibility	3.95(.967)	
Understand the impact of perceptions, world views, and emotions on self and others.	4.02(.968)	
Promote and maintain high standards for personal and organisational integrity, honesty, and respect for people	3.82(.905)	
Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	3.70(.962)	
Contribute to the profession through professional development programmes, professional organisational leadership, and research/publication	3.72(.940)	
Valid N (listwise) = 130		

The Overall Leadership skills	Mean	Std. Deviation
	3.5739	.37463
Valid N (listwise) = 130		

Scale (Mean): 1-2.4=Low, 2.5-3.4=Moderate, 3.5-5.0 = High (Oxford &Stock, 1995)

Source: Author's Construct, 2022

From Table 4, the overall Mean score of leadership skills of the university administrators was High ($\bar{x} = 3.57$). This was due to the fact that majority of the respondents indicated how the university administrators and faculty members used range of skills in their daily activities. Organisation strategy skills of the university administrators was High ($\bar{x} = 4.03$). Prajogo (2006) supports this finding that organisational strategy is positively related to organisational performance especially when it comes to innovation within an organisation.

Rahman et al (2019) also support this finding that organisational strategy roadmaps the ways by which the objective of organisations are to be achieved. That is to say that, organisations success is dependent on the implementation of strategy and leadership. This indicates that strategy implementation is the bloodline of effective organisations.

On the other hand, skills of college advocacy and professionalism was High ($\bar{x} = 3.90$ and $\bar{x} = 3.95$) respectively, indicating that the university administrators and faculty members demonstrated high standards in leadership activities. MacCornell (2004) agrees with this finding that advocacy in organisations are the element of success in that everything done within an organisation will include advocacy; the words advocacy and lobbying suggest shady practices, special interest, and influence-peddling. Again, this finding is in consistent with Pierce and Newstrom (2006) that in-depth knowledge of organisation and professionalism allows effective leaders to make well-informed decisions and to understand the implications of those decisions they make.

On the skills of professionalism, Cohen and Kol (2004) hold a view which is consistent with this finding that professionalism within an organisation is positively related to organisational performance however, this must be mediated by certain variables like justice in the workplace. In addition, Benjamin (2010) also indicates that professionalism in academic institutions of higher learning powers administrative and faculty expectations thereby reducing the tension between professionalism and bureaucratic demands and by doing so increases the fortunes and the effectiveness of organisations. Table 4 summarizes the results.

Leadership Capabilities

Leadership capabilities were other leadership traits expression components well discussed by respondents. One academic officer indicated that the university leaders have *“intelligence capabilities, well informed about issues in and out of the college.....they understand the priorities of both students and lecturers...”*

This assertion was supported by one academic coordinator *“...the leaders here have clear view of the future direction because of that they maintain a continuous focus on how to grow the college strategically....”*

This statement demonstrates that the university leaders had the needed capability to drive the success of the College according to the College's mandate.

Respondents identified several challenges that impeded the capabilities of the university leadership. The identified challenges are grouped into five key thematic areas including cooperation and integration, adequacy of

resources, pressure from regulators, financial inadequacies and lower student enrollment. The challenges found in this study reinforce Elsevier (2020) that university leadership faces key challenges of attracting students, funding, lack of cooperation and enhancing public profile.

Lack of cooperation was a major challenge perceived among respondents which impeded the success story of the university. One senior administrative staff had this to say:

“.... you see there is too much autonomy in this place; every department is self-governing and it's like more attention is on the fashion school”.

This clearly indicates that the Marshalls University College lacks integration and collaboration. Each department is juxtaposing to be independent of others thereby giving some departments' undue advantage and yardstick of operation and success than other departments. This assertion is supported by one academic support staff:

“each department is allowed to run the show; you have to look for your own students to feel the department so we are doing more adverts for the hospitality school so that we can get more students like the fashion school”

From the above, it is an undeniable fact that most of the university activities like advertisement, students' recruitment, promotion and planning are done at the departmental levels with no intentional efforts of cooperation and integration and basically that can have an awful impact on the public image of the university. Donchenko (2015) indicates that cooperation and integration

promote peace and understanding contributing to the development and efficiency of human resources within universities.

Resource is the engineer and bloodline of every organisation. Both human and material resources are necessary for implementation of objectives and projects of every university. On the adequacy of resources, one administrative office of the university had this to say:

“.... though we have enough materials and equipment to work with, you will see one person handling a lot of things especially the academic officer. The same person doing invigilation, helping to take school fees, making sure school fees are paid and making sure our lecturers come to classbecause we are under staffed”

This response implies that human resource or workforce in the administration of the university is woefully inadequate. Again, for one person taking charge of student enrollment, examination and invigilation as well as supervising the payment of fees establishes the fact that the university lacks administrative structures in terms of office of registry, office of admission, student services office, examinations office among others. In relation to the material resources needed for daily operations of the university one senior administrative officer indicated:

“..... we want to reach out to potential students and the university official cars are available for such duties..... but we are under staffed so we are not able to do regular students recruitment....”

The above portrays the helplessness of the few workers in the university and how they are frustrated in trying to implement their core mandate due to the lack of personnel. Tamrat (2019) in support of the findings asserts that the quest for efficient personnel is needed to make a significant contribution towards the progress and stability of universities.

Regulatory bodies were perceived by respondents to be unduly harassing and continue to harass the university college. Among the state regulatory bodies identified included Ghana Revenue Authority (GRA), Social Security and National Insurance Trust (SSNIT), Ghana Tertiary Education Commission (GTEC), Ablekuma North Municipality (ANM), National Fire Service (NFS). An administrative staff from the Accounts department indicated:

“there are a lot of pressure from SSNIT and GRA. I know the university owes and have to pay them some money but the pressure and threats from them to close down the university is getting too much; you know what, I wish these state institutions understand what the university is going through otherwise their actions will collapse the university”

The university has to pay statutory fees to state agencies and business regulatory bodies however, the financial strength of the university impedes that obligation and that may be due to the low student enrollment among many other factors which Omane-Antwi (2017) refers to as challenges of multiple oversight which confuses regulatory requirements applicable to private universities such as accreditation, mentorship and affiliation. Fielden and LaRocque (2008) reinforce the view of the respondents that regulatory

framework must support private sector education otherwise rigorous and unreasonable regulation as well as check and control can damage the fundamentals of private education provision especially in Ghana.

Financial status was another challenge addressed by respondent.

Almost all respondents indicated that the university had financial inadequacy. A junior administrative staff from the marketing department of the university has this to say:

“ We haven't been paid for months because the university rely on school fees from students; no other income from elsewhere so the fees that come in, are used to pay taxes and SSNIT people so that they don't harass the university because when they come here sometimes they threaten to close down the university”

This statement agrees with the argument of Omane-Antwi (2017) that financial sustainability is a stringent criterion to improve higher education standards and also to support ongoing university programmes, projects and other activities which are necessary for the university to undertake to achieve their core business agenda. Peprah and Osei Kuffour (2020) indicate that private tertiary institutions with 17.60% income diversification will be able to stand the test of times despite environmental favorableness. This goes to confirm why one respondent noted:

“.....we haven't been paid for month because we rely on school fees from students no income from elsewhere that I know of...”

Student population and enrollment was another major theme of concern raised by respondents. This was an issue because it was the major source of income for overall business operations of universities. One academic officer shared light:

“ ...we have a lot of empty lecture halls but few students. From Monday to Wednesdays our halls are empty and we need to fill these classrooms.... the few students that we have are weekend students.... that is why you see the whole place quiet. We don't have regular students so morning and afternoon from Monday to Wednesday the place is quiet..... ”

To confirm the assertion of the respondents above, the head of department of Fashion emphasised that:

“Student population is far less... only 380 students in all; I think..... we are hoping for increase though..... ”

Attracting and recruiting diverse students into the wide range of programmes that cater for the needs of society is a major challenge that private university leadership grapple with (Omane-Antwi, 2017). It is therefore important for private university leaders to increase international students' enrollment since the local market is choked (Omane- Antwi, 2017).

Communication failure in organisation and learner disinterestedness was also identified as challenges that in a way affected the operations of the university. One notable student had this to say:

“ communication is very poor, information never got to us on time. Always we get information late, even timetable for exams is not communicated

on time as for organisation of events, it is not good at allsome of us lost interest at Marshalls”

The State of Organisational Effectiveness in PIHE

To describe the state of organisational effectiveness respondents had questions to rate the University international outlook, resources, quality of teaching and research and human resources production to measure the state of organisational effectiveness.

Table 5: Descriptive Statistics of State of Organisational Effectiveness

Organisational Effectiveness Components	Mean(SD)	Interpretation
Resources (Scale Item)	4.0538(.73758)	High
This college can obtain raises easily financial resources for quality educational programme.	3.92(.932)	
This college has all the resources for effective education delivery.	4.18(.876)	
This college attracts the best faculty in the country.	4.07(.855)	
University's International Outlook	3.8400(.61727)	High
The college has stimulating intellectual environment.	3.57(.980)	
The college has the reputation of concern for student development.	3.94(.842)	
This university is highly responsive and adaptive strategy needs of the external academic community.	4.14(.904)	
The college attracts the best students outside the country.	3.94(.869)	
Quality Teaching and Research	3.7167(.72087)	High
With regard to the academic level of achievement, last year's graduating class at this university was the top university graduating classes in the country.	3.85(.968)	
A great majority of the graduates from this university go on to obtain degrees in graduate or professional schools.	3.73(.922)	
Student activities outside the classroom are designed specifically to enhance students' academic development.	3.80(.927)	
Faculty members and/or administrators provide professional activities outside the regular university assignments.	3.75(.856)	
Almost half of the faculty members teach very well - i.e., require current journal articles as reading, revise syllabi at least yearly, discuss current issues- in the field, etc.	3.58(1.025)	
The majority of the faculty members at this college are actively engaged now in professional development activities, example doing research.	3.59(.970)	
Human Resource Production	3.6262(.66514)	High
One of the outstanding features of this college is the opportunity it provides students for personal development in addition to academic development.	3.52(.908)	
When hiring new faculty members, the college employs people in the country in their respective fields.	3.50(.909)	
Career development services are available for students at this college.	3.52 (.934)	
Majority who graduated from the college last year and entered the labor market have obtained employment in their major field of study.	3.66 (.803)	
The majority of the faculty members and administrators at this college	3.94 (1.133)	

attended a conference or workshop specifically oriented toward and/or personal development yearly.

Note: $N = 130$

Min. = 1, Max. = 5

Source: Author's Construct, 2022

The Overall Org Effectiveness	Mean	Std. Deviation
	3.7785	.53988
Valid N (listwise) = 130		

Scale (Mean): 1-2.4=Low, 2.5-3.4=Moderate, 3.5-5.0 = High (Oxford & Stock, 1995)

Source: Author's Construct, 2022

With respect to Table 5, the state of organisational effectiveness, the overall performance was high ($\bar{x} = 3.77$). The desire of leadership to acquire resources for the daily operations of the university was also high ($\bar{x} = 4.05$). As indicated in the Table 5, the international outlook of the university ($\bar{x} = 3.84$) quality of teaching and research ($\bar{x} = 3.71$) and human resource production ($\bar{x} = 3.60$) were high. Organisational resources, quality of teaching and research, human resource production and international outlook or image of higher institution of learning are powerful indicators of organisational effectiveness. All these variables demonstrate positive correlation to organisational effectiveness and therefore cannot be taken for granted for the role they play in the performance of successful organisations.

Mwai et al (2012) from a study on the influence of organisational resources on organisational effectiveness finds that the resources of organisations are positively and significantly related to organisational performance and goals. They highlight that fundraising efforts which also has a positive influence on organisational processes must be rigorous in order to acquire relevant resources for the operational needs of organisations. This

assertion by Mwai et al (2012) support the findings of this study which indicates resources with the high mean score ($\bar{x} = 4.05$) influences organisational effectiveness. This indeed juxtaposes that the University College leadership was working hard to give the institution a competitive advantage and to remain in business in order to deliver on its core mandate as a teaching University.

Maritan and Peterat (2016) support this finding by indicating that firms and organisations invest in resources with the aim to subvert or dodge market failures so as to increase their capacities to workable competitive advantage which is crucial to the survival of every business. Therefore, the prompt acquisition of resources by leadership of the university is crucial to the formidability and sustainability of the university though other challenges may seem to derail the efforts of the resource investment.

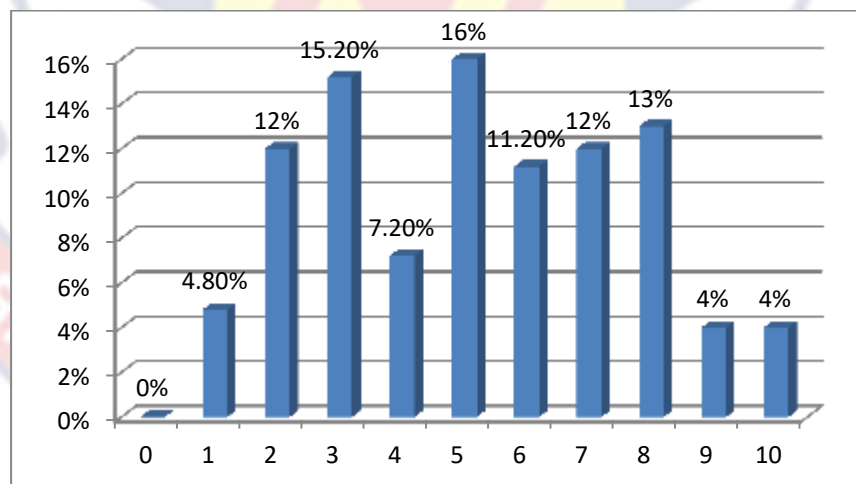


Figure 6: Respondents perception on effectiveness on resource allocation

From Figure 6 above, 20 respondents representing 16% which is the highest, agree that the allocation of resources was effectively done followed

by 19 respondents representing 15.2%. This finding is confirmed by one assistant head of department:

“.... the resources are available andare equitably and effectively shared for all departments....”

The proper allocation of resources empowers the operations and the effectiveness of the entire University in such a manner that helps them to achieve their core mandate.

Quality of Teaching and Research

Teaching and research in universities depend on the type of faculty in relation to the experience and academic qualifications. From Table 5, quality of teaching and research in MUC was high ($\bar{x} = 3.71$). The study reveals a total of 28 faculty members in the University College. Akplu (2016) argues that wide variations of quality of equity in private institutions are a major concern. He emphasizes that 23% of faculty members in private universities have terminal degrees but some of these private institutions do not have the terminal degree holders at all. The findings of the study is in consonance with the observations of Akplu (2016) as only 7.2% of the faculty members hold terminal degrees with 71.4% holding second degree with 21.4% holding below second degree qualifications.

