

STRATEGIC LEADERSHIP AND ORGANIZATIONAL LEARNING CULTURE: A STUDY OF OIL AND GAS INDUSTRY IN NIGERIA

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ABSTRACT

This study investigated the effect of strategic leadership on organizational learning culture, focusing on how different leadership styles influence the development of a learning-oriented environment within organizations to help the organization achieve its long-term goal. The research specifically explored transformational, transactional, autocratic, laissez-faire, and democratic leadership styles, assessing their effects on employee engagement in learning activities and their contribution to fostering a culture of continuous learning. Using a mixed method of combining quantitative data collected via structured questionnaires with qualitative insights from in-depth interviews, purposive and convenience sampling techniques were employed to draw the sample for the study. The data gathered were analyzed using descriptive statistics while the formulated hypotheses were tested using Regression analysis and Pearson Product Moment Correlation (PPMC) Coefficient at 0.05 level of significance. The study's findings revealed that strategic leadership significantly affects organizational learning, as shown by a correlation analysis ($r = .655$, $p < 0.05$), demonstrating a strong link between leadership practices and employee engagement in learning activities. In addition to the quantitative analysis, qualitative findings from participants emphasized the importance of visionary leadership in embedding a learning culture. Many respondents highlighted the need for strategic leaders who not only set clear organizational goals but also encourage innovation and knowledge sharing across all levels. This insight underscores the pivotal role of leadership in fostering an environment that supports continuous learning and development. Overall, the study concludes that strategic leadership plays a vital role in developing and sustaining an organizational learning culture. Leadership practices that emphasize inspiration, motivation, and structured reward systems are most effective in promoting employee engagement in learning, thereby contributing to the organization's overall success and adaptability in a competitive environment.

Keywords: Laissez-faire Leadership, Organizational Learning Culture, Strategic, Transformational, Transactional.

1. Introduction

In today's rapidly evolving business ecosystem, characterized by technological advancements, globalization, and dynamic market conditions, organizations face unprecedented challenges that demand agility, innovation, and continuous adaptation. In this context, the cultivation of a robust organizational learning culture emerges as a strategic imperative for long-term success and resilience. Such a culture fosters an environment where knowledge is not only accumulated but

also actively shared, synthesized, and applied across all levels of the organization. It is within this framework of perpetual learning and growth that strategic leadership assumes paramount importance. Strategic leadership, defined as the ability to influence others in a way that enhances the prospects for long-term organizational success, is crucial in today's competitive and dynamic business environment (Madu, Abbo and Salisu, 2023). Strategic leaders play a vital role in shaping organizational culture, particularly in fostering an environment conducive to continuous learning and adaptation (Samimi, Cortes, Anderson and Herrmann, 2022). The concept of organizational learning culture refers to the values, practices, and processes that promote the continuous acquisition, sharing, and application of knowledge within an organization (Al Dari, Jabeen, Hussain & Al Khawaja, 2020). An effective learning culture is critical for organizations to innovate, respond to market changes, and maintain a competitive edge.

Despite the vital role of strategic leadership in shaping organizational learning cultures, the oil and gas industry in Nigeria has been slow to embrace practices that foster continuous learning and adaptation (Emmanuel et al, 2018). The sector is characterized by its complex and dynamic environment, requiring companies to continuously update their knowledge and skills to remain competitive. However, the prevailing leadership styles in many Nigerian oil and gas firms often emphasize short-term gains and operational efficiency over long-term learning and development (Arokodare and Asikhia, 2020). This lack of emphasis on strategic leadership that prioritizes learning can lead to stagnation, reduced innovation, and an inability to respond effectively to industry challenges and opportunities.

Moreover, existing research on organizational learning within Nigeria's oil and gas industry is limited, often focusing on operational efficiencies and technical advancements rather than the strategic role of leadership in cultivating a learning culture. There is a significant gap in understanding how strategic leadership practices can influence and enhance organizational learning processes in this sector. This study aims to address this gap by examining the influence of strategic leadership on the development and sustenance of an organizational learning culture in the Nigerian oil and gas industry. By identifying key leadership practices that promote learning and adaptability, this research seeks to provide insights that can help companies in this critical sector build more resilient, innovative, and competitive organizations.

The study focuses on exploring how strategic leadership influences the organizational learning culture within the oil and gas industry in Nigeria. This includes examining the values, practices, and processes that promote the continuous acquisition, sharing, and application of knowledge within an organization, thereby fostering an environment conducive to continuous learning and adaptation. The scope is limited to understanding the impact of various leadership styles, such as transformational, transactional, autocratic, democratic and laissez-faire leadership, on the development of a learning culture. It also considers different organizational contexts, including multinational and indigenous oil and gas companies, to identify how these leadership styles manifest and their effects on organizational learning. The study aims to provide a comprehensive analysis of how strategic leadership practices can enhance or hinder the establishment of a robust learning culture within the specific operational and cultural contexts of Nigeria's oil and gas industry.

