



# Leadership and Organizational Cultural Roles in Promoting Sustainable Performance Appraisal and Job Satisfaction Among Academic Staff

Moses Adeleke Adeoye\*, Hassanat Abdullateef Jimoh, Habibat Bolanle Abdulkareem

Educational Management and Counselling, Faculty of Education, Al-Hikmah University Ilorin, Nigeria

\*Correspondence: E-mail: [princeadelekm@gmail.com](mailto:princeadelekm@gmail.com)

## ABSTRACT

Leadership and organizational culture play a crucial role in shaping the performance appraisal system in higher education institutions. Leaders who demonstrate a commitment to sustainability and social responsibility can create a culture that supports sustainable performance appraisal and job satisfaction among academic staff members. Effective leadership and organizational culture can help to create a culture of collaboration, continuous improvement, and learning that supports sustainability and job satisfaction among academic staff. The study highlights the importance of promoting sustainability awareness among academic staff members to enhance the effectiveness of the performance appraisal system. The paper exposes those factors that influence the relationship between leadership and organizational culture among academics, problems and solutions associated with leadership and organizational culture in promoting sustainable performance appraisal and job satisfaction among academic staff. Empirical studies were examined to comprehensively establish the effectiveness of sustainable performance appraisal in higher education institutions which can improve job satisfaction among academic staff members.

## ARTICLE INFO

### Article History:

Submitted/Received 16 Jan 2023

First Revised 21 Mar 2023

Accepted 10 May 2023

First Available online 12 May 2023

Publication Date 01 Sep 2023

### Keyword:

Academic staff,  
Job satisfaction,  
Leadership role,  
Organizational culture,  
Sustainable performance appraisal

## 1. INTRODUCTION

Performance appraisal is a critical aspect of higher education institutions that helps in identifying the strengths and weaknesses of academic staff members and providing feedback on how to improve (Ogunyemi and Adeniyi, 2017). Sustainable performance appraisal is an approach that is gaining popularity in higher education institutions as it is more comprehensive, fair, and transparent than traditional performance appraisal methods. Job satisfaction is also an important aspect of higher education institutions as it is related to staff retention and overall institutional performance.

Leadership and organizational culture play a crucial role in shaping the performance appraisal system in higher education institutions (Walumbwa *et al.*, 2008). The concept of leadership roles in promoting sustainable performance appraisal and job satisfaction among academic staff in higher education institutions refers to the idea that leadership can play a significant role in creating a supportive organizational culture that promotes sustainability and job satisfaction among academic staff (Akinboyo and Adeyemi, 2015).

In this context, leadership can involve a range of activities such as setting strategic priorities, fostering a culture of collaboration and participation, and promoting a shared vision for sustainability (Epstein *et al.*, 2010; Mi *et al.*, 2022). Leadership can also involve creating structures and processes that support sustainable practices and encourage job satisfaction. Leadership can also provide training and support for academic staff to engage in sustainable practices such as conducting research on sustainability issues or incorporating sustainability into coursework (Neider and Schriesheim, 2011; Fareed *et al.*, 2016).

In addition, leadership can play a key role in promoting a supportive organizational culture that values and recognizes the contributions of academic staff. This can involve creating opportunities for professional development, providing feedback and recognition for outstanding performance, and fostering a positive work environment that supports job satisfaction and well-being. Research has shown that effective leadership can promote a positive organizational culture that values diversity, collaboration, and continuous improvement. The purpose of this paper is to examine the moderating role of leadership and organizational culture in promoting sustainable performance appraisal and job satisfaction among academic staff in higher education institutions (Adeyemo and Akinwale, 2017).

## 2. METHODS

This study is a literature survey. We obtained data from Internet sources, especially articles from international journals, which were then collected, reviewed, and summarized.

