



## Democratic Leadership Style and Performance of Administrative Staff in Selected Universities in the Bono Region of Ghana

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**Abstract:** This study examined the effect of democratic leadership style on the performance of administrative staff members at selected universities in the Bono region of Ghana. The specific objectives of this study were to: investigate whether democratic leadership style was currently being practiced in the selected universities in the Bono region, investigate the relationship between democratic leadership and employee performance and examine the effect of democratic leadership on employee performance. The study examines whether democratic leadership influences administrative staff performance, hypothesizing no significant relationship or impact, and explores the potential effects on organizational effectiveness. The study used 231 respondents and these respondents were randomly selected. Questionnaires were used to collect data from the respondents. Descriptive statistics (mean, and percentages, correlation and regression statistical tools) were used to analyse the data. The findings of the research revealed that democratic leadership style has a significant positive impact on the performance of administrative staff members at selected universities. The study showed that the application of democratic leadership style resulted in improved employee performance by 41.1%. This improvement is statistically significant, with a p-value of 0.000, indicating a strong relationship between democratic leadership and employee performance. Furthermore, the study highlighted that democratic leadership fosters strong employee synergy through participation in decision-making, teamwork, and cooperation, all of which contribute to enhanced performance. The analysis concluded that democratic leadership style, characterized by involvement and empowerment of staff, significantly improves employee performance in both public and private university settings in the Bono region of Ghana. It was recommended that supervisors apply democratic leadership style to induce employee performance.

**Keywords:** Leader, Democratic Leadership Style, Employee Performance, Administrative Staff University

## I. INTRODUCTION

Leaders in higher education have to lead an institution, for example, a university or faculty, works towards achieving a common goal and of course will have to lead themselves. The university is a workplace for many different people. So, as the university staff members have expectation towards the university, the university also expect something from staff members. Therefore, the role of the leader is the overlap between the person or the personality and the institution (Fitria & Anik 2021). This is the leadership role.

There are different leadership styles and this is more than just democratic leadership or autocratic leadership. There is a continuous rise in the interest of researchers in examining the significant roles leadership could play in staff work performance. Leadership is offering guidance and advice for effective management that end up in followers' high performance and commitment. Leadership is seen as a framework through which a common objective can be achieved and a system under which somebody guide and direct other person/persons towards achieving a specific objective.

Universities are a good example of organizations that need a good dominant pattern of leadership in order to improve the performance of their employees so that they can carry out their vital functions in society. Jung & Shin (2015) describe the administrative staff of a university as workers who occupy administrative positions in higher education institutions. These individuals play complex but indispensable roles, including office work, research support, quality assurance, planning, facility and financial management, and supportive role to academic staff to ensure effective teaching and learning. This present study seeks to measure the effect of democratic leadership style on the functional Performance of Administrative Staff in public and private universities in the Sunyani Municipality of Ghana. In this study, the performance of university administrative staff members was measured using non-financial parameters comprising, job innovativeness, creativeness, competitiveness and effectiveness.

According to the University of Ghana Act (2012), the Vice Chancellor of a university is the chief executive of the university, he/she is the academic and administrative head of the university. He/she has the overall responsibility for directing, organizing, and administering programmes of the university. Other members who occupy leadership positions are The Pro Vice Chancellor, The Registrar, Deans, Directors of Schools, Faculties, Institutes, Departments, Units, Centers, Heads of Academic Departments, Professors/Associate Professors, and the Librarian. The study also evaluated the democratic leadership style of these leaders who are involved in the day-to-day management of the university, using questionnaires that were administered to Administrative Staff members, who in this case classified as followers and categorized into senior staff administrators and junior staff administrators. These leaders regularly interact with the administrative staff, support staff, and academic staff members at all levels in the day-to-day management of the university.

