

LEADERSHIP CORE VALUES AND GOALS ATTAINMENT OF PUBLIC UNIVERSITIES IN BAYELSA STATE

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ABSTRACT

This study examined leadership core values and goals attainment of universities in Bayelsa State. The study was guided with four research questions and four corresponding hypotheses. The study adopted correlational research design. The population comprise of all the administrative/ principal officers of the public universities been studied, which are; the Vice-Chancellor, the Registrar, the Bursar, University Librarian, Deans of faculties, Heads of Departments. The population of the study is therefore two hundred and fourteen (214) administrative/principal officers of the public universities in Bayelsa State. The sample size was the entire two hundred and fourteen (214) being the population of the study. This is because the study adopted the census technique. The instruments used to collect data for the study were two self-developed questionnaires titled Leadership Core Values of Public University Questionnaire (LCVPUQ) and Goals Attainment of Public University Questionnaire (GAPUQ). The instruments were validated while their reliability was tested using Cronbach's alpha and their reliability index results were .86 and .79 respectively and the instrument were considered reliable. Mean and standard deviation were used to answer the research questions while Pearson Product-Moment Correlation Coefficient was used to test the hypotheses at 0.05 level of significance with the aid of SPSS version 25 Software. The findings of the study show that there is a significant and positive relationship between the proxies of leadership core values and goals attainment of universities in Bayelsa State. This study therefore concludes that the management of public universities are encouraged to show empathy toward other members in the university. The study recommends that leaders must demonstrate empathy in the workplace which is a key part of emotional intelligence and leadership effectiveness which also improves human interactions in general and can lead to more effective communication and positive outcomes, in both work and home settings.

Keywords: Leadership, Core Values, Goals Attainment, Universities.

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INTRODUCTION

Tertiary education is expected to achieve the goals of preparing the individuals for useful living within the society, and for higher education as well as equipping secondary school leavers with the needed skills for effective living within the society (Federal Republic of Nigeria [FRN], 2014). Management of schools at this level is expected to be of good quality in order to enhance effective teaching of skill-oriented subjects and promote the smooth attainment of secondary school goals. Federal Republic of Nigeria (2014) as in the National Policy on Education clearly identified the overall philosophy for the establishment of universities in Nigeria. The NPE document among others charged Nigerian universities with the universal goals which are expected to be relevant, excellent and qualitative for the development of the Nigerian nation. Indeed, Okoroji and Okoye (2003) argued that the highest institutional mechanism for recreating and making organized investments towards the development of human capital all over the world is the university system. Interestingly, academic staff constitutes the group of human resources in the university system through whom these goals are attained. They constitute the line staff whose interest other stakeholders must guarantee for the attainment of university goals. No wonder Okeke (2001) added that the audience of academic staff is mankind.

Unfortunately, the Central Bank of Nigeria had also stated that Nigeria's expenditure on education is far below the developing countries' average (Okoroji & Okoye, 2003). Today, the Nigerian University operates in a crises environment that is replete with inadequate funding, inadequate academic infrastructure and library holdings; excess university student population; cultism, brain drain; to mention but a few of the contemporary issues and problems in the universities (Mamedu, 2003). These problems were aptly highlighted by Ben-Barkar (1999) in a keynote address presented at the Conference of Rectors, Vice chancellors and Presidents of African Universities (COREVI) in which he noted that these factors have precipitated the rapid decline of the quality of university education in Africa. Some of the major measures so far taken by the federal government since 2000 intended to further humanize the university industry include a 33% increase in take-home pay of university academic staff (vide FGN/ASUU agreement), the establishment of a national virtual library; the enactment of private universities' law; the bill on university autonomy being currently addressed by the National Assembly; Education Tax fund (ETF); the establishment of Nigeria's premier Open University (Mamedu, 2016).

According to the Federal Republic of Nigeria (2014), the goals of tertiary education encompass the development of relevant high-level manpower, development of intellectual capability of individuals and acquisition of physical and intellectual skills. Others are to promote and encourage scholarship as well as community service. The school goal attainment could also be divided into achieve academic excellence where students prepare for responsible leadership roles in society through a broad-based education in the liberal arts, the very heart and soul of the university, create an environment of unconditional inclusion, encourage a spirit of service, promote moral and spiritual values and involve students in world concerns. To some, the goals of university education are to learn, integrate and apply knowledge and methodological approaches through in-depth study of an academic discipline. Integrate and synthesize a range of knowledge, perspectives and creative methods acquired through study and practice across multiple academic disciplines and diverse educational experiences.

Leadership is one of the important criteria for all activities in human life. It is the process of interaction between the leader and the followers, influencing followers toward achieving a

goal (Amanchukwu et al., 2015). Leadership is the capacity to give guidance toward favored future desires and adjusts the adherents toward objectives accomplishment (Kelly-Heidenthal, 2004). Additionally, leadership in education should be embraced and the challenge should be taken with great pride and integrity. The belief that you are an agent of change is the essence of teaching. Faith in progress and value in every student embody the schools' culture and morale. Learn from veterans and carry the importance of education to the next generation. Be courageous, challenge inequality and allow every student to have the same opportunity learn. A leader is fair, firm, friendly, and on a mission to transform boys and girls into productive and contributing members of society.