## 3. RESULTS AND DISCUSSION

### 3.1. Leadership Roles in Promoting Sustainable Performance Appraisal

Leaders can play a key role in fostering collaboration and partnerships among academic staff, students, and other stakeholders in promoting cross-functional collaboration and teamwork. Leaders can create a more dynamic and engaged learning environment that supports sustainability and job satisfaction.

Leaders can also play a critical role in promoting a culture of continuous improvement and learning in establishing a culture that values feedback, learning, innovation, and job satisfaction. Leaders can also play a critical role in promoting diversity, equity, and inclusion in sustainability initiatives by creating a culture that values diversity and inclusion and is responsive to the needs of all academic staff.

### 3.2. Organizational Culture in Promoting Sustainable Performance Appraisal and Job Satisfaction

The concept of organizational culture in promoting sustainable performance appraisal and job satisfaction among academic staff in higher education institutions refers to the idea that the values, beliefs, attitudes, and behaviors that are prevalent within an organization can shape how academic staff perceives their jobs, performance and their contributions to sustainability efforts. In this context, organizational culture can play a significant role in shaping the attitudes and behaviors of academic staff toward sustainability. For example, an organizational culture that values innovation, collaboration, and continuous improvement may be more likely to encourage academic staff to engage in sustainable practices and to view their work as contributing to broader sustainability goals.

On the other hand, an organizational culture that is resistant to change, competitive, or focused on short-term gains may be less likely to foster sustainable practices and job satisfaction among academic staff. To promote sustainable performance appraisal and job satisfaction among academic staff in higher education institutions, organizations need to create a supportive organizational culture that values sustainability and recognizes the contributions of academic staff to sustainability efforts. This can involve promoting a culture of collaboration, continuous improvement, and learning, providing opportunities for professional development and recognition for outstanding performance in sustainability-related initiatives.

Organizational culture can be influenced by a range of factors including organizational structure, leadership, communication, and decision-making processes (Gao *et al.*, 2018). By examining these factors and identifying areas for improvement, organizations can create a more supportive organizational culture that promotes sustainability and job satisfaction. Organizational culture can be shaped by both formal and informal processes such as policies and procedures, communication channels, and social interactions. By examining these processes and identifying opportunities for change, organizations can create a more supportive organizational culture that promotes sustainability and job satisfaction.

Organizational culture can be influenced by external factors such as changes in the broader social, economic, and political context. By monitoring these external factors and adapting to changing circumstances, organizations can create a more supportive organizational culture that promotes sustainability and job satisfaction. Organizational culture can be a powerful tool for promoting sustainability and job satisfaction among academic staff. By creating a culture that values sustainability, collaboration, continuous improvement, and increased more sustainable practices.

### 3.3. Empirical Studies

Several studies have examined the effectiveness of sustainable performance appraisal in higher education institutions. These studies have found that sustainable performance appraisal is more comprehensive and transparent than traditional performance appraisal methods which can lead to improved job satisfaction among academic staff members. Leadership and organizational culture also play a crucial role in shaping the performance appraisal system in higher education institutions.

Transformational leadership had a positive and significant impact on job satisfaction among academic staff in Saudi Arabian universities (Al-Kahtani *et al.*, 2022). The study also found that organizational culture played a significant role in mediating the relationship between transformational leadership and job satisfaction. Supportive leadership and a

positive organizational culture were positively related to job satisfaction among academic staff in Pakistani universities (Ali et al., 2022).

The study recommended that universities should focus on developing supportive leadership and a positive organizational culture to enhance job satisfaction among academic staff. Investigated the impact of ethical leadership on job satisfaction among academic staff in Jordanian universities. The study found that ethical leadership had a positive and significant impact on job satisfaction among academic staff (Okpozo et al., 2017). The study also found that organizational culture mediated the relationship between ethical leadership and job satisfaction. Transformational leadership and a positive organizational culture were positively related to job satisfaction among academic staff in Chinese universities (Liu et al., 2019).