Leadership is a well-researched and growing field of study in organizational management and employee performance (Adangabe & Boateng, 2022; Donkor et al. 2021; Andoh & Ghansah, 2019). However, the problem of poor employee performance has been perceived during the last decades as an important element in leading because leaders do not exhibit the required behaviours that would motivate employees to perform their duties conscientiously (Lumbasi et al., 2017). In our universities today, leaders are expected to provide direction, craft the strategic document, come out with policy/guidelines, etc. which will serve as a blueprint for followers (university administrative staff) to aid in their job performance. The democratic leadership style of leaders at our universities is supposed to motivate followers to work for the attainment of results (Baffour-Awuah, 2015). Several studies have been conducted to investigate the relationship between leadership and organisational performance (Kim, 2017; de Poel et al., 2014). Despite the presence of research on leadership styles, there is a noticeable gap in studies specifically examining the correlation between democratic leadership style and organizational performance within the African setting and across different entities, as noted by Cloete (2011). This research aims to explore the impact

of leadership styles on the performance of administrative staff in both public and private universities in the Bono region, thereby contributing to a deeper understanding of how leadership influences organizational effectiveness in this context.

## **2. MATERIALS AND METHODS**

### **2.1. Research Design**

This research utilized a descriptive survey design within a quantitative framework to meet its objectives, aligning with the positivist philosophy that underpins its methodological approach. Positivism guided this study by asserting an objective reality that can be quantitatively observed, measured, and analyzed. Accordingly, the research involved hypothesis formulation, observations, document reviews, data collection, data analysis, hypothesis testing, and drawing conclusions. The knowledge produced through this study is grounded in empirical evidence and scientific inquiry, reflecting the researcher's adherence to positivist principles.

### **2.2. Population and Sampling Strategy**

Data for the study were drawn from all administrative staff members of the selected public and private universities (Sunyani Technical University, Catholic University, and University of Energy and Natural Resources) in the Bono region of Ghana since they had been in existence for more than 10 years with experienced administrative staffs. The total number of administrative staff members of the selected universities was 549. The sample size of the study was 231 respondents from the study population using Slovin's Formula (Andoh, & Ghansah, 2019);  $n = N/(1+Ne^2)$ , where  $n$  is the sample size,  $N$  is the population size and  $e$  is the margin of error to (0.05). The study adopted the field survey of Oduroye (2015) on the staff strength of non-academic staff in public universities in the Bono region, Ghana. The staff strength of administrative staff members for the public universities in the Sunyani Municipality.

The rationale for focusing solely on administrative staff in the study is rooted in the unique and indispensable roles these individuals occupy within higher education institutions. Administrative staff members are crucial for the effective functioning of universities, playing complex roles that include office work, research support, quality assurance, planning, facility, and financial management, in addition to providing support to academic staff to ensure effective teaching and learning. This research aims to measure the impact of democratic leadership styles on the functional performance of administrative staff in public and private universities in the Sunyani Municipality of Ghana, using non-financial parameters such as job innovativeness, creativeness, competitiveness, and effectiveness. The selection of administrative staff as the focus of the study is based on their critical role in the daily operations of universities and their direct interaction with leadership styles, making them a key demographic for understanding the influence of leadership on organizational effectiveness.

Snapshot of the staff strength among administrators at selected universities situated within the Bono region of Ghana. Within this region, Sunyani Technical University, a public institution, employs a total of 234 staff members to support its administrative operations. Similarly, the University of Energy and Natural Resources, another public university in the area, has 241 administrative personnel contributing to its functioning. The Catholic University of Ghana, while smaller in comparison, still plays a vital role in education, with a staff of 74 administrators. When we aggregate these numbers, we find that there is a collective workforce of 549 individuals responsible for overseeing the administrative aspects of these institutions. This valuable data was collected through a field survey conducted in 2022, directly from the Human Resources units of these universities, offering insight into the administrative capabilities and capacities within the Bono region's higher education landscape. The Administrative Staff were clustered according to their universities.

However, the sample of the total population was stratified based on each department. Hence, the sample size representing the number of Administrators who received questionnaires was divided into strata. The sampling technique used in the study was based on Slovin's Formula to determine the sample size from the population of administrative staff members at the selected universities in the Bono region of Ghana. The total population was identified as 549 administrative staff members from Sunyani Technical University, Catholic University, and University of Energy and Natural Resources. Using Slovin's Formula with a margin of error set to 0.05, the sample size calculated was 231 respondents. This method allowed for a representative sample to be drawn from the overall population, ensuring the reliability and generalizability of the study's findings. Additionally, the study further stratified the sample based on each department within the universities, ensuring a comprehensive representation across different administrative units.

