DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Signature: ……………………………… Date: ……..………..

Candidate's Name:………………………………………………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with guidelines on supervision of dissertation laid down by the University of Cape Coast.

Signature: …………………………… Date: ………………………

Supervisor's Name: ………………………………………………………

ABSTRACT

Leadership is a relevant factor in achieving high employee performance. This is because the style of leadership of superiors commits an employee to a course of action of relevance and helps to ensure willingness to perform better in the organization. The study examined the effects of leadership styles on employee performance in the Judicial Service of Ghana, Cape Coast regional office. Descriptive design of the quantitative method of research was employed for the study. The simple random sampling method was used in selecting respondents. Questionnaire was the main data collection instrument and a sample size of 100 employees was used. Frequencies, tables, and percentages were also used to present the data.

The research found that the leadership styles mainly exhibited by supervisors were transformational and laissez-faire. It was also identified that employees lack the necessary resources in the delivery of their work. Supervisors also do not reward staff when they accomplish a given task. The study also showed a positive relationship between supervisors' leadership style and employee performance. It is therefore recommended that leaders of the Judicial Service should provide all the necessary material resource which employees need to work in order to achieve better performances. Supervisors should involve employees in decision making and leadership improvement and provide teamwork facilitation.

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DEDICATION

To my dad, Mr. Ehuren

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EFFECTS OF LEADERSHIP STYLES ON PERFORMANCE OF EMPLOYEES

IN THE JUDICIAL SERVICE IN THE CAPE COAST REGIONAL OFFICE,

GHANA

JOSEPHINE EHUREN

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UNIVERSITY OF CAPE COAST

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OF JUDICIAL SERVICE IN THE CAPE COAST REGIONAL OFFICE,

GHANA

BY

JOSEPHINE EHUREN

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF HUMAN

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PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF

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CHAPTER ONE

INTRODUCTION

Background to the Study

Organisations can only be efficient and achieve their goals if the principal input, human resource, is effective (Grossberg, 2010). Human resources are the most essential and dynamic resources to any organization. In the business world, organizations have employed technologies, yet human resources are needed to run them. However, the presence of individuals in organisations does not necessarily contribute to the success of the organization but it is the resource in the person which transforms an organization towards achieving its goals. According to Gberevbie (2010), these resources include knowledge, skills, talents and creative abilities which form the elements that make an employee a resource.

Employees perform different tasks in organisations depending on the nature of the institution. They perform tasks such as production, storage, transportation, manufacturing, purchasing, marketing, accounting and finance, research, public relations and many others in order to achieve the company's objective. However, factors such as job satisfaction, motivation, salaries and packages, communication, management policies, commitment, psychological problems, fringe benefits, and training may influence the performance of tasks of employees in their various roles.

Despite the factors affecting employee performance, leadership has been identified as an influential element in determining the performance of employees (Garger, 2013). Leadership is an essential component for the successes in

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institutions because it acts as a catalyst without which other good things are unlikely to happen. Parvin and Kabir (2011) describes that leadership makes the difference between developed and developing countries, buoyant and stagnant economies, successful and unsuccessful businesses or institutions. The growth of many businesses today is as a result of good and effective leadership (Ispas & Babita, 2012).

Rehman, Shareef and Mahmood (2012) explain leadership as a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Saeed and Lodhi (2013) view leadership as the process of influencing subordinate to achieve organizational targets and established mission with support from external groups. In the opinion of Eisenbach, Watson and Pillai (2009), leadership means the use of a leading strategy to offer inspiring motives to enhance staff's potentials for growth. These definitions suggest that the leader's attention is on what he or she can put into people to build a relationship and increase productivity in the organization rather than what he or she can get out of them.

The general consensus among human resources is that leadership is an unending process of exerting influence. Jain and Sharma (2013) defined leadership as a dynamic process by which a person influences others towards achieving a common goal with cooperation that brings positive change in a group, organization or individual relations. This definition highlights the person acting on others rather than the act, and that leadership is not automatically limited to one person. It recognises the presence of one person being the leader and the

others being followers which suggests that it takes place in the process of two or more people interacting and occurs when the leader seeks to influence the behavior of other people. The source of the leadership influence may be as a result of a person possessing a managerial rank in an organisation or arises outside of the organization (Hayward, 2015). This position identifies that leadership is the resource that an individual or a group uses to enable an organisation to do what it needs, should and wants to do (Ejere & Abasilim, 2013). In order to become a more effective leader, one must analyse his or her own leadership style and determine the scope of his or her leadership zone.

Sosik and Jung (2010) note that leadership styles are the manner and approach of providing direction, implementing plans and motivating people. Armstrong and Baron (2015) also explain it as the way in which the functions of leadership are carried out. In his opinion, there are different styles which leaders adopt to approach their employees. Some leaders use rewards to motivate employees while others use penalties. Penalties may be in the form of loss of job, days off without pay, chastising employees in front of others. Some leaders also act domineering and superior with people. They also believe their authority is increased by frightening people. This means that leaders have different styles of carrying out an activity.

Barling, Salter and Kelloway (2012) describe that there are three different styles of leadership, namely, democratic, multifactor and situational. Amos, Ristow and Ristow (2014) also describe three styles of leadership, namely autocratic, participative or democratic and delegative. Armstrong (2014) classifies

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leadership styles to include transformational, transactional, laissez-faire and servant leadership. Bern (2012) maintains that each of these styles of leadership has significant impact on the performance of employees and therefore it is the leader's responsibility to identify which style of leadership is relevant towards the achievement of high performances from employees.

Statement of the Problem

Leadership styles are relevant to achieving high employee performance. The working environment in modern times has become complex and it is no longer possible for organizations to guarantee employees a stable employment life which makes the issue of employee performance even more necessary. Public sector workers in Ghana have often expressed lots of dissatisfaction about the lack of human resource development, poor working conditions, poor remuneration and poor human relations (Asare-Bediako, 2012). This situation is no different in the Judicial Service Cape Coast regional office, Ghana as the general mood of workers at post has not been encouraging.

Personal observations through interviews indicate that employees are often faced with leadership crisis as a result of management failing to provide for the resources needed to undertake their daily roles. In the words of a staff of the Judicial Service who preferred to remain unanimous remarked *"my computer has broken down for the past two months and it has not been serviced for me to carry on with work. I sometimes have to wait for a colleague in the office to finish with his daily duties before I can also use his computer. This situation is not peculiar*

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to me alone but many other people in the organization." This has resulted in staff exhibiting different forms of withdrawal behavior such as absenteeism, lateness and passive job behavior. It is not surprising that Debrah and Ofori (2008) reports that litigants, lawyers and many people have complained of delays in processing of documents and low quality of services in the administrative roles of the Judiciary staff.

Botha (2011) points that in many organisations, the issues of leadership styles have been ignored which has led to the detriment of many institutions. Botha also notes that the different styles of leadership all have a significant relationship to employee performance. In spite of the importance and complexities of these issues, there is limited literature on establishing whether leadership styles are a contributing factor to employee performances in the Judicial Service of Ghana. It is therefore important for the study to ascertain the effectiveness of leadership styles on employee performance in the Judicial Service of Ghana.

Objective of the Study

The general objective of the study is to examine the effect of leadership styles on employee performance in the Judicial Service of Ghana in the Central Region. Specifically, the objectives of the research were to:

1. Examine the leadership styles in the organisation

2. Assess the influence of leadership styles on performance in the Judiciary service

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3. Determine the relationship between the leadership styles and performance

4. Provide ways to improving leadership and performance in the Judiciary service

Research Questions

The following research questions guided the study:

1. What are the leadership styles in the organisation?

2. What is the influence of leadership styles on performance in the Judiciary service?

3. What is the relationship between the leadership styles and performance?

4. What are the ways of improving leadership and performance in the Judiciary service?

Significance of the Study

The results of the study will help create deep understanding of the types of leadership styles that result in high employee performance in the Service. It will also help to understand the various kinds of leadership styles and the best leadership style to employ in managing the affairs of the Service. Another benefit of the study is that it will add to existing literature on employee performances and leadership styles in the public sector. This research is useful as it will help to provide solutions towards the effective styles of leadership needed by the Judicial Service Staff Association of Ghana (JUSAG), and Judicial Council. Moreover, it will provide additional evidence to some of the factors affecting staff performance

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especially those that touch on leadership styles which has not been given critical attention over the years.

Scope of the Study

The study focused on all staff of the Cape Coast offices of the Judicial Service of Ghana. The focus was to ascertain supervisors' leadership styles and its effects on employee performance.

Organisation of the Study

The study is categorised into five chapters. Chapter one focuses on the introduction which includes background to the study, statement of the problem, objectives of the study, research questions, significance and scope of the study and organisation of the study. Chapter two reviews related literature on leadership styles and employee performance. Chapter three presents research methodology which formed the backbone of this research. Chapter four present the results and discussion of the research work. The last chapter draws on the summaries, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Literature review is essential because it provides a background that supports the foundation of understanding a research. This chapter of the study reviews related literature. The literature review focuses on both theoretical and conceptual studies. Fieldler's contingency theory is reviewed along with the concepts of leadership and leadership styles and employee performance. The section also reviews how employee performance is measured, performance measure or appraisal methods and factors affecting employee performance.

Theoretical Framework

There is substantial evidence to demonstrate the benefits of good leadership towards high employee performance. Employees whose managers display good leadership skills perform better and are highly likely to be in the organisation for a long time (Armstrong, 2014). Although there are a number of leadership theories such as trait, situation or contingency style approaches, Fiedler's contingency or situation theory is best described as the most influential theory underpinning this study.