However, the importance of leadership cannot be over emphasized when it comes to organizational goals attainment. It plays a vital role in offering direction and purpose towards achieving the goals of an organization. An effective leadership has been widely acknowledged as a potent instrument for achieving institutional goals and objectives especially in public universities in Rivers State. Leadership is an important aspect of managing, the ability to lead effectively is one of the keys to being an effective manager since the essence of leadership is followership. A leader does not unilaterally do as he pleases, he has to take to heart the interest of the organization by leading to effectively coordinate group effort in the attainment of organizational goals. Leadership can be defined as a process of influencing people in a planned direction towards goals. It is the life wire of the organization. Ideally, people should be encouraged to develop not only willingness to work but also willingness to work with zeal and confidence and the willingness to work with zeal and confidence can only be achieved with effective leadership.

Leadership core values are prerequisite to goals attainment in universities (Ololube, 2018a). The way and manner in which leaders of universities lead and relate with their staff and others in the university community determines their effectiveness, productivity and goals attainment. Until leaders understand the importance of leadership values in the attainment of goals, much productivity and results cannot be recorded. For this purpose, leaders must endeavor to learn and imbibe values and convictions to make their universities centers of academic excellence. The primary goal for the establishment of universities which is to produce sound, knowledgeable and disciplined graduates to contribute to national development will be defeated if university leaders are not disciplined, informed and goal oriented. Certain leadership qualities and values will enable the university leaders to set and attain goals in line with the laws of the federation (Ololube, 2018b).

Strong leadership skills and leadership is essential part of improvement, attainment, and growth for personal, group and organizational effectiveness. I believe that while leadership is vital to the well-being and growth of both the person and the group, it is not reserved strictly for those with formally assigned management or leadership positions. Core leadership values include collaboration, competency, empathy, excellence, self-respect, honesty, integrity, resonate, wisdom and creativity (Ololube, 2018a). Nevertheless, for this study, core values like empathy, honesty, integrity, and resonate will be discussed. One strives to keep these values as part of both professional and personal life while constantly reviewing and updating them throughout his/her leadership journey. Establishing core values is essential; however, they must be incorporated into behaviors and actions in all settings to truly have an impact on personal leadership philosophy. According to the situation, leadership skills and needs may change over time. They depend on team and organizational dynamics, but they are vital to effective team building and forward movement and allowing teams to identify, accept and grow through periods of change.

Empathetic leadership means having the ability to understand the needs of others, and being aware of their feelings and thoughts. Unfortunately, it has long been a soft skill that's overlooked as a performance indicator. Leadership honesty is the ability to develop trust in followers and legitimacy is based on honesty. Effective leaders always follow these principles. They draft and lead the way, they produce a vision of upcoming missions, inspire people, help others and encourage their team members. Integrity in leaders refers to being honest, trustworthy, and reliable. Leaders with integrity act in accordance with their words (i.e., they practice what they preach) and own up to their mistakes, as opposed to hiding them, blaming their team, or making excuses while resonate leaders inspire others through consistent, positive relationships and emotions (Ololube & Ololube, 2017). It is precisely what we mean when we depict somebody who causes us to change our organizations. Just like everything else, leadership also comes in many different leadership styles that one may choose to follow.

Statement of the Problem

This phenomenal numerical growth of tertiary institutions in Nigeria is commendable going by the observation of Eggins (2010) that it is now accepted that tertiary education has important implications for the economic, political, and socio-cultural development, sustainability and global competitiveness of nations. Yet, despite the fact that the expansion of tertiary education is in line with the recommendations of international organizations and the situation in developed nations, with the sporadic numerical growth of the tertiary institutions in Nigeria in recent times, it is only reasonable to be inquisitive about the goals that the Federal Government has in mind for tertiary institutions in the country and to make a realistic assessment of these goals and their implementation. It is this trend of thought that occasioned this work. This is more so because functional tertiary education is the bedrock of any society that has made remarkable development over the years and is equally the secret of the success of nations that are fast developing, as its quality determines the quality of human resources and development. The researcher perceived that most universities have lost focus consequently, they are performing below the expected goal educational goals of the university as enshrined in the National Policy on Education due to lack of optimum participation from employees, irrespective of leadership core values practiced by the leadership of the universities. It is against this problem definition that the researcher proceeds to identify the specific objectives of the study.

Aim and Objectives of the Study

The aim of the study is to examine leadership core values and goals attainment of universities in Bayelsa State. Specially, the objectives are to:

- Investigate how leadership empathy value influence goals attainment of universities in Bayelsa State.
- Determine how leadership honesty value influence goals attainment of universities in Bayelsa State.
- Examine how leadership integrity value influence goals attainment of universities in Bayelsa State.
- Assess how leadership resonate value influence goals attainment of universities in Bayelsa State.

Research Questions

The following research questions guided this study:

- To what extent does leadership empathy value influence goals attainment of universities in Bayelsa State?
- To what extent does leadership honesty value influence goals attainment of universities in Bayelsa State?
- To what extent does leadership integrity value influence goals attainment of universities in Bayelsa State?
- To what extent does leadership resonate value influence goals attainment of universities in Bayelsa State?

Hypotheses

- There is no significant relationship between Leadership empathy value and goals attainment of universities in Bayelsa State.
- There is no significant relationship between leadership honesty and goals attainment of universities in Bayelsa State.
- There is no significant relationship between leadership integrity value and goals attainment of universities in Bayelsa State.
- There is no significant relationship between leadership resonate value and goals attainment of universities in Bayelsa State.

