Does Value-Based Leadership Training Lead to Leader Effectiveness? Evidence from Faith Based, Private, and Non-Governmental Organizations in Nigeria

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Abstract

Despite ongoing leadership training on personality traits and managerial skills, many organisational leaders are challenged by immoral and unethical practices that hinder organisational development in the 21st century. While several studies have investigated the importance of value-based leadership on organisational performance, fewer studies have examined the nexus between value-based leadership and leader effectiveness. Therefore, this study is motivated to empirically examine the role of value-based leadership in the effectiveness of leaders in the church, private, and non-governmental organisations in Nigeria. Value-based leadership theories define the framework. This study employs a quantitative method, and 120 questionnaires were distributed, of which 85 were self-administered. Descriptive statistics and multiple regression estimation methods were used to answer the three questions in this study.

Findings revealed that ethical leadership training and transformational leadership training have a positive and significant effect on leader effectiveness (Ethical Leadership Training, $\beta = 0.374$, t = 2.210, $p < 0.05$) and ($\beta = 0.299$, t = 2.170, $p < 0.05$), respectively. In contrast, authentic leadership training has a positive and insignificant effect on leader effectiveness.

Based on the findings, the main recommendation to organisations is to prioritise ethical leadership training over other leadership training to address the shortfall in ethical practices among leaders. Future research should focus on financial and non-financial incentives to continually motivate value-based leadership commitments.

Keywords: Leadership Development**,** Ethical leadership, Effective Leadership Training, Religious Organisation, Private Organisation, NGO and Organisational Failure.

Introduction

Since the advent of the 21st century, it is imperative that organisations' long-term prospects and dominant competitiveness should largely depend on neither a manager nor a leader but on a value-based leader who possesses not only the generic qualities but also moral, ethical, and authentic value dimensions (Bano, Ishrat & Mishra, 2020). Although the management literature has acknowledged the importance of leadership since the 17th century, it did not become a scientific field of study until the 20th century (King, 1990).This resulted in the plethora of leadership theories developed in relation to organisational performance and development. The role of leadership is crucial to organisational performance, according to some empirical studies (Katz & Kahn, 1978; Finkelstein & Hambrick, 1996; Peterson, Smith, Martorana & Owens, 2003). This aligns with the persistent variability observed before the 21st century, driven by different leadership theories and styles, such as trait, transactional, and transformational.

Alternatively, some studies, such as Pfelfer (1977) and Meindl, Ehrlich, and Dukarich (1985), disregard the role of leadership in achieving organisational performance. In light of the mixed findings on organisational performance, researchers' focus shifted to the effectiveness of different leadership styles on organisational performance. These empirical studies (Bass, 1985; Meindl, Ehrlich & Dukerich, 1985; Yukl, 1989) all investigated the effectiveness of the different

leadership styles to achieve organisational objectives, yet there is no consensus on which type of leadership styles, from personality, behavioural, situational or contingency theories, outperformed each other to achieve organisational objectives in the literature.

Despite the inconclusiveness of leadership theories in fully explaining organisational performance, recent failures in major companies such as Enron, Tyco, Adelphia, Peregrine Systems, and WorldCom highlight a deeper problem. These crises stem from transformational leaders who lacked moral grounding, authenticity, and ethical values (Avolio & Gardner, 2005, as cited in Copeland, 2014).

 Particularly, Bernard Ebbers, the former chief executive officer of WorldCom, was hailed as a transformational leader, growing the company into a telecommunications superpower. Sadly, Ebbers was later discredited for his immoral and unethical values in the most significant financial scandals in the United States (Trevino & Brown, 2004). Similarly, in the case of Enron, an audit and accountancy firm, Arthur Anderson, also shared the blame for financial impropriety as well as for that of World.com and thus ,was guilty of immorality and unethical practices, of financial scandals of corporate America (Tran, 2002).

Following these disheartening leadership failures in prominent organisations, the recent research in value-based leadership has continued to attract significant attention in the management literature. Surprisingly, the emergence of value-based Leadership (VBL) in the 21st century has shifted attention to authentic, ethical and transformational types of leadership as the three dimensions of value-based Leadership. Some studies (Zhu, May and Avolio, 2004; Brown, Trevino & Harrison, 2005; Yukl, 2008; George, 2004; Avolio & Luthans, 2006; Copeland, 2014, 2016) have emphasised the effectiveness of these core value-based leadership dimensions for organisational performance.

