

UNIVERSITY OF CAPE COAST

PERCEIVED LEADERSHIP STYLE AND ITS RELATIONSHIP WITH
EMPLOYEES' SATISFACTION AND ORGANIZATIONAL
PERFORMANCE IN TAKORADI POLYTECHNIC

BY

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DECLARATION

Candidate's Declaration

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

Signature: Date:

Candidate's Name: Richard Apori Anfo

Supervisor's Declaration

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

Signature: Date:

Supervisor's Name: Dr. Nicodemus Osei Owusu

ABSTRACT

The aim of this study was to examine the perceived leadership style and its relationship with employees' satisfaction and organizational performance in Takoradi Polytechnic. The study adopted descriptive research and cross sectional research designs. The sample size for the study was two hundred and sixty (260) taken from senior members, senior staff and junior staff. Also, convenience sampling was used to ensure that those employees found at their workplaces were the ones used for the study. This design was quantitative to allow for descriptive and inferential analysis. The data was collected by the use of questionnaire. The findings reveal that majority of the respondents (senior members, senior staff and junior staff) had the belief that the leadership style practiced by the Polytechnic was mostly transformational followed by transactional, laissez-faire and lastly authoritative. The fact that most employees perceived their leaders to be transformational suggest that their leaders were proactive in many different and unique ways. These leaders attempt to optimize development, not just performance alone which encompasses the maturation of ability, motivation, attitudes, and values. The study recommends that periodic leadership training programmes should be designed for the various heads of the school to strengthen the leadership drive of the institution. Also, future studies could be using mixed method to explore the relationship between leadership styles, organizational characteristics, and employees' satisfaction.

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DEDICATION

I dedicate this piece of work to my beloved father, the late Jonathan Kwesi

Mensah

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CHAPTER ONE

INTRODUCTION

Background to the Study

In the past decades, leadership has emerged as a fresh effective approach for managing the employees and organizations at large. The conventional concept of personnel administration has slowly been replaced by human resource management due to the diverse leadership styles emerging. This offers weight to the strategic integration of new leadership styles into effective management of employees and to enhance the employee performance. Jenkins,(1988, June)asserts that the effective leader must be a good diagnostician and adopt style to meet the demands of the situation in which they operate. Today, diverse leadership styles are used that fit to employees on the basis of amount of directions, empowerment, and decision making power. In a way, an administrative phenomenon that reflects on the contingency of leadership and style, situation and performance criteria have been left to suffocate on their own. As a result, employee performance has been affected due to lack of proper direction and application of strategic style in managing daily duties.

Thus, the history of leadership and how it affects performance of employees dates as far back as early 17th century where towards the end of that century we started noticing a shift from treating humans as machines to seeing them as human capital necessary for the achievement of different work tasks Bélanger, & Carter, (2008). This has continued until today as the global geopolitical situation in the twenty-first century is changing and requiring businesses to engage in creating new organizational paradigms to meet and

thrive with changing circumstances, technology, and globalization (Glaser, 2012). To succeed, businesses must design dramatically different organizational paradigms from those paradigms used in the past. According to Moore, (2013) businesses in smaller countries must look to innovative leadership styles that will increase employee morale to remain competitive in the emerging global community and global markets to attract investors. Dynamic leadership boosts productivity and generates better services and products to global consumers. With globalization, a country's success is no longer linked exclusively to itself and its own internal resources instead, it is the leader of the country that is one of the most determinant factors(Carter, 2008). This is because businesses must consider creative leadership styles, specifically with regard to meeting the demands of the global market. For companies to flourish, they must adopt a more global outlook, specifically in terms of leadership paradigms.

Global investors look for companies that not only have resources but also foster a healthy community in and among their employees and this can be achieved by their leaders (Houghton & Yoho, 2012). The fact of the matter is that power, responsibility, and the ability to make changes are often concentrated at the top of the corporate pyramid with decision-making power flowing from the top to the bottom. Generally, in such hierarchical structure, it is the leader who can ensure successful business atmosphere in addition to overcoming the company's obstacles in making the leap into the world marketplace and to foster success by making the changes necessary to achieve the organizational goal (Hasgall&Shoham, 2008).