THEORETICAL FRAMEWORK

Trait Theory of Leadership

There is no "magic combination" of characteristics that makes leaders successful, and different characteristics matter in different circumstances. Learning about the core leadership theories that provide the backbone of our current understanding of leadership could also be the theoretical framework but this study anchored on the trait theory of leadership. The trait theory of leadership was developed by Thomas Carlyle (1795-1881) and Francis Galton (1822-1911). Their ideas, published in the mid-1800s, did much to establish and reinforce popular support for trait-based leadership thinking then and for many years afterwards (Swan, 2018). The trait theory of leadership suggests that certain inborn or innate qualities and characteristics make someone a leader. These qualities might be personality factors, physical factors, intelligence factors, and so on. The strengths of trait theories lie in their ability to categorize observable behaviors and their use of objective criteria. While developing their theories independently of each other, several different trait theorists have often arrived at a similar set of traits using factor analysis (Cherry, 2021).

The theory is relevant to this study because it gives constructive information about leadership. It can be applied by people at all levels in all types of organizations. Managers can utilize the information from the theory to evaluate their position in the organization and to assess how their position can be made stronger in the organization. Trait theory has been used to develop a number of assessment devices. It provides an easy-to-understand continuum that

provides a good deal of information regarding a person's personality, interaction, and beliefs about the self and the world. According to trait leadership theory, effective leaders have in common a pattern of personal characteristics that support their ability to mobilize others toward a shared vision. These traits include dimensions of personality and motives, sets of skills and capabilities, and behavior in social relationships.

CONCEPTUAL CLARIFICATION

Concept of Leadership

Leadership has been severally defined. The simplest definition of leadership in universal dictionary and thesaurus is that it is the act of leading, the ability to be a leader, the leaders of an organization or movement collectively. However, several scholars have come up with their own definitions. For Hersey and Blanchard in Aibieyi (2014) leadership is the process of influencing the activities of an individual or a group in efforts towards achievement in a given situation. Aibieyi further added that leadership is innovation and being initiative, leadership is creative, adaptive and agile. For Ololube (2017), leadership is the art of influencing people so that they strive willingly and enthusiastically towards the accomplishment of group goals. Aibieyi (2014) was also of the opinion that leadership in the school context is a situation where the leader or administrator tries to influence the behaviour of teachers and students to achieve the goals and objectives of the school. By this definition, leadership has to do with how well the principal (leader) relates with staff and students to achieve set goals in the institution.

As opined by Jackson and Parry (2008), leadership is a process where leaders use their skills and knowledge to lead and bring a group of employees in the desired direction that is relevant to their organization's goals and objectives. They believe that an effective leader that has strong leadership skills should also be in possession of certain characteristics, such as, passion, consistency, trust and vision; for only leaders who own these characteristics are able to build trust in employees. Furthermore, in the words of Malloch and Melnyk (2013), leadership is the quality of behaviour of an individual which guides people or their activities in organized efforts. He further stated that leadership is an essential indispensable social essence that gives common meaning to a common purpose. It also creates the incentive that makes other incentive effective, that infuse decision without which cooperation is impossible. For Raguž (2017) leadership as an influential increment over and above mechanical compliance with the routine directives of an organization.

Leadership is a social influence process in which the leaders seek the voluntary participation of his subordinates in an effort to meet organizational objectives. In essence, leadership is the ability of a person to relate effectively with others to achieve set goals without necessarily using force or coercion to compel them. It uses influence to achieve set goals and objectives. The leader is not just the head of an organization but one who gives direction and meaningfully engage follower, supporters, staff or team members to achieve collective goals.

What are Values?

Values are highly held beliefs, principles and convictions that govern the attitudes and activities of an individual or group of persons which guides against doing what is considered wrong or unacceptable in society. According to Wanzer (2018) values are principles for evaluating the desirability of any possible alternatives or consequences. He further stated that values serve to

define all that a person cares about in a decision situation. This is not to suggest that values are fixed once they are embedded. They evolve and change with time. Values are identified to include the contention that they are enduring personal characteristics that are acquired through processes of social analysis. Values are the guiding principles for success in all spheres of life. Lack of values in leadership could inhibit growth and kill institutional goals. In the words of Ololube (2018a) in Ololube (2021), values enable leaders to perceive not only appropriate ends, but also the means to those ends. He contend that an internalized value system becomes consciously or subconsciously a guide for actions. It is argued that personal values, ethics and morals influence choices and behaviours.

According to Schwartz (1992), values are desirable states, objects, goals or behaviours transcending specific situations and applied as normative standards to judge and to choose among alternative modes of behavior. Kekes (1993) defined values as “humanly caused benefits that human beings provide to others, and by way of illustration, we may say that love and justice are moral goods” (p. 44). For Mayton et al. (1994), “values can be seen as enduring prescriptive or proscriptive beliefs that a specific mode of conduct (instrumental value) or end state of existence (terminal value) is preferred to another mode of conduct or end state” (p. 3). Values have to do with setting standards that cannot be compromised. It involves taking decisions or making rules which must be strictly followed in the interest of an individual, group members or the society at large. A society without values will suffer moral decadence and high level of crime. Values help to sharpen the behavior and attitudes of individuals. Families, organizations, institutions and the society at large need values to be properly governed and coordinated.

Leadership Core Values

When you are trying to become a better leader, it is important to identify and improve your core leadership values. Understanding what leadership values are and what core leadership values you want to adopt into your leadership style can help you improve your relationship and connection with your team, thus becoming a more effective leader (Kolzow, 2014). Leadership values are the core beliefs and principles that guide us in our personal and professional lives. These values can be defined as the things you believe are most important to achieving your goals and being happy. Leadership values are closely connected to both personal core values and the values of the institution. These values are of great importance because, they help you determine how you want to achieve your goals and what type of leader you want to be. These core leadership values play an important role in guiding how one make decisions and what actions one take on a daily basis. Leadership values also help leadership grow and develop both personally and professionally. Having a strong set of core values as a leader helps build respect and trust among the team. This creates the foundation for them to influence their team in a positive way that encourages high-performance and excellence. These leadership core values include:

Leadership Empathy Value: Is referred to the ability to understand the feelings and emotions of others and to respond to their actions and behaviors in a way that shows your understanding of their feelings. Empathy is a core component of emotional intelligence, which also includes the ability to understand and control your personal feelings and emotions. It is important for leaders to have emotional intelligence because it helps you build genuine connections with your team. Having a strong connection with your team members allows you to help them overcome their personal and professional challenges and results in improved efficiency and productivity (Indeed Editorial Team, 2021).