Fiedler's Contingency or Situational Theory

The this theory was chosen to provide an explanation to the effectiveness of leadership styles in the Judicial Service of Ghana and is grounded in the

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leadership paradigm which explains the performances of employees in their daily job roles. Fiedler was the first to develop the contingency or situation leadership theory, which shows how situations interact with a leader's personality and behaviour. The failure to obtain consistent results with trait or behavior theories led to the situational or contingency approach.

The situational or contingency approach proposes that the effectiveness of a certain leadership style is situational, meaning that it will be effective in some circumstances but not in others (Barling, Salter & Kelloway, 2012). According to Botha (2011), the aspects of the situation that enhance the effects of the leader are called 'situational variables. Therefore, the contingency approach assumes that there is no universally appropriate leadership style or one-best-way.

Fiedler (1987) believes that there is no single best way for managers to lead. According to him, situations create different leadership style requirements. The solution to a leadership situation is contingent on the factors that impinge on the situation. For example, in a highly routine environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance. However, in a dynamic environment, a more flexible, participative style may be required. Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control (Garger, 2013).

Hughes, Ginnet and Curphy (2010) note that leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees. Also, Harris and Ogbonna (2009) also assert that the task structure is

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a measure of how the manager perceives the group of employees in getting along together. In a favourable relationship, the manager has a high task structure and is able to reward or punish employees without any problems. In an unfavourable relationship the task is usually unstructured and the leader possesses limited authority. Positioning power measures the amount of power or authority the manager perceives the organisation has given him or her for the purpose of directing, rewarding, and punishing subordinates (Ispas & Babaita, 2012). Positioning power of managers depends on the decision-making power of the manager.

However, the theory has a conceptual weakness. One of the weaknesses is the measurement of leadership behavior. Rehman, Shareef and Mahmood (2012) describe that the interpretation of the measurement of leadership behavior has been speculative due to a disconnection of results. Sashkin and Sashkin (2013) also criticise that the one-sided reflection of efficiency as being pure task efficiency can be noted as being another weakness of the theory. The understanding of these theoretical backgrounds lays the foundation to appreciate the concepts of leadership and leadership styles.

Conceptual Framework

Leadership

Leadership continues to be one of the most important aspects within the organisational context and has been explained by many scholars in different ways. In the opinion of Hayward (2015), leadership is a process by which a person

influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. He further reiterates that leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge and skills. Obasan and Hassan (2014) describe that the capacity of a leader is to listen and observe, and to use their expertise as a starting point to encourage dialogue between all levels of decision-making, to establish processes and transparency in decision-making, and to articulate their own values and visions clearly but not to impose on subordinate.

Nuhu (2010) is also of the view that leadership is the process of influencing subordinate, in which the subordinate is inspired to achieve the organizational target and established mission with support from external groups. Griffin (2009) also points out that leadership means the use of a leading strategy to offer inspiring motives and to enhance employee's potential for growth. Vroom and Jago (2014) also described leadership as a process whereby an individual influences a group of people to achieve a common goal. Hughes, Ginnet and Curphy (2010) explain that the leader's attention is on what he or she can put into people rather than what he or she can get out of them, so as to build the kind of relationship that promotes and increase productivity in the organisation. Obasan and Hassan (2014) describes that leadership is a process in which an individual sets direction for other people and carries them along in that direction with competence and productivity.

Further, the definitions of leadership recognize some important characteristics as leadership is seen not to take place in isolation. It recognises the

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presence of one person being the leader and the others being followers which implies that it takes place in the process of two or more people interacting and the leader seeks to influence the behavior of other people.

In the everyday use of the concept, leadership often refers to a body of persons charged with the responsibility of leading, managing, directing and influencing others in a group towards goal attainment. For instance, workers often speak like, "leadership is failing us" where leadership refers to the body of person, usually board or management who are charged with influencing the success of people and the organisation. In the nutshell, the definition of leadership cannot be complete without the mention of a process, person or body of persons referred to as leader(s), an organisation for which the leader(s) work, people or followers, influence of others and the organisation by the former, goals achievement as the ultimate target. Thus, leadership may be defined as a never ending process where a person or body of persons influence others and an organisation towards the attainment of organisation's objectives.

Leadership is viewed as the performance of acts that help a group or organisation achieve its preferred outcome. These acts may be specific, such as moving the group toward its goals, improving the quality of interactions among group members, building group cohesiveness, or making resources available to the group (Hughes, Ginnet & Curphy, 2010). This means that leadership is different from leadership styles and leads us to explore the meaning of leadership styles.

Leadership Styles

There are different ways or styles in which leaders approach their employees. Some leaders use rewards such as education and independence to encourage employees while others use penalties (Garger, 2013). Some leaders act domineering and superior with people. They believe the only way to get things done is through penalties, such as loss of job, days off without pay, reprimanding employees in front of others. They believe their authority is increased by frightening people which implies that leaders have different styles of carrying out an activity. Asare-Bediako (2012) explains that leadership style is the manner and approach of providing direction, implementing plans and motivating people. Armstrong and Baron (2015) describe leadership style as the way in which the functions of leadership are carried out and they are based on the assumption that subordinates are more likely to work effectively for managers who adopt a certain style of leadership than they will for managers who adopt alternative styles. Different authors have come out with different groupings of the styles of leadership. Most of these are interrelated in one way or another.

Consideration and Structure Approaches

Hayward (2015) employs two approaches of leadership styles which is the use of consideration and structure. In expressions of consideration, leaders are concerned about the human needs of their employees. They build teamwork, help employees with their problems and provide psychological support. Leaders in this organisation could be said to be adopting the clan culture in managing people. On

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the basis of structure, leaders believe that they get results by consistently keeping people busy and urging them to produce. The culture exhibited their organisation bear resemblance with the compete type.

Democratic, Multifactor and Situation

Barling, Salter and Kelloway (2012) also describe three different styles of leadership, namely, democratic, multifactor and situational. In their opinion, the democratic style promotes open communication with effective members taking part in the decision making process. The multifactor style takes into account certain "factors" with "tasks" and "expressive" factors considered the main factors. The "task" factor includes activities that implement work objectives and set standards, objectives and goals. The "expressive" factor considers activities designed to integrate the group socially and emotionally. The situational style also gives attention to a different set of conditioning variables as they influence the action of leaders.

Ejere and Abasilim (2013) also demonstrate three styles of leadership, namely autocratic or authoritarian, participative or democratic and delegative or free reign. Any of the approaches toward leadership influences performance. An employee's ability to perform in an organisation is determined by the style of leadership used in the organisation. However, it is imperative to understand different forms of leadership styles in order to ensure high performance of employees. There are various forms of leadership styles such as transformational,

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transactional, laissez-faire, autocratic, paternalistic, democratic and servant (Eisenbach, Watson & Pillai, 2009). These broad headings captures most of the other styles espoused by different authors.

Transactional Leadership

Farris (2010) characterizes a transactional leader as someone who operates within existing cultures or systems. He further reiterates that a transactional leader clarifies task standards and rewards the subordinates of which these rewards can be gotten if they accomplish their tasks. A transactional leader tries to avoid risks and focuses his attention on the breaking of agreements and works the most effective in a stable and predictable environment (Botha, 2011). Doll (2010) contends that transactional leadership refers to the exchange relationship between a leader and follower to meet their self-interests. Therefore, transactional leadership is characterized by behaviors and attitudes that emphasize the quality of exchange between superiors and followers.

Transactional leaders clarify each person's tasks, responsibilities, and expectations, find a common meaning as to what is fair and only give rewards if the requirements are fulfilled. Although transactional leadership is the most widely used leadership behavior, it cannot guarantee motivated followers and thereby long-time organisational success (Ejere & Abasilim, 2013). Hence, transactional leadership should be completed by transformational leadership (Darvish & Pour, 2013). The relation of transactional leaders to their subordinates is based on a system that exchanges rewards for certain achievements.

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Transformational Leadership

Transformational leadership is "vision, planning, communication, and creative action which have a positive unifying effect on a group of people around a set of clear values and beliefs, to accomplish a clear set of measurable goals" (Armstrong & Baron, 2015, p.37). This transforming approach simultaneously impacts the personal development and corporate productivity of all involved. Eisenbach, Watson and Pillai (2009) also describe transformational leadership as a leader moving the follower beyond immediate self-interests through influence, inspiration, intellectual stimulation, or individualized consideration. It elevates the follower's level of maturity and ideals as well as concerns for achievement, self-actualization, and the well-being of others, the organisation, and society (Amos, Ristow & Ristow, 2014).

The transformational leader tries to widen the interests of his subordinates and to evoke the acceptance for the mission of the group (Armstrong, 2014). He also looks for new directions that can be taken and evaluates the chances when taking risks but does not support the status quo (Ahmadi, 2012). Rather than reacting to changes in the environment, he tries to be actively involved. Transformational leaders motivate others to achieve more than they think is possible by addressing and modifying their subordinates' values and self- esteem (Barling, Salter & Kelloway, 2012). They contend that transformational leaders get their followers to share in their visions and internalise them so that the followers become intrinsically motivated to strive for the common goals and visions. Further, they inspire them to go beyond their egoistic interests. Asare-

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Bediako (2012) points out that transformational leaders shift goals away from personal interests and security towards achievement, self-actualization, and the greater good. As a consequence, followers are ready to show extra effort to achieve these aims. The transformational process implies changing the followers' needs and values in order to accomplish higher- order objectives.

