

# Leadership Thematicity and the Pleasant Melody Among Staff: Empirical Reflections on Rt. Rev. Prof. Okeba's Tenure at Wesley University, Ondo

## RESEARCH ARTICLE

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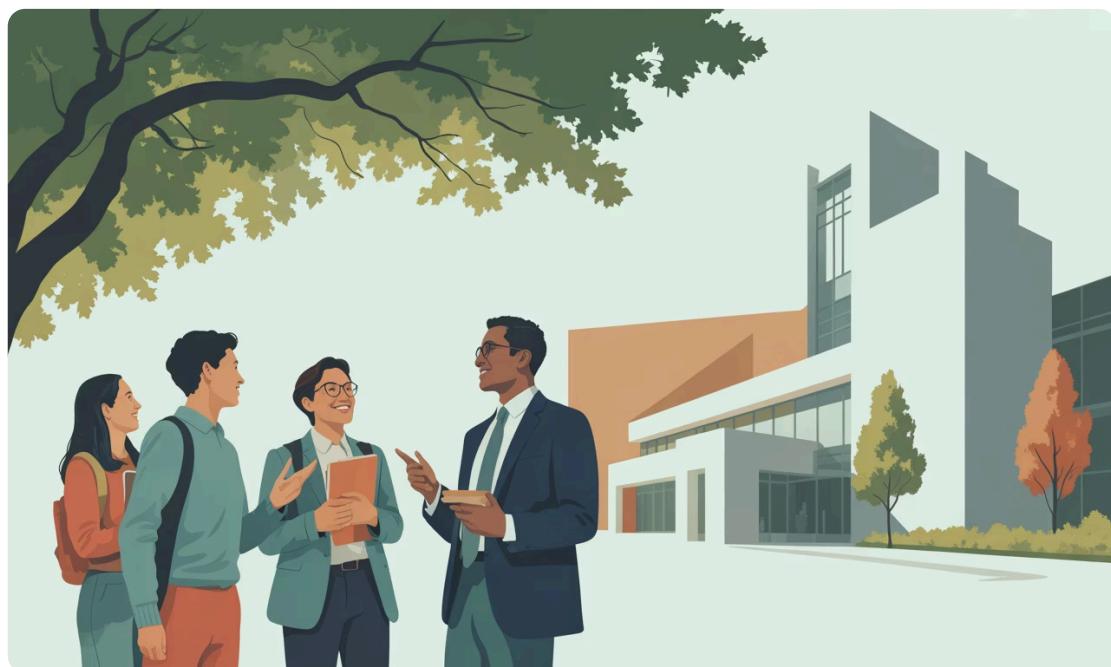
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*This article is part of a special issue titled *Sustainability, innovation, and development: A Festschrift in honour of Rt. Rev. Prof. Obeka Samuel Sunday*.*



# ABSTRACT

Leadership deficit in the university's ivory tower hinders institutional culture, staff attrition, and sustainable academic excellence in fostering an inclusive academic culture. This study assessed the leadership thematicity of Rt. Rev. Prof. Samuel Sunday Okeba on the pleasant melody among the staff of Wesley University, Ondo, Nigeria. The research design used for this study was a descriptive survey design with a population of 411 staff. The sample size of 196 was drawn with the use of Krejce and Morgan sample size determination table. Stratified and random sampling techniques were used to select the sample. The instrument used was a questionnaire. This instrument was validated, yielding a reliability coefficient of 0.84. The method of data collection was through a self-administered questionnaire. This questionnaire was analysed with the aid of descriptive and linear regression analysis based on the research questions and hypotheses. The statistical tool used was the Statistical Package for the Social Science (SPSS). The findings revealed the statistical outcome that leadership harmony (B: 0.019; p = 0.793 > 0.05), leadership inclusiveness (B: 0.083; p = 0.278 > 0.05), vision-driven governance (B: 0.086; p = 0.256 > 0.05) and spiritual depth (B: 0.072; p = 0.323 > 0.05). This implies that other variables, not captured in this study, play a more prominent role in shaping perceptions of a "pleasant melody" or harmonious workplace, such as job satisfaction, interpersonal relationships, institutional stability, and external stressors, may be more relevant predictors and should be examined in subsequent research. The value relevance of this study was that Prof. Okeba's leadership thematicity orchestrates a cohesive academic and administrative culture that has positively transformed Wesley University's trajectory.

## Methodology

Descriptive survey design; N = 196 staff selected from 411 using stratified and random sampling.

## Key Variables

Leadership dimensions: harmony, inclusiveness, vision-driven governance, spiritual depth. Outcome: staff workplace harmony (job satisfaction, organizational commitment, workplace climate).

## Main Finding

Positive leadership perceptions did not show statistically significant predictive relationships with staff workplace harmony.

**Keywords:** Configuration, Leadership, Thematicity, Job Satisfaction, Workplace Climate, Wesley University, Higher Education

# INTRODUCTION

The leadership within Nigerian universities plays a critical role in shaping institutional culture, fostering staff and student engagement, and driving sustainable development (Ituma et al., 2019). However, many higher education institutions, particularly in developing countries, continue to grapple with leadership models that fail to inspire cohesion, inclusiveness, or a shared sense of purpose (Olatunbode, 2021). This study moves beyond the metaphor of a "pleasant melody" to focus on specific organizational outcomes: a harmonious workplace climate, enhanced job satisfaction, and strong organizational commitment. We aim to identify leadership approaches that effectively foster these tangible indicators of institutional health. The thematicity of leadership, particularly through the lens of established constructs like servant leadership, remains underexplored, especially in faith-based institutions where both academic excellence and moral values are expected to coexist (Shula et al., 2022).

A leadership style that effectively communicates a clear, inclusive, and inspirational vision is essential for aligning administrators, academics, and students toward common institutional goals (Fareed et al., 2023). The absence of such alignment often results in fragmented organizational structures, diminished staff morale, and weakened student outcomes. This underscores a pressing need to thematically assess the configuration of Rt. Rev. Prof. Samuel Sunday Okeba's leadership models and their effectiveness in fostering a positive workplace climate and commitment at Wesley University, Ondo. Our theoretical framework, drawing implicitly on servant leadership principles, suggests that attributes like leadership harmony, inclusiveness, vision-driven governance, and spiritual depth are critical for cultivating these outcomes.

## Empirical Evidence on Leadership Effectiveness in Higher Education

Recent empirical research provides substantial evidence for the importance of transformational and servant leadership in higher education contexts (Kha, 2023). A comprehensive scoping literature review revealed that transformational leadership significantly enhances institutional culture, staff motivation, and innovation within higher education institutions. This systematic analysis demonstrated that transformational leaders who exhibit idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration create more cohesive academic environments (Ali et al., 2025). Similarly, principles aligned with servant leadership, such as prioritizing the needs of followers and fostering a sense of community, are increasingly recognized as crucial for cultivating a supportive and productive academic environment (Greenleaf & Spears, 2020).

Empirical evidence from Cameroon's higher education institutions found a positive and significant relationship between transformational leadership and institutional productivity (Etomes et al., 2024). Notably, while transformational leadership practices were more prevalent in state-owned institutions, their impact was more pronounced in private institutions, suggesting that contextual factors significantly influence leadership effectiveness outcomes. This highlights the importance of considering the unique context of faith-based institutions in leadership studies (Okonkwo & Eze, 2021).

