

# Leadership Styles and Organisational Effectiveness in Selected Public Universities in Uganda

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## Abstract

This study assessed the influence of leadership styles on organisational effectiveness of selected public universities in Uganda. Specifically, the study assessed the influence of transformational, transactional and laissez-faire leadership styles on organisational effectiveness. The study used the correlational research design on a sample of 93 respondents that were university managers, namely administrative and academic heads of Busitema and Kyambogo Universities in Uganda. Data was collected using a self-administered questionnaire and analysed using quantitative methods that were descriptive and partial least squares structural equation modelling (PLS-SEM) with the help of SmartPLS. Descriptive results revealed that organisational effectiveness, the use of transactional and laissez-faire leadership styles were moderate while the use of the transformational leadership style was high. SEM results indicated that while the transformational and transactional leadership styles had a significant positive influence on organisational effectiveness, the laissez-faire leadership style had a positive but insignificant influence on organisational effectiveness. It was, therefore, concluded that the transformational leadership and transactional leadership styles are imperative for organisational effectiveness of public universities but the laissez-faire style is not. The study recommended that university leaders should emphasise the use of the transformational and transactional leadership styles to enhance organisational effectiveness. However, university leaders should minimise the use of the laissez-faire leadership style. The significance of this study is that it identifies leadership styles that are necessary for enhancing organisational effectiveness.

**Keywords:** *Laissez-faire; Transformational; Transactional; Leadership styles; Organisational effectiveness.*

## Introduction

The concept of organisational effectiveness is one of the most elusive and controversial in organisational literature (Rojas, 2000). Organisational effectiveness describes the degree of achievement of an organisation measured in terms of financial, operational and structural attainments that enable the long-term survival and sustainability of the organisation (Sharma & Singh, 2019). Jha et al. (2019) point out that organisational

effectiveness explains the amount to which an organisation realises its goals. According to Shet et al. (2019), organisational effectiveness is the quality and quantity of successes as well as the organisation's capacity to adjust to the changes in the environment within which the organisation operates. Mott (1972) indicates that organisational effectiveness measures productivity, adaptability and flexibility. In educational institutions, productivity covers instruction, research, extension services and financial effectiveness (Enriquez, 2019; Mihaiu et al., 2010). Adaptability is concerned with change focus (Szamosi & Duxbury, 2002), customer focus (Saxe & Weitz, 1982) and organisational learning (Leufvén et al., 2015). Flexibility is in terms of operational (Yousuf et al., 2019), structural (Angeles et al., 2022) and strategic flexibility (Abu-Nahel et al. (2020).

Organisational effectiveness is important for organisations such as universities because it leads to customer satisfaction, good employee relationships, and improves business processes, learning and growth, as well as profitability (Lo et al., 2017). Also, organisational effectiveness enhances employee satisfaction, and contributes to societal value. According to Alrowwad et al. (2020), organisational effectiveness enhances customer satisfaction and improves customer relationships, business processes, learning, growth, profitability, organisational development and innovation, leads to effective motivation, and fosters a sense of commitment. Kimutai and Kwabai (2018) argue that organisational effectiveness promotes the spirit of cooperation, a sense of commitment, satisfaction and effective motivation in organisations. Singh (2015) contends that organisational effectiveness accelerates the development of an organisation because it provides satisfaction to those involved in the completion of tasks, making them perform with efficiency. Similarly, Tahsidari and Shahnaei (2015) indicate that organisational effectiveness influences the organisation's ability to perform at optimal levels. Also, Yadav et al. (2022) indicate that organisational effectiveness enables organisations to achieve the goal of high efficiency in terms of organisational innovation and health. Bartuševičienė and Šakalytė (2013) argue that organisational effectiveness helps to assess the progress towards mission fulfilment and goal achievement.

Owing to the importance of organisational effectiveness, universities in Uganda have attempted to promote it. For instance, universities have tried to increase research output through annual competitive research grants, have increased funding for research and innovations, and have implemented talent development programmes (Kakembo & Barymak, 2017; Rwothumio et al., 2021; Tizikara & Mugizi, 2017). In addition, universities have involved staff and students in community engagement through philanthropic services (Ddungu & Edopu, 2016). Despite the effort by the public universities in Uganda to promote their organisational effectiveness, it remains low. For instance, research productivity by the academic staff of Ugandan universities it is still low. Their level of publication remains low and few are able to secure research projects. Furthermore, only a handful of them engage in community service, thus failing in one of their essential mandates (Kasule et al., 2022). Even the quality of teaching is low, with many of the staff being guilty of minimally engaging students by handling fewer contact hours than expected, and being absent and irregular in attending to their teaching responsibility (Atwebembeire et al., 2018).