In view of the persisting variability in the effectiveness of value-based leadership across organisations, current research on value-based leadership now emphasises the importance of value-based leadership training to influence leader performance within organisations. Based on the aforementioned gaps in the existing studies, this study is motivated to investigate the effect of value-based leadership training on leaders' effectiveness in selected church, private, and non-governmental organisations in Lagos State, Nigeria. This study highlights the importance of each

dimension and the integrated dimensions of value-based leadership on leaders' effectiveness. Therefore, this study answers the following questions:

(i)   What is the effect of ethical leadership training on leaders' effectiveness in church, private, and non-governmental organisations in Nigeria?

(ii)   What is the effect of authentic leadership training on leaders' effectiveness in church, private, and non-governmental organisations in Nigeria?

(iii)   What is the effect of transformational leadership training on leaders' effectiveness in church, private, and non-governmental organisations in Nigeria?

(iv)   What is the effect of value-based leadership training on leaders' effectiveness in church, private, and non-governmental organisations in Nigeria?

Aside from the introduction, the following sections of this paper are organised as follows. Section 2 explores the literature review and formulates the hypotheses. Section 3 describes the research methodology employed. Section 4 discusses the study findings, while Section 5 outlines the conclusion, recommendations and future research directions.

Literature Review and Hypotheses Development

Conceptual review

The conceptual review discusses the two key concepts in the study: values-based leadership and leader effectiveness. The term values-based leadership (VBL) has become ubiquitous in the literature, drawing on management and leadership literature and emerging in the 21st century. The term VBL has been defined diversely in the literature. O'Toole (1995) defined values-based leadership as the means of empowering everyone in the organisation to be a leader. Tran (2015) also described Values-Based Leadership as behaviours that are rooted in ethical and moral foundations. According to the Royal Roads University, Values-Based Leadership Institute, as cited in Okoli (2014, p.125), "Values-based leadership is defined as the exercise of influence in relationships, teams, organisations and communities through choices and decisions guided by explicit and consistently practised values that balance healthy self-interest and the common good". Dean (2008) defined the concept as leading by example, doing the right thing for the right reasons, and not compromising core principles (Nnonyelu, 2019). Despite diverse definitions of values-based leadership, Copeland (2014) identifies three types: authentic, ethical, and transformational leadership. Although other studies identify more types of values-

based leadership, such as servant leadership, spiritual leadership, and strategic leadership, this study is limited to the three most prominent types identified by Copeland (2014).

First, authentic leadership, according to Luthans et al (2006) is defined as "owning one's personal experiences like thoughts, emotions, needs, wants, preferences or beliefs. In addition to this, authenticity involves "acting in accordance with the true self", expressing true thoughts and beliefs and acting accordingly (Harter, 2002). Second, ethical leadership is perceived as the act of respecting others, serving others, and building community. Mihelic et al. (2010, p.35) define ethical leadership as "the art of persuading followers to want to do the things, activities that the leader sets as goals". Third, transformational leadership is the most complex leadership style, empowering followers to enact change, unlike transactional leaders, who focus on rewarding followers for change (Robbins, Judge, & Sanghi, 2009). In essence, transformational leadership theory holds that leaders transform their followers through their inspirational nature and charisma, leaving rules and regulations somewhat flexible. It is believed that the transformational leader can provide followers with a sense of belonging to the organisation and its purpose, thereby enhancing the leader's effectiveness vis-à-vis organisational performance and followers' confidence (Ghasabeh, Soosay & Reaiche, 2015; Anderson, 2017).

The term leadership effectiveness lacks a universally accepted definition, as it shifts with changes in leadership theory in the literature. Yuki (1989) defines leadership effectiveness as the extent to which the leader's group or organisation performs its task successfully and attains its goals. In terms of measurement, Hogan et al. (1994) describe leadership effectiveness in terms of team, group, and organisational performance. In the study by Ashkanasy & Dasborough (2009), leadership effectiveness is perceived in terms of task-oriented and relational-mental performance. While the task-oriented performance is generally the leader's intellectual ability to influence groups for organisational goals, the relational-oriented performance emphasises the emotional intellectual relationship between leader and follower (House & Aditya, 1997; Uhi-Bien, 2006, cited in De Lacerda, 2015). Further, DeRue et al. (2011) measured leadership effectiveness across three dimensions in their recent study. First, Content which comprises task performance, relational, and affective criteria, secondly, level of analysis which also comprises individual, group or organisational level and thirdly, target of evaluation from the leader or another outcome.