Leadership Honesty Value: One value that is critical in making one a trustworthy leader is honesty. Honesty refers to the ability to discuss topics with others in a clear and truthful manner. Transparency is closely related to honesty. When others know they can rely on the things they say and promise, it builds their trust and respect in them and makes them a more effective leader.

Leadership Integrity Value: Is referred to being genuine and honest and deciding to do the right thing at all times. A strong sense of integrity is important in leadership because your team members need to know they can trust and respect what you say and what you do. They also need to know they can count on you to keep your promises.

Leadership Resonant Value: They enables leaders to design and nurture that environment. By focusing on how and why they act, they send out their wavelength, which resonates throughout the company, strikes a chord with people, and unites them behind a common goal.

Concept of Goals Attainment

Goal attainment is the process through which human and other resources are mobilized for the attainment of collective goals and purposes. In a social system, the goal attainment functions are met through political activities and mobilization occurs through the generation and exercise of power. Goal attainment represents the keystone self-determination behavior. Educators use the Take Action lessons to teach students both with and without disabilities the crucial skills for attaining their goals. The lesson package consists of a student video, teacher manual, and student worksheets. Organizations, companies, families and institutions are set up basically to attain set goals and objectives. Goals must be properly set and defined before they can be attained. Members of any organization who do not really understand the goals of that organization cannot be effective and productive. Locke and Hetham (2006) opined that there is a strong relationship between goals and performance. They opined that when goals are clearly defined, it brings out the best from the staff or followers, it challenges to shine to use their knowledge and ability in achieving university goals. They believe that the goals motivate staff to acquire additional knowledge in addition to their skills and abilities to produce desirable outcomes. They added that the higher the goals set, the higher the performances of leaders and staff. Similarly, the lower the goals, the lower their performances will be, university leaders cannot afford to had without clearly set goals. Even though goals continued high for staff may be seen as how for others, it will ultimately challenge them to give their best. Lack of goals will amount to lack of direction and the resultant effect will be failure.

Leadership Empathy Value and Goals Attainment

Empathy is the ability to perceive and relate to the thoughts, emotions, or experiences of others. Those with high levels of empathy are skilled at understanding a situation from another person's perspective and reacting with compassion (Gallese, 2003). Empathy in the context of goals attainment at workplace simply means that leader's people are able to establish true, empathetic connections with one another that enhance relationships and performance. Unfortunately, it has long been a soft skill that's overlooked as a performance indicator. It is obvious that today's successful leaders must be more "person-focused" and able to work well with people from varying teams, departments, countries, cultures, and backgrounds. In other words, leaders who practice empathetic leadership toward direct reports are viewed as better performers in their jobs by their bosses. Those leaders who were rated as empathetic by subordinates were also rated as high performing by their own boss. The ability to be compassionate and connect with others is

critical to our lives, both personally and professionally (van Berkhout, 2016). Demonstrating empathy in the workplace a key part of emotional intelligence and leadership effectiveness also improves human interactions in general and can lead to more effective communication and positive outcomes, in both work and home settings.

Leadership Honesty Value and Goals Attainment

Honesty may be seen as transparency and openness- your willingness to communicate what you're thinking or feeling, even when it is uncomfortable or unpopular. Honesty may be seen as a willingness to listen and discuss issues before the data is completely thought through, when available alternatives are not fully crystallized, and when decisions are not yet final. It may also be seen as keeping your word, following through on promises, and delivering on time. However, in the long term, honesty carries the day, gains stronger support from employees and allows the right solutions to be applied to resolve problems. Another important outcome from honesty is that it builds trust, one of the most critical elements of solid leadership activities. Honesty is a moral character that means to be truthful to others and oneself (Ololube, 2017). It implies speaking the truth, has fair conduct, and desists from deceiving others. An honest person prefers to speak the truth and avoid lying in most life scenarios. The habit of straightforwardness makes honesty difficult to pursue. However, it means to be rude or blunt to others that can hurt others' feelings. Honesty is tact that involves being truthful while sparing people's feelings. There are many benefits to inculcate truthfulness in life that highlight the importance of honesty in a person's life (Indeed Editorial Team, 2021).

Leadership Integrity Value and Goals Attainment

Integrity in leaders refers to being honest, trustworthy, and reliable. Leaders with integrity act in accordance with their words (i.e., they practice what they preach) and own up to their mistakes, as opposed to hiding them, blaming their team, or making excuses. Integrity in the workplace is the same as it is outside of work. The only difference is that integrity at work supports a company and leader's set of moral and ethical standards. In leadership, integrity is supreme. Countless views exist on what sets a good leader apart from others. Many assume the vision of the leader, others, persistence, or motivating capacity. Some link successful leadership with intellect or skill. Leadership covers even more variables, like the capacity to adapt these traits to rapidly evolving circumstances. Integrity is the first quality that separates an intellectual leader from another. For great leaders, integrity is the most critical distinguisher. Leading with integrity means a person practices the ethics that they preach or walking the talk (Menzel, 2016). This will result both in happier employers and employees. Workplace integrity can be exemplified by many traits, including honesty, loyalty, respect, and responsibility, and it is vital to decision-making, serving customers, and managing employees. It is also crucial to reducing costly errors, avoiding illegal activity, and keeping the organization's core values top of mind (UKEssays, 2018).