Today common sense tells various practitioners within administrative

agencies that effective organizational performance requires good leadership and that successful leaders inspire positive employee satisfaction. Thus leadership has emerged as a new effective approach for managing the employees and organization at large and the traditional concept of personnel administration has gradually replaced with the human resource management. This gives importance to the strategic integration of new leadership styles into effective management of employees and to improve the employee performance. Jenkins,(1988, June) asserts that an effective leader must be a good diagnostician and should be able to adopt different styles to meet the demands of the people as well as the organizations in which they operate. Different leadership styles are used that fit to employees on the basis of amount of directions, empowerment, and decision making power. This implies that an administrative phenomenon reflects the contingency of leadership, and style, situation and performance criteria that are often left to suffocate on their own. Consequently, employee performance can be affected due to lack of proper direction and application of strategic style in managing daily duties

In the public domain, public administration scholars have come to recognize that for public agencies to work effectively together, formally and informally and to solve problems in multi-organizational networked arrangements there should be an effective leader. With an effective leader, various public managers in various departments will be able to work with their counterparts in the private sector, concerned citizen groups, and public and nonprofit organizations to understand management challenges and opportunities and to provide better public service, (Bryson & Crosby, 1992; Herman&Heimovics, 1994). Good leadership helps organizations to reduce

conflict, facilitate employees' involvement, foster commitment to new initiatives, and accomplish a shared purpose (Archer & Cameron, 2009). Thus the extent to which members of an organization contribute in harnessing the resources of the organization equally depends on how well the managers (leaders) of the organization understand and adopt appropriate leadership style in performing their roles as managers and leaders. In this way, efficiency in resource mobilization, allocation, utilization and enhancement of organizational performance depends, to a large extent, on leadership style, among other factors (Akpala, 1998).

Recognizing its importance, public administration scholars have emphasized the need for more empirical research about leadership styles and its related factors to organizational performance in different contexts. For example, they suggested testing the leadership theories in public-sector jurisdictions, administrative levels, and different contexts to see if the outcomes vary by area and culture (e.g., McGuire & Silvia, 2009; Van Wart, 2013; Moynihan&Pandey, 2010). It is in response to this need that this study seeks to examine the perceived leadership style and its relationship with employees' satisfaction and organizational performance in Takoradipolytechnic.

Statement of the Problem

Every country depends on its levels of education to grow and it is believed that no educational institution can grow without the quality of the leaders, a strong-case, now widely recognized (Sa'adatu, 2013). This implies that investing in education of the youth which is a critical input for further development with its cluster of more interrelated benefits is contingent on

those that will steer the affairs of the school. In other words, although education is the bedrock of development of a nation, a tool which offers solution to challenges related to all areas or aspects of life, the type of leaders that govern the institution will determine the extent of its performance.

As a key to national development, in recent times, previous governments of Ghana have tried to expand tertiary institutions in the country and have consequently has adopted new policy by granting autonomy to the various tertiary institutions. Consequently various principles of governance and leadership styles such as job-centered principles, collaborative practices within and among agencies, and collaborative leadership skills, have been adopted by the heads of these institutions with the aim of improving the effectiveness and efficiency in the delivery of services.

However, in trying to achieve this goal it has been noted that most of these various organizations face the problems of low productivity, low level of employee motivation leading to low level of satisfaction and inability to meet performance targets. According to Iqbal, Anwar and Haider, (2015), this problem in the public sector happens due to lack of strategic interventions of specific leadership styles to the particular situations. In order to curb these situations, there is the need for leadership to coordinate practical operational activities to satisfy the organizational goals and improve the performance of the organization.

In addition, there are various leadership styles such as transactional, transformational, autocratic, charismatic, and situational styles that exist and therefore can be used by the authorities of these tertiary institutions. Interestingly all these leadership styles have the potentials to have significant

and substantial effects on not only the institutions but everyone from top management and senior members to the new employees. These leaders play important roles in creating the corporate culture that influences the organization and performance of employees at large. This is reflected in the previous studies that have investigated performance phenomena and how it was affected by various variables such as: leadership and with its different leadership styles such as participative, autocratic, and democratic (Ittner & Larcker; 2002; Adair, 2002). In most of these studies, it was noted that the concept of participative approach was highly lacking yet in the data collected, it was noted that this approach was critical to the sustainability of leadership processes especially in large work environments.

However, as far as Ghana is concerned, there have been limited studies to demonstrate the extent to which these leadership styles can have effect on the effectiveness of Ghanaian tertiary institutions. This lack of literature has made some of these newly created tertiary institutions unable to realize there is a meaningful relation and positive correlation between leadership styles and organizational performance. It is against this background that this study is conducted.

Objective of the Study

The main objective of this study was to examine perceived leadership style and its relationship with employees' satisfaction and organizational performance in Takoradi Polytechnic.

The specific objectives were to:

1. Examine employees' perceptions of the nature of leadership styles that exist in Takoradi Polytechnic.

2. Explore the degree of employees' satisfaction in relation to the existing perceived leadership styles.
3. Investigate the influence that the perceived existing leadership styles have on organizational performance.
4. Examine the extent of influence that some demographic factors (rank, age and gender) have on the perceived leadership styles in Takoradi Polytechnic.

