

Impact of Leadership Style on Individual Academic Staff Performance in Yobe State Tertiary Institutions

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Abstract

The study aimed at investigating the impact of leadership style on individual academic staff performance in Yobe state tertiary institutions. A positivist philosophical approach which believes in the testing of hypothesis was employed. Three tertiary institutions were selected and a quantitative survey research using questionnaire was conducted on 280 academic staff of the tertiary institutions. Data collected were analyzed using descriptive and simple percentage statistical measure. The tests are guided by the decision rule that hypotheses will be accepted or rejected where the highest responded with the highest percentage is considered. The findings revealed that there is positive relationship between visionary leadership style, autocratic leadership style democratic leadership style and individual academic staff performance while the relationship between laissez-faire leadership style and academic staff performance shows negative result. The finding further reveals that in order of the most impactful, the autocratic leadership style came first with 72.8% followed by democratic leadership style with 61.4%. The research concluded that individual academic staff react to different leadership styles in different ways as they execute their responsibility. It was therefore, recommended that each of the tertiary institutions should identify which leadership style(s) work better for them and apply it for effective achievement of the organizational goals. Since laissez-faire leadership style have negative relationship with the individual academic staff performance, it should not be implied.

Keywords: Leadership style, visionary, autocratic, laissez-faire, democratic, individual academic staff performance. Yobe State, tertiary institutions.

1. INTRODUCTION

Generally, tertiary education has been stressed by countless of factors ranging from universal competition, increase in demands in terms of quality and enrolments, emergence of ICTs to stifling of funding and leadership problems. All these pressures necessitate the actuating of academic staff performance to ensure performance of tertiary institutions rises to the occasion (Madugu & Manaf, 2019). This necessitates the purpose of this research work which is to provide a ample understanding of how different leadership styles can impact the individual academic staff performance in Yobe State tertiary institutions. By examining various extents of leadership and their impact on individual academic staff performance such tertiary institutions can gain insight into the most effective leadership approaches to get the best out of employee performance and drive organizational goal realization. Prior ideas have it that the major advancement in science and ICTs universally are attribute to the presence of leadership (Shafie, Baghersaimi, & Bargi, 2003). Charlton (2000) posited that the individual as well as organizational performance is due to significant role of leadership. The research is made up four leadership styles as independent variables (visionary leadership style, laissez-faire leadership style, autocratic leadership style, and democratic leadership style) with individual academic staff performance as depended variable as suggested by Madugu and Manaf (2019) and Amussah, (2020).

The attempt to achieve the above purpose give rise to investigating the relationship between each of the four different leadership styles (visionary leadership style, laissez-faire leadership style, autocratic leadership style, and democratic leadership style) and individual academic staff performance and also to determine the most effective among the leadership styles as Charlton (2000) opined that the effective leadership is the key to attracting, handling, and motivating the indispensable employees to perform to achieve the goals of the organization.

1.2 Statement of Research Problem

Impact of Leadership Style on Individual Academic Staff Performance in Yobe State Tertiary Institutions

Generally, tertiary education has been pressured by myriad of factors ranging from universal competition, management problem, upsurge in demands in terms of quality and enrolments, emergence of ICTs to stifling of funding which may partially be traced to poor quality of leadership. All these pressures necessitate the underscoring of academic staff performance to ensure performance of tertiary institutions rises to the occasion (Usman and Halima, 2019)

Diverse leadership styles are probable to have diverse influences on employee participation, which effect the atmosphere for a better academic performance. The study has identified that lack of participative in decision making and problem solving has caused low level of motivation, low level of job satisfaction and performance. Furthermore, a leadership styles that creates an atmosphere of fear, where little or no room for dialogue and where complain may not be considered futile, discourages effective staff performance and may not fit for academic management (Odoard, et al. 2019). Thus, welcoming of diversity of point of views makes individual employee to contribute to the achievement of the organizational goals as diversity provides the variances to problems (Razaei, Khalilzadeh & Suleimani, 2021)

Somech (2006), opines that business managers are the main participants, who encourage employee involvement in management Therefore, when a leadership practice in an organization focused on doing things right without given the subordinates the freedom to make mistakes by trying a new thing, it hampers academic staff performance and increase the rate of company turnover (John, 2018).

