

Relationship between Leadership Styles and Job Performance among Non-teaching Staff in Osun State University, Osogbo.

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ABSTRACT

The study examined the relationship between leadership styles and job performance among Non-teaching staff in osun state university, osogbo, osun state, Nigeria. The broad objective of the study was to examine the relationship between leadership styles and job performance among non-teaching staff in Osun State University, Osogbo. The specific objectives were to: assess the relationship between transactional leadership style and and job performance among non-teaching staff in Osun State University, Osogbo. determine the relationship between transformational leadership style and job performance among non-teaching staff in Osun State University, Osogbo. investigate the relationship between laissez-faire leadership style and job performance among non-teaching staff in Osun State University, Osogbo.

The study was a survey which employed descriptive survey design. 11% of the entire population were selected from the study which represent 51 respondents and this comprise all selected non-teaching staff of Osun State University, Osogbo. Questionnaires were used to collect data from the respondents. The hypotheses were tested using, Pearson Product Moment Correlation, with the aid of Statistical Package for Social Sciences SPSS-Version 25. This study findings has established that leadership styles significantly impact job performance among the non-teaching staff at Osun State University. The findings also reveal a notable positive correlation between both transactional and transformational leadership styles and job performance. It was recommended that it is crucial for the university to establish mechanisms for monitoring the impact of different leadership styles on employee job performance over time. Periodic assessments and surveys to gauge employee satisfaction and performance metrics will enable the university to make data-driven decisions regarding leadership development initiatives.

Keywords: Leadership Styles, Job Performance, Transactional Leadership Style, Transformational Leadership Style, Laissez-Faire Leadership Style, Non-teaching Staff.

Introduction

Job performance is considered as one of the key indicators to measure the qualities of an organisation; the performance is gauged usually in financial terms but sometimes with other non-financial metrics such as task related aspects and expected behaviour, which affect performance. The performance of the organisation is based on absolute or relative judgment, which is considered as the true reflector of overall performance (Kadek & Foeh, (2019)). To improve employee job performance, there is a need to identify whether the current organizational structure is supportive or not and also refine job characteristics so that the employees can be encouraged to perform at their highest possible outcome. Job performance is required to meet the targeted outcomes of the organization. Thus, the performance of the leader can be evaluated based on efficiency in his/her functional performance and effectiveness in his or her goal achievement, task completion, and also how he/she is proficient in resource allocation in practice and how

the managers and subordinates depict reassurance in one another's competencies and integrity; up to what extent conflict happens among employees and in what ways they try to reach mutual objectives and goals. Mc Graw, & Hasan (2017).

Nigeria universities have suffered leadership problems that have come to the fore in recent times. These problems have manifested in form of organisational politics, power tussle, insubordination, tribalism, inadequate resources, lack of opportunities for advancement, inadequate resources, lack of transparency and accountability in decision making process magnifies these problems. However, the success or failure of an organisation is supposed to be shared by leadership.

Employee job performance is a key factor that determines organizational success because it reflects the extent to which employees can complete assigned duties and contribute to organizational goals (Cahyono et al., 2024). Performance can be defined as the work results achieved by an individual or group based on authority, responsibility, organizational rules, and ethical standards. Employee performance needs serious managerial attention because a decline in employee performance can affect the achievement of organizational targets (Arrizky et al., 2021). In this study, employee performance refers to the measurable work outcomes of employees in carrying out their duties osun state university. Bumi Sentosa. Fitriansyah & Indiyati (2025) explain that employee performance can be measured through work volume, work quality, timeliness, attendance, and teamwork ability.

Statement of the Problem

The overall performance of the employees includes the exhibition of some prescribed responsibilities set for the employee competence, work efficiency and performance. The leadership of Nigerian universities is facing numerous challenges. Some of these challenges have negated the development and transformation of the universities into world-class learning institutions. Nigerian universities' leadership have plethora of challenges to contend with which include diminishing financial resources, problems of access and equity, lack of vision and integration of universities into national planning by political leaders, limitations on university autonomy and academic freedom, problems of ineffectiveness and inefficiency, brain-drain, limited access to technologies, limited infrastructural facilities, lack of innovation in teaching and research, incessant industrial actions by unions, absence of a standardized system that rewards hard work and productivity, inadequate quality assurance, etc. This has become an issue that continues to affect the overall performance of the employees.