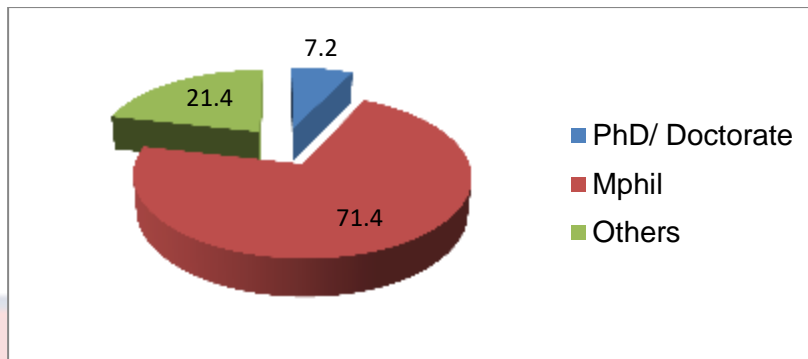


Figure 7: Faculty academic qualifications

The experience and quality of faculty members impact teaching and research as well as publication capabilities of universities. It is important for private tertiary institutions to have a plan to produce their own terminal degree holders as the supply of qualified faculty cannot increase to match demand (Akplu, 2016). Though the highest percentage of 71.4% of the faculty do not have terminal degree as indicated in Figure 7 above, respondents insisted that the quality of teaching was good. One student who was a student leader had this to say:

“The lecturers are good just that some of them are not punctual.....”

This observation was in consonance with a remark by a student:

“...for the teaching of the lecturers, I will rate them 70% to 80%; you see at Marshalls they don't lecture they teach.... Marshalls they don't lecture they teach!!!”

Contrary to that another student indicated that:

“...with the lecturers some of them even don't come to class on time and their style of teaching is not all that good....”

This contrary view indicates that some students were not impressed at the work of some faculty members and this may be attributed to the quality and experience of faculty of the institution of which only 7.2% had terminal degrees (PhD). In relation to faculty - student ratio, a level 400 hospitality student has this to say:

“...As for Marshalls the class size is fantastic..... for me during my mandatory courses where other students joined us, we were like 25 in a class but my electives, we were 13 in class.....”

This faculty - student ratio is better and encourages entire class participation and management.

International Outlook

Majority of the administrative staff revealed that 20% to 25% of the student population was foreigners or international students. This indeed gives the university good international outlook and presence which was high (\bar{X} =3.84) as indicated in Table 5. Akplu (2016) on the contrary finds out in his study that in 2012- 2013 academic year, international students in private universities stood at 12.6% of the total student enrollment in Ghana compared to 2% of the public universities. This indicates that majority of international students in Ghana were in private universities therefore MUC must work hard for a greater share of the international students in order to increase its student's enrollment.

This is critical to the success of the university because it is the major source of income. That will also mean that the university must roll out academic programme diversification that caters for the need of the wider

global society. A level 200 hundred student indicated: “...four of my course mates are foreigners”. Akplu (2016) juxtaposes that among the top most concerns of private universities in Ghana is the quality of diverse human resources for the delivery of quality teaching and learning which most private tertiary institutions are struggling to meet. This study finds that Marshall University College has no single international faculty member. One academic coordinator remarks:

“.... all our lecturers are Ghanaians none of them is a foreigner”

This confirms the fact that the university has a lower focus on internationalization of its faculty. Private universities must have the capacity to attract international faculty to enrich their operations in terms of cultural diversity and globalization.

Some private universities have partnership with other international institutions from Denmark, Sweden, United Kingdom, United States, etc. to deliver programmes and for students to receive foreign Awards (Akplu, 2016). The findings of this study support Akplu (2016) assertion. One faculty assistant had this to say:

“MUC is a study centre for Organisation for Tourism and Hospitality Management; OTHM-UK; we are accredited by them to run their qualification from diploma to doctorate level.... but the programmes are vocational qualifications”

Another faculty assistant emphasized that:

“.....the university is seeking to collaborate with other international organisations in the near future..... now I know of only one...OTHM –UK qualifications.”

Partnership and collaboration with international organisations deepen the international outlook and as such better the chances of universities in terms of student enrollment, ranking and recognition.

Human Resource Production

Tertiary institutions exist not only for knowledge production but for human resource production with requisite knowledge and skills needed for industrial and national development. From the Table 6, the human resource production was high ($\bar{x} = 3.62$). It is the engine of growth for the supply of manpower to feed development agenda of a nation. The study finds out that matriculated students graduated on time. A notable student indicated that:

“...myself and my colleagues will be graduating on time..... in my class only one person couldn't finish his project work so he will not be joining our graduation.....”

A final year student of the University College in agreement said:

“ ...we have already submitted our project work..... and that is the majority of us. I think we are now waiting for graduation date to be announced.....”

Four students representing 80% gave good rating of student graduation -70 percent to 90 percent. Respondents indicated that the University College has

fully prepared them for industry and entrepreneurship. In relation to that another student respondent remarked:

“...sure I was not like this before and hospitality is about service so I am fully ready for work.....”

On the contrary, another hospitality student shared a different opinion:

“....No.... hospitality has this practical side we are supposed to do and we did not do thatit is now the university is trying to do something...”

The statement indicates that learners need hands-on way or practical aspect of their programmes of study other than theoretical aspects. However, this opposing opinion again shares light on the fact that the university is focusing only on theory other than practice. It is relevant to blend theory with practice so as to fully prepare learners for life and industry.

Student Tracer Services

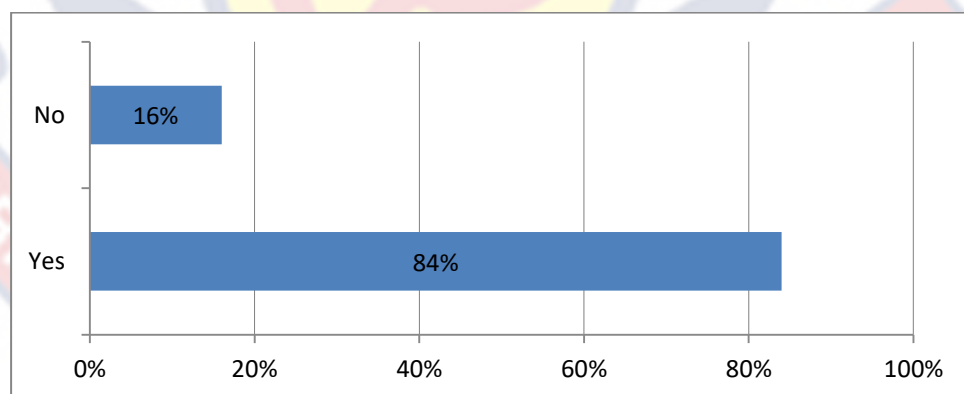


Figure 8: Perception on student tracer services

From Figure 8, 84% of respondents knew and enjoyed student services compared to 16% who did not. Majority of respondent rated the impact of

student services at 50% indicating satisfactory of student services of the university.



CHAPTER FIVE

DETERMINANTS OF LEADERSHIP TRAITS EXPRESSION

Overview

This chapter presents the analysis of the data gathered from the study respondents. The results were discussed in accordance with the specific study objective -determinants of Leadership traits expression- with the literature review to support the findings. Questions on leaders' personality, organisational culture, workforce diversity, decision making and organisational climate were responded to in order to measure their level of influence on leadership traits expression.

A Priori Expectations

The expectations were that the determinants of Leadership traits expression (personality, organisational culture, workforce diversity, decision making characteristics, external business environment, organisational structure and subordinate characteristics) would have a positive and significant effect on organisational effectiveness.

The following model equation was used to describe the relationship between the determinants of Leadership traits expression (leaders' personality, organisational culture, workforce diversity, decision making, organisational climate) and organisational effectiveness.

Leadership Traits expression

$$\begin{aligned} &= \beta_0 + \beta_1 (\textit{Personality Traits}) \\ &+ \beta_2 (\textit{Organizational culture}) \\ &+ \beta_3 (\textit{Workforce diversity}) \\ &+ \beta_4 (\textit{Decision making}) \\ &+ \beta_6 (\textit{Organizational climate}) + \varepsilon \end{aligned}$$

where:

Leadership traits expression is the outcome variable, whereas Personality Traits, Organisational culture, Workforce diversity, Decision making characteristics, and Organisational climate are predictor variables representing factors that influence Leadership traits expression. β_0 is the intercept, representing the expected value of Leadership traits expression when the predictor variables are equal to zero. β_1 , β_2 , β_3 , β_4 , and β_5 are representing the change in Leadership traits expression for a one-unit change in the corresponding predictor variable. ε is the error term, representing the random error or variation in Leadership traits expression not explained by the predictor variables.

Presentation of Results & Interpretation

Leadership Traits expression and Leaders Personality

In the results, all values less than 0.1 are ignored and thus deemed insignificant. According to Table 6, removing components with Eigenvalues greater than 1 explains 83.761% of the variance in personality traits and 16.239% of the variance in leadership traits, respectively (1.648 and 0.312, respectively). This means that the first two factors discovered using the principal axis factoring method can account for 83.761% and 16.239%, respectively, of the second-order components. A factor analysis was performed using principal axis factoring as the extraction method (a simple structure rotation) and the Oblimin with Kaiser normalisation as the rotation method to determine how the eleven factors connect to the two newly extracted factors.

Table 6: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.648	83.761	83.761	1.816	83.761	83.761
2	.168	16.239	100.000			

Extraction Method: Principal Component Analysis.

Table 6 displays the results of the variable correlation. The goal of correlational research is to quantify the strength of the relationship between the variables being investigated. Components 1 and 2 have a positive relationship, according to Table 7. Factors 1 and 2 have correlation coefficients of 0.930 and 0.686, respectively. Each of the two variables has a positive correlation with the other, implying a link with leadership traits expression. Therefore, leader's personality accounts for 83.7% variations in leadership traits expression.

Table 7- Correlation Matrix

		Leadershiptraitstotal	Leaderspersonali total
Correlation	Leadershiptraitstotal	0.930	0.686
	Personalitytraittotal	0.686	0.930

Leadership Traits expression and Workforce diversity

All values less than 0.1 are ignored and thus deemed unimportant in the results. According to Table 8, removing the components with eigenvalues greater than one explains 56.731% of the variability in leadership traits and 43.269 percent of the variability in work diversity, respectively (1.174 and 0.826, respectively). This means that the first two factors discovered using the principal axis factoring method can account for 56.731 percent and 43.269 percent, respectively, of the second-order components. A factor analysis was performed using principal axis factoring as the extraction method (a simple structure rotation) and the Oblimim with Kaiser normalisation as the rotation method to determine how the eleven variables relate to the two new extracted factors.

Table 8: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulati %
1	1.174	56.731	56.7391	2.000	56.731	56.731
2	.826	43.269	100.000			

Extraction Method: Principal Component Analysis.

The results of the factor correlation are shown in Table 9 below. The objective of correlational research is to quantify the strength of the relationship between the studied variables. According to Table 9, there is a

positive relationship between Components 1 and 2. The correlation coefficients for factors 1 and 2 are 1.00 and 0.211, respectively. It shows that leadership traits and the other two factors have weak correlation.

Table 9- Correlation Matrix

Correlation	Leadershiptraitstotal	Leadershiptraitstotal	Workdiversitytotal
		1.000	.211
	Workdiversitytotal	.211	1.000

Leadership Traits Expression and Organisational Climate

All values less than 0.1 are ignored and thus deemed unimportant in the results. Table 10 shows that isolating the four components with Eigenvalues greater than one explains 99.96% and 0.04% of the variances in leadership traits and organisational climate, respectively (2.01 and 2.20, respectively). This means that the first two factors discovered using the principal axis factoring method accounted for 99.96% and 0.04 percent of the second-order components, respectively. A factor analysis was performed using principal axis factoring as the extraction method (a simple structure rotation) and the Oblimin with Kaiser normalisation as the rotation method to determine how the eleven factors connect to the two newly extracted factors.

Table 10 - Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.01	99.96	99.96	4.21	99.96	99.96
2	2.20	0.04	100.00			

Extraction Method: Principal Component Analysis.

Table 11- Correlation Matrix

Correlation	Leadershiptotal	Leadershiptotal	Organisationalclimateto
		0.971	0.971
	organisationalclimatetotal	0.971	0.971

The factor correlation results are shown in Table 11. Correlational research seeks to quantify the relationship between variables under consideration. According to Table 11, components 1 and 2 have a positive relationship. Correlation coefficients for factors 1 and 2 are 0.971 and 0.971, respectively. Each variable has a positive correlation with the other, implying a relationship with leadership traits expression.

Leadership traits expression and Decision making characteristics

All values less than 0.1 are ignored and thus deemed unimportant in the results. According to Table 12, isolating the components with Eigenvalues greater than one can account for (94.721% and 5.279%) of the variation in leadership traits and decision making (0.981 and 0.091, respectively). As a result, the Principal Axis Factoring Method's first two factors can account for 94.721 and 5.279 percent of the second-order components, respectively. A factor analysis was performed using the Oblimin with Kaiser normalisation as the rotation method and principal axis factoring as the extraction method to determine how the seven factors relate to the two newly extracted factors (a straightforward structural rotation).

Table 12 - Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulative %
1	0.981	94.721	94.721	1.072	96.102	96.102
2	0.091	5.279	100.000			

Extraction Method: Principal Component Analysis.

The factor correlation results are shown in Table 13. According to Table 13, components 1 and 2 have a positive relationship. Correlation coefficients for factors 1 and 2 are 1.00 and 0.891, respectively. Each variable has a positive correlation with the other, implying a relationship with leadership traits expression.

Table 13- Correlation Matrix

Correlation	Leadershiptraitstotal	Leadershiptraitstotal	Decisionmakingtotal
		1.000	.891
	Decisionmakingtotal	.891	1.000

Leadership Traits Expression and Organisational Culture

All values less than 0.1 are ignored and thus deemed unimportant in the results. According to Table 14, isolating the components with Eigenvalues greater than one can account for (88.539% and 11.461%) of the variation in leadership traits and organisational culture (0.764 and 0.075, respectively). As a result, the Principal Axis Factoring Method's first two factors can account for 88.539 and 11.461 percent of the second-order components, respectively. A factor analysis was performed using the Oblimin with Kaiser normalisation

as the rotation method and principal axis factoring as the extraction method to determine how the seven factors relate to the two newly extracted factors (a straightforward structural rotation).