Further, lecturers are not committed to excellence, with a big number paying lip service when it comes to marking examinations by not minding accuracy and giving fake marks. There are even those who cheat examinations for the learners. Others hardly prepare teaching materials but instead plagiarise online notes (Mugizi et al., 2015). University rankings released by the Times Higher Education World University Rankings in the last five years (2019–2023) have consistently shown that Ugandan public universities do not fare well. None of the Ugandan public universities appears in the best performing or effective 1,000 universities in the world in terms of teaching, research output, knowledge transfer and international outlook. For instance, in the ranking of September 2021, Makerere, the best university in Uganda, was ranked 1,540, Mbarara University of Science and Technology (MUST) was ranked 7,137, yet was rated as the fourth best university in Uganda, coming behind two private universities, Kampala International University (3,573) and Uganda Christian University (4,863), which occupied the second and third positions, respectively. Kyambogo University (7,566) was in the sixth position and Gulu University (8,015) was in the seventh. This poor ranking of Ugandan public universities globally and locally called for the need to assess organisational effectiveness of public universities in Uganda, which this study does.

A challenge existing in Ugandan public universities believed to be related to their organisational effectiveness is leadership. The universities suffer from the challenge of the undemocratic model of governance characterised by a lack of effective participation of the academic staff in the management of academic processes. The leadership model does not encourage full and open debate on how universities should be governed. There is also a tendency by university managers to bypass line managers (Kasozi, 2017). Public universities suffer maladministration marked by decadence in governance, unethical conduct and passive leadership exhibited by negligent behaviour (Mugizi et al., 2022). There is also dictatorship (Kato et al., 2023), lack of a shared vision and collegiality, besides personality clashes among leaders and red tape in decision-making (Namubiru et al., 2017). Leaders also conduct themselves in a manner that suggests that they do not care about the development of their staff. For instance, a circular issued to lecturers by the leadership of Kyambogo University on 3 July 2022 dictated that applications for promotion would only take place after internal advertisement. This was followed by another circular on 20 July 2022 stipulating that applications for promotion would wait for communication from management to the heads of departments declaring existing vacant positions in a financial year. These pronouncements contravened the stipulations of the Human Resource Manual, one of which was that the development requirements included having the necessary qualifications, publications, community service and supervision of graduate students (Kasule et al., 2022). The above contextual evidence indicated the existence of low organisational effectiveness and leadership challenges. This study found it imperative to examine the influence of leadership styles on organisational effectiveness of the universities. The study tested the hypotheses to the effect that:

1. The transformational leadership style has a significant influence on the organisational effectiveness of public universities.
2. The transactional leadership style has a significant influence on the organisational effectiveness of public universities.
3. The laissez-faire leadership style has a significant influence on the organisational effectiveness of public universities.

## Literature Review

### Theoretical review

The transformational-transactional leadership theory by Burns (1978) and Avolio et al. (1999) informed this study. The theory identifies two leadership, namely transformational and transactional leadership styles. Transformational leadership is the notion that effective leaders inspire their teams to work towards a common goal which helps them develop innovative methods to address organisational impediments (Hoxha, 2019). The core focus of transformational leadership is to induce employees to put the needs of the organisation above their own self-interest (Jensen et al., 2019). The four facets of the transformational leadership style are idealised influence, inspirational motivation, intellectual stimulation and individualised consideration (Avolio et al., 1999). Idealised influence in terms of idealised influence-attributed and idealised influence-behaviour describes the leader's confidence to win the trust of those under him, inspirational motivation describes a leader who is able to give hope to subordinates, while intellectual stimulation is about the leader's capacity to motivate subordinates, and individualised consideration involves the leader showing respect and care for subordinates (Korejan & Shahbazi, 2016).

The transactional leadership concept, on the other hand, describes a leadership that focuses on compliance by the subordinates using rewards and punishment (Tziner & Shkoler, 2018). The transactional leadership style covers two behavioural domains, namely contingency reward and management by exception (Guhr et al., 2019). Contingency reward is the application of a reward system (i.e. those that enhance extrinsic motivation) by leaders in exchange for the achievement of the expected output from subordinates (Xenikou, 2017). Management by exception includes active and passive leadership (laissez-faire). Active management by exception is the application of the micromanagement style by leaders while handling subordinates (Almeida et al., 2022). Passive management by exception (laissez-faire) describes

leadership by which the leader gives employees some supervisory space to enable them to carry out their functions, but only intervenes when there exist mistakes or performance below the expected standards (Bazzoli et al., 2020). The transformational-transactional leadership theory suggests the existence of three leadership styles, i.e. transformational, transactional and laissez-faire. This study tested how the three leadership behaviours influenced organisational effectiveness at universities.