Leadership Resonate Value and Goals Attainment

Resonant leadership is a leadership style where leaders are mindful, optimistic, and show empathy by focusing on the social and emotional needs of their followers, resulting in positive work outcomes. Resonant leaders support and empower their followers, which can trigger positivity among them, resulting in the achievement of personal as well as organizational goals

(Marques, 2010, in Ololube, 2021). Resonant leaders inspire others through consistent, positive relationships and emotions. It is precisely what we mean when we depict somebody who causes us to change our organizations. Just like everything else, leadership also comes in many different leadership styles that one may choose to follow.

Review of Related Empirical Studies

Mamedu (2016) conducted a study on the quality of work-life and University goal attainment perception by academic staff in the South-south Geo-political Zone of Nigeria. This study on Academic staff perception of Quality of Work-Life and University Goal Attainment was designed to have some understanding of the QWL of university academic staff and to relate this understanding to their performance towards university goal attainment in the South-South geo Political Zone of Nigeria. The topic was chosen because of persistent complaints concerning the low quality of university output in Nigeria for over a decade. Two research questions and two null hypotheses were raised to examine the QWL of university academic staff, university goal attainment and the relationship between the two variables. The significance of the study is to help those involved in higher educational planning, policy formulation and implementation to achieve optimum university outcomes through performance and QWL of academic staff. The study was guided by a theoretical concept on self-theory with a plethora of self-based theories on QWL and university goal attainment. The review indicated that only very limited work had been done in this area in Nigeria, on university and on the subjects. The sample constituted 1681 of university academic staff and this was 36% of the entire population of academic staff in the zone. Two questionnaires were each developed for QWL and UGA respectively in addition to personal interviews and document review. Results of the study revealed a state of satisfactory QWL for the staff; a state of unfavourable University goal attainment; and insignificant relationship between QWL and UGA in the universities. These results are unique in the sense that they revealed that satisfactory QWL of university academic staff does not generate commensurate satisfactory UGA in the Zone in Nigeria.

Amadi (2019) carried out a study on leadership role in attainment of organizational goals in Auchi polytechnic, Auchi. Twelve questions were formulated, all derived from a total number of twenty (20) respondents in the organization studied, simple percentage method was used in analyzing the data collected. The study revealed leadership as a tool for the attainment of organizational goals. It also emphasized the importance of effective leadership in organization in spite of economic recession and government policies on the whole. The study revealed the organization adopts the democratic leadership style, where there can be consultative and participative management. Conclusion was drawn and recommendations made. A new awareness was created on the part of management on the need for improvement in quality service delivery which would lead to the attainment of organizational goals.

McCann (2017) conducted a study on leadership integrity and diversity in the workplace. Leadership integrity and diversity are significant factors in the relationship between leader and employee in the workplace. For employees to follow their leaders, they want someone that they can trust. They will not follow those whom they do not trust or who will not or cannot disclose a clear set of values, ethics and standards. This research examined 941 responses from workers in the United States who completed the Perceived Leader Integrity Scale (PLIS) developed by Craig and Gustafson (1998) and the Workplace Diversity Survey by De Meuse and Hostager

(1996), along with demographic questions. This research also examined the relationship of perceived leadership integrity and workplace diversity.

Groves and LaRocca (2011) conducted an empirical study of leader ethical values, transformational and transactional leadership, and follower attitudes toward corporate social responsibility. Several leadership and ethics scholars suggest that the transformational leadership process is predicated on a divergent set of ethical values compared to transactional leadership. Theoretical accounts declare that deontological ethics should be associated with transformational leadership while transactional leadership is likely related to teleological ethics. However, very little empirical research supports these claims. Furthermore, despite calls for increasing attention as to how leaders influence their followers' perceptions of the importance of ethics and corporate social responsibility (CSR) for organizational effectiveness, no empirical study to date has assessed the comparative impact of transformational and transactional leadership styles on follower CSR attitudes. Data from 122 organizational leaders and 458 of their followers indicated that leader deontological ethical values (altruism, universal rights, Kantian principles, etc.) were strongly associated with follower ratings of transformational leadership, while leader teleological ethical values (utilitarianism) were related to follower ratings of transactional leadership. As predicted, only transformational leadership was associated with follower beliefs in the stakeholder view of CSR. Implications for the study and practice of ethical leadership, future research directions, and management education are discussed.

Holt and Marques (2012) carried out a study on empathy in leadership as appropriate or misplaced. This paper focuses on empathy in leadership, and presents the findings of a study conducted among business students over the course of 3 years. Finding that empathy consistently ranked lowest in the ratings, the researchers set out to discover the driving motives behind this invariable trend, and conducted a second study to obtain opinions about possible underlying factors. The paper presents the findings of both studies, as well as literature reviews on the differences between management and leadership, a historical overview of leadership, a reflection of 21st century leadership, the ongoing debate on the effects of corporate psychopaths on ethical performance, and scholars' perception on empathy in corporate leadership. The findings indicate the need for a paradigm shift in corporations as well as business schools in regards to leaders' required skills, and suggest a proactive approach from business faculty to change the current paradigm.