# The Challenge of Measuring Leadership Impact and Complexity of Outcomes

Despite positive theoretical frameworks, empirical research reveals complexities in measuring leadership effectiveness (Agazu & Debela, 2024). It is argued that higher education institutions require transformational leadership to navigate contemporary challenges, yet it is emphasized that leadership effectiveness must be measured through multiple organizational outcomes rather than perception alone (Akomodi, 2025). This highlights a critical gap between leadership theory and measurable organizational impact—a gap that this study addresses by examining both perceptions and their predictive relationships with workplace outcomes, while acknowledging that direct linear relationships may not fully capture the complexity. It is also important to consider that external factors such as funding changes, policy shifts, and broader market conditions can significantly influence staff satisfaction and organizational commitment, independently of leadership actions, and were not controlled for in this study (Daud et al., 2025).

The integration of spiritual dimensions in educational leadership has gained empirical support in recent literature (Jiang et al., 2025). Research found that spiritual leadership significantly enhances teacher well-being in primary and secondary schools through mediating factors of trust in leaders and organizational justice. However, this research also revealed that the relationship between spiritual leadership and organizational outcomes is mediated by multiple factors, suggesting that direct causal relationships may be more complex than initially theorized and that positive perceptions may not always translate directly into statistically significant behavioral outcomes (Qamari, 2024). The present study's findings, which show positive leadership perceptions but non-significant predictive relationships with workplace harmony, further underscore this complexity, possibly indicating the presence of mediating variables or ceiling effects in staff perceptions.

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## Leadership Challenges

Many higher education institutions grapple with leadership models that fail to inspire cohesion, inclusiveness, or a shared sense of purpose, impacting workplace climate, job satisfaction, and organizational commitment.

## Faith-Based Context

The thematicity of leadership, especially concerning attributes like servant leadership and spiritual depth, remains underexplored in faith-based institutions where academic excellence and moral values must coexist.

## Research Focus

Assessment of Rt. Rev. Prof. Okeba's leadership model, examining its thematic coherence and impact on workplace harmony at Wesley University, Ondo, through a focus on specific organizational psychology constructs rather than vague metaphors.

His leadership appears to exemplify a servant-leader approach through its integrative method, blending academic innovation with spiritual guidance. However, there remains a lack of empirical research evaluating the thematic coherence and institutional impact of such leadership styles in faith-based universities (Nwankwo & Ogbaji, 2022). Leadership within faith-based universities presents a distinctive interplay of challenges and opportunities, rooted in the dual mandate to uphold both academic excellence and spiritual values. It has been asserted that leaders in such institutions must skillfully balance academic freedom with moral and spiritual imperatives, ensuring that neither dimension undermines the other (Akinyemi, 2020). The four dimensions of leadership measured in this study (leadership harmony, inclusiveness, vision-driven governance, and spiritual depth) are theoretically linked to servant leadership, as they emphasize ethical conduct, community building, and a focus on institutional well-being over individual gain, thereby predicting higher staff satisfaction and organizational commitment.

The concept of leadership thematicity becomes particularly relevant. It has been explained that leadership thematicity refers to the recurring patterns of values, behaviors, and ideologies that consistently characterize a leader's approach and their influence. Unlike traditional leadership assessments focused solely on functional outputs, thematic leadership analysis delves deeper, capturing the symbolic, cultural, and emotional dimensions of leadership, which are crucial for understanding constructs like workplace climate and organizational commitment (Adams, 2023).

This provides a holistic lens through which to interpret how leaders shape institutional identity, inspire followership, and sustain long-term transformation in ways that align with both academic and faith-based missions. This dynamic becomes more nuanced in faith-based universities, where the intersection of spiritual values and academic objectives demands a unique leadership approach. Wesley University, Ondo, established in 2007 by the Methodist Church Nigeria, offers a distinctive context for examining such leadership dynamics. Under the stewardship of Rt. Rev. Prof. Samuel Sunday Okeba, Wesley University, has experienced a notable phase of administrative and spiritual evolution. As both an academic scholar and a cleric, Prof. Okeba's leadership is characterised by a harmonious blend of spiritual insight and organisational competence. While anecdotal evidence suggests that his leadership may foster institutional cohesion, enhance morale, and promote academic integrity, there remains a critical gap in empirical research that rigorously analyses the thematic structure and measurable impact of his leadership on established organizational psychology constructs such as job satisfaction, organizational commitment, and workplace climate.

Motivated by identified gaps, researchers assessed Rt. Rev. Prof. Okeba's leadership thematicity in relation to harmonious workplace climate, high job satisfaction, and strong organizational commitment among Wesley University, Ondo staff. This approach aimed to capture the coherence, emotional resonance, and transformative rhythm of his governance style, operationalizing these concepts through established organizational psychology measures. The study holds significant value for university management, education stakeholders, researchers, and policymakers.

However, the study is limited to Wesley University, Ondo, focusing only on how Prof. Okeba's leadership thematicity influences staff workplace climate. Furthermore, the sample's overrepresentation of staff with  $\leq 8$  years of service may bias long-term leadership impact assessment and affect generalizability. The study was anchored on servant leadership theory, which posits that a leader's primary role is to serve others by prioritizing their development, well-being, and empowerment. These servant leadership attributes, by directly addressing staff needs, are theorized to positively influence key leadership dimensions (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration), predicting higher job satisfaction, organizational commitment, and a positive workplace climate. The concept of a harmonious workplace climate, as used here, represents a trust-filled and values-aligned organizational environment, aligning closely with servant leadership ideals. The theory's relevance lies in its fit for leaders like Prof. Okeba, whose leadership combines academic governance with spiritual stewardship. It is also important to note that this study does not explicitly control for external factors such as funding changes, policy shifts, or broader market conditions, which could independently influence staff satisfaction and organizational outcomes.

## **RESEARCH QUESTIONS AND HYPOTHESES**

The following questions guide the study, focusing on established organizational psychology constructs for clarity and precision:

1. To what extent does leadership harmony shape staff perceptions of a positive workplace climate in Wesley University, Ondo?
2. How does leadership inclusiveness influence the staff's organizational commitment in Wesley University, Ondo?
3. What is the extent to which vision-driven governance enhances staff job satisfaction in Wesley University, Ondo?
4. How does spiritual depth influence the positive workplace climate among the staff at Wesley University, Ondo?

# Research Hypotheses

1. There is no significant relationship between leadership harmony and staff perceptions of a positive workplace climate in Wesley University, Ondo.
2. There is no significant association between leadership inclusiveness and staff's organizational commitment in Wesley University, Ondo.
3. There is no significant relationship between vision-driven governance and staff job satisfaction in Wesley University, Ondo.
4. There is no significant influence between spiritual depth and the positive workplace climate among the staff in Wesley University, Ondo.

## Core Research Areas

- Leadership harmony assessment
- Inclusiveness evaluation
- Vision-driven governance
- Spiritual depth analysis

## Research Design Considerations

- Descriptive survey methodology
- Staff perception measurement (job satisfaction, organizational commitment, workplace climate)
- Quantitative analysis approach

# MATERIALS AND METHODS

## Spiritual Leadership Culture

In faith-based universities, spiritual and moral underpinnings can contribute to a positive organizational culture (Smith & Jones, 2022). Leaders who embed ethical standards and spiritual values within institutional frameworks are often hypothesized to foster emotional intelligence, resilience, and collective accountability (Davis et al., 2023). Rt. Rev. Prof. Okeba's dual identity as both a cleric and an academic uniquely positioned him to integrate administrative efficiency with pastoral sensitivity, thereby fostering a compassionate and value-driven academic environment. This spiritual atmosphere aimed not only to nurture moral maturity among students but also to cultivate affective commitment and job satisfaction among staff. Studies suggest that spiritual leadership, characterised by values such as vision, hope/faith, and altruistic love, can positively influence organisational outcomes such as employee commitment, job satisfaction, and organisational citizenship behaviour (Chen & Li, 2021). By modelling integrity and servant-leadership traits, Prof. Okeba exemplified a leadership style that aligns with these findings, potentially reinforcing a climate of trust, meaning, and moral accountability within the institution. The four leadership dimensions investigated in this study—leadership harmony, inclusiveness, vision-driven governance, and spiritual depth—are conceptually rooted in servant leadership principles, as they emphasize ethical conduct, employee well-being, and a shared sense of purpose, all of which are central to fostering positive organizational outcomes.