Within the context of Osun State University, Osogbo. the performance of the non-teaching staff is negatively affected and this is premised largely on factor such as delay of promotion of staff, inadequate working tools etc., this has become an issue that continues to affect the performance of the non-teaching staff. Currently, there appears to be an increasing interest among scholars in leadership and job performance because they are important factors linked to the success of any organisation. Furthermore, the study is designed to investigate relationship between leadership styles and job performance among Non-teaching staff in Osun State University. Osogbo.

Objectives of the Study

The broad objective of the study was to examine the relationship between leadership styles and job performance among non-teaching staff in Osun State University, Osogbo. The specific objectives were to:

- i. assess the relationship between transactional leadership style and and job performance among non-teaching staff in Osun State University, Osogbo.
- ii. determine the relationship between transformational leadership style and job performance among non-teaching staff in Osun State University, Osogbo.
- iii. investigate the relationship between laissez-faire leadership style and job performance among non-teaching staff in Osun State University, Osogbo.

Research Hypotheses

H₀₁: There is no relationship between transactional leadership style and job performance among non-teaching staff in Osun State University, Osogbo.

H₀₂: There is no relationship between transformational leadership style and job performance among non-teaching staff in Osun State University, Osogbo.

H₀₃: There is no relationship between laissez-faire leadership style and job performance among non-teaching staff in Osun State University, Osogbo.

Literature Review

Concept of Leadership

In many organizations today, leaders face many challenges. Improving the performance of employees has become an important topic in the last few decades (Asencio, 2016), that is why leadership has started playing a tremendous role in the performance of employees because effective leadership increases the productivity of employees, their motivation, their job satisfaction, as well as their behaviors. Although it does not exist a “one” leadership style capable of fixing all leadership issues if we consider the various characteristics surrounding the leadership process, leaders, however, have the power to influence employees to achieve organizational goals. The leadership of any organization determines the extent to which goals and objectives are achieved. Leadership is a process of providing direction in group activities and influencing others to achieve group objectives. Anyone who is in a position of leadership must have the ability to influence other people and make them do what he/she wants them to do. Nwekeaku (2013) defined leadership “as the capacity and will to rally men and women to a common purpose and character which inspires confidence”. The interpretation of this definition and indeed others is that leadership inspires people in an organization to bring out their best for the attainment of the organization’s goals.. The concept of leadership has undergone several definitions due to the different philosophical beliefs of various researchers. It is a broadly used concept that is usually defined narrowly. There are two ways in which leadership can be defined: 1) by the kind of followers that are being led; and 2) by the nature of the leader’s work—Primary focus (Van Wart, 2016). Thus, leadership can either focus on the end, actual performance or the mean by which things are getting done, in other words, the motivation and development of followers. Some leaders spend a lot of their time with followers such as employees or subordinates, to whom they give orders; other leaders speak on behalf of their supporters, such as constituents; and others who simply have cognitive values over followers as role models based on the ideology or creativity of the leader. Although several leadership researches focus on the individual perspectives of the leader, leadership remains a process that includes the leader, the followers and the environment. This study focuses on the organizational leader who has projects to complete, deadlines to meet, and whose primary sole are employees, subordinates, or followers. To achieve this goal, the leader has to influence the behaviors of the people he commands by unleashing their potential and power to impact the greater good (Blanchard et al., 2013).

Leadership is a social influence process that seeks to elicit corporation and support of individuals towards the actualization of some set goals. (Mcgraw, & Hassan, 2017). The process of leadership is a continuously evolving concept that changes with the context and era of its essence. (Mcgraw, & Hassan, 2017). Filtering into the wider scope of human existence, society thrives on effective leadership as a pilot for cohesiveness among habitants. Effective leadership requires insight and self-awareness, organization, ongoing communication and reinforcement, the ability to catalyze a shared future vision, and successful recruitment of followers motivated to action. Effective leaders do not possess a defined thematic list of personal traits but, rather, deliver both high performance in addressing organizational task issues and consideration for individuals with concern for interpersonal relations.