Aim and Objectives of the study

Generally, study attempts to investigate the influence of strategic leadership on the development and sustenance of an organizational learning culture.

Specific objectives of the study are to:

- i. Identify strategic leadership practices that effectively promote organizational learning.
- ii. Examine the relationship between strategic leadership and employee engagement in learning activities.
- iii. Assess the overall effect of strategic leadership on the organizational learning culture.

Research Hypotheses

Ho1: Strategic leadership styles are not effective in promoting organizational learning culture.
Ho2: There is no significant relationship between strategic leadership and employee engagement in learning activities.
Ho3: Strategic leadership does not have any effect on organizational learning culture.

2. Literature Review

2.1 Preamble

This section synthesizes existing literature on strategic leadership and organizational learning culture, including theoretical foundations and empirical findings.

A leader is an individual who can guide, influence, and inspire others toward the achievement of common goals or objectives (Perry, 2022). Leadership entails making decisions, providing direction, and effectively communicating a vision or strategy to a group or organization (Pandey, 2023). Leaders can emerge in various contexts, including within formal hierarchies such as workplaces or informally within communities or social groups.

A leader's Key characteristics often include vision, integrity, decisiveness, empathy, and the ability to motivate and empower others. Effective leaders can navigate challenges, foster collaboration, and create a positive and productive environment. A formal title or position does not solely determine Leadership; individuals can exhibit leadership qualities regardless of their official roles. The abilities required to be an effective leader must be developed via learning and practice (Pandey, 2023).

Leadership is the process by which a person guides, supervises and coordinates others in performing common tasks (Dinibutun, 2020). According to Lin et al. (2021), the Leadership of an organization determines its transparency and effectiveness, with a vision and the path to realizing it. Carter M. (2013) defines Leadership as the ability of managers to organize performance processes through inspiring, igniting and motivating team members to achieve organizational goals.

2.2 Review of Conceptual Literature

The conceptual model posits that strategic leadership influences organizational learning culture through mediating factors such as employee engagement and knowledge management practices.