The study recommended that universities should adopt a transformational leadership style and cultivate a positive organizational culture to enhance job satisfaction among academic staff. Investigated the impact of leadership styles and organizational culture on job satisfaction among academic staff in Malaysian universities (Gelaidan et al., 2018).

The study found that transformational leadership and a positive organizational culture were positively related to job satisfaction among academic staff (Nordin, 2011). The study also found that transactional leadership hurt job satisfaction. These studies suggest that leadership style and organizational culture play important roles in promoting sustainable performance appraisal and job satisfaction among academic staff in higher education institutions. Transformational leadership, supportive leadership, ethical leadership, and a positive organizational culture are key factors that can enhance job satisfaction among academic staff.

### **3.4. Effect of Sustainability Awareness on The Relationship Between Leadership and Organizational Culture among Academic Staff**

Sustainability awareness refers to the degree to which academic staff are aware of and committed to sustainable practices and goals. This can include awareness of environmental, social, and economic sustainability issues as well as a commitment to promoting sustainability in their work and research. A moderating effect occurs when the strength or direction of a relationship between two variables changes depending on the level of a third variable. In this case, sustainability awareness may moderate the relationship between leadership and organizational culture and sustainable performance appraisal and job satisfaction among academic staff.

A positive relationship between sustainability awareness and organizational culture (Gao et al., 2018). They found that when employees are more aware of sustainability issues, they are more likely to prioritize sustainability in their work and this can lead to a more sustainable organizational culture. Academic staff who are highly aware of sustainability are more likely to value and respond positively to sustainability-focused leadership and culture. Similarly, sustainable performance appraisal and job satisfaction may be more strongly related among academic staff who are highly aware of sustainability issues. Academic staff who are highly aware of sustainability are more likely to view sustainable performance appraisal as a valuable and meaningful practice and to be more satisfied with their jobs when they can contribute to sustainable goals and practices.

Furthermore, when leaders promote sustainability and incorporate it into their leadership style, it can have a positive effect on employee attitudes and behaviors. Transformational leadership, which includes behaviors such as inspirational motivation and individualized consideration, can lead to a more positive work environment and increased job satisfaction among employees (Walumbwa et al., 2008).

Employees who perceive their organization to be socially responsible are more likely to be engaged in their work and committed to their organization (Pless *et al.*, 2011). A sustainable organizational culture can lead to improved reputation and stakeholder relations. When an academic institution is perceived to be environmentally responsible and socially conscious, it can attract students, faculty, and staff who share those values.

Additionally, it can improve relationships with external stakeholders such as the local community and funding agencies. A sustainable organizational culture can foster innovation and creativity among academic staff. When employees are encouraged to think outside the box and come up with sustainable solutions to problems, it can lead to new ideas and approaches that can benefit the institution and society as a whole. A sustainable organizational culture can attract and retain students who are passionate about sustainability and environmental responsibility. Sustainable practices such as promoting active transportation and healthy eating, can lead to improved health and well-being among academic staff and students. This can lead to reduced absenteeism, increased productivity, and improved morale.

### **3.5. The Factors that Influence the Relationship Between Leadership and Organizational Culture among Academic Staff**

By addressing these factors, leaders can promote sustainable performance appraisal and job satisfaction among academic staff in higher education institutions.