One important managerial problem in an organization as identified by Sylva and Amah, (2020), is the absence of proper human resource practices under the umbrella of managerial challenges. There have been several complaints of poor reward system and inequity in the way some employees are been treated relative to others. Such conditions came up as a result of improper administrative system and absence of participation

in decision making process which would have allowed the employees to share their knowledge and experiences in those areas has stifle employee job satisfaction, commitment and productivity, and in some cases, cause poor individual academic performance (Sylva & Amah, 2020).

1.3 Objective of the Study

The general objective of this research work is to investigate the relationship between leadership style and individual academic staff performance in Yobe state tertiary institutions. However, the specific objectives include the followings:

1. To investigate the relationship between Visionary leadership style and individual academic staff performance in Yobe state tertiary institutions
2. To examine the relationship between Laissez-Faire leadership style and individual academic staff performance in Yobe state tertiary institutions
3. To investigate the relationship between Autocratic leadership style and individual academic staff performance in Yobe state tertiary institutions
4. To investigate the relationship between Democratic leadership style and individual academic staff performance in Yobe state tertiary institutions
5. To investigate the impact of leadership style on individual academic staff performance in Yobe state tertiary institutions?

1.4 Research Hypothesis(optional)

- H1 There is positive relationship between visionary leadership style and individual academic staff performance in Yobe state tertiary institutions.
- H2. There is positive relationship between Laissez-Faire leadership style and individual academic staff performance in Yobe state tertiary institutions.
- H3. There is positive relationship between Authocratic leadership style and

individual academic staff performance in Yobe state tertiary institutions.

- H4. There is positive relationship between democratic leadership style and individual academic staff performance in Yobe state tertiary institutions.
- H5. There is positive relationship between leadership style and individual academic staff performance in Yobe state tertiary institutions.

2.0 LITERATRE REVIEW

2.1 Introduction

Individual employee performance can be described as the ability of an assigned a specific task, to perform those tasks in line with the expectations of the organization. The efficiency of a leader, regardless of whether positive or negative, may be assessed through employees' performance and organizational growth (Amussah 2020). One of the most important essentials between the leadership styles and the employees is the effective and clear communication especially on the individual as well as the collective goal. A situation where this is lacking (unclear role or communication failure, it affects the individual performance. Hence, this research intends to fill this gap by examining the relationship between the individual academic staff performance and feedback received from the leadership style. As White and Bruton (2007), submitted that good communication between the leader and employee in an organization cam help to enhance the employees' performance.

Leaders play a critical role in impacting employee motivation, job satisfaction, commitment, and ultimately, performance outcomes. Hence, understanding the relationship between leadership style and employee performance is vital for any organizations to develop effective leadership practices and improve overall organizational success (Kirthika, Udaya, & Shankar, 2024). Although Bel. (2010) posited that different

leadership styles are apparent to have different influence on employee performance which can be positive or negative. Hence, this research work intends to fill this gap by investigating the relationship between the four different leadership styles and individual academic staff performance.

2.2 Each Leadership Styles and Individual Academic Staff Performance

2.2.1 Visionary Leadership and Individual Staff Performance

Visionary leadership is one of the characteristics of transformational leadership that provides opportunities to encourage the competences of an organization to accomplish the demands of its components. This system of leadership style provides a frame that integrates benchmarks for policies and decisions making. In other words, leaders with vision do support not only the organizations but individual employees to build a vibrant sense of direction that enable them to relate efforts with achievements. Usman and Halima (2019), contends that visionary approach aids leaders in building an environment that encourages individual performance beyond personal interest or aspiration. Leaders with visionary character use the might of vision (invention, creation and innovation) based on their task to inspire individuals to better performance. Leaders with visionary personality nurture their own individual vision then integrate it into a common vision with their fellows. Communication of the vision energizes individuals to perform hence, visionary leader assists institutions to success by virtue of stimulating and influencing followers to accomplish desired objectives (Laohavichien, Fredendall, & Cantrell, 2009). Conversely, if individuals do not act is either of two possible ends – it seems to be that the vision has not been vividly communicated or individuals expend their time making efforts to appreciate courses of action to take (this makes individuals fatigue and unresponsive) (Heath & Heath, 2010). Therefore, a visionary leader is a motivational leadership in nature that entails tendering a vivid organizational vision as well as stimulating individual employees to act in line with the vision via building