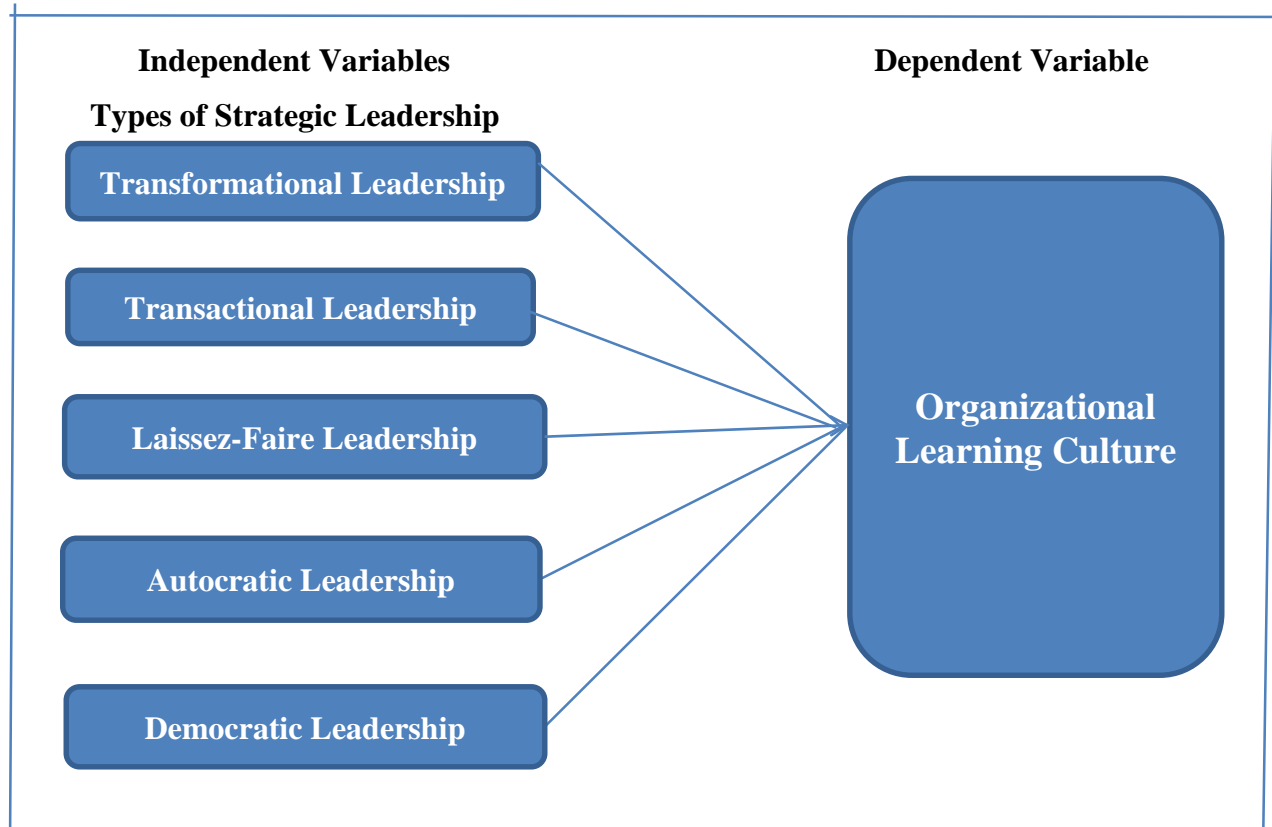


Fig 1: Graphic illustration representing the conceptual model

Source: Researcher 2024

A leader is an individual who can guide, influence, and inspire others toward the achievement of common goals or objectives (Perry, 2022). Leadership entails making decisions, providing directions and effectively communicating a vision or strategy to a group or organization (Pandey, 2023).

Lin et. al. (2021) connotes that Leadership is the key to an organization's effectiveness and transparency. It must have a clear vision, and a plan for achieving it. Carter M. (2008) defines Leadership as the ability of managers to organize performance processes through inspiring, igniting and motivating team members to achieve organizational goals.

Strategic Leadership: Nahak (2022) described Strategic leadership as the ability to anticipate and envision strategic changes, to empower others, and to maintain flexibility. Strategic leadership is a mindset and practice that involves using creative problem-solving skills and strategic vision to help an organization achieve long-term goals. Strategic leaders help their organizations adapt to or remain competitive in a changing economic and technological climate. This study looked at different types of strategic leadership, such as transformational, transactional, laissez-faire, autocratic, and democratic, which are taken as the independent variable, and organizational learning culture as the dependent variable. A conceptual model is developed based on their relationship to analyze which strategic leadership style is most appropriate to improve an organization's learning culture.

Transformational Leadership: This strategic leadership inspires and motivates employees to achieve their full potential. Leaders employing transformational Leadership foster a sense of purpose, enthusiasm, and commitment among their teams.

Transactional Leadership: To motivate and manage employees, transactional leaders employ a system of rewards. This style is based on clear expectations, performance standards, and consequences for success or failure.

Laissez-Faire Leadership: Laissez faire leaders are hands-off and allow employees to have a high level of autonomy. The leader doesn't actively participate in the decision-making process (Goleman 2017). While this style can promote creativity and innovation, it may also lead to a lack of direction and accountability.

This style is used when employees can analyze a situation and determine the best way to proceed. When employees have experience and can delegate tasks, it is the most effective.

Autocratic Leadership: In this style, the leader has the most control and decision-making authority (Goleman, 2017). The leader hardly consults team members, nor are team members allowed to make any input to decisions. The followers are expected to follow orders without any explanations. A structured set of rewards or punishments is used to create a motivational environment.

Democratic Leadership: is also known as participatory Leadership. It is a type of leadership where members of the team or employees actively work with the leader in order to achieve a shared goal. The leader informs his or her members about all the activities and shares responsibility for problem solving and decision-making with them. The leader is a coach with the final word but gathers all information from members of the team before making any decisions.

Organizational Culture

George (2012) defines organizational culture as the software of the mind imputed in the mind of a group of people through the process of recruitment and selection and placement and once imputed will be problematic to be deleted.

Culture is how an organization operates (Perrin 2013). Organizational culture is a collection of values and rituals which serve as "glue" for the integration of all members of an organization (Adler 2013).

Organizational Learning

It is seen as a process-based approach that focuses on the adoption, development and reconfiguration of resources and capabilities. It is a process-based approach that aims to protect resources and abilities through renewal (Njoku 2016), by enabling organizations to use internal processes to change and renew the stock of their capabilities and resources (Dasgupta & Gupta 2009). It is a sustainable resource. The dynamic capabilities theory (Teece, et. al., 1997) emphasizes that having adaptive capabilities is important to reorganize and renew internal and exterior competencies, and to address rapidly changing environments.

Organizational Learning Culture:

Organizational learning culture is defined as the environment and practices that support continuous learning, encourage knowledge sharing, and foster the application of new insights to improve organizational performance (Senge, 1990).

2.3. Theoretical Framework of the study

Transformational Leadership Theory

Focuses on how leaders can inspire and motivate employees to exceed expectations by creating a shared vision (Bass & Avolio, 1994).

Transformational leadership theory, pioneered by James V. Downton and later expanded by James MacGregor Burns (1978), revolves around leaders as inspirational figures capable of transforming individuals and organizations. This theory emphasizes the leader's ability to go beyond mere transactional exchanges with followers and, instead, focuses on transforming their beliefs, values, and aspirations.