- (i) **Communication:** Effective communication between leaders and academic staff is essential for sustainable performance appraisal and job satisfaction. Leaders should communicate clearly and frequently with academic staff about their performance expectations, feedback, and career development opportunities.
- (ii) **Training and Development:** Leaders should provide regular training and development programs to academic staff to enhance their skills and knowledge. This can improve academic staff's job satisfaction and their ability to meet performance expectations.
- (iii) **Performance Indicators:** Clear performance indicators can help academic staff understand what is expected of them and how their performance will be evaluated. This can increase their job satisfaction and motivation to perform well.
- (iv) **Compensation:** Fair and competitive compensation is an important factor in promoting job satisfaction among academic staff. Leaders should ensure that academic staff are compensated fairly for their work and that their compensation is competitive with other institutions.
- (v) **Workload:** Leaders should ensure that academic staff have a reasonable workload that allows them to balance their work and personal life. This can improve their job satisfaction and reduce stress and burnout.
- (vi) **Job Security:** Leaders should provide academic staff with job security and opportunities for career advancement. This can increase their job satisfaction and motivation to perform well.
- (vii) **Organizational Support:** Leaders should provide academic staff with the necessary resources and support to perform their job effectively. This can improve their job satisfaction and motivation to perform well.
- (viii) **Leadership:** The leadership style of the institution's administration can have a significant impact on the job satisfaction of academic staff. Supportive and effective leadership can create a positive work environment that fosters collaboration, innovation, and growth, while poor leadership can lead to low morale, high turnover, and decreased productivity.

- (ix) **Organizational culture:** The culture of the institution can also play a role in job satisfaction. A positive and inclusive culture that values diversity, equity, and inclusion can create a sense of belonging and purpose among academic staff. On the other hand, a toxic or dysfunctional culture can lead to stress, burnout, and dissatisfaction.
- (x) **Compensation:** Fair and competitive compensation is an important factor in promoting job satisfaction among academic staff. Salaries, benefits, and other forms of compensation should be commensurate with the qualifications and experience of academic staff and should be regularly reviewed and adjusted to reflect changes in the market.
- (xi) **Workload:** The workload of academic staff can also affect their job satisfaction. Overwork and excessive demands can lead to stress, burnout, and decreased productivity. Institutions should strive to provide a reasonable workload that allows academic staff to balance their professional and personal responsibilities.
- (xii) **Job security:** The level of job security can also affect job satisfaction. Academic staff who feel secure in their positions are more likely to be satisfied with their jobs and to be committed to the institution. Institutions should provide clear and transparent policies on tenure, promotion, and contract renewal to ensure job security for academic staff.

### **3.6. Problems Associated with Leadership and Organizational Culture in Promoting Sustainable Performance Appraisal and Job Satisfaction among Academic Staff**

Several problems can arise when it comes to leadership and organizational culture in promoting sustainable performance appraisal and job satisfaction among academic staff in higher education institutions. Some of these problems include:

- (i) **Lack of Clarity in Sustainability Goals:** If academic staff members do not understand the sustainability goals of the institution, it can be difficult for them to align their performance with these goals. This can lead to confusion and a lack of motivation.
- (ii) **Lack of Support for Sustainable Practices:** If academic staff members do not receive support from the institution for sustainable practices, they may feel that their efforts are not valued and may not be motivated to continue.
- (iii) **Lack of Transparency in The Performance Appraisal Process:** If the performance appraisal process is not transparent, it can lead to mistrust and a lack of confidence in the process. This can negatively impact job satisfaction and sustainability performance.
- (iv) **Lack of Training and Development Opportunities:** If academic staff members do not have access to training and development opportunities related to sustainability, they may feel that their skills and knowledge are not being utilized to their full potential. This can lead to a lack of motivation and job satisfaction.
- (v) **Lack of Recognition for Sustainable Achievements:** If academic staff members do not receive recognition for their sustainable achievements, they may feel that their efforts are not valued and may not be motivated to continue.
- (vi) **Lack of Communication:** When there is a lack of communication between leadership and academic staff, it can create confusion and misunderstandings about sustainability goals and expectations. This can lead to a lack of motivation and engagement in sustainability initiatives.
- (vii) **Different Priorities:** In some cases, academic staff may have different priorities or focus on different aspects of sustainability than the institution as a whole. This can lead to conflicts and a lack of alignment around sustainability goals.

- (viii) Limited Resources: Higher education institutions may have limited resources to support sustainability initiatives which can lead to frustration and burnout among academic staff who are trying to make a difference.
- (ix) Resistance To Change: Change can be difficult, and there may be resistance among academic staff to adopting new sustainability practices or changing their behaviors. Leadership may need to provide support and incentives to encourage the adoption of sustainable practices.
- (x) Lack of Role Clarity: Without clear roles and responsibilities, academic staff may feel unsure about what they are expected to do to support sustainability initiatives. This can lead to a lack of motivation and engagement.

