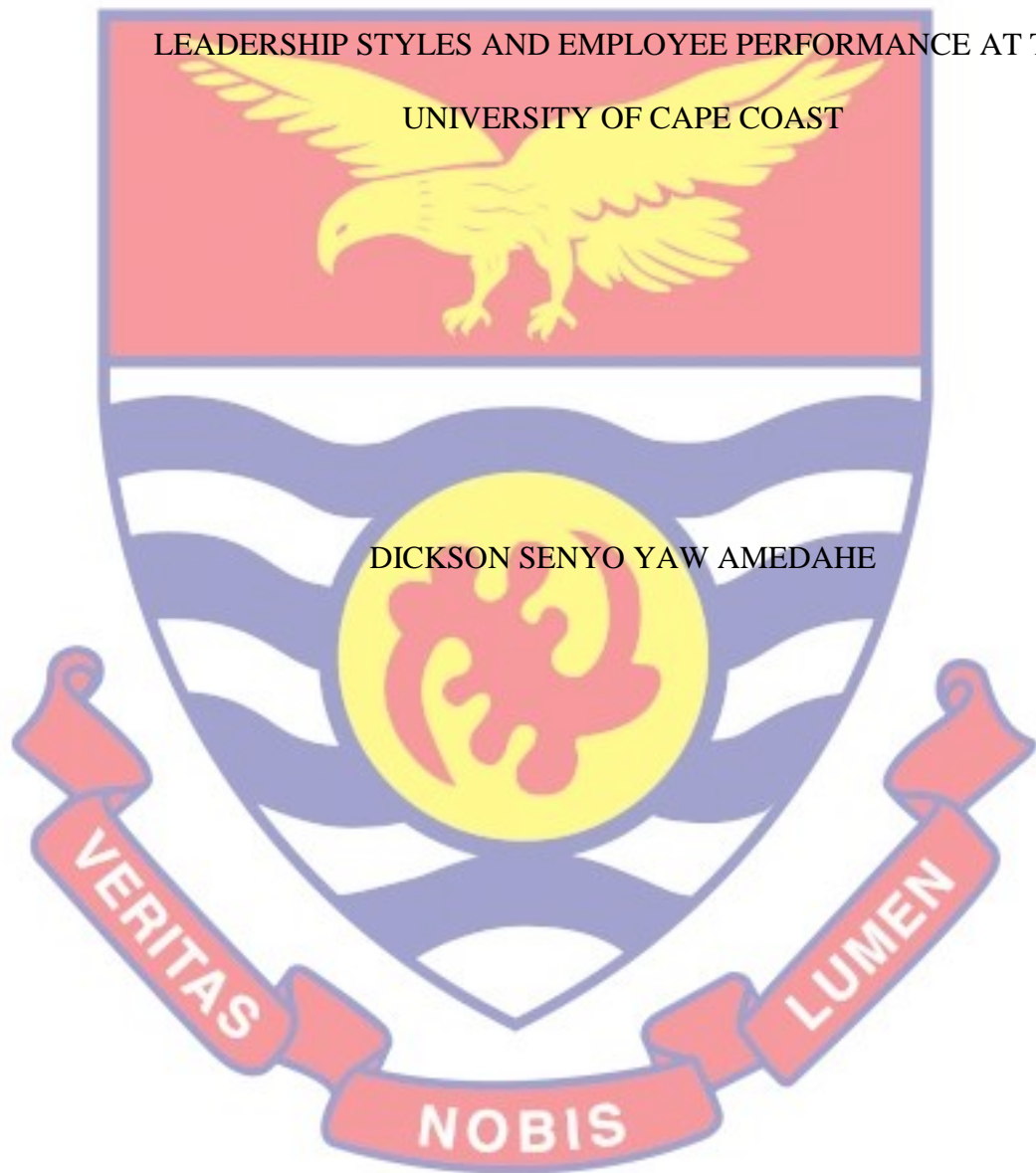


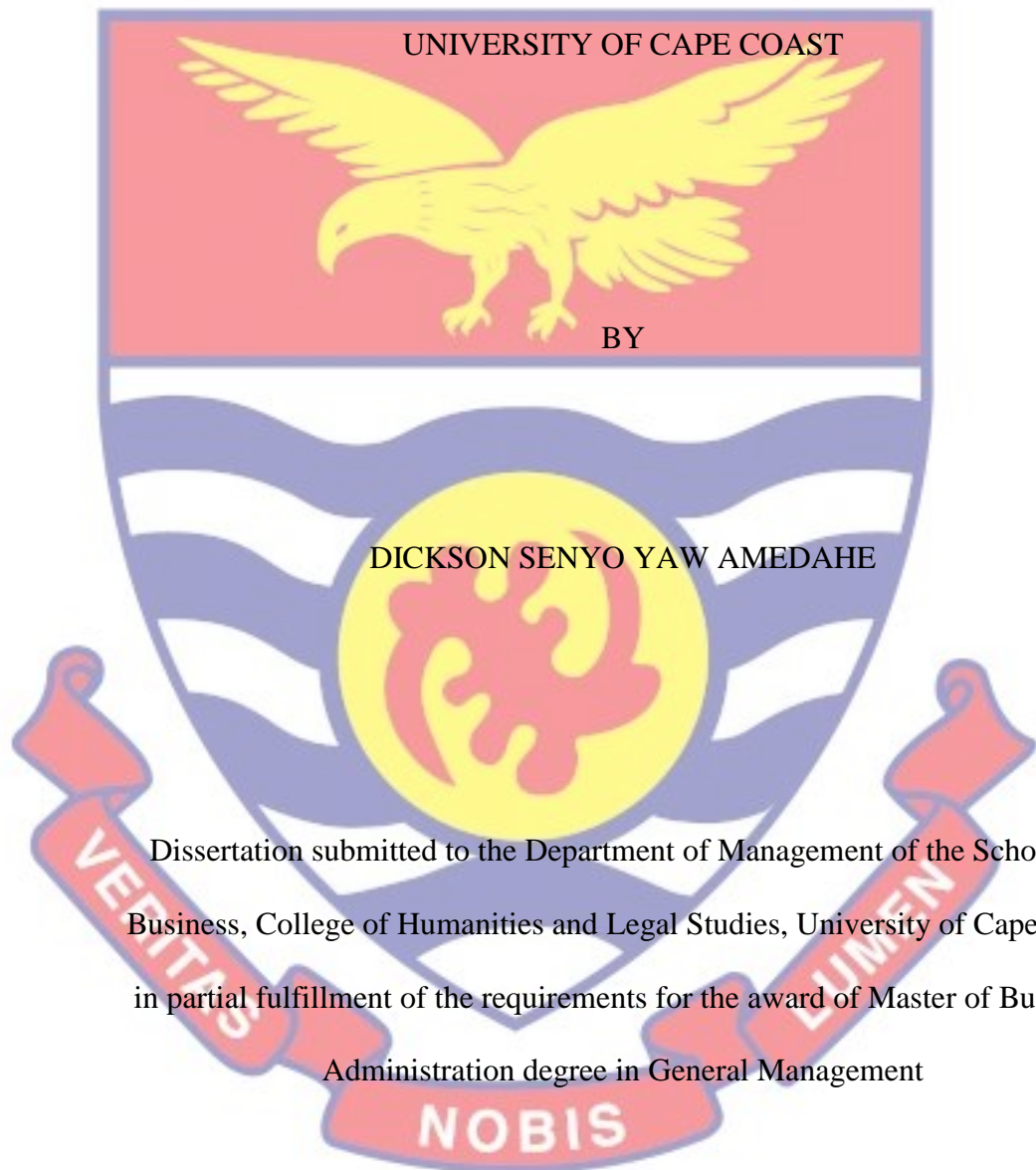
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LEADERSHIP STYLES AND EMPLOYEE PERFORMANCE AT THE



NOVEMBER 2021

DECLARATION

Candidates' Declaration

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

Candidate's signature..... Date:

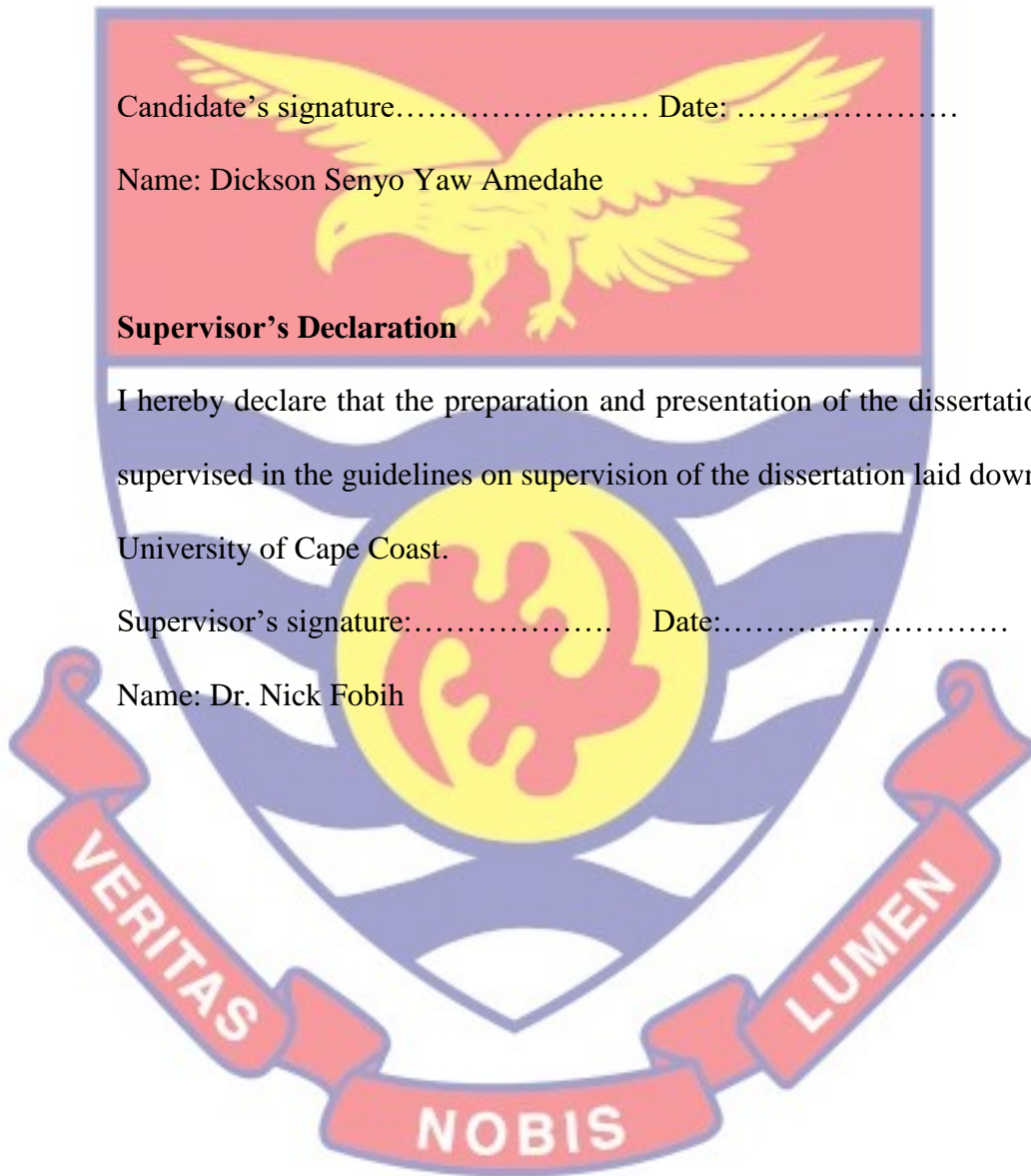
Name: Dickson Senyo Yaw Amedahe

Supervisor's Declaration

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

Supervisor's signature:..... Date:.....

Name: Dr. Nick Fobih



ABSTRACT

This study investigated the effect of leadership style on employee performance in nine Halls within the University of Cape Coast. The study was premised on four objectives. The specific objectives were; (1) to analyze the effect of transformational leadership style on employees' performance, (2) to analyze the effect of laissez-faire leadership on employee performance, (3) to analyze the effect of transactional leadership on employee performance and (4) to assess the effect of authoritative leadership style on employee performance. The study was a cross-sectional study that administered questionnaire to 242 employees through a simple random sampling technique. The data was analyzed using SPSS (version 24). Specifically, ordinary least square regression analysis was conducted. The study found that, transformational leadership style positively enhances employee performance whiles the autocratic or authoritative style adversely affects performance. Although, there was a positive relationship between laissez-faire and transactional leadership styles, these were not significant in predicting employee performance. It is recommended that leadership of the nine halls in the University of Cape Coast should be encouraged to adopt a transformational style of leadership and also adapt their approaches to the circumstances within the organization to improve employee performance.

