Expression of Leadership Mission, Vision, Values, and Strategic Objectives in Academic Institution Development Practices

Honest John Kipasika
Institute of Adult Education, Morogoro Campus, Tanzania
Email: kipasikah@gmail.com

Abstract: *Leadership plays a pivotal role in shaping the direction and culture of academic institutions, particularly in articulating and embodying elements such as mission, vision, values, and strategic objectives. This paper explores the understanding and recognition of these organizational elements among staff categories within an academic institution, using the Institute of Adult Education (IAE) in Tanzania as a case study. Using a questionnaire, data was collected from a heterogeneous group of 44 respondents, including management, academic, administrative, and support staff, employing purposeful and convenient sampling techniques determined by availability and willingness to participate. Data analysis included descriptive and inferential statistics and the Chi-Square test to determine the association between staff positions and organizational attributes. Results reveal disparities in the correct identification rates of these elements across staff categories, suggesting the need for targeted communication and engagement strategies. While management staff generally demonstrated higher correct identification rates, significant gaps were observed among academic and support staff. Moreover, inferential statistics indicate that staff position does not guarantee awareness of organizational elements. The study underscores the critical role of leadership in articulating and integrating these organizational elements into the institution's fabric to foster alignment, guide decision-making, and drive educational excellence. Recommendations include continuous review and refinement of organizational elements, agile leadership practices, and efforts to ensure employees are well-informed and connected to the institution's goals.*

Keywords: *Leadership, Academic institutions, Mission, Vision, Values and Strategic objectives*

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1. Introduction

Institutions, whether corporations, non-profits, educational establishments, or governmental bodies, rely on a clear sense of purpose and direction to thrive in today's dynamic environment (Sinek, 2009). The concepts of mission, vision, values, and strategic objectives are central to this clarity, guiding decision-making, inspiring action, and shaping organizational culture (Barrett, 2006; Lencioni, 2002). Leadership holds a central position in articulating and manifesting these elements, aligning them with the institution's development practices to drive sustainable growth and impact (Goleman, 2000).

Expressing leadership mission, vision, values, and strategic objectives in academic institutions' development practices is vital for establishing a clear direction, fostering a positive culture, and achieving educational excellence (Bryson, 2011; Fullan, 2001). Leadership within academic institutions, including universities and colleges, articulates and integrates these guiding principles into the institution's development processes (Bass & Riggio, 2006). The mission statement of an academic institution encapsulates its purpose, goals, and commitment to educational excellence (Bryson, 2011). For example, the University of Dar es Salaam's mission to "advance the economic, social and technological development of Tanzania and beyond

through excellent teaching and learning, research and knowledge exchange" reflects its dedication to academic excellence and societal impact (University of Dar es Salaam, n.d.).

Vision statements provide a forward-looking perspective, outlining the institution's aspirations and long-term goals (Kouzes & Posner, 2002). Academic leaders communicate this vision to inspire stakeholders and guide strategic planning efforts. The vision of the University of Dar es Salaam, "to become a leading centre of intellectual wealth spearheading the quest for sustainable and inclusive development," reflects its commitment to excellence in research and education (University of Dar es Salaam, n.d.). Values are guiding principles that shape behaviour and decision-making within academic institutions (Schein, 2004). Leadership upholds and reinforces these values, ensuring they are integrated into the institution's culture and practices. The University of Nairobi's values of care, freedom of thought and expression, inclusiveness, innovativeness, professionalism and sustainability reflect its commitment to academic rigour, ethical conduct, and collaboration (University of Nairobi, n.d.).

Strategic objectives translate the mission and vision into actionable goals, providing a roadmap for achieving academic excellence and institutional success (Kaplan & Norton, 2008). Academic leaders set these objectives, aligning them with the institution's mission, vision, and values. For example, the strategic objective of the Sokoine University of Agriculture, "to increase the volume and quality of research, publications and innovations," reflects its commitment to the development of research publications and innovation (Sokoine University of Agriculture, 2021). Effective leadership in academic institution development also involves empowering faculty, staff, and students to embody these guiding principles in their work and educational pursuits (Lussier & Achua, 2009). This fosters a sense of ownership, engagement, and collaboration within the academic community.