### **Transformational leadership style and organisational effectiveness**

Transformational leadership is a style by which the leader clearly provides a feasible vision that is shared, intellectually evokes employees and highly considers employee subordinate differences (Żywiołek et al., 2022). The transformational leadership style encompasses behavioural patterns, i.e. idealised influence (attributed charisma) and idealised influence (behavioural charisma), inspirational motivation, intellectual stimulation and individualised consideration (Gozukara, 2016). With the transformational leadership style, employees think beyond their self-interest and focus on the higher level of inspiration, which ultimately enhances its effectiveness (Chua & Ayoko, 2021). Scholars (Chau et al., 2022; Dhammika & Edirisinghe, 2018; Hasan & Islam, 2022; Kurniasih et al., 2022; Le & Le, 2021; Makambe & Moeng, 2020; Prishtina et al., 2021; Rafia & Sunaryo, 2020; Tayal et al., 2021) have related transformational leadership and organisational effectiveness. However, except for the study by Dhammika and Edirisinghe (2018) done on commercial banks in Sri Lanka and the study by Hasan and Islam (2022) done using employees of companies listed on the Dhaka Stock Exchange in Bangladesh, all the studies raised a conceptual gap as organisational effectiveness was obliquely implied by organisational performance which, generally, has different measures. This study thus investigated transformational leadership and organisational effectiveness directly. Still, while all the other studies pointed to the existence of a positive significant relationship between the variables, Makambe and Moeng (2020), in a study done on commercial banks in Botswana, did not, which contradicted the findings of those studies. This evidence gap suggested that each study should be considered on its own merit, hence this study.

### **Transactional leadership style and organisational effectiveness**

The transactional leadership style emphasises the motivation and punishment of followers through rewards and sanctions, thereby rewarding high performers and punishing non-performers, accordingly (Beakana, 2017). The transactional leadership style follows a give-and-take approach that benefits both parties in their exchange transactions (Fazzi & Zamaro, 2016). This leadership approach results in the creation and maintenance of an environment that maximises organisational and human potential because employees can always obtain both tangible and intangible benefits (Al Khajeh, 2018). A number of scholars (Abidin et al., 2020; Azizah et al., 2020; Dhammika & Edirisinghe, 2018; Ferenita et al., 2020; Hasan & Islam, 2022; Makambe & Moeng, 2020; Purwanto et al., 2020; Thahira et al., 2020) have examined the relationship between transactional leadership and organisational effectiveness. However, the studies produced an evidence gap as they contradicted one another. On the other hand, the other studies indicated existence of a positive and significant relationship between the variables, Azizah et al. (2020), Ferenita et al. (2020) and Hasan and Islam (2022) did not. This suggested that the results of studies allow for conclusions in their own right, hence the need for this study.

### **Laissez-faire and organisational effectiveness**

Laissez-faire is a type of leadership style at the extreme end of the democratic-style spectrum, with employees being left on their own (Iqbal et al., 2021). The laissez-faire style, often referred to as passive management by exception or the hands-off approach, does not get a leader engaged in the work unless issues come to his or her attention. Employees are given the most independence possible while the leader offers little to no guidance (Mugizi et al., 2018). Such leaders frequently refrain from taking decisions and only act when issues have become serious (Specchia et al., 2021). While laissez-faire leadership points to deficiency in leadership (Afrin et al., 2023), it creates good learning opportunities for followers and when employees are highly skilled and motivated, it helps them thrive at work, leading to organisational effectiveness (Iqbal et al., 2021). A number of scholars (Alade, 2022; Cherian et al., 2020; Jony et al., 2019;

Skogstad et al., 2007; Valldeneu et al., 2021; Wellman et al., 2019) have related laissez-faire and organisational effectiveness. While all the studies suggested that the laissez-faire leadership style had no significant influence on organisational effectiveness, the studies raised contextual and population gaps. First, none of the studies was carried out in the context of Uganda. With the population gap, none of the studies was done in a university whose organisational effectiveness was different. Thus, this study was thus done in universities in Uganda.

## Methodology

### Research design and sample

The study was based on the correlational research design. The correlational research design is a quantitative research design that seeks to ascertain the level of association between or among the variables. The design helped to analyse relationships between variables (Mohajan, 2020). The correlational design involved relating leadership styles with organisational effectiveness. The population of the study comprised 153 administrative and academic heads, i.e. 88 people from Kyambogo University and 65 people from Busitema University. Since the population was small, the researchers planned to study all of them. However, appropriate data was collected from 93 people, comprising 61% of the projected study participants. This sample was considered sufficient because, according to Mellahi and Harris (2016), a response rate of 50% and above is good in humanity studies.