Nonetheless, the definition of leadership effectiveness has varied from different schools

of thought and studies, but fewer of these studies are commonly used. Hence, the three commonly used leadership effectiveness evaluation criteria are as follows: first, the subjective ratings from peers, supervisors, or subordinates (Bass & Yammarino, 1991; Judge & Bono, 2000; Judge et al., 2002a cited in De Lacerda, 2015); second, the objective organizational goals (House & et. Al., 1991; Curply, 1993 cited in De Lacerda, 2015) and third, the integrated measures which is the combination of the two criteria to measure leadership effectiveness (DeRue et al., 2011).

Theoretical review

The two underlying theories in the leadership literature are traditional leadership and values-based leadership. The traditional leadership theories are broadly classified into three main leadership theories, such as trait, contingency, and behavioural leadership theories in the literature (Bass, 1990; Bryman, 1992; Northouse, 2010), cited in (De Lacerda, 2015).

First, trait leadership theory focuses on analysing the mental, physical, and social characteristics that are common to leaders. Numerous studies (Kirkpatrick & Locke, 1991; Zaccaro et al., 2004) found that demographic traits, such as gender, age, height, and education, as well as personal abilities, including intelligence, creativity, and personality, are related to leadership. Yukl (2013) attributed born leaders as natural leaders, who are not trained or taught.

Unlike trait leadership theory, contingency leadership theory relies on four skills to influence organisational objectives: cognitive, interpersonal, business, and strategic. First, the cognitive skills comprise basic cognitive capacities and learning, including oral communication, active learning, and critical thinking. Second, interpersonal skills include interacting factors such as social capacities, social judgement, social complexity and differentiation, human relations skills, negotiation skills to reconcile differences among employee perspectives, leading to satisfying relationships, and persuasion skills to accomplish organisational goals. Third, the business skills related to functional areas such as the management of material resources, operations, analysis, and management of personnel and financial resources of the organisational unit. The fourth skill of the contingency leadership theory, strategic skill, is attained at the highest level in the organisation when highly conceptual skills, including visionary, scanning, and systems-perception skills, are used to recognise relationships among problems and opportunities.

Yukl (2008) identified three leadership behaviours that determine organisational performance in a hierarchical taxonomy as follows: the table-oriented behaviours, the relational-

oriented behaviours and the change-oriented behaviours. First, Table oriented behaviours are synonymous with transactional leadership that clearly defines expectations and standards for performance; and use those standards to influence followers' commitment, motivation, behaviour and performance. Second, the relational-oriented behaviours, unlike those of transactional leaders, change followers through collective vision, direction, and interpersonal influences (Pfeffer, 1992, cited in DeLacerda, 2015). In relation-oriented behaviours, leaders use mechanisms such as empowerment to foster followers' commitment to the collective version of the organisation. Despite the relational-oriented behaviour likened to charismatic leaders, to collectively influence followers' motives to achieve organisational goals, the quantum of leaders' development in the organisation was insufficient to understand the sense of purpose and mission for the change in the organisation. Although, the relational-oriented leadership behaviour is associated to rapid short term organizational change or achievements but the long-term organizational change are unachievable due to absence of some salient values beyond skills, abilities, development as well as collective and charismatic attributes, but values like visionary, values-based, moral, ethics, authentic, spiritual, among others are absence in the traits, contingency, and behavioural leadership theories (Diachenko, 2018; Lilram, 2019).

Lastly, the third leadership behaviour, as identified by Yukl (2008), is change-oriented. The change-oriented behaviour of a leader is synonymous to a transformational leader. Unlike other behavioural leadership theories that focus on short-term organisational goals, transformational leadership theory focuses on long-term vision, mission statements, common purpose, and group goals for the organisation. In addition, a transformational leader changes the vision, mission, and objectives of an organisation by changing the followers' behaviour, including the employees, customers, suppliers, and government, to align with the organisation.

Despite the importance of these traditional types of leadership in determining leader effectiveness and performance based on training, environment, and esteem factors, there has been less attention paid to leaders' personal determination of effectiveness. These shortcomings have led to the development of the values-based leadership theories in the 21st century.

Unlike conventional leadership theories, value-based leadership theories are rooted in behaviour-based theories. Leadership scholarship has increasingly emphasised the centrality of values, morality, and follower development in understanding effective leadership behaviour. Among the frameworks that

articulate these dimensions most clearly are ethical leadership, authentic leadership, and transformational leadership. This study focuses on these three. Although distinct in their origins and emphases, all three theories recognise leaders as moral agents whose decisions influence organisational outcomes and follower well-being.