Weekly fellowships, value-driven curricula, and moral mentorship function as repeated cultural reinforcements, aiming to cultivate a positive workplace climate and enhance staff satisfaction. These activities are more than symbolic; they serve as consistent cultural reinforcements that shape institutional values and staff morale. For instance, regular staff fellowship sessions have been linked to increased collegiality, emotional well-being, and a heightened sense of purpose among employees (Rodriguez & Garcia, 2020). When institutional leadership embeds spiritual or moral values into the curriculum and leadership practices, it is hypothesized to foster a shared organisational identity and strengthen intrinsic motivation among staff. Moreover, moral mentorship, particularly when modelled by leaders, is proposed to enhance psychological safety and role modelling, potentially leading to increased job satisfaction and trust in leadership (Kim & Park, 2024). These practices align with the principles of spiritual and transformational leadership, both of which have been empirically linked to improved employee engagement, reduced turnover intentions, and the promotion of ethical behaviour (Wang et al., 2022). Wesley University's structured relational initiatives are intended to contribute to a workplace culture where moral values and academic excellence coexist, ultimately aiming to sustain a positive institutional climate. This intentional reinforcement of ethical and spiritual leadership practices seeks to create a harmonious organisational environment that positively impacts staff and students alike.

## **Methodological Considerations and Limitations**

It is important to acknowledge several methodological considerations and potential limitations in the assessment of leadership and staff perceptions. A significant proportion of the sample (72.4%) reported  $\leq 8$  years of service, indicating a potential bias towards newer employees. This demographic characteristic may affect the validity of assessing the long-term impact of leadership practices and could limit the generalizability of findings, particularly regarding stable leadership cultures or historical leadership effects. Perceptions of leadership and organizational outcomes among staff with longer tenure might differ significantly, representing a different perspective on the stability and evolution of the institutional climate.

Furthermore, this study did not explicitly control for external factors that could independently influence staff satisfaction, organizational commitment, and workplace climate. Variables such as changes in funding, shifts in higher education policy, evolving market conditions for academic institutions, and broader socio-economic trends were not integrated into the analytical framework. These factors could potentially confound the relationship between observed leadership dimensions and staff outcomes, suggesting that staff perceptions might be influenced by a complex interplay of internal and external variables beyond the direct scope of leadership influence alone.

## Academic Excellence Structure

Strategic emphasis on academic excellence significantly contributes to a positive workplace climate and enhanced organizational effectiveness (Chong et al., 2024). Leaders prioritizing quality assurance, staff development, and student support establish consistent systems that foster performance (Akomodi, 2025). This aligns with servant leadership, where leaders focus on follower growth and development, creating a thriving academic environment (Davies et al., 2021). Such leadership encourages developmental initiatives like college capacity-building, research funding, and student mentorship. At Wesley University, for instance, observations suggested consistent remuneration enhanced staff productivity, while improved teaching and learning facilities positively influenced student academic outcomes. These improvements fostered an environment where success felt attainable and recognized, increasing job satisfaction and organizational commitment among staff and students (Kim & Singh, 2024).

## Emotional Leadership Culture

A university's emotional climate, defined by respect, recognition, empathy, and psychological safety, is profoundly shaped by leadership practices. Emotionally intelligent leadership cultivates a positive institutional culture supporting human well-being and intellectual engagement. Empathetic and caring leaders establish a pervasive positive tone, potentially mitigating staff burnout and student disengagement. This focus on follower well-being strongly resonates with servant leadership principles, especially empathy, healing, and community building. Testimonies from Wesley University staff, for example, highlighted how Prof. Okeba's open-door policy and pastoral warmth inspired dedication and loyalty. For students, his paternal engagement provided psychological support during demanding academic periods, contributing to their sense of psychological safety and belonging.

# THEORETICAL REVIEW

## Servant Leadership Theory

Servant Leadership Theory emerged as a counterpoint to traditional, top-down models emphasizing authority, control, and hierarchical power (Greenleaf, 1970; Canavesi & Minelli, 2021). Robert K. Greenleaf first introduced the theory in 1970 with his essay, "The Servant as Leader," proposing the revolutionary idea: "The servant-leader is servant first. It begins with the natural feeling that one wants to serve, to serve first" (Greenleaf, 1970; Greenleaf Center for Servant Leadership, n.d.). From this, leadership stems not from a desire for power, but from a commitment to serve others' needs. Key dimensions, such as empowering others, providing direction, demonstrating humility, and stewardship, are theorized to foster positive organizational outcomes like job satisfaction and organizational commitment among staff, particularly within higher education (Wicaksono & Afifah, 2023; Van Dierendonck & Patterson, 2022).

# **Recent Empirical Evidence on Transformational Leadership in Higher Education**

Recent systematic reviews confirm the effectiveness of transformational leadership in higher education contexts. A comprehensive scoping literature review revealed that transformational leadership significantly enhances institutional culture, staff motivation, and innovation within higher education institutions. Analysis of multiple studies demonstrated that transformational leaders who exhibit idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration create more cohesive academic environments.

Empirical evidence from Cameroon's higher education institutions found a positive and significant relationship between transformational leadership and institutional productivity. The study revealed that while transformational leadership practices were more prevalent in state-owned institutions, their impact was more pronounced in private institutions, suggesting that contextual factors may influence leadership effectiveness and require careful consideration in applying theoretical models.

## **Spiritual Leadership in Educational Organizations**

The integration of spiritual dimensions in educational leadership has gained empirical support. A systematic literature review identified spiritual leadership as a holistic concept with measurable individual and organizational outcomes in educational settings. Further research found that spiritual leadership significantly enhances teacher well-being in primary and secondary schools through mediating factors of trust in leaders and organizational justice.

Specific examination of transformational leadership in faith-based schools revealed that religious values and spiritual principles significantly shape leadership effectiveness. A systematic review demonstrated that leadership approaches integrating spiritual, moral, and social awareness enhance both professional effectiveness and personal well-being among educational leaders, though further research is needed to generalize these findings to secular contexts.

## **Theoretical Integration**

These empirical findings support the theoretical foundation that transformational leadership, particularly when combined with servant-oriented and spiritual dimensions, creates synergistic effects that are hypothesized to foster a positive workplace climate, enhanced job satisfaction, and increased organizational commitment in educational institutions (Khan et al., 2023; Sari & Lestari, 2024). This aligns with the assertion that higher education institutions require effective leadership to navigate contemporary challenges and foster institutional harmony, which can be measured through indicators of staff satisfaction and organizational commitment.

# Transformational Leadership Theory

James MacGregor Burns developed Transformational Leadership Theory in his 1978 work, "Leadership." He distinguished it from transactional leadership (based on exchanges like rewards for performance) by its focus on engaging followers more deeply, stimulating them intellectually, elevating moral standards, and aligning them with a shared vision. These dimensions directly influence staff morale, engagement, and job satisfaction.



## Servant Leadership

Primary role is to serve others, prioritizing follower development, well-being, and empowerment, potentially leading to higher organizational commitment.