Moreover, academic leadership must adapt and evolve these guiding principles in response to changes in the educational landscape, technological advancements, and societal needs (Burns, 2003). Agile leaders continuously review and refine the institution's mission, vision, values, and strategic objectives to ensure relevance and alignment with emerging trends and challenges. For example, during the COVID-19 pandemic, many academic institutions shifted their strategic goals to prioritize online learning, student well-being, and community engagement, demonstrating leadership agility and resilience (Smith et al., 2020). Expressing leadership mission, vision, values, and strategic objectives in academic institution development practices is essential for fostering alignment, guiding decision-making, and driving educational excellence (Bass & Riggio, 2006). Effective leadership involves articulating

and integrating these guiding principles into the institution's fabric, influencing culture, strategy, and performance (Fullan, 2001).

This study examines how far the employees understand and recognize the organization's vision, mission, and values as an essential step towards creating a cohesive and engaged workforce that works towards achieving the organization's goals. Respondents from the various levels in the Institute of Adult Education (IAE) were taken as a case study – group in this regard. IAE is a Tanzanian government institution with roles and mandates vital to the country's educational landscape. Established in 1964, the Institute serves as a central institution for promoting adult education and literacy programs throughout Tanzania (Mushi, 2002). Its mandate extends to training adult educators, researching adult learning methodologies, and fostering partnerships with governmental and non-governmental organisations involved in adult education (URT, 1995; Gunda, 2014). IAE is under the control and direction of the Rector, who is the head of administration, control, and direction. Two Deputies assist the Rector with functions coordinated in departments, units, and Regional Residents' Offices. Heads of these levels are responsible for effective administration and management, coordination, decision-making, and duties assigned to them by the Rector. The management, together with other academic and administrative staff members, built up the IAE staff.

2. Literature Review

The entire society of an academic institution needs to know its organisation's vision, mission, values, and strategic objectives as it helps them understand the purpose and goals of the organisation (Kotter, 2012). This knowledge gives society a clear understanding of what the organisation is trying to achieve and aligns its work and efforts towards achieving its purpose (Bryson, 2011; Sinek, 2009). When society is connected to the organisation's vision, mission, and values, they feel more motivated and engaged (Pink, 2009; Ryan & Deci, 2000). Understanding the bigger picture and how their role contributes to the organisation's success gives them a sense of purpose and fulfilment (Grant, 2008; Wrzesniewski et al., 2003). On the other hand, strategic objectives form the foundation of an organisation's strategy and help guide its actions towards achieving long-term success (Kaplan & Norton, 2004). They provide clarity, alignment, and a roadmap for decision-making, resource allocation, and performance measurement (Drucker, 2001; Porter, 2008).

Knowing the organisation's vision, mission, values, and strategic objectives helps employees make better decisions and solve problems effectively (Drucker, 2001; Kaplan & Norton, 2004). When faced with dilemmas or challenges, employees can refer to the organisation's guiding principles to ensure their actions align with the objectives (Covey, 2004). This consistency helps create

a unified culture and shared understanding of the organisation's core principles, and there is a greater likelihood of consistency and alignment (Schein, 2010). This culture allows the organisation to deliver better customer service and represent the organisation's brand in a consistent and aligned manner (Kotler & Keller, 2006; Schneider & Bowen, 2015).

When employees are unaware of their organisation's vision, mission, and values, there can be several consequences. Some possible outcomes include a lack of direction, misalignment of actions and goals, decreased motivation, poor decision-making, inconsistent culture, and decreased customer satisfaction (Kotter, 2008; Lencioni, 2002). Organisations must ensure that employees are well-informed and connected to these foundational elements to drive success and cohesion within the company (Schein, 2010).

2.1 Theories Guiding the Study

The present study was informed by three theories: Transformational Leadership Theory, Organizational Culture Theory, and Servant Leadership Theory. These theoretical frameworks were chosen for their relevance to understanding leadership dynamics, organizational behaviour, and institutional development practices.

2.1.1 Transformational Leadership Theory

This theory, pioneered by James MacGregor Burns and further developed by Bernard M. Bass, underscores leaders' capacity to inspire and motivate followers towards shared objectives (Adigwe, 2024). It articulates a compelling vision, encourages innovation, and fosters individual growth. In the context of this study, the theory offers valuable insights into how leaders influence organizational direction and development endeavours. By effectively communicating visions and missions that resonate with stakeholders' values, leaders can align organizational efforts and strategies towards common objectives, as highlighted by Avolio, Walumbwa, and Weber (2009). Moreover, the theory stresses the importance of aligning these organizational elements with individual beliefs to cultivate a cohesive culture and drive sustainable growth (Bass & Riggio, 2006; Avolio & Yammarino, 2013). As Higgs and Rowland (2005) emphasised, ensuring strategic alignment enables leaders to communicate priorities effectively, fostering clarity, focus, and coherence in organizational initiatives. Integrating insights from Transformational Leadership Theory into research on leadership expression in institution development practices enriches understanding how leaders inspire collective action and drive organizational evolution.