### Measures of constructs

The variables in this study were organisational effectiveness and leadership styles. The measures of organisational effectiveness were productivity, adaptability and flexibility (Mott, 1972). Productivity was measured in terms of instruction, research, extension services and financial effectiveness (Enriquez, 2019; Mihaiu et al., 2010). Adaptability covered change focus (Szamosi & Duxbury, 2002), customer focus (Saxe & Weitz, 1982) and organisational learning (Leufvén et al., 2015). Flexibility was measured in terms of operational (Yousuf et al., 2019), structural (Angeles et al., 2022) and strategic flexibility (Abu-Nahel et al., 2020). The measures of leadership styles were transformational leadership, transactional and laissez-faire leadership styles (Avolio et al., 1999). The indicators were measured using a five-anchor Likert scale (where 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; and 5 = Strongly disagree).

### Data analysis methods

Data was analysed using descriptive statistics and partial least square structural equation modelling (PLS-SEM) with the help of SmartPLS 4. The descriptive analysis involved calculating means to show how the respondents ranked leadership styles and organisational effectiveness. The inferential analysis involved using carrying out structural equation modelling (SEM) aided by SmartPLS software. SEM helped to show the impact of leadership styles on organisational effectiveness. The models developed indicated the fit of the measures and the association between leadership styles and the organisational effectiveness of public universities.

## Findings

This section shows the results for leadership styles and organisational effectiveness in public universities in Uganda. The results include demographic profiles of both the administrative and academic heads that participated in the study, the measurement methods and the structural models.

### Demographic profiles of the respondents

Demographical profiles were considered in terms of sex, age categories, education levels and working experience. The results of the same were as presented in Table 1.

**Table 1:** Background profiles of the respondents

Profiles	Categories	Frequency	Percent
Sex	Male	65	69.9
	Female	28	30.1
	Total	93	100.0
Age categories	Up to 30	1	1.1
	30 but below 40	19	20.4
	40 and above	73	78.5
	Total	93	100.0
Education level	Bachelor's degree	2	2.2
	Master's degree	46	49.5
	PhD	45	48.4
	Total	93	100.0
Working experience	Less than one year	3	3.2
	1 but less than 5 years	12	12.9
	5 but less than 10 years	25	26.9
	More than 10 years	53	57.0
	Total	93	100.0

The results in Table 1 show that the modal percentage (69.9%) was for males while the females were at 30.1%. The majority of the study participants (78.5%) were 40 years old and above, with 20.4% being aged between 30 and 40 years and 1.1% aged 30 and below. The modal percentage (49.5%) was of those with master's degrees, followed by 48.4% who had PhDs, and 2.2 % who had bachelor's degrees. Also, the modal percentage (57.0 %) was of those who had served for 10 years and above, followed by 26.9% who had served between 5 and 10 years, 12.9% who had served between 1 and 5 years, and 3.2% who had served for less than 1 year. The results show that officials of various categorical variables participated in the study. Thus, the findings can be generalised with regard to different academic and administrative heads in the universities.

### Measurement models

The measurement models include discriminant validity (heterotrait-monotrait ratio correlations (HTMT)), reliability (Cronbach's alpha and composite reliabilities), average variance extracted, and collinearity assessment. Discriminant validity measured the independence of the measures (constructs) while Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) measured a construct (Cheung et al., 2023). The results follow in Tables 2 and 3.

**Table 2:** Heterotrait-monotrait ratio correlations (HTMT) for discriminant validity

Measures	Means	OE	AD	FL	PR
OE	3.44				
AD	3.56	0.843			
FL	3.42	0.889	0.887		
PR	3.34	0.702	0.675	0.889	
Measures		LS	LL	TL	TRL
LS	3.31				
LL	3.04	0.425			
TL	3.12	0.175	0.804		
TRL	3.77	0.251	0.898	0.734	

AD = Adaptability, FL = Flexibility, LL= Laissez-faire leadership LS = Leadership styles, TL= Leadership styles, TRL = Transformational leadership, OE = Organisational effectiveness, PR = Productivity

The descriptive results in Table 2 indicate that, overall, the organisational effectiveness of the universities was moderate (mean = 3.44). This is because the mean was close to code three (not sure) basing on the Likert scale used to collect data. For adaptability, it was high (mean = 3.56), flexibility was moderate (mean = 3.42) and productivity was also moderate (mean = 3.34). The HTMT correlations in Table 2 measuring discriminant validity showed that all the values were below 0.90, which is the maximum, suggesting the existence of discriminant validity (Hwang et al., 2023). Therefore, the constructs independently measured the study variables.