Ethical Leadership

Ethical leadership is most prominently conceptualised by Brown, Treviño and Harrison (2005), who describe it as the demonstration of normatively appropriate conduct through personal actions, interpersonal relationships, and the active promotion of ethical behaviour among followers. Their model rests on two foundational pillars: the moral person and the moral manager. As a moral person, the leader embodies honesty, integrity, fairness, and care—traits that signal to followers that the leader can be trusted. As a moral manager, the leader uses communication, reward systems, and disciplinary processes to reinforce ethical standards within the organisation. This dual emphasis positions ethical leadership as a behavioural approach that not only reflects individual morality but also shapes an ethical culture through deliberate social influence. In this view, ethical leadership is both character-driven and managerial, ensuring that ethical norms are consistently enacted and institutionally reinforced.

Authentic Leadership.

Authentic leadership emerged from the work of Avolio and Gardner (2005), who defined it as a pattern of leader behaviour grounded in self-awareness, transparency, balanced information processing, and an internalised moral perspective. For these theorists, authentic leaders understand their core values, recognise how their emotions affect decision-making and remain true to their identity across situations. Self-awareness enables leaders to act with clarity and purpose, while relational transparency fosters trust through open and honest communication. Balanced processing ensures leaders objectively evaluate information, including alternative viewpoints, before making decisions. Finally, an internalised moral perspective anchors leaders' behaviours in deeply held values rather than external pressures or incentives. Authentic leadership is therefore fundamentally about aligning actions with values, cultivating trust-based relationships, and promoting follower development through genuine engagement.

Transformational Leadership

Transformational leadership was first conceptualised by James MacGregor Burns (1978), who described it as a process in which leaders and followers raise one another to higher levels of motivation, morality, and purpose. Burns emphasised the moral and developmental nature of leadership, arguing that transformational leaders elevate followers' values and help them transcend self-interest for the collective good. Bernard Bass (1985) expanded this framework into a more operationalised model, introducing the widely cited Four I's: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Through idealised influence, leaders serve as ethical role models who earn followers' admiration and trust. Inspirational motivation involves articulating a compelling vision that fosters commitment and enthusiasm. Intellectual stimulation challenges followers to think creatively and critically, encouraging innovation. Individualised consideration reflects the leader's attention to followers' unique needs, offering coaching, mentoring, and personalised support. Bass's model, grounded in Burns' original theory, positions transformational leadership as a multidimensional approach that inspires higher performance, moral development, and positive organisational change.

Although each theory offers unique contributions, common threads emerge across ethical, authentic, and transformational leadership. All three frameworks emphasise moral character, value-driven decision-making, and the centrality of trust in leader–follower relationships. Ethical leadership focuses on the behavioural and managerial mechanisms through which leaders embed ethical standards. Authentic leadership centres on leader self-awareness and alignment between values and behaviour. Transformational leadership highlights the leader's ability to inspire, develop, and morally uplift followers. Together, these theories underscore that effective leadership extends beyond technical competence to encompass integrity, authenticity, ethical conduct, and a commitment to fostering collective purpose.

Mihelic et al. (2010) defined ethical leadership as "the art of persuading a follower to want to do the things, activities that the leader sets as goals". Authentic leadership is defined as "owning one's personal experiences like thoughts, emotions, needs, wants, preferences or beliefs. In addition to this, authenticity involves "acting in accordance with the true self", expressing true thoughts and beliefs and acting accordingly (Luthans et al, 2006). Transformational leaders

empower their followers to enact change, unlike transactional leaders, who focus on rewarding their followers for enacting change (Yadav and Agrawal, 2017).

Empirical review

Judge et al. (2004) examined the relationship between intelligence and leadership effectiveness. Using a data analysis of 151 independent samples, there was a positive correlation between intelligence and leadership effectiveness of 0.21%. Specifically, paper–and–pencil intelligence was positively related to perceived leadership effectiveness and objective leadership effectiveness by 0.15% and 0.25%, respectively.

In another study, Connelly et al. (2000) investigated problem-solving skills, social judgment skills, and how leader knowledge affects leadership effectiveness. Two samples of Army officers were analysed, whilst leader effectiveness was measured through self-reported career achievement and ratings of solutions to leadership problems. Using Hierarchical regression, the results indicated that leader skills predicted both leadership effectiveness measures (self-reported) and career achievement, as well as ratings of solutions to leadership problems.