**Table 2: Stratum representation of the sample size**

Name of categories	P	n	N	$nx = \frac{n(P)}{N}$	n <sub>x</sub>
Sunyani Technical University	234	231	549	$nx = \frac{231(234)}{549}$	99
University of Energy and Natural Resource	241	231	549	$nx = \frac{231(241)}{549}$	101
Catholic University of Ghana	74	231	549	$nx = \frac{231(74)}{549}$	31
<b>Total</b>	<b>549</b>	<b>693</b>	<b>1647</b>	$nx = \frac{549(693)}{1647}$	<b>231</b>

**Source:** Field survey (2022)

### 2.3. Research Instrument

The study employed a questionnaire as the main instrument for data collection. The use of questionnaires gave a lot of advantages to the researcher. The questionnaires were completed anonymously and also inexpensive to administer. Again, it was distributed to many people in a short period; hence, a great deal of data was gathered in a short time (Ghuman, 2010). The study utilized a questionnaire adapted from Fisher (2005) as the main instrument for data collection. This choice was made due to several advantages, including the ability to distribute the questionnaire to many people in a short period, thereby gathering a substantial amount of data quickly and inexpensively. The questionnaires were completed anonymously, enhancing the reliability of the responses. To ensure the research instrument's reliability and content validity, a pilot test was conducted with five administrators using a simple random sampling method. This pilot testing in the field, with a population similar to the sample for the study, allowed for adjustments based on the feedback, ensuring the instrument was well-suited for the research objectives. The reliability analysis of the pilot data, analyzed using SPSS, yielded Cronbach's alpha values above 0.6, indicating satisfactory internal consistency and justifying the rationale for using this adapted questionnaire. The instrument for the study went through the processes of both reliability and content validity. Pilot-test was done with five (5) administrators to subject the research instrument to field testing with a population similar to that of the sample for the study in the Bono region using a simple random sampling method. The data from the pilot study was analyzed with SPSS, resulting in Cronbach's alpha values exceeding 0.6,

as shown in Table 3. According to the guideline provided by Onikoyi and Awolusi (2014), a Cronbach's Alpha of 0.6 or higher is considered evidence of the instrument's internal consistency.

**Table 3. Reliability Analysis**

Items	Cronbach's Alpha	Number of items
Employee performance	0.954	5
Democratic leadership style		
Idealised influence	0.753	5
Inspirational motivation	0.728	5
Intellectual simulation	0.837	5
Individual consideration	0.749	5

**Source:** Adapted from Fisher (2005)

#### 2.4. Data Collection Method

A survey was conducted using self-administered questionnaires for administrative staffs purposely selected from public and private universities in the Bono region. Three (3) field enumerators were engaged and trained to assist in administering the questionnaire. The field enumerators availed themselves to the respondents at the selected universities to answer questions that bordered respondents. The questionnaires were delivered, answered, and collected on the same day. This resulted in a 100% response rate.

#### 2.5. Ethical Consideration

The participants were told that their responses would be kept private and that their identities would never be revealed. Participants received a letter informing them of the research's fundamental details, such as the study's goal. They were given a consent form to sign stating they either accept or reject participation in the study. Thus, participants were not to participate in this research under coercion.

#### 2.6. Data Analysis

The data collected was coded and analyzed using Statistical Package for Social Science (SPSS) Version 20. The responses in the questionnaires were edited and coded to ensure consistency. The responses for the open-ended questions were grouped based on common ideas that the respondents expressed. The results were analysed using descriptive and inferential statistics (Table 4). The following hypotheses were propounded to address the research question three (RQ3).

**Table 4.** Statistical Techniques for the study.

Research Questions	Statistical Techniques	Reasons for the Technique Used
<b>Research Question One (RQ1)</b> Do university leaders employ a democratic style of leadership?	Proportions, averages and Standard Deviations	Descriptive tool to access the practice of democratic leadership style among leaders at the University.
<b>Research Question Two (RQ2)</b> What relationship exist between democratic relationship style and employee performance?	Correlation Analysis	To establish the relationship between democratic leadership style and employee performance at the university.
<b>Research Question Three (RQ3)</b>	Analysis of Variance (ANOVA)	To determine whether there is a significant effect of democratic

What is the effect of democratic leadership style on employee performance?		leadership style on employee performance.
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The following hypotheses were propounded to address the research questions two (RQ2) and three (RQ3);

**RQ2;** relationship between democratic leadership style and employee performance

H<sub>0</sub>: Democratic leadership style does not have any significant relationship with employee performance.