relationships with individuals – appreciating their needs, and assisting them attain their possibilities, thereby contributing to better performance for institutions. Hence, it is envisaged that this form of leadership personality is directly connected with individual performance (Omar & Hussin, 2013). However, studies on the links between ‘visionary leadership and individual staff performance’ in academic environments are relatively restricted

2.2.2 Laissez-Faire Leadership and Individual Staff Performance

Laissez-faire leadership style can be defined as a delegative leadership in which the leaders are detached in nature, while the group members are allowed to make decisions on their own. Each leadership style has their own two sides of the coin, leading to benefits and possible pitfalls accordingly. Therefore, in certain situations, the Laissez-faire leadership may emerge as the most appropriate leadership style implementable in order to maximize the effect. Generally, this leadership style can be categorized by several points, such as necessitating minimum guidance from the leaders, while the followers are apportioned complete freedom on the decision-making process. While any tools and means needed are fully provided by the leaders, the group members and individuals are expected to be autonomous and able to solve the problems by their own. Furthermore, the power and full authority are handed to the followers/individual in complete, whereas the leaders will take responsibility for the decisions and actions carried out (Al-Malki and Juan, 2018).

The corporate performance in this particular form hinges entirely on the potential, abilities and competences of the team member (Reid and Adler, 2008). Subordinates are absolutely free to make choices on their own, and leaders provide subordinates full freedom to operate on their own manner and also make major decisions (Coyle Shapiro, 2013). A few studies suggested that Laissez-Faire style has resulted in enhanced job satisfaction and also more desirable employee performance, but may very well be detrimental in

case staff is not managing their time effectively or perhaps in the event that they're not self-motivated to carry out their job effectively (Martin, 2013).

2.2.3 Autocratic leadership and Individual Staff Performance

An autocratic leadership is also known as authoritarian leadership, which is a leadership style considered as a controlling type by most individuals. This encompasses all decision-makings and strategic implementations being made exclusively by the leader or with little input from the group members. Though this leadership style can discourage any sense of creativity and individual staff performance among the team members, it is in some ways beneficial in some instances, an example is when decisions have to be made swiftly without consulting an associated large group of people. A dialogue in such circumstances will require meetings, which will have to be arranged according to the schedules of all members and thus deemed too timewasting for making an urgent decision (Pawar, 2019). Moreover, certain projects may call for a resilient leadership in order to get things done within a shorter time frame and efficiently. For example, incidents happening in a restaurant chain such as customer complaints require the branch manager to adopt an autocratic leadership method to solve the problem as soon as it can be done instead of consulting with the restaurant's top management. If not attended immediately, the discontent level shown by the customers will become even higher (Islam, Rahman and Siddiqui, 2018).

2.2.4 Democratic Leadership

Democratic leadership could also be referred to as participative leadership, in-which individuals characteristically considered as unequal according to hierarchical standards are bestowed shared power in the decision-making process (Yang, Zhang and Tsui, 2010). Likewise, all individual members are given fair opportunities to contribute in idea-generating processes and throughout group dialogue and brainstorming; it is noted that the most effective ideas are being voted via the

democracy model (Christian, 2018). It is common that democratic leaders will inspire their team members and by extension, individual staff members to contribute any ideas due to an emphasis on group equality and free-flowing ideas. However, the leader will still need to provide guidance and regular monitoring throughout the dialogue process to prevent any disagreements and arguments from taking place, especially if more than one party hold different views or observations compared to others (Rifaldi, Ramadhini and Usman, 2019). However, the authority to decide who is in the group or contribute in decision-makings remains vested in the leader. Generally, when arguments or quarrels happen, difficulties to conclude on the decision taken by the team will arise, demanding them to generate a final overview and convince all team members regarding their support of all personal views (Galston, 2018).