Derue et al. (2011) examined an integrated trait-behavioural model of leadership effectiveness. The leadership traits measures were gender, intelligence, and personality, while the behaviour leadership measures were transformational-transactional, a meta-analysis of 59 published studies. Findings revealed that trait leadership and behavioural leadership both correlate with leader effectiveness. In addition, the result found that behaviour leadership supercedes trait leadership in leader effectiveness, group performance, job satisfaction and leader satisfaction with higher explained accounts and lesser variance.

In the study of Schriesheim et al. (1994), which used across-octant comparisons drawn from Fiedler's Contingency model of leadership. Using a meta-analysis of 1,282 groups of data as used in previous research. Their results found that higher performance was predicted by relational- and task-motivated leadership from the contingency model.

Conceptual Framework and Research Methodology

Conceptual Framework

The conceptual framework demonstrates the functional relationship among the concepts in this study. The values-based leadership training is the independent variable, comprising three subcomponents: authentic, ethical, and transformational leadership training. The leader's effectiveness is the dependent variable in this study, which is influenced by the independent variables. Figure 1 displays the conceptual linkages between values-based leadership training and leader effectiveness as follows:

Figure 1. Conceptual framework of values-based leadership training and leader effectiveness.
Source: Researcher's Compilation, 2025.

Methodology

This study employed a quantitative cross-sectional survey design to investigate the effect of value-based leadership training on leader effectiveness in church, private and non-governmental organisations in Nigeria.

In the context of this study, the church, private, and non-governmental organisations in Nigeria are the target population due to the awareness of the stiff competition and high expectations from the church, private, and development sectors; thus, values-based leadership becomes inevitable given the increasing number of churches, private companies, and NGOs within the study period and locations. In this study, a non-probabilistic sampling method is adopted because of the unavailability of finite information on the research population; hence, a purposive sampling technique is used in the selection of the three organisations, one unit from each category. The organisations have the management levels and tools required for the survey. The three sample organisations are The Redeemed Christian Church of God (RCCG) Lagos Province 77, CHI Limited, and NECAs Network of Entrepreneurial Women (NNEW). The Redeemed Christian Church of God (RCCG) Lagos Province 77 is a religious organisation established for not-for-profit purposes. The CHI Limited is a food and beverage manufacturing company owned by a foreigner, and the third organisation is the NECAs Network of Entrepreneurial Women (NNEW), a non-profit organisation. All these organisations are in Lagos, and the researcher sent emails to the Head of Public Relations with the intention to elicit information from all levels of their management cadres, which represent leaders. A Google Survey format for academic research was strictly deployed. The structured questionnaire is aimed at collecting primary data by measuring responses to the constructs to test the study hypotheses. Aside from the bio-demographic section, the remaining sections of the questionnaire are divided into four sections: ethical leadership training, authentic leadership training, transformational leadership training, and leader effectiveness, as summarized in Table 1.

Table 1. Organization of Data Collection instruments

Second-order construct	First-order construct	Number of items	Adapted from
Ethical Leadership Training	Behavioral	4	Prochazka, Vaculik & Smuyny (2015) and Madanchian,
	Social learning	4	
	Social exchange	4	

			Hussein, Noordin and Taherdoost (2017)
Authentic Leadership Training	Self-awareness Relational transparency Balanced processing Internalized moral perspective	4 4 4 4	Avolio, Gardner & Walumbwa (2007), Datta (2015) and Bakari and Hunjra (2017)
Transformational Leadership Training	Idealized influence Inspirational motivation Individual consideration Intellectual stimulation	4 4 4 4	Bass and Avolio (2011) and Greiman (2009)
Leader effectiveness	Group performance Subordinate perception	7 7	Copeland (2016)
	Total	58	

Source: Author's compilation, 2025

Of the 58-item constructs used to measure the effect of values-based leadership on leader effectiveness, 14-item constructs were used to assess the dependent variable, leader effectiveness, in this study. Lastly, the measurement scale for all constructs was a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Before the hypotheses were tested, the study scientifically assessed the collected data. To analyse the data, a two-step estimation technique was conducted. The first step employed the ordinary least squares (OLS) pre-test to assess the reliability and validity of the factors (primary data collected) using the following statistical tests: normality, collinearity, and linearity. The second step employed a model specification and ordinary least squares (OLS) regression to estimate the causal relationship between the dependent variable, leader effectiveness, and the independent variables: ethical leadership training, authentic leadership training, and transformational leadership training. The three estimated OLS models are expressed as follows:

Model Specification One

Leader Effectiveness = f (Ethical Leadership Training) --------------------------------------(Eq.1)

$$LE = \beta_0 + \beta_1 BT_i + \beta_2 SLT_i + \beta_3 SET_i + \mu \text{ --- (Eq.2)}$$

Where leader effectiveness is abbreviated as LE, behavioral training, social learning training, social exchange training, β_0 is the constant coefficient, $\beta_1 - \beta_3$ are coefficients parameters, μ is the residual variable.