Democratic Leadership

Griffin (2009) explains another form of leadership style which is democratic leadership style. He asserts that democratic leadership style is exhibited where the focus of power is more towards the group as a whole, and where there is greater interaction within the group. The manager shares the leadership functions with members of the group where he or she takes part as a team member. The manager would characteristically lay the problem before the subordinates and invite discussion. In this respect the manager's role is to be a conference leader rather than that of decision taker (Harris & Ogbonna, 2009). The manager allows the decision to emerge out of the process of the group discussion, instead of imposing it on the group as a boss. This leadership style is appropriate only in instances where the nature of the responsibility associated with the decision is such that group members are willing to share with their manager, or alternatively the manager is willing to accept responsibility for decisions, which he or she has not made personally (Bennett & Anderson, 2013).

The point of focus is that the manager shares decision-making with the subordinates. Even though he or she invites contributions from the subordinates

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before making a decision, he or she retains the final authority to make decisions (Hayward, 2015). This leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that an organisation is more effective when those who will be affected by the organisation's decisions are fully involved in the decision-making process (Farris, 2010). Hennessey (1998) argues that subordinates share a sense of responsibility for the organisation when they are allowed to participate actively in decision-making. However, Hughes, Ginnet and Curphy (2010) suggest that the democratic style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By suggestion, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision.

Autocratic Leadership

In the area of autocratic leadership, the manager retains most authority and makes decision with the mind that subordinates will implement it (Hayward, 2015). The autocratic leader is always not bothered about attitudes of the subordinates toward a decision but is rather concerned about getting the task done. With the authoritarian style, the focus of power is more with the manager, and all interactions within the group also move towards the manager. Gberevbie (2010) notes that the manager solely exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, and control of rewards or punishments. However, this style would be most

appropriate in emergency situations, and would normally be considered justified by the group, that is, where the general climate of the group is supportive and mature.

Laissez-faire Leadership

In laissez-faire leadership style the manager observes subordinates working well on their own (Garger, 2013). The manager consciously makes a decision to delegate the focus of power to subordinates, and allow them freedom of action to do as they think best and not to interfere but the leader is readily available if help is needed. According to Griffin (2009), there is often confusion over this style of leadership behavior and further describes that in this type of leadership, the manager allows subordinates to get on with their work at hand, and again they are left to face decisions, which rightly belong with the manager. The manager gives almost all authority and control to subordinates.

In the opinion of Hughes, Ginnet and Curphy (2010) there is no person of authority in the organisation. The manager leads the organisation indirectly and he or she does not make decisions, rather he or she abides by popular decisions (Grossberg, 2010). There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he or she gets involved on request and this may lead to digression from broad organisational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Vroom & Jago, 2014), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

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Servant Leadership

Walumbwa and Lawler (2012) in their explanation to servant leadership highlight that the leader's duty is to serve his or her followers. Thus, leadership arises out of a desire to serve rather than a desire to lead. They opine that the servant leader is first a servant and that this leadership style begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. In this role as a servant leader, the individual is quite different from the person who may generally be known as a leader because of the need to satisfy an unusual power drive. Afterwards, the choice to serve as leadership is then established. The difference manifest itself in the care taken by the servant first to make sure that other people's highest priority needs are being served. The best test which is difficult to administer, is that those served grow as persons, become healthier, wiser, freer, more autonomous, more likely themselves to become servants.

Sosik and Jung (2010) affirm that servant leadership is also a practical philosophy which supports people who choose to serve first, and then lead as a way of expanding service to individuals and institutions. Servant leaders may or may not hold formal leadership positions. Servant-leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment (Armstrong, 2014). It is good to mention that this style is the extreme a manager can go. However, while one is not denying the possibility of

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having this type of leadership in some outfits, though, it is probably rare to come across.

Paternalistic Leadership

Yahaya, Chek and Samsudin (2013) also explain paternalistic leadership as an approach that is based intentionally or unintentionally on the idea that the leader is in a better position than the followers to know best what is good for the organisation, or the followers. In today's climate where participation and involvement in the workplace are much more popular than before, the paternalistic leader often acts in ways that many leadership experts would criticize. The reality is that most leaders sometimes act in paternalistic ways, and make decisions on behalf of followers that work out well, and it is also a reality that leaders sometimes are in positions that allow them to have information and expertise that others in the organisation may lack (Nuhu, 2010).

The issue is whether leaders acting in paternal type roles make decisions that would be better than if followers made them or had extensive input into them. However, when paternalistic leadership incorporates an over inflated ego, and a strong refusal to keep in touch with followers in an organisation, it is often the case that the leader becomes harmfully dictatorial and makes poor decisions. The strong belief that a leader "knows best" can lead to catastrophic results in this form of leadership (Parvin & Kabir, 2011).

Concept of Employee Performance

Companies need effective and good performing employees in order to meet their goals and targets and achieve competitive advantage. For most employees, accomplishing tasks and meeting targets can be a source of satisfaction (Darvish & Pour, 2013). Moreover, performance if recognized by others within the organization is often rewarded by financial and other benefits (Asare-Bediako, 2012). Farris (2010) explain performance as the attained outcomes of actions with skills of employees who perform in certain situation. Dockel (2013) puts it that the performance of an employee is his or her resultant behavior on a task which can be observed and evaluated. In his opinion, employee performance is the contribution made by an individual in the accomplishment of organizational goals. Doll (2010) is also of the opinion that employee performance is the result of patterns of actions carried out to satisfy an objective according to set standards. This means employee performance is a behavior which consists of directly observable actions of an employee, and also mental actions or products such as answers or decisions, which result in organizational outcomes in the form of attainment of goals. Garger (2013) also points out that job performance is an important activity that provides both the goals and methods to achieve the organizational goals and also provide the achievement level in term of output.

Doll (2010) puts performance into task and contextual performance. Gberevbie (2010) identifies that task performance is the effectiveness with which employees perform activities that contribute to the organization's goal. He also

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puts contextual performance as performance that is not formally required as part of the job but helps shape the social and psychological context of the organization. However, contextual performance has been suggested to have two facets, thus, interpersonal facilitation and job dedication (Garger, 2013). Interpersonal facilitation comprises cooperation, consideration, and helpful acts that assist co-workers perform better. On the other hand, job dedication, includes self-disciplined, motivated acts such as working hard, taking initiatives, and following rules to support organizational objectives (Grossberg, 2010).

However, the focus of job performance has also been linked to public institutions and organizations. Debrah and Ofori (2006) explain that individuals who work in the public sector are motivated to achieve the best results as it exists in the private sector. The performance of employees in the public service is important as it helps to improve management practices, accountability, and trust in a government. Employees who are likely to perform better in the public service need intrinsic or extrinsic rewards (Garger, 2013). Intrinsic rewards are derived from the satisfaction an individual receives from performing a task. In his view, public sector employees place a higher value on helping others, serving society and the public interest, and performing work that is worthwhile to society. However, it would not be easy to know how an employee is performing without appraising him or her. Therefore, in order to ascertain how employees perform, there is the need to have an approach or method of identifying these performances which gives rise to performance appraisals.

Measurement of Employee Performance

Organisational performance is a sign of the capacity of a company to efficiently achieve independent goals. One of the elements that measures employees' performance is through the level of their productivity. Several researches have been introducing various methods to measure employee performance. This includes the quality, quantity, knowledge or creativity of individual towards the accomplished works that are in accordance with the responsibility during a specified period (Nuhu, 2010). In other words, the measurement systems must have some standard parameters. He further opines that employee performance can be measured in terms of numbers and monetary terms. The measurement can be carried out as per the requirement of the organization. But, there is no hard and fast rule for measuring employee performance.

The quantitative dimensions can be measured easily but the qualitative dimensions are very difficult to measure. However, the main objective behind performance measurement is to provide management with a concise and accurate base for comparison of actual result with expected levels of productivity. It shows the relative worth of an employee to the organization. Obasan and Hassan (2014) commend that employee performance is measured in terms of profitability, productivity, outcomes, quality of service delivery, efficiency, and effectiveness. Doll (2010) states that employee's performance is measured against the performance standards set by the organization. Efficiency and effectiveness is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or

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target (Bern, 2012). Quality of service is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Armstrong & Baron, 2015). However, in measuring performance, qualitative aspect such as quality and intensity of labour efforts cannot be easily measured. Also, the creativity aspect involved in employee performance to produce innovative products of new design and model of products takes time and there is no guarantee of the results (Baloch, Ali & Zaman, 2010).

It is imperative that companies ensure that their employees contribute to producing high quality products or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. Earlier research on productivity of workers has shown that employees who are satisfied with their job will have higher job performance, and thus job retention, than those who are not happy with their jobs (Asare-Bediako, 2012). Given the centrality of job performance in organizations, it becomes clear that the measurement of individual performance should capture job performance as reliable and valid as possible.

A variety of measures of job performance has been used over the past decades (Baloch, Ali & Zaman, 2010). For example, rating scales, tests of job knowledge, hands-on job samples, and archival records have been used to assess job performance. Performance ratings such as peer ratings and supervisor ratings are the most frequent way of measuring job performance (Armstrong, 2014). He

compared the reliability of supervisor ratings and peer ratings of which they concluded that supervisory ratings showed higher reliability than peer ratings. Another meta-analytic review by Harris and Ogbonna (2009) revealed that self and supervisor ratings correlated moderately as did self and peer ratings, whereas correlations between peer and supervisory ratings were higher.