Transformational leaders are recognized by their visionary outlook, charisma, and ability to articulate a compelling vision for the future. They inspire and elevate employees, encouraging them to surpass their expectations and strive for higher levels of achievement. Transformational leaders often foster a sense of shared purpose, encouraging a collective commitment to organizational goals. The relationship between this leadership style and employee performance lies in the motivation and engagement it cultivates among team members, ultimately contributing to enhanced productivity, job satisfaction, and overall effectiveness.

Organizational Learning Theory

Organizational learning theory, developed by Chris Argyris and Donald Schön in the 1970s, is grounded in the concept that individuals learn from their mistakes. Argyris defines organizational learning as "the process of detecting and fixing mistakes." The theory emphasizes the importance of creating an environment that fosters continuous learning and adaptation (Senge, 1990).

Key elements of organizational learning theory include the generation of knowledge and its application within the organization. Learning occurs through interaction among individuals as they identify and solve problems. The theory highlights the necessity of cultivating a learning culture within organizations to enhance their ability to adapt and grow.

According to organizational learning theory, organizations should:

- i. Cultivate a culture that values knowledge sharing.
- ii. Allocate time to learn from failures.
- iii. Encourage lifelong learning among employees at all levels.
- iv. Empower individuals and teams to question the organization's status quo.

Importance of Organizational Learning

The significance of organizational learning is evident through the various benefits experienced by organizations that foster a learning culture:

- i. Increased employee job satisfaction.
- ii. Reduced turnover rates.
- iii. Enhanced productivity, profitability, and efficiency.
- iv. Development of leaders at every level.

v. Improved adaptability across the organization.

When organizations invest time and resources into building a learning culture and implementing organizational learning practices, they gain a competitive edge. This enhanced ability to respond swiftly to rapidly changing market conditions underscores the importance of organizational learning.

Organizations that embrace lessons from failures and critically evaluate their processes accumulate valuable knowledge about best practices, making them more agile in adapting to change. By establishing a foundation for continuous learning, where all employees function as both teachers and learners, organizations facilitate an equitable exchange of information, allowing each individual to make significant contributions.

2.4. Review of Empirical Literature

The empirical evidence underscores the critical influence of strategic leadership on the organizational learning culture within Nigeria's oil and gas industry. Strategic leaders play a pivotal role in shaping a culture that embraces learning, innovation, and adaptability. Empirical studies have demonstrated that strategic leadership is positively correlated with organizational learning dimensions such as knowledge sharing, innovation, and adaptive capacity (Garvin, Edmondson, & Gino, 2008; Jansen, Van Den Bosch, & Volberda, 2009). However, challenges remain that need to be addressed to maximize the potential of strategic leadership in fostering a vibrant learning environment. Future research should explore longitudinal studies to assess the long-term impact of strategic leadership on learning culture and organizational performance in the oil and gas sector.

Strategic Leadership and Learning Culture Several studies have established a positive correlation between strategic leadership and the development of a learning culture. For instance, a study by Odetunde and Ufodiana (2017) found that transformational leadership and supportive organizational culture significantly enhance creativity and innovation in the Nigerian oil sector. Similarly, Garvin, Edmondson, and Gino (2008) emphasized that open communication and feedback are critical components of learning organizations. More recently, Eze and Okeowo (2022) noted that while strategic leadership fosters adaptability, barriers such as resistance to change and lack of resources can hinder the growth of a robust learning culture.

Role of Communication: Communication plays a crucial role in fostering a learning culture. Research has shown that strategic leaders who employ transparent and inclusive communication practices promote a culture where employees feel valued and motivated to share insights (Garvin, Edmondson, & Gino, 2008; Yammarino & Dansereau, 2008). In the Nigerian oil and gas industry, openness in communication has been linked to improved problem-solving and a proactive approach to challenges (Eze & Okeowo, 2022).

Impact of Leadership Styles: Different leadership styles influence the learning culture differently. Transformational leadership, characterized by inspiration and intellectual stimulation, has been linked to enhance organizational learning. A study by Adebayo and Agboola (2019) revealed that transformational leaders in Nigerian oil companies foster an environment conducive to learning, encouraging team collaboration and innovation. Conversely, transactional leadership, which focuses on rewards and punishments, was found to stifle creativity and learning.

Challenges in Implementation: While strategic leadership is vital for fostering a learning culture, several challenges exist. Research by Eze and Okeowo (2022) identified barriers such as resistance to change, lack of resources, and insufficient training programs. These challenges often hinder the effective implementation of learning initiatives within organizations, suggesting that strategic leaders must also focus on overcoming these obstacles.

Case Studies and Best Practices Case studies of successful oil and gas companies in Nigeria illustrate best practices in strategic leadership and learning culture. For instance, research on Shell Nigeria highlights the integration of strategic leadership with organizational learning and

employee engagement. Frynas (2005) observed that Shell's leadership practices in Nigeria emphasized structured stakeholder engagement and capacity building, which contributed to organizational adaptability. Similarly, Idemudia (2014) demonstrated how Shell's commitment to continuous development and responsive leadership practices positioned it as a case study of best practices within Nigeria's oil and gas sector.