Model Specification Two

Leader Effectiveness = f (Authentic Leadership Training)--------------------------------------(Eq 3).

$$LE = \beta_0 + \beta_1 SAT_i + \beta_2 RTT_i + \beta_3 BPT_i + \beta_4 IMPT + \mu \text{ -- (Eq.4)}$$

Where leader effectiveness is abbreviated as LE, self-awareness training, relational transparency training, balanced processing training, internalized moral perspective training, β_0 is the constant coefficient, $\beta_1 - \beta_4$ are coefficients parameters, μ is the residual variable.

Model Specification Three

Leaders' Effectiveness = f (Transformational Leadership Training)-----------------------(Eq. 5)

$$LE = \beta_0 + \beta_1 IIT_i + \beta_2 IMT_i + \beta_3 IST_i + \beta_4 ICT + \mu \text{ --(Eq. 6)}$$

Where leader effectiveness is abbreviated as LE, idealized sation influence training (ITT), inspirational motivation training (IMT), intellectual igent stimulation training (IST), and individualized consideration training (ICT), β_0 is the constant coefficient, $\beta_1 - \beta_4$ are the coefficients parameters, μ is the residual variable.

Model Specification Four

Leaders' Effectiveness = f (Values-based Leadership Training)-----------------------------(Eq. 7)

$$LE = \beta_0 + \beta_1 ELT_i + \beta_2 ALT_i + \beta_3 TLT_i + \mu \text{ --(Eq. 8)}$$

Where leader effectiveness is abbreviated as LE, ethical leadership training (ELT), authentic leadership training (ALT), and transformational leadership training (TLT), β_0 is the constant coefficient, $\beta_1 - \beta_4$ are the coefficients parameters, μ is the residual variable.

Results and Discussion

Pre-estimation test results

The first pre-estimation test conducted is the normality test. In this study, the Kolmogorov-Smirnov test, also known as the K-S test, is used to determine whether the collected data are typically distributed. Results in the Table and Figure revealed that the null hypothesis of normally distributed values-based leadership and leadership effectiveness cannot be rejected, as the p-value (0.151) is greater than the level of significance. Similarly, Figure 2, which shows the Q-Q plot, reveals that the points fall along a straight line, indicating that the sample variables are linearly related and normally distributed.

Table 2. Kolmogorov-Smirnov Test

	Statistic	df	Sig.
Leadership value and Leadership effectiveness	.096	85	.151

Source: Researchers' computation from SPSS 25

Figure 1: Q-Q Plot

These two tests, Kolmogorov-Smirnov and Q-Q plot, confirm that these two variables, values-based leadership and leadership effectiveness, conform to the OLS assumption of normality; hence, the OLS regression is appropriate for estimation in this study. Second, the collinearity test results in Table 2 reveals that the variance-inflation factor (VIF) coefficients for the three independent variables, ethical leadership training, authentic leadership training, transformational leadership training of 3.42, 5.02, and 2.55 are all less than the threshold value of 10, hence, the null hypothesis of no collinearity cannot be rejected in this study. This implies

Does Value-Based Leadership Training Lead to Leader Effectiveness? Evidence from Faith Based, Private, and Non-Governmental Organizations in Nigeria

that there is no collinearity in these variables, hence, no multicollinearity problem in the estimated OLS in this study.

Table 3: Collinearity Test Results

Model		Collinearity Statistics	
		Tolerance	**VIF**
1	(Constant)		
	Ethical Leadership	.293	3.416
	Authentic Leadership	.199	5.020
	Transformational Leadership	.392	2.550

Source: Researchers' computation from SPSS 25

Lastly, the third pre-estimation test, the linearity test, results in Table 4 show that there is a linear relationship between the independent variables, ethical leadership training, authentic leadership training, and transformational leadership training and the dependent variable, leader effectiveness, because their p-values are less than 1% level of significance, hence linear independent cannot be rejected in this study.