2.1.2 Organizational Culture Theory

This theory has emerged over time through the contributions of multiple scholars and researchers who have studied the dynamics of organizational behaviour, mainly focusing on the role of culture within organizations. However, Edgar H. Schein is most associated with the development of this theory (Burke, 2023). Organizational Culture Theory provides a robust framework for analyzing how shared values, beliefs, and norms influence organizational behaviour, particularly in expressing leadership qualities in development practices within institutions. This theory underscores the significance of aligning leadership's vision and values with the prevailing organizational culture, as Schein (2010) highlighted. It explores the impact of culture on strategic objectives, development practices, and leadership communication styles, as evidenced by several researchers (Cameron & Quinn, 2011; Kotter & Heskett, 2011; Alvesson, 2013; Khripunov, 2023). Integrating insights from Organizational Culture Theory into this study helps to deepen the understanding of how leaders leverage and shape organizational culture to drive growth and change, ultimately contributing to more effective leadership strategies and organizational development initiatives.

2.1.3 Servant Leadership Theory

Servant Leadership Theory has evolved over time through the contributions of multiple scholars, including Robert K. Greenleaf (Barentsen & Benac, 2023). The theory offers a compelling framework for understanding leadership dynamics, emphasizing leaders' commitment to serving others, fostering their growth, and empowering them to achieve common goals. Servant leaders prioritize stakeholders' concerns to align the organization's mission and vision, emphasizing ethical values for trust and authenticity while empowering followers to achieve goals and fostering their well-being and development (Van Dierendonck & Nuijten, 2011; Hu & Liden, 2011). Furthermore, servant leaders foster a culture of empowerment, innovation, and continuous improvement within the organization by prioritizing coaching, mentoring, and opportunities for growth and learning (Eva *et al.*, 2019). Finally, Servant Leadership Theory views organizational development as a collective endeavor, with leaders promoting collaboration, teamwork, and shared decision-making, fostering a collaborative and cohesive organizational culture that drives development efforts (Sendjaya *et al.,* 2008). Incorporating insights from Servant Leadership Theory into this study helps to gain a deeper understanding of how leaders inspire, empower, and mobilize individuals and teams to achieve their institutional mission, vision, values, and strategic objectives and drive organizational growth and change.

3. Methodology

The study involved a heterogeneous group of 44 respondents from the Institute of Adult Education (IAE). This group comprises members of management (heads of departments and units) and regional resident tutors, together with other academic, administrative, and support staff. The respondents drawn from these groups were determined purposeful, and others were determined through convenient sampling, depending on their availability and readiness to participate. The study sample was made up of 44 individuals. Among them, 17 were members of management, 9 were academic staff, 10 were administrative staff, and 8 were support staff.

Respondents were asked to express how well they knew and practiced the IAE's mission, vision, values, and strategic objectives. Table 1 below represents these statements as they were in the IAE Rolling Strategic Plan of 2019/2020-2023/2024 (Institute of Adult Education, 2019)

Table 1: IAE Vision, Mission, Values and Strategic Objectives

Vision: A leading world institution that creates a continuously learning society

Mission: To continuously design, develop and deliver accessible quality life-long education programs through blended learning for sustainable social-economic development of Tanzania, Africa, and the rest of the world.

Values:

i. IAE is committed to the provision of high standard adult and non-formal continuing education and training.

ii. IAE is committed to operating in an environment of openness and honest transactions.

iii. IAE employees will adhere to honest and strong moral principles in the provision of quality adult and non-formal continuing education and training to all Tanzanians.

iv. IAE is accountable to and responsible to its role and functions to ensure sustainable development in the field of adult education.

v. IAE is committed to the generation of new ideas and better methods of improving adult and non-formal continuing education and training in Tanzania.

vi. IAE is committed to hardworking sprit for ensuring the realization of its vision and mission.

vii. IAE is committed to working together and supporting one another in its efforts to achieve its goals and objectives.

viii. IAE is committed to offering its services in the spirit of stewardship, community empowerment and development.

ix. IAE aspires to maintain equal opportunities among its stakeholders irrespective of individual differences.

x. Zero tolerance to corruption.