Table 14- Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	0.764	88.539	88.539	0.839	88.539	88.539
2	0.075	11.461	100.000			

Extraction Method: Principal Component Analysis.

The factor correlation results are shown in Table 15. Correlational research seeks to quantify how strong variables are related within a given contest. According to Table 15, components 1 and 2 have a positive relationship. Correlation coefficients for factors 1 and 2 are 1.000 and 0.785, respectively. Each variable has a positive correlation with the other, implying a relationship with leadership traits expression.

Table 15- Correlation Matrix

	Leadershiptraitstotal	Organisationalculturetotal
Correlation Leadershiptraitstotal	1.000	.785
Organisationalculturetotal	.785	1.000

Evaluation of Results

Leadership traits expression and Personality traits

The study revealed that personality traits have moderate association with leadership traits expressions. Personality explains 83.76% of the variance in leadership traits expression. Many studies on the relationship between leadership effectiveness and the big five personality traits (extraversion,

conscientiousness, emotional stability, openness to experience, and agreeableness), reveals that certain personality traits, such as extraversion and conscientiousness, have been found to be more strongly related to leadership effectiveness than others and this is supported Judge et al (2002) and Judge & Bono, (2001). Employee satisfaction and job performance are related to specific leadership traits such as vision, integrity, empathy, decisiveness, and adaptability.

According to research, leaders who demonstrate these characteristics are more likely to have satisfied and engaged employees, as well as higher levels of job performance (Gooty et al., 2010; Wang et al., 2011). Certain personality traits, such as extraversion and openness to experience, have been found to be related to the emergence of leaders, while others, such as emotional stability and conscientiousness, have been found to be related to the development of leadership skills (Day et al., 2002; Tett & Guterman, 2000).

To find the extent to which gender influences the expression and effectiveness of leadership traits, the results showed that gender differences in the expression of certain traits, such as assertiveness did not matter. Eagly & Carli (2003) as well as Eagly et al (2003) in a research found that there is no consistent evidence to suggest that one gender is more effective as a leader than the other. Leadership traits expression and personality research has advanced our understanding of what makes a good leader and how personality influences leadership development and effectiveness.

Leadership Traits expression and Workforce diversity

Workforce diversity from the study explained 56.73% of the variance in leadership traits expression. The results of a study on the impact of leadership traits expression on workforce diversity and inclusion in the workplace showed that emotional intelligence, cultural intelligence, and ethical leadership are positively associated with diversity and inclusion outcomes. This finding supports Chan and Drasgow (2019) assertion that leaders can promote workplace diversity and inclusion by leveraging traits of emotional intelligence. According to the findings, leaders who have emotional intelligence traits are better suited managing diverse teams, promoting inclusion, and cultivating positive relationships among employees.

The effects of leadership characteristics on cross-cultural communication in global organisations, the findings indicate that leaders with high levels of cultural intelligence and emotional intelligence are able to communicate effectively across cultural boundaries and manage diverse teams in a global context as indicated by Su & Chen (2019). This study looks at the role of transformational leadership in promoting workforce diversity and inclusion. According to the findings, transformational leaders are more likely to promote diversity and inclusion by empowering employees, encouraging creativity and innovation, and fostering a positive work environment and this again is in consonance with the findings of Riggio & Tan (2019).

Mills and Arredondo (2020) investigated the leadership characteristics and strategies employed by successful female leaders to promote workforce diversity and inclusion in their organisations. According to the findings, successful female leaders are more likely to promote workforce diversity and

inclusion by cultivating an inclusive culture, utilizing their emotional intelligence, and promoting mentorship and sponsorship opportunities for underrepresented groups.

Leadership Traits expression and Organisational Climate

The study revealed that organisational climate accounted for 99.9 % variations in leadership traits expression. Guo, Wang, & Li, (2019) in the study on how authentic leadership affects organisational climate, the topic of authentic leadership's influence on climate is explored. Their results show that genuine leaders are more likely to foster a positive workplace culture by encouraging trust, open communication, and ethical behaviour, which in turn raises employee satisfaction, commitment, and engagement levels (Walumbwa, 2008).

Examining the link between organisational climate and a leader's emotional intelligence is called the leader emotional intelligence relationship. According to the findings, leaders with high levels of emotional intelligence are more likely to foster an environment of positive communication, empathy, and teamwork, which in turn raises employee commitment and satisfaction levels as indicated by Goleman (2013) and Ehrhart (2014). According to them, transformational leaders are more likely to foster a culture of positivity within their organisations by encouraging a sense of shared vision and values, encouraging employee innovation and creativity, and offering opportunities for personal and professional growth. This, in turn, results in higher levels of employee commitment and satisfaction (Van Dierendonck and Nuijten, 2011)

Leadership traits expression and Decision making characteristics

The results showed that decision making characteristics accounted for 94.7 % of the variations in leadership traits expression. Transformational leadership traits, such as visioning and problem-solving, are associated with rational decision-making styles, whereas transactional leadership traits, such as controlling and monitoring, are associated with non-rational decision-making styles, such as intuitive decision-making (Zhang, & Bartol, 2010).

The study by Antonakis (2009) on the impact of emotional intelligence on leadership decision-making finds that leaders with high emotional intelligence are more likely to make effective decisions by considering the emotions of others and using emotional information to guide their decisions (Antonakis, 2009). Ng (2005) examined the role of cognitive ability in the decision-making process of leaders. The findings suggest that leaders with higher cognitive ability are more likely to use a rational decision-making process and consider multiple options and alternatives when making effective decisions (Ng, 2005).

The research examining the relationship between leadership styles and ethical decision making showed the association between leadership styles and ethical decision making. Transformational leadership is positively related to ethical decision making, whereas transactional leadership is negatively related (Trevio, 2000). Judge (2001) investigated the effects of personality traits on the decision-making of leaders. Certain personality traits, such as openness to experience and conscientiousness, appear to be positively associated with effective decision making in leaders, while others, such as neuroticism and

agreeableness, appear to be negatively associated with such decision making (Judge, 2001).

Leadership Traits expression and Organisational Culture

It was evident from the study that organisational culture accounted for 88.5% of the variations in leadership traits expression. The study revealed that organisational culture contributed more variations in leadership traits expression. Avolio (1999) investigated how leadership philosophies affect organisational culture. According to the research, transactional leadership is positively related to a bureaucratic culture, whereas transformational leadership is positively related to a supportive and innovative culture (Avolio, 1999).

Den Hartog (2010) examined the connection between organisational culture and traits of leaders. The results indicate that while leaders with high levels of conscientiousness are more likely to create a culture that is centered on rules and procedures, they are also more likely to create a culture that is supportive of innovation and change (Den Hartog, 2010).

The study on the subject looked at the part that leadership plays in determining how an organisations culture is shaped. According to the research, leaders are more likely to establish a culture that is consistent with their vision and values if they communicate their vision and values clearly and live up to them consistently (Schein, 2010). According to Schneider (2011), leaders are more likely to develop a culture that reflects the desired behaviour if they serve as role models, offer feedback, and hold others accountable for their actions (Schneider, 2011). The study looked at how organisational culture is influenced by leader behaviour. Goffee (2000) investigated how organisational

culture affected the effectiveness of leaders. According to that research, leaders are more likely to be successful in their positions if they can comprehend and navigate the cultural norms and values of their organisation (Goffee, 2000).



CHAPTER SIX

EFFECTS OF LEADERSHIP TRAITS EXPRESSION ON ORGANISATIONAL EFFECTIVENESS IN PRIVATE INSTITUTIONS OF HIGHER EDUCATION

Overview

This chapter presents the analysis on the effects of Leadership traits expression on organisational effectiveness. The study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS3 software. The PLS-SEM approach consisted of two components: evaluation of the measurement model and evaluation of the structural model. The Structural modeling was used to capture intricate interactions and relationships between variables and also for accurate representation of the leadership traits expression phenomena (Van de Ven, 2007). Structural Modeling estimates the multiple and interrelated dependence in a single analysis and it also enables researchers to easily set up and reliably test hypothetical relationships among theoretical constructs as well as those between the constructs and their observed indicators (Anderson & Gerbing, 1988).

Questions on leadership styles, leadership skills and leadership capabilities were responded to in order to determine their degree of influence on organisational effectiveness.

A priori expectation

The expectations were that Leadership traits expression which consists leadership styles, leadership skills and leadership capabilities would positively correlate with organisational effectiveness. Leadership traits expression produces quality research & teaching, good international outlook, cost

effectiveness, resources acquisition, industry driven programme development. Leadership traits expression is measured by leadership styles, leadership skills and leadership capabilities.

After the evaluation of the model, the results were discussed to ascertain whether the formulated hypotheses were supported or not supported and its consistency with existing knowledge and practice.

Presentation of Results and Interpretation

The evidence of discriminant validity is provided by examining the cross loadings of the measurement items. This involves examining indicators and comparing them to all construct correlations. Table 16 shows that there is no cross-loading problem, as each measurement item had the highest loading on its corresponding construct. These results showed that the measurement models were reliable and valid for the structural path modeling.

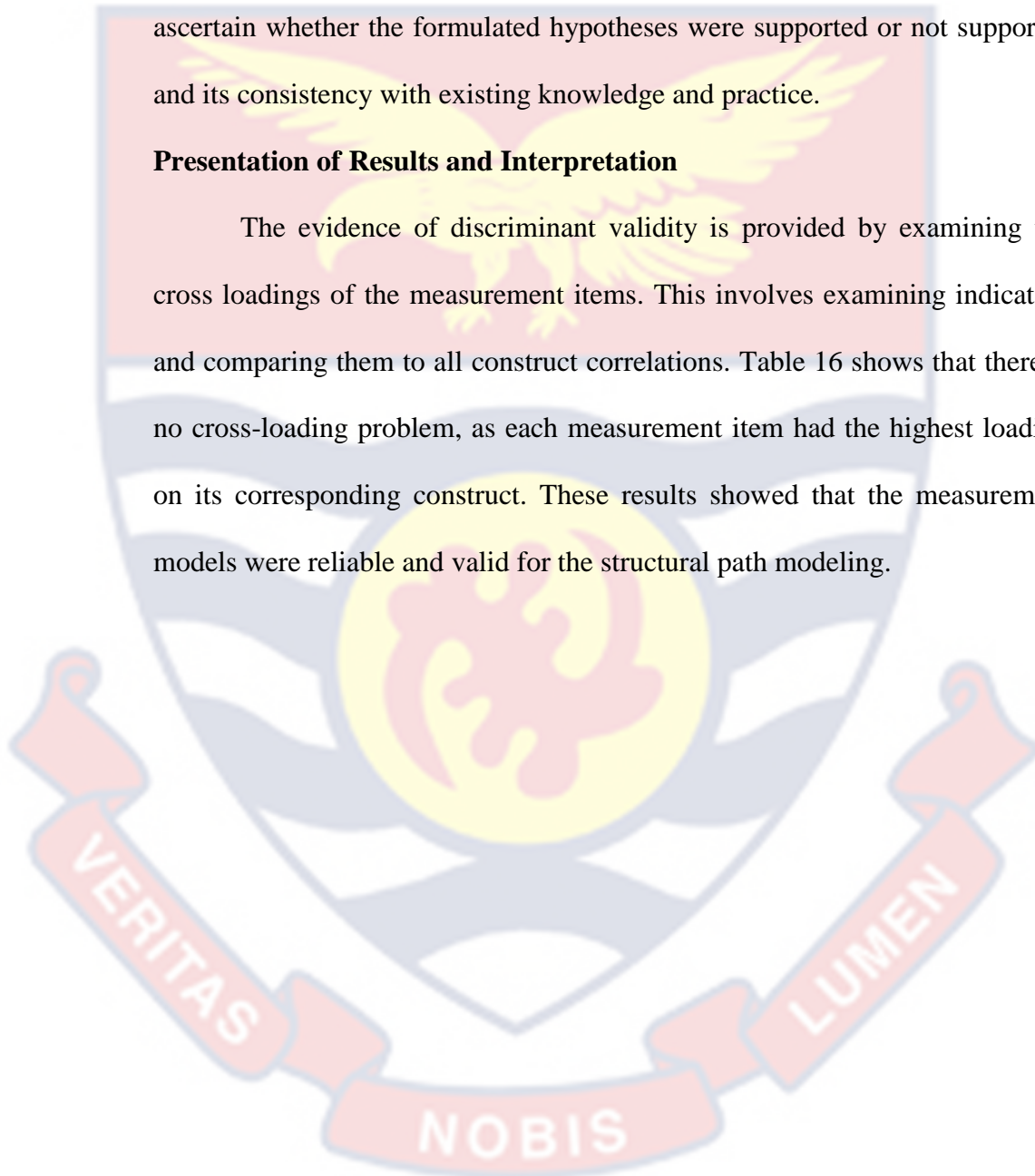


Table 16: Cross loadings

	Styles	Capabilities	Competency	Skills	Orgn. Effectiveness
TrL	0.800	-0.019	0.019	0.131	0.083
TnL	0.926	0.007	0.066	0.122	0.125
LfL	0.840	0.028	0.020	0.046	0.074
AL	0.585	-0.064	0.036	0.009	-0.004
Intel	0.155	0.795	0.563	0.181	0.175
Pes	-0.079	0.859	0.579	0.096	0.077
LaM	-0.063	0.777	0.618	0.202	0.237
OS	0.104	0.193	0.227	0.853	0.496
CA	0.065	0.166	0.152	0.884	0.495
Prof	0.136	0.164	0.133	0.874	0.591
Kn	0.017	0.634	0.913	0.133	0.078
Prof	0.068	0.705	0.935	0.221	0.177
OEQTR	0.103	0.155	0.086	0.432	0.795
OERE	0.090	0.212	0.140	0.426	0.882
OEUO	0.093	0.160	0.130	0.636	0.856

Note: TrL = Transformational Leadership, TnL = Transactional Leadership LfL = Laissez faire, AL = Authoritative Leadership, Intel = Intelligence, Pes = Personality, L&M = Learning & Motivation, OS = Org Strategy, CA = College Advocacy, Prof= Professionalism, Kn = Knowledge, Exp= Experience, OEQTR = Quality teaching and research, OERE = Resources, OEUO = University outlook

In general, the results indicate that the measurement model was satisfactory, meaning that the items used to measure constructs are valid and appropriate for estimating the structural model's parameters. Figure 12 depicts the measurement model's output.