Koźmiński (2015) carried out a study on bounded leadership empirical study of the polish elite. This paper presents the results of qualitative research conducted by the method of in-depth interviews with Polish leaders. A very diversified group of high-level and considerably successful leaders were selected and interviewed. The typology (profiles) of the leaders, their constraints and strength are revealed and discussed. The leaders give much importance to their struggle for autonomy and overcoming constraints. They are familiar with the different models of optimal leadership. Their profiles and sources of leadership strength are examined within the framework of the "bounded leadership theory."

METHODOLOGY

The study adopted correlational research design. The population comprise of all the administrative/ principal officers of the public universities understudy, which are; the Vice-Chancellor, the Registrar, the Bursar, University Librarian, Deans of faculties, Heads of Departments. The population of the study will therefore be two hundred and fourteen (214)

administrative/principal officers of the public universities in Bayelsa State namely, Federal University, Otuoke (39); Niger Delta University Amassoma (110); University of Africa Toru Orua (38) and Bayelsa Medical University (27) (University Site, 2021). A sample size was the entire two hundred and fourteen (214) the population of the study. This is because the study adopted the census technique. The instruments used to collect data for the study was two set self-developed questionnaires titled: Leadership Core Values of Public University Questionnaire (LCVPUQ) and Goals Attainment of Public University Questionnaire (GAPUQ). The section A and B of the questionnaires elicited the information on the variables on the leadership core values and institutional goal achievement respectively. The instruments were scored on five-point likert scale as follows: Very High Extent (VHE) =1 Point, High Extent (HE) =2 points, Low Extent (LE) =3points, Very Low Extent (VHE) =4points. The instruments were validated while their reliability was tested using Cronbach's alpha and their reliability index results were .86 and .79 respectively and the instrument were considered reliable. Mean and standard deviation were used to answer the research questions while Pearson Product-Moment Correlation Coefficient was used to test the hypotheses at 0.05 level of significance with the aid of SPSS version 25 Software.

DATA ANALYSIS AND RESULT

From the 214(100%) copies of questionnaire distributed only 177(82.7%) copies of the questionnaire were used for the analysis which represent a response rate of 83% from the study sample size.

Research Questions One: To what extent does leadership empathy value influence goals attainment of universities in Bayelsa State

Table 1: Mean and Standard Deviation for Research Question One

	N	\bar{X}_1	S.D ₁	\bar{X}_2	S.D ₂	$\frac{\bar{X}_1 - \bar{X}_2}{2}$	Decision
1. Empathy leadership demonstrate how to increase attentiveness and teach other how to be patient	177	2.92	1.09	2.93	.98	2.93	High Extent
2. leadership that demonstrates empathy, people feel safe talking to them.	177	3.01	1.04	3.11	.83	3.06	Very High Extent
3. Empathy also cultivates a greater presence in your leadership role	177	2.82	1.00	3.03	.91	2.93	High Extent
4. Being empathetic allows leaders to help struggling employees improve and excel	177	2.88	.99	3.06	.93	2.97	High Extent
Grand Mean						2.97	High Extent

The first research question states “to what extent does leadership empathy value influence goals attainment of universities in Bayelsa State? The result of the analysis shows the cumulative mean scores of 2.93, 3.06, 2.93 and 2.97 respectively and a cumulative grand mean of 2.97 which is above the criterion mean value of 2.50 in a modified four-point Likert scale. This means that majority of the respondents to a high extent agree that leadership empathy value influence goals attainment of universities in Bayelsa State.

Research Questions Two: To what extent does leadership honesty value influence goals attainment of universities in Bayelsa State?

Table 2: Mean and Standard Deviation for Research Question Two

	N	\bar{x}_1	S.D ₁	\bar{x}_2	S.D ₂	$\frac{\bar{x}_1 - \bar{x}_2}{2}$	Decision
5. Honesty is how we build trust, and trust is necessary if we hope to work successfully with others	177	3.14	.96	2.52	.97	2.83	High Extent
6. Leaders make their credibility in society by being honest in most life situations	177	3.02	.97	2.57	.97	2.76	High Extent
7. The absence of guilt after being honest makes it a worthy experience as a leader	177	2.88	1.03	2.62	1.24	2.75	High Extent
8. It may seem a disadvantage to lie be truthful, but honesty is beneficial for us in the long run	177	2.97	1.05	2.50	1.07	2.74	High Extent
Grand Mean						2.77	High Extent

The second research question states “To what extent does leadership honesty value influence goals attainment of universities in Bayelsa State? The result of the analysis shows the cumulative mean scores of 2.83, 2.76, 2.75 and 2.74 respectively and a cumulative grand mean of 2.77 which is above the criterion mean value of 2.50 in a modified four-point Likert scale. This means that majority of the respondents to a high extent agree that leadership honesty value influence goals attainment of universities in Bayelsa State.

Research Questions Three: To what extent does leadership integrity value influence goals attainment of universities in Bayelsa State?

Table 3: Mean and Standard Deviation for Research Question Three

	N	\bar{x}_1	S.D ₁	\bar{x}_2	S.D ₂	$\frac{\bar{x}_1 - \bar{x}_2}{2}$	Decision
9. Integrity in leadership is that it builds credibility with teachers, talented professionals and students.	177	2.89	1.10	2.95	.98	2.92	High Extent
10. Integrity in school entails transparency to make sure that necessary reports are filed accurately and on time,	177	2.98	1.11	2.59	1.03	2.79	High Extent
11. Leaders who demonstrate integrity garner trust among their colleagues	177	2.65	1.04	2.97	.92	2.81	High Extent
12. Leadership with integrity taking responsibility and accountability for your actions, good and bad	177	2.92	1.05	2.75	1.18	2.84	High Extent
Grand Mean						2.84	High Extent

The first research question states “To what extent does leadership integrity value influence goals attainment of universities in Bayelsa State? The result of the analysis shows the cumulative mean scores of 2.92, 2.79, 2.81 and 2.84 respectively and a cumulative grand mean of 2.84 which is above the criterion mean value of 2.50 in a modified four-point Likert scale. This means that majority of the respondents to a high extent agree that leadership integrity value influence goals attainment of universities in Bayelsa State.