Strategic Objectives:

i. Access to quality literacy and alternative education enhanced.
ii. Quality of the training of facilitators and coordinators of adult and non-formal education enhanced.
iii. Provision of mass education programmes enhanced.
iv. Quality research, publication and consultancy services promoted.
v. Good governance and human resource management practices strengthened.

vi.   Financial sustainability enhanced.
vii.   Infrastructure and facilities established and maintained.
viii. Publicity of IAE activities enhanced.

The instrument, a questionnaire, focuses on the measurement in terms of reflecting appropriate knowledge (cognitive) on statements describing the vision, mission, values, and strategic objectives of the IAE. The questionnaire had 20 mixed statements, of which 1 statement stands for vision, 1 for mission, 10 for IAE values, and 8 for institutional strategic objectives. Respondents were asked to pick the correct statement describing the institute's vision, mission, values, and strategic objectives. The filled questionnaires were marked to compute the scores against each statement. Data were analyzed using IBM SPSS version 28 for descriptive statistics after marking the questionnaires to develop performed scores.

The data analysis phase incorporates cross-tabulation, a statistical method utilized to explore relationships between categorical variables. This technique facilitated the examination of staff perceptions concerning organizational elements such as vision, mission, values, and strategic objectives across distinct staff categories, namely management, academic, and administrative staff. The resulting analysis presented the frequency and percentages of valid perceptions for each organizational element within every staff category. Additionally, inferential statistics were conducted for each organizational element to gauge the significance level of any observed associations, thus providing valuable insights into the correlations between staff roles and their comprehension of the institution's guiding principles.

4. Results and Discussion

The results present the socio-economic and demographic characteristics of the study participants, followed by descriptive analysis and inferential statistics to illuminate their understanding of organizational elements within the IAE.

4.1 Social-economic and Demographic

A total of 34 respondents aged 25-45+ participated in this study. The majority of the study participants (72.7%) were aged between 25 and 45, and males accounted for more than 50.0%, while females accounted for less than 30% (Figures 1 and 3). Of all participants, almost 80% had higher education, which included Bachelor's and Master's Levels, while the rest (almost 20%) had diplomas or lower levels (Figure 2).
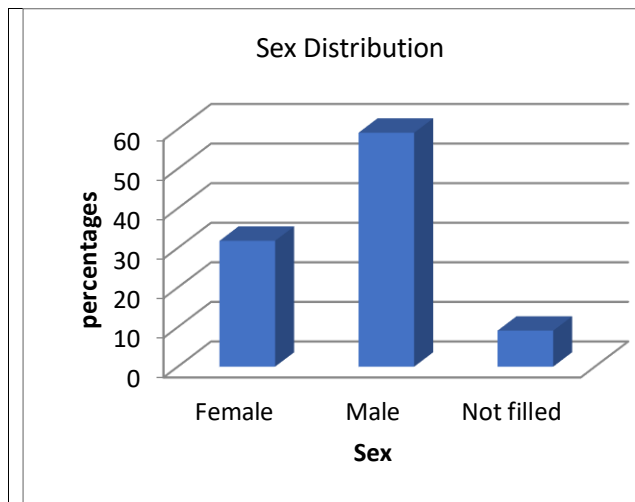

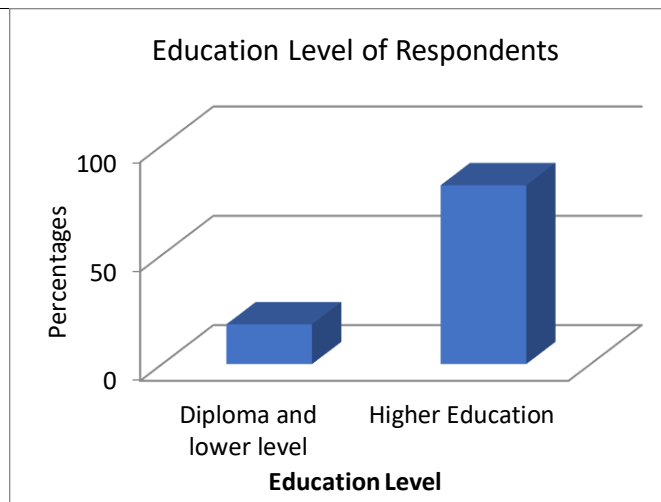**Figure 1: Distribution sex among the respondent**