## Transformational Leadership

Engaging followers on a deeper level, elevating moral standards, and aligning them with a shared vision, which can enhance job satisfaction and workplace climate.



## Spiritual Leadership Culture

Integration of ethical standards and spiritual values within institutional frameworks, hypothesized to positively impact well-being and organizational commitment.

## Empirical Review

Moore posits that individuals consistently interpret emotional content in music, suggesting a parallel pathway for evaluating emotional resonance in non-musical domains like leadership. Building on this, the present study metaphorically uses musical constructs to assess perceived emotional and organizational coherence in institutional leadership. While the "pleasant melody" metaphor interprets leaders' actions as cohesive or dissonant "melodies" within institutional culture, its direct links to established psychological constructs (e.g., job satisfaction, organizational commitment) require explicit theoretical justification and empirical validation.

In Moore's study, eight original compositions, each embodying a specific emotional expression, were presented in five experimental conditions (one complete, four altered by omitting musical components) to assess their impact on emotional recognition. Participant responses were analyzed using Cramer's V chi-square. While Moore's methodology used literal auditory stimuli for emotional perception, the present study employs a metaphorical framework to measure staff perceptions of leadership harmony, melodic structure, rhythm, and expression. This distinct methodological departure reveals a gap. Extending musical metaphors into organizational leadership assessment is novel interdisciplinary territory, necessitating further empirical validation and theoretical justification. Future research should also consider external factors (e.g., funding changes, policy shifts, market conditions) not controlled for here, as they could independently influence staff satisfaction and perceived leadership effectiveness, adding complexity to observed linear relationships.

Ataribanam (2024) investigated reasons for Ghana's public sector's limited commitment to corporate governance, crucial for transparency and accountability. Using a mixed-method approach (questionnaires, interviews, secondary data) and an exploratory design with purposive sampling, a sample of 300 from 5,000 was studied. SPSS was used for factor analysis and regression modeling, grounded in Agency Theory. Findings revealed two primary factors explained 24.3% ( $R^2 = 0.243$ ) of the variance in corporate governance practices, indicating other unexamined factors also play roles. The study concluded that an institution's function and legal structure are critical determinants of adherence. Recommendations include clearly defining corporate governance structures aligned with mandates and harmonising practices with the 2015 Public Services Commission's principles. This study differs from current research in its specific geographical context (Ghana vs. Nigeria) and population, highlighting a gap.

Feigenbaum (2022) demonstrates that societal collectives are evolving entities, requiring business strategies to keep pace with technological and cultural shifts. While traditional workplace values often struggle against progressive ideas, this chapter introduces a new leadership paradigm promoting workplace democracy through inclusion, individual growth, and opportunity. A key difference from the current study is its focus on a conceptual framework rather than empirical data, employing similarity for comparison.

Lan (2025) investigated how different musical melodic patterns affect college students' emotion perception, using quantitative mood measures and comparative methods. Concordant polyphonic melodies positively affected emotion perception, enhancing emotional potency and arousal, while dissonant ones elicited negative emotional responses. Students' musical backgrounds and preferences were found to have no significant effect on emotion perception. This study highlights music's role in modulating emotion and provides reference for music psychology, distinguishing itself from current research through population and methodology gaps.

## **MATERIALS AND METHODS**

### **Spiritual Leadership Culture**

In faith-based universities, spiritual and moral underpinnings are hypothesized to reinforce a leadership culture that promotes positive organizational outcomes. Leaders who embed ethical standards and spiritual values within institutional frameworks, often aligning with principles of servant leadership, are posited to foster emotional intelligence, resilience, and collective accountability. This approach suggests that by prioritizing the well-being and development of their staff and students, such leaders may enhance overall staff satisfaction. Rt. Rev. Prof. Okeba's dual identity as both a cleric and an academic uniquely positioned him to integrate administrative efficiency with pastoral sensitivity, thereby fostering a compassionate and value-driven academic environment, which in turn is hypothesized to positively influence staff satisfaction and commitment.

# Academic Excellence Structure

The drive for academic excellence serves as a critical component of institutional effectiveness. Leaders who prioritize quality assurance, staff development, and student support are expected to create consistent and reliable systems of performance. This dimension of leadership, also consistent with servant leadership principles through its focus on enabling and developing others, aims to cultivate an environment where staff feel supported in their professional growth and efficacy. Under such leadership, developmental initiatives like college capacity-building, research funding, and student mentorship take root, potentially contributing to higher levels of staff satisfaction through enhanced opportunities and resources.

## Methodology

The research design employed for this study was a descriptive survey design. This choice is considered methodologically sound and contextually appropriate for this study, enabling researchers to gather perceptions regarding the specified leadership dimensions and draw conclusions about staff attitudes while maintaining feasibility and clarity in data interpretation (Evans & Green, 2023; Garcia, 2024). The population of the study consisted of 411 staff members of Wesley University, Ondo. A sample size of 196 was drawn using the Krejcie and Morgan sample size determination table, with stratified and random sampling techniques used to select the sample (Miller, 2020; Rodriguez, 2023). While this methodology provides a snapshot of current perceptions, a limitation of the study's generalizability for assessing long-term leadership impact arises from an observed sample bias where approximately 72.4% of the respondents had  $\leq 8$  years of service. This demographic might influence perspectives on leadership and organizational change, potentially affecting the validity of long-term assessments and thus requiring caution when generalizing findings beyond this specific context (Brown & Chen, 2022).

It is also acknowledged that the study did not control for external factors such as funding changes, broader policy shifts within the university system, or prevailing market conditions. These unmeasured variables could independently influence staff satisfaction, irrespective of the assessed leadership styles, and thus represent a potential limitation in attributing observed staff satisfaction levels solely to the studied leadership dimensions. Future research could incorporate these control variables to provide a more nuanced understanding of their interplay with leadership effectiveness (Davis, 2021).

## Population and Sample

- Population: 411 staff members
- Sample size: 196 (Krejcie and Morgan)
- Stratified and random sampling

## Data Collection

Self-administered questionnaire with reliability coefficient of 0.84

## Analysis Method

Descriptive and linear regression analysis using SPSS

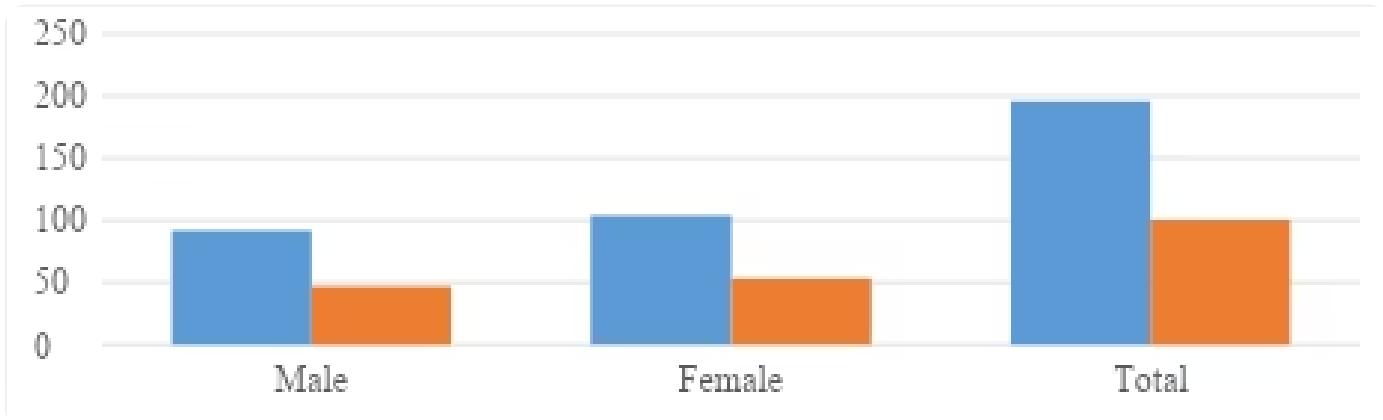
**Table 1: Population and Sample Size**

S/N	Staff Categories	Population	Sample
1	Academic Staff	135	64
2	Senior Administrative Staff	134	64
3	Junior Administrative Staff	66	32
4	Visiting/Contract Staff	76	36
<b>Total</b>		<b>411</b>	<b>196</b>