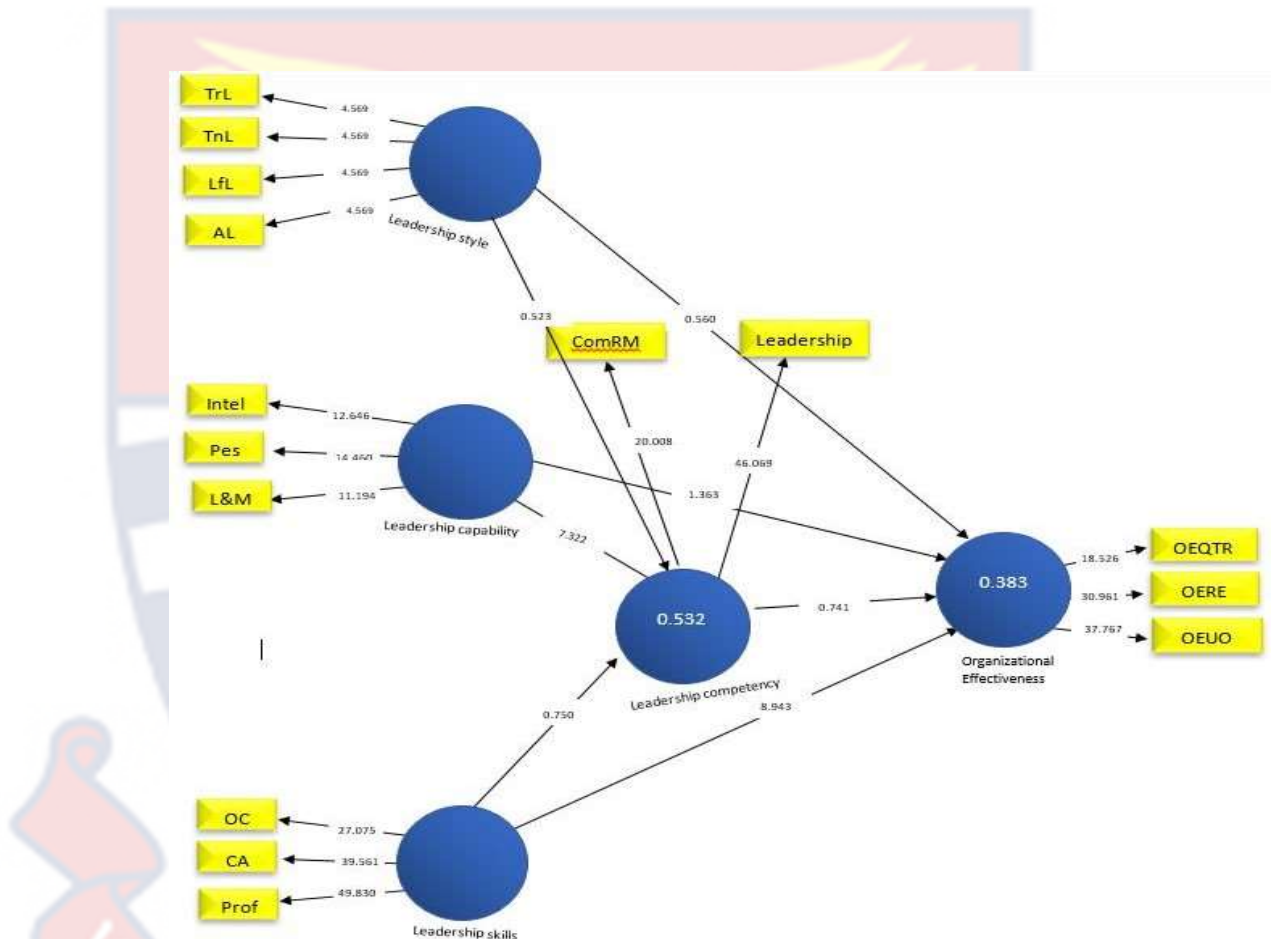


Figure 9: Final structural equation model of Leadership traits expression influencing organisational effectiveness.

Evaluation of Structural Model

The reliability and validity of the construct measures were confirmed so the next step was to evaluate the structural model results. The structural model was evaluated taking into account the following factors: collinearity concerns, coefficient of determination (R^2), predictive relevance (Q^2), and the significance of pathway coefficients.

Collinearity issues of structural model

The collinearity among the constructs was checked using the variance inflation factor (VIF). VIF test checks whether the constructs in the model are correlated or not. From Table 18, the Inner VIF values obtained are all less than five (5), suggesting that all the five constructs were free from collinearity issues which means the model indicates more reliability and stability. Furthermore, Table 17 presents the Outer VIF values, which were all below the five (5) criteria, confirming that the indicator loadings do not have any collinearity issues. From Table 17, all the values obtained from the constructs are less than 5 indicating that multicollinearity exist (CFI Team, 2022).

The tolerance level (1/VIF) for the constructs calculated are below 0.25 which indicate that the tolerance level is reliable and stable showing that the VIF is not inflated therefore making the variables ideal predictors of the study model.

Table 17: The results of Inner VIF Construct

	Capabilit ies	Compete ncy	Skills	Styles	Orgn. Effectiveness
Capabilities		1.042			2.143
Competency					2.139
Skills		1.057			1.062
Styles		1.015			1.018
Orgn effectiveness					

Table 18: The results of outer VIF Construct

	VIF	Tolerance (1/VIF)
TrL	1.945	0.5141
TnL	2.228	0.4488
LfL	2.081	0.4805
AL	1.570	0.6369
Intel	1.626	0.6150
Pes	1.895	0.5277
LaM	1.327	0.7536
OS	1.895	0.5277
CA	2.264	0.4417
Prof	1.931	0.5179
Kn	2.011	0.4973
Exp	2.011	0.4973
OEQTR	1.856	0.5388
OERE	2.410	0.4149
OEUE	1.610	0.6211
Mean	1.910667	0.5356

Note: TrL = Transformational Leadership, TnL = Transactional Leadership LfL = Lassiez faire, AL = Authoritative Leadership, Intel = Intelligence, Pes = Personality, L&M = Learning & Motivation, OS = Org Strategy, CA = College Advocacy, Prof= Professionalism, Kn = Knowledge, Exp= Experience, OEQTR = Quality teaching and research, OERE = Resources, OEUE = University outlook

The coefficient of determination (R^2)

The R^2 indicates how much variance there is in the dependent variable. According to Hair et al. (2019), the coefficient of determination (R^2) shows the combined effect of the exogenous variables (capabilities, competency, skills and styles) on the endogenous variable (organisational effectiveness). The R^2 explains the variation in the dependent variable, which is caused by the

independent variables (Zhang, 2017). It is basically assessed using the R-square and R-Square Adjusted (preferred) measure. From Table 19, the coefficient of determination based on the Adjusted R-Square result was 0.383.

This means that the four exogenous variables comprising leadership capabilities, skills and styles moderately explain 38.3% of the variation in organisational effectiveness. Thus, one could say that Leadership traits expression contribute moderately (38.3 percent) to organisational effectiveness and that, the administration of this university college should place a high premium on them.

Table 19: Coefficient of Determination (R-Square)

	R Square	R Square Adjusted
Leadership competency	0.532	0.521
organisational effectiveness	0.383	0.363

Effect Size f^2

The effect size (f^2) of each exogenous variable was assessed. This was assessed using Cohen and Kol (2004) effect indicator criterion, with values of 0.35 (large), 0.15 (medium), and 0.02 (small). From Table 20, leadership skills had the highest effect size (f^2) of 0.532. This suggests that improving the leadership skills of university administrators will result in a large improvement in organisational effectiveness. Additionally, leadership styles had an effect size (f^2) of 0.103, indicating that enhancing university administrators' leadership style will result in a moderate increase in organisational effectiveness. Again, leadership capabilities and leadership competency had 0.016 and 0.005 effect sizes respectively. The result implies that when the

university's administration strengthens these leadership characteristics (capabilities and competency) the organisation's effectiveness improves slightly.

Table 20: Effect Size f^2

	Capabilit ies	Competen cy	Skills	Styles	Orgn. Effectiveness
Capabilities		1.056			0.016
Competency					0.005
Skills		0.004			0.532
Styles		0.003			0.103
Orgn effectiveness					

Predictive Relevance Q^2

The Stone- Q^2 Geisser's test was used to determine the predictive significance of the predictor exogenous latent variables (Roldán & Sánchez-Franco, 2012). According to Hair et al. (2019), the predictive relevance (Q^2) is assessed by omitting part of the data matrix, estimating the model and predicting the omitted part using the estimates. This test uses the "blindfolding" procedure in the SmartPLS. The blindfolding approach generates broad cross-validation metrics and estimates for jackknifing standard deviation. Cha (1994) stated that when parameter estimates exceed 0, the model is considered to have predictive validity; otherwise, the model is not considered to have predictive relevance. The Blindfolding - Q^2 values are shown in Table 21. As seen in the table below, the Q^2 values were more than zero, indicating that the model is predictive.

Table 21: Blindfolding procedure result - Q^2 value

	SSO	SSE	Q^2 (=1-SSE/SSO)
Leadership capability	390.000	390.000	
Leadership competency	260.000	154.717	0.405
Leadership skills	390.000	390.000	
Leadership style	520.000	520.000	
organisational effectiveness	390.000	294.369	0.245

Assessing the significance and relevance of the structural model relationships

Table 22 shows the bootstrapping results for the organisational effectiveness model. The results were presented based on the t-stat values as suggested by Hair et al. (2019). They recommended that t-stat values above 1.96 correspond to p-values < 0.05 and vice versa. In addition, the path coefficients were explained based on the criteria proposed by Cohen and Kol (2004). Cohen suggested that a path coefficient ranging from 0.1 to 0.3 indicates a weak influence, 0.3 to 0.5 indicates a moderate influence, and 0.5 to 1.0 indicates a strong influence.

According to Aibinu and Al-Lawati (2010), the higher the path coefficient; the stronger the influence of independent variables on the dependent variable. From the table below, Capability -> Organisational effectiveness, Skills -> Organisational effectiveness and Styles -> Organisational effectiveness were found to be statistically significant.

Leadership skills had the largest path coefficient (0.582) followed by leadership capability (0.206) and leadership style (0.042).

Table 22: Result of Structural Equation Model

Structural path	Path coefficient	T Statistics (O/STDEV)	P Values
Capabilities -> organisational effectiveness	0.206	1.982	0.035
Skills -> organisational effectiveness	0.582	8.563	0.000
Styles -> organisational effectiveness	0.042	3.458	0.027

Hypothesis Testing

Table 22 indicates three path coefficients in the model and therefore the proposed alternate hypothesis was accepted. Thus, from the table above, leadership capabilities were positively and significantly related to organisational effectiveness ($\beta = 0.206$, and $p - value < 0.05$). The findings imply that strengthening leadership capabilities will result in a commensurate increase in organisational effectiveness of 20.6 percent if done properly. This finding agrees with the assertion by Organisational Development & Leadership Learning (2020) that leadership capabilities help leaders to discharge their functions more easily resulting in higher performance and effectiveness.

In addition, leadership skills had a positive and significant relationship with organisational effectiveness ($\beta = 0.582$, and $p - value < 0.05$). According to the findings, enhancing leadership skills will immediately result in a 58.2 percent improvement in the efficacy of the university's organisational effectiveness. This affirms the conclusion made by

The Peak Performance Center (2020) that leaders with the right skills are able to promote organisational effectiveness. Finally, leadership style was positive and significantly related to organisational effectiveness ($\beta = 0.042$, and $p - value < 0.05$). From Table 22, since the Path Coefficient of the constructs styles, skills, capabilities are all < 0.05 , leadership traits expression has statistically significant relationship with organisational effectiveness; hence, we fail to reject the alternate hypothesis and fail to accept the null hypothesis. This suggests that an improvement in the university's leadership styles will result in a 4.2 percent improvement in the organisation's overall effectiveness.

Mediation Analysis

Mediation happens if mediator variable interacts with two other related constructs. According to Henseler et al. (2009) assessing the direct and indirect relationships between exogenous and endogenous latent variables is another important evaluation of a structural model. PLS results can be used for mediation analysis. Thus, the bootstrapping technique produced results that include the direct, total indirect effect, specific indirect effect, and total effect. According to Hayes (2009), three (3) conditions must be met when assessing the mediating relationship between constructs. First, there should be evidence that the independent variable and the dependent variable have a significant relationship. Second, the predictor variable must be related to the mediator. Third, the mediator variable must be related to the dependent variable.

In satisfying the first condition, the Bootstrap procedures were calculated without the mediator (leadership competency). As shown in Table

23, leadership capabilities, leadership skills and leadership styles had a direct and statistically significant effect on organisational effectiveness; hence, the first condition is satisfied.

Table 23: Result of Structural Equation Model (Without Mediator)

			Path coefficient	T Statistics (O/STDEV)	P Value s
Capabilities	->	organisational	0.206	1.982	0.035
effectiveness					
Skills	->	organisational	0.582	8.563	0.000
effectiveness					
Styles	->	organisational	0.042	3.458	0.027
effectiveness					

The second condition is that the independent variables must have a significant relationship with the mediator. In satisfying this condition, Bootstrapping procedures was calculated with the inclusion of the mediator variable (leadership competency) construct. Table 24 present the Path coefficient analysis with the mediator in the model. From the table, the paths Capabilities -> competency, Skills -> Competency and Styles -> Competency were all statistically significant. Since the entire path coefficients are statistically significant, it suggests that a mediation effect exists. It also suggests that the second condition for mediation has been satisfied.

Table 24: Path Coefficient Analysis (With Mediator)

	Path coefficient	T Statistics (O/STDEV)	P Values
Capabilities -> competency	0.717	7.322	0.000
Capabilities -> orgn. Effectiveness	0.206	1.982	0.035
Competency -> Orgn. Effectiveness	0.083	3.241	0.039
Skills -> Competency	0.046	3.750	0.024
Skills -> Orgn. Effectiveness	0.590	8.945	0.000
Styles -> Competency	0.040	5.523	0.001
Styles -> Orgn. Effectiveness	0.042	3.458	0.027

Since all conditions were met, we checked for significance of indirect effect for each constructs. Table 25 reveals that leadership competency has a mediating influence on the relationship between leadership style and organisational effectiveness. Thus, leadership style through leadership competency is positively related and statistically significant ($\beta = 0.113$, and $p - value < 0.05$) with organisational effectiveness. Similarly, leadership skills through leadership competency are positively related and statistically significant ($\beta = 0.169$, and $p - value < 0.05$) with organisational effectiveness.

However, leadership capability through leadership competency was positively related but not statistically significant ($\beta = 0.059$, and $p - value > 0.05$) with organisational effectiveness. The findings demonstrate unequivocally that leadership competency serves as a mediating factor

between two independent factors (leadership style and leadership skills) and organisational effectiveness.