KEYWORDS

Authoritarian

Autocratic

Employee Performance

Laissez-faire

Leadership

Leadership Styles

Transactional

Transformational

University



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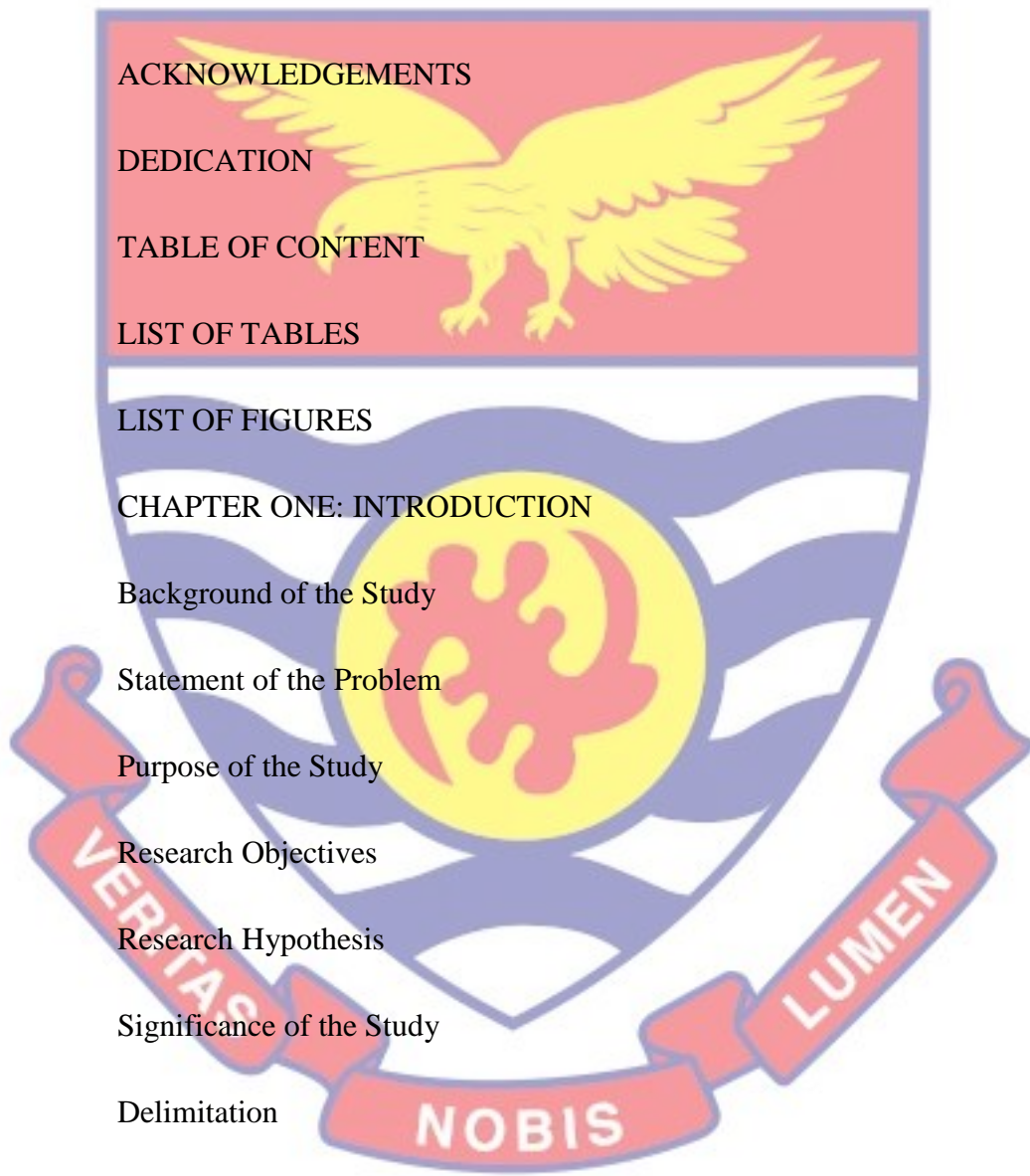
DEDICATION

To my wife and my children.



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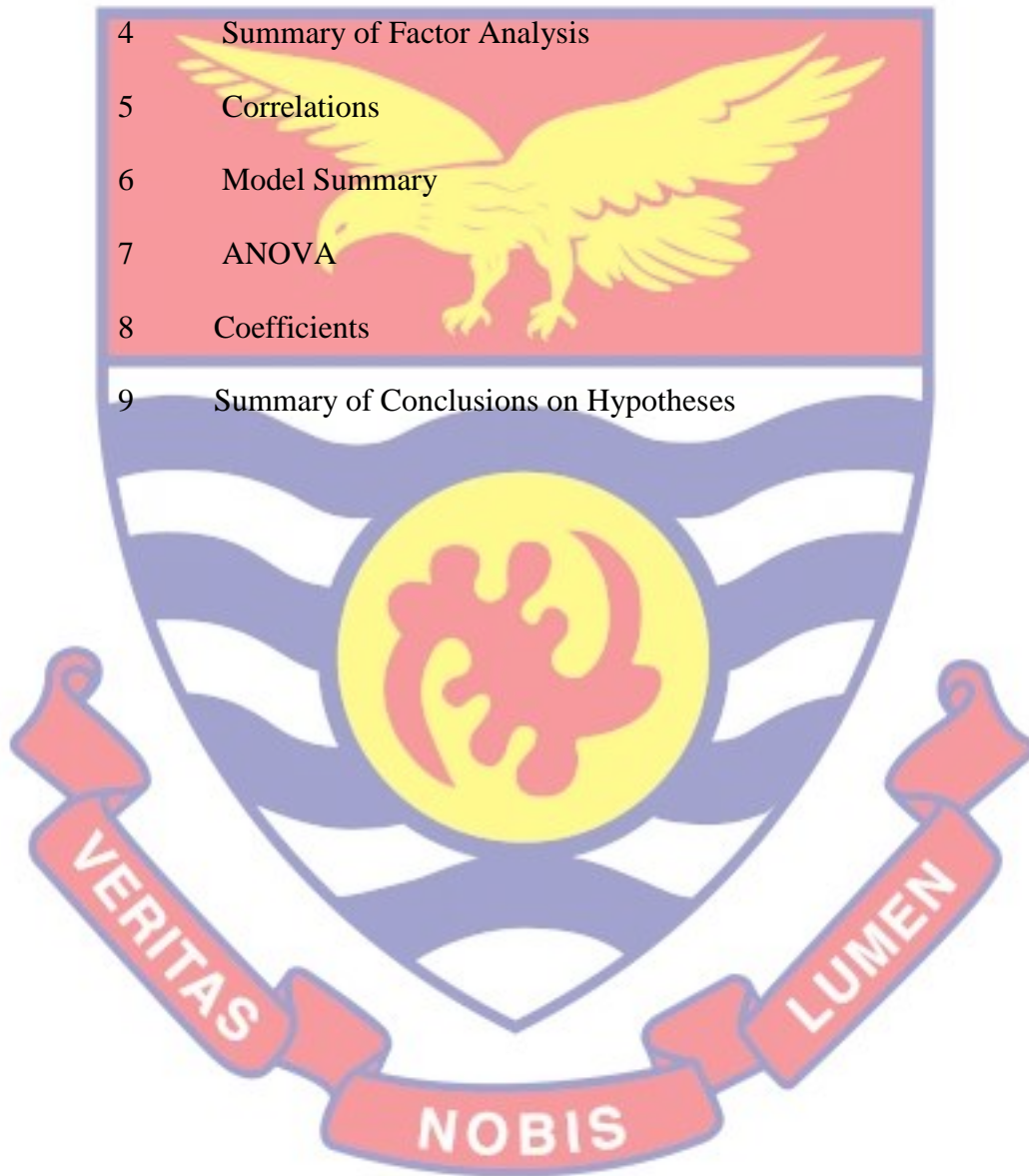
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CHAPTER ONE

INTRODUCTION

The business environment is changing drastically because of major societal forces. Technological advances, globalization, deregulation, consumer awareness, and competition are filtering their cost for organisational performances and making new practices and difficulties (Al-Laymoun, 2017). Albeit numerous factors may impact the performance of an organisation, there can be little uncertainty that the nature of leadership accessible to it will be one of the most basic determinants of extreme achievement. Leadership behavior assumes a significant role in improving employee job satisfaction, work motivation, and work performance (Carlton & Perloff, 2015). This presupposes that employees' effort in every organization need to be directed towards a stated goal, and this direction is best provided by the leader. The style or approach of the leader towards the employees can go a long way to impact their performance. In this regard, this study examines the relationship between leadership styles and employee performance within the seven traditional halls in the University of Cape Coast.

Background of the Study

Great leadership conduct quickens the advancement of most associations. Leadership is practiced in schools and colleges, factories and farms, business enterprises, dispensaries, and hospitals, in the civil and military organisations of a country, and public life, at all levels, in short in varying social statuses (Rehman, Rahman, Zahid, & Asif, 2018). These leaders ought to advance solidarity, agreement, quality, flourishing, and satisfaction in society. Leadership is characterized as a procedure of leader subordinate collaboration where the leader can impact the conduct of their subordinates for accomplishing

hierarchical targets (Kanter, 1982; Conger & Kanungo 1998; Pavett & Lau 1983; Rehman, Rahman, Zahid, & Asif, 2018).

Leadership style is described as a consistent set of behavior or patterns which categorizes a leader in two ways which include being task-oriented and structure-oriented about the behavior that is expected to be exhibited (Molero, Cuadrado, Navas, & Morales, 2007). Molero, *et al.* (2007), also described leadership style as a consistent set of behaviors /patterns, proposing two dimensions in leaders' behavior, structure initiation which includes task-oriented leaders, and consideration which includes relation-oriented leaders (Wright, Moynihan & Pandey, 2012). The driver of such a strategic move towards surviving the competition is the leadership provided by managers who are expected to influence others in achieving organizational goals and also boost employee performance (Peng, Liao & Sun, 2019).

Shafie, Baghersalimi, and Barghi (2013), explains the importance of leadership in organisations and especially on human beings who are the biggest asset of any firm; "The main drivers of organisations are usually employees, they give life to the organisations and provide goals" (Shafie *et al.*, 2013, pp 6). It is very paramount to provide workers with direction and psychological satisfaction to get the best from them, and this direction can only come from leaders. Leadership is very critical for all organisations in realizing their set objectives. It is a key factor for improving the performance of many if not all organisations, and the success or failure of an organisation depends on the effectiveness of leadership at all levels.

Paracha, Qamar, Mirza, Hassan and Waqas (2012) contends that leaders play an essential role in the accomplishment of goals and boost

employee's performance by satisfying them with their jobs. Leadership is perhaps the most thoroughly investigated organisational variable that has a potential impact on employee performance (Cummings & Schwab, 1973). It is a vital issue in every organisation primarily because the decisions made by the leaders could lead to success or business failure. Notably, it has been widely accepted that effective organisations require effective leadership and that employee performance together with organisational performance will suffer in direct proportion to the neglect of this (Somech, 2006).

Furthermore, it is generally accepted that the effectiveness of any set of people is largely dependent on the quality of its leadership – effective leader behavior facilitates the attainment of the follower's desires, which then results in effective performance (Maritz, 1995; Ristow, Amos & Staude, 1999). The traditional concept of personnel administration has gradually been replaced with human resource management. This gives importance to the strategic integration of new leadership styles into the effective management of employees and to improve employee performance (Al-Laymoun, 2017).

The effective leader must be a good diagnostician and adapt style to meet the demands of the situation in which they operate. Different leadership styles are used that befits employees, based on the number of directions, empowerment, and decision-making power (Peng, *et al.*, 2019). As a result, employee performance is affected due to a lack of proper direction and application of strategic style in managing daily duties in any given organisation. An organization needs to know leadership styles that can play a role in increasing employee performance.

On the other hand, employee performance is an important building block of an organisation, and factors that lay the foundation for high performance must be analyzed by the organisations. Since every organisation cannot progress by depending on one or two individuals' efforts, it is a collective effort of all the members of the organisation. Performance is a major multidimensional construct aimed to achieve results and has a strong link to the strategic goals of an organisation (Mwita, 2000). Now, with this understanding, the question is, how can an employee work more efficiently and effectively to increase the productivity and growth of an organisation. Many employees in the workplace today seek a better understanding of the mind of a leader in an organisation.

However, employees are curious about the special traits, behaviors, and styles that the leader exhibits at the workplace (Gyanchandani, 2017). Is there any correlation then between the ways leaders in an organisation lead and manage employees and the performance of employees? If so, in what ways does leadership behavior influence employee performance? Organisations are reengineering themselves and no longer using the traditional hierarchical structure, this stresses the significance of expanding roles of subordinates in the decision-making of the organisation (Carlton & Perloff, 2015).

Such trends justify the readiness of leaders to delegate power to lower levels (Choy, McCormack & Djurkovic 2016). Past studies highlight that such leadership styles are more helpful in developing a learning culture by focusing on creative behaviors and creating new values and norms (Dvir, Eden, Avolio & Shamir 2015; Qu, Janssen & Shi 2015).

Statement of the Problem

Kehinde and Banjo (2014), emphasized the importance of leaders in an organization by stating that in today's competitive environment, organizations expand globally and face a lot of challenges in meeting their objectives and chase to be more successful from others. The central theme and problem of this study are that we often think of a manager or leader as expected to exhibit the right behavior towards employees or subordinates. Yet it is realized that in most organisations in Ghana, work schedules are task-focused and routine, with no flexibility, and yet decisions and policies are imposed on subordinates (Ohemeng, Amoako-Asiedu, & Darko, 2018).

In such organisations where the leadership perceives employees as mere hands to get the job done, employees would pretend to do well due to the standards and measures being assigned to them. For employees to accomplish their work, managers must encourage individuals who report to them, co-workers, and supervisors or customers. Because of this, for effective and efficient organizational leadership, the human factor must be critically looked out from the employee perspective.

In recent years, UCC has experienced some issues of apathy, crime, and theft (UCC Vice-Chancellors Annual Report, 2017/2018). Under such conditions developing an appropriate leadership style for managing a turbulent environment is not an easy task. The choice of leadership style gets complex in the politicized environment. Ferris and Hochwarter (2011) describe organisation politics as self-serving behavior intended to get an advantage over other employees and hence viewed as negative. They suggest that in an uncertain environment organisation politics is more likely. To remain efficient

and sustain a competitive advantage in an uncertain environment along with organisation politics, it is necessary to continuously search for such a leadership style that improves employee performance.