Factors Affecting Employee Performance

Existing literature presents evidence of an existence of factors that affect employee performance. Other studies have proceeded by looking at performance in terms of employee performance in particular while others have extended to a general outlook of organizational performance (Grossberg, 2010). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. Employee performance is of concern to leaders and managers of organisations because, in the business environment, only companies whose employees' perform better are competitive in the market.

Hayward (2015) explains that employee performance is affected by a number of factors such as individual and organizational factors. The individual factors that affect employee performance include working conditions, working hours and nature of job, job security, employee competencies, welfare and social security, salary packages, training, liberty at work, motivation, career development opportunities and leadership. In the organization, employees' performance can also be influenced by cultural and behavioural factors, business

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environment, location, technological advancement, innovations and effectiveness of personnel managers, communication and flexibility in the organizational work activities (Hendrey, 2006). Other factors identified to influence employee performance comprises level of competition in the market, technology at work, management approach, leadership style, human resource policies, location of work, organizational culture, behavior of employees, rewards, recognition and incentives (Armstrong & Baron, 2008).

Therefore, companies need to focus their attention on improving employee performance by creating conducive environment. In ensuring greater employee performances, management needs to understand those factors that affect work, behavior of employees and the environment in which employees work. In organisations, the management of human resource is the most important resource that affects performance. A company may acquire the best technology but without employees' interest to work, dedication to the organization, and commitment to duty, the organization cannot yield any results. Employees' job performance also depends upon their competencies and motivation (Amos, Ristow and Ristow, 2014). Therefore management needs to change their mindset and consider employees as the most important resource which should be taken care of properly.

Studies that have been conducted on the effect of job stress in terms of medical matters such as heart disease, gastroenteritis, sleep disorders and other accidents reports that there is a reduction in job performance, and an increased rate of absence and job displacement (Flores, 2010). They contend that a little amount of pressure can bring about an increase in employee's efficiency, while

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too much pressure results in negative mental and physical changes. The presence of stress creates no motivation to an employee's performance. Every individual one way or the other is exposed to some amount of stress both at work and in personal life which ultimately affects work performance (Nuhu, 2010).

Botha (2011) is also of the view that effective communication affects employees' job performance. According to him, communication is the act, contact, interaction among individuals in delivering information, meanings and understanding. With effective communication, a company is able to have good coordination among the teams, units or departments in an organization. It has been suggested that employees who are involved in the communication processes need to possess communication skills and abilities, otherwise, the information could be missed to understand appropriately. Further, managers need to learn and understand the whole communication process as it affects employees' work. This is in relation to the circumstances that are faced by the employees including the time of delivering information, thus, employees may perform based on the messages they receive. In obtaining such a good performance, the managers must show the initiatives of developing and providing opportunities to learn new skills to their employees through the communication process.

Conceptual framework on leadership styles and employee performance
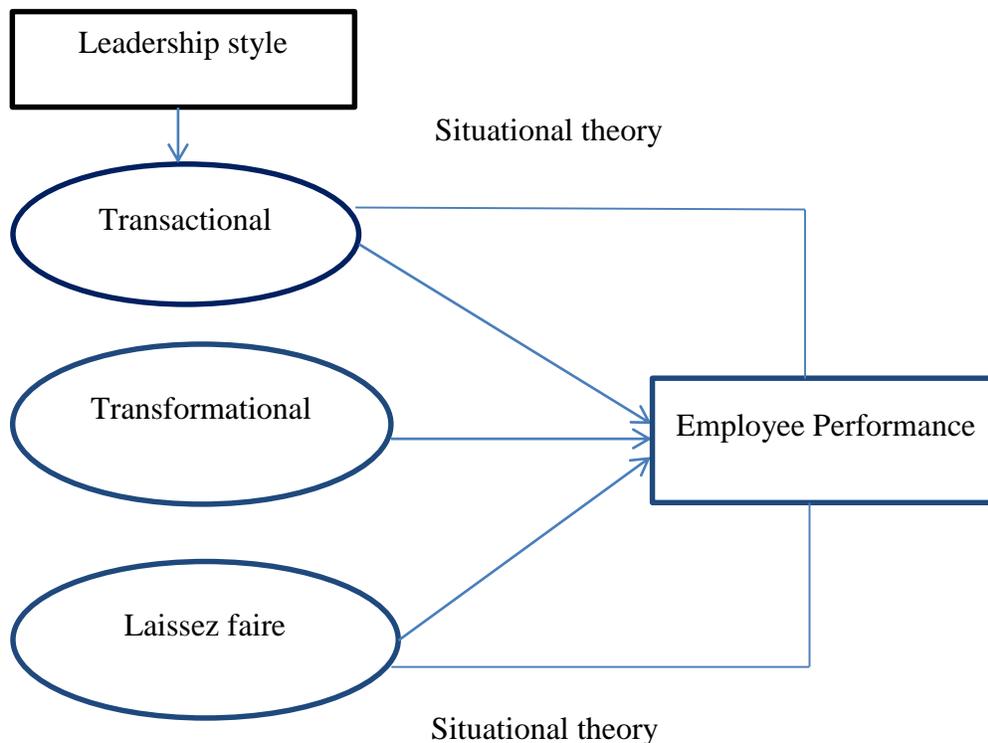
Source: Ehuren (2017)

Figure 1: Conceptual framework on leadership style and employee performance

The model depicts the influences of transactional, transformational and laissez faire leadership styles on employee performance. The performance level of employees in every organisation is influenced by one or multiple styles of leadership. It is important for an organisation to function efficiently and effectively and leadership play an important role in creating and maintaining that effectiveness. Different aspects of the leadership styles could lead to greater employee performance. The model shows that when Judiciary Service combine transformational, transactional and laissez faire leadership, there would be

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efficiency among staff. This means that leaders must involve employees in the decision making process and encourage them to be critical and use different approaches to solving problems. In contemporary times, the emphasis of leadership research has shifted from the "one-best" way approach to transformation and transactional leadership which turn to differentiate the type of leadership through the style adopted and the results achieved.

Chapter Summary

In sum, the chapter discussed literature in relation with the theory of leadership as well as the conceptual framework of leadership. Although there are a number of leadership theories such as trait, situation or contingency style approaches, Fiedler's contingency or situation theory is the most widely discussed theory as it relate to the present study which borders on effectiveness of leadership styles in the Judicial Service of Ghana. The theory shows how situations interact with a leaders' personality and behaviour. The situational or contingency approach proposes that the effectiveness of a certain leadership style is situational, meaning that it will be effective in some circumstances but not in others (Barling, Salter & Kelloway, 2012). Thus, there is no single best way for managers to lead (Fiedler, 1987), rather, the leadership style is dependent of the situation in which a leader finds himself.

Also highlighted in this chapter is the concept of leadership and the various categorizations and types of leadership styles, and the concept of performance. Leadership was identified to be a continuous process of influencing others

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towards the attainment of objectives. Hayward (2015) Consideration and Structure approaches to leadership are discussed along with Barlin et al (2012) democratic, multifactor and situational conception of leadership. Leadership styles were categorized as transactional, transformational, democratic, autocratic, leissez-faire, servant and paternalistic leadership.

The concept of employee performance can put into task and contextual performance (Doll, 2010) and measured by an indication of the capacity of an organisation to efficiently achieve independent goals. Employees' performance can also be measured qualitatively and quantitatively. Individual and organisational factors that affect employees' performance were also discussed in light of existing literature. Finally, the various leadership styles were linked to employee's performance in a form of a model.

CHAPTER THREE

METHODOLOGY

Introduction

Research methodology is the process that is undertaken to systematically find solutions to research problems. According to Buame (2006), a research methodology is important to a study because it helps to understand the assumptions underlying various techniques and procedures which are applicable to certain problems. The research methodology comprised the study area, study design, study population, sampling, data collection methods and instrument, data analysis and ethical issues.

Study Institution

The institution of study is the Judicial Service of Ghana, Cape Coast regional office. The Judicial Service of Ghana comprises the Superior Courts of Judicature, established under the 1992 Constitution, and the lower Courts, established by Parliament. The courts have jurisdiction over all civil and criminal matters. The Superior Courts are, from highest to lowest, the Supreme Court of Ghana, the Court of Appeal, the High Court of Justice, and the ten Regional Tribunals, with one for each region. Ghana's legal system was built on a foundation of received Anglo-Saxon common law, statutory law, and other documents, such as those heralding the legal existence of various military regimes. The Judiciary is an independent arm of State created to resolve legal

conflicts according to law, impartially and efficiently to all persons without fear or favour, affection or ill-will.

The goals of the Judiciary are to strengthen public trust and confidence by deepening understanding of its functions; consolidate judicial independence, especially financial independence; provide adequate infrastructure for Justice delivery (security of courts, judges, staff and their families); increase application of Information Communication Technology to improve efficiency and reduce costs; improve administrative capacity and efficient management of the Judiciary's resources; attract quality staff, strengthen the capacity of its human resource and improve the conditions of service of staff; and improve access to the courts through the provision of adequate infrastructure, logistics and financial resources. Today, the equality of all persons before the law and their freedom to enforce their rights and liberties in a Court of Law is guaranteed under the Constitution. The independence of the Judiciary from the Executive and the Legislature is entrenched in the Constitution.