Research Questions Four: To what extent does leadership resonate value influence goals attainment of universities in Bayelsa State?

Table 4: Mean and Standard Deviation for Research Question Four

	N	\bar{X}_1	S.D ₁	\bar{X}_2	S.D ₂	$\frac{\bar{X}_1 - \bar{X}_2}{2}$	Decision
13. Resonant leadership enables leaders to design and nurture that environment.	177	3.08	.89	2.93	.98	3.01	Very High Extent
14. Resonant leadership are focused on how and why they act; they send out their wavelength.	177	3.12	.89	3.11	.83	3.12	Very. High Extent
15. Resonant leadership work on emotional intelligence to direct their feelings to help a group meet its goals	177	3.19	.89	2.03	.91	2.61	High Extent
16. Resonant leadership demonstrating emotional and social competence is the key to creating resonance.	177	3.15	.94	2.56	.93	2.86	High Extent
Grand Mean						2.90	High Extent

The fourth research question states “to what extent does leadership resonate value influence goals attainment of universities in Bayelsa State? The result of the analysis shows the cumulative mean scores of 3.01, 3.12, 2.61 and 2.86 respectively and a cumulative grand mean of 2.90 which is above the criterion mean value of 2.50 in a modified four-point Likert scale. This means that majority of the respondents to a high extent agree that leadership empathy value influence goals attainment of universities in Bayelsa State.

Test of Hypotheses

The test of hypotheses was carried out using Spearman’s Rank-order correlation coefficients (rho) at a 95% confidence interval. The 0.05 significance level is adopted as criterion for the probability of either accepting the null hypotheses at (p>0.05) or rejecting the null hypotheses at (p<0.05).

Hypotheses One: There is no significantly relationship between Leadership empathy and goals attainment of universities in Bayelsa State.

Table 5: Correlations for Leadership empathy and goals attainment of universities in Bayelsa State

		Leadership Empathy	Goals Attainment
Leadership Empathy	Pearson Correlation	1	.779**
	Sig. (2-tailed)		.000
	N	177	177
Goals Attainment	Pearson Correlation	.779**	1
	Sig. (2-tailed)	.000	
	N	177	177

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 showed the correlation coefficient (r) that there is a significant and positive relationship between leadership empathy and goals attainment of universities in Bayelsa State. The ρ value 0.779 indicates this relationship and it is significant at $p\ 0.000 < 0.05$. The correlation coefficient represents a strong correlation indicating a strong relationship. Therefore, based on this finding the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between Leadership Empathy and Goals Attainment of universities in Bayelsa State.

Hypotheses Two: There is no significantly relationship between leadership honesty value and goals attainment of universities in Bayelsa State

Table 6: Correlations of leadership honesty value and goals attainment of universities in Bayelsa State

		Leadership Honesty	Goals Attainment
Leadership Honesty	Pearson Correlation	1	.603**
	Sig. (2-tailed)		.000
	N	177	177
Goals Attainment	Pearson Correlation	.603**	1
	Sig. (2-tailed)	.000	
	N	177	177

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 showed the correlation coefficient (r) that there is a significant and positive relationship between leadership honesty value and goals attainment of universities in Bayelsa State. The ρ value 0.603 indicates this relationship and it is significant at $p\ 0.000 < 0.05$. The correlation coefficient represents a moderate correlation indicating a strong relationship. Therefore, based on this finding the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between leadership honesty value and goals attainment of universities in Bayelsa State.

Hypotheses Three: There is no significantly relationship between Leadership Integrity Value and goals attainment of universities in Bayelsa State

Table 7: Correlations of leadership integrity value and goals attainment of universities in Bayelsa State

		Leadership Integrity	Goals Attainment
Leadership Integrity	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.000
	N	177	177
Goals Attainment	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.000	
	N	177	177

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7 showed the correlation coefficient (r) that there is a significant and positive relationship between leadership integrity value and goals attainment of universities in Bayelsa State. The ρ value 0.548 indicates this relationship and it is significant at $p\ 0.000 < 0.05$. The correlation coefficient represents a moderate correlation indicating a strong relationship. Therefore, based on

this finding the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between leadership integrity value and goals attainment of universities in Bayelsa State.

Hypotheses Four: There is no significantly relationship between Leadership Resonate Value and goals attainment of universities in Bayelsa State.

Table 8: Correlations of Leadership Resonate Value and goals attainment of universities in Bayelsa State

		Leadership Resonate	Goal Attainment
Leadership Resonate	Pearson Correlation	1	.754**
	Sig. (2-tailed)		.000
	N	177	177
Goal Attainment	Pearson Correlation	.754**	1
	Sig. (2-tailed)	.000	
	N	177	177

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8 showed the correlation coefficient (r) that there is a significant and positive relationship between leadership resonate value and goals attainment of universities in Bayelsa State. The ρ value 0.754 indicates this relationship and it is significant at $p\ 0.000 < 0.05$. The correlation coefficient represents a high correlation indicating a strong relationship. Therefore, based on this finding the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between leadership resonate value and goals attainment of universities in Bayelsa State.