Among other things, leadership is a vehicle to stimulate employee performance and drive change in both private and public organizations (Ozsahin & Sudak, 2015). This means that leadership style is key to influencing the performance of employees in public sector institutions such as tertiary institutions. Despite the vast body of research in the literature regarding the phenomenon of leadership styles and its implications for organizational performance in large and multinational organizations (Boehm, Dwertmann, Bruch & Shamir, 2015; Boies, Fiset & Gill, 2015), the impact of leadership styles in the public sector organizations remains under researched (Donkor, 2021). More so, public tertiary institutions of education are key organisations that are faced with leadership issues which can enhance or obstruct performance (Yahaya, Osman, Mohammed & Gibrilla, 2014). However, public universities have not received much attention in the Ghanaian literature regarding the role of leadership on employee performance.

Given the positive relationship between leadership styles and organizational performance (Grobler & Du Plessis, 2016; Almatrooshi, Singh, & Farouk, 2016) it has become essential to understand leadership styles in public sector organizations fully. Therefore, this study seeks to examine the impact of leadership styles on employee performance within a Ghanaian context, using the University of Cape Coast as a study area.

Purpose of the Study

The purpose of this study is to investigate the relationship between leadership style and employee performance in the University of Cape Coast.

Research Objectives

The specific objectives are:

1. To analyze the effect of transformational leadership style on employee's performance.
2. To analyze the effect of laissez-faire leadership style on employee's performance.
3. To analyze the effect of transactional leadership style on employee's performance.
4. To assess the effect of authoritative leadership style on employee's performance.

Research Hypothesis

H1: Transformational leadership style has a significant positive effect on employee performance.

H2 Laissez-faire leadership styles have a significant positive effect on employee's performance.

H3: Transactional leadership has a significant positive effect on employee performance.

H4: Authoritative leadership Style has a significant positive relationship with employee performance.

Significance of the Study

The study would contribute to the existing literature on leadership styles as well as employee performance. Literature regards the importance of employee performance for most organisations. However, it gets less attention

from scholars around the world in the area of organisational politics and leadership style. Thus, the study contributes to the existing stream of literature by placing a focus on employee performance. The study is also important because the result would provide significant insights on the role of the respective leadership styles on employees within the University and how supervisors can adapt their styles to affect performance. Another major contribution of the study is that it would have important consequences for practitioners. The study would be helpful to managers in identifying contingencies of different leadership styles as these may influence employee performance.

Delimitation

This study focuses on assessing the effect of leadership styles on employee's performance. This work covered all the traditional Hall of residence on campus to find out if leadership styles influence their employee's performance in the various halls. Data was gathered from management, staff, and some students, especially junior common room executives.

Limitations

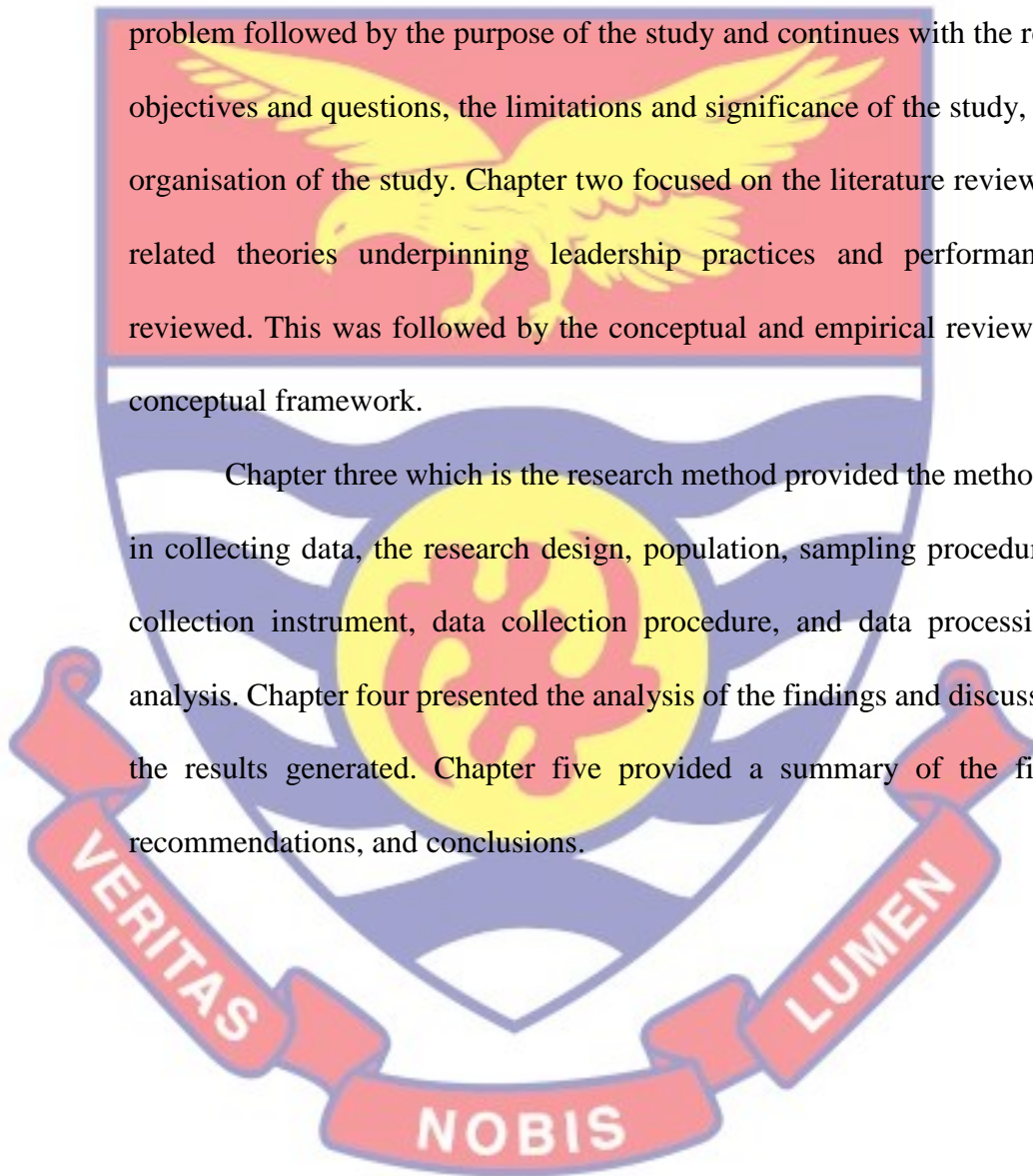
Reaching out to the heads of departments/units/sections of the various university halls for the data collection was time-consuming and costly. This posed a serious threat to the conduct of the study. The researcher had to self-administer the questionnaire in order to achieve a higher response rate. Another issue of concern was the adherence to COVID-19 protocols during the data collection period. The restrictions imposed by COVID meant that not many respondents could be contacted for the study. To minimize such occurrences, the researcher had to provide sanitizers for all respondents and also provided

nose masks to those who did not have any, in order to facilitate the data collection process.

Organisation of the Study

The study is organised into five chapters. Chapter one started with the background to the study about leadership followed by a statement of the problem followed by the purpose of the study and continues with the research objectives and questions, the limitations and significance of the study, and the organisation of the study. Chapter two focused on the literature review where related theories underpinning leadership practices and performance were reviewed. This was followed by the conceptual and empirical reviews and a conceptual framework.

Chapter three which is the research method provided the methods used in collecting data, the research design, population, sampling procedure, data collection instrument, data collection procedure, and data processing and analysis. Chapter four presented the analysis of the findings and discussions of the results generated. Chapter five provided a summary of the findings, recommendations, and conclusions.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews the theoretical and empirical literature that are related to leadership style and employee performance. An appropriate theoretical and conceptual framework related to leadership style and employee performance has also been adapted to underpin the study. A thorough review has been conducted to understand the relationship between the leadership style and employee performance by specifically, exploring what extant researchers have discovered about the subject matter.

Theoretical Review

McGregor's Theory X and Y

Theoretically, Theory X and Theory Y which was proposed by McGregor in 1966 support this research. The theory classifies belief or attitude which describe the relationship between leadership and performance in terms of the leader's attitude and behavior toward his subordinates. According to theory X, leaders feel that their employees or subordinates despise working and as a result must be supervised closely in order to get optimal results. Such leaders adopt the autocratic leadership style so as to enforce their employees to work hard to achieve the organisational goals. Theory Y on the other hand opines that leaders who believe in this belief assume that employees or workers naturally enjoy performing their jobs and as such need not close monitoring and supervision. Such leaders are mostly associated with the participative or democratic leadership style. These leaders have a positive attitude toward their personnel, who are constantly willing to work because of rewards and internal motivation (Tietjen & Myers, 1998).

Omonona, Olabanji and Obamen (2019) stipulated that most current managers place a greater emphasis on leadership styles that are associated with theory Y than on the belief that employees are fundamentally lethargic and unwilling to work unless under close supervision. Owing to this, it is expected that to assure improved performance, University of Cape Coast management must be willing to employ a flexible leadership style.

Concept of Leadership Styles and Employee Performance

The concept of leadership is a widely studied subject in management. Maxwell (2002) reveals that the concept of leadership has changed from just instructing and imposing on how certain decisions are to be made to collaborating and partnering with subordinates in order to tap their ideas and intelligence to make informed decisions. He described managers or leaders as coaches, counselors and team builders. Their job is to find people with talent and skill, and help them work together towards common goals.

Leadership is the capability to influence a group of people to achieve a vision or set of goals (Robbins & Judge 2017). Leadership is key to good performance since it coordinates both utilization of human and other resources in the organization (Murphy & Drodge, 2004). A good leader motivates employees and motivated employees do not only increase their job performance and commitment within an organisation but also go beyond the job requirements thus increasing the organisation's general performance and making it more profitable (Nawoselng'ollan & Roussel, 2017). Leaders can better predict or foresee the failure or success of an organisation (Asrar-ul-haq & Kuchinke, 2016). According to Kalsoom, Khan, and Zubair (2018), leadership is the most critical component in an organisation and the most important skill for the

organisation's leaders. Othman, Saad, Robani and Abdullah (2014) stated that, leaders play a crucial role to foster a culture that encourages knowledge sharing, employee retention and create loyalty to the organisation.

In a highly competitive environment, organisations heavily depend on their managers to drive transformation and innovation to gain a competitive advantage over their rivals (Anyango, 2015). Employees are the biggest asset of organisations and as such factors to improve the employees' job performances and well-being have become a big challenge to organisations, particularly leadership (De Jong & Hartog, 2007). This requires that manager to understand the effectiveness and impact of different leadership styles on employees' performances. Leadership style exhibited in an organization has direct and indirect impact on the employee's performance (Othman et al., 2014).

Leadership Styles

Individuals adopt different leadership styles in executing a business or a position they find themselves in. Therefore, the various leadership styles are discussed to know how leaders interact with fellow leaders, colleagues, or subordinates.

Transformational Leadership

The transformational leadership style is one of the most implemented styles. Transformational leadership, according Othemeng, Amoako-Asiedu and Darko (2018), is defined as leaders who widen and uplift their employees' interests, promote understanding and acceptance of the organization's aims and mission, and motivate their employees to look beyond their own self-interest for the welfare of the organisation. It has integrity, defines clear goals, encourages clear steps to communication, and expressive (Peng, *et al.*, 2019). This style of leadership moreover, encourages, motivates, and supports employees, often

involves recognizing and rewarding people for their good work (Wright, *et al.*, 2012). This type of leader inspires their team to work together towards a common target.

Transformational leaders transform followers into disciples and leaders by boosting their desires for protection and security to needs for accomplishment and self-actualization (Danish, Nazir, Abbasi & Hunbal, 2013). In practice they are supported by transactional leaders who work as managers, making sure tasks are completed and achieved (Salanova, Lorente, Chambel & Martínez, 2011), and its primary focus is to make change happen in ourselves, others, groups, and organizations (Kaleem, *et al.*, 2013).

Laissez-faire Leadership (Chilled-out)

The Laissez-faire leadership is defined by Veríssimo and Lacerda (2015) as the absence of leadership. It is also defined as “being the non-involvement or non-intervention of a leader based on the observable behavior of the leader” (Yang, 2015, p. 1248). The leader provides for no bearing and permits the group to build its objectives and resolve its issues. This leadership style is frequently connected when the group is extremely fit, very much inspired and composed and it is accompanied with Less impedance and decreased direct guidelines (Crosby & Bryson, 2018). Extremely motivating and useful inventive ideas are generated if group members provide excellent collaboration. However, the laissez-faire leadership style avoids making difficult decisions and provides only rudimentary problem-solving advice (Yahaya & Ebrahim, 2016). There is also no job improvement intervention or performance feedback follow-up with this leadership method (Gill, 2011). Piccolo, Greenbaum, Hartog and Folger

(2010) stipulated that laissez-faire leadership is ascribed with role conflict, low work discontent and increased stress.

Transactional leadership

Transactional leadership is a leadership style where the leaders lead the followers via punishment and reward (Robbins & Judge, 2017), for the completion of certain tasks. In other words, a transactional leadership style is defined by Northouse (2014) as mutually beneficial exchanges between the leader and the employees in order to achieve the organization's goal. According to Nam and Mohamed (2011, pp. 210), transactional leaders “gets things done by making, and fulfilling, promises of recognition, pay increases, and advancement for employees who perform well”. Transactional leaders guide and motivate their followers to achieve goals by clarifying roles and task requirements (Robbins & Judge, 2017).