**Table 3:** Reliability, construct validity and collinearity results

Measures	$\alpha$	CR	AVE	VIF
Adaptability	0.840	0.893	0.676	2.254
Flexibility	0.813	0.889	0.728	2.106
Productivity	0.898	0.916	0.524	1.741
Laissez-faire leadership	0.691	0.820	0.604	1.030
Transactional leadership	0.882	0.919	0.739	1.857
Transformational leadership	0.958	0.962	0.588	1.897

Table 3 reveals that, except for the laissez-faire leadership construct with a Cronbach's alpha of 0.691, all the other constructs had Cronbach's alpha coefficients and composite reliability values above 0.70, which is the minimum level of inter-item relatedness. Besides Cronbach's alpha, composite reliability was calculated because the latter, unlike the former which assumes that indicator traits are the same in the population, decreasing reliability values, is more tolerant and considers outer traits (Hair & Alamer, 2022). Average variance extracted (EVA), which estimates convergent validity, i.e. how the constructs jointly measure a variable, showed that the indicators for the different measures explained the constructs and the constructs were convergent on the variables. The AVE values were above the minimum level of 0.5, confirming convergent validity (Goller & Hilkenmeier, 2022). Furthermore, Table 3 reveals that the collinearity test indicated that the constructs were lowly correlated because all the value inflation factor values, the measure for collinearity, were less than the highest level of 5 (Kim, 2019). If the values were higher, collinearity would be prevalent. Thus, the independent variables could independently predict the dependent variable.

### Structural equation models (SEMs) for the variables

To assess how leadership styles influenced organisational commitment, a SEM linking them was developed. The model shows that leadership styles were considered in terms of transformational, transactional and laissez-faire. The model (Figure 1) displays the link between the variables.

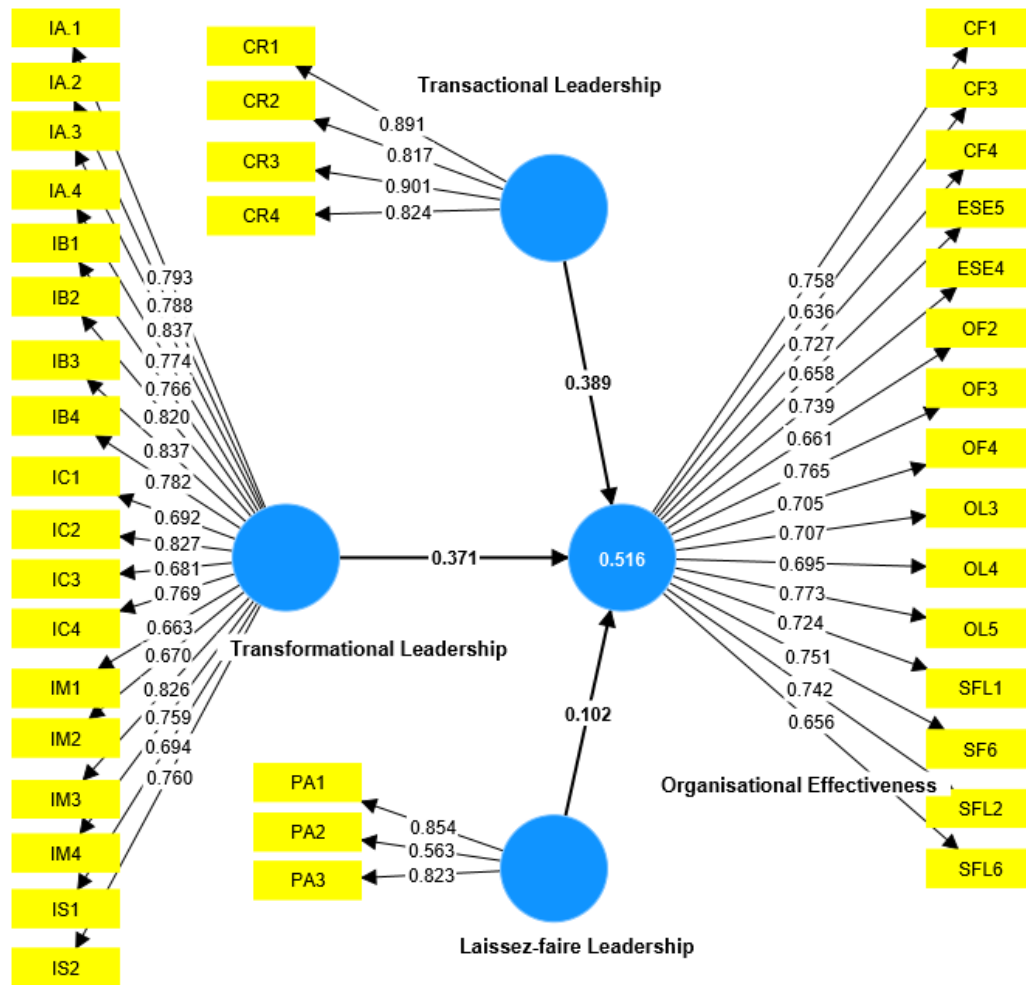


Figure 1: Structural equation modelling for leadership styles and organisational effectiveness