Research Questions

1. What are employees' perceptions on the nature of leadership style that exists in Takoradi Polytechnic?
2. What is the degree of employees' satisfaction in relation to the existing perceived leadership style?
3. What is the relationship between the perceived existing leadership style and organizational performance?
4. What influence do some demographic factors (rank, age and gender) have on the perceptions of employees' on the leadership styles in Takoradi Polytechnic?

Significance of the Study

Being the first of its kind in Takoradi Polytechnic this study will have significant contribution to both the management and public institutions in the country at large. In the first place by investigating the nature of the leadership styles that exist in the institution, the findings will create awareness among the public regarding the leadership styles and their correlation with employee satisfaction and organizational performance in the school. By revealing the

kind of leadership style that is the most preferred, the leaders themselves will also be aware of what they need to do to enhance the motivation of employees in such organizations.

This study will also demonstrate the nature of style that is perceived to have significant impact on organizational performance. The revelation of this result will depict which kind of leadership style the institution needs to adopt. This is important because according to some researchers, it is believed that organizations that are over managed and or under-led often hold back the organization from growth and change (Jacobsz,2004). In addition, establishing the relationship between some demographic variables and leadership effectiveness could be of benefit to Takoradi Polytechnic because they can be used together with other factors as predictors of leaders' behaviour.

The present study focused on the three most commonly examined demographic variables of age, rank and gender. These demographic variables are relevant because they are associated with the underlying work-related attributes and at the same time they have been shown to influence a leader's work behaviour (Epitropaki and Martin, 1999). Moreover, they influence work perceptions and attitudes through interpersonal attraction and understanding this relationship can also help organizations improve their leadership development process by making effective development decisions of people suitable for leadership positions.

Limitations of the Study

Despite the strengths of the study, there were some limitations that ought to be looked at. First and foremost, this study researched the nature of perceived leadership styles in Takoradi Polytechnic with the views from only two hundred and fifty (250) junior and senior staff respondents, which was a small representation of all the junior and senior staff employees in the school considering a total population size of eight hundred (800). This may limit the conclusions that can be drawn from this study as their views may not be representing all the employees in the school.

Also, with hindsight, it may have been appropriate to have more time to be able to do an in-depth analysis and to gather more information from the respondents. For instance, in the course of the study concerns were raised from the heads themselves about possible provision of opportunity for them to also give their views which they think could be effective in ensuring authenticity of the claims of the various employees. With this revelation, it could have been better if there was a triangulation not only from the literature but also from the heads themselves to be able to understand the various styles in significant depth, though heads of the institution see themselves to be transformational in nature depending on the situation at hand.

Finally, the use of quantitative method limited the in-depth analysis of the problem. With retrospection, a mixed method (that is, both qualitative and quantitative methods) could have been adopted with more interviews conducted, which would have provided an in-depth understanding of issues. Besides, using the qualitative method would have added to the weight of materials relating to seniority, age, sex and other human factors. Although this would have proved extremely time consuming, an interview with the others in

higher positions, like the Deans and Provost, would also have been useful in order to make it more understanding the rationale behind the current styles and how links between the various leadership styles and organizational goals could be improved.

Organization of the study

The work is divided into five chapters, with each of them focusing on a particular area. Chapter one provides the introduction which covered the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, and organization of the study. Chapter two, however, deals with the literature review starting with the theoretical background, discussions on the concepts of leadership styles, employees' satisfaction and organizational performance and their relationships bearing in mind the various objectives of the study. Chapter three provides information on the methodology for the study. It looks at the study design, the study population, and the sampling techniques used. It also provides information on the method of data collection and analysis procedures. The fourth chapter reports on the findings obtained from the field including the discussions. It describes the background of the respondents, the issues relating to various leadership styles in Takoradi Polytechnic, the level of satisfaction of employees regarding these leadership styles, the perceived effect of these leadership styles on organizational performance and finally the influence of demographic factors on the employees' perceptions on the leadership styles. The concluding chapter, which is chapter five, summarizes

the salient trends and ends with suggestions and recommendations necessary for the attainment of an effective leadership styles in Takoradi Polytechnic.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter deals with the review of the literature pertaining to leadership styles and their relationship with employees' satisfaction and organizational performance. In general, it is worth noting that the literature on leadership styles is broad and a focused search was therefore required. In view of this, there are four issues that have been focused in this chapter. The first section focuses on the theoretical background of the study. This is followed by the discussions on the concept of leadership styles including its various dimensions. Other concepts will include satisfactions of employees and organizational performance. The purpose here is to provide an understanding of these concepts and the theoretical framework upon which the study is based. The second section concentrates on the empirical relationship that the leadership styles have with the organizational performance. The third section dwells mainly on the literature gap with its associated conceptual framework.