In furtherance of the principle of Independence of the Judiciary, the administration of Judiciary shall be independent of executive control and the institution of public and customary tribunal approved by Parliament (Article 125 Clause 1, 2 & 3 of 1992 Constitution). The area of study was chosen because performances of employees in the Judiciary have dwindled over the last few years. The public, particularly, Court users usually complain about the inefficient service provided by the service and this can be observed from the behaviours of some staff of the Judicial Service. It is in this interest that this research examines

the impact of leadership styles on employee performance and other possible factors that do not allow employees to perform well.

Research Design

In broader terms, the research employed the quantitative method. The quantitative approach was chosen to help collect empirical data to understand and explain leadership styles. It also helped to collect data in the form of numbers and establish relationship between leadership styles and employee performance. In specific terms, the study employed the descriptive research design. A descriptive study design is used to describe what conditions exist (Brayman & Cramer, 2007). It involves the use of techniques to describe and record, analyse and interpret conditions that exist. A descriptive study design also involves compromise or contrast and attempts to discover relationships between existing variables (Neuman, 2011). As a descriptive study, it was designed to obtain relevant and precise information concerning performances of employees.

Study Population

A study population is the number of people in a particular area (Buame, 2006). For the purpose of this research, the population of the study comprised all Judicial Service Staff in the Cape Coast regional office comprising internal auditors, courts registrars, and clerks, accountants, administrative workers, and monitoring and evaluation teams. The total population of staff at the Cape Coast regional office was one hundred and fifty (150).

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Sampling

A sample is a selection of elements from a population and may be used to make statements about the whole population. An ideal sample is one that provides a perfect representation of a population, with all the important features of the population included in the sample in the same proportions. According to Krejcie and Morgan (1970), the probability method is the best method used in a quantitative study. It is on this basis that the probability method was employed in this research. The simple random sampling method was used.

Due to the scattered offices of judicial staff in the central region, the Cape Coast regional office was selected for the study. The simple random sampling method was therefore used in selecting respondents because it involves a selection process that gives every possible sample of a particular size an equal chance of being selected. However, the simple random sampling technique does not guarantee an exact representation of a population but it allows the use of probability theory to provide an estimate of likelihood of such samples being drawn. The method was also used due to the nature of the research, the availability of information that was received from employees and the low cost to the researcher. According to Krejcie and Morgan (1970), a population of one hundred and fifty (150) requires a sample size of one hundred and eight (108) respondents. Therefore, a sample size of 108 was drawn from the population.

The lottery method of the simple random sampling technique was used to select respondents for the study as it increases the degree of precision in the study. By this method, each staff was tacitly assigned a unique number on a piece of

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paper folded tightly so that the number could not be seen. These numbers were mixed up in a containers. The container was then stirred to ensure true mixed up. Then 108 papers were fetched from the container and the corresponding unique numbers were used to identify staff to be used for study. The staff were then contacted at their convenience due to the busy nature of work at the Cape Coast Court Complex.

Data Collection Method

The survey questionnaire method was used to collect primary data for the research. Data collected from this source focused on the research questions in helping address the research problem. According to Buame (2006), the survey method is used to study the sample of individuals from a population with a view towards making statistical inferences about the population using the sample. Data collection was carried out by the researcher. The researcher moved to all the selected departments of the judicial service in the Cape Coast regional office. Questionnaires were distributed and retrieved for data analysis. Response rate for the questions retrieved was ninety three (93%) percent representing hundred questionnaires that were given out. The duration of the fieldwork was from 21st July, 2017 to 30th July, 2017.

Data Collection Instrument

The study employed questionnaires to collect primary data. The instrument was used due to its high degree of confidentiality. The questionnaires

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were both open and close ended. Closed ended questions were used because they provided easier and quicker responses from respondents and easy to analyse statistically given the nature of the study. The open ended questions were to discover unanticipated findings and permit creativity, self-expression and richness in detail. It consisted of twenty three (23) items grouped into five sections. The first section comprised the background information of respondents. This sought to gather some personal information about respondents. The second section sought to provide questions that helped to investigate the leadership styles of supervisors. Section three, four and five also sought to evaluate the effect of leadership styles on employee performance. Likert scale was used in the questionnaire design and questions were in the form of statements for respondents to determine their level of agreement using SD=Strongly agree; D=Disagree; N=Neutral; A=Agree and SA=Strongly agree.

Data Analysis

Each questionnaire was numbered, cleaned and edited before coding. Raw scores were fed into the computer and analysed using Statistical Package for Service Solution (SPSS) software version 22.0. Descriptive statistics such as frequencies, tables and percentages were used to analyse the data. Inferential statistical tool such as regression analysis was used to establish relationships between leadership styles and employee performance. Variance Inflation Factor (VIF) will be used to measure multi-colinearity between leadership styles and employees' performance.

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Reliability and Validity

According to Neuman (2011), researchers in quantitative studies should endeavour to use instruments that are not only reliable but also valid. In other words, an instrument is considered reliable if it produces similar result each time it is administered to the same respondents. However, reliability of an instrument depends on whether the question can be steadily responded to given the respondents' attitudes while responding to the questions. Validity is also related to the respondents' ability to answer the question asked in the instrument. A pilot study was undertaken to ensure the choice of words and questions provided clarity and relevance with regard to sentence construction. A pilot study was undertaken from 2nd July 2017 to 7th July 2017. This helped to ensure the accuracy and consistency of the questions asked, after which some of the questions which were seen to be irrelevant to the study was taken off.

Ethical Issues

The researcher considered some ethical issues in the study. First, the researcher collected an introductory letter from the School of Business, University of Cape Coast in order to get an approval from the Judicial Administrator before carrying out the data collection. Secondly, the researcher sought for the consent of the respondents before soliciting for information. Respondents expressed their willingness to participate in the data collection without any coercion or deception. They were also made aware of the kind of questions to expect, the purpose of the information being sought, and how the information given directly or indirectly

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affected them. Lastly, respondents were assured of confidentiality of their responses.

Study Limitation

Despite the success of the study, there were some constraints that the researcher faced. Some respondents exhibited non-cooperative attitudes towards the researcher. Retrieval of questionnaires was very difficult and the researcher had to visit respondents several times. The researcher did not also include control variables in the estimations of the results.

Chapter Summary

In sum, the chapter elaborated the research methodology employed in the study. It used quantitative method as the research design with the 150 staff of the Central Regional Office of the Judicial Service as the population and the Judicial Service as the study institution. The study relied on Krejcie and Morgan (1970) Sampling Table and selected 108 respondents as the sample. However, the researcher used the lottery method of simple random sampling technique to select staff. This was to give each member of the sampling frame equal chance of being selected and the technique also suites quantitative study.

Primary data was collected with the use questionnaire made up of both open and close ended items and the Likert scale response items. Data was then analysed with the use of SPSS and presented in descriptive and inferential statistics.

In order to enhance the validity and reliability of the study, pilot was conducted prior to administration of questionnaire and ethical issues were also considered.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter of the study presents the results or findings and discusses data collected from the field. The discussions of the study are then linked to empirical literature of similar studies. The chapter is grouped into two main sections. The first section analyses the demographic information of respondents and the second section addresses the objectives of the study. Statistical Package for Service Solution version 22 was used in analysing data collected whilst tables, charts, frequencies, and percentages were also used in analyzing data. The use of regression was used to establish the relationship between leadership styles and employee performance.

Demographic Characteristics

The demographic information of respondents used in the study comprises sex, age, marital status, level of education and years of active service.

Sex of Respondents

The result on sex of respondents is presented in Table 1.

Table 1: Sex of Respondents

Sex	Frequency	Percentage
Males	70	70.0
Females	30	30.0
Total	100	100.0

Source: Field Survey (2017)

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The sex of the respondents from the study shows that 70 percent of respondents were males while 30 percent of respondents were females. This implies that responses were dominated by males which are in line with Asare-Bediako (2012) who argued that male workers dominate in terms of numbers compared to females in the Judicial Service of Ghana.

Age of respondents

The finding on ages of respondents is presented in Table 2.

Table 2: Age of Respondents

Age	Frequency	Percentage
30 years and below	5	5.0
31-49 years	20	20.0
50 years and above	75	75.0
Total	100	100.0

Source: Field Survey (2017)

According to Armstrong and Baron (2015), age of workers is important to the level of performance and this made it necessary to explore the ages of respondents in the service. Twenty (20%) percent of respondents were between the ages of 31 and 49 years; (75%) of the respondents were above the age of 50 years and five (5%) percent of respondents were below 30 years. In the opinion of Armstrong and Baron (2015), when an organisation has most of its employees below the ages of 49 years, the institution is known to have energetic and active workforce who have the capability to produce results and ensure that performance

is high. This situation is quite different in the case of the Judicial Service in the Cape Coast office as most of the respondents are above fifty years. This is an indication that most of the employees are mature but they may lack the capability to deliver optimum results which may end up affecting performance.

Marital status of respondents

The finding on respondents' marital status is presented in Table 3.

Table 3: Marital status of respondents

Marital status	Frequency	Percentage
Single	40	40.0
Married	55	55.0
Divorced/widowed	5	5.0
Total	100	100.0

Source: Field Survey (2017)

Anis (2011) associated marital status of employees with performance and argued that those who are married perform their duties better and remained committed to a course, making them more conscious of the reality of leadership. The research showed majority (55%) of the respondents are married while 40 percent of respondents are single. However, 5 percent of the respondents are either divorced or widowed. The outcome of the results implies that married employees are expected to perform their duties responsibly and be dedicated to every activity which conforms to the study of Amos, Ristow and Ristow (2014)

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who revealed that married individuals are more devoted and passionate in every work activity.