Table 25: Total indirect effects of constructs

				Path coefficient	T Statistics (O/STDEV)	P Values
Styles	->	Competency	->	0.113	3.293	0.019
effectiveness						
Skills	->	Competency	->	0.169	0.377	0.000
effectiveness						
Capabilities	->	Competency	->	0.059	0.727	0.468
effectiveness						

The next step was to measure the strength of the mediation of each constructs. This was achieved by using the variance accounted for (VAF). The VAF is computed manually and it is calculated by dividing the indirect effect by the total effect. The total effect is given as the sum of the direct and indirect effects. As a rule of thumb when the VAF is less than 20%, it suggests no mediation has occurred. When the VAF value is greater than 20% but less than 80%, then it suggests that there is partial mediation. When the VAF is greater than 80%, it suggests full mediation has occurred. Table 26 presents the VAF results. As shown in the table below, the VAF value for Leadership style -> organisational effectiveness was 0.729, which is within the range of 0.2 to 0.8, implying that the leadership competency partially mediates between leadership styles and organisational effectiveness. Similarly, the VAF value for Leadership skills -> organisational effectiveness was 0.578, ranging from

0.2 to 0.8, implying that leadership competency also partially mediates between leadership skills and organisational effectiveness.

Table 26: VAF Calculation Result

				Indirect	Total	VAF(Indirect/Total)
Leadership styles	->	organisational effectiveness		0.113	0.155	0.729
Leadership skills	->	organisational effectiveness		0.434	0.751	0.578

Evaluation of Results

This section evaluates the results based on the stated hypotheses in this study. Thus, the discussion was centered on the direct relationships between the independent variables (leadership skills, leadership styles and leadership capabilities) and the dependent variable (organisational effectiveness) as well as the mediating role of leadership competency between the independent and dependent variable.

Leadership capabilities and organisational effectiveness

The results showed that leadership capabilities had a positively and significant effect on organisational effectiveness. The findings imply that strengthening leadership capability will result in a commensurate increase in organisational effectiveness of 20.6 percent if done properly. The result clearly suggests that leadership capability is an essential tool in managing and empowering effectiveness within an organisation. Thus, many leadership capability traits have come in to be helpful for managers and it is aiding them

in efficiently managing institutions. This finding is consistent with the assertion made by Gifford et al. (2013) that leadership capability is attributed to organisational growth. It is also consistent with the findings of Dimmock (2011) whose research finds that leadership capabilities can be a catalyst for the effectiveness in an organisation. Again, it also confirms the findings of Ritonga (2015) whose research revealed that performances of the Pesantren are influenced by leadership capabilities. Ritonga's findings concluded that the Pesantren's Performances would be varied at different levels of leadership capabilities. It confirms the findings of Andrews and Boyne (2010) whose results show that leadership capability possesses a positive statistical association with local government performance and that leadership capability can enhance the impact of effective management systems.

Leadership skills and organisational effectiveness

The findings from the analysis revealed that leadership skills had a positive and significant effect on organisational effectiveness. The findings indicate that enhancing leadership skills will immediately result in a 58.2 percent improvement in the efficacy of the university's organisational effectiveness. This finding is consistent with the findings of Smith and Lewis (2012) who found that a leader's skills is critical for promoting knowledge sharing and enhancing organisational performance. It is also congruence with Kalargyrou, Pescosolido, and Kalargiros (2012), whose study demonstrated that functional leadership skills in organisations are likely to meet an organisational purposes and objectives. Furthermore, it is also consistent with the findings of Lee and Ko (2019), whose study revealed that leadership skills has a positive impact on organisational performance. They concluded that

effective leadership skills should provide chances for employees, foster sense of belonging among them, and allow them to participate in decision-making processes, among other things.

Johansen (2012) posited that investing in enhancing leadership skills will help organisations bottom line because they are in charge of ensuring that their teams' priorities align with business goals and can successfully execute projects that benefit the company's organisational performance. A study by Jehow, Gikandi, and Mwencha (2018) found that supervisory skills of administrators positively affected organisational performance.

Leadership styles and organisational effectiveness

The research hypotheses stated that leadership traits expression has a positive and significant effect on organisational effectiveness. The result showed that leadership style had a positive and significant effect on organisational effectiveness. Thus, when leaders and managers blend the various leadership styles it generates a favorable effect while executing their leadership obligations. It is vital to mention that the proportions at which different leadership styles are mixed depend on the nature of the scenario they meet in the workplace.

This implies that an upgrade in the leadership style of the university would result in a 4.2 percent increase in the organisation's overall effectiveness. The findings reveal that the effectiveness of universities is largely dependent on the varied style of leadership that is employed by the university's administration. Institutions of higher learning in Ghana, such as university colleges, are both highly bureaucratic and decentralized. In order to effectively organize the many tasks carried out by individual personnel, there

is always a requirement for strong leadership. The effectiveness of an organisation is significantly influenced by the leadership style of the leader. The result suggests that leaders who exhibit any of the leadership style should find innovative ways to motivate lecturers to go beyond their job responsibilities to improve organisational effectiveness.

Extant literature on leadership style and organisational performance has suggested that there is a positive relationship between leadership style and organisational performance (Long, Yusof, Kowang, & Heng, 2014; Amoako-Asiedu & Obuobisa-Darko, 2017; Donkor & Zhou, 2020;). This result corroborates the findings of Al Khajeh (2018), Tang (2019) and Owuori (2021) that leadership style has a considerable impact on organisational performance. It is also consistent with the findings of Tatlah and Iqbal (2012), who found a favorable association between leadership styles and school effectiveness. It further confirms the findings of Boonla and Treputtharat (2014) whose study revealed a positive relationship between leadership styles and school effectiveness of schools within the Office of Secondary Educational Service Area 20.

Mediation between leadership skills and organisational effectiveness

The result showed that leadership competency partially mediates between leadership skills and organisational effectiveness. The result implies that leadership skills have a direct effect on management competencies, which in turn have effects on organisational effectiveness. Thus, the impact of leadership skills on organisational effectiveness is contingent upon the leader's competency mastery. This also means that leadership skills of university authorities positively influence their competencies, which in turn

improves their organisational effectiveness. A leader with strong leadership skills develops the necessary leadership competences in order to guide the organisation toward its objectives and success. Consequently, universities should place a premium on leadership competency.

This result affirms the findings of Chatterjee and Mohanty (2019) whose study revealed that management competency mediates the relationship between leadership skills and organisational effectiveness in Kolkata, West Bengal, India. It is also consistent with findings of Zeleke (2021) who found that leadership competency play a complementary mediation role between Leadership traits expression and organisational success among public institution in Addis Ababa. Furthermore, it is consistent with the findings of Lian and Tui (2012) whose study established that management should adopt proper leadership skills that can assist managers in utilizing their competencies to improve performance.

Mediation between leadership styles and organisational effectiveness

The results indicate that leadership competency mediates leadership styles and organisational effectiveness. This finding clearly indicates that in order to improve organisational effectiveness, managers should adopt a leadership style that is appropriate for their position and has the capacity to affect their leadership style. Thus, university administrators' leadership competencies will increase as a result of the adoption of an acceptable leadership style, which will in turn improve their organisation's overall effectiveness. It is critical for managers in educational institutions to understand the leadership style required to inspire their employees to perform beyond their expectations in order to contribute to the achievement of set

goals. Managers who possess adequate leadership competencies are capable of performing effectively in order to accomplish organisational goals. Again, leaders should vary their leadership styles to suit the situation in order to improve their competencies. Organisations can better identify and develop their next generation of leaders if they invest in the development of leadership competencies. Multiple intelligences, which are vital to all leaders, can be mastered in order to establish leadership competencies in a person.

This finding is consistent with that of Ennis, Gong, and Okpozo (2018), who concluded that leadership styles influence leadership competency, which in turn affect an organisation's performance and act as a mediator between leadership style and organisational performance. It is also consistent with Ahmed and Rehman (2020) whose study revealed that different leadership styles are found to enhance the competencies of managers which further improve on organisational performance. Furthermore, it confirms the findings of Ahmed and Rehman (2020) whose study found that the effects of leadership style on organisational performance depend on the competencies mastered by the leader.

Summary of the study Hypothesis

This section summarizes the hypotheses examined. It displays whether or not all hypotheses have been established as true.

Ho: Leadership traits expression does not have positive and significant relationship with organisational effectiveness –**not supported**

Ha: Leadership traits expression has a positive and significant organisational effectiveness –**Supported**

CHAPTER SEVEN

IMPROVED LEADERSHIP TRAITS EXPRESSION SYSTEM FOR PRIVATE INSTITUTIONS OF HIGHER EDUCATION EFFECTIVENESS

Introduction

There is a need to synthesise an improved leadership traits expression system for private institutions of higher education effectiveness. It is clearly established in literature that there are various leadership models and how they apply in different organisations in different scenarios and situations. However, literature has not established a clear-cut leadership traits expression system that can give optimal results to business organisations especially to private colleges and universities.

The findings from this study and knowledge from existing literature was drawn to synthesise an improved system of leadership traits expression for enhanced organisational effectiveness in the private institutions of higher education in Ghana.

Results confirm that there is a positive and significant association between Leadership traits expression (leadership style, leadership skills and leadership capability) and organisational effectiveness. An enhancement of leadership style will result in an intermediate 4.2% in organisational effectiveness. Leadership skills will also result in an immediate 58.2% in organisational effectiveness whereas leadership capability enhancement will also result in 20.6%. This demonstrates associations between Leadership traits expression and organisational effectiveness in private colleges and universities

indicate that the augmentation of Leadership traits expression will have overall effects 38.3% in organisational effectiveness. These findings are consistent with the argumentation model which allows different variables to complements the effort of one another to give the needed results (Mitul and Kabir, 2017) in order to predict favorable outcome of effectiveness. Per the findings and results of this study augmentation model can be applied to Leadership traits expression in private institutions of higher education space and as such can be improved to function more effectively in private tertiary education establishment which is contingent (contingency theory) on Leadership traits expression variables among others factors.

University leadership from the findings of this study needs three key constructs of Leadership traits expression which include leadership styles, leadership skills and leadership capabilities which are necessary to drive institutional effectiveness. University leaders must be able to maximize transformational, transactional, authoritative and laissez faire leadership styles in order to increase organisational effectiveness agenda. Transformational leaders according to Bass (1985) are able to use their perceptions, values, aspirations and expectations to transform the lives of their followers to respond positively to organisational needs.

Burns (1990) stipulates that transformational leaders want to create awareness of task and value getting followers to concentrate on organisational goals and activating influence. The use of idealized influence, intellectual stimulation, inspiration and motivation and individual consideration become the bedrock for which transformational leaders are able to achieve organisational effectiveness. Therefore, it is important that university leaders

and administrators must develop these characteristics of transformational leadership style to be able to influence their followers positively to engage with the assignment within the university space. To make transformational leadership more useful, the leader must make use of transactional leadership style which Weber (1947) describes as legal relationship. The transactional leader uses order and structure within the organisation alongside intrinsic rewards and punishment to achieve organisational effectiveness as juxtaposes by Kendra (2020).

University leaders in applying transactional leadership must be clear in their command, reward and punishment in order to motivate subordinates behaviour towards organisational performance. Authoritative leadership is needed to complement transactional and transformational. Smith (2019) indicates that authoritarian leaders exercise control as a motivating factor for followers to adhere to rules, regulations and penalties with the focus normally being on task and result.

Once a university is result oriented, it needs authoritarian leadership to carry out its core mandate. To augment the leadership style within a university is leadership skills. Failte (2013) said that the skills of the leader prepare him to grow and also drive them to achieve their purpose. This study has identified three broad skill-set needed to administer effective private institutions of higher education which includes organisational strategy, college advocacy and professionalism. There is a need for shareholders of private tertiary education to formulate skills policy to cover organisational strategy, college advocacy and professionalism where leaders will mandatory undertake courses in these three broad skills-set. To further augment leadership style and leadership

skills are leadership capabilities which cover intelligence, leader personality and learning and motivation. University leaders in private institutions of higher education must demonstrate intelligence in all dimensions of strong personality traits, self-motivated to drive the effectiveness agenda of the colleges.

The three Leadership traits expression which argument each other have competency as a mediating variable to organisational effectiveness. A leader's competency is demonstrated through knowledge and experience applied to the field of work in relation to line of duties. It is important for university leadership to undertake key education and training programmes that can increase their knowledge and expertise in leading and achieving optimal organisational results.

Main Components of the Leadership traits expression system

Drawing from the findings of this study and knowledge from existing literature leadership traits expression model has three major components and one other component serving as mediating variable:

- leadership style
- leadership skills
- leadership capabilities
- leadership competency (mediator)

The key elements of all the leadership traits expression components are as follows: Leadership style: transactional style, transformational style, authoritarian style and laissez faire style.

Leadership skills: organisational strategy, college advocacy and professionalism. Leadership capabilities: intelligence, personality and learning & motivation.

Leadership competency (mediation variable): knowledge and experience

Socio- economic political factors of the system

Drawing from the findings of this study and knowledge from existing literature, the following factors determine Leadership traits expression system within an organisation: Leaders personality, organisational culture, workforce diversity, external business environment, organisational vision and organisational structure.