H<sub>1</sub>: Democratic leadership style significantly has a relationship with employee performance.

**RQ3;** effect of democratic leadership style on employee performance

H<sub>0</sub>: Democratic leadership style does not affect employee performance.

H<sub>1</sub>: Democratic leadership style significantly affects employee performance.

### 3. Results

#### 3.1. Demographic Statistics

The respondents' demographic characteristics were examined in terms of their gender, educational background, years of working in the institution, and rank (Table 5). Demographic Characteristics were of much interest in this study purposely to find out if they could have an influence on the leadership styles and their effect on employees' performance. It was identified that the highest respondents (67%) of the staff members at the selected universities were young (18 to 49yrs) in terms of their age, with the least respondents (8%) were aged (50-59yrs). This reflects the active working population at the universities (Table 5). The Ghana Statistical Service gave the working population of the country to be from 18 to 60 years. Almost all of the respondents (100%) had acquired some high level of education (Table 5). A majority of the respondents (57%) had worked for long years (11 to above 20 years) with the university and that would enable them to assess their supervisors well in terms of the leadership styles used. The study revealed that 55.6% of the respondents were senior staff, 23.0% were junior staff, and 21.4% were senior members (Table 5). Demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are a representative sample of the target population for generalization purposes.

**Table 5:** Demographic Characteristics of Respondents (n=231)

Variable	Frequency	Percentage
<b>Gender</b>		
Male	123	53.2
Female	108	46.8
<b>Age (Years)</b>		
18-29	49	21
30-39	108	46
40-49	57	25
50-59	19	8
<b>Qualification</b>		
Diploma/HND	51	22.1
Bachelor degree	111	48.1
Masters' degree	62	26.8
Ph.D.	7	3.0
<b>Years of working</b>		
<1 year	14	6.1

1-5 years	25	10.8
6-10 years	61	26.4
11-15 years	83	35.9
16-20 years	37	16.0
>20 years	11	4.8
<b>Rank</b>		
Junior staff	53	23.0
Senior staff	129	55.8
Senior Member	49	21.2

**Source:** Field Survey (2022)

### 3.2. Practice of Democratic Leadership Style at the selected Universities

**RQ1** (Table 6) focus on accessing the practice of democratic leadership style at the selected universities for this study. Two descriptive statistics were employed in fulfilling this objective. Firstly, an attempt was made to examine respondents' level of agreement to the variables posing democratic leadership style practices. Secondly, the summaries of responses were provided using the mean and the standard deviations. Table 6 presents the responses on the level of agreement to the variables outlined as practices attributable to democratic style of leadership at the selected universities in the bono region of Ghana by the respondents.

**Table 6:** Practices of Democratic Leadership Style

Leadership style attributes	Mean of responses	Std. Dev.
<b>Democratic leadership style</b>		
Delegates responsibility as per the capability of the employee	3.94	0.87
Allows subordinates in decision making	4.20	0.78
Gives preference to human values	4.12	0.80
Imposes flexible work, designs goals with freedom for work performance	4.10	0.81
Emphasizes results over action	4.08	0.78
Focuses on frequent and supportive communication	4.06	0.74
Forges consensus through participation, engagement, and partnership	3.97	0.83
<b>Average mean</b>	<b>4.07</b>	

**Source:** Field Survey (2022)

The results in Table 6 show that the majority of the respondents, agreed (mean=3.94) with the statement my leader delegates responsibility as per the capability of the employee. This implies that most of the respondents were agreeing with the statement and response variation was very low. The results also show that majority of the respondents agreed (mean=4.20) with the statement that the leader allows the participation of all subordinates in decision-making. This implies that leaders involve their subordinates when it comes to decision-making. Majority of the respondents agreed (mean=4.12) that their leader gives preference to human values and the leaders give concern for the followers. Majority of the respondents again agreed (mean=4.10) that their supervisor imposes flexible work and designs goals with freedom for the performance of work. In addition, majority of the respondents agreed (mean=4.08) that their supervisor lays emphasize results over action. The statement my supervisor focuses on frequent and supportive communication was agreed upon by the respondents with a mean value of 4.06. Moreover, respondents agreed (mean=3.97) that their supervisor forges consensus through participation, encouraging employee involvement, engagement, and partnership. The democratic leadership style was commonly practiced and this was indicated by the average mean (4.07) which indicated that the

respondents involved in this study had a fair idea that one type of leadership style or the other was practiced in their universities.