Theoretical Framework of the Study

Although there are various theories that focus on leadership styles, in the context of this study the theories discussed include transformational-transactional theory of leadership which is followed by theories of contingency.

Transformational and Transactional Theory of Leadership

According to Sarros & Santora, (2001) among the numerous theories of leadership and motivation relating to effective organizational change

management, perhaps the most prominent is the transformational-transactional theory of leadership. This theory was conceptualized by Burns, (1978), who brought out two factors to differentiate “ordinary” from “extraordinary” leadership: transactional and transformational leadership.

As explained in Prasertwattanakul& Chan, (2007) transactional leadership is based on conventional exchange relationship in which followers’ compliance (effort, productivity, and loyalty) is exchanged for expected rewards. In contrast, transformational (extraordinary) leaders raise followers’ consciousness levels about the importance and value of designated outcomes and ways of achieving them. They also motivate followers to transcend their own immediate self-interest for the sake of the mission and vision of the Organization. Such total engagement (emotional, intellectual and moral) encourages followers to develop and perform beyond expectations (Burns, 1978; Bass, 1985). Burns, (1978) observes that transformational leadership involves the process of influencing major changes in organizational attitudes in order to achieve the organization’s objectives and strategies. On the other hand, Bass, (1985) observed that transactional leaders work with their organizational cultures following existing rules and procedures, while transformational leaders change their cultures based on a new vision and a revision of shared assumptions, values and norms. When an organization must adapt to changes in technology, its leadership is a critical factor in its successful change.

Bass, (1985) operationalized the work of Burns, (1978) by developing a model of transformational and transactional leadership, referred to in more recent publications as the “full range leadership model” (Sarros&Santora,

2001). For Sarros&Santora, (2001) the difference between transformational and transactional leadership lies in the way of motivating others. A transformational leader's behaviour originates in the personal values and beliefs of the leader and motivates subordinates to do more than expected (Bass, 1985). Burns, (1978) identified transformational leadership as a process where, "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality".

Transformational Leadership

For transformational leadership style, However, transformational leadership occurs when the leader and the follower elevates one another to higher levels of motivation and morality. Carlson, (1999) points out that Burns felt that leadership theories developed up to the mid-seventies were lacking ethical/moral dimensions so he elaborated on his exchange theory which maintains that followers play a crucial role in the definition of leadership. This theory is made up of power relations and entails bargaining, trading and compromise among leaders and followers.

This transactional model has a political basis and emphasizes the need to look closely at socio-cultural aspects that have an impact on the leader-follower relationships. According to Stodgill, (1997) these can be external factors such as the availability or scarcity of resources, changes in the society, and a competitive environment that influences an organization which also in return affects the leadership of the group as well. Transactional leaders encourage subordinates by appealing to their self-interest and offering rewards in exchange of work effort which are contingent reward and management by exception.

The former urges the leader to tell the followers what to do in order to achieve a desired reward for their efforts, whereas the latter one allows the leader to interfere with the subordinates' work only when specifications or standards are not met (Hunt, 1991). Bass, (1961) also maintains that individuals form a group for getting reward or avoiding punishment. They are more attracted to the group if they expect more reward or reinforcement from grouping together. Some members will try to change the behaviour of others if there are hindrances to rewards or avoidance of punishments.

Transformational leaders urge followers to go beyond their self-interests and be concerned about their organization. They help followers to realize and develop their potential. These leaders identify the needs of their followers and then consider those needs to enhance development. They gather their followers around a common purpose, mission or vision and provide a sense of purpose and future direction.

Bass (1990), proposed four behaviours or components of transformational leadership which include charisma, inspirational motivation, intellectual stimulation, and individual consideration.

Charisma, or idealized influence or attributes, is characterized by vision and a sense of mission, instilling pride in and among the group and gaining respect and trust (Humphreys & Einstein, 2003). Charismatic behaviour also induces followers to go beyond self-interest for the good of the group, providing reassurance that obstacles will be overcome, and promoting confidence in the achievement and execution influence (Conger and Kanungo, 1998) and followers place an inordinate amount of confidence and trust in charismatic leaders (Howell and Avolio, 1992).