Specifications of the system

Drawing from the findings of this study and knowledge from existing literature, specifications for of Leadership traits expression are identified. To use this leadership traits expression system effectively the following are required within an organisational context:

- Communication
- Discipline
- Commitment
- Flexibility
- Corporation and collaboration
- Positional power
- Organisational Structure
- Teamwork
- Adaptability
- Studiousness
- Need for achievement
- Teachability
- Dutifulness
- Motivation

Procedures of the leadership traits expression system

Procedure of the system is listed below:

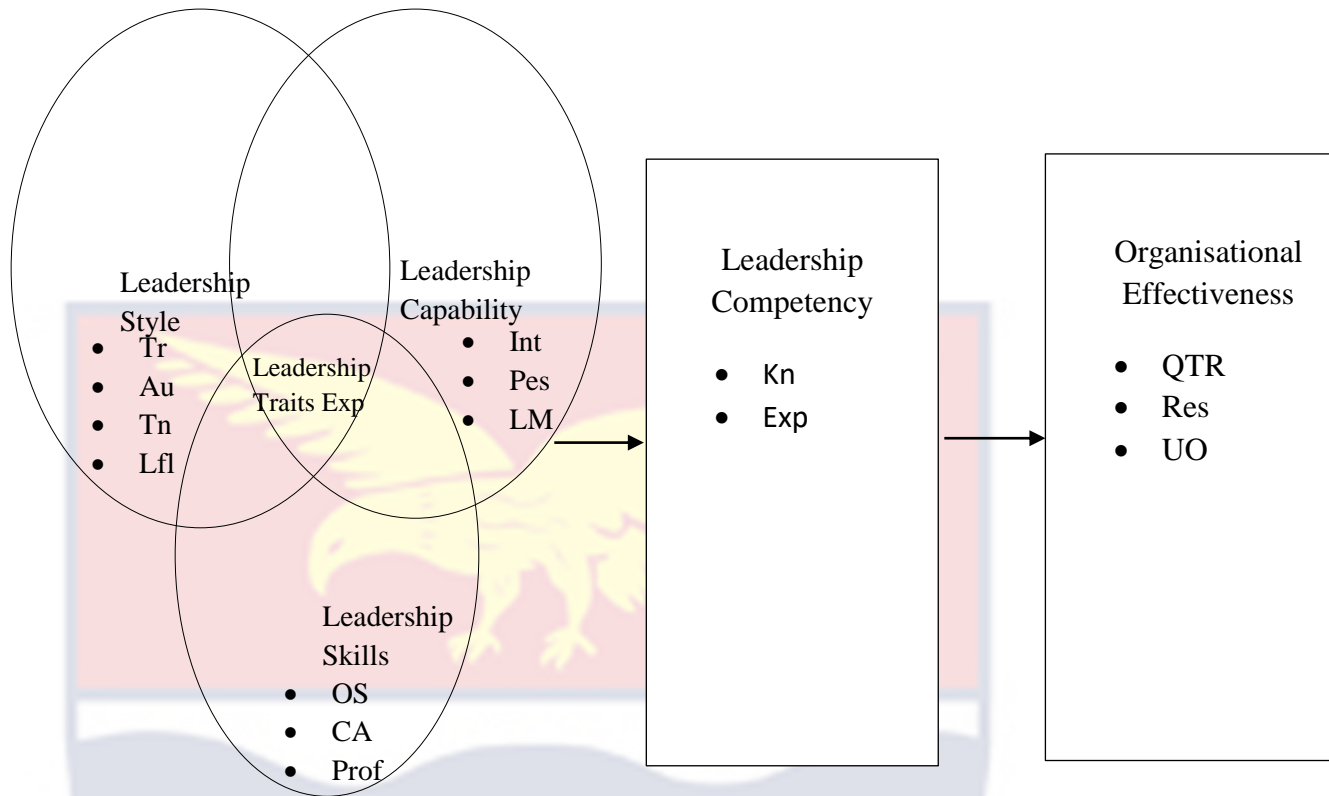
- Establishment of leadership trait expression system policy
- Approval of the system policy
- Provision of training and retraining on the Leadership trait expression system policy
- Implementation of the system
- Monitoring and evaluation of Leadership traits expression system

Efficiency of the system

Using the Leadership traits expression system in private institutions of higher education will bring a change and results in the following: Leadership styles will result in 4.2% of the overall effectiveness of private institutions of higher education. Leadership skills will result in 58.2% effectiveness of private institutions of higher education and leadership capabilities will also result 20.6% in the total effectiveness of private institutions of higher education. Leadership styles, leadership skills and leadership capabilities contributing to the total leadership competency will result in 38.3% of organisational effectiveness in private institutions of Higher Education.

Summary of the synthesised system

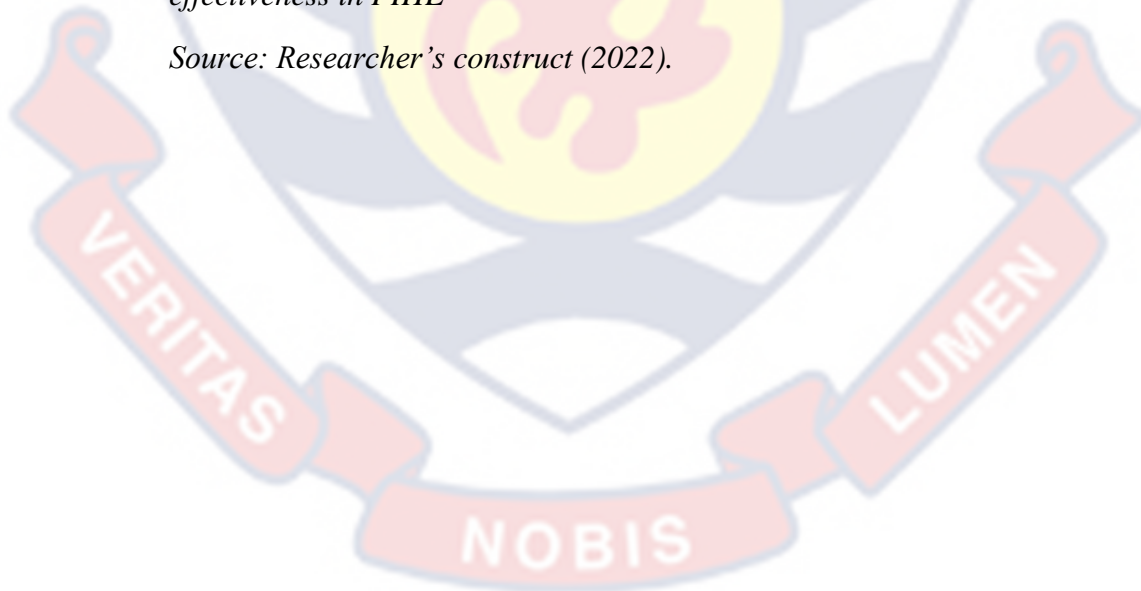
Figure 10 identifies and summarizes the components of an improved and functional leadership traits expression system that gives optimal private institutions of higher education effectiveness. University administrators and leaders must acquire these characteristics such as contained in this model so as to promote effectiveness in tertiary institutions because it is helpful to outperform competitors and finally gain organisational agility and sustainability.



Note: Tr = Transformational Leadership, Tn = Transactional Leadership, Au = Authoritative Leadership, Lfl=Laissez faire; Intel = Intelligence, Pes = Personality, L&M = Learning &Motivation, OS= Org Strategy, CA = College Advocacy, Prof= Professionalism, Kn =Knowledge, Exp= Experience, OEQTR = Quality teaching and research, OERE = Resources, OEUE = University outlook

Figure 10: Leadership traits expression system for organisational effectiveness in PIHE

Source: Researcher's construct (2022).



CHAPTER EIGHT

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the most important findings of the study from which major conclusions are drawn as well as recommendations given from conclusions. Suggestions for achieving optimal organisational effectiveness in private institutions for higher education using leadership traits expression system are also established.

Summary of Key Findings

- Transformational leadership style emerged as the dominant style used in Marshalls University College by its leadership though transactional, authoritative and laissez faire leadership styles complemented the transformational leadership. 91.2% of respondents indicated strong agreement to the effectiveness of the use of transformational leadership style by the MUC leadership however authoritative leadership style contributed more variations in organisational effectiveness in the operations of the university than transactional and laissez faire styles. Organisational strategy was a major skill demonstrated by the university leadership coupled with college advocacy and professionalism. The overall skills of the MUC leadership were appreciable and were highly commendable by respondents. The study revealed that the state of Marshalls University College effectiveness was high in relation to examining the variables: resources, international outlook, teaching and research and human resource production though only 7.2 % of faculty and administrative staff members had terminal degrees.

- It emerged from the study that leader's personality,

organisational culture, workforce diversity and decision making characteristics as well as organisational climate had a positive and significant relationship with leadership traits expressions. The study found that organisational climate explains 99.96% variations in leadership traits expressions and therefore have statistically high significant relationship with leadership traits expression in Marshalls University College. Leader's personality explained 83.76% variation in leadership traits expressions while workforce diversity explained 56.73% variation. Again, decision making characteristics explained 94.721% variance in leadership traits expressions while organisational culture explained 88.539% variation.

- The study brought to bear that leadership capability had a positive and significant effect on organisational effectiveness at 20.6% and therefore leadership capabilities can empower organisational effectiveness. Enhancing leadership skills as revealed by the study can immediately result in 58.2% improvement in the efficacy of Marshalls University College. Leadership styles are revealed to have a positive and significant effect on organisational performance so when leaders blend various leadership styles it can generate good organisational effects. An upgrade of leadership styles of the university will result in 4.2% in organisational effectiveness as revealed by the study. If University leadership uses style that is appropriate in situational context, it can empower organisational effectiveness. The study also recorded that leadership competency mediates between Leadership traits expression and

organisational effectiveness which means the combined effect of Leadership traits expression which include leadership skills, leadership styles, leadership capabilities; contingent on leadership competency, will results in organisational effectiveness.

- The study also found out that suitable leadership traits expression model that is effective to give optimal results to private institutions of higher education should have component of transformational, authoritative leadership styles with three major leadership skills (organisational strategy, college advocacy and professionalism) along with leadership capabilities (intelligence, personality and learning and motivation) combining to influence the leaders competency in order to result in organisational effectiveness of private institutions of higher education. The leader's skills and capability contribute to the overall competency of the leader in the quest to achieve organisational effectiveness.

Conclusions

The findings of the study indicated that Marshalls University College leadership exhibited transformational leadership style with transactional, authoritative and laissez faire styles being complementary. The findings agree with full range leadership model which asserts that laissez faire, transactional and transformational leadership styles go through medium level to strong level of efficiency and high engagements to promote organisational effectiveness. It is the variations in the use of leadership styles that enhance situational context of effectiveness of the University community. If university leadership has the competency of using hybrid of leadership style components, they will be able

to propel effectiveness. Transformational leadership and individual level performance are positively correlated as transactional leadership style has a positive association with organisational effectiveness. Authoritarian style used ensures strong control over subordinate's thereby demanding unique obedience from them for which followers focus on the job responsibility with uncertainty leading to organisational effectiveness and productivity within the university college.

In addition to the use of hybrid of leadership styles, university leadership must possess skills in organisational strategy, advocacy and professionalism which are very much needed in private institutions of higher education in Ghana to gain competitive advantage and sustainability.

The study settled on five key determinants of Leadership traits expression which had positive and significant association with organisational effectiveness. They include leader's personality, organisational culture, workforce diversity, decision making characteristics and organisational climate. University leadership must develop strong personality that can influence effective operations. Organisational culture is associated to organisational effectiveness as it emerged from the study therefore an effective organisational culture must be established in private institutions of higher education for optimal results.

Organisational culture is an essential component of organisation that enhances effectiveness. It is therefore relevant for leadership in PIHE to build strong organisational culture, promote workforce diversity, formulate strong leader personality as well as develop high level understanding on how to

create conducive climate within organisations environment to influence organisational effectiveness.

University leadership in private institutions of higher learning must develop key leadership capabilities which can promote and facilitates the quick achievement of organisational effectiveness. Leadership capabilities as it emerged from the study have the potential of increasing the fortunes of business organisations at 20.6% if properly applied. Leadership skills in relation to strategy, advocacy and professionalism must be enhanced by private institutions leadership because it will give immediate result of 58.2% of the overall effectiveness of organisations.

Leadership skills help people to grow and also drive them to achieve purpose thereby enhancing organisational effectiveness in such a manner required by the corporate strategy of organisations. It is also critical for university leadership in private institutions of higher learning to make use of various leadership styles which has the potential to result in 4.2% innovation effectiveness.

If university leadership adopts different leadership styles, it brings to them diverse means of handling situational contexts within the business organization. Leadership competency which the study revealed as having a mediation role between Leadership traits expression and organisational effectiveness must also be enhanced in order for business organisations to enjoy the combined effects of all Leadership traits expression. Competency of the leader which comes from Leadership traits expression (leadership style, leadership skills and leadership capability) helps the leader to have financial

acumen, collaboration, communication, strategic planning, change management, commitment to diversity and intellectual curiosity which are necessary elements to achieve organisational effectiveness.

Leadership models provide a template on how to achieve optimal leadership results in private institutions of higher education. Transformational, transactional, authoritarian and laissez-faire leadership styles complement each other in achieving organisational success though transformational leadership plays a dominant role. It is therefore important for university leadership in private institutions of higher education to understand the various strengths and weaknesses of leadership styles and how to use it in the organisational context to achieve leadership purpose.

Leadership skills and leadership capabilities are essential components that determine leadership success in private institutions of higher education. Synthesizing leadership system for an enhanced and optimal effectiveness in PIHE, the component should include leadership styles (transformational, authoritative); leadership skills (organisational strategy, college advocacy and professionalism) and leadership capabilities (intelligence, personality and learning and motivation) for which leadership competency plays a mediation role in leading to organisational effectiveness.

Recommendations

The following recommendations are made based on the findings and the conclusion:

Since the study revealed that the university administrators made use of hybrid of leadership styles to cover transformational and authoritative it is therefore recommended that university administrators of private institutions of higher education have the competency of using hybrid of leadership styles to achieve organisational effectiveness. It was also evident that three set of skills was evident in the operations of the leadership which includes organisational strategy design and implementation, college advocacy and professionalism. It is therefore recommended that University leadership develops the competency to design workable strategies, develop advocacy strength and professional delivery skills which can propel institutions of higher learning into effectiveness. The implication is that shareholders of tertiary institutions must invest in the training of their administrators and leadership in all the elements of leadership styles and how they can leverage on them depending on the situational context of the institution. Again, it is also expedient that shareholders organize conferences, seminars and professional development programmes to upgrade leaders in university administration to empower their strategy development, college advocacy and professionalism in their line of duties. These call for special budget allocation purposively for the improvement of leadership traits expressions of university administrators.

Since the study revealed determinants of Leadership traits expression to include leader's personality, workforce diversity, organisational culture, organisational climate and decision making characteristics had a positive and significant relationship with leadership traits expressions leading to organisational effectiveness, it is recommended that the university administrators in private institutions of higher education must be well trained

and informed on how these variables determine the traits of leaders in the discharge of their duties. Major policy implication is for shareholders to set a budget to organize seminars and conferences on the determinants of Leadership traits expression and how to maximize their potential thereof. It demands more rigorous in-depth analysis for clearer understanding on how each of the variables that determines Leadership traits expression impacts the work of university leaders. Again, top management of universities must create a congenial climate and strong culture to serve as motivation factors to drive institutional effectiveness. A strong culture and conducive working environment should be shareholder priority in attempt to achieve organisational goal.

Leadership capabilities have positive significant relationship with organisational effectiveness whilst enhancing leadership skills as the study reveals will result in significant organisational effectiveness. It is therefore recommended that university leadership strengthens their leadership capabilities and skills in such a manner that can reinforce existing effectiveness. The implication of this for policy makers is to identify the key leadership skills and capabilities that can give them the needed effectiveness depending on organisational characteristics and demographics. Since the study also revealed organisational strategy design, college advocacy and professionalism as three skills set needed by PIHE, it is necessary for researchers to do more in-depth scrutiny of how each of the three skills sets promote effectiveness and how university leadership can leverage them.