### 3.3. The relationship that exists between democratic leadership style and employee performance

The RQ2 focused on establishing the relationship between democratic leadership style and employee performance at the selected universities in the bono region of Ghana. To achieve this, the researchers hypothesised that “there is no significant relationship between democratic leadership style and employee performance”, and correlation analysis was performed. Pallant (2011) indicated that correlation analysis is used to determine the relationship between two variables. For this study, the two variables are democratic leadership style and employee performance, with democratic leadership style being the independent variable and employee performance as the dependent variable. In reviewing the literature on a democratic leadership style and employee performance, it was identified that various variables come together to provide an effective democratic leadership and performance. These variables in the democratic leadership were computed into a single variable. The performance of employees was also done in the same manner to obtain the two variables for the correlation analysis using Statistical Package for Service Solution (SPSS) version 20.0, and Table 7 displays the result.

The results in Table 7 indicates that the number of cases, N is 231, which shows that there were no missing data. The results also reveal a positive ( $r = 0.693$ ) relation between democratic leadership style and the performance of employees. The result further indicated a strong relationship between democratic leadership style and the performance of employees since  $r = 0.693$  is higher than 0.5 (Pallant, 2011). To provide more understanding on how much that democratic leadership style can explain the performance of employees, the coefficient of determination was computed as  $r^2 = (0.693)^2 \times 100 = 48.02\%$ . This means that the democratic leadership style explains 48.02% nearly 50% of the performance of employees at the selected universities in the Bono region of Ghana. Consequently, half the chance of the best employee performance is dependent on the practice of democratic leadership style. This implies that democratic leadership style has a positive impact on employee performance. The implication is also that democratic style of leadership is beneficial in creative environment as it encourages employee innovation and creativity which leads to improved job satisfaction and performance. Lastly, the Correlation is significant at the 0.01 level (2-tailed). This indicates how much confidence one should have in the result obtained.

**Table 7 Correlation analysis between democratic leadership style and employee performance**

Variable		Democratic	Employee Performance
Democratic	Pearson correlation	1	.693**
	Sig. (2-tailed)		.000
	N	231	231
Employee Performance	Pearson correlation	.693**	1
	Sig. (2-tailed)	.000	.000
	N	231	231

\*\* . Correlation is significant at the 0.01 level (2-tailed). (Source: Field Survey 2022)

### 3.4. The Variance between democratic leadership style and employee performance



On RQ3 which was to examine the effect of democratic leadership on employee performance, the hypothesis was that

H<sub>0</sub>: Democratic leadership style does not affect employee performance.

H<sub>1</sub>: Democratic leadership style significantly affects employee performance.

The hypothesis rule has it that if the coefficient value is lesser than 0.05 (< 0.05) alternative hypothesis be accepted and the null hypothesis be rejected and vice versa. The Table 7 shows that the significant value generated when democratic leadership style and employee performance were connected was 0.000. Given that the significant value of 0.000 was less than 0.05, the alternative hypothesis that Democratic leadership style is associated with employee performance is accepted.

**Table 8: ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	97.736	11	8.885	121.916	0.000
Residual	15.960	219	0.073		
Total	113.697	230			

**Source:** Field Survey (2022).

The outcomes of the analysis of the variance (ANOVA) are shown in Table 8. The findings show that the model as a whole was statistically significant. Furthermore, the findings suggest that the independent variable—democratic leadership style—is a reliable indicator of worker performance. An F statistic of 121.916 and the reported p-value (0.000), which was below the usual probability of 0.05 significant level, supported this. In Table 9, the regression coefficients are displayed.

**Table 9: Regression Coefficients– Democratic leadership style**

Model	Unstandardized	Std.	Standardized	t	Sig.
	coefficients		coefficients		
	B	Error	Beta		
Constant	3.749	0.512		8.760	0.000
Democratic Leadership style	0.411	0.033	0.626	6.245	0.000

Dependent variable: Employee performance

The effects of the independent variables (democratic leadership style) on employee performance are shown in Table 9 through the use of regression analysis. According to the findings ( $r=0.411$ ,  $p$  value=0.000), democratic leadership was statistically significant in explaining worker performance. According to the results, a single unit's increased application of democratic leadership style results in improved employee performance at a rate of 41.1%.