Transactional leadership style may result in a follower's compliance, but unlikely to generate a commitment to task objectives (Nam & Mohammad, 2011). The transactional leader and followers are more towards a temporary negotiation process, and it hinders the employees' innovative and creative skills (Dai et al., 2013). However, transactional leadership has also been linked to positive outcomes in the organization (Afshari & Gibson, 2016), and in some cases, transactional leadership was found to have a strong impact on employee outcomes (Podsakoff et al. 2006), thus, transactional leadership style should be taken into account of its contribution towards positive employees' behavior and organisation outcome.

Autocratic Leadership (The Boss)

The autocratic leadership style is a type where the unequivocal initiative and decisions are taken rapidly and halfway by one individual (Iqbal, Anwar &

Haider, 2015). Choices seem to be directions for others to accomplish a general point. This style is basic in the military, as the authoritarian initiative delivers orders and the group believing the pioneer without inquiry (Goleman, Boyatzis, &, McKee, 2002). Such leaders believe in the “I Tell” philosophy where followers are dictated to on what they should do. This can provide a clear direction for a company since results can be achieved quickly. It is useful when the company is in a crisis or when a problem occurs that requires immediate attention (Kaleem et al., 2013). Notwithstanding, the benefits that come with this style, also has adverse side. The new generation is more independent and easygoing, not tolerating to be in control, and since staffs cannot enhance their employment fulfillment and might hate the way they are dealt with under this leadership style, it might be prompting high absenteeism and staff turnover (Salman, Khan & Javaid, 2016).

Democratic Leadership (All-Inclusive)

The democratic leadership style is the one which engages all team members in identifying key objectives and implementing procedures or strategies to achieve those objectives (Doucet, Lapalme, Simard & Tremblay, 2015). Stated differently, it is characterized after consulting with the subordinates and their investment in the plan from claiming arrangements and policies (Tajasom, Hung, Nikbin & Hyun, 2015). It depends on the group been counseled and their feelings being esteemed. The leader might ask for information from colleagues as he or she regards their specialized ability and obliges to settle on the most ideal choice. Democratic leaders decentralize power and urge cooperation in choice making.

McGregor (1960) labels this style as 'principle Y'. In this way, the employees feel that management is interested in them, additionally in their thoughts and suggestions. They will, therefore, put their suggestions for change. Some advantages of democratic leadership style are the higher inspiration and will enhance morale, expanded co-operation with the management, enhanced employment execution, diminished grievances and decrease absenteeism and worker turnover (Aryee & Chen, 2006; Kaleem, *et al.*, 2013). Sarti (2014) reveals that when it comes to issue resolution, this leadership style fosters creativity and versatility.

Employee Job Performance

Employee job performance can be defined as the total expected value that an individual brings to the organisation of the discrete behavioral episodes carries out over a standard period (Motowidlo & Kell, 2012). It can also be defined as how efficiently employees accomplish his or her duties (Torlak & Kuzey, 2019) and are usually measured through multi-dimensions (Pradhan & Jena 2017). Employee performance is usually based on the employee's knowledge, skill, expertise, and behavior necessary to perform the job (Pawirosumarto et al., 2017). Most organisations place great emphasis on employee job performance as it is an important element in achieving a sustainable competitive advantage.

Empirical Review

Relationship between Leadership Style and Employee Performance

The subject of leadership style and employee performance have been discussed by several scholars who have revealed mixed results. Mohammed et al. (2014), in their quest to investigate the link between leadership style and employee performance in some selected business organisations in the Federal

Capital Territory, Abuja, Nigeria, revealed a positive relationship between the two variables. More so, Rozi, Agustin, Hindriari, Rostikawati and Akbar (2020) examined the influence leadership have on employee performance at Stella Satindo in Jakarta and established that employee performance is positively and significantly influenced by leadership. Dewi and Wibow (2020) employed multiple linear regression to analyse the link amidst leadership style and performance of permanent lecturers in Maarif Hasyim Latif University. The results showed that lecturers' performance is greatly impacted by leadership style. Democratic leadership style was seen to be highly correlated with employee performance in a study by Basit, Sebastian and Hanssan (2018).

In the attempt to evaluate and assess the impact of leadership and motivation on performance of workers in Harian Waspada Medan, Puyri and Pasaribu (2019) used multiple regression technique and established that leadership significantly influence performance positively. Sarboini, Rizal, Surya and Yusuf (2018) collected data on 84 workers of Banda Aceh Public Health Office and investigated the effect of leadership on the performance of these employees using multiple linear regressions. The authors concluded that at the Banda Aceh Public Health Office, employee performance is strongly linked to leadership. A study by Sulantara, Mareni, Sapta and Suryani (2020) on the effect of leadership style and competence on performance of employees at the Office of Investment and One Stop Services (DPMPTSP) in Denpasar City, Bali, Indonesia, used purposive sampling method to sample 77 workers. The researchers found that leadership style have direct influence on performance. Several studies also found a positive relationship between

leadership style and performance (Puni, Ofei & Okoe, 2014; Dartey- Baah, 2015; Amoako-Asiedu & Obuobisa-Darko, 2017).

Interestingly, Tamatey and Malcalm (2017) found no relationship between leadership style and employee work performance, in their quest to investigate the connection among leadership style and employee performance in the Public Sector of Ghana (Ghana Atomic Energy Commission). The authors used mixed method approach with descriptive linear regression method and simple random sampling as well as purposive and convenience sampling techniques were used. Likewise, Amoako-Asiedu and Obuobisa-Darko (2017) found no direct relationship between leadership and performance of workers.

Effects of Transformational Leadership Style on Employee's Performance

Extant works has disclosed a significant influence of transformational leadership style on employee's performance. Kala'lembang, Soetjipto and Sutrisno (2015) conducted a study on the impact of this leadership style and organisational culture on work performance of employees and found a direct effect and significant correlation between transformational leadership on the performance of employees. Yanto and Aulia (2021) used Structural Equation Modeling with Partial Least Squares technique to assess the connection among transformational leadership and employee performance. The study surmised that transformational leadership directly influence the performance of employees.

Analysing with Partial Least Square Structural Equations Modeling (PLS-SEM), transformational leadership has been revealed to have a positive and significant effect on private hospital in Yogyakarta nurses' performance,

both directly and indirectly through organizational culture and work motivation, (Hidayah & Fadila, 2019).

Furthermore, Anyango (2015) assessed the impact of leadership styles on employees' performance at Bank of Africa, Kenya by employing descriptive survey research. The findings from the study indicates that employee performance is strongly linked with transformational leadership style. Shafie, *et al.* (2013), conducted a study on the relationship between leadership style and employee performance and argued that transformational leadership and pragmatic leadership have a significant positive relationship on employee performance. The researchers further stated that transformational leadership and pragmatic leadership styles both complement each other because no one leadership style brings out the best employee performance.

Additionally, transformational leadership has been proposed to have greater positive impact on employee job performance (Ojokuku, Odetayo & Sajuyigbe, 2012; Cavazotte, Moreno, & Bernardo, 2013; Dhammika, Ahmad & Sam, 2013; Dola, 2015; Al-Amin, 2017; Asbari, Hidayat & Purwanto, 2021). However, employee performance was revealed to be unaffected by transformational leadership (Tobing & Syaiful, 2016; Tamatey & Malcalm, 2017).

Effect of Laissez-Faire Leadership Style on Employee's Performance

The work of Mawoli and Haruna (2013) examined the effects of different leadership styles on employees' job performance in the public health sector in Federal Medical Centre, Bida. The study reveals that that the laissez-faire leadership style exerts a significant influence on the job performance of health personnel in FMC Bida. Donkor and Zhou (2020) solicited responses

from 330 full-time employees in ten units in the Ghanaian public sector commission on how leadership style influence employee performance. The authors utilised Structural equation modeling and revealed that laissez-faire leadership style positively affect performance of employees. In line with this, Basit *et al.* (2018) used convenience sampling to determine the influence of

leadership style on employee performance at a private firm in Selangor, Malaysia. Using regression coefficient analysis, the impact of laissez-faire leadership style on employee performance was found to be significant and positive.

Basit *et al.* (2018) also found a positive significant impact of laissez-faire leadership on employee performance in their study on impact of leadership style on employee performance in a private organisation in Malaysia. Omonona, *et al.* (2019) conducted a study to explore how leadership style affects employee performance in South African fast-moving consumer goods (FMCG) organizations. The paper discovered that there is a statistically significant link between employee performance and laissez-faire policies.

Shafie *et al.* (2013) on the other hand, found a significant inverse relationship between laissez-faire leadership and employee performance. The finding is consistent with previous studies (Koech & Namusonge, 2012; Teshome, 2013; Kehinde & Banjo, 2014), which have established that laissez-faire leadership style negatively affect employee performance. In Iran, Shafie *et al.* (2013) investigated the link between leadership style and employee performance. The findings reveal that a laissez-faire leadership style has a negative impact on employee performance. Sougui, Bon and Hassan (2015) performed a study in Malaysia and Chad on the impact of leadership styles on

staff performance in telecom engineering firms using Structural Equation Modeling (SEM) and discovered a negative relationship between laissez-faire leadership style and performance.

Effect of Transactional Leadership Style on Employee's Performance

Transactional leadership has been documented by extant researchers to have a great impact on the performance of employees. An exploratory study of the relationship amid leadership styles and employee performance in the Ghanaian Public Service, conducted by Ohemeng et al. (2018), showed that the leadership style that enhances quality leader-subordinate relationship has an impact on employee performance. Specifically, the authors stipulated that managers who adopt transactional leadership style are able to achieve greater results from employees. This is as a result of the fact that transactional leaders are typically very result-oriented and would use tactics and force to ensure that organizational objectives are achieved. Sundi (2013) also carried out a study on the impact of transformational leadership and transactional leadership on employee performance of Konawe Education Department at Southeast Sulawesi Province. The author used Structural Equation Modeling technique and established that transactional leadership style has a significant and positive effect on employee performance.

Paracha, *et al.* (2012) conducted a study on the impact of leadership style on employee performance and mediating role of job satisfaction, focusing on a private school in Pakistan. The findings from the study indicate that transactional leadership is positively connected with employee performance. Similarly, Alharbi and Aljounaidi (2021) assessed the impact of leadership style on employee performance and documented that transactional leadership style

has a strong positive role on employee performance. The research findings on leadership styles in influencing employees' job performances conducted by Wen, Ho, Kelana, Othman and Syed (2019), demonstrated that there is a relationship between leadership styles and job performances within an organization and transactional leadership tends to increase employees' job performances in the Malaysian private sector. Transactional leadership style has strongly positive effect on the performance of the employees (Igbaekemen, 2014; Shah & Hamid, 2015; Kalsoom et al., 2018).

On the contrary, Tamatey and Malcalm (2017) employed linear regression to analyse the relationship between leadership style and employee performance in a Ghanaian public sector and found no relationship among the variables.

Effects Of Authoritative Leadership Style on Employee's Performance.

Andoh and Ghansah (2019) ascertained the relationship among leadership styles and job performance in three selected private universities in Ghana using a Stratified random sampling method to sample 114 academic staffs. The results indicate that autocratic leadership style has little or no significant influence on the employee performance. In the Nigerian state of Benue, Akor (2014) investigated library personnel performance and authoritarian leadership style and discovered that the autocratic leadership style had no effect on academic librarians' work performance.

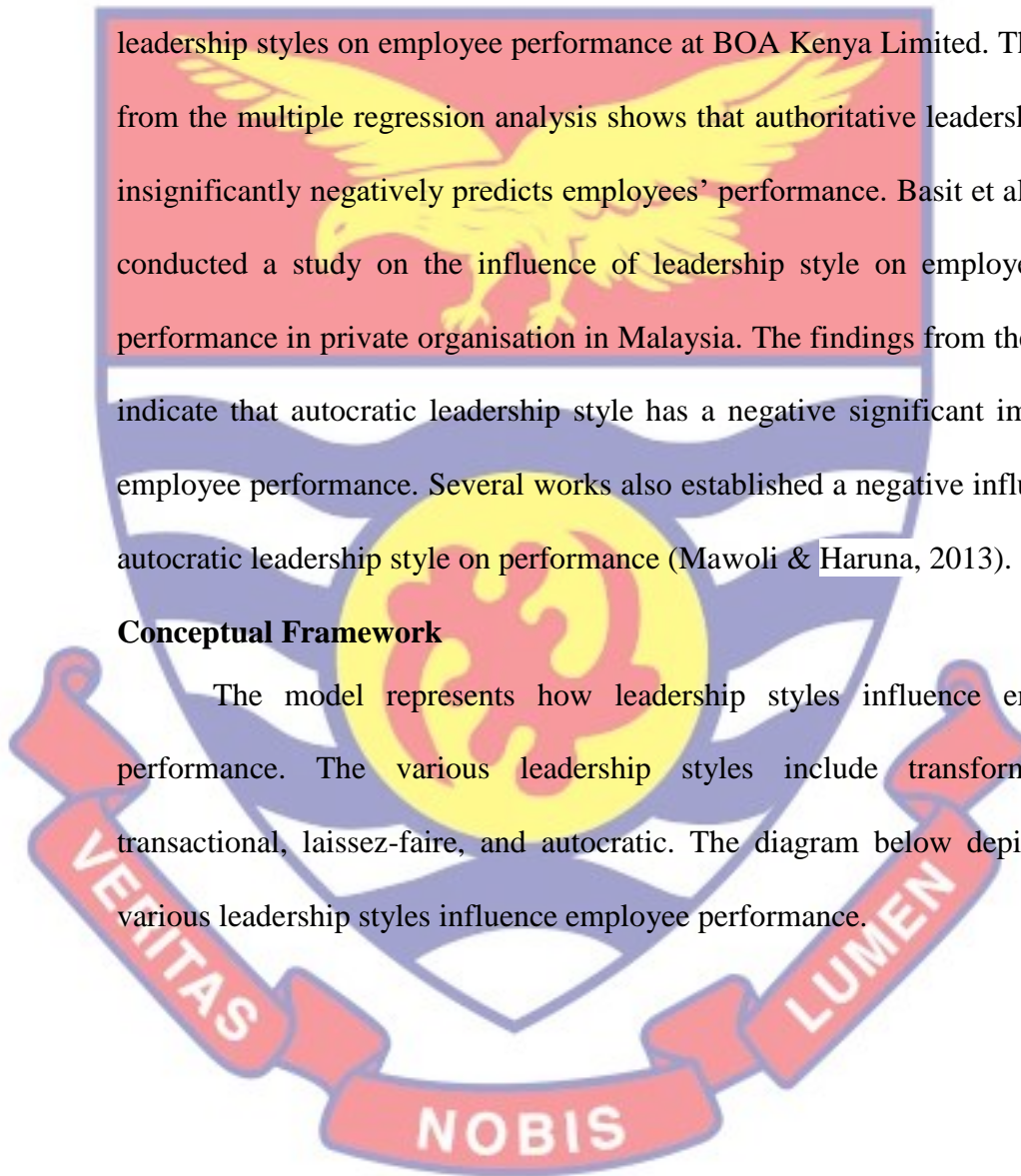
NawoseIng'ollan and Roussel (2017) explored the relationship between leadership style and performance of Turkana County employees. The study used exploratory survey design with mixed approach and opined that authoritative leadership style positively influences employee performance. Moreover, Iqbal,

Anwar and Haider (2015) examined the impact of different leadership styles on employee performance in a company by employing qualitative approach and observed that autocratic leadership is only useful to employee performance in the short-term purposes but not suitable for a long period of time.