Leadership Styles

Autocratic Leadership Style: The autocratic style is explained by the rational „I tell“ autocratic leaders direct each employee. This can give the company reasonable advice. But it can cause leadership to underestimate or ignore group participation. In any case an authoritarian approach is appropriate in some situations (Johari & Yahya, 2009). This is important when a business is facing an emergency or serious issue that requires a quick response.

Democratic Leadership Style: Democratic approach defined by „I share“ logic. Selection is made within the group and each department has the same source of information. This style of leadership means making room for multiple people to participate in the decision-making process. Democratic leadership is also commonly referred to as participative leadership. (Ndindeng, 2020) Democratic leader is one who encourages participation in decision making and democratic leadership relates higher morale in most leadership situations. Democratic leaders offer guidance to group members, participate in the group and allow input from subordinates. This style of leadership is termed as the most effective leadership style

Laissez-Faire Leadership Style: Laissez-Fair Leadership is related to a passive form of management. To use this leadership style, we get implementation even when organisations need corrective actions. Actually, Laissez-fair leadership is where things are going on by their own way. This leadership style is implemented when supervisor feel hesitation in taking decisions, actions and responsibility. These kinds of leaders avoid taking any position; avoid giving any suggestion to followers and avoid giving help to their followers. Under this kinds of leadership style, employees do their do their work by their own self; sometimes they take help from other persons, the leaders like they get help from peers, other managers and even other organisation members. Nwibere (2023),

Concept of Job Performance

Job performance assesses whether a person performs a job well, job performance is also defined as how well a person executes their job duties and responsibilities. (Kadek & Foeh, 2019) Job performance is defined as the total expected value to the organisation of the discrete behavioural episodes that an individual carries out over a standard period of time. One important idea in this definition is that performance is a property of behavior. In particular, it is an aggregated property of multiple, discrete behaviours that occur over some span of time. A second important idea is that the property of behaviour to which performance refers is its expected value to the organisation. (Kadek & Foeh, 2019) Thus, the performance construct by this definition is a variable that distinguishes between sets of behaviours carried out by different individuals and between sets of behaviours carried out by the same individual at different times. Meiying and Lee (2011) opined that job performance is the overall performance in meeting the expected quality and achievement of tasks under the policy and time requirements of the organization. Ahmad and Shahzad (2011) viewed job performance as symbolizing the broad belief of the personnel about the behaviour and contributions towards the achievement of the organizational goals. One of these refers to the ability or skill of the individual to perform the job; and the second refers to his motivation to use this ability or skill in the actual performance of the job.

Theoretical Review

Behaviorist Theory

The behavioral theory of leadership is largely attributed to the work of psychologists

John B. Watson and B.F. Skinner in 1940s-1950s in United States. (Hersey, 1988),

According to this theory, a person's leadership abilities are a product of their environment. Different learning talents contribute to effective management. (Hersey, 1988) The behavioral idea holds that leaders are formed and trained, not born; in contrast to the model of leadership. (Donnelly, 2012) In other words, a leader's performance is not influenced by their inherent traits because leadership qualities are driven by behavior. Anyone is capable of becoming a leader with the right training and instruction.

According to the theory, in order to boost the output and morale of their team, managers should be mindful of their own behavior. It can also be stated that behaviorism has made a major contribution to education in

the area of teaching methods. According to Driscoll (2000), one major contribution of behaviorism to education is the use of the „drill and practice methodology“ during the instructional process. Adair (2002) Behaviorist theory also studies how productivity in an organization can be improved by concentrating on the things that motivate the workforce. It is a theory that dates back to the early 20th century. The theory is also referred to as human relations movement because it seeks to understand human behaviours at work. Behaviourial management theories diverge from scientific management by focusing on worker behaviour and motivations rather than treating employees as mere machines. This approach emphasizes understanding worker motivation, expectations, needs, and group dynamics to optimize productivity.