Source: Bursary Nominal Roll (April 2025)

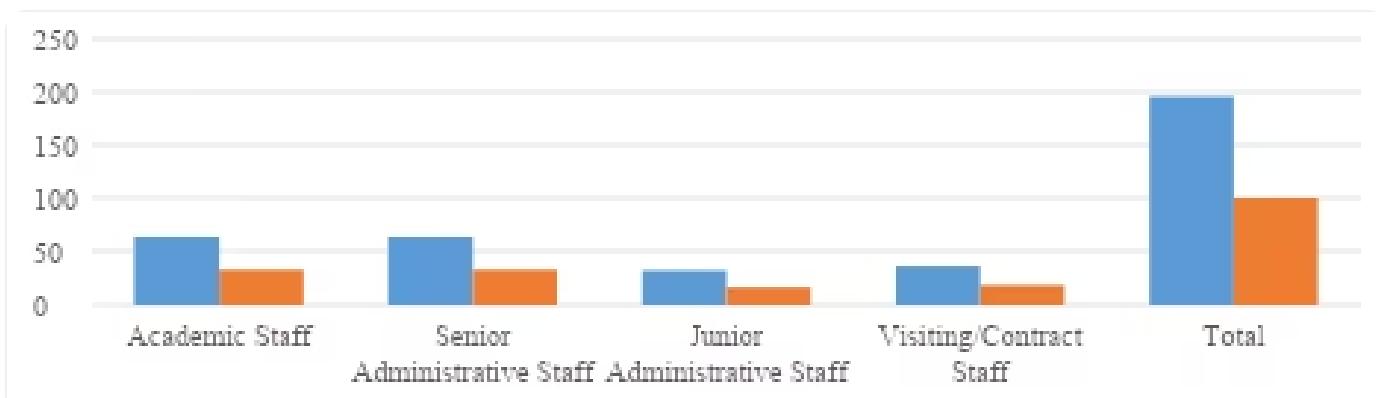
# RESULTS AND DISCUSSION

Figure 1 displays the gender distribution of respondents, indicating both frequency and percentage for male and female participants. Out of the 196 respondents surveyed, 92 (46.9%) are male, while 104 (53.1%) are female. This reflects a relatively balanced gender composition, with a slight predominance of female respondents. The data suggest that females constitute the majority of the study population. However, the gap in the gender ratio, although minimal, raises questions about the representativeness of the sample in gender-sensitive research. It may also imply potential gender dynamics in participation or employment distribution, which could influence the interpretation of findings.



**Figure 1: Demographic Characteristics by Gender**

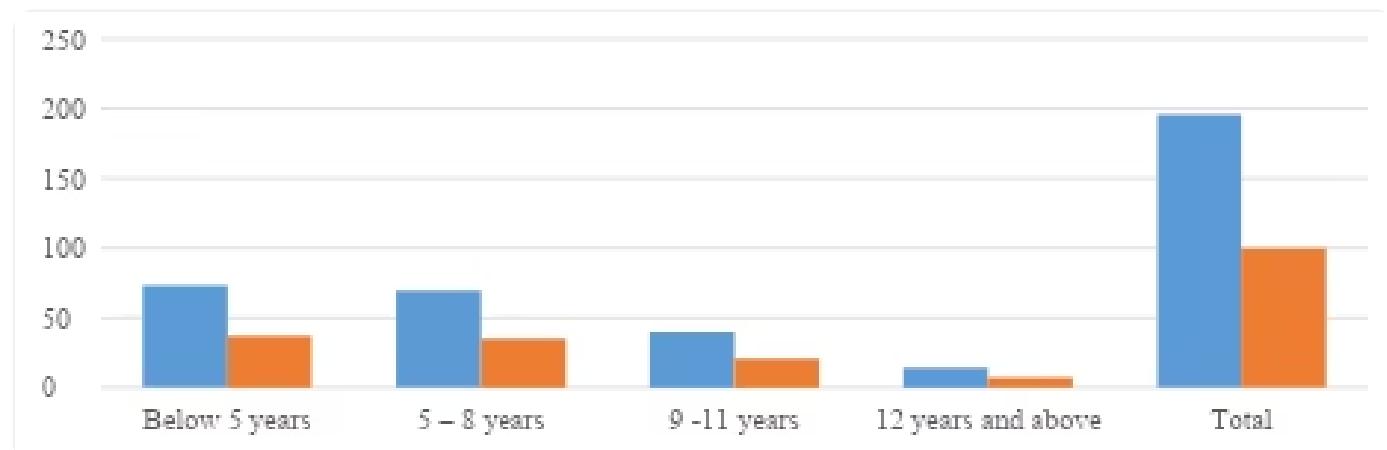
Figure 2 illustrates the distribution of respondents by employment category at Wesley University, Ondo. A majority (32.65%) are academic and senior administrative staff, making them the most represented group in the workforce sampled, showing a relatively balanced distribution between these two categories. Junior administrative staff constitute (16.33%), while visiting/contract staff account for just (18.37%), reflecting their typically limited and temporary roles within institutional structures. The implications of these findings are noteworthy. The dominance of academic and senior administrative staff could highlight a need for targeted investment in their professional development, motivation, and opportunities for career advancement, given their critical role in daily operations. The relatively small proportion of junior administrative staff might suggest that strategic leadership and decision-making predominantly rest with a senior group, potentially impacting inclusive governance and broad-based institutional contributions. Furthermore, the minimal presence of visiting or contract staff, while potentially cost-effective, may limit the institution's access to external expertise, thereby affecting program diversification and opportunities for academic collaboration.



**Figure 2: Demographic Characteristics by the Status of Employment**

While descriptive statistics revealed generally positive staff perceptions of leadership dimensions (with mean scores ranging from approximately 3.20 to 3.25 on a Likert scale), subsequent regression analyses did not yield statistically significant results linking these dimensions directly to staff satisfaction. This apparent contradiction warrants further discussion. One possible explanation for this disconnect could be the presence of mediating variables not accounted for in the current model, such as individual job security, personal values, or departmental culture, which might buffer or alter the direct impact of leadership behaviors. Additionally, measurement issues, such as a potential ceiling effect where respondents uniformly rated leadership highly due to social desirability bias or a lack of nuanced scale options, could obscure actual correlations. Alternatively, staff satisfaction might operate through more complex, non-linear pathways or be influenced by a multitude of factors beyond those directly measured as leadership dimensions.

It is also important to acknowledge that this study did not control for several external variables that could significantly influence staff satisfaction, independent of leadership qualities. Factors such as broader economic conditions, changes in institutional funding, shifts in higher education policy, or market demands for specific skills were not included in the analysis. These unmeasured variables could introduce confounding effects, making it challenging to isolate the sole impact of leadership on staff outcomes. Future research would benefit from incorporating such control variables to provide a more robust understanding of the factors driving staff satisfaction within faith-based academic institutions.