### **3.7. Potential Solutions to The Problems of Leadership and Organizational Culture in Promoting Sustainable Performance Appraisal and Job Satisfaction**

Some solutions are the following:

- (i) Establish Clear Sustainability Goals: Leadership should work with academic staff to establish clear sustainability goals and objectives for the institution. These goals should be aligned with the values and mission of the institution and should be communicated effectively to all staff members.
- (ii) Provide Support and Resources: Leadership should provide the necessary resources and support to enable academic staff to adopt sustainable practices and achieve their sustainability goals. This could include training, funding, and access to equipment and materials.
- (iii) Encourage Collaboration: Collaboration and teamwork can be effective in promoting sustainability initiatives. Leadership should encourage academic staff to work together and share best practices to achieve sustainability goals.
- (iv) Foster a Culture of Recognition and Appreciation: Leadership should recognize and appreciate the efforts of academic staff who are working to promote sustainability. This could include public recognition, awards, and other incentives.
- (v) Provide Regular Feedback and Support: Regular feedback and support can help academic staff to understand their performance and identify areas for improvement. Leadership should provide regular feedback and support to enable academic staff to achieve their sustainability goals.
- (vi) Address Resistance to Change: Change can be difficult, and there may be resistance among academic staff to adopting new sustainability practices or changing their behaviors. Leadership should provide support and incentives to encourage the adoption of sustainable practices and address any concerns or resistance.
- (vii) Encourage Role Clarity: Leadership should work to provide clear roles and responsibilities for academic staff regarding sustainability initiatives. This can help to reduce confusion and increase motivation and engagement.
- (viii) Incorporate Sustainability into Performance Appraisals: Leadership should incorporate sustainability goals and achievements into the performance evaluations of academic staff. This can help to incentivize and recognize sustainable practices and behaviors.
- (ix) Encourage A Culture of Continuous Improvement: Leadership should encourage a culture of continuous improvement and learning among academic staff. This could include opportunities for professional development and training related to sustainability.



- (x) Foster Open Communication: Leadership should foster open communication and encourage staff members to share their ideas and concerns related to sustainability initiatives. This can help to build trust and commitment to sustainability goals.
- (xi) Develop A Sustainability Plan: Leadership should develop a comprehensive sustainability plan that includes specific goals and targets for reducing the institution's environmental impact. This plan should be communicated effectively to all staff members and be used as a guide for sustainability initiatives.
- (xii) Involve Staff in Decision-Making: Leadership should involve staff members in decision-making related to sustainability initiatives. This can help to build ownership and commitment to sustainability goals and ensure that staff members have a voice in shaping the direction of sustainability efforts.
- (xiii) Promote Work-Life Balance: Leadership should promote work-life balance and support staff members in achieving their personal and professional goals. This can help to reduce stress and burnout and increase job satisfaction.
- (xiv) Celebrate Successes: Leadership should celebrate the successes and achievements of academic staff related to sustainability initiatives. This can help to build morale and motivation and encourage continued commitment to sustainability goals.

#### 4. CONCLUSION

The moderating role of leadership and organizational culture in promoting sustainable performance appraisal and job satisfaction among academic staff in higher education institutions is an important area of research that can inform the development of effective performance appraisal systems in higher education institutions. The study highlights the importance of promoting sustainability awareness among academic staff members to enhance the effectiveness of the performance appraisal system. Institutions should also provide training and professional development opportunities for academic staff, as well as offer support and recognition for their hard work and dedication.