2.2.5 Relationship between Leadership Style and Employee Performance

Researchers have underlined leadership as fundamental component in the organizational behaviour landscape, whereby it is one of the flexible impacts of individual and organizational interactions (Obiwuru et al., 2011). Its role in generating the outcomes of any projects is indisputably important as different leadership styles will yield divergent results when subjected to various circumstances (Khan et al., 2012). For example, Fry (2003) has described leadership's role as a judicious tool in motivating the employees towards accomplishing upgraded growth and development. In general, discourses on the relationship between leadership styles and employee performance are abundant and by different researchers. Prior works have revealed the notable link between leadership styles and organizational performance, whereby differences in styles will further identify the relationship between leadership styles and organizational performance, be it positive or negative (Wang, Shieh and Tang, 2010). In fact, Sun (2002) has

juxtaposed the different leadership styles and found influential and positive correlation linking it with employee performance. Therefore, comprehension of leadership impacts on employee performance is crucial due to them being viewed as key driving forces in order to upgrade organizational performance (Obiwuru et al., 2011).

3.0 METHODOLOGY

This study employed the quantitative survey research, data were collected from individual academic staff of the selected three Yobe state tertiary institutions namely: Yobe state university damaturu, Shehu Umar college of education gashua and college of administrative, management and technology potiskum. The researcher employs quantitative survey cross-sectional design since it is descriptive and deductive in nature with the aim of generalization from the sample to the population. Survey design enable for the gathering of data on trends, opinion and attitudes of the population sample (Creswell, 2014; Rahman, 2017).

A sample of size of 290 academics was drawn for this study deploying a multi-stage sampling technique. Out of the 290 questionnaires administered, only 280 were returned correctly filled thus, the analysis was based on the total number returned that is 280. The questionnaires were administered with the help of a research assistant at each of the tertiary institutions, and the assessing scale for all indicators ranged from 1 – “strongly agreed”, to 5 – “Neutral” (that is 5 point Linkert scale). The questionnaire was adopted and adapted from extant survey thus, revised to match the aims of this research work. The questionnaire is made up of 28 items to assess both the four constructs of the research model and the sociodemographic data of the respondents. The questionnaire basically comprises of two parts and five sections (sections A – D). the first part elicits sociodemographic details of the respondents for instance, gender, age, years of experience, marital status, and educational level.

The part 2 contains items that measure the both the dependent and independent variables as adopted and adapted from prior research to measure the different types of leadership styles, the Multi-factor leadership questionnaire (MLQ) which was developed by Avolio and Bass (1995) as used by Maduguand Manaf, (2019), Amussah, (2020), Yousef, (2000) and Fredendall and Cartrall, (2009). The leadership style (visionary, autocratic, laisses-Faire and democratic) have 5 items each while individual academic staff performance has 3 items.

On the data analysis, descriptive and simple percentage statistical measures was adopted to analyze the sociodemographic data supplied by participants (descriptive analysis) and their responses to the survey questions (inferential analysis). While the hypothesis was used to show the strength of the relationship between leadership style and individual staff performance. The tests are guided by a decision rule that the null hypothesis will be rejected, and the alternate hypothesis accepted if the percentage result is higher than the other.

This is where you describe your research methods, dataset description, method of data collection, hardware and software requirements, etc.

4.0 RESULT AND DISCUSSION

4.1 Introduction

The results of the findings are discussed in two sections thus: sociodemographic profile of the respondents and summary of the major findings.