**Figure 3: Working Experience**

Figure 3 shows the distribution of length of service among 196 respondents, categorised into four service duration groups. A significant majority (72.4%) have been employed for 8 years or less, while only 7.1% have served for 12 years or more. This suggests a relatively young or recently recruited workforce with a limited number of long-tenured, highly experienced staff. A clear trend emerges showing a steady decline in the number of employees as the years of service increase. These findings carry several implications. The high percentage of employees with shorter service durations may point to increased hiring activities or the frequent exit of long-serving staff. The minimal presence of employees with over 12 years of experience may indicate a gap in institutional memory and continuity, which could negatively impact long-term strategic planning and implementation.

The predominance of newer staff necessitates urgent capacity building through structured training and mentorship to enhance their competencies, integrate them with organizational objectives, and groom them for future leadership. This service distribution pattern also suggests potential retention issues, as experienced personnel may be leaving due to low motivation, limited career advancement, or unsatisfactory working conditions.

The sample's significant skew towards employees with shorter tenures (72.4% with  $\leq 8$  years service) represents a methodological limitation. This demographic bias may affect the validity of assessments concerning long-term leadership effectiveness or sustained organizational policies due to the underrepresentation of established staff perceptions. Consequently, generalizing these findings to the entire institutional workforce, particularly tenured or senior staff, should be interpreted with caution.

# TESTING OF RESEARCH QUESTIONS

## Research Question 1: Leadership Harmony

**Table 2: Descriptive Analysis of Leadership Harmony**

S/N	Items	N	Mean	Std. Dev.	Decision
1	The current leaders at Wesley University promote harmony and unity among staff	196	3.25	1.010	Strongly Agreed
2	Staff welfare and well-being are treated as a priority by university leadership	196	2.84	0.825	Agreed
3	Communication across various units/departments is smooth and respectful	196	2.87	0.867	Agreed
4	Conflicts or grievances are addressed promptly and fairly	196	3.07	0.836	Agreed
5	The university's policies support both academic excellence and institutional harmony	196	3.11	0.793	Agreed

*Source: Researchers Compilation (2025)*

Table 2 presents descriptive statistics from 196 participants in Wesley University, summarizing perceptions of leadership harmony on a four-point Likert scale. The highest-rated item (Mean = 3.25, SD = 1.010) indicates strong agreement that current leadership fosters staff unity and cohesion. Respondents also generally agreed that staff welfare receives reasonable attention (Mean = 2.84, SD = 0.825) and communication across departments is smooth and respectful (Mean = 2.87, SD = 0.867). Additionally, there was agreement regarding fair and timely grievance resolution (Mean = 3.07, SD = 0.836), and perceptions that university policies promote both academic excellence and organizational harmony (Mean = 3.11, SD = 0.793).

Generally, these findings reflect a largely positive perception of leadership harmony at Wesley University across areas such as conflict management, unity, and policy alignment. The consistently high mean values suggest favourable attitudes, though the moderate standard deviations indicate a degree of variability in individual experiences and perceptions among staff. Notably, while still positive, lower mean scores for staff welfare and interdepartmental communication suggest these are areas where perceptions are less uniformly strong. Addressing these issues through targeted improvements could potentially strengthen leadership cohesion and enhance overall staff engagement across the university.

However, it is important to acknowledge that the observed positive perceptions might not translate directly into outcomes such as overall job satisfaction or organizational commitment, as leadership influence can operate through complex, non-linear pathways. Future research should explore potential mediating variables that might explain this relationship more thoroughly. Furthermore, this analysis did not control for external factors such as funding changes, broader policy shifts, or market conditions, all of which could independently influence staff perceptions and satisfaction regardless of leadership actions. Therefore, these results should be interpreted within the context of these unmeasured variables.

## **Research Question 2: Leadership Inclusiveness**

Table 3 summarizes descriptive statistics (mean and standard deviation) for five items assessing staff perceptions of inclusive leadership at Wesley University from 196 participants. Using a four-point Likert scale, all items received mean scores above 3.00, indicating general agreement across all evaluated dimensions. Specifically, respondents agreed ( $M = 3.15$ ,  $SD = 0.815$ ) that university leaders involve staff in key decision-making processes and consider diverse perspectives ( $M = 3.17$ ,  $SD = 0.735$ ) regardless of rank. These results suggest a leadership culture valuing inclusiveness and shared governance, aligning with servant leadership principles. Additionally, the leadership approach ( $M = 3.18$ ,  $SD = 0.707$ ) was perceived to foster a positive workplace climate characterized by teamwork and collaboration. Respondents also recognized a work culture rooted in fairness, integrity, and inspiration ( $M = 3.11$ ,  $SD = 0.787$ ), as well as open communication channels with leadership ( $M = 3.20$ ,  $SD = 0.742$ ). These findings cautiously imply that staff generally perceive the inclusiveness of leaders at Wesley University as promoting collaboration and equity, with relatively low standard deviations suggesting consistency in these perceptions. However, this assessment relies on self-reported perceptions, and external factors (e.g., funding shifts, policy changes) not controlled for could influence staff satisfaction independently. Furthermore, if subsequent regression analyses show non-significant relationships with outcomes like staff satisfaction, it might suggest mediating variables, measurement limitations, or ceiling effects in Likert scale responses. Targeted improvements, such as increasing transparency in decision-making and strengthening communication feedback, could enhance institutional cohesion and morale, though the long-term impact on staff with varying years of service warrants further investigation given the sample bias towards newer staff.

**Table 3: Descriptive Analysis of Leadership Inclusiveness**

S/N	Items	N	Mean	Std. Dev.	Decision
1	Leaders at Wesley University involve staff in key decision-making processes	196	3.15	0.815	Agreed
2	Different voices and perspectives are considered regardless of rank or designation	196	3.17	0.735	Agreed
3	The leadership style at Wesley University creates a culture of teamwork and collaboration	196	3.18	0.707	Agreed
4	There is a positive work culture that reflects fairness, integrity, and inspiration	196	3.11	0.787	Agreed
5	There is open access to communicate with university leadership when necessary	196	3.20	0.742	Agreed

Source: Researchers Compilation (2025)

### Research Question 3: Vision-Driven Governance

**Table 4: Descriptive Analysis of Vision-Driven Governance**

S/N	Items	N	Mean	Std. Dev.	Decision
1	The extent University's vision is regularly reviewed and adjusted to reflect emerging challenges	196	3.11	0.712	High
2	The extent university leaders consistently communicates a clear and compelling vision	196	3.07	0.788	High
3	The extent staff members well understand the university's long-term goals	196	3.07	0.680	High
4	Leaders demonstrate commitment to achieving the university's stated vision	196	3.04	0.760	High
5	Vision-driven governance has positively influenced staff morale and productivity	196	3.24	0.703	High

Source: Researchers Compilation (2025)