Level of education

The level of education of respondents is presented in Figure 2.
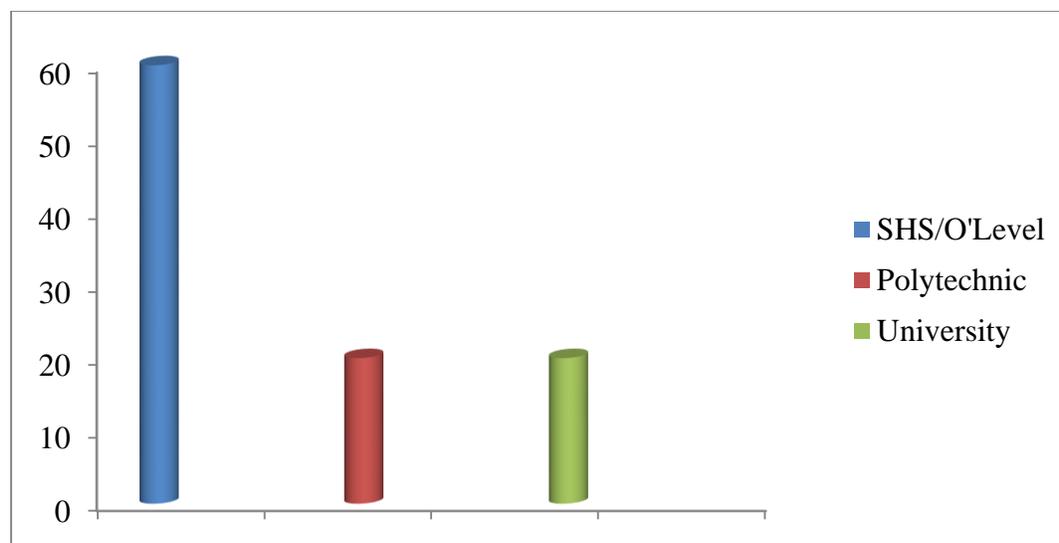
Figure 2: Level of education of respondents
Source: Field Survey (2017)

The study also ascertained the level of education of respondents to determine whether they were equipped with the necessary knowledge and skills for the job. The finding revealed that sixty percent (60%) of respondents had completed senior high schools or O' levels; twenty percent (20%) had also completed University and twenty percent (20%) of respondents had also completed Polytechnic. This disclosure is quite discouraging as Ahmadi (2012) opined that employees with lower level of education do not perform better because they lack the requisite education and modern managerial skills which may have implication for performance in the service.

Number of years in service

The number of years of respondents in service is presented in Table 4.

Table 4: Number of years of respondents

Number of years	Frequency	Percentage
2 years and below	13	13.0
3 – 5 years	55	55.0
6 – 8 years	20	20.0
9 years and above	12	12.0
Total	100	100.0

Source: Field Survey (2017)

Asare-Bediako (2012) demonstrates that the number of years in which employees have spent in the service determines their experiences they have had over the years which affect performance. It was therefore necessary to determine how long employees have worked in the Judicial Service. This was to ascertain the extent to which their responses could be relied upon to make inferences for the study. The study revealed that fifty five (55%) percent of respondents have spent between three years and five years in the service; twenty (20%) percent of respondents have also spent between six and eight years. It was further ascertained that twelve (12%) of the respondents have spent over nine years in the service while thirteen (13%) of the respondents have spent below two years in the service.

It can be deduced from this study that respondents have experience in their line of work although their academic background is low. It also go on to imply

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that employees have adequate knowledge on what goes on in the service and are able to express their views in terms of the leadership styles of supervisors. This also confirms the research conducted by Bennett and Anderson (2013) who came out with its findings that employees who spend more years working with an organisation invest time and effort to make sure they succeed in performing their roles. The outcome of the finding is also in line with Botha (2011) who also identifies that spending more years with an institution come with its related experiences which are important in developing motivation for becoming competent in leadership practices.

Leadership Styles of Superiors

This section presents the analyses of the objectives of the study. In this section, the first objective is analysed making in-depth analysis on the leadership styles of superiors in the Judicial Service of Ghana, Cape Coast. In order to analyse data using parametric statistical tool like correlation, a number of assumptions need to be fulfilled. First, sample size must not be less than 100, data need to be reliable and valid of which a Cronbach's alpha value of 0.78 was ascertained. The leadership styles of superiors were categorized under transactional, transformational and laissez faire styles. Each of the statements used in the research sought to ascertain one type of leadership style of superiors. Question eight and nine exhibit transactional; question ten and eleven relates to transformational style; question twelve and thirteen is categorized under laissez-faire style.

The research showed the mean scores and standard deviations of transactional, transformational, and laissez faire leadership styles. The aggregate mean score of transactional leadership was low (M=1.24; SD=0.32); mean for transformational leadership was moderate (M=1.80; SD=0.45); and mean score for laissez faire was also high (M=2.58; SD=0.82). This means that employees perceived superiors to exhibit more transformational and laissez faire leadership styles than other styles of leadership. An alpha level of 0.05 was used.

Table 5: Employees' perception of leadership styles of Superiors

Statements	SD(%)	D(%)	N(%)	A(%)	SA(%)
My supervisor rewards me anytime I accomplish a task given me	45	15	20	15	5
My supervisor clarifies my job roles tasks and responsibilities	12	20	15	43	10
My supervisor inspires, encourages and motivates me	15	10	15	35	25
My supervisor gets me to share in his vision for the department	25	10	5	45	15
My supervisor allow subordinates freedom to do as they think	10	16	10	30	34
My supervisor does not interfere in my work but gives me help when needed	10	10	-	56	24

n= 100
Source: Field Survey (2017)

The study showed that 45 percent of respondents strongly disagreed that their supervisors reward them anytime they accomplish a task; 15 percent of the respondents also disagreed to this assertion. It was also revealed that 5 percent of the respondents strongly agreed that their supervisors reward them when they

accomplish a task while 15 percent of respondents also agreed and 20 percent of the respondents were indifferent. This implies that supervisors exhibit low transactional style of leadership. This finding is a deviation with the work of Eisenbach, Watson and Pillai (2009) who confirmed that supervisors in institutions reward subordinates when tasks are completed in several forms. However, his research was conducted using a private sector organization where most often rewards are given when targets are met. This revelation in the public service of the Judicial Service creates a disparity and does not encourage performance as staff knows they would not be rewarded even when all tasks are achieved. But it is interesting to note that the outcome of the study is in agreement with the work of Ejere and Abasilim (2013) who confirmed that many supervisors do not provide any reward when tasks are accomplished. However, it was not surprising that his study was also conducted using a public institution in Nigeria.

The study identified that 12 percent of respondents strongly disagreed that their supervisors clarified their job roles, tasks and responsibilities while 20 percent of respondents also disagreed to this assertion; 15 percent of respondents remained neutral; 43 percent of respondents agreed to the assertion and 10 percent of the respondents strongly agreed. This indicate that majority of respondents agreed that supervisors clarified their job roles which is in consonant with their work schedules given them. The finding of the research demonstrates that every staff in the organization has a work schedule which was previously identified by respondents. However, the respondents who disagreed with the clarification of their job roles, tasks and responsibilities were staff who had challenges with

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resources that are supposed to be provided to them to aid their work. Many of these staff comes to work and due to the lack of resources such as computers, printers and other equipment they remain idle. This revelation is in consonance with Dockel (2013) who identifies that staffs in institutions all have a work schedules in order to deliver results. The findings also revealed that 15 percent of respondents strongly disagreed that their supervisors inspires, encourages and motivates them while 10 percent of respondents disagreed to this assertion; 15 percent of respondents also remained neutral to this statement; 35 percent of respondents also agreed while 25 percent of respondents strongly agreed that their supervisors inspires, motivates and encourages them. Further, it was found that 25 percent of respondents strongly disagreed that their supervisors gets them to share in their vision for the department. The finding also revealed that 10 percent of respondents disagreed to this assertion. The study also showed that 5 percent of respondents neither agreed nor disagreed to this assertion while 45 percent of respondents agreed and 15 percent strongly agreed.

It reveals that many supervisors in the Judicial Service inspire, encourage and motivate subordinates. Many of the superiors in the Judicial Service exhibit transformational styles of leadership in the roles they play as heads of departments. This may be attributed to the extent that they are not able to reward subordinates when tasks are accomplished and so they end up employing other means of motivation to encourage performance of staff. These findings are in agreement with the study of Hayward (2015) who attests that leaders provide motivation to workers in order to enhance commitment and performance. The

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outcome of the study is also consistent with the finding of Armstrong and Baron (2008) who point out that transformational leaders create a positive unifying effect and compel employees to accomplish a clear set of measurable goals.

In terms of explaining laissez-faire style of leadership of superiors, 30 percent of respondents agreed that their supervisors allow subordinates freedom to do as they think and 34 percent of respondents also strongly agreed to the statement. Also, 10 percent of respondents also strongly disagreed that supervisors allow subordinates freedom to do as they think and 16 percent of respondents also disagreed while 10 percent of respondents remained neutral. Finally, 56 percent of respondents agreed that their supervisors do not interfere in their work and also gives them help when needed; 24 percent of respondents also strongly agreed to the assertion; However, 10 percent of respondents strongly disagreed while another 10 percent of respondents also disagreed. This outcome implies that supervisors employ the laissez-faire style of leadership which is in disagreement with the work of Hughes, Ginnett and Curphy (2010) who argued that many leaders give room for freedom to subordinates and employees at the work place.