Again, the study identifies leadership skills, leadership styles and leadership capabilities as components of Leadership traits expression with

mediation of leadership competency leading to organisational effectiveness. It is therefore recommended that effective and efficient Leadership traits expression model for private tertiary education must pay keen attention to the two dimensions of leadership styles (transformational and authoritative); the three skills set (organisational strategy, college advocacy and professionalism) and leadership capabilities (intelligence, personality and learning and motivation) in order to leverage them for optimal organisational effectiveness. This means that policy makers and shareholders of higher institutions must invest in training university administrators in order to equip them for better understanding and utilization of all the three components of the Leadership traits expression (leadership styles, leadership skills and leadership capabilities). When the training programmes are done properly, the effectiveness agenda and business strategy of the university will be achieved.

Contribution to Knowledge

The study has contributed to knowledge in the following ways:

It has established the fact that Leadership traits expression correlates with organisational effectiveness. A huge number of research have been on other leadership constructs rather than Leadership traits expression and therefore this study has been able to establish the combined effect of Leadership traits expression and how it influences organisational effectiveness.

It has also provided clear evidence that transformational and authoritarian leadership styles are the dominant styles used in private institutions of higher education including the three skills sets (organisational strategy, advocacy and professionalism) for sustainability and growth.

This study made use of modern statistical technique- Structural Equation Modeling- to test relationships by applying the Partial Least Square which provides a means to overcome the discrepancies in measurement errors and multi -collinearity issues. Not many research on leadership in general used this method and therefore the result for the study is valid and reliable.

The study serves as a handbook for private tertiary education providers, shareholders, academicians and researchers and also the private tertiary education stakeholders in Ghana.

Limitations of the study

The study, for its purpose, was limited to state of Leadership traits expression and organisational effectiveness, determinants of Leadership traits expression and the effects of Leadership traits expression on organisational effectiveness at Marshalls University College, private institutions of higher education in Ghana, accredited by the Ghana Tertiary Education Commission. The limitation of the research has to do with the sample frame. The researcher intended to involve more than one private university within the Accra Metropolis in the study but none granted permission except Marshalls University College. The participation of the entire private universities would have provided different perspective to the study. However, to achieve generalisation of the findings a sample size of 130 was used for the study.

Direction for future research

Leadership competencies can be researched as an independent variable on how it influences organisational effectiveness in private colleges and universities.

The study if replicated in other private universities in Ghana and Africa will help expand stakeholder understanding and also ascertain if the findings of the study can be generalized across the country and Africa as a whole.

It is suggested that future studies examine in detail how leadership traits expression influences organisational effectiveness in different sectors and industries such as production and manufacturing.



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RESEARCH INSTRUMENT 1**Students/ Faculty Members****Dear Sir/ Madam,**

I am Michael Marttinson Boakye, a doctoral student researcher of the Institute of development and technology management, Cape Coast, undertaking a research on the topic *“Leadership traits expression and Organisational Effectiveness in Private Institutions of Higher Education; the case of Marshalls University college in Accra Metropolis, Ghana”* The objective of the study is to analyze the relationship between leadership traits expression and organisational effectiveness. The information provided shall only be used for the dissertation, which is a prerequisite for the award of Doctor of Philosophy degree in development studies with specialization in Leadership. This research instrument is to solicit responses to establish facts relating leadership traits expression and organisational effectiveness PIHE in the Accra Metropolis. All information obtained from you will be treated with absolute confidentiality.

Part 1*Demographic Characteristics*

1. Name of University.....
2. Current position..... Faculty/ Department.....
3. Sex: Male Female
4. Marital status: Single Married Divorced Widow/
widower

PART 11**State of Leadership traits expression and Organisational effectiveness**

State of Leadership traits expression in PIHE

Leadership styles

Tick the leadership style or styles predominantly evident in your University?

Style	Tick
Democratic	
Autocratic	
Laissez –faire	
Transformational	
Transactional	
Servant	
Pacesetter	
Authoritative	
Coaching	
Bureaucratic	
Others (state & tick)	

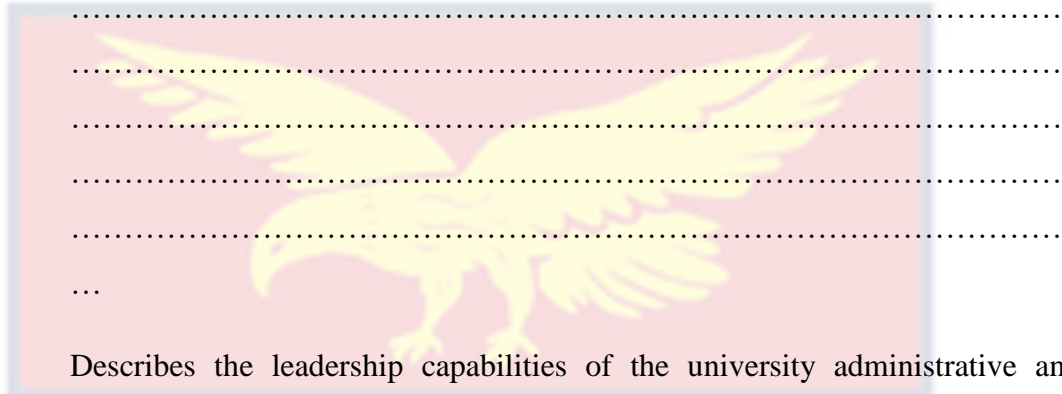
Rate from 1 – 10, the total effectiveness of the style(s) on the University’s operations where 1 is least and 10 the highest. _____

Do you agree with the choice of style or styles used in the University?

Yes No

If No, which style or styles would you recommend?.....

Describes the leadership skills of the university administrative and faculty members



Describes the leadership capabilities of the university administrative and faculty members

Describes the leadership competency of the university administrative and faculty members

State of organisational effectiveness in PIHE

This section describes the organisational effectiveness of the university college, as you perceive it. PLEASE ANSWER ALL ITEMS ON THIS SURVEY. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Below are listed items that relate to the characteristics of your organisation and its values. Check the answer that best describes your level of agreement and disagreement of the state of the university with each statement below: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree.

Organisational effectiveness						
	Item Statement	1	2	3	4	5
University's international outlook	This university has the reputation of possessing a stimulating intellectual environment.					
	This university has the reputation of having high concern for student academic development.					
	This university is highly responsive and adaptive to meeting the changing needs of the external academic community.					
	This university attracts the best students outside the country.					
	Student activities outside the classroom are meant to enhance University-community or university environment relations.					
Resources	This university can obtain easily the needed financial resources necessary for a high quality educational programme.					
	This university obtains all the resources it needs to be effective.					
	This university attracts the best lecturers in the country.					
Quality of teaching and research	With regard to the academic level of achievement, last year's graduating class at this university was the top university graduating classes in the country.					
	A great majority of the graduates from this university go on to obtain degrees in graduate or professional schools.					
	Student activities outside the classroom are designed specifically to enhance students' academic development.					
	Faculty members and/or administrators provide professional activities outside the regular university assignments.					
	More than half of the faculty members					

	teach at the "cutting edge" of their field - i.e., require current journal articles as reading, revise syllabi at least yearly, discuss current issues-in the field, etc.					
	The majority of the faculty members at this university are actively engaged now in professional development activities, example doing research.					
Human resource production	One of the outstanding features of this university is the opportunity it provides students for personal development in addition to academic development.					
	When hiring new faculty members, this university attracts the leading people in the country in their respective fields.					
	Career development opportunities are frequently provided for students at this university.					
	Almost all students who graduated from this university last year and entered the labor market have obtained employment in their major field of study.					
	The majority of the faculty members and administrators at this university attended a conference or workshop specifically oriented toward professional and/or personal development last year.					

What is the proportion of international students in your university? State in percentage. _____

What is the proportion of international faculty members in your university? State in percentage. How many international organisations or universities do your institution collaborate with currently?

PART 111

Determinants of Leadership traits expression

Leaders Personality

Describe your university leader by ticking

Leaders Personality					
Item Statement	1	2	3	4	5

Extraversion	He is the life of the university						
	Feel comfortable around people						
	Start conversations						
	Talk to a lot of different people at the university						
	Do not mind being the centre of Attention						
Agreeableness	Am interested in people						
	Sympathize with others' feelings						
	Take time out for others						
	Feel others' emotions						
	Make people feel at ease						
Conscientiousness	Am always prepared						
	Pay attention to details						
	Get chores done right away						
	Like order						
	Follow a schedule						
Emotional Stability	relaxed most of the time						
	Seldom feel blue						
	Am not easily bothered by things						
	Rarely get irritated						
	Seldom get mad						
Openness	Have a vivid imagination						
	Have excellent ideas						
	Am quick to understand things						
	Spend time reflecting on things						
	Am full of ideas						

Organisational culture

Below are listed items that relate to the characteristics of your organisation and its values. Please reflect on your organisation and rate how each characteristic is related to your organisation. Check the answer that best describes your level of agreement and disagreement of leadership style of your university leaders with each statement below: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree.

Organisational culture

	Item Statement	1	2	3	4	5
Innovation and risk taking	Being innovative and risk taking					
	Being quick to take advantage of opportunities					
	A willingness to experiment					
Attention to details	Not being constrained by many rules					
	Being rule orientated					
	Being analytical					
	Paying attention to detail					
Outcome orientation	An emphasis on quality					
	Having high expectations for performance					
	Being results oriented					
	Being highly organized					
People orientation	Enthusiasm for the job					
	Fairness					
	Respect for the individual's right					
	Tolerance					
Team orientation	Being supportive					
	Being team orientated					
	Sharing information freely					
	Working in collaboration with others					
	Developing friends at work					

Workforce diversity

Below are listed items that relate to the characteristics of workforce diversity. Please reflect on your institution and rate how each characteristic is related to your organisation. Check the answer that best describes your level of agreement and disagreement of leadership style of your university leaders with each statement below: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree.

Workforce diversity						
	Item Statement	1	2	3	4	5
Age diversity	This college provides me with equal opportunities for training and career development.					
	My team leaders include all members at					

	different ages in problem solving and decision-making.					
	The age differences in work group do not cause conflict.					
	At work, I experience lack of bonding with people of different age group.					
	I am positive about age diversity in this workplace.					
Gender diversity	The employees have not been discriminated by employer while hiring and recruitment process on the gender basis.					
	The organisation does a good job of attracting and hiring women.					
	Fair treatment is given to all employees, whether they are male or female.					
	Opportunities for growth and advancement exist for women in our organisation.					
	A career development that includes women is encouraged within our					
	The college training and development programme is developed to meet the criteria/requirement of the male and female gender.					
	The performance criteria for success are expected to be higher for men than for women					
	Women are involved in the organisation's decision making as much as men.					
	I am positive about gender diversity in this workplace					
Educational diversity	The recruitment plan of the organisation is based on the education background of the employees.					
	The college provides paid study leave to employees who further their education.					
	Opportunities for growth and advancement exist for employees who have lower qualification in education.					
	The differences in education background do not encourage conflict.					
	At work, I experience lack of confidence due to my education background.					
	The team leader includes all members at different education level in problem solving and decision making					
	The organisation gives equal treatment when it comes to the diversity of education background.					
Work experience	There is a proper mix of fresher's and experienced employees in the college					

diversity	In case of equally experienced employees, seniority is given more weightage during the performance appraisal process					
	Generation gap & ego issues does not lead to conflicts between fresher's & experienced people					
	Highly experienced employees do not feel a sense of insecurity if the fresher's and middle experienced employees are extremely talented					
	Fresher's are not involved in the decision making & problem solving process					
	Working with fresher's, middle level experienced and highly experienced employees help me increase my performance					
Religion diversity	There are employees from different religions in the organisation					
	The top management consists of employees from different religions					
	Employees from all the religions are involved in decision making process					
	Religion is not given consideration during the performance appraisal process					
	Employees are treated in a fair & equal manner irrespective of their religion					
	It is easy for me to adjust with employees from different religions					
	Working with employees from different religions helps me increase my performance					

Decision making characteristics

Below are listed items that relate to the characteristics of decision making. Please reflect on your organisation and rate how each characteristic is related to your organisation. Check the answer that best describes your level of agreement and disagreement of leadership style of your university leaders with each statement below: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree.

Decision making characteristics						
	Item Statement	1	2	3	4	5
Decision making	I want to create an environment where staff members take ownership of the					

environment	project. I allow them to participate in the decision making process.						
	We base our decision on what has been found to work in the past						
	Most of our decisions are based on consensus						
	We make decisions upon analyzing all available information						
	We compare all available alternative options before making a decision						
Decision making style	I do not seek advice from others when I make decisions.						
	I feel confident about my ability to make decisions						
	I always retain the final decision-making authority after taking suggestions from faculty by myself.						
	I like to use my leadership power to collect information from faculty.						
	I try to include one or more staff members to determine what to do and how to do it. However, I maintain the final decision making authority						
	When making decisions I like to collect lots of information from my faculty individually.						
	The support of my faculty, make it easier for me to take important decisions.						
	I ask for staff members' ideas and input on upcoming plans and projects but I retain a final decision making authority.						
	I double-check my information sources to be sure I have the right facts before making decisions.						

Organisational climate

Instructions: Read each item carefully. Then rate how much you agree with each item, using the five-point scale immediately below, recording your rating in the space provided to the left of the item. 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree.