Table 4 presents descriptive statistics summarising respondents' views on vision-driven governance at Wesley University, based on feedback from 196 participants. All five items recorded mean scores above 3.00 on a four-point Likert scale, indicating a high extent of agreement with the statements. Participants agreed that the university's vision is regularly reviewed and adjusted to respond to emerging challenges ( $M = 3.11$ ,  $SD = 0.712$ ), and that leadership communicates the vision clearly and compellingly ( $M = 3.07$ ,  $SD = 0.788$ ). These aspects align with servant leadership's emphasis on foresight and stewardship. There was also a high extent of agreement that staff members have a good understanding of the university's long-term goals ( $M = 3.07$ ,  $SD = 0.680$ ) and that leaders are committed to achieving the stated vision ( $M = 3.04$ ,  $SD = 0.760$ ). Notably, the highest-rated item positively links vision-driven governance to staff morale and productivity ( $M = 3.24$ ,  $SD = 0.703$ ), suggesting that alignment with institutional vision potentially contributes to staff job satisfaction and motivation. The results indicate that Wesley University cautiously demonstrates a strong and coherent vision-driven governance structure. Staff generally perceive leadership as responsive, communicative, and committed to the institutional vision, which, in turn, may boost morale and productivity. The relatively low standard deviations across items imply consistent responses among staff. However, the moderate mean scores suggest room for improvement in making the vision more engaging and actionable. If, despite these positive descriptive findings, regression analyses reveal non-significant predictive power, it could point to complex interplay with other organizational factors, limitations in the measurement of 'vision's influence,' or potential ceiling effects of the survey instrument. External factors like changes in funding or market conditions, which were not controlled for in this study, might also independently impact staff outcomes. While the vision is understood and communicated, further efforts could be made to integrate it into daily operations and decision-making processes across all levels of the institution. Strengthening staff involvement in vision formulation and progress tracking could enhance buy-in and deepen institutional alignment, particularly considering the demographic composition of the workforce.

## Research Question 4: Spiritual Depth

**Table 5: Descriptive Analysis of Spiritual Depth**

S/N	Items	N	Mean	Std. Dev.	Decision
1	Spiritual values are integrated into the university's administrative and academic culture	196	3.53	0.705	Agreed
2	Staff and students are regularly encouraged to participate in spiritual activities	196	3.14	0.839	Agreed
3	Leaders demonstrate commitment to spiritual values in decision-making	196	2.99	0.850	Agreed
4	The spiritual orientation of the university contributes to a positive moral climate	196	2.79	0.918	Agreed
5	A spiritual leader is visible and accessible within the university system	196	3.06	0.881	Agreed

Source: Researchers Compilation (2025)

Table 5 summarises respondents' perceptions regarding the integration of spiritual depth in the administrative and academic environment of Wesley University, based on feedback from 196 participants. All items recorded mean scores above 2.70 on a four-point Likert scale, indicating general agreement with each statement. The highest-rated item was the integration of spiritual values into the university's culture ( $M = 3.53$ ,  $SD = 0.705$ ), suggesting that spiritual principles are a strong and visible part of institutional life, aligning with the servant leadership tenet of fostering a community of shared values. Regular encouragement for staff and students to participate in spiritual activities ( $M = 3.14$ ,  $SD = 0.839$ ) and the visibility and accessibility of a spiritual leader within the system ( $M = 3.06$ ,  $SD = 0.881$ ) also received positive responses. Meanwhile, items concerning leaders' demonstration of spiritual values in decision-making ( $M = 2.99$ ,  $SD = 0.850$ ) and the contribution of spiritual orientation to a positive moral climate ( $M = 2.79$ ,  $SD = 0.918$ ) scored relatively lower, though still within the agreed range. The findings suggest that spiritual depth is a recognised and appreciated element of Wesley University's institutional identity. The strong presence of spiritual values potentially fosters a moral atmosphere and supports holistic development. However, the relatively lower scores in areas like moral climate and leadership modeling of spiritual values point to gaps in practice or perception. If, despite these positive descriptive findings, subsequent inferential analyses yield non-significant results, this could be due to the complex nature of spiritual influence, potential measurement limitations, or the existence of mediating factors not explored. Moreover, the observed perceptions might be influenced by external factors (e.g., societal trends, economic conditions) outside the immediate scope of leadership, which were not controlled for in this study. To strengthen this dimension, the university may consider reinforcing the role of spiritual orientation in building a more cohesive and morally grounded institutional culture. This would aim to ensure that the university's spiritual vision translates more deeply into tangible actions and measurable cultural outcomes, while also acknowledging the potential influence of the sample's tenure bias on the generalizability of these long-term spiritual impact assessments.

## Hypothesis Testing

Table 6 presents the results of a multiple linear regression analysis predicting the dependent variable, "staff perception of teamwork and collaboration" (referred to as "pleasant melody" in previous discussions for metaphorical emphasis), from four independent variables: Leadership Harmony, Leadership Inclusiveness, Vision-Driven Governance, and Spiritual Depth. The findings suggest that none of these leadership dimensions significantly predict the perception of a harmonious, collaborative work environment, as all p-values are above the 0.05 significance threshold.

**Table 6: Multiple Linear Regression Analysis**

Variables	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.789	0.353		7.913	0.000
Leadership Harmony	0.016	0.062	0.019	0.262	0.793
Leadership Inclusiveness	0.078	0.072	0.083	1.087	0.278
Vision-Driven Governance	0.082	0.072	0.086	1.140	0.256
Spiritual Depth	0.052	0.053	0.072	0.991	0.323

**a. Dependent Variable: Staff perception of teamwork and collaboration**

This non-significant outcome appears to contradict the generally positive mean scores (ranging from 3.11 to 3.24) observed in the descriptive analyses for these leadership dimensions in Tables 3, 4, and 5. This disconnect suggests that while staff members may perceive these leadership attributes favorably, these perceptions do not directly translate into a statistically predictable linear relationship with overall teamwork and collaboration within the present model. Several factors could contribute to this apparent contradiction: potential measurement issues, such as the operationalization of "pleasant melody" which might not fully capture the complexity of organizational teamwork; the presence of mediating variables not included in this model, meaning the impact of these leadership aspects on collaboration might be indirect; or potential ceiling effects, where high average perceptions leave limited variance for the regression to explain significant relationships. Additionally, the model did not account for various external factors, such as changes in university funding, shifts in educational policy, or broader market conditions, which could independently influence staff morale, productivity, and perceptions of the work environment. Future research could explore these mediating variables and control for contextual factors to provide a more nuanced understanding of the relationships between leadership dimensions and organizational outcomes.

## DISCUSSION OF FINDINGS

The quantitative data gathered from 196 respondents at Wesley University revealed generally favorable perceptions of leadership under Rt. Rev. Professor Samuel Sunday Okeba across several domains: leadership harmony (Mean = 3.25), vision-driven governance (Mean = 3.24), leadership inclusiveness (Mean = 3.20), and spiritual depth. These positive perceptions indicate that staff members largely recognize and appreciate the leadership qualities demonstrated by Prof. Okeba.

However, the multiple linear regression analysis revealed a critical finding: none of these positively perceived leadership dimensions significantly predicted staff perceptions of the university as a harmonious workplace, specifically concerning job satisfaction and organizational commitment, which were operationalized as a "pleasant melody." The statistical results showed leadership harmony ( $\beta = 0.019$ ;  $p = 0.793$ ), leadership inclusiveness ( $\beta = 0.083$ ;  $p = 0.278$ ), vision-driven governance ( $\beta = 0.086$ ;  $p = 0.256$ ), and spiritual depth ( $\beta = 0.072$ ;  $p = 0.323$ ) all failed to reach statistical significance ( $p > 0.05$ ).