In contrast, Anyango (2015) conducted a study on the effects of leadership styles on employee performance at BOA Kenya Limited. The result from the multiple regression analysis shows that authoritative leadership style insignificantly negatively predicts employees' performance. Basit et al. (2018) conducted a study on the influence of leadership style on employee work performance in private organisation in Malaysia. The findings from the survey indicate that autocratic leadership style has a negative significant impact on employee performance. Several works also established a negative influence of autocratic leadership style on performance (Mawoli & Haruna, 2013).

Conceptual Framework

The model represents how leadership styles influence employee performance. The various leadership styles include transformational, transactional, laissez-faire, and autocratic. The diagram below depicts how various leadership styles influence employee performance.



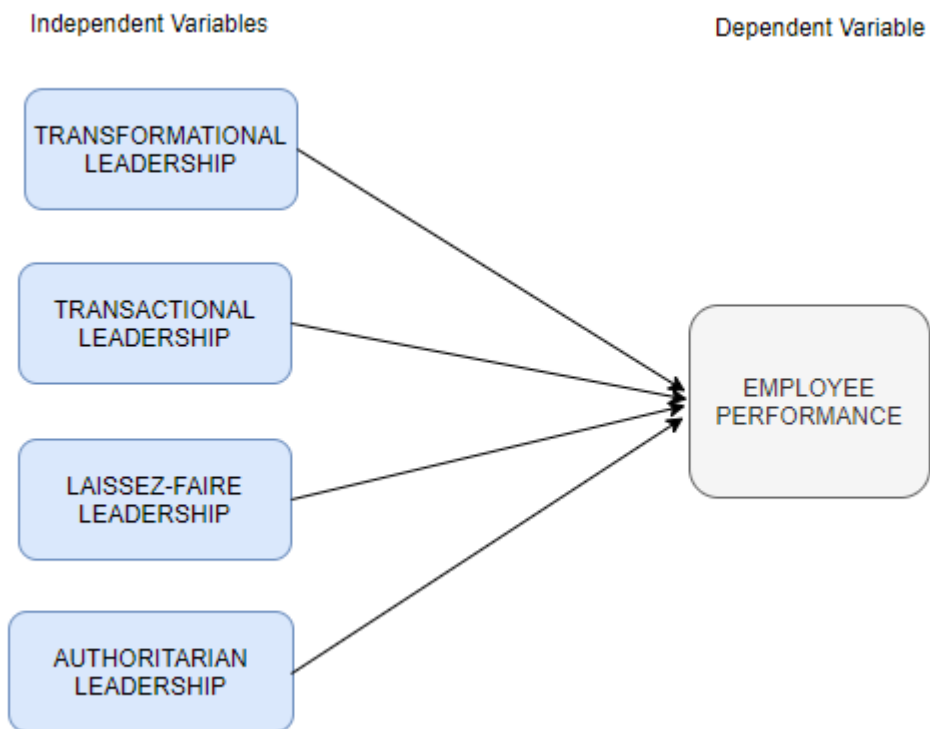


Figure 1: Conceptual Framework
Source: Author's Construct (2021)

Chapter Summary

This chapter reviewed the existing literature in the area of leadership styles and employee performance. The chapter began with an introduction, the theoretical review, conceptual review and the empirical review. This was followed by a conceptual framework supporting the study before ending with a summary.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the methodological approach that the study employed to investigate the relationship between leadership style and employee performance. It presents various techniques that were used to select the respondents and also used to collect and analyze the study's data. The chapter describes the research design, study area, population, sampling procedure, data collection instruments, data collection procedures, data processing and analysis, and ethical consideration that guided the study.

Research Philosophy

There are various research paradigms in contemporary social science research. These paradigms or perspectives include interpretivism, pragmatism, and positivism perspectives. This study is underpinned by the positivist philosophy. The positivist perspective involves the collection and conversion of data into numerical form so that statistical calculations can be made and conclusions drawn (Creswell, 2007; Cohen, Manion, & Morrison, 2007). Positivism is a mixture of empiricism and rationalism, which deals with accepting or rejecting hypotheses in an objective manner (Bhattacharjee, 2012). This approach is empirical, deterministic and logical, analysing empirical data to establish a relationship (Hallebone & Priest, 2008).

Positivists take note of the cause-and-effect issues, which will aid in the generalization of findings (Creswell, 2007). In positivism, a hypothesis can be worked out from a deductive approach to an inductive approach. It begins with observing a particular problem or issue, which would then help in generalizing their findings to the world (Cohen *et al.*, 2007). Positivists use quantitative

methods to pursue research such as surveys, longitudinal methods, cross-sectional and experimental methods (Creswell, 2007; Cohen *et al.*, 2007). Upon using these positivist ideas, the issues under study can be generalized to a larger target population. It will also help in making future predictions objectively provide information so that researchers can use the information obtained to make scientific assumptions.

When a reliable research instrument is used, it will yield data similar results over time (Cohen *et al.*, 2007). Amidst all its benefits, the positivist philosophy is criticized as too strict, directional, and usually emphasizes the research problem than what the respondents. It is further criticized by interpretivist for refusing to capture ideas and knowledge from individuals' voices and experiences. Notwithstanding the criticisms, the study adopted the positivism paradigm since it seeks to collect data on leadership style and employee performance and establish relationship among the two variables with the use of statistical test of significance.

Research Design

A research design is a plan and investigation structure so conceived as to get responses to the research questions. According to Cooper and Schindler (2014), a research design is an arrangement for collecting and analyzing data in a way that targets to combine relevance to the research purpose and procedure. An explanatory design was adopted for this study. This design according to Saunders, Lewis and Thornhill (2012) uncovers the cause-and-effect link between the variables examined in a study. Basically, the need of researching a situation to explain the relationships between variables is emphasized in the explanatory research design. Cooper and Schindler (2014) explained that

explanatory studies try to figure out what effect a variable (or several variables) might have on another (or others) or why certain results are achieved, and relate disparate ideas in order to better comprehend the rationale, causes, and effects of a particular matter. Furthermore, explanatory research design discloses the extent to which single or many regressors impact on the regressand (Zikmund,

Babin, Carr, & Griffin, 2012). The design is suitable for this study since it seeks to analyse the relationship between leadership style and employee performance.

Study Area

The study area is the University of Cape Coast (UCC) in the Central Region, Ghana. The University of Cape Coast was established in October 1962 by Dr. Kwame Nkrumah as a University College and affiliated with the University of Ghana to train teachers to work in educational sector of the country. The University of Cape Coast Act, 1971 (Act 390) was promulgated for granting full university status to the College with effect from October 1, 1971. Over the years, UCC has kept to its mandate of training teachers for the education sector of the economy until the early 1980's degree programmes in the humanities and the sciences were introduced (UCC, 2018).

Again, in January 2008 and August 2013 the School of Medical Sciences and Faculty of Law gained accreditation from the National Accreditation Board (NAB) to offer degree programmes. In 2014, the University of Cape Coast adopted the collegiate system and group the university into five (5) colleges headed by the provost, namely; College of Humanities and Legal Studies; College of Education Studies; College of Health and Allied Sciences; College of Agriculture and Natural Sciences and College of Distance Education. The various colleges are made up of Schools and Faculties which is headed by a

Deans who oversee the activities of the various departmental head under his or her school or faculty.

Again, on December 1, 2016, the central administration under the Office of the Registrar was restructured which led to the upgrade of all divisions under the Office of the Registrar into directorate headed by Director namely; Directorate of Human Resource, Directorate of Academic Affairs, Directorate of Legal Consular and General Services, and Directorate of Public Affairs. With its new status it is anticipated that these offices will help provide services to the expanding nature of the University as the university's vision is, "to be a University with world-wide acclaim that is strongly positioned for innovative teaching, research, outreach, and professional development". In this regard, the university has a keen interest in the professional and leadership development of its staff at all levels in the university.

The University of Cape Coast have several halls of residence such as Atlantic Hall, Ogua Hall, Adehye Hall, Casford Hall, Kwame Nkrumah Hall, and Valco Hall. In all these halls, there are Junior Common Rooms that hold Hall's leadership. Thus, there is University-wide leadership in the halls who see to the security, welfare, and general wellbeing of students in the Halls. This provides a plausible area to undertake such a study since leadership in the university is a predominant feature in influencing staff performance. Leadership of the university has also been touted has a main factor in the successes the university has chalked in recent times. There is also proximity for the researcher to enhance the data collection process.

Study Population

Study population refers to the actual population that was included in the study. Hosowsky (1989) defined a study population as that population that reflects the entire aggregate of cases that meet a designated set of criteria for a given study. According to Amedahe (2004), the target group about which a researcher is interested in gaining information and drawing conclusions is what is known as the population. It is a group of individuals who have one or more characteristics in common that are of interest to the researcher. According to the Vice Chancellor's Annual report (2017), there were 616 employees within the halls in the University.

Thus, the study population consists of the following categories:

- i. Hall Masters
- ii. Hall Administrators
- iii. Hall bursar
- iv. Hall tutors
- v. All employees in the hall including Hall Assistance, security, and sanitation officers who are under direct supervision by in-charges.

Presented in table 1 is the combined breakdown of workers according to the nine traditional halls in the University of Cape Coast.

Table 1: Number of Staff in the Traditional Halls, UCC

No.	Hall	Number of workers
1	Valco Hall	70
2	Kwame Nkrumah Hall	75
3	Casely Hayford Hall	66
4	Atlantic Hall	50

5	Ogua Hall	65
6	Adehye Hall	60
7	Superannuation Hall	75
8	SRC Hall	75
9	PSI hall	80

Total	616
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Source: Vice-Chancellors Annual Report (2017/2018)

Sample Size for the Study

In finding the appropriate sample size for the study, Fisher, Laing, Stoeckel, and Townsend (1998) formula for determining sample size was used.

This formula is given as:

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

Where,

N= the sample frame that is the total number of employees (616)

e= the 5 %margin of error which is 0.05 in the social sciences

n= the minimum sample size of senior staffs (50)

$$n = \frac{616}{1+616(0.05)^2}$$

$$= 242$$

Based on the formula and calculations, a sample size of 242 was obtained. To obtain a fair representation of respondents in each of the halls, the researcher adopted the proportionate sampling allocation technique where the sample size of each stratum is proportionate to the population size of the stratum. This means that each stratum has the same sampling fraction yet a different sample size. Researchers then use stratified random sampling to obtain a sample population that best represents the entire population being

studied. In short, it ensures each subgroup within the population receives proper representation within the sample.

$$\frac{\text{Number of workers in each hall}}{\text{Total population (616)}} \times \text{Total sample size (242)}$$

Table 2: Total Sample for the Study

No.	Halls of residence	Number of Workers	Sample Size
1	Valco Hall	70	27.5
2	Kwame Nkrumah Hall	75	29.4
3	Casely Hayford Hall	66	26
4	Atlantic Hall	50	19.6
5	Ogua Hall	65	25.5
6	Adehye Hall	60	23.5
7	Superannuation Hall	75	29.4
8	SRC Hall	75	29.4
9	PSI hall	80	31.4
	Total	616	242

Source: Field Survey (2021)

Sampling Procedures

In selecting the 242 respondents, a sampling frame of all workers in the halls was obtained and using a probability sampling technique (simple random sampling, the lottery method), the required number of respondents were selected beforehand and asked to participate in the study. The researcher established contacts in the halls before actual data collection. All ethical considerations particularly informed consent was assured in the research process.

Data and Sources

To achieve the objectives of the study, primary data was obtained from the study group using a self-administered questionnaire. The primary data were obtained from both junior and senior staff at the halls. The data collected from the field included socio-demographic characteristics of respondents, leadership styles such as transformational and transactional, employee's performance, and effect of leadership style on employee's performance. With the use of primary data, the researcher was able to obtain first-hand information for this study which was specific, relevant, and up-to-date regarding the objectives of the study.

Materials from secondary sources such as books, articles, reports, and the internet which were relevant to the study were collected to supplement the primary data particularly in shaping the variables and development of questionnaires for data collection. The secondary data also made it possible to comprehensively compare the results of the study, and also to improve on the understanding of the subject matter being studied.