Transformational Leadership Theory A theory, described by Burns (1978) and elaborated by Bass (1985) gives the characteristics of how leaders change followers by increasing their morale and motivation. It is centered on idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This theory will be used in the study because transformational leadership is believed to foster employees' commitment by creating an emotional bond, and connecting employees' interests with the organizational objectives (Bass and Riggio, 2021).

Path-Goal Theory

Path-Goal Theory: The theory was initially proposed by Martin G. Evans in 1970 and further developed and expanded by Robert J. House in 1971, The theory is based on the fact that leaders facilitate the betterment of the employee performance by making goals clear and eliminating impediments. Transformational leaders inspire employees to be more committed by providing direction, support and motivation (Northouse, 2022). This theory is relevant in that it describes the manner in which leadership behavior directly contributes about the attitude of the employees.

Empirical Review

Through empirical studies it has always been observed that transformational leadership has a positive relationship with employee commitment. In their study, Abasilim et al. (2021) discovered that transformational leadership has a major positive impact on employee commitment in the Nigerian public institutions. Ngwama and Ogaga-Oghene (2021) reported that Transformational leadership positively influences the commitment and turnover intention of Nigerian workers. According to Nwibere (2023), transformational leadership behaviour has positive relationship with continuance commitment in Nigerian organizations. The studies carried out in the Nigerian oil and gas industry also indicate that transformational leadership can help to motivate employees to be more loyal and conscientious to the organization (Nwibere, 2023). The positive effect of transformational leadership on employee engagement and satisfaction which translates to commitment has been established in Fast- Moving Consumers Goods (FMCG) companies in Nigeria (Ibrahim, 2023). Similarly, leadership practices in the Dangote Group of companies in Nigeria has been linked to improved motivation and performance of their workforce (Ndindeng, 2020).

Available research has determined that leadership styles has a positive impact on job performance. However, little has been done on large conglomerates in Nigeria; only the public sector organizations or Small and Medium Enterprises (SMEs) have been paid attention. In addition, little empirical study has been done to establish the multidimensionality of employee commitment (affective, continuance and normative) in the context of transformational leadership in the conglomerates in Nigeria. Some context-specific evidence in some of the big cities (e.g. Lagos) where organizations are doing business on a large scale with diverse makeup of their workforce. This paper is filling this void with empirical findings on the effect of transformational leadership on employee commitment in the Nigerian conglomerates.

Methodology

Research Design

The research design adopted for this study was descriptive survey design. The descriptive survey design allows the researcher to collect information, summarize, present data and interpret it for clarification. The population of the study consisted of all the entire non-teaching staff of Osun State University, Osogbo. The entire population of the staff is four hundred and sixty-five (465) (Roscoe, 1975) supports the idea that samples larger than 30 and less than 500 are appropriate for most general research. Hence, a sample size of 11% was used and this represents 51 respondents. The respondents were selected through stratified random sampling. This sample method ensured that all subgroups of the non-teaching staff are proportionately represented across colleges of the university. The instrument used in carrying out this research work is questionnaire. A well-structured questionnaire was drawn and used to gather information from the respondent. Content validity was used to authenticate that the research instruments measured what they ought to measure. Cronbach Alpha was used to ensure the instrument reliability Section A clearly measured the socio-demographic characteristics of the respondents; which include: age, gender, marital status, highest educational qualification, religion and working experience. Section B contained scale on Leadership Styles which has sixteen items, sample of the question asked is "I am good at organising other people", the scale was developed by Adair. (2002). Response rating scale with calibration of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with corresponding values of 4, 3, 2, and 1 respectively were used and which was replicated by the authors in this study. Section C contained scale on Job Performance which has fourteen items, sample of the question asked is "I was able to carry out my work efficiently", the scales were developed by (Bennett and Robinson 2000) Response rating scale with calibration of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with corresponding values of 4, 3, 2, and 1 respectively were used and which was replicated by the authors in this study.