Table 4: Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Leadership value and Leadership effectiveness * Ethical Leadership	Between Groups	(Combined)	11.100	19	.584	4.734	.000
		Linearity	8.283	1	8.283	67.117	.000
		Deviation from Linearity	2.817	18	.156	1.268	.238
	Within Groups		8.022	65	.123		
	Total		19.121	84			
Leadership value and Leadership effectiveness * Authentic Leadership	Between Groups	(Combined)	11.818	25	.473	3.819	.000
		Linearity	9.456	1	9.456	76.384	.000
		Deviation from Linearity	2.362	24	.098	.795	.728
	Within Groups		7.304	59	.124		

	Total		19.121	84			
Leadership valueBetween Groups	(Combined)		13.709	24	.571	6.333	.000
and Leadership	Linearity		8.398	1	8.398	93.108	.000
effectiveness * Transformational	Deviation from Linearity	5.311	23	.231	2.560	.002
Leadership	Within Groups		5.412	60	.090		
	Total		19.121	84			

Source: Researchers' computation from SPSS 25

Overall, the pre-estimation results in Tables 2-4 indicate that almost all indicators and constructs are typically distributed, free of collinearity problems, and linearly independent; hence, the variables conform to the OLS assumptions, and the linear regression analysis is appropriate for this study.

Data Estimation Results

Demographic Characteristics and Descriptive Statistics

Table 5 displays the gender, marital status, age, and types of organisations of the 85 respondents from the church, private, and non-governmental organisations in Nigeria. Results in Table 5 show that male respondents accounted for 65.9 per cent, far more than the 34.1 per cent of female respondents. This indicates that there are more males in the leadership positions than females in the church, private and non-governmental organisations in Nigeria. Table 5 shows the marital status of the respondents, with most (92.9%) married and widowed the least common, accounting for about 2.4%. Furthermore, Table 5 shows the age brackets and found that many of the respondents fall within the 41-50 years age bracket, accounting for 89.4%, whereas the 21-30 years age bracket has the fewest respondents. Lastly, the type of organisation in Table 5 shows that most respondents are in private organisations (37.6%), followed by church organisations (31.8%) and non-government organisations (30.6%).

Table 5. Demographic characteristics statistics results

s/n	Items	category	Frequency	Percentage (%)

1.	Gender	Male	56	65.9
		Female	29	34.1
2.	Marital status	Single	4	4.7
		Married	79	92.9
		Divorced	2	2.4
3.	Age	21-30 years	3	3.5
		31-40 years	6	7.1
		41-50 years	76	89.4
4.	Types of organisations	Private	32	37.6
		Non-Government	26	30.6
		Church	27	31.8

Source: Researchers' computation from SPSS 25

Hypotheses Testing Results

Results in Table 6 present four OLS multiple linear regression models of the relationship between e-values-based leadership training and leaders' effectiveness in selected private organisations and non-governmental organisations in Nigeria. These estimated models are in line with the objectives of this study, and models 1, II, III and IV estimated effects of ethical leadership training on leaders' effectiveness, authentic leadership training on leaders' effectiveness, transformational leadership training on leaders' effectiveness and values-based leadership on leaders' effectiveness, respectively.

Table 6. OLS results for the models

Dependent variable: Leader Effectiveness				
	Model 1	**Model II**	**Model III**	**Model IV**
Constant	1.144*** (2.352)	1.420*** (2.958)	1.653*** (3.995)	0.867** (1.97)
Behavior training	0.384*** (2.984)			
Social learning training	0.128 (1.438)			

Does Value-Based Leadership Training Lead to Leader Effectiveness? Evidence from Faith Based, Private, and Non-Governmental Organizations in Nigeria

Social Exchange training	0.212** (2.054)			
Self-Awareness training		-0.032 (-0.250)		
Relational transparency training		0.206** (2.118)		
Balanced processing training		0.112 (0.969)		
Internalized moral prospective training		0.388*** (3.102)		
Idealized influence training			0.314*** (4.135)	
Inspirational motivational training			0.025 (0.226)	
Intellectual stimulation training			-0.072 (-0.746)	
Individualized consideration training			0.331 (3.178)	
Ethical leadership training				0.374** (2.210)
Authentic leadership training				0.123 (0.547)
Transformational leadership training				0.299** (2.170)
R2	0.389	0.413	0.422	0.440
F-Statistic	17.224***	14.053***	14.623***	21.222***

Source: Computation from SPSS 25 version; ***, **, and * are 1%, 5%, and 10% respectively;

R^2 represents the coefficient of determination; standard error values are in parentheses. Models 1, II, III, and IV represent ethical leadership training, authentic leadership training, transformational leadership training, and values-based leadership training.