The structural model linking leadership styles (transformational, transactional and laissez-faire) and organisational effectiveness shows that three hypotheses to the effect that the transformational leadership style has a significant influence on the organisational effectiveness of public universities, the transactional leadership style has a significant influence on the organisational effectiveness of public universities, and the laissez-faire leadership style has a significant influence on the organisational effectiveness of public universities were tested. Factor loadings (see Appendix A) indicate that transformational leadership was measured in terms of idealised influence-attributed (IA), idealised influence-behaviour (IB), individual consideration (IC), inspirational motivation (IM) and intellectual stimulation (IS). Transformational leadership was measured in terms of contingent reward (CR) and active management by exception (AM). Laissez-faire was measured as a univariate concept in terms of passive-avoidant leadership (PA).

The dependent variable of organisational effectiveness was studied in terms of productivity (instruction [IE], research [RE], financial [FE] and extension services [ESE]); adaptability (change focus [CG], customer focus [CF] and organisational learning [OL]) and flexibility; and operational flexibility [OF], structural flexibility [SF] and strategic flexibility [SFL]). The model shows that while for the construct of the transformational style almost all the measures were retained, for transactional leadership only the measure of contingent reward was retained. For organisational effectiveness (DV), for the first construct of productivity, only one measure of extension services was retained, for adaptability only two measures of customer focus and organisational learning were retained, and for flexibility, only one measure of strategic flexibility was retained. The indicators for the measures retained had a factor loading of 0.50, which is the minimum when using factor analysis (Hair Jr et al., 2020). The indicators dropped can be established by



comparing the model (Figure 1) and the tool used to collect data (Appendix A). The detailed influence of leadership styles on organisational effectiveness is presented in Table 4 for path coefficients.

**Table 4:** Path coefficients for leadership styles and organisational effectiveness

	$\beta$	Mean	STD	T	P
Transformational leadership → Organisational effectiveness	0.371	0.377	0.104	3.565	0.000
Transactional leadership → Organisational effectiveness	0.389	0.393	0.098	3.982	0.000
Laissez-faire leadership → Organisational effectiveness	0.102	0.104	0.087	1.175	0.240
$R^2 = 0.516$					
Adjusted $R^2 = 0.500$					

The path co-efficient table (Table 4) shows that while transformational ( $\beta = 0.371$ ,  $p = 0.000 < 0.05$ ) and transactional leadership ( $\beta = 0.389$ ,  $p = 0.000 < 0.05$ ) had a positive significant influence on organisational effectiveness, laissez-faire leadership ( $\beta = 0.102$ ,  $p = 0.240 > 0.05$ ) had a positive but insignificant one. The coefficient of determination indicated that three leadership styles contributed 51.6% ( $R^2 = 0.516$ ) to the organisational effectiveness of the universities. The adjusted  $R^2$  suggested that the significant leadership styles (transformational and transactional) contributed 50.0% (0.500) to organisational effectiveness of the universities. The coefficients of determination suggested that other factors not considered in this study contributed 48.4% of organisational effectiveness. The magnitudes of the respective  $\beta$ s suggested that the transactional leadership style had the most significant influence on organisational effectiveness, followed by transformational leadership.

## Discussion

The study indicated that the transformational leadership style had a positive significant influence on organisational effectiveness. This finding is consistent with those by previous scholars such as Chau et al. (2022), Dhammika and Edirisinghe (2018), Hasan and Islam (2022), Kurniasih et al. (2022), Le and Le (2021), Makambe and Moeng (2020), Prishtina et al. (2021), Rafia and Sunaryo (2020) and Tayal et al. (2021). These scholars also established that transformational leadership had a significant association with organisational effectiveness. However, the study was inconsistent with the findings by Makambe and Moeng (2020), who reported to the contrary. Nevertheless, given that the study's results are in line with those of the majority of earlier researchers, it may be inferred that transformational leadership significantly affects organisational effectiveness.

The study also indicated that the transactional leadership style had a positive significant influence on organisational effectiveness. This finding concurred with those by previous scholars, including Abidin et al. (2020), Azizah et al. (2020), Dhammika and Edirisinghe (2018), Ferenita et al. (2020), Hasan and Islam (2022), Makambe and Moeng (2020), Purwanto et al. (2020) and Thahira et al. (2020). However, the finding of the study was contrary to the findings by Azizah et al. (2020), Ferenita et al. (2020) and Hasan and Islam (2022), who disagreed. However, with the study concurring with those by most scholars, it can be deduced that the transactional leadership style has a positive significant influence on organisational effectiveness. On the contrary, the study revealed that laissez-faire leadership had a positive but insignificant influence on organisational effectiveness. This finding agreed with those by previous scholars (Alade, 2022; Cherian et al., 2020; Jony et al., 2019; Skogstad et al., 2007; Valldeneu et al., 2021; Wellman et al., 2019), who all reported that the laissez-faire style had an insignificant influence on organisational effectiveness. Therefore, it can be affirmed that in different organisational contexts, the laissez-faire style has an insignificant influence on organisational effectiveness.