Results and Discussion

This section presents the results and analysis of the findings, highlighting the demographic characteristics of the respondents and their relevance to the research. It also includes the test of hypotheses, discussing findings based on statistical outcomes and linking them to the study's objectives and existing literature.

Table 1: Socio-Demographic Information of Respondents

Category	Frequency	N	%
Gender			
	Male	23	45.1%
	Female	28	54.9%
		51	100%
Age of Respondents			
	20-25 years	5	9.8%
	26-35 years	14	27.5%
	36-45 years	19	37.3%
	46 years and above	13	25.5%
		51	100%
Marital Status			
	Single	13	25.5%
	Married	31	60.8%
	Divorced	2	3.9%
	Widow	5	9.8%

		51	100%
Highest Educational Qualification			
	O'Level	4	7.8%
	OND/NCE	25	49.0%
	HND/B.Sc.	16	31.4%
	MBA/M.Sc./PhD	6	11.8%
	Others	0	0.0%
		51	100%
Religion			
	Christianity	31	60.8%
	Islam	20	39.2%
	Others	0	0.0%
		51	100%
Work Experience			
	1-5 years	12	23.5%
	6-10 years	12	23.5%
	11-15 years	19	37.3%
	16-20 years	8	15.7%
	21-25 years	0	0.0%
	26-30 years	0	0.0%
	31-35 years	0	0.0%
		51	100%

Source: Author's Field work, 2025

Table 1 presents the socio demographic information of the respondents in the study. The gender distribution of respondents shows that females constitute the majority with 28 (54.9%), while males account for 23 (45.1%). This indicates a slight gender imbalance, with more women represented in the sample. In terms of age, the respondents are mostly in the middle stages of their careers, as 19 (37.3%) fall within the 36-45 years age range, making this the largest group. This is followed by 14 (27.5%) in the 26-35 years category, showing that over half of the respondents are between 26 and 45 years old. The youngest group, aged 20-25 years, consists of 5 (9.8%) respondents, while 13 (25.5%) are 46 years and above, indicating a relatively older sample population.

Marital status reveals that the majority of respondents were married, with 31 (60.8%) indicating they are in stable, long-term relationships. Single individuals made up 13 (25.5%) of the sample, while 5 (9.8%) are widowed. The number of divorced respondents is quite low, with only 2 (3.9%), suggesting a predominantly married sample with low levels of marital separation. Regarding educational qualifications, most respondents had some level of post-secondary education. The largest group, 25 (49.0%), held an OND/NCE, while 16 (31.4%) have an HND/B.Sc. Only 4 (7.8%) had an O'Level qualification, and 6 (11.8%) held advanced degrees such as an MBA, M.Sc., or PhD. This indicated a fairly well-educated group, with nearly 90% having education beyond secondary school.

In this study, Religious affiliation is primarily Christian, with 31 (60.8%) identifying as such, while the remaining 20 (39.2%) were Muslim. This reflects the general religious demographics in Nigeria, especially in regions where Christianity is predominant. In terms of work experience, the largest group of respondents, 19 (37.3%), had between 11-15 years of experience, suggesting that many are well-established in their careers. Equal proportions of respondents, 12 (23.5%) each, have either 1-5 years or 6-10 years of experience, indicating a balanced mix of early- to mid-career professionals. A smaller group, 8 (15.7%), had 16-20 years of experience, representing more senior, experienced professionals.

Overall, the respondents were predominantly female, middle-aged, married, and well-educated, with most having significant work experience and identifying as Christians. This demographic profile suggests a group of individuals who were relatively stable in their careers and personal lives, with a strong educational background and moderate to extensive work experience.

Hypothesis Testing

H₀₁: There is no relationship between transactional leadership style and job performance among the non-teaching staff in Osun state university osogbo.