4.2 Sociodemographic profile of the Respondents

Table 4.1 below presents the sociodemographic profile of the respondents thus: the majority of the respondents 89.3% were male this is likely to reflect the educational participants of the male gender over female in Yobe state. The majority of the age categories is 36 years and above with 78.4%, this is likely to reflect the level of

educational productivity among the middle age and above in yobe state, the majority of the marital responses were married with 92.0% this actually reflect the level by which maturity and respect for human dignity is been upheld in their relationship as they discharge their obligation. The majority of the respondent s are Master’s degree holder with 71.4% while the majority has 11 years and above with 57.1% in term of their years of experience, this reflect the extent of the length of service and their commitment to contribute to the development of tertiary education level in Yobe state.

Table 4.1 Summary of Participants’

Gender	Frequency	Percentage
Male	250	89.3
Female	30	10.7
Total	280	100%
Age Categories		
26 – 30	10	3.8
31 – 35	50	17.9
36 and above	220	78.4
Total	280	100%
Marital Status		
Single	10	3.8
Married	260	92.0
Divorced	10	3.8
Total	280	100%
Education		
HND/B.Sc.	40	14.3
Master’s	200	71.4
PhD	40	14.3
Total	280	100%
Experience		
1 – 5 years	30	10.7
6 – 10 years	90	32.1
11 years and above	160	57.1
Total	280	100%

Sociodemographic Profile

4.3 Summary of Discussion of Major Findings

The aim of this study to investigate the impact of leadership style on individual academic staff

performance in Yobe state tertiary institutions. The research model embodied five hypothesized paths. That is visionary leadership style, laissez-faire leadership style, autocratic leadership style, and democratic leadership style are independent variables (IV) and individual academic staff performance is the dependent variable (DV). Tables 4.2 and 4.3 below reflects the result of the research objectives and the hypothesis

However, it worth to state here that the findings on this table is based on the use of decision rule of scale as used by Yousef (2000) and also recently used by Madugu and Manuaf (2019) and also Amussah, (2020). That any result below average (50%) is rejected. The result is arrived at by taking the highest response in each of the questions per section and divide by the total sum of sample size per question and multiply by 100 to arrive at the percentage.

Table 4.2 Summary of Findings

Hypothesis 1 - 3

RESEARCH HYPOTHESES	PERCENTAGE	RESULTS
There is positive relationship between visionary leadership style and individual academic staff performance in Yobe state tertiary institutions.	60.7%	ACCEPTED
There is positive relationship between	42.0%	REJECTED

Laissez-Fair leadership style and individual academic staff performance in Yobe state tertiary institutions.		
There is positive relationship between Autocratic leadership style and individual academic staff performance in Yobe state tertiary institutions.	72.8%	ACCEPTED

Table 4.3 Summary of Findings of Hypotheses 4

-5

There is positive relationship between democratic leadership style and individual academic staff performance in Yobe state tertiary institutions.	61.4%	ACCEPTED
There is positive relationship between leadership style and individual academic staff performance in Yobe state tertiary institutions.	60%	ACCEPTED

From tables 4.2 and 4.3 above, the result revealed that four paths of the five hypothesized paths were supported. Specifically, the following hypothetical propositions were upheld.

1. Visionary leadership style has a positive relationship with individual academic staff performance in Yobe state tertiary institutions. (60.7% Accepted)
2. Laissez-Faire leadership style has negative relationship with the individual academic staff performance in Yobe state tertiary institutions. (42.0% Rejected below average)
3. Autocratic leadership style has a positive relationship with individual academic staff performance in Yobe state tertiary institutions. (72% Accepted)
4. Democratic leadership style has a positive relationship with individual academic staff performance in Yobe state tertiary institutions. (61.4% Accepted)
5. There is positive relationship between the leadership style and individual academic staff performance in Yobe state tertiary institutions. (60% Accepted)

By implication, the results show that the visionary leadership style, autocratic leadership style, and democratic leadership style all have direct influence on the individual academic staff performance in Yobe state tertiary institutions. The results also reveal that individual academic staff performance can be boosted as well as improved through direct influence of both visionary, autocratic and democratic leadership styles. These outcomes were in agreement with the findings of some of the past surveys (Amussah, 2020; Madugu and Manaf 2019; Zhou et' al, 2018). This was also supported by Charlton, (2000) who submitted that the effective leadership is key to attracting, handling and motivating the requisite employees to perform in order to achieve the organizational goals. Madugu and Manaf (2019) posited that the prime tasks of a manager or rather a leader is to develop capabilities to guide individual employees with common visions to accomplish shared goals.