Research Instrument

In conformity with quantitative designs, a self-administered questionnaire was developed to gather primary data from the respondents. A self-administered questionnaire was used base on its advantages of building a good rapport, creating a relaxed and healthy atmosphere in which respondents easily cooperate, answer questions, and clear misapprehension about any aspect of a study (Kumekpor, 2002). Also, due to the large size of the respondents in the Halls at the University of Cape Coast, the use of a questionnaire was necessary to help collect much information from a large number of people in a short period and in a relatively cost-effective way.

Furthermore, this instrument also helped to collect data from some respondents who were uncomfortable in disclosing some information through verbal interactions. This type of instrument was the best fit for the research since it eliminates prejudice and allows for speedy responses without revealing the respondent's identity. That is, the use of a self-administered questionnaire improves the response rate. The questionnaire was divided into three sections. Section A collected information on their socio-demographic characteristics. Section B collected information on leadership styles and Section C collected information on the effects of leadership styles on performance. Before the actual data collection, the questionnaire was pre-tested to ensure internal validity and reliability of the questionnaire.

Data Validity and Reliability

Creswell (2014) explains reliability as a concept which suggests that two or more people conducting the same study and using the same research strategy will produce similar and/or nearly identical results. Pallant (2011) defines reliability as the degree to which a scale is error-free and gives consistent findings when repeated measurements are taken. The potential causes of inaccuracy in questionnaire use arise from the data gathering, categorization, and analysis processes. The researcher used the Cronbach's Alpha to estimate the internal consistency of the questionnaire to conduct a reliability test on the acquired data. The results from the reliability indicates that the data is reliable since the Cronbach's Alpha was 0.904, 0.769, 0.739, 0.779 and 0.765 respectively for transformational, transactional, autocratic, laissez-faire and employee performance. On the other hand, the degree to which an instrument measures what it claims to measure is referred to as validity. In order to check

the validity, the survey questionnaire was first made available to two experts for their candid opinion and corrections.

Data Processing and Analysis

The questionnaires were pre-tested at Cape Coast Technical University with 50 non-teaching staff to detect flaws such as misspellings, inappropriate construction and excessive phrasing, among other things. This would ensure that the study's results are accurate and reliable. After the questionnaires were pre-tested, they were later administered to the sample population. The data collected from the field were first cross-checked, screened, and edited to ensure that there were no errors in the responses and thus the information given was correct. The data were then coded and fed into the computer which only the researcher had access to. The Statistical Package for Social Sciences (SPSS v24) was employed to process the data while the data was analysed using simple linear regression. Both descriptive and inferential statistics were obtained and the results were then presented using frequencies, percentages, averages, and diagrams.

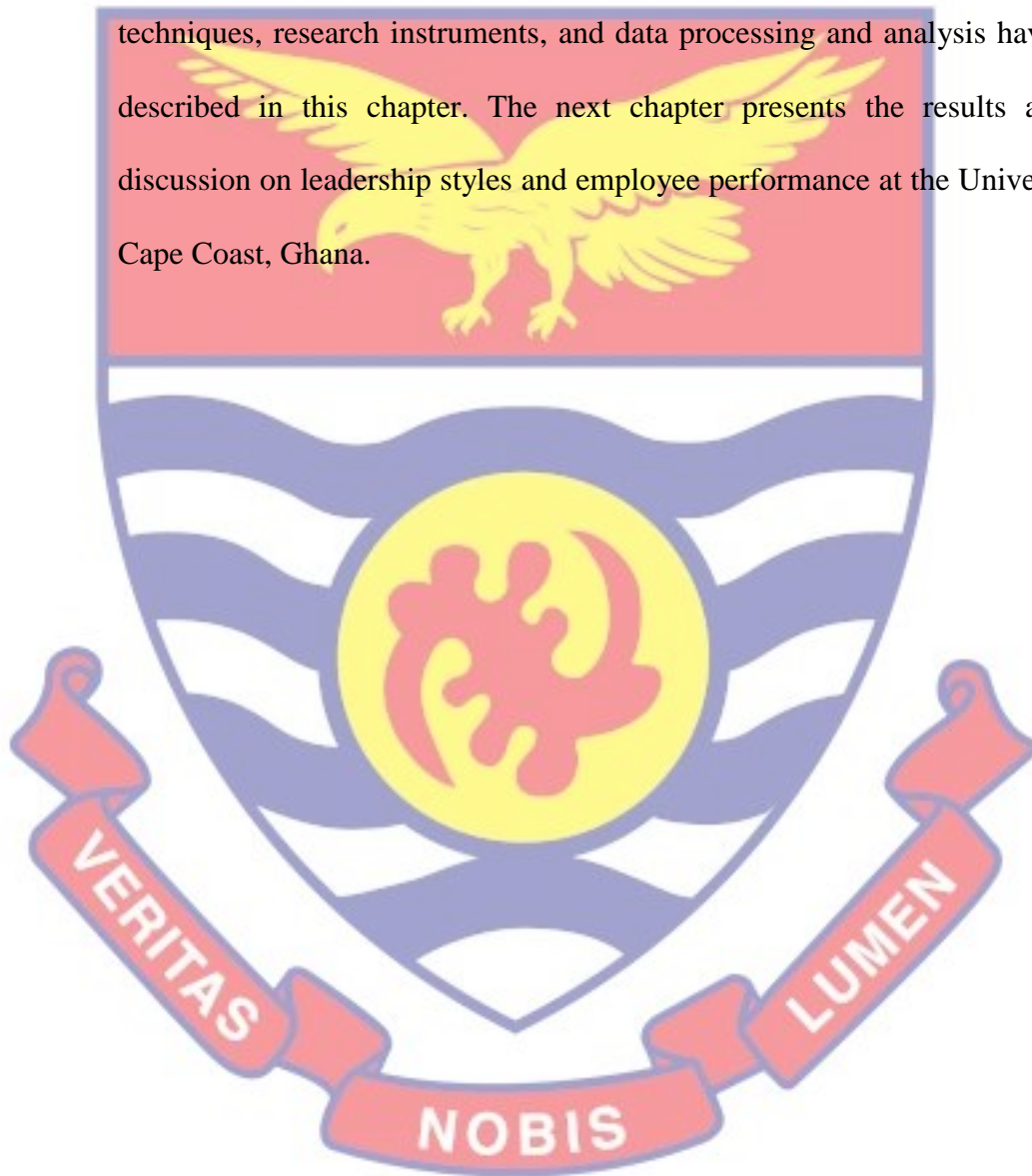
Ethical Considerations

During the data collection, proper permissions were obtained from the participating institutions (UCC IRB) and JCR members of the University of Cape Coast. In administering the questionnaire, the purpose of the study was explained to the residents. None of the respondents in the study was coerced in any way to provide information on any subject matter rather they willingly offered what seems necessary to them. Respondents' anonymity was properly esteemed. During the fieldwork, all forms of identification including names, addresses, and telephone numbers of respondents were avoided. For formality's

sake, all the information acquired and their processes were carried out with the use of introduction letters obtained from the University.

Chapter Summary

This chapter highlighted the study area, and the procedures followed to collect data from the field. The research design, population, sampling techniques, research instruments, and data processing and analysis have been described in this chapter. The next chapter presents the results and the discussion on leadership styles and employee performance at the University of Cape Coast, Ghana.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents and discusses the results of the study. Key issues presented include background characteristics of participants such as age, sex, the highest level of education, years of work experience, staff category, and Job title. This is followed by the relationship between leadership style and employee's performance, the effect of transformational leadership style on employee's performance, the effect of transactional leadership style on employee's performance, and the effect of leadership style on employee's performance. The results are further discussed in the light of the reviewed literature. The information is presented in tables, and both descriptive and inferential statistics were run after data cleaning and meeting the basic assumptions for such analysis.

Socio-demographic characteristics of employees

The socio-demographic characteristics of the respondents are presented in Table 3. To begin with, the study achieved a 100% response rate. This was because the researcher was able to form a good relationship with the respondents in the various halls during the data collection period. Ample time was also given to the respondents to enable them respond to the questions. The table shows a total of 242 study respondents out of which 40.5% were females while 59.5% were males. Most of the respondents (42.7%) were between ages 26 and 35 years, with about 115 above the age of 46. About 48% of the respondents held a bachelor's degree with 8.0% have completed a doctoral education. Concerning work experience, 38% of the respondents had worked for 1 – 5 years and this decreases to those who had worked above 16 years, with

a sharp decrease after 10 years of work experience. About 55% of the study respondents were Senior Staff members and about 6% of them were senior members. Forty-Eight (48%) of the respondents were hall assistants, followed by administrative staff (42%). Hall masters, Senior Hall tutors, Hall manageress/administrators, and Hall bursars formed about 10% of the study respondents. The above information is summarized in table 3 below.

Table 3: Basic Socio-demographic Characteristics of respondents

Socio-demographic characteristics	Frequency (242)	Percent (100%)
Gender		
Male	144	59.5
Female	98	40.5
	242	100.0
Age		
Below 25 years	38	15.7
26 - 35 years	102	42.1
36 – 45	76	31.4
Above 46 years	26	10.7
	242	100.0
Highest Education		
Diploma	91	37.6
Bachelor’s degree	115	47.5
Master’s degree	34	14.0
Doctorate	2	8.0
	242	100.0
Years of work experience		
1 - 5 years	92	38.0
6 - 10 years	87	36.0
11 – 15 years	33	13.6
Above 16 years	30	12.4
	242	100.0
Staff Category		
Senior member	14	5.8
Senior Staff	132	54.5
Junior Staff	96	39.7
Hall master	3	1.2
Senior hall tutor	4	1.7
Hall manageress/administrator	7	2.9
Hall bursar	11	4.5
Hall assistant	116	47.9
Administrative staff	101	41.7
Total	242	100.0

Source: Field Survey (2021)

Factor Analysis

In order to develop the constructs for the analysis, the researcher conducted a factor analysis using SPSS. The factor analysis is a dimension reduction process that allows for constructs to be developed from latent items. It allows researchers to investigate concepts that are not easily measured directly by collapsing a large number of variables into a few interpretable underlying factors. The key concept of factor analysis is that multiple observed variables have similar patterns of responses because they are all associated with a latent (i.e., not directly measured) variable (Adam, 2015). When the researcher does not know the number of factors needed to explain the construct, the Exploratory Factor Analysis (EFA) is used to explore the underlying dimensions of the construct under consideration (Pett, Lackey & Sullivan, 2003). To conduct factor analysis, several approaches can be employed including maximum likelihood, principal axis factor, generalised least squares and unweighted least squares. This study used the principal axis factoring method (Adam, 2015).

In conducting factor analysis, only scale items can be used so the construct development basically focused only on the five measures in the questionnaire that were likert scale items. These are the measures for transformational, transactional, autocratic and laissez faire leadership styles and the measures employee performance. Tests were run to check for sampling adequacy, the presence of identity matrix and other assumptions were met as well. The constructs developed from the SPSS factor analysis are presented below:

The first construct developed was TRANSF, which denotes the measure for Transformational leadership. This comprised of 17 likert scale questions which had factor loadings greater than 0.5 from the factor analysis. This is consistent with the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity results. This is because the KMO value from Table 4 is 0.918 which is greater than the acceptable 0.6 and closer to 1 indicating there is sampling adequacy for the factor analysis. The Bartlett's Test of Sphericity was also significant at 1% (chi-square = 1499.448; df =153).

The other independent variables to be developed were the Transactional leadership style, autocratic style and the laissez-faire leadership style. This was followed by the dependent variable, employee performance. The number of items, factor loadings, KMO statistic and the Cronbach alpha values are reported in Table 4.

Table 4: Summary of Factor Analysis

Construct	Items	Factor loading	KMO Statistic	Cronbach Alpha
Transformational	TRANF1	0.646	0.918	0.904
	TRANF2	0.645		
	TRANF3	0.644		
	TRANF4	0.640		
	TRANF5	0.634		
	TRANF6	0.630		
	TRANF7	0.618		
	TRANF8	0.618		
	TRANF9	0.615		
	TRANF10	0.593		

	TRANF11	0.586		
	TRANF12	0.578		
	TRANF13	0.575		
	TRANF14	0.567		
	TRANF15	0.531		
	TRANF16	0.526		
	TRANF17	0.501		
Transactional	TRAC1	0.636	0.795	0.769
	TRAC2	0.612		
	TRAC3	0.545		
	TRAC5	0.514		
	TRAC7	0.538		
	TRAC8	0.591		
	TRAC9	0.527		
Autocratic	AUTH1	0.667	0.712	0.739
	AUTH3	0.607		
	AUTH4	0.579		
	AUTH5	0.566		
	AUTH6	0.550		
Laissez-Faire	LAI2	0.751	0.818	0.779
	LAI3	0.608		
	LAI4	0.527		
	LAI5	0.547		
	LAI6	0.769		
Employee Performance	PERF1	0.736	0.748	0.765
	PERF2	0.725		
	PERF3	0.644		
	PERF4	0.580		

Source: Field Survey (2021)

Test for Internal Reliability

After the factors that form the constructs have been obtained, there is the need to test for internal reliability to measure how each scale item correlates with the total scale score (Adam, 2015). Reliability test is also used to evaluate how consistent the items purporting to measure the construct are with each other and how free the data is from measurement error (Leech et al., 2014). The Cronbach coefficient Alpha is used to check for the reliability of the construct. The alpha ranges between 0 and 1, with 0.7 or above being the most acceptable. The results in table 4 confirm that all the constructs had alpha values greater than 0.7 to signify that reliability was not an issue for any of the constructs.