Table 1: A summary Table of Pearson, Correlation showing the Relationship between Transactional Leadership Style and Job Performance among Non-Teaching Staff in Osun State University osogbo

		Transactional leadership style	Job Performance
Transactional leadership style	Pearson Correlation	1	.421*
	Sig. (2-tailed)		.002
	N	51	51
Job performance	Pearson Correlation	.421*	1
	Sig. (2-tailed)	.002	
	N	51	51

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation: The Pearson correlation coefficient of 0.421 indicated a moderate positive relationship between transactional leadership style and job performance. The p-value of 0.002 is statistically significant ($p < 0.05$), allowing the authors to reject the null hypothesis. This indicated therefore that there is a relationship between transactional leadership style and job performance among the non-teaching staff in Osun State University.

H₀₂: There is no Relationship between Transformational Leadership Style and Job Performance among the Non-Teaching Staff in Osun State University osogbo.

Table 2: A summary Table of Pearson, Correlation showing the Relationship between Transformational Leadership Style and Job Performance among Non-Teaching Staff in Osun State University Osogbo

		Transformational leadership style	Job Performance
Transformational leadership style	Pearson Correlation	1	.601*
	Sig. (2-tailed)		.000
	N	51	51
job performance	Pearson Correlation	.601*	1
	Sig. (2-tailed)	.000	
	N	51	51

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation: The Pearson correlation coefficient of 0.601 indicated a strong positive relationship between transformational leadership style and job performance. The p-value of 0.000 is highly significant ($p < 0.01$), allowing the authors to reject the null hypothesis. This finding indicated that there is a

relationship between transformational leadership style and job performance among the non-teaching staff in Osun state university osogbo.

H₀₃: There is no relationship between laissez-faire leadership style and job performance among the non-teaching staff in Osun tate university osogbo

Table 3: A summary Table of Pearson, Correlation showing the Relationship between laissezfaire Leadership Style and Job Performance among Non-Teaching Staff in Osun State University Osogbo

		L aissez faire Leadership Style	Job Performance
L aissez faire leadership style	Pearson Correlation	1	.280 *
	Sig. (2-tailed)		.048
	N	51	51
Job performance	Pearson Correlation	.280 *	1
	Sig. (2-tailed)	.048	
	N	51	51

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation: The Pearson correlation coefficient of 0.280 indicates a weak positive relationship between laissez-faire leadership and job performance. The p-value of 0.048 is statistically significant ($p < 0.05$), allowing the authors to reject the null hypothesis. This suggests that there is a relationship between laissez-faire leadership styles and job performance among the non-teaching staff of Osun State University osogbo, although the effect is relatively weak compared to the other two leadership styles.

Discussion

The first hypothesis posited that there is no relationship between transactional leadership style and job performance among non-teaching staff in Osun State University osogbo. However, the results indicated a moderate positive relationship between transactional leadership and job performance ($r = 0.421$, $p = 0.002$), rejecting the null hypothesis and supporting the idea that transactional leadership positively influences job performance. Transactional leadership, grounded in the Transactional Leadership Theory, emphasizes the role of supervision, organization, and performance-based rewards. As Daniel (2002) noted, managers utilizing this approach tend to focus on maintaining the status quo by offering rewards when employees meet expectations and discipline when they do not. From an empirical standpoint, transactional leadership has been linked to improved performance, particularly in structured environments such as academic institutions. Elgelala and Noermijatib (2014) found that while transactional leadership does not necessarily foster employee satisfaction or motivation, it ensures task completion, which aligns with the findings of this study where transactional leadership is positively associated with performance.