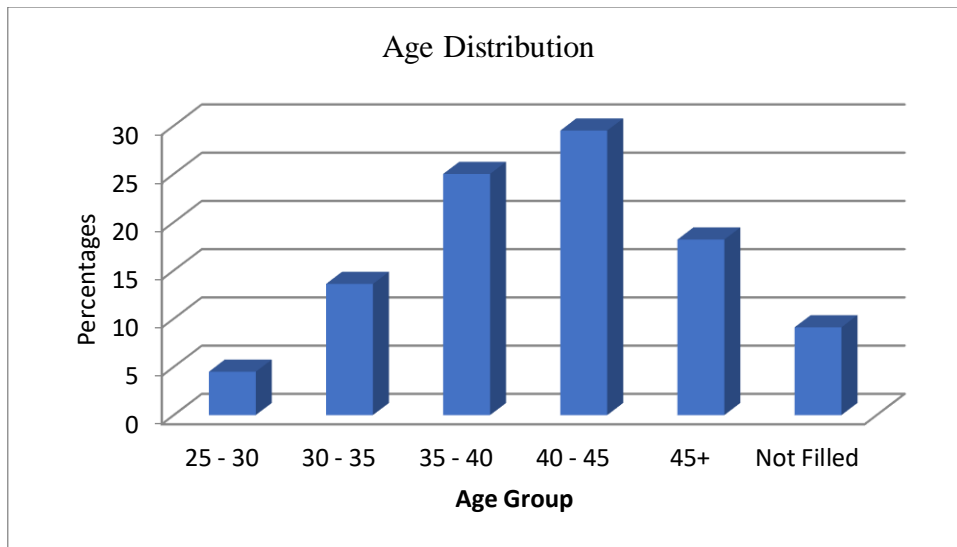**Figure 2: Education level among the respondents**

Figure 3: Age Distribution among the respondents

4.2 Descriptive Analysis

The descriptive analysis in Table 3 offers a comprehensive overview of the understanding and recognising organizational elements among different staff categories within the IAE. The table provides insights into the distribution of valid scores for statements related to vision, mission, values, and strategic objectives across management, academic, administrative, and support staff. For each element, the table delineates the percentage of staff members who correctly identified the statement, categorized by their respective staff roles. This descriptive analysis serves as a foundational exploration into the alignment and comprehension of organizational principles among diverse staff groups, offering valuable insights for further investigation and strategic planning within the academic institution.

Table 3: Cross Tabulation (Current Position*IAE: Vision, Mission, Values & Strategic Objectives)

Statement	Valid Scores	Management Staff	Academic Staff	Administrative Staff	Support Staff	Total	P-value*
Vision	1 out of 1	13 (41.9%)	7 (22.6%)	6(19.4%)	5(16.1.6%)	31 (100%)	0.651
	0 out of 1	4 (30.8%)	2 (15.4%)	4 (30.8%)	3(23.1%)	13(1000%)	
Mission	1 out of 1	13 (48.1%)	6 (22.2%)	6 (22.2%)	2(7.4%)	27(100%)	0.231
	0 out of 1	4(23.5%)	3(17.6%)	4(23.5%)	6(35.3%)	17(100%)	
Values	Above 5 out of 10	7 (50.0%)	2 (14.3%)	3(21.4%)	2(14.3%)	14100()	0.793
	5 or less out of 10	10 (33.3%)	7 (23.3%)	7(23.3%)	6(18.1%)	30(100%)	
Strategic Objectives	Above 4 out of 8	15 (38.5%)	7(17.9%)	9 (20.5%)	8(23.1%)	39(100%)	0.866
	4 or less out of 8	2(40.0%)	2(40.0%)	1 (20.0%)	0 (0.0%)	5(100%)	

p-value based on Fisher's exact test

For the Vision statement, Management Staff demonstrated the highest percentage of correct identification (41.9%), followed by Academic Staff (22.6%), Administrative Staff (19.4%), and Support Staff (16.1%). However, there were instances where staff members did not correctly identify the Vision statement, with the highest percentage among Administrative Staff (30.8%), followed by Support Staff (23.1%), Management Staff (30.8%), and Academic Staff (15.4%). The variation in percentages across staff categories highlights the need for consistent communication and reinforcement of the institution's Vision statement.