#### 4. Discussion

The findings of this study underscore the pivotal role of democratic leadership in enhancing the performance of administrative staff within the context of higher education institutions. The substantial positive impact, quantified at a 41.1% improvement in employee performance, provides empirical evidence supporting the effectiveness of democratic leadership styles in fostering a conducive work environment. This leadership approach, characterized by participatory decision-making, transparency, and inclusivity, not only bolsters employee morale but also enhances organizational productivity. The significant relationship between democratic leadership and employee performance, underscored by a p-value of 0.000, suggests that the engagement and empowerment of staff are critical components in optimizing performance outcomes. The democratic leadership style facilitates a sense of ownership and accountability among employees, which, in turn, motivates them to contribute more effectively to organizational goals.

Moreover, the study's emphasis on the positive correlation between democratic leadership and employee synergy through teamwork and cooperation highlights the importance of collaborative work cultures in achieving higher levels of organizational performance. This finding aligns with contemporary management theories that advocate for employee involvement in decision-making processes as a means to leverage diverse ideas, enhance problem-solving capabilities, and foster a sense of belonging among staff members. In contrast to autocratic leadership styles, which may stifle creativity and employee satisfaction, democratic leadership encourages a free exchange of ideas, feedback, and constructive criticism. This open communication framework not only aids in identifying and addressing organizational challenges promptly but also promotes continuous learning and improvement among staff members.

The implications of this research are particularly relevant for university administrations aiming to enhance their operational efficiency and academic excellence. By adopting democratic leadership styles, universities can create a more engaged, motivated, and productive administrative workforce, which is essential for navigating the complex challenges faced by higher education institutions today. This study contributes to the growing body of literature that recognizes the importance of democratic leadership in the educational sector. It calls for a shift towards more inclusive and participatory leadership practices, which not only improve employee performance but also drive organizational success in the competitive and dynamic landscape of higher education.

## **5. Conclusion**

The study set out to examine the effect of democratic leadership style on the performance of administrative staff members at selected public and private universities in the Bono region of Ghana. The study concludes that democratic leadership style has a significant impact on the performance of administrative staff members. The importance of leadership and employee performance in the business and corporate environment has been highlighted in earlier studies. The single and most important conclusion of this study was that democratic leadership style practiced at the selected public universities was effective and impacted positively on employee performance. However, there are other leadership styles practiced among leaders at the Universities but democratic leadership style stands tall. The study's findings were supported by Pearson's correlation coefficient, which demonstrates that democratic leadership style significantly improve employee performance in public and private universities by fostering strong employee synergy through participation in decision-making. Additionally, the framework established by democratic leaders opens up more opportunities for learning, teamwork, and cooperation, all of which improve performance.

## **6. Limitations, Recommendations for Policy and Practice**

Despite the comprehensive exploration of democratic leadership styles on administrative staff performance, the study acknowledges certain limitations that pave the way for future research and practical applications. A notable constraint is the geographic and institutional scope, limited to selected universities in the Bono region of Ghana, which may affect the generalizability of the findings to other regions or types of organizations. Additionally, the study's reliance on self-reported data through questionnaires might introduce bias, as respondents could overestimate their performance or the effectiveness of democratic leadership styles. In light of these findings and limitations, the study offers several recommendations for both policy and practice. First, it advocates for the adoption of democratic leadership styles across educational institutions, emphasizing the positive correlation with administrative staff performance. University administrators are encouraged to foster an environment of participation, open communication, and shared decision-making to enhance employee engagement and performance. Moreover, the study suggests integrating democratic leadership training and development programs within the university's management training curriculum. This would equip current and future leaders with the necessary skills to implement democratic leadership effectively. Policymakers within the educational sector

are also advised to consider these findings when developing guidelines and policies aimed at improving university administration and performance. By promoting democratic leadership practices, policymakers can contribute to creating more inclusive, collaborative, and high-performing educational environments. Lastly, the study underscores the need for further research to explore the impact of democratic leadership styles in different contexts and with diverse populations. Future studies could examine the long-term effects of democratic leadership on organizational performance, employee satisfaction, and student outcomes, providing a more holistic understanding of its benefits and limitations.

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