Correlation Analysis

Table 5: Correlations

		EMPERF	LAISSEZ	AUTHO	TRANSA C	TRANS F
EMPERF	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	242				
LAISSEZ	Pearson Correlation	.257**	1			
	Sig. (2-tailed)	.000				
	N	242	242			
AUTHO	Pearson Correlation	.269**	.518**	1		
	Sig. (2-tailed)	.000	.000			
	N	242	242	242		
TRANSA C	Pearson Correlation	.477**	.433**	.534**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	242	242	242	242	
TRANSF	Pearson Correlation	.596**	.359**	.410**	.730**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	242	242	242	242	242

** . Correlation is significant at the 0.01 level (2-tailed).

From Table 5, it is observed that all the constructs are positively related. This is evident from the positive correlations between each of the variables present in the table above. It can be observed that transformational leadership (TRANSF) and transactional leadership (TRANSAC) have the highest coefficient of 0.730. This is followed by employee performance and transformational leadership (0.596), employee performance and transactional leadership (0.518). All coefficients are statistically significant at 1% significance level. The moderate correlation between the variables is also a good indication that they are not serially correlated to pose any issues of multicollinearity in the model.

Regression Analyses

To test the study's hypotheses to achieve its primary objectives, the 5-point Likert scale data that had been subjected to the factor analysis was mean transformed to aid regression analysis. In order to estimate the effect of leadership styles on the employee performance within the University of Cape Coast, the study employed an ordinary least square estimation approach.

The general OLS regression model employed is specified as;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_n X_n + \varepsilon$$

The final estimable regression model is stated as follows;

$$EMPERF = \beta_0 + \beta_1 TRANSF + \beta_2 TRANSAC + \beta_3 AUTHO + \beta_4 LAISSEZ + \varepsilon$$

Where EMPERF represents Employee performance, TRANSF is transformational leadership, TRANSAC is transactional leadership style, AUTHO is autocratic leadership style and LAISSEZ is the laissez-faire

leadership style. β and ε are the coefficients and error term respectively. The results of the regression analysis are presented below:

Model Diagnostics

The results from Table 6 presents the joint relationship between the dependent and independent variables, the variations that exist in the dependent variable caused by the independent variable and finally, the issue of autocorrelation among the residuals in the regression model.

Table 6: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.600 ^a	.360	.349	.64975	1.833

a. Predictors: (Constant), AUTHOR2, TRANSF, LAISSEZ, TRANSAC2

b. Dependent Variable: EMPERF

From the model summary results, the value of R (which is 0.600) indicates the joint relationship that exist between the dependent variable and independent variables. Hence, the R value of 0.600 indicates a strong joint relationship between the dependent variable (EPERF) and the independent variables (TRANSF, TRANSAC, LAISSEZ and AUTHO). Moreover, the R square explains the amount of variation that exists in the dependent variable caused by the independent variable. The results from the Table 6 indicates that, 36% variation in EMPERF is explained by the four leadership styles employed in the model. The difference of 64% of the variation in PERF could be caused by other factors. However, the Adjusted R square of 34.9% explains the variation in the PERF that is being explained by an adjustment in the independent variables in the regression model.

Lastly, results from the table indicate a Durbin Watson of 1.833, which is greater than the threshold of 1.5 to indicate the presence of no autocorrelation

in the model. It is expected that the Durbin-Watson statistic will be in the range of 1.5 to 2.5. Since the value obtained in this study is 1.833, there is no cause for alarm and for that matter indicates that there is no autocorrelation among the residuals in the regression equation.

Table 7: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.288	4	14.072	33.332	.000 ^b
	Residual	100.055	237	.422		
	Total	156.343	241			

a. Dependent Variable: EMPERF

b. Predictors: (Constant), AUTHOR2, TRANSF, LAISSEZ, TRANSAC2

From Table 7, the F-statistic of 33.332 and the sig value of 0.000 denotes that the model jointly and significantly explains the variation in the dependent variable. The implication is that the linear regression model specified above is a good fit for the estimation.

In a statistical model like this, there is the need to check for the presence of multicollinearity among the independent variables since its presence in the model could lead to spurious results. This can be assessed using the Tolerance and Variance Inflation Factor (VIF) values under Collinearity statistics section from Table 8. The rule of thumb is that, the VIF values should be less than 10 while the Tolerance values are also greater than 0.1 to signify a multicollinearity free model (Adam, 2015). From the results above, the VIF values range from 1.551 to 2.602, which falls below 10 while the tolerance values of 0.384, 0.499, 0.599 and 0.645 are all greater than 0.1. This shows that there is no multicollinearity among the independent variables, confirming the correlation

results. In conclusion, the independent variables are not highly correlated among themselves.

Table 8: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.147	.254		4.521	.000		
TRANSF	.600	.084	.527	7.165	.000	.499	2.005
1 LAISSEZ	.014	.060	.015	.237	.813	.645	1.551
TRANSAC2	.086	.101	.071	.850	.396	.384	2.602
AUTHOR2	-.028	.008	-.028	-3.501	.000	.599	1.669

a. Dependent Variable: EMPERF

Relationship between leadership styles and Employee performance

Transformational Leadership Style and Employee Performance

The first objective aimed at assessing the impact of transformational leadership style on employees' performance within UCC. From the results presented in Table 8, it is observed that transformational leadership style (TRANSF) is positively and significantly related to employee performance (EPERF). The positive coefficient and p-value of 0.600 and 0.000 respectively means that transformational leadership style is a significant predictor (p-value $0.000 < 0.05$) of employee's performance at the 95% confidence interval. This supports the first hypothesis that transformational leadership has a significant positive effect on employee performance. As supervisors deploy the transformational leadership style, employee performance generally increases. This is because, leaders can increase motivation, effort, and follower's satisfaction with transformational leadership and rewards since in most instances, the capabilities of employees are noticed and enhanced to better transform the workplace.

This style emphasizes the management that provides guidance and help to its team and departments while accepting and receiving the inputs from individual team members. Such leadership style promotes the sharing of responsibility, the exercise of delegation and continual consultation. According to Veliu, Manxhari, Demiri and Jahaj (2017), transformational leaders to promote intellectual development, confidence, team spirit and enthusiasm among the followers, thereby encouraging followers to be more focused on collective wellbeing and achieving organizational goals. In this style, managers make suggestions and recommendations on all major issues and decisions and effectively delegate tasks to subordinates and give them full control and responsibility for those tasks, and encourage others to become good leaders and involved in leadership and employee development that led to more commitment of employee to their work. goals, performance to meeting deadlines (Iqbal *et al.*, 2015). This is likely to translate into higher employee performance.

Again, the transformational leader elicits this performance level by appealing to follower's higher order needs and moral values, generating the passion and commitment of followers for the mission and values of the organization, instilling pride and faith in followers, communicating personal respect, stimulating subordinates intellectually, facilitating creative thinking and inspiring followers to willingly accept challenging goals and a mission or vision of the future. The leader thus identifies the future of the organization and "pulls, rather than pushes" lifting individuals to focus their commitment and energies towards the organization and its goals (Aydin, Sarier, & Uysal, 2013).

The positive association between employee performance and transformational leadership style has been reported in several other studies. For

instance, Shafie *et al.* (2013) found a significant positive relationship between transformational leadership style and employee performance. That is the more managers adopt the transformational style of leadership at their workplaces, the more employee performance is increased. Mohammed *et al.* (2014) also found that an increase in good transformative leadership style predicted a higher employee performance and effectiveness among selected business organisations in Nigeria. They further reported the need for effective leadership style options for business organizations as it has a significant impact on their profit, human resources management, growth, and development which in turn has a great impact on the level of growth and development of the economy and towards nation's building (Mohammed *et al.*, 2014).

Similarly, Sundi (2013) reported that transformational leaders make followers more sensitive to the value and importance of work, activating the needs at a higher level and lead the followers to be more concerned with the organization. It creates followers' trust and respect for the leader, as well as motivation to do anything more than expected of him. In Kenya, Anyango (2015) reports that employees whose immediate supervisor exhibited transformational leadership characteristics increased their performance significantly. Soetjipto (2015) also found a direct effect and a positive and significant correlation between transformational leadership on the performance of employees.

Laissez-fair leadership style and employee performance

The next hypothesis was to check for the effect of laissez-faire leadership on employee performance. Again, the results revealed a positive relationship between the two variables. Although for every unit increase in

leadership style, there would have been an increase (0.014) increase in employee performance, at the 95% confidence interval level, Laissez-fair leadership style was not a significant ($p\text{-value} = 0.813 > 0.05$) predictor of employee performance. This does not support our hypothesis for this study that laissez-faire leadership has a significant effect on employee performance.

Laissez-Faire leadership is that style of leadership where the authority and power is given to employees to determine the goals; the manager provides little or no direction to employees (Richard, Robert & Gordon, 2009). It is sometimes considered as no leadership (Aydin *et al.*, 2013; Lam & O'Higgins, 2012). Such leaders avoid responsibilities, do not take care of the needs of the followers, do not provide feedback, and delay decision-making (Veliu, *et al.*, 2017). Aydin *et al.* (2013) explained that, the laissez-faire leadership would not bring an improvement in the organization and it would only lead to a reduction in staff performance since every successful organization needs a leader that all employees act according to his/her view.

When power is related to employees in an organization to supervise themselves and take their own decisions, it leads to several dissenting views and uncoordinated efforts. The impact will be conflict and tension between workers and this naturally leads to a decrease in performance (Lam & O'Higgins, 2012). While this shortfall is acknowledged, this study found a non-significant relationship, suggesting that the effect of laissez-faire leadership style on employee performance is not that different, and therefore negligible. The results obtained from the analysis suggest that laissez-faire leadership style leads to chaos in the organization and every person, for himself is a leader.

Evidence of inconsistencies in tests of significance has been reported in some studies. For instance, Shafie *et al.* (2013) found a significant relationship between laissez-faire leadership and employee performance. Wen *et al.* (2019) also found that Laissez-faire leadership style has a positive significant impact on employee performance. Donkor and Zhou (2020) and Nuhu (2004) also found laissez faire leadership to be positively related to employee performance.

Meanwhile, the finding from this study is supported by other authors. Anyango (2015) reported that laissez-faire insignificantly predicts employees' performance. This was also confirmed in another study in Ghana where Ohemeng *et al.* (2018) found that, except laissez-faire leadership style which recorded lower scores, all the factors measuring leadership styles received high scores and had higher impact on performance.

Transactional Leadership Style and Employee Performance

The third hypothesis was also tested for the relationship between transactional leadership style and employee performance within the university of Cape Coast. It was revealed that transactional leadership has a positive but insignificant relationship with employee performance. This means that as leaders and supervisors adopt the transactional leadership style, it produces an enhancing effect on the output of employees, even though to a negligible extent. This is because, transactional leadership is based on the traditional, bureaucratic authority and legitimacy where followers receive certain valued outcomes when they act according to the leader's wishes (Soetjipto, 2015).

The relationship is based on a series of exchanges or implicit bargains between leader and follower, clarifying role expectations, assignments and task-oriented goals. Transactional leaders thus focus their energies on task

completion and compliance and rely on organizational rewards and punishments to influence employee performance. Even though such an approach can help improve performance, the approach is more self centred towards the leader than the team's needs, thereby diminishing employee motivation. This can explain the insignificant positive influence on employee performance.

Similar results have also been reported in prior studies. For example, Paracha *et al.* (2012) found transactional leadership to be positively connected with employee performance. In Ghana, an exploratory study of Public Servants conducted showed that, among three leadership styles, the transactional leadership style had the highest impact on team performance (Ohemeng *et al.*, 2018). Pradeep and Prabhu (2011), Kehinde and Banjo (2014) and Ejere and Abasilim (2013) also reported a positive relationship between the two variables. This may be because transactional leaders are typically very result-oriented and would use tactics and force to ensure that organizational objectives are achieved. Contrarily, Anyango (2015) found this type of leadership to be negatively related to employee performance.

Authoritative Leadership style and Employee Performance

The study also tested for the relationship between the authoritative or autocratic leadership style and employee performance as the fourth hypothesis. The regression results revealed that, autocratic leadership is negatively related to employee performance. The results show that, for every unit increase in authoritative leadership style, there is a predicted decrease (0.046) in the employee performance, and this was also significant ($p\text{-value } 0.000 < 0.05$) at the 95% confidence interval level. This implies that, when supervisors are being

autocratic or authoritative at the workplace, it adversely impacts employee's performance.

The finding from the analysis is intuitive. This is because, autocratic leaders are mostly the “do as I say” types. Autocratic leaders retain for themselves the decision- making rights and are mostly bossy. According to Anyango (2015), such as approach can damage an organization irreparably as they force their followers to execute strategies and services in a very narrow way, based on a subjective idea of what success looks like. There is no shared vision and little motivation beyond coercion. In an environment like this, employee commitment, creativity and innovation are typically stifled or eliminated. This would definitely affect employee performance adversely.

More so, autocratic leaders only give orders and expect instant obedience without argument (Iqbal *et al.*, 2015). Plans and policies are made in isolation from the group. Orders are given without explanation for the reasons or of future intentions. Autocratic leaders do not become part of the team at all, but merely direct it. This can be demotivating to team members who will begin to slack in their performance. Even though the autocratic style can provide results in the short term, the excessive use of authority will distort productivity in the long term and employees will either get bored or dissatisfied and leave.

The results obtained is consistent with the empirical literature. For instance, Anyango (2015) found the autocratic leadership to be negatively related to employee performance in Kenya. However, Velu *et al.* (2017) found a positive relationship between autocratic leadership and employee performance.