3. RESEARCH METHODOLOGY

3.1 Preamble

This section outlines the research design, and the method employed to investigate the influence of strategic leadership on organizational learning culture.

3.2 Research Design: This research employed a mixed-methods approach, integrating quantitative surveys with qualitative interviews to obtain a holistic understanding of the phenomena.

3.3 Research Instrument: A structured questionnaire was used for quantitative data collection, supplemented by semi-structured interviews to gather qualitative insights.

3.4 Population of Study: The population of the study consists of the middle management, senior management and executive employee in the Oil and Gas industry in Nigeria.

3.5 Sample Size and Sampling Technique

3.5.1 Sample Size: The study requires insight from individuals with expertise and/or experience in corporate governance. Considering the fact that this expertise is limited, the sample size was derived as follows: using the Taro Yamane (1967) formula to calculate the sample size for sufficient representation of the participants.

$$n = \frac{N}{1 + N(e^2)}$$

Where, n = sample size:

N = population size: 200

e = allowable sampling error: 0.1

Replacing the variables with numbers in the formula above,

$$n = \frac{200}{1 + 200(0.1 * 0.1)}$$

Sample size n = 66.67

3.5.2 Sampling Technique: The research adopted two sampling techniques:

Purposive Sampling: Of all the companies in the oil and gas industry in Nigeria, I was able to get sixteen companies that volunteered to assist with the research. From the sixteen companies, Purposive sampling was used to select participants to ensure representation across different management staff and individuals with relevant expertise and experience which gave a population size of 200.

Convenience Sampling: Of the population size, only 50 were most available to the researcher. Eventually, 45 out of the 200 questionnaires distributed were returned and only five one-on-one interviews were conducted, making a total of 50 respondents.

3.6 Data Collection: Questionnaires were distributed electronically, and interviews were conducted one-on-one. The questionnaire was distributed among respondents from various companies in the oil and gas industry in Nigeria who volunteered to assist with the research.

3.7 Method of Data analysis: Quantitative analysis was done with the aid of Statistical Package for Social Sciences (SPSS). The data from the questionnaire were analyzed using simple percentages, frequency counts and mean scores. The statistical tools that were employed for testing the hypotheses were Regression analysis and Pearson Product Moment Correlation (PPMC) Coefficient at 0.05 level of significance. Qualitative data were analyzed using thematic analyses.

4. DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Preamble

This section analyzes, interprets and presents the data gathered from the fieldwork. The SPSS version 25 was used to analyze the quantitative data collected on the field. The biodata were analyzed using simple percentages and frequency counts. The hypotheses were tested using regression analysis and PPMC at a significance level of 0.05. The qualitative data were analyzed using thematic analysis.

4.2 Presentation of Respondents' Demographic Characteristics

Table 1: Respondents Demographic Profile

Characteristics	Status	Frequency	Valid Percent	Cumulative Percent
Gender	Male	31	68.9	68.9
	Female	14	31.1	100.0
	Total	45	100.0	
Age	35years & below	2	4.4	4.4
	36-45years	13	28.9	33.3
	46-55years	22	48.9	82.2
	56years & above	8	17.8	100.0
	Total	45	100.0	
Highest Level of Education	Bachelor's degree	14	31.1	31.1
	Master's degree	27	60	91.1
	Doctorate	4	8.9	100.0
	Total	45	100.0	
Current Position in the Organization	Executive Leadership	3	6.7	6.7
	Senior Management	8	17.8	24.4
	Mid-level Management	27	60	84.4
	Others	7	15.6	100.0
	Total	45	100.0	
Years of working in the Organization	1-3years	3	6.7	6.7
	4-6years	2	4.4	11.1
	7-10years	5	11.1	22.2
	More than 10years	35	77.8	100.0
Total		45	100.0	

Source: Fieldwork 2024

Table 1 displays the demographic variables of the participants with the aim of understanding the characteristics of the population. Consequently, Table 1 illustrates the demographic spreading of sampled participants by gender, 31(68.9%) of the participants were male, while the remaining 14(31.1%) were female. However, this does not indicate that the organizations are male dominated but indicates the number of males that participated in this study. The outcomes of the age of the participants showed that 2(4.4%) were 35 years and below, 13(28.9%) were between 36-45 years, followed by the participants between the ages of 46-55 years with 22(48.9%), and the remaining 8(17.8%) of the participants were above 56 years and above. This result implies that majority of the participants were still of active working age.

The demographic outcomes of the participants based on the highest level of education indicated that 14(31.1%) of the participants have bachelor's degrees, 27(60%) have master's degrees, and 4(8.9%) have PhDs. The majority of the participants have acquired master's degree. In terms of the current position in the organization, 3(6.7%) of the participants are in the executive

leadership position, 8(17.8%) of the participants are in the senior management position, 27(60%) are in the mid-level management position and 7(15.6%) belongs to other cadres within the organization. This result suggests that the majority of the participants are within the mid-level of management.