In Model I, Table 6 result reveals that behavioural training has a positive and significant impact on leaders' effectiveness in private and non-governmental organisations (β = 0.384; P < 0.01), and similarly, social exchange training has a low positive and significant impact on leaders' effectiveness in private and non-governmental organisations (β = 0.212; P < 0.05). Though Table 6 shows that the overall model 1 is statistically significant (F=17.224; P < 0.01), implying that ethical leadership training and leaders' effectiveness are reliable, however, the coefficient of determination of 0.389 indicates that only 38.9% of % changes in leaders' effectiveness are explained by ethical leadership training in this study. This finding aligns with Derue et al. (2011), which attests to the role of behavioural leadership in leaders' effectiveness.

Results in model II indicate that relational transparency training has a positive and significant impact on leaders' effectiveness (β = 0.216, P < 0.05). That internalised moral perspective training has a positive and significant impact on leaders' effectiveness (β = 0.388, P < 0.01). Like the ethical leadership model, the overall model for authentic leadership is statistically significant (F = 14.053; P < 0.01), and 41.3% of changes in leaders' effectiveness are influenced by changes in authentic leadership training in this study. The study by Schriesheim et al. (1994) supports the finding that relational- and task-motivated leadership from the contingency model are critical to leaders' effectiveness.

Furthermore, model III results in Table 6 reveal that idealised influence training has a positive impact on leader effectiveness (β = 0.314, P < 0.01) and individualized consideration training has a positive and significant impact on leaders' effectiveness (β = 0.351, P < 0.01). The overall model for transformational leadership training in Table 6 is statistically significant (F = 14.623; P < 0.01), with a 42.2% change in leaders' effectiveness caused by the transformational leadership training in this study. This finding corroborates the findings of Connelly et al. (2000) and Zaccaro et al. (2000) that transformational leadership training is key to effective leadership. Lastly, Table 6 shows that, except for authentic leadership training, all interventions have statistically improved leaders' effectiveness in the study. Specifically, ethical leadership training has a positive and significant impact on leaders' effectiveness (β = 0.374, P < 0.05), and transformational leadership training similarly has a positive and significant impact on leaders' effectiveness (β = 0.299, P < 0.05). As in earlier models, the overall model for values-based leadership training is statistically significant (F = 21.22; P < 0.01), with a 44.01% change in leaders' effectiveness. The results of this study align with those of Copeland (2014) and

Diachenko (2018), who found that values-based leadership training significantly predicts leaders' effectiveness.

Conclusion and recommendations

This study empirically investigated the effect of values-based leadership on leaders' effectiveness in selected church, private, and non-governmental organisations in Nigeria, using ordinary least squares (OLS) regression to test the four hypotheses. This study concludes that leadership effectiveness is significantly influenced by ethical and transformational leadership training components that strengthen ethical behaviour, moral values, behavioural modelling, and transformational competencies. In contrast, several traditional elements of authentic leadership show limited measurable impact. The findings contribute to knowledge by empirically demonstrating that ethical leadership training, internalized moral perspective, idealized influence, and individualized consideration are the most potent predictors of leader effectiveness within the Nigerian organisational context. These results highlight that leadership training works best when it is practical, value-driven, relational, and anchored on behaviours that directly shape leader–follower interactions.

Based on these findings, the following recommendations are made. First, management should redesign their leadership development programmes to prioritize and intensify training in behavioural, social exchange, relational transparency, internalized moral perspective, idealized influence, and individualized consideration to ensure a reliable leader's effectiveness within the organisation. Second, the management should probe insightfully into the reasons why social learning, balanced processing, and inspirational motivational trainings have not effectively contributed to leaders' effectiveness in organisations to ensure that resources are allocated to high-impact development areas. Lastly, HR departments and leadership training institutions are encouraged to adopt evidence-based development frameworks informed by this study's contribution, deliberately think outside the box about other values-based leadership training programmes while ensuring that leadership development strategies reflect what truly enhances effectiveness in real organisational settings to improve leaders' effectiveness in their organisations significantly. Going forward, research should empirically examine the interaction between values-based leadership training and other contemporary leadership practices, such as

strategic leadership training, to significantly enhance leaders' effectiveness in competitive, changing environments. It should use moderation and partial least squares regression analyses to enhance the robustness of the findings.

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