Organisational climate						
	Item Statement	1	2	3	4	5
Role clarity	The strategic direction of the college, as well as the direction of the department and its functions, are clear					
	The work of different levels in the college fits together to accomplish its mission					

	Employees are involved in discussing the strategic direction and strategies on how to get there					
	The employees understand the “whys” of the management’s decision related to employees wellbeing					
	Policy guidelines are communicated to employees					
	The lines of authority, as well as roles and responsibilities, are spelled out					
Standards	Employees are given challenging and achievable objectives to accomplish					
	Employees are involved in determining and monitoring the objectives					
	The objectives to be achieved are measurable					
	Effective work behaviours to achieve the objectives are defined					
	There are prescribed procedures to be followed by employees in carrying out their jobs					
	Quality standards are clearly defined and understood by employees					
Individual responsibility	There is a delegation of authority down to the lower level					
	Minimum number of interference to ensure autonomy					
	Employees are encouraged to cooperate, communicate and practice teamwork on their own					
	Provide sufficient room for employees to take initiative and calculated risks					
	Holds employees accountable for their performance					
	Coaches and counsels employees to manage their problems					
Flexibility	Encourages creativity, experimentation, and independent thinking					
	People are not afraid of challenging the norms					
	Less bureaucratic steps in the work process					
	Be willing to accept other viewpoints that are useful					
	Encourages new ideas into practice					
	Works for “win-win” rather than “win-lose”					

	Solutions						
Rewards & Recognition	Provides detailed performance standards to both individual employees and teams/departments						
	Employees are rewarded in time and performance-based						
	Advancement opportunities are provided for talented employees						
	There are non-monetary ways of rewarding individual and group performance						
	There are opportunities for promotion for those who perform						
	Management is humble enough to express expressing their positive feedbacks to employees who accomplish their job well						
Team Commitment	There is cooperation among employees to accomplish the goals						
	Provides ways for people to get to know each other in non-working settings						
	Identifies team symbols that create a common Identity						
	Sets up systems for cooperation, rather than Competition						
	Ensures that diversity is valued						
	Structures decision-making to include team input						

PART 1V

Effects of Leadership traits expression on organisational effectiveness

Leadership styles

This section describes the leadership style of management of the university college, as you perceive it. PLEASE ANSWER ALL ITEMS ON THIS SURVEY. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Check the answer that best describes your level of agreement and disagreement of leadership style of your university leader with each statement below: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

TRANSFORMATIONAL LEADERSHIP							
------------------------------------	--	--	--	--	--	--	--

Idealized Influence (II)	1	2	3	4	5
1. My management makes others feel good to be around him / her					
2. I have complete faith in my management					
3. I am proud to be associated with my management					
Inspirational Motivation (IM)	1	2	3	4	5
1. My management expresses in a few simple words what we could and should					
2. My management provides appealing images about what we can do					
3. My management helps me find meaning in my work					
Intellectual Simulation (IS)	1	2	3	4	5
1. My management enables others to think about old problems in new ways					
2. My management provides others with new ways of looking at puzzling things.					
3. My management gets others to rethink ideas that they had never questioned before.					
Individual Consideration (IC)	1	2	3	4	5
1. My management helps others develop themselves					
2. My management lets others know how he /she thinks we are doing					
3. My management gives personal attention to others who seem rejected.					
TRANSACTIONAL LEADERSHIP					
Contingent Reward (CR)	1	2	3	4	5
1. My management tells others what to do if they want to be rewarded for their Work					
2. My management provides recognition/rewards when others reach their goals.					
3. My management calls attention to what others can get for what they accomplish.					
Management by exception (MBE)	1	2	3	4	5
1. My management is always satisfied when others meet agreed-upon standards					
2. As long as things are working, my supervisor do not try to change anything					
3. My management tells us the standards we have to know to carry out our work					
AUTHORITATIVE LEADERSHIP					
1	2	3	4	5	
1. My management believes employees need to be supervised closely they are not likely to do their work.					
2. As a rule, my management believes that employees must be given rewards or punishments in order to motivate them to achieve organisational objectives.					
3. I feel insecure about my work and need direction.					
4. My management is the chief judge of the achievements of employees.					
5. My management gives orders and clarifies procedures					
6. My management believes that most employees in the general population are lazy.					
LAISSEZ FAIRE LEADERSHIP					
1	2	3	4	5	
1. In complex situations my supervisor allows me to work my problems out on my own way					
2. My management stays out of the way as I do my work					
3. As a rule, my management allows me to appraise my own work.					
4. My management gives me complete freedom to solve problems on my own.					
5. In most situations, I prefer little input from my management.					
6. In general my management feels it is best to leave subordinates alone.					

Leadership capabilities

This section describes the leadership capabilities of lecturers of the university college, as you perceive it. PLEASE ANSWER ALL ITEMS ON THIS SURVEY. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Check the answer that best describes your level of agreement and disagreement of leadership style of your university leader with each statement below: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Leadership capabilities						
	Item Statement	1	2	3	4	5
Intelligence	I extremely well informed about key developments outside and within the University					
	I understands deeply the priorities of all stakeholders, both internal and external					
	I articulates a clear and inspiring view of the future direction of the university college					
	I maintain a continuous distance from the details and focus on the overall strategic picture.					
	I generally think and act strategically rather than simply responding to events					
	I proactively introduce changes that significantly improve the performance and reputation of their unit					
	I continually concentrates people's efforts on priority areas					
	I set very clear direction, especially in times of change					
	I set aside time to gain a deep					

Personality	understanding of individuals and their strengths, weaknesses and aspirations					
	I motivate people skillfully so that they achieve very high standards and results					
	I demonstrate a deep trust in others and creates a climate where people feel empowered to take responsibility					
	I build a collective sense of purpose, with clear and demanding performance goals					
	I find appropriate ways to help others to celebrate success, and explicitly recognizes good performance					
	I use a variety of approaches to lead and motivate different people effectively in different situations					
	I offer practical help and regular constructive feedback to support the development of others					
	I chair meetings or take a lead in discussions very effectively					
Planning and monitoring	I agree on specific objectives and milestones, and I keep track on their progress on a regular basis.					
	I articulate risks clearly and put plans in place to manage them effectively					
	I readily understands and draws appropriate conclusions from financial and other information about their unit					
	I set in place and utilizes very effective systems to monitor progress and performance					
	I directly tackle issues of under-performance in ways that are both timely and effective					
	I proactively seek and act upon					

	feedback from key stakeholders on the performance of their unit					
	I systematically review how things are going, and translates learning points into improved practices					
	I create a supportive climate where mistakes can be openly acknowledged and learnt from					
Self-management	I manage conflict effectively and remains calm in stressful situations					
	I manage their time very effectively so that they constantly focus on key priorities					
	I possess a very good self-understanding and a deep awareness of students own strengths, weaknesses, aspirations and values					
	I make excellent use of support staff and IT systems to ensure personal effectiveness and efficiency					
	I act decisively when under pressure or faced with conflict					
	I listen attentively to others, and seek genuinely to take due account of their views					
	I acknowledge readily and openly when they have made a mistake					
	I am prepared to make unpopular decisions and to address poor performance					
	Learning and motivation	I say clearly and assertively what they mean while always paying due regard to the sensitivities of others				
I take pains to build consensus with key stakeholders around the best way forward						

I create highly effective working relationships with a wide range of people, particularly those in senior positions					
I consciously involve and consult key players at an early stage and builds their preferences into decisions					
I use a variety of approaches, and works convincingly with both logic and emotion, to persuade and influence others					
I generally judge effectively when to persist and when to give way					
I impress others, particularly senior people, as someone with gravitas and sound judgement					
I present a compelling case in both one to one and group situations, even when there is opposition to their views					

Leadership skills

This section describes the leadership skills of the university college, as you perceive it. PLEASE ANSWER ALL ITEMS ON THIS SURVEY. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Check the answer that best describes your level of agreement and disagreement of leadership style of your university leader with each statement below: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Leadership skills						
Organisational strategy	Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organisation.	1	2	3	4	5
	Use data-driven evidence and proven practices from internal and external					

	stakeholders to solve problems, make decisions, and plan strategically.					
	Use a systems perspective to assess and respond to the culture of the organisation; to changing demographics; and to the economic, political, and public health needs of students and the community.					
	Develop a positive environment that supports innovation, teamwork, and successful outcomes.					
	Maintain and grow college personnel and fiscal resources and assets.					
	Align organisational mission, structures, and resources with the college master plan					
Resource management	Ensure accountability in reporting					
	Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases					
	Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state, and national policies					
	Take an entrepreneurial stance in seeking ethical alternative funding sources					
	Implement financial strategies to support programmes, services, staff, and facilities					
	Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff					
	Employ organisational, time management, planning, and delegation skills					
	Manage conflict and change in ways that					

	contribute to the long-term viability of the organisation.						
Communication	Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.						
	Disseminate and support policies and strategies						
	Create and maintain open communications regarding resources, priorities, and expectations						
	Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders						
	Listen actively to understand, comprehend, analyze, engage, and act						
	Project confidence and respond responsibly and tactfully						
Collaboration	Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles						
	Demonstrate cultural competence relative to a global society						
	Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good						
	Build and leverage networks and partnerships to advance the mission, vision, and goals of the college						
	Work effectively and diplomatically with unique constituent groups such as legislators, board members, business leaders, accreditation organisations, and others.						
	Manage conflict and change by building and maintaining productive relationships						
	Develop, enhance, and sustain teamwork and cooperation						
	Facilitate shared problem-solving and decision-making						
College Advocacy	Value and promote diversity, inclusion, equity, and academic excellence						
	Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.						
	Promote equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating						

	discussion with all stakeholders.						
	Advocate the college mission to all constituents and empower them to do the same						
	Advance life-long learning and support a learner-centered and learning-centered environment						
	Represent the college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings						
Professionalism	Understand and endorse the history, philosophy, and culture of the college.						
	Self-assess performance regularly using feedback, reflection, goal-setting, and evaluation						
	Support lifelong learning for self and others						
	Manage stress through self-care, balance, adaptability, flexibility, and humor						
	Demonstrate the courage to take risks, make difficult decisions, and accept responsibility						
	Understand the impact of perceptions, world views, and emotions on self and others.						
	Promote and maintain high standards for personal and organisational integrity, honesty, and respect for people						
	Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.						
	Contribute to the profession through professional development programmes, professional organisational leadership, and research/publication						

Leadership competencies

This section describes the leadership competencies of leaders of the university college, as you perceive it. PLEASE ANSWER ALL ITEMS ON THIS SURVEY. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Check the answer that best describes your level of agreement and disagreement of leadership style of your university leader with each statement below: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Leadership competencies						
	KNOWLEDGE	1	2	3	4	5
Relationship Management	I am able build collaborative relationships					
	I demonstrate effective interpersonal relation					
	I develop and maintain teaching staff relationships					
	I practice and value shared decision making					
Communication Skills	I am sensitive to what is correct behaviour when communicating with diverse cultures, internal and external					
	I communicate organisational mission, vision, objectives and priorities					
	I am able to prepare and deliver business communications, including meeting agendas, presentations, business reports and project communications plans					
Facilitation and Negotiation	I am able to create, participate in and lead teams					
	I facilitate conflict and alternative dispute resolution					
	I facilitate group dynamics, process, meetings and discussions					
EXPERIENCE						
Leadership Skills and Behaviour	I champion solutions and encourage decision making					
	I develop external relationships					
	I use collaborative techniques for engaging and working with physicians					
	I am able to incorporate and apply management techniques and theories into leadership activities					
Organisational Climate and Culture	I am able to create an organisational climate that encourages teamwork					
	I am able to create an organisational culture that values and supports diversity					
	I have knowledge of own and others' cultural norms					
	I assess the organisation, including corporate values and culture, business processes and impact of systems on					

	operations						
Communicating Vision	Hold self and others accountable for organisational goal attainment						
	I establish a compelling organisational vision and goals						
	I create an organisational climate that facilitates individual motivation						
	I encourage a high level of commitment to the purpose and values of the organisation						
Managing Change	I promote and manage change						
	I explore opportunities for the growth and development of the organisation on a continuous basis						
	I promote continuous organisational learning/improvement						
	I anticipate the need for resources to carry out initiatives						
	I anticipate and plan strategies for overcoming obstacles						

PART V

Leadership traits expression Model

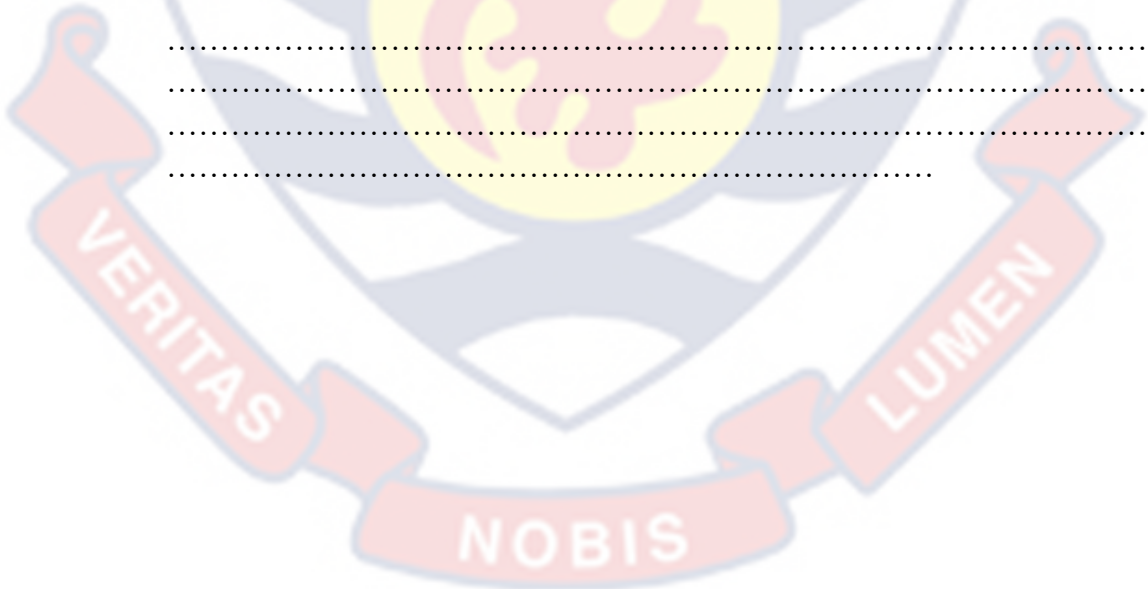
What should be the critical components of an efficient and workable Leadership Trait Model

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RESEARCH INSTRUMENT 2
Administrative staff

INTERVIEW GUIDE

PART 1

General Information

Name.....

University attended.....

Current Position at work.....Number of years on this job.....

Date of Interview.....

Length of Interview.....

PART 11

State of Leadership traits expression and organisational effectiveness

1. How would you rate the overall impact of your leadership style(s) on your university during your study period?
2. What are the critical leadership functions did you see your university leadership execute?
3. What major leadership competencies did you university leadership exhibit during your period of study?
4. Leadership has got to do with a lot of skills. What skills were evident in your university leadership?

PART 111

Determinants of Leadership traits expression

5. What are some of the variable that determine the university leadership trait

PART IV

Effects of Leadership traits expression on the university

6. What are some of the effects of Leadership traits expression on your institution?

PART V

Leadership system

7. Through your university education, did you come across any leadership trait system? If yes, what were the components?

RESEARCH INSTRUMENT 3

Document Review and Analysis

1. Ghana Tertiary Education Commission
2. University's Statutes, Journals, Annual reports, websites
 - International outlook
 - Student services
 - Regulatory policies
 - Inst. vision & strategy
 - Quality of employee
 - Employer / Industry requirement
3. Books, Journals, technical reports, etc.