Lastly, regarding years of working for the organization, 3(6.7%) of the participants have been working for the organization for between 1-3years, 2(4.4%) of the participants have worked for 4-6years for the organization, 5(11.1%) have worked for 7-10years, and 35(77.8%) of the participants have worked for more than 10 years for the organization. Hence, the majority of the participants have been working with their organizations for more than 10 years. This implies there is ample experience and understanding of the culture and operations of their organizations among the participants.

Table 2: Respondents Demographic Profile (Cont'd)

S/N	Name of Company	Responses	%
1	Axxela Ltd	3	6.7
2	Chevron Nigeria Limited	4	8.9
	ELCREST EXPLORATION AND PRODUCTION		2.2
3	NIGERIA	1	
4	EXXONMOBIL	2	4.4
	First Exploration and Petroleum Development		2.2
5	Company of Nigeria	1	
6	LNG	1	2.2
7	New Cross Exploration and Production Limited	7	15.6
8	Newcross Petroleum Limited	1	2.2
9	Nigerian Agip Oil Company Ltd	2	4.4
10	NUIMS	1	2.2
11	Pan Ocean Oil Corporation (Nigeria) Limited	7	15.6
12	Petroleum Training Institute Effurun	6	13.3
13	Prime Oil and Gas	2	4.4
14	SEPLAT	1	2.2
15	SPDC LTD	3	6.7
16	TotalEnergies E&P Nigeria Limited	3	6.7
Total		45	100

Table 2 demonstrates the demographic variables of the participants with the aim of identifying the company represented in the population. Consequently, the table illustrates the demographic spreading of sampled participants by company, 45 responses were received from participants spread across sixteen companies in the oil and gas industry in Nigeria.

Analysis of Research Questions

Research Question One - What strategic leadership style is most effective in promoting organizational learning culture?

Fig. 2: Most Effective Strategic Leadership Style in Promoting Organizational Learning Culture



The Pie-chart showed the most effective strategic leadership practice that can promote learning culture in the organizations. From the total participants' responses, 1(2.2%) participant each is of the view that autocratic and democratic strategic leadership style is most effective in promoting organizational learning culture, 4(8.9%) are of the view that transactional leadership style is most effective and 39(86.7%) of the participants were of the view that transformational leadership is most effective. This implies that transformational leadership is most effective in promoting learning culture in the organization.

Research Question Two- What is the relationship between strategic leadership and employee engagement in learning activities?

Table 3: Correlation matrix among the study variables

Variable	Mean	Std. Dev.	N	1	2
1 Strategic leadership	2.47	.608	45	1	.655
2 Employee engagement	2.27	.756	45	.655	1

Source: Researcher's field computation (2024)

Keywords: 1: Strategic leadership, 2: Employee Engagement

Table 3 shows an Inter-Item Correlation Matrix, which is a statistical analysis tool deployed to examine the relationship between strategic leadership and employee engagement in learning activities. The matrix displays the correlation coefficients between the two variables presented: Strategic leadership and Employee Engagement in learning activities.

The two variables have a correlation coefficient of 1.000 with themselves, indicating a perfect positive correlation. However, strategic leadership has a correlation coefficient of 0.655 with employee engagement, indicating a strong positive relationship between the predictor variable (strategic leadership practice), and response variable (employee engagement).

Overall, there is a strong positive relationship between the two variables under consideration. Considering the level of association between the variables, the study presumed that they are reasonably normal which does not create any concerns for multicollinearity.

Research Question Three - What is the overall influence of strategic leadership on organizational learning culture.

Fig. 3: Overall influence of strategic leadership on Organizational learning culture



The Bar Chart showed the opinion of the respondents on the overall influence of strategic leadership on organizational learning culture. About 1(2.2%) of the participants said the influence is very poor, 5(11.1%) said the influence is poor, 13(28.9%) said the influence is normal, 21(46.7%) said it is good and 5(11.1%) said the influence is excellent. This result suggests there is a good level of influence of strategic leadership on organizational learning culture.

4.3 Test of Hypotheses

HO₁- Strategic leadership styles are not effective in promoting organizational learning culture.

Table 4: Regression Analysis Results of Relative Contribution of Strategic leadership styles and Organizational learning culture

Model summary

$R = .873^a$

$R^2 = .763$

R^2 (Adjusted) = .739

Standard Error of Estimate = .40962

$F = 32.145, P < 0.05$

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Remarks
	B	Std. Error	B	T		
1 (Constant)	.235	.225		1.046	.002	Significant
Transformational	.237	.090	.245	2.623	.012	Significant
Transactional	.499	.080	.659	6.248	.000	Significant
Autocratic	.080	.122	.073	.654	.517	Not Significant
Democratic	.033	.103	.034	.318	.752	Not Significant

a. Dependent Variable: Organizational learning culture

b. Predictors: (Constant), Transformation, Transactional, Autocratic, Democratic

The result from Table 4 revealed that strategic leadership styles had a strong positive correlation with organizational learning culture ($R = .873$). The R-square adjusted value of .739 indicated that the strategic leadership styles contributed 73.9% to the variability of organizational learning culture. This implies that for every small change in strategic leadership styles, there is 73.9% change in the organizational learning culture.