Chapter Summary

This chapter focused on the presentation of the results and the discussion of the findings. The chapter began with the presentation of the demographic characteristics of the respondents, followed by a detailed factor analysis process. This was followed by a correlation analysis before presenting the regression results. The results revealed that transformational leadership enhances performance while autocratic leadership adversely impacts performance. The results also show that transactional leadership and laissez-faire leadership styles insignificantly predict employees' performance. The chapter concluded with a summary.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In the previous chapter, results and discussion of the study were presented. This chapter sums up the entire study on leadership styles and employee performance at the University of Cape Coast. A summary of the objectives of the study and the key findings are presented in this chapter. This is followed by the conclusion from the findings, as well as the recommendations, are also presented.

Summary

The study sought to investigate the relationship between leadership style and employee performance in the nine traditional Halls within the University of Cape Coast. Specifically, the following research objectives were adopted:

1. To assess the relationship between transformational leadership style and employee's performance.
2. To analyze the effect of laissez-faire leadership style on employee's performance
3. To analyze the effect of authoritarian/autocratic leadership style on employee's performance
4. To analyze the effect of transactional leadership style on employee's performance

In all, 242 respondents were surveyed using a self-administered questionnaire. The study was a cross-sectional study that administered the questionnaire to three (3) hall masters, four (4) senior hall tutors, seven (7) hall administrators, eleven (11) bursars, 116 hall assistants, and 101 administrative

staff working in the 9 traditional halls in the University of Cape Coast. Data was collected in the traditional halls of residents in the University.

In selecting the 242 respondents, a sampling frame of all workers in the halls was obtained from the halls, and a simple random sampling technique, precisely the lottery method was used to select respondents. The researcher established contacts in the halls before actual data collection. All ethical considerations particularly, informed consent was assured in the research process. The data were analyzed using SPSS (version 24) and presented using descriptive statistics and inferential statistics.

Summary of Findings

Objective 1: *Relationship between transformational leadership style and employee's performance*

In relation to the first objective, the study found that the transformational leadership style was a significant predictor ($p\text{-value } 0.000 < 0.05$) of employee's performance at the 95% confidence interval. As leaders and supervisors in the various halls adopt the transformational leadership style, there is a predicted increase (2.015) in the performance of employees. This implies that leaders that display transformational characteristics are able to carry along their followers and also inspire their followers to promote organizational success.

Objective 2: *Effect of laissez-faire leadership style on employee's performance*

Regarding the second objective, although the laissez-faire leadership style had a positive relation with employee performance, at the 95% confidence interval level, Laissez-fair leadership style was not a significant ($p\text{-value } 0.842 > 0.05$) predictor of employee performance. With this style of leadership,

power is related to the employees to take their own decisions, making the leader's influence on employees a negligible one.

Objective 3: *Effect of authoritarian or autocratic leadership style on employee's performance*

Concerning the third objective, the study found that autocratic leadership is negatively related to employee performance. The results show that, for every unit increase in authoritative leadership style, there is a predicted decrease (-0.046) in the employee performance, and this was also significant (p-value $0.000 < 0.05$) at the 95% confidence interval level. This implies that, when supervisors are being autocratic or authoritative at the workplace, it adversely impacts employee's performance.

Objective 4: *Effect of transactional leadership style on employee's performance*

Concerning the final objective of the study, it was revealed that transactional leadership has a positive but insignificant relationship with employee performance. This means that as leaders and supervisors adopt the transactional leadership style, it produces an enhancing effect on the output of employees, even though to a negligible extent.

Conclusions

Table 9: Summary of Conclusions on Hypotheses

Hypotheses	Conclusion
H1: Transformational leadership style has a significant effect on employee performance.	Confirmed
H2: Laissez-faire leadership styles have a significant positive effect on employee's performance.	Rejected

H3: Transactional leadership has a significant positive Rejected
effect on employee performance.

H4: Authoritative leadership Style has a significant Confirmed
positive relationship with employee performance.

Source: Author's Construct (2021)

Based on the findings from the study, the following conclusions were arrived at;

1. Supervisors that are transformational are able to motivate and inspire their employees to higher performance, supporting the first objective that transformational leadership positively enhances employee performance within the University of Cape Coast.
2. The laissez faire leadership does not play any significant role in affecting the performance of employees within the university as the leadership style is highly reserved and relents decision making authority to employees. This does not support the second hypothesis for the study.
3. The study also concludes that autocratic leaders impede employee performance with their leadership style as it demoralizes employees and also kills team spirit.
4. Finally, the study concludes that transactional leadership style can only be an enhancing factor but not a predictor of employee performance. This leaves transformational leadership as the most effective style that enhances employee performance within the university.

Recommendations

Based on the key findings, the following recommendations are made:

1. Supervisors in the traditional halls of the University of Cape Coast should be encouraged by the University authorities to adopt the transformational style of leadership since it increases employee performance and has been found to be a very effective way of getting team results.

2. It is also recommended that leadership trainings be organised periodically for the supervisors and senior members within the university so as to improve their leadership styles and engagement with employees. This will enable them adapt their leadership styles to the current situations within the workplace to improve performance.

Suggestions for Further Research

Since there are other leadership styles other than these four, future studies can employ these other styles like democratic, charismatic, etc and examine how they affect performance. It is also suggested that future studies take a qualitative approach to explore the characteristics of the various styles of the leaders in the halls to inform future leadership training and or recruitment.

Other statistical approaches such as structural equations modelling (SEM) can also be employed to give a better understanding of the relationships between leadership styles and employee performance.

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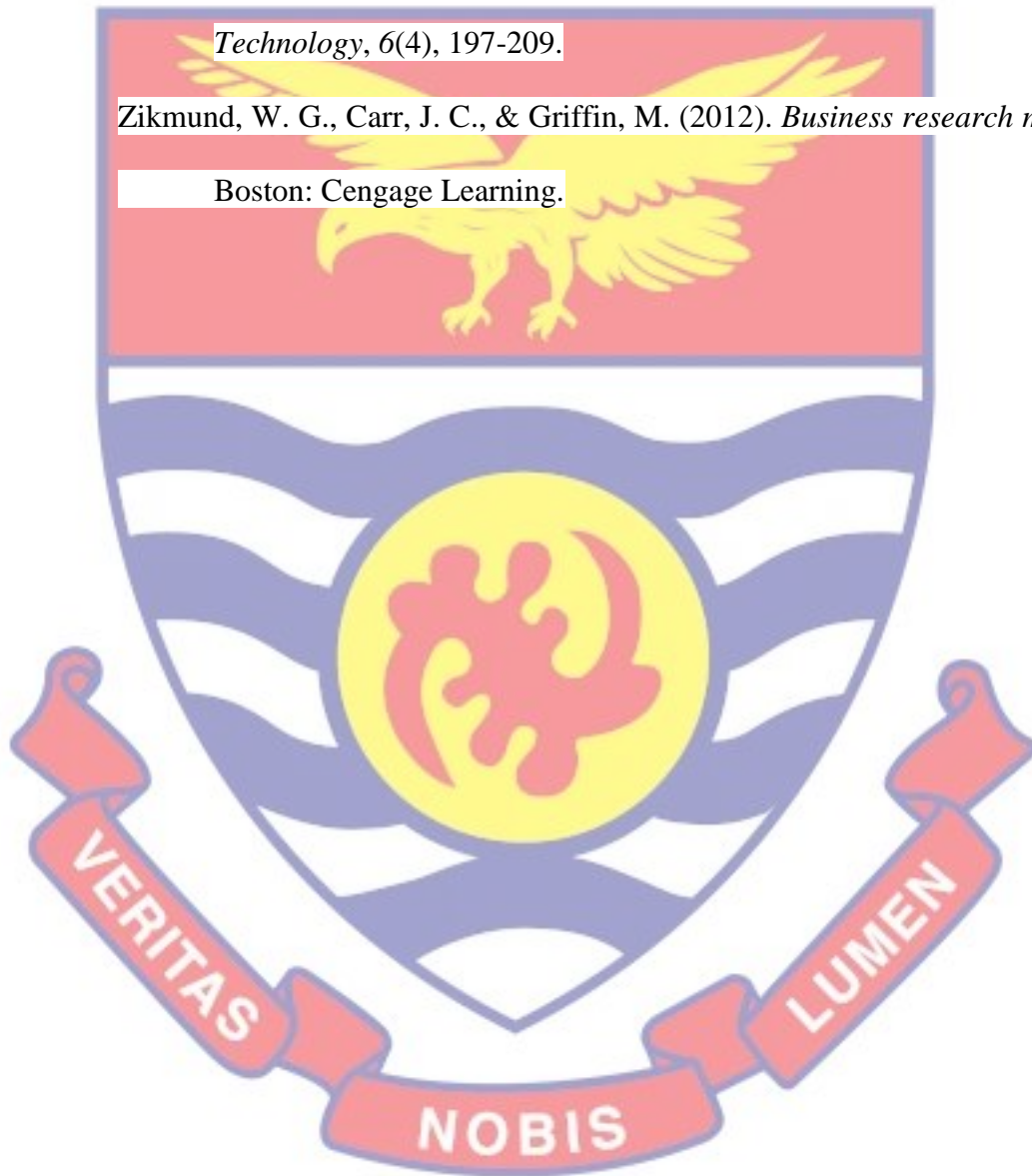
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APPENDIX
UNIVERSITY OF CAPE COAST
QUESTIONNAIRE

Topic: Leadership styles and Employee Performances in the University of Cape Coast.

This questionnaire is designed to collect information on leadership styles and employee performance in the University of Cape Coast. This is for academic purposes and the researcher would be very grateful if you could spare some minute of your time to objectively answer the questions below:

Part A: Demographic information

Please tick where appropriate

1. Gender: Male [] female []
2. Age: 25 years and below [] 26-35 years [] 36-45years [] 46 and above []
3. What is your highest educational qualification?
4. Diploma [] Bachelor Degree[] Master's Degree [] Doctorate Degree[]
5. How many years have you worked with the University?
1-5 years [] 6-10 years [] 11-15 [] 16 and above []
6. What category of staff do you belong to?
Senior Members [] Senior Staff [] Junior Staff []
Other positions: specify.....

7. What is your Job title?

Hall Master [] Senior hall tutor [] Hall

Manageress/Administrator []

Hall Bursar [] Hall Assistant [] Administrative Staff []

Other please specify

PART B: LEADERSHIP STYLE

The sets of statements aimed at helping you assess your feelings or perceptions of the leadership

Style of your immediate supervisor. You are requested to rating yourself against each statement to indicate your level of agreement with what the statement is suggesting, where the following ratings are:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Please place a tick (√) or a mark (x) in the box (cell) that represents your appropriate level of agreement.

TRANSFORMATIONAL LEADERSHIP	1	2	3	4	5
My supervisor makes others feel good to be around him					
I have complete faith in my supervisor					
My supervisor expresses in a few simple words what we could and should do					
My supervisor provides appealing images about what we can do					
My supervisor helps me find meaning in my work					
Most members want frequent and supportive communication with their leaders					
My supervisor enables others to think about old problems in new ways					
My supervisor provides others with new ways of looking at puzzling things					
My supervisor helps others develop themselves					
My supervisor lets others know how he /she thinks we are doing					
Does the leader provide technical assistance, emotional support, and vision?					

My supervisor insists on the support and assistance of those affected by the project					
My supervisor has shown a vision of what this institution will be in the future					
My supervisor intends to build a vision of the institution with others.					
My supervisor recognizes good ideas and actively support them					
My supervisor accepts mistakes and learns from the mistakes as well as their successes					
My supervisor tries to recognize and reward people for what their work is done					
My supervisor gives credit and promises when and where it is done					
TRANSACTIONAL LEADERSHIP	1	2	3	4	5
My supervisor tells others what to do if they want to be rewarded for their work					
My supervisor provides recognition/rewards when others reach their goals					
My supervisor calls attention to what others can get for what they accomplish					
As a ruler, the leader should allow members to appraise their work					
My supervisor is always satisfied when others meet agreed-upon standards					
As long as things are working, my supervisor does not try to change anything					
My supervisor tells us the standards we have to know to carry out our work					
I consider the moral and ethical consequence of my decisions					
I talk about their most important values and belief					
AUTHORITATIVE LEADERSHIP	1	2	3	4	5
My supervisor believes employees need to be supervised closely they are not likely to do their work					
As a rule, my supervisor believes that employees must be given rewards or punishments to motivate them to achieve organizational objectives					
I feel insecure about my work and need direction					
My supervisor is the chief judge of the achievements of employees					
My supervisor gives orders and clarifies procedures					
My supervisor believes that most employees in the general population are lazy					

LAISSEZ FAIRE LEADERSHIP	1	2	3	4	5
In complex situations my supervisor allows me to work my problems out in my way					
My supervisor stays out of the way as I do my work					
As a rule, my supervisor allows me to appraise my work					
My supervisor gives me complete freedom to solve problems on my own					
In most situations, I prefer little input from my supervisor					
In general, my supervisor feels it's best to leave subordinates alone					

Source: Adopted from Bass and Avolio (1992)

Part C: EMPLOYEE PERFORMANCE

The sets of statements are aimed at helping you assess your performance at your job in the company.

You are requested to rate yourself against each statement to indicate your self-assessment of your performance, where the following ratings are:

1 = very low 2 = low 3 = Average 4 = high 5 = very high

Please place a tick (√) or a mark (x) in the box (cell) that represents your appropriate level of performance rating.

Quality/feedback	1	2	3	4	5
How do you rate the quality of your performance?					
How do you rate your productivity on the job					
How do you evaluate the performance of your peers at their jobs compared with yourself doing the same kind of work?					
How do you evaluate the performance of yourself at your job compared with your peers doing the same kind of work?					
How challenging is your role?					

I easily find help when I need it?					
How I work describes my preferred working style					
My strength and weakness suit my job description					

Source: Adopted from Yousef (2000)

PART E: Appreciation

I wish to thank you very much for spending your valuable time to respond to this questionnaire.