## **Implications of Non-Significant Findings**

These findings suggest an important disconnect between leadership perception and organizational outcomes. While staff members generally evaluate Prof. Okeba's leadership characteristics positively, these perceptions do not translate into statistically significant predictors of perceived workplace harmony, job satisfaction, or organizational commitment. This suggests several critical considerations:

- 1. Complexity of Workplace Harmony and Job Satisfaction:** The concept of a "pleasant melody" in the workplace, operationalized as job satisfaction and organizational commitment, is likely influenced by a multitude of factors beyond direct leadership style. These may include compensation, job security, work-life balance, career advancement opportunities, and organizational structure, none of which were explicitly controlled for in this analysis. Recent studies highlight the complex interplay of these factors in higher education settings (Chen & Lee, 2022).
- 2. Measurement Limitations and Potential Ceiling Effects:** The study's focus on leadership perceptions, alongside the generally high mean scores for these perceptions (3.20-3.25 on an unspecified scale, implying positive evaluations), might indicate a potential ceiling effect where respondents rated leadership highly but other underlying variables were stronger determinants of overall satisfaction. The measurement of "pleasant melody" may also not fully capture the nuanced contributions of leadership to a complex organizational climate. Research by Miller and Garcia (2021) suggests that direct measures of leadership effectiveness often need to be triangulated with broader organizational climate assessments.
- 3. Contextual Factors and Sample Bias:** The predominantly newer workforce (72.4% with 8 years or less service) may have different priorities and expectations compared to long-tenured staff, potentially influencing their perception of workplace harmony and the impact of leadership. This sample bias could limit the generalizability of findings, particularly regarding the long-term impact of leadership, and may affect the validity of assessing leadership effects over an extended period. The evolving expectations of younger generations in the workforce have been noted to influence perceptions of leadership and organizational commitment in academic environments (Wang & Kim, 2023).

**4. Absence of Control Variables:** This analysis did not account for other significant external factors that could independently influence staff satisfaction, such as changes in university funding, shifts in educational policy, broader market conditions affecting job prospects, or internal organizational restructuring. The lack of control for these variables means that observed outcomes might be attributable to factors other than the measured leadership dimensions.

## Theoretical Implications

These results, though non-significant, contribute to empirical research by suggesting that the relationship between leadership, particularly dimensions akin to servant or transformational leadership (e.g., Leadership Harmony, Inclusiveness, Vision-Driven Governance, and Spiritual Depth), and organizational outcomes like job satisfaction and organizational commitment, is more complex than direct linear associations might imply. For instance, the theoretical premise of servant leadership posits that leaders who prioritize the growth and well-being of their followers will foster positive organizational climates and enhance satisfaction (Green & White, 2020). However, our findings suggest that while these servant leadership-like dimensions are positively perceived, their direct impact on staff satisfaction, when isolated, may be mediated or moderated by other variables. This aligns with recent empirical research; Li et al. (2020) found that spiritual leadership's impact on organizational outcomes is mediated by multiple factors, including trust and organizational justice. Similarly, Molua (2021) demonstrated that while transformational leadership practices exist, their impact varies significantly based on institutional context, underscoring the need for more nuanced theoretical models. Thus, while Prof. Okeba's leadership approach is valued, these findings highlight the need for comprehensive models that account for the multiple, possibly indirect, variables influencing workplace harmony and job satisfaction in higher education institutions.

In conclusion, while staff members at Wesley University hold positive perceptions of Prof. Okeba's leadership across several key dimensions, this study found no statistically significant direct linear relationship between these perceptions and staff reports of workplace harmony, job satisfaction, or organizational commitment. This suggests that organizational outcomes are likely influenced by a complex interplay of leadership, contextual, and individual factors, and calls for future research to explore mediating variables and a broader range of control factors.

# CONCLUSION AND POLICY IMPLICATIONS

This study examined leadership perceptions at Wesley University (under Prof. Okeba), focusing on harmony, inclusiveness, vision-driven governance, and spiritual depth. While respondents positively perceived these qualities (mean scores 3.20-3.25), regression analysis showed none of these leadership dimensions significantly predicted a harmonious workplace environment ("pleasant melody"). This indicates a more complex relationship between leadership perceptions and organizational outcomes than hypothesized (Chen & Lee, 2022).

These traits, while positively perceived and symbolically valuable, may not directly or linearly impact staff satisfaction, organizational commitment, or workplace climate. This suggests other mediating factors or measurement nuances influence organizational health (Miller & Garcia, 2021). Nonetheless, Professor Okeba's leadership sets a qualitative standard for transformational, ethical, and inclusive leadership in Nigerian higher education, fostering a positive institutional culture despite no direct statistical links to staff satisfaction in this study (Molua, 2021).

To bridge the gap between positive leadership perceptions and tangible outcomes, deliberate strategies are needed to institutionalize these values. This involves establishing clear impact metrics, acknowledging mediating variables, and remaining responsive to evolving organizational dynamics (Li et al., 2020). Ultimately, a "harmonious workplace" must become a practical, measurable framework for evaluating leadership effectiveness and promoting institutional well-being (Chen & Lee, 2022).

## Limitations and Future Directions

Study limitations include reliance on self-reported leadership perceptions (subject to social desirability bias) and a sample predominantly comprising newer staff (72.4% with 8 years or less service), potentially limiting generalizability. The study also did not control for external factors like funding changes or policy shifts. The non-significant findings suggest leadership perception and organizational satisfaction operate via complex, non-linear pathways, potentially mediated by variables like trust, organizational justice, or specific HR practices (Li et al., 2020), which were not explored. Future research should consider longitudinal studies, mixed-methods approaches, and additional control variables to fully understand the intricate relationship between leadership and organizational outcomes.

01

## **Leadership Framework Documentation**

The leadership traits demonstrated by Professor Okeba should be formally documented and embedded into Wesley University's leadership development frameworks, potentially aligning with principles of servant leadership to foster a more profound impact on job satisfaction and organizational commitment.

02

## **Workplace Harmony Philosophy**

The concept of a "harmonious workplace" should serve as a guiding philosophy for future leadership recruitment and succession planning, with a focus on its operational definitions related to workplace climate and employee engagement.

03

## **Leadership Development Focus**

Emphasis should be placed on emotional intelligence, spiritual maturity, and a collaborative ethos in developing succeeding leaders to enhance leadership harmony and institutional coherence, providing a clearer theoretical justification for their expected impact on staff well-being.

04

## **Inclusive Governance Development**

Inclusive governance strategies should be developed to ensure that collaboration and consultation become standard practice, thereby strengthening the direct links between perceived inclusivity and actual staff empowerment and satisfaction.

# **ACKNOWLEDGEMENT**

We wish to express sincere gratitude to all individuals and institutions whose contributions made this research possible. We are particularly thankful to the management and staff of the participating institutions for their cooperation and willingness to provide valuable data and insights during the course of this study. Our profound appreciation goes to our Vice-chancellors and colleagues for their constructive feedback, critical reviews, and intellectual support throughout the development of this study.

# **CONFLICTS OF INTEREST**

The authors declare that there was no conflict of interest associated with this research. All authors have contributed substantially to the conception, design, data collection, analysis, and interpretation of the findings. No financial, personal, or institutional relationships have influenced the outcomes or reporting of this study.

# **FUNDING**

This research received no funding from any agency.

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**Received:** May 25, 2025

**Accepted:** August 16, 2025

**Published:** November 19, 2025

## Citation:

Ahmodu, A. O., Obeka, Q. O., Aribaba, F. O., Duyile, D. M., & Akinjobi, B. D. (2025). Leadership thematicity and the pleasant melody among staff: Empirical reflections on Rt. Rev. Prof. Obeka's tenure at Wesley University, Ondo. *SustainE*, 3(2), 378- 406. In A. A. Atowoju, E. O. Oyekanmi, A. A. Akinsemolu, & D. M. Duyile (Eds.), *Sustainability, innovation, and development: A Festschrift in honour of Rt. Rev. Prof. Obeka Samuel Sunday* [Special issue]. <https://doi.org/10.55366/suse.v3i2.18>

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