However, in terms of the relative effectiveness of each variable of strategic leadership styles on organizational learning culture, the result indicates that two which are transformational and transactional out of the four predictor variables were statistically significant with organizational learning culture. Transactional made the most significant effectiveness with ($\beta=.659$, $P=.00<.05$), while transformational is also effective ($\beta=.245$, $P=.00<.05$). Autocratic ($\beta=.073$, $P=.00>.05$) not significant and democratic ($\beta=.034$, $P=.00>.05$) was also not effectively significant on organizational learning culture. This result implies that transactional and transformational strategic leadership styles effective in promoting organizational learning culture.

HO₂- There is no significant relationship between strategic leadership and employee engagement in learning activities.

Table 5: Relationship between strategic leadership and employee engagement in learning activities

Variable	Mea n	SD	N	Df	r*	P	Remark	Decision
Strategic leadership	2.27	.756	45	43	.676* *	0.0 0	Sig.	Accept H ₁
Employee engagement	2.63	.802						

p<0.05

The correlation coefficient is .676**. This implies that there is a strong positive relationship between strategic leadership and employee engagement in learning activities. Since the *p-value* .000 is less than the level of significance of 0.05($p<0.05$), the null hypothesis is rejected while the alternate hypothesis is accepted. This implies that there is a significant relationship between strategic leadership and employee engagement in learning activities.

HO₃- Strategic leadership does not have any effect on organizational culture.

Table 6: Linear Regression Analysis Results of Relative Contribution of Strategic leadership and organizational culture

Model summary

R= .843^a

R²= .710

R² (Adjusted) = .703

Standard Error of Estimate = .437

F=105.208, $P<0.05$

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	p-	Decision
1 (Constant)	-.115	.275		-.418	.678	Reject
Strategic leadership	1.111	.108	.843	10.257	.000	HO ₁

a. Predictors: (Constant), Strategic leadership

b. Dependent Variable: organizational learning culture

The result from Table 6 revealed that strategic leadership had a strong positive correlation with organizational learning culture(R=.843). The R square value of .710 indicated that strategic leadership contributed 71.0 % to the variability of organizational learning culture. This implies that, for every small change in strategic leadership, there is a 71.0 change in organizational

learning culture. Hence, this justifies the reason the predictor variable which is strategic leadership is statistically significant with organizational learning culture ($\beta=.843$, $t=10.257$, $p=.000<.005$). This means that the null hypothesis is rejected, while the alternate hypothesis is accepted. Hence, strategic leadership has a significant influence on organizational culture.

4.4 Presentation and Interpretation of Qualitative Results

i. What type of leadership styles do you practice in your organization?

Some of the excerpts from the participants are as follows:

"I think visionary, there is a lot of improvement with what we have presently, because now we have a visionary, energetic, transformational leadership, as personified by our Group Managing Director, the Group Executive Director, and the Group Vice Chairman and the Chairman. They are doing everything to ensure that the impact of leadership is felt from the, from the, from the staff." (*Respondent 1*).

"I wouldn't say because the choice of the leadership practice could be a function of so many things, where you are in the cycle of your business, the kind of employees you have, the kind of environment you find yourself, the attitude and the kind of culture that you have will determine the leadership style that one would have at any point in time but I would say that we have a mix of them here but it is more of transformational than autocratic, more of transformational than transactional, and I will say we have more of transformational leadership and you will see and agree with me that we have transcended from a generation from an owner to another based on our succession plan, so, you can see that what we were practicing before is not what we currently have because of the succession plan and that succession plan wasn't just put in place, it was intentional and it was guided by a study and mentor from Harvard university because it was actually done strategically from Harvard." (*Respondent 2*)

"Well, it's close to democratic. But It cannot actually be democratic because any organization that is democratic is going to be political in nature. An organization cannot be political in nature. So, the reason why I say so is that if they give staff an opportunity, they will want to share the profit almost equally with the director. So, that's why I find out there is a great area where you give staff opportunity to give their view" (*Respondent 3*).

"Before now it used to be autocratic like its just about to change" (*Respondent 4*).

"Uh basically I would say it is democratic and its very fair and its" (*Respondent 5*).