Employee Performance

This section of the research determined how employee performances are measured in the organization and also seeks to ascertain the relationship that exists between leadership styles (transactional, transformational and laissez-faire) and employee performance. James and Connolly (2000) were of the view that the

method of measuring employee performance is essential and has greater effect on the outcome of performance in organizations. Superiors have to ensure that employees give the best of performance but these outcomes are dependent on the leadership styles exhibited by the superiors. This therefore made it necessary to ascertain the relationship among the leadership styles and employee performance. The first point before employee performances are measured is to identify what needs to be measured which are the job schedule of every employee since this presents the basic evidences of measurability. First, all respondents identified that they had a job or work schedule. This implies that every employee's work can be measured and this present the foundation to which superiors' leadership styles affects their performances. All respondents also showed high commitment to the Judicial service by identifying that they are willing to put in a great deal of effort beyond which is normally required in order to help the Judicial Service.

However, when respondents were asked to identify their level of satisfaction with their jobs, majority (70%) of them identified that they were not satisfied while only eight (8%) percent of respondents said they were satisfied and twenty two (22%) percent of respondents were neutral. Many respondents answered that they are not satisfied with their job because they did not have the necessary resources needed for their work schedule. This revelation of the study could give rise to high employee turnover which may affect the institution. Dockel (2013) asserts that employees who are dissatisfied with their jobs end up quitting in search for other opportunities.

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When respondents were asked whether their supervisors' leadership style affected their level of performance, all (100%) respondents answered in the affirmative. This implies that supervisors leadership style play a critical role in the performances of employees in the Judicial Service of Ghana. The finding of the research is consistent with the works of Doll (2010) and Gberevie (2010) who were all of the view from their studies that leadership styles is highly influential towards the effective performance of employees.

Respondents were also asked how their supervisors' leadership style affected their performance and the result is presented in Figure 3.
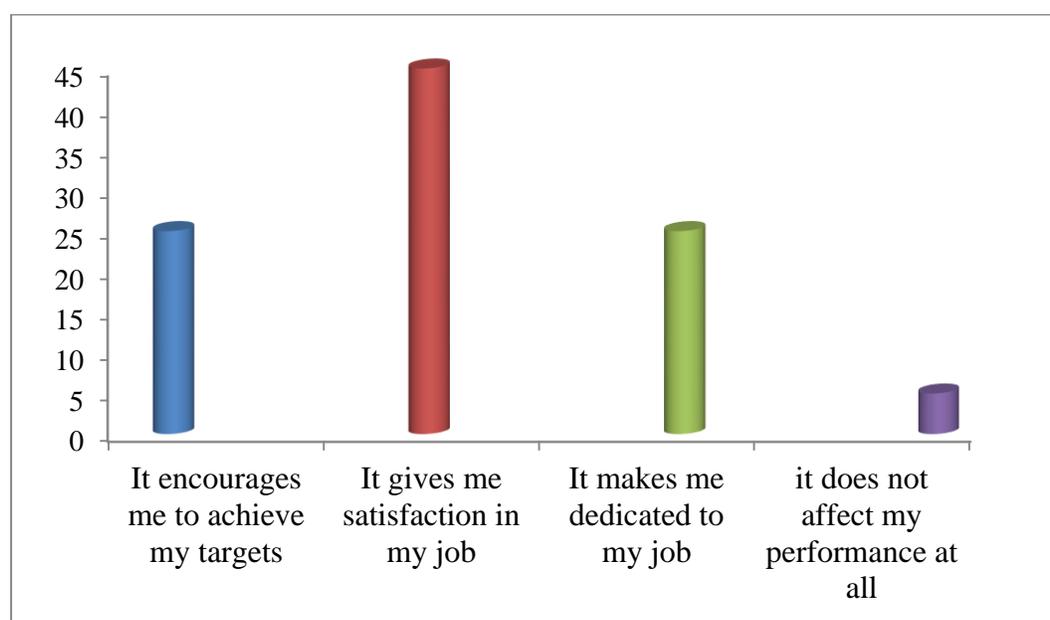
Figure 3: Effects of Leadership style on performance
Source: Ehuren (2017)

The research revealed that 25 percent of respondents answered that their supervisors' style of leadership encouraged them to achieve their targets; 45 percent of respondents also answered that it gives them satisfaction in their job; 25 percent of respondents also answered that it helps them to be dedicated to their job while only 5 percent of respondents answered that the leadership style of their

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supervisors do not affect their performances at all. Respondents were also to identify their level of performance in the institution and the finding is presented in figure 4.
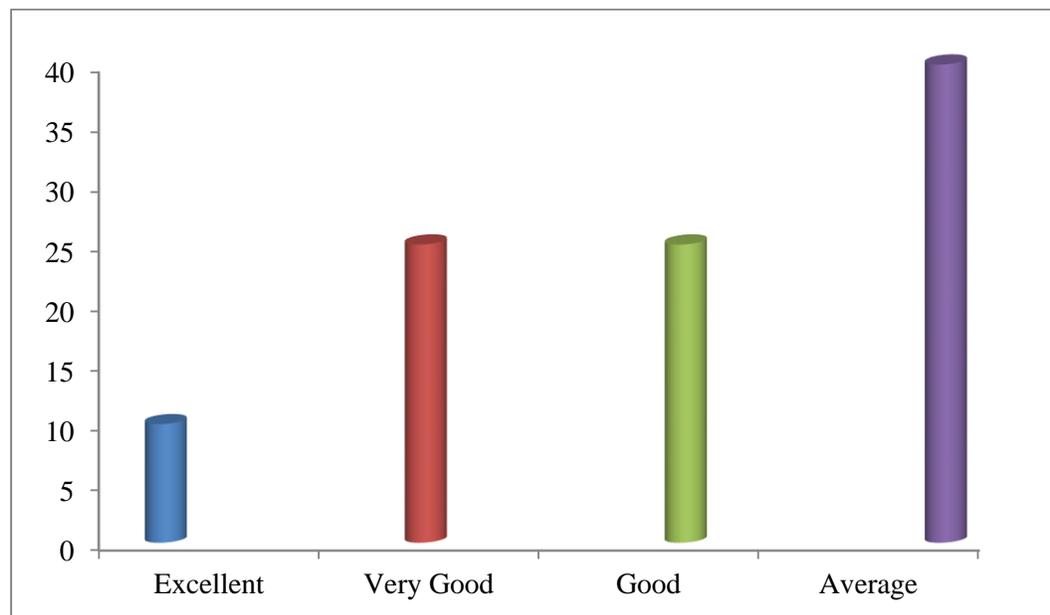
Figure 4: Level of performance in the organisation
Source: Ehuren (2017)

The finding of the research showed that 10 percent of respondents rated their performance to be excellent, 25 percent of respondents also rated their performance to be very good; 25 percent of respondents also rated their performance to be good. However, 40 percent of respondents rated their performances to be average while no respondents rated performances to be below average.

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Relationship between leadership style and employee performance

Before the analysis was run, certain assumptions for undertaken a parametric test was met. First, the sample size was more than 100. A collinearity statistic test was conducted to identify whether the assumption of multi-collinearity was not violated in the multiple regression and specifically, which predictor variables may be responsible. Myers (1990) said a Variance Inflation Factor (VIF) value of more than 10 or an average of VIF of over 1 should be cause for concern in that it may indicate the violation of multi-collinearity. However, our VIF values were all within the stated limit which means there was no multi-collinearity.

Table 6: Model summary

Model	R	R-Square	Adjusted R-Square	Std Error of the estimate	Change statistics				
					R Square change	F Change	Df1	Df2	Sig. F Change
1	.901	.812	.796	13.11162	.826	26.991	3	17	.000

a. Predictors: Transactional, Transformational and Laissez-Faire

b. Dependent Variable: Employee Performance

Table 8: Coefficients

Model		Unstandardised Coefficient		Standardised Coefficient		
		B	Std Error	Beta	T	Sig
1	(Constant)	121.86	6.50		25.041	.000
	Transactional	5.321	.912	-.684	-5.841	.000
	Transformation	.436	4.102	-0.21	-.124	.001
	Laissez-Faire	.680	3.985	-.321	-1.645	.004

The model from our research depicts that Transactional, Transformational and Laissez-Faire styles of leadership are the predictor variables to determining employee performance. From the output, an 'R' which is also the multiple correlation co-efficient is .901. R-square or the coefficient of determination explains that 81.20% explains all the variability of responses data around its mean. The unstandardized coefficient gives us estimates of the 'B' values which inform us of the relationship between transactional and each of the other predictor variables when controlling for the other independent variables. Since the figures are all positive, it therefore means that if transaction, transformation and laissez-faire styles of leadership increases, employee performance will also increase. Hence, these leadership styles affect the performance of employees positively. The values further indicate to us that if transactional leadership increases by 1, then employee performance also increases by 5.3.

The t-statistic and level of significance for each of the b-values is determined using t-test. In simple terms, the t-test is a measure of the extent to which each predictor contributes to the model by testing the hypothesis that the value of b is zero. Therefore, if the t-test associated with the b-value is significant, then the predictor associated with it makes statistically significant contribution to the model. At 5 percent level of significance, p-values of transactional<0.000; transformation<0.001 and laissez-faire<0.004 indicates a statistically significant predictors of employee performance. It is therefore concluded that the three styles of leadership (transactional, transformation and laissez-faire) have positive impact on the performance of employees.