On the contrary, the result further reveals that laissez-faire leadership style has no or negative effect on the individual academic staff performance in Yobe state tertiary institutions. The result contradicts past literature where laissez-faire leadership was found to have significant positive relationship with employee performance and employee performance as a whole. (Amussah, 2020). Furthermore, White and Bruton (2007), submitted that good communication between the leader and employee in an organization can help the improve the employees' performance. Thus, laissez-faire leadership style lacks this good communication. Workforce overall performance in this particular form hinges entirely on the potential, abilities and capabilities of the team members (Reid and Adler, 2008). Subordinates are absolutely free to make choices on their own, and leaders provide subordinates full liberty to operate on their own manner and also make major decisions (Shapiro, 2013).

Moreover, Tamimi et' al., (2022) summarized it that leadership style is the determinant factor in the rise and fall of employee productivity. Usman and

Halima (2019) submitted that, for organizations to thrive and float in a competitive, dynamic and complex globalized world, they must deploy the most appropriate styles of leadership.

In order of the most impactful among the leadership styles, the finding from table 4.2 above further revealed that autocratic leadership style came first as the most influential among the leadership styles with 72.8%, followed by democratic leadership style with 61.4% and visionary leadership style with 60.7%. this finding is supported by Bel. (2010) who posited that different leadership styles are probable to have different influence on employee performance which can be positive or negative.

5.0 CONCLUSIONS

This study has investigated the impact of leadership style on individual academic staff performance in Yobe state tertiary institutions. The research model embodied five variables with visionary leadership style, laissez-faire leadership style, autocratic leadership style, and democratic leadership style are independent variables (IV) and individual academic staff performance is the dependent variable (DV). the results show that the visionary leadership style, autocratic leadership style, and democratic leadership style all have direct influence on the individual academic staff performance in Yobe state tertiary institutions. The results further revealed that individual academic staff performance can be boosted as well as improved through direct influence of both visionary, autocratic and democratic leadership styles. From the findings of this study the researcher therefore, concluded that although leadership and employee's performance cannot be separated as no organization can succeed without a good leader however, effective communication is an important aspect of the relationship between leaders and employees in any organization and this can be seen in the positive relationship between visionary, autocratic, and democratic leadership styles. Different leadership style produces different impacts of employee's performance so

the responsibility lies with the corporate organizational leader to identify and applied which best work for them.

6. RECOMMENDATIONS

The following recommendations were based on the findings above

- I. The findings showed the different ways the academic staff react to different types of leadership style as they execute their responsibility thus, the researcher recommends that the management of each of the tertiary institutions to identify which leadership style works better for them and apply it for effective achievement of the organizational goals and objectives.
- II. The findings on the laissez-faire leadership style show that there is no positive relationship between the laissez-faire leadership style and individual academic staff performance therefore, the researcher recommends that such leadership style should not be used by the management of each tertiary institutions who intend to bring the best out of their employees. Supervisors or leaders should clarify organizational standards and goals to the employees and not wait for problems before tackling it.

5.2 Future Researcher

Recommendations are provided here for future researchers who will want to conduct a study on leadership styles and individual academic staff performance thus:

Firstly, this study focused on educational sector which is service industry only: future research can be conducted on production, and other government, private organization.

Secondly, this study is quantitative in nature as the primary data was collected through questionnaire.

Future research can be conducted on mix method (quantitative and qualitative – questionnaire and interview method of data collection). The combination of quantitative and qualitative study result could be more reliable than quantitative only.

7. ACKNOWLEDGEMENT (if any)

The author wish to sincerely appreciate the tertiary education trust fund(TETFUND) and management of Mia Idris Aloom Polytechnic Geidam for this rare opportunity.

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