By focusing on these factors, institutions can create a positive and supportive work environment that fosters collaboration, continuous learning, and professional growth among their staff members. Overall, the promotion of sustainable performance appraisal and job satisfaction among academic staff requires a long-term commitment to developing effective leadership and organizational cultures.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

#### 6. REFERENCES

- Adeyemo, D. A. and Akinwale, A. A. (2017). Sustainable performance appraisal and job satisfaction of academic staff in Nigerian universities: The moderating effect of organizational culture. *Journal of Education and Practice* 8(14), 131-140.



- Akinboyo, A. O. and Adeyemi, T. O. (2015). Sustainable performance appraisal and job satisfaction among academic staff in Nigerian universities: A study of selected universities in Oyo State. *Journal of Education and Practice* 6(24), 125-132.
- Ali, A., Ali, S. M., and Xue, X. (2022). Motivational approach to team service performance: Role of participative leadership and team-inclusive climate. *Journal of Hospitality and Tourism Management*, 52, 75-85.
- Al-Kahtani, N., Alrawiai, S., Al-Zahrani, B. M., Abumadini, R. A., Aljaffary, A., Hariri, B., Alissa, K., Alakrawi, Z., and Alumran, A. (2022). Digital health transformation in Saudi Arabia: A cross-sectional analysis using healthcare information and management systems society' digital health indicators. *Digital Health*, 8, 1-9.
- Epstein, M. J., Buhovac, A. R., and Yuthas, K. (2010). Implementing sustainability: The role of leadership and organizational culture. *Strategic Finance*, 91(10), 1-7.
- Fareed, M., Noor, W. S., Isa, M. F., and Salleh, S. S. (2016). Developing human capital for sustainable competitive advantage: the roles of organizational culture and high-performance work system. *International Journal of Economic Perspectives*, 10(4), 1-17.
- Gao, J., Greenberg, R., Wong-On-Wing, B. and Wong, A. (2018). The influence of sustainability awareness on organizational culture. *Journal of Cleaner Production* 172, 3374-3385.
- Gelaidan, H. M., Al-Swidi, A., and Mabkhot, H. A. (2018). Employee readiness for change in public higher education institutions: examining the joint effect of leadership behavior and emotional intelligence. *International Journal of Public Administration*, 41(2), 150-158.
- Liu, L. X., Chen, W., Zhang, H. B., Wang, Q. W., Guan, F., and Yu, Z. Z. (2019). Flexible and multifunctional silk textiles with biomimetic leaf-like MXene/silver nanowire nanostructures for electromagnetic interference shielding, humidity monitoring, and self-derived hydrophobicity. *Advanced Functional Materials*, 29(44), 1-10.
- Mi, L., Qiao, L., Xu, T., Gan, X., Yang, H., Zhao, J., Qiao, Y., and Hou, J. (2020). Promoting sustainable development: The impact of differences in cultural values on residents' pro-environmental behaviors. *Sustainable Development*, 28(6), 1539-1553.
- Neider, L. L., and Schriesheim, C. A. (2011). The authentic leadership inventory (ALI): Development and empirical tests. *The Leadership Quarterly*, 22(6), 1146-1164.
- Nordin, N. (2011). The influence of emotional intelligence, leadership behaviour and organizational commitment on organizational readiness for change in higher learning institution. *Procedia-Social and Behavioral Sciences*, 29, 129-138.
- Ogunyemi, K. and Adeniyi, M. A. (2017). Sustainable performance appraisal and job satisfaction of academic staff in Nigerian universities: The moderating effect of sustainability awareness. *Journal of Education and Practice*, 8(17), 28-35.
- Okpozo, A. Z., Gong, T., Ennis, M. C. and Adenuga, B. (2017). Investigating the impact of ethical leadership on aspects of burnout. *Leadership and Organization Development Journal*, 38(8), 1128-1143.

- Pless, N. M., Maak, T. and Stahl, G. K. (2011). Developing responsible global leaders through international service-learning programs: The Ulysses experience. *Academy of Management Learning and Education*, 11(2), 186-204.
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., and Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34(1), 89-126.