The responses from the 5 participants signify that, generally the companies under review have different leadership practices and the ones that are prominent are: democratic, visionary, and transformational.

ii. Describe the learning culture of your organization

Some of the excerpts from the participants are as follows:

"Yes, you can see that...I think innovation is part of the core values. You should also notice...For the first time, I was surprised, this is the first time in 25 years that we have a timetable for training being published.... Learning...For you to progress, you have to turn your narratives right... an organization that embraces training and development. Then, also learn, take time to learn from the mistakes, learn from what has happened before. And I know a lot of them are taking practical steps also" (*Respondent 1*).

“Learning...For you to progress, you have to turn your narratives right... an organization that embraces training and development. Then, also learn, take time to learn from the mistakes, learn from what has happened before. And I know a lot of them are taking practical steps also” (*Respondent2*)

“Learning is part of our mission. There are some people that they resist learning changes, they don't want anything other than the level they are. This is the level I am this is the level ... the company encourages everybody to grow. It gives you the opportunity to express yourself and make sure, give you training, give you this and all that for you to be able to cope with the higher responsibilities ahead of you. And when you match it, they move you forward for you to perform this. So, it's a thing that our company actually embraces, encourages, and implements” (*Respondent 3*).

“Its like...maybe in some specific areas.” (*Respondent 4*).

“Yeah for the learning culture in a scale of one to ten if you would allow me I would say ten point five or eleven. But basically, I will rate it ten because it has been a really fantastic one”(Respondent 5).

The outcomes from this particular interview question basically indicate that majority of the respondents were of the opinion that their organizations have good learning culture.

iii. How the learning culture is affecting training in your organization?

Some of the excerpts from the participants are as follows:

“Training has always been...you know, I mean, I will say it right here. HR, I said it today, the HR, the human resources, who is supposed to drive this thing as an arm of the leadership, has always looked at it as, “they are doing you a favor. Do you understand? They look at it as they are doing you a favor. And if by chance they send you for training, you should thank them. You know, you come for the training”(Respondent 1).

“You need to keep developing what you are having, we have excellence, excellence also speaks on learning” (*Respondent 2*)

“Yeah, I know everything, okay, if I do my work, the company trains me whenever it's necessary, I know that if everything is working as planned, in the next five years, I should be, you know, in this position” (*Respondent 3*).

“In fact for this week I’m supposed to go for a training that I didn’t even know about. Its not like I planned it or anything, they just felt I needed to be trained but for the workload I have this week we postponed it to...” (*Respondent 4*).

“Yeah for the training aspect, actually I’ve not been engaged in, ok I’ve been engaged in training, uh basically that has to do with our software. Yeah but training outside that, uh maybe because I’m still within a year” (*Respondent5*).

The common responses of the participants to this particular question show that learning culture is a leadership approach that can aid employee training.

Table 7: Summary of the Interview findings

Questions	Summary of the findings of the participants
Q1 What type of leadership styles do you practice in your organization?	The companies under review have different leadership practices and the ones that are prominent are: democratic, transactional, and transformational.

- | | | |
|-----------|--|--|
| Q2 | Describe the learning culture of your organization | Most of the respondents were of the opinion that their organizations have good learning culture. |
| Q3 | How is the learning culture affecting training in your organization? | Learning culture is a leadership approach that can aid employees' training. |

Source: Researcher's computation (2024)

5. SUMMARY OF FINDINGS AND CONCLUSION

5.1 Preamble

This section involves the summary of findings, conclusion, recommendations and limitations

5.2 Summary of Findings

- Transactional and transformational strategic leadership styles are effective in promoting organizational learning culture.
- There is a significant relationship between strategic leadership and employee engagement in learning activities.
- Strategic leadership has a significant influence on organizational learning culture.

Organizational learning

Influencing Factors:

- Leadership commitment, organizational structure, and employee engagement.

Barriers:

- Resistance to change and lack of resources.

Visuals:

- Tables and charts highlighting key factors and barriers.

Leadership Styles

Transformational Leadership:

- Findings: Positive impact on learning culture.
- Evidence: 70% of respondents report increased innovation and collaboration.

Transactional Leadership:

- Findings: Mixed impact.
- Evidence: 50% report improvement in performance but limited innovation.

5.3 Conclusion

The study concluded that strategic leadership style has a great influence on the learning culture of an organization. Based on the findings of the study, transactional and transformational strategic leadership styles are effective in promoting organizational learning culture and there is a significant relationship between strategic leadership and employee engagement in learning activities.

5.4 Recommendations

The following are the recommendations from the analysis of results. The study recommends that the organization should:

- Foster transformational leadership through training programs
- Invest in continuous learning and development initiatives
- Encourage a supportive environment for innovation.

The study recommends that future research should explore the impact of strategic leadership on organizational learning culture in other industries and longitudinal studies to assess long-term effects.

5.5 Limitation of the Study

The biggest limitation of the study was the need for more time. Therefore, the study could not be broadened because of time constraints. The sample size of this study might need to be expanded to cover all the companies in the Oil and Gas industry in Nigeria.

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