## Conclusions

The study concludes that while transformational leadership and transactional leadership styles are imperative for organisational effectiveness of public universities, the laissez-faire style is not. Transformational leadership is imperative when the leaders inspire pride, go beyond self-interest, win the respect of subordinates, portray authority, emphasise values, inculcate in subordinates a sense of purpose, exhibit morals and ethics, and emphasise a collective mission. In addition, the transformational leadership is imperative for organisational effectiveness if leaders are always optimistic, talk enthusiastically, have a clear vision, express confidence, seek the views of staff, and re-examine assumptions before taking action. Further, transformational leadership is imperative for organisational effectiveness if leaders suggest new ways of doing things as well as different angles of accomplishing activities, teach and coach subordinates, and give attention to staff. With regard to transactional leadership, it is imperative if leaders clarify rewards, assist staff based on effort, as well as reward and recognise achievement. However, organisational effectiveness becomes minimal if leaders implement laissez-faire leadership by waiting to react to problems if they are serious and, also, only react to failure.

## Recommendations

The study recommends that university managers should emphasise the use of transformational and transactional leadership styles to enhance organisational effectiveness. Transformational leadership should involve leaders being able to inspire pride, go beyond self-interest, win the respect of subordinates, portray authority, emphasise values, instil in subordinates a sense of purpose, exhibit morals and ethics, and emphasise a collective mission. The leaders, also, should always be optimistic, talk enthusiastically, have a clear vision, express confidence, seek the views of staff, and re-examine assumptions before taking action. The leaders should further be able to suggest new ways of doing things, suggest different angles of accomplishing activities, teach and coach subordinates, and give them attention. Transactional leadership should involve clarifying rewards, assisting staff based on effort, as well as rewarding and recognising achievement. Nonetheless, the leaders should minimise using laissez-faire leadership, hence should not wait to react to problems only when they are serious, as well as react to failure. The policy implication of this study is that leadership styles are necessary for enhancing organisational effectiveness.

## Limitations

The findings of this study revealed the importance of leadership styles in enhancing organisational effectiveness. However, some limitations that should be addressed by future scholars emerged. For instance, the study involved the administrative and academic heads of two public universities. Future studies should consider several universities, including private ones. Furthermore, the study considered only one antecedent of organisational effectiveness. Therefore, further studies should consider other antecedents of organisational effectiveness.

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## Appendix A: Study Instrument

Section A: Demographics		
Demographic profiles (BP)	BP1	Sex (1 = Male, 2= Female)
	BP2	Age group (1= Up to 30; 2 = 30 but below 40; 3 = 40 and above).
	BP3	Education level (1= Certificate; 2= Diploma; 3 = Bachelor's degrees; 4 = Master's degree, 5 = PhD)
	BP5	Experience (1 = Less than one year , 2= ) 1 but less than 5 years, 3 = 5 but less than 10 years; 4= 4) More than 10 years)
Section B: Organisational Effectiveness		
Productivity		
Instruction effectiveness (IE)	IE1	Teaching load of lecturers is equitably distributed
	IE2	Lecturers are assigned teaching subjects that fit their educational and professional capabilities
	IE3	Lecturers are assigned activities aligned to their fields of specialisation
	IE4	Regular evaluation of academic performance is conducted
	IE5	Preparing and reviewing of curricula and syllabuses are done regularly
	IE6	Lecturers are provided adequate educational support and equipment
	IE7	Courses are planned and respond to dynamic changes in the educational systems
Research effectiveness (RE)	RE1	The university is supported with requirements (internet, statistical software, other resources and funding)
	RE2	The university has a research manual that offers detailed instructions and standards