This means that there is a significant relationship between superiors' style of leadership and employee performance. This means that the performances of employees are influenced by the type of leadership style put up by superiors in the Judicial Service of Ghana. This confirms the assertion by Swart (2015) who says that the style of leadership of superiors has the ability to encourage performances and increase efficiency and effectiveness of staff. These findings are in agreement with results of studies by Hughes, Ginnet and Curphy (2010) who concludes that subordinates want leaders who are competent, honest, motivating, inspiring and allow subordinates freedom to do as they think. This implies that when leaders practice transformational, transactional and laissez-faire leadership style, the level of performances of employees improve.

The research findings depict that a particular style of leadership influences employee performances which also relates to the situation in which employees

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find themselves. The finding of the study explains that the effectiveness of a particular leadership style is effective in certain circumstances but not in others as described by Fiedler's theory. It also explains that there is no one best way for supervisors to lead. Supervisors need to combine transaction, transformation and laissez-faire styles of leadership to achieve high employee performance in the Judicial Service of Ghana.

Chapter Summary

The chapter presented results of data gathered in the study in a tabular and graphical (chart) form. Demographic characteristics showed a ratio of 7:3 for male and female respectively and over majority (75%) of the respondents were found to be above 50 years whiles 20 percent and 5 percent were recorded for respondents between the 31-49 years and below 31 years respectively. Majority (55%) of the respondents were married. Also, 60 percent of respondents were noted of having SHS/O'Level educational qualification which those with Polytechnic and University education were 20 percent apiece. It was found that each staff has at least two 2 years working experience with some with as much as over 9 years working experience in the service.

Regarding employees' perception of leadership styles exhibited by superiors, the study shows transformational and leissez-faire styles as more dominant among superiors than the other styles. Majority of the employees (70%) of staff indicated that they were not satisfied with their job with only 8 percent agreeing to be satisfied. The remaining 22 percent remain neutral. It was also revealed that more

than half of the respondents derived their satisfaction from their superiors'
leadership style.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the study and also makes conclusions and recommendations. The summary recaps the major highlights of the research while the conclusion also draws inferences on the outcomes. Recommendations are also made based on the findings.

Summary

Leadership is a relevant factor in achieving high employee performance. This study examined the effects of leadership styles of supervisors on the performances of employees in the Judicial Service of Ghana. The research employed the descriptive survey design and sampled 108 employees but response rate was 93 percent representing 100 employees from different departments in the Judicial Service of Ghana, Cape Coast regional office. The simple random sampling technique was used in selecting the respondents and administration of questionnaires was also employed as the primary means of collecting data. The Statistical Package for Service Solutions (SPSS) version 22 was used in analysing data. Outputs were presented in frequencies, tables, charts and percentages. Inferential statistical tool such as regression was used to establish relationships between leadership styles and employee performances. Based on the findings, the outcomes on leadership styles of superiors are outlined below:

1. Majority (60%) of superiors do not reward employees when they accomplish a given task which does not make them transactional leaders.

2. Majority (53%) of superiors clarifies employees' job roles and responsibilities.

3. Many supervisors exhibit transformational style of leadership in the Judicial Service.

4. Majority (64%) of supervisors allow subordinates freedom in the organization which represent laissez-faire style of leadership.

5. Many (80%) of supervisors do not interfere in the work of subordinates

6. The leadership styles are positively related to the performances of employees.

Conclusions

1. The finding in this study shows that supervisors in the Judicial Service combine transformational and laissez-faire style of leadership with only few supervisors adding on to the transactional style. In relation to transaction style of leadership, it can be concluded from the study that Judicial Service as an institution do not provide rewards when tasks are accomplished which tend to affect employee performance.

2. It can also be concluded from the findings that superiors from the Judicial Service employ transformational style of leadership as an element to influence employee performance. Supervisors are driven by the desire to ensure employees achieve better performances by exhibiting more

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transformational styles of leadership which tends to encourage and motivate staff. Many of the supervisors exhibited the laissez-faire style of leadership which could be an indication of ensuring satisfaction and productiveness in the institution. However, this style of leadership needs to be used well else it may end up producing inefficient work lives.

3. Transactional, transformational and laissez faire styles of leadership all impact significantly on employee performances. This implies that all three styles of leadership are relevant towards the achievement of high employee performance. Employees who are well led by good leaders have a happy and a committed work life towards the institution. If an employee could put in a good performance, then the leadership of its superiors needs to be responsive to the needs to subordinates. On the other hand, employees who do not perform well could be attributed to poor leadership leading to lack of commitment of subordinates.

Recommendations

Based on the key findings and conclusions of the study, the following recommendations are made:

1. Leaders or Directors of the Judicial Service should provide rewards such as annual bonuses and effective reward and recognition systems to employees when tasks or targets are achieved at the end of the year to enhance performance.

2. Leaders of the Judicial Service should provide all the necessary and material resource which employees need to work in order to achieve better performances

3. Leaders or supervisors should drive a change in a positive direction by setting the vision, rallying the entire institution in a focused direction, motivate and inspire all employees by employing more transformational style of leadership.

4. Supervisors should have a sense of innovation and encourage subordinates to seek more possibilities and not just achieve performance within expectations.

5. Supervisors should involve employees in decision making and leadership improvement and provide teamwork facilitation.

Areas for Further Research

Further research should also focus on employing a more qualitative approach to understanding the leadership and performances of employees. It should also concentrate on the effect of training on leadership styles. This is to understand whether the trainings that supervisors have play a role in the type of leadership style they exhibit.

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APPENDICES

APPENDIX 'A'

Questionnaire for Respondents

UNIVERSITY OF CAPE COAST (UCC)

SCHOOL OF BUSINESS

QUESTIONNAIRE FOR RESPONDENTS (SUBORDINATES ONLY)

I am a student of the School of Business, University of Cape Coast (UCC). As part of the requirement for my Degree in Master of Business Administration, I am conducting a study on the effect of leadership styles on employee performance in the Judicial Service of Ghana. It would be very much appreciated if you could provide answers to the questions below. The information is solely for academic purposes and the information provided will be treated confidential.

PLEASE TICK (√) WHERE APPROPRIATE

SECTION A: BACKGROUND INFORMATION

1. Sex: (a) Male [ ]   (b) Female [ ]

2. Age: ....

3. Marital status: (a) Single [   ] (b) Married [   ]   (c) Divorced [   ]

    (e) Widowed [ ]

4. Level of education: (a) Senior high school [ ]   (b) Training college   [ ]

    (c) Polytechnic [ ]   (d) University [ ]

5. How long have you worked in the Judicial Service? (a) Less than 2yrs [ ]

    (b) 3-5 yrs [ ]   (c) 6-8 yrs [ ]   (d) More than 9 yrs [ ]

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6. What is your salary level: (a) GH¢500 and below [ ] (b) GH¢501-GH¢1000 [ ] (c) GH¢1001-GH¢1500 [ ]   (d) GH¢1501 and above [ ]

7. Which department do you work? ……………………………

SECTION B: LEADERSHIP STYLES OF SUPERVISOR

Check the answer that best describes your level of agreement and disagreement of the leadership style of your supervisor with each statement below

1-Strongly Disagree (SD), 2- Disagree (D), 3- Neutral (N), 4- Agree (A),

5- Strongly Agree (SA)

Statement	1 SD	2 D	3 N	4 A	5 SA
8. My supervisor rewards me anytime I accomplish a task given me [Transactional]					
9. My supervisor clarifies my job roles, tasks and responsibilities [Transactional]					
10. My supervisor inspires, encourages and motivates me [Transformational]					
11. My supervisor gets me to share in his vision for the department [Transformational]					
12. My supervisor allow subordinates freedom to do as they think [Laissez-Faire]					
13. My supervisor does not interfere in my work					

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and gives me help when needed [Laissez-Faire]					

SECTION C: EMPLOYEE PERFORMANCE

14. How is your performance measured in this organisation?

   a) It is measured based on my quality of my work [ ]

   b) It is measured based on my behavior [ ]

   c) It is measured based on the number of tasks I am able to complete [ ]

   d) Other Specify………………………………………….

15. Do you like the leadership style exhibited by your supervisor?

   a) Yes [ ]

   b) No [ ]

16. How does your supervisor's leadership style affect your performance in

   the Service?

   a) It encourages me to achieve my targets [ ]

   b) It gives me satisfaction in my job [ ]

   c) It makes me dedicated to my job [ ]

   d) It does not affect my performance at all [ ]

   e) Other Specify ……………………………..

17. Are you willing to put in a great deal of effort beyond which is normally

   expected in order to help the Judicial Service?

   a) Yes [ ]

   b) No [ ]

18. Do you have a work or job schedule?

a) Yes [ ]

b) No [ ]

19. What time do you usually report at work? ………………….

20. Do you have the necessary resources needed for your work schedule?

a) Yes [ ]   b) No [ ]

21. How well are you satisfied with your job?

a) Very satisfied [ ]

b) Somehow [ ]

c) Not satisfied [ ]

22. How will you determine your performance in the organistaion in relation

to the below statements?

a) I attend to clients in a more professional way [ ]

b) I make sure to complete every task on time [ ]

c) I usually make mistakes in my job [ ]

d) I use less resources to achieve job targets [ ]

e) I often get positive feedback from my superior [ ]

f) My personal contributions are recognized [ ]

23. How would you rate the quality of your job or work performance in this

institution?

a) Excellent [ ]

b) Very Good [ ]

c) Good [ ]

d) Average [ ]

e) Poor [ ]

Thank you for your time!!!

APPENDIX 'B'

Sample Determination Table

TABLE 1
Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.
S is sample size.

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