The second hypothesis posited that there is no relationship between transformational leadership style and job performance among non-teaching staff. The study's results strongly contradict this hypothesis, showing a significant and strong positive correlation ($r = 0.601$, $p = 0.000$) between transformational leadership and job performance. Transformational leadership, as theorized in the Behaviourist Theory, suggests that leaders are shaped by their environment and that leadership qualities can be developed through training and practice. Leaders who adopt this style inspire and motivate their teams to exceed expectations by fostering a shared vision, offering personalized attention, and encouraging creativity. This finding is consistent with the work of Andreani and Petrik (2016), who found that transformational leadership significantly improves both employee satisfaction and performance, demonstrating that employees are more likely to engage and perform at higher levels when they feel empowered and valued. Similarly, Elgelala and Noermijatib's (2014) research supports the positive effects of transformational leadership, particularly on motivation and

job satisfaction, which in turn contribute to enhanced performance. The behavioural aspects of transformational leadership align with Jiang et al. (2016), who found that leaders who focus on individual development and team collaboration create environments where employees can thrive, leading to higher performance levels.

The third hypothesis stated that there is no relationship between laissez-faire leadership style and job performance. The results of this study indicated a weak but significant positive relationship ($r = 0.280$, $p = 0.048$) between laissez-faire leadership and job performance, leading to the rejection of the null hypothesis. Laissez-faire leadership assumes that leadership is an innate quality, and laissez-faire leaders typically adopt a hands-off approach, giving employees full autonomy. While this can lead to employee growth and self-direction, it can also result in confusion and lack of accountability if not managed properly. In this study, the positive but weak correlation suggests that while some level of autonomy is beneficial for job performance, complete absence of direction can hinder overall effectiveness. Andreani and Petrik (2016) noted that laissez-faire leadership can sometimes lead to a lack of coherence in decision-making and strategy, which limits its positive impact on performance. However, when balanced with some structure, as Jiang et al. (2016) suggest, this leadership style can still foster creativity and independent problem-solving, albeit to a lesser extent than transactional or transformational leadership.

Conclusion and Recommendations

This study has established that leadership styles are significantly associated with job performance among the non-teaching staff at Osun State University. The findings reveal a notable positive correlation between both transactional and transformational leadership styles and job performance. This indicated that effective leadership can enhance productivity and engagement within this sector. Transactional leadership, characterized by its focus on structured rewards and clear expectations, provides a strong foundation for accountability among employees. In contrast, transformational leadership, which emphasizes inspiration and motivation, fosters a culture of commitment and high achievement. Conversely, the laissez-faire leadership style, while also demonstrating a significant positive correlation, suggests a weaker influence on performance outcomes. This finding indicated that, although workplace autonomy is valuable, a complete lack of guidance may hinder employees' ability to excel. Therefore, a nuanced approach to leadership that combines elements of transactional and transformational styles is crucial for optimizing performance among non-teaching staff. To build on these findings, it is essential for university management to invest in comprehensive leadership development programs aimed at enhancing both transactional and transformational leadership skills. Such programs can equip leaders with the necessary tools to set clear expectations while also inspiring and motivating their teams. Workshops, seminars, and mentorship initiatives could serve as effective platforms for this training. Furthermore, encouraging leaders to adopt transformational practices, such as providing individualized support, fostering collaborative environments, and promoting a shared vision, can significantly impact employee performance. Regular feedback sessions and recognition programs should be established to reinforce positive behaviours and acknowledge employees' contributions.

It is also crucial for the university to establish mechanisms for monitoring the impact of different leadership styles on employee job performance over time. Periodic assessments and surveys to gauge employee satisfaction and performance metrics will enable the university to make data-driven decisions regarding leadership development initiatives.

By implementing these recommendations, Osun State University can cultivate a more effective leadership culture that significantly enhances employee job performance and satisfaction. This, in turn, will contribute to the overall success of the institution and improve the working environment for non-teaching staff.

Limitations to the Study

There are several limitations encountered during the course of this research, the limitation to this study might include time and financial constraints, quality and availability of data. It has not been easy to obtain

questionnaire from the respondents, however, the limitations directly above do not render the research invalid because the researcher was still able to obtain sufficient data due to good interpersonal and human relations skill by the researcher hence, this research is valid.

Suggestion for Further Study

Other Researcher should could focus on:

Influence of Leadership Styles on Employees' Performance: A Study of Selected Private Universities in Ogun State, Nigeria

Effect of Training and Development on Employee's Performance among Academic Staff of University of Ibadan.

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