	RE3	Lecturers and learners receive training in the appropriate research techniques and procedures
	RE4	The university has developed and implemented a research agenda
	RE5	Lecturers have the opportunity to participate in trainings and seminars to improve their research skills
	RE6	Both completed and ongoing research is periodically monitored and assessed
	RE7	The university sees to it that staff publish in peer-reviewed journals
	RE8	Research funds have been allocated for lecturers' and students' research activities
	RE9	Linkages have been established with local, national and /or international partners to strengthen research programmes
<b>Financial effectiveness (FE)</b>	FE1	In this university, projects hardly overrun the budget
	FE2	The university pays its entire staff on time
	FE3	The cash inflows exceed the cash outflows in this university
	FE4	In this university, materials purchase remains within the budget
	FE5	The university buys quality supplies at the optimum price
<b>Extension services Effectives (ESE)</b>	SCI1	Staff of the university are involved in outreach or extension services
	SCI2	A manual of the university offers detailed policies and processes for extension services
	SCI3	The university's extension programme is in line with institutional, regional and national priorities
	SCI4	The university responds quickly to support community service needs
	SCI5	The university supports the various outreach programmes
<b>Adaptability</b>		
<b>Change focus (CG)</b>	CG1	The university management pressures itself to work according to change demands
	CG2	The university has a mechanism for updating its stakeholders about the changes introduced
	CG3	Management constantly communicates to staff about the need for change
	CG4	The university is involved in partnerships with other universities
	CG5	The university is involved in partnerships with stakeholders such as development partners and donors
<b>Customer focus (FC)</b>	CF1	The university has a forum that enables different stakeholders to discuss their needs with management
	CF2	University management tries to introduce courses/programmes that are helpful to its different stakeholders
	CF3	The questions of stakeholders about courses/programmes introduced are answered
	CF4	Internal stakeholders of the university are handled in a way that shows that they matter
<b>Organisational learning (OL)</b>	LC1	In this university, people are provided opportunities for learning
	LC2	In this university, people are rewarded for learning
	LC3	Management of this university recognise staff that take initiatives
	LC4	This university collaborates with the general public to address shared needs
	LC5	Leaders in this university mentor and coach those they lead
<b>Flexibility</b>		
<b>Operational flexibility (OF)</b>	OS1	The operations of the university are efficient at different levels
	OS2	The university introduces new courses according to market demands

	OS3	The university adapts new systems and programmes quickly
	OS4	The period taken to offer services (lead time) by university staff is fast
	OS5	University staff provides high-level customer satisfaction in providing services
<b>Structural flexibility (SF)</b>	SF1	The university has a system of rewards and incentives
	SF2	Plans of the university tend to be formal
	SF3	Communication in the university is well documented
	SF4	The university has established teams of specialists in its different departments
	SF5	Decisions from different university organs are clearly communicated
	SF6	There is effective decision-making at all levels of the university
<b>Strategic flexibility (SF)</b>	SFL1	The university carries out quick strategy reformulation to encounter new situations
	SFL2	Each year new strategies are drawn up by the university to enhance performance
	SFL3	The university has put in place strategies to help it achieve its vision and mission
	SFL4	The university creates plans to help it function in emergency scenarios
	SFL5	The administration is continually striving to develop solutions for the university's growth and expansion
	SFL6	The university administration is eager to embrace cutting-edge technology to create new standards for labour
<b>Section B: Leadership Styles</b>		
<b>Transformational leadership</b>		
<b>Idealised influence-attributed (IA)</b>	IA1	I am proud of my superiors in this university
	IA2	My superiors in this university go beyond self-interest
	IA3	My superiors have earned my respect
	IA4	My superiors portray authority and confidence
<b>Idealised influence-behaviour (IB)</b>	IB1	My superiors emphasise values
	IB2	My superiors give me a sense of purpose
	IB3	My superiors exhibit morals and ethics
	IB4	My superiors emphasise the collective mission
<b>Inspirational motivation (IM)</b>	IM1	My superiors talk optimistically on a range of issues pertaining to staff and the university
	IM2	My superiors talk enthusiastically about university activities
	IM3	My superiors have a clear vision for the university
	IM4	My superiors express confidence in handling university affairs
<b>Intellectual stimulation (IS)</b>	IS1	My superiors seek different views from staff
	IS2	My superiors re-examine assumptions before taking action
	IS3	My superiors suggest new ways of doing things in this university
	IS4	My superiors suggest different angles of accomplishing university activities
<b>Individualised consideration (IC)</b>	IC1	My superiors teach and coach subordinates
	IC2	My superiors give attention to staff
	IC3	My superiors handle staff equally
	IC4	My superiors help staff develop their strengths
<b>Transactional leadership</b>		
<b>Contingent reward (CR)</b>	CR1	My superiors in this university clarify rewards
	CR2	My superiors assist staff based on effort

	CR3	My superiors in this university reward achievement
	CR4	My superiors in this university recognise achievement
<b>Active management by exception</b>	EA1	My superiors focus on mistakes of staff
	EA2	My supervisors concentrate on solving problems rather than working in a calm, organised manner
	EA3	My superiors track the mistakes of staff
	EA4	My superiors concentrate on the failures of staff
<b>Laissez-faire leadership</b>		
<b>Passive-avoidant leadership (PA)</b>	PA1	Superiors react to problems if serious in this university
	PA2	In this university, superiors react to failure
	PA3	Superiors in this university react to problems, if chronic
	PA4	Superiors in this university avoid taking decisions
	PA5	In this university, superiors resist expressing views
	PA6	Superiors delay responding to issues in this university