Regarding the Mission statement, Management Staff again demonstrated the highest percentage of correct identification (48.1%), followed by Administrative Staff (22.2%), Academic Staff (22.2%), and Support Staff (7.4%). However, a notable proportion of staff members needed to identify the Mission statement correctly,

particularly among Support Staff (35.3%), followed by Management Staff (23.5%), Academic Staff (17.6%), and Administrative Staff (23.5%). Consistent with the findings for the Vision statement, there is variability in the understanding of the Mission statement across different staff categories.

For Values, Management Staff exhibited the highest percentage of correct identification (50.0%), followed by Administrative Staff (21.4%), Academic Staff (14.3%), and Support Staff (14.3%). However, a significant proportion of staff members did not correctly identify the organizational values, with the highest percentage among Academic Staff (23.3%), followed by Administrative Staff (23.3%), Management Staff (33.3%), and Support Staff (18.1%). The data reveals a significant gap in understanding organizational values, particularly among Academic Staff.

Regarding Strategic Objectives, Management Staff demonstrated the highest percentage of correct identification (38.5%), followed by Administrative Staff (20.5%), Academic Staff (17.9%), and Support Staff (23.1%). However, a notable proportion of staff members needed to correctly identify the Strategic Objectives, particularly among Academic Staff (40.0%) and Management Staff (40.0%). The data suggests a need for improved communication and clarity regarding the organization's strategic objectives, particularly among Academic Staff.

4.3 Inferential Statistics

The inferential statistics presented in Table 3 offer deeper insights into the association between staff positions and their understanding of organizational elements within the IAE. Through the Chi-Square test for independence, the analysis evaluates whether a significant relationship exists between staff categories (management, academic, administrative, and support) and the recognition of organizational statements related to vision, mission, values, and strategic objectives. The table provides the p-values for each organizational element, indicating the significance level for any observed associations. The maximum amount of error allowed for this study was 5%. The hypothesis tested was whether there is an association between the current position and the IAE attributes. The null hypothesis was rejected if the p-value was less than 5% significant.

Results revealed that, for both cases, the p-value based on the Chi-Square test is greater than the 0.05 significance level. This indicates the absence of association between the vision (p-value=0.651, α=5%, n=44), mission (p-value=0.231, α=5%, n=44), values (p-value=0.231, α=5%, n=44) and the strategic objectives (p-value=0.231, α=5%, n=44). These results indicate that the respondent's position (management, academic, administrative, or support staff) does not guarantee

awareness of IAE's vision, mission, values, and strategic objectives.

4.4 Discussion

Management Staff, leading strategic decision-making, demonstrated the highest correct identification rate (41.9%) for the Vision statement, attributed to their active involvement in crafting and disseminating it, supported by extensive training in the institution's strategic direction (Kotter, 2008; Asikhia & Mba, 2021). Conversely, Administrative Staff focused on operations exhibited a lower correct identification rate (19.4%), likely because their daily tasks take precedence over organizational alignment (Schein, 2010; Fullan, 2001; Cameron & Quinn, 2011; Hawkins *et al.,* 2021). Academic Staff showed a moderate correct identification rate (22.6%), reflecting varying engagement levels based on departmental priorities and disciplinary focus (Goleman, 2000; Devinney & Dowling, 2020). Support staff had the lowest correct identification rate (16.1%), attributed to limited exposure to strategic messaging and disparities in communication and training compared to permanent staff (Bryson, 2011; Ryttberg, 2020). These findings stress the importance of tailored communication efforts to enhance alignment with organizational vision and goals across staff categories (Kouzes & Posner, 2002).

Regarding the Mission statement, the disparity in correct identification rates among staff categories can be attributed to various factors. Management Staff's higher correct identification rate (48.1%) can be linked to their integral role in shaping the organizational direction and their extensive involvement in crafting and communicating the mission (Kotter, 2008; Asikhia & Mba, 2021). Conversely, the lower correct identification rates among Administrative Staff (22.2%) and Academic Staff (22.2%) may stem from their primary focus on operational and academic tasks, respectively, potentially overshadowing their alignment with the broader organizational mission (Schein, 2010; Fullan, 2001; Alvarado *et al.*, 2022). Support staff's notably low correct identification rate (7.4%) suggests limited exposure to strategic messaging and a potential lack of integration into the institutional culture, exacerbated by disparities in communication and training compared to permanent staff (Bryson, 2011; Adamoniene *et al.,* 2021; Ryttberg, 2020). These findings underscore the need for targeted communication efforts and enhanced engagement strategies tailored to different staff categories to strengthen alignment with the organizational mission (Kouzes & Posner, 2002).