DISCUSSION OF FINDINGS

The study examines leadership core values and goals attainment of universities in Bayelsa State. However, in discussing the findings of this study, the researcher has followed the order of the data analyzed using relevant literatures to support the findings and results. The study utilized mean and standard deviation to answer the research questions and inferential statistical techniques (Pearson Product Moment Correlation Coefficient) with the aid of SPSS to test the stated hypotheses between the proxies of leadership core values and goals attainment of universities in Bayelsa State. The findings from the first test of hypotheses in table 5 revealed that there is a significant relationship between leadership empathy and goals attainment of universities in Bayelsa State with (r value 0.779 and $p=0.000 < 0.05$). The correlation coefficient represents a strong correlation indicating a strong relationship. The findings affirmed the study by Groves and LaRocca (2011) who conducted an empirical study of leader ethical values, transformational and transactional leadership, and follower attitudes toward corporate social responsibility. Several leadership and ethics scholars suggest that the transformational leadership process is predicated on a divergent set of ethical values compared to transactional leadership. Theoretical accounts declare that deontological ethics should be associated with transformational leadership while transactional leadership is likely related to teleological ethics.

However, very little empirical research supports these claims. Furthermore, despite calls for increasing attention as to how leaders influence their followers' perceptions of the importance of ethics and corporate social responsibility (CSR) for organizational effectiveness, no empirical study to date has assessed the comparative impact of transformational and transactional leadership styles on follower CSR attitudes. Data from 122 organizational leaders

and 458 of their followers indicated that leader deontological ethical values (altruism, universal rights, Kantian principles, etc.) were strongly associated with follower ratings of transformational leadership, while leader teleological ethical values (utilitarianism) were related to follower ratings of transactional leadership. As predicted, only transformational leadership was associated with follower beliefs in the stakeholder view of CSR. Implications for the study and practice of ethical leadership, future research directions, and management education are discussed.

Similarly, table 6 revealed that there is a significant relationship between leadership honesty value and goals attainment of universities in Bayelsa State with (r value 0.603 and $p=0.000<0.05$). The correlation coefficient represents a moderate correlation indicating a strong relationship. The findings collaborate with the findings of Mamedu (2016) who conducted a study on the quality of work-life and University goal attainment perception by academic staff in the South-south Geo-political Zone of Nigeria. Results of the study revealed a state of satisfactory QWL for the staff; a state of unfavourable University goal attainment; and insignificant relationship between QWL and UGA in the universities. These results are unique in the sense that they revealed that satisfactory QWL of university academic staff does not generate commensurate satisfactory UGA in the Zone in Nigeria

Furthermore, table 7 revealed that there is a significant relationship between leadership integrity value and goals attainment of universities in Bayelsa State with (r value 0.548 and $p=0.000<0.05$). The correlation coefficient represents a moderate correlation indicating a strong relationship. The findings affirmed the study by Amadi (2019) carried out a study on leadership role in attainment of organizational goals in Auchi polytechnic, Auchi. The study revealed leadership as a tool for the attainment of organizational goals. It also emphasized the importance of effective leadership in organization in spite of economic recession and government policies on the whole. The study revealed the organization adopts the democratic leadership style, where there can be consultative and participative management. Conclusion was drawn and recommendations made. A new awareness was created on the part of management on the need for improvement in quality service delivery which would lead to the attainment of organizational goals.

Lastly, table 8 shows that there is a significant relationship between leadership resonate value and goals attainment of universities in Bayelsa State with (r value 0.754 and $p=0.000<0.05$). The correlation coefficient represents a high correlation indicating a strong relationship. The study also agrees with the conclusions of Koźmiński (2015) carried out a study on bounded leadership empirical study of the polish elite. This paper presents the results of qualitative research conducted by the method of in-depth interviews with Polish leaders. A very diversified group of high-level and considerably successful leaders were selected and interviewed. The typology (profiles) of the leaders, their constraints and strength are revealed and discussed. The leaders give much importance to their struggle for autonomy and overcoming constraints. They are familiar with the different models of optimal leadership. Their profiles and sources of leadership strength are examined within the framework of the "bounded leadership theory."

CONCLUSION

This study examines leadership core values and goals attainment of universities in Bayelsa State. The study findings show that there is a significant and positive relationship between the proxies

of leadership core values and goals attainment of universities in Bayelsa State. This study concludes that the management of public universities are encouraged to show empathy toward other members in the university. Leaders should be honest, have some level of integrity, be optimistic have a listening culture and not just window-dress in pretense in the discharging their duties. In the end of it all, leaders of public universities must be more “person-focused” and able to work well with people from varying teams, departments, countries, cultures, and backgrounds.

Recommendations

The following recommendations are made:

1. Leaders must demonstrate empathy in the workplace which is a key part of emotional intelligence and leadership effectiveness also improves human interactions in general and can lead to more effective communication and positive outcomes, in both work and home settings. In other words, leaders who practice empathetic leadership toward direct reports are viewed as better performers in their jobs by their bosses.
2. Leaders must be transparent and open. In other words, leaders in public universities must be willing to communicate what they are thinking or feeling, even when it is uncomfortable or unpopular.
3. To ensure goals attainment of universities in Bayelsa State, Leaders should act in accordance with their words (i.e., they practice what they preach) and own up to their mistakes, as opposed to hiding them, blaming their team, or making excuses.
4. For effective goals attainment of universities in Bayelsa State, leaders should support and empower their followers, which can trigger positivity among them, resulting in the achievement of personal as well as organizational goals.

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