The discrepancies in correct identification rates of organizational values among staff categories likely stem from various factors. Management Staff's higher correct identification rate (50.0%) could be attributed to their pivotal role in setting and reinforcing organizational values, given their involvement in strategic decision-

making and leadership responsibilities (Asikhia & Mba, 2021). Conversely, the lower correct identification rates among Administrative Staff (21.4%) and Academic Staff (14.3%) may reflect their primary focus on operational or academic tasks, potentially leading to less emphasis on organizational values (Schein, 2010; Fullan, 2001). Support staff's relatively lower correct identification rate (14.3%) could be due to their diverse roles and potential lack of integration into the organizational culture, highlighting the importance of inclusive communication strategies (Bryson, 2011; Adamoniene *et al.,* 2021). Moreover, the higher proportion of incorrect identifications among Academic Staff (23.3%) may indicate a need for more targeted communication and training initiatives tailored to their specific roles and responsibilities (Goleman, 2000). These findings underscore the necessity of comprehensive communication efforts and inclusive engagement strategies to enhance alignment with organizational values across all staff categories (Kouzes & Posner, 2002).

The variations in correct identification rates of strategic objectives among different staff categories likely result from several factors. Management Staff's higher correct identification rate (38.5%) may be attributed to their involvement in strategic decision-making processes and their responsibility for setting and communicating organizational objectives (Hawkins *et al.,* 2021). Conversely, the lower correct identification rates among Academic Staff (17.9%) and Administrative Staff (20.5%) could stem from their primary focus on academic or operational tasks, potentially leading to less emphasis on strategic objectives (Schein, 2010; Fullan, 2001). Support staff's slightly higher correct identification rate (23.1%) may suggest a more diverse range of roles, with some individuals having a better understanding of strategic objectives due to their specific responsibilities (Bryson, 2011). Moreover, the higher proportion of incorrect identifications among Academic Staff (40.0%) and Management Staff (40.0%) indicates a need for more targeted communication and training initiatives tailored to their roles to enhance alignment with strategic objectives (Kouzes & Posner, 2002; Garcia, 2023).

5. Conclusion and Recommendations

5.1 Conclusion

The findings of this research underscore the critical role of leadership in articulating and embodying organizational elements such as mission, vision, values, and strategic objectives within academic institutions. Leadership's ability to effectively communicate and integrate these guiding principles into the institution's fabric is essential for fostering alignment, guiding decision-making, and driving educational excellence. The study revealed that most respondents understood their institution's vision, mission, and strategic objectives well. However, there needed to be more room for improvement in consistently communicating and upholding organizational values across all staff levels.

The analysis of staff perceptions across different categories highlighted areas of alignment and potential areas for organizational improvement. While perceptions of vision and strategic objectives were generally positive and consistent across all staff levels, there were variations in perceptions of mission and values. Addressing any disparities in perceptions and reinforcing alignment with organizational goals can enhance employee engagement and organizational effectiveness.

Moreover, the study emphasizes the importance of continuously reviewing and refining organizational elements in response to changes in the educational landscape, technological advancements, and societal needs. Agile leadership, capable of adapting these guiding principles to emerging trends and challenges, is crucial for maintaining organizational relevance and effectiveness. The COVID-19 pandemic provided a recent example of how academic institutions had to pivot their strategic objectives to prioritize online learning and student well-being, demonstrating the importance of leadership agility and resilience in navigating unforeseen circumstances.

5.2 Recommendations

This study observes the following recommendations:

1. Academic institutions must ensure employees are well-informed and connected to the organization's vision, mission, values, and strategic objectives. This fosters a sense of purpose, engagement, and collaboration within the academic community, ultimately contributing to the institution's success and impact. By aligning leadership practices with organizational development efforts, academic institutions can cultivate a culture of excellence and innovation that propels them toward their long-term goals and societal impact.

2. This research contributes to the growing literature on leadership and organizational development within academic institutions. By examining staff perceptions of organizational elements and their associations with different staff categories, the study offers valuable insights into areas of strength and improvement for academic leadership. These insights can inform strategic decision-making and organizational initiatives to enhance employee

engagement, organizational effectiveness, and, ultimately, educational excellence.

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