Inspirational motivation is usually a companion of charisma and is concerned with a leader setting higher standards, thus becoming a sign of reference. Bass (1985), points out followers look up to their inspirational leader as one providing emotional appeal to increase awareness and understanding of mutually desirable goals. This is characterized by the communication of high expectations, using symbols to focus efforts, and expressing important purpose in simple ways. The leader always behaves talking optimistically about the future, articulating a compelling vision for the future and providing an exciting image of organizational change (Bass and Avolio, 1994). The motivation occurs by providing meaning and challenge to the followers' work; individual and team spirit are aroused and enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, for the organization and themselves (Bass, 1997).

Intellectual stimulation provides followers with challenging new ideas and encourages them to break away from the old ways of thinking (Bass, 1985). The leader is characterized as one promoting intelligence, rationality, logical thinking, and careful problem solving. The attributes include seeking differing perspectives when solving problems, suggesting new ways of examining how to complete assignments and encouraging re-thinking of ideas that have not been questioned in the past (Bass and Avolio, 1994). The leader encourages the followers to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Finally, the fourth dimension of transformational leadership is "individual consideration" which is concerned with developing followers by coaching and mentoring (Bass, 1985; Bass & Avolio, 1990). The leader pays close attention

to the inter-individual differences among the followers and act as mentor to the follower. He teaches and helps others develop their strengths, and listens attentively to others' concerns (Bass and Avolio, 1994). Followers are treated individually in order to raise their levels of maturity and to enhance effective ways of addressing their goals and challenges (Bass, 1985).

Transactional Leadership

According to Boehnke et al.(2003), transactional leadership involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to task objective. The leader focuses on having internal actors perform the tasks required for the organization to reach its desired goals (Boehnke et al. 2003). The objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals (House, Wright and Aditya, 1997).

Transactional leaders display both constructive and corrective behaviours. Constructive behaviour entails contingent reward, and corrective dimension imbibes management by exception. Contingent reward involves the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Bass, 1985). Active management by exception refers to the leader setting the standards for compliance as well as for what constitutes ineffective

performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

The Contingency or Situational School

Whilst behavioural theories may help managers develop particular leadership behaviours they give little guidance as to what constitutes effective leadership in different situations.

Fiedler's theory provides a framework for examining the current context of today's leadership in governance, and implications for practitioners of public administration to considering management of organizational performance which is increasingly dependent upon successful collaboration by groups. According to Fiedler (1967, p.247), "...if leadership performance is in fact a product of the individual's leadership style and the leadership situation then it is logically impossible that one leadership style could serve in every context. On the other hand, it also follows from this theory that we can improve group or organizational performance either by changing the leader to fit the situation or by changing the situation to fit the leader." Fiedler posits that collaborative governance can be successful if public administrators successfully architect leadership development and appropriately matching the leader with the corresponding bureaucratic structure. Leadership recruitment and selection is "only effective when we can also specify the relevant components of the situation for which the leader is being recruited" (p. 250).

Therefore, leadership training "should focus on providing the individual with methods for diagnosing the favorableness of the leadership

situation and for adapting the leadership situations to the individual's style of leadership so that he can perform effectively." Further, organizational engineering "should be possible to train the higher level manager to diagnose the leadership situation of his subordinates and knowing his subordinates' leadership style, to modify the task, the position power, or the group relations in a way which will make it compatible with the leadership style of the executive." (Fiedler, 1967, p. 260).

Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables. According to Fiedler's contingency theory, there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. For example, in a highly routine (mechanistic) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required (Bolden et al. 2003).

Fiedler looked at three situations that could define the condition of a managerial task:

1. Leader member relations: How well do the manager and the employees get along?
2. Task structure: Is the job highly structured, fairly unstructured, or somewhere in between?

3. Position power: How much authority does the manager possess?

Managers were rated as to whether they were relationship oriented or task oriented. Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks and either weak or strong position power. They do well when the task is unstructured but position power is strong. Also, they did well at the other end of the spectrum when the leader member relations were moderate to poor and the task was unstructured. Relationship oriented managers do better in all other situations. Thus, a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation. These environmental variables are combined in a weighted sum that is termed "favourable" at one end and "unfavourable" at the other. Task oriented style is preferable at the clearly defined extremes of "favourable" and "unfavourable" environments, but relationship orientation excels in the middle ground. Managers could attempt to reshape the environment variables to match their style (Bolden et al. 2003).

Another aspect of the contingency model theory is that the leader-member relations, task structure and position power dictate a leader's situational control. Leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees. It is a measure of how the manager perceives him or her and the group of employees is getting along together. In a favourable relationship the manager has a high task structure and is able to reward and or punish employees without any problems. In an unfavourable relationship the task is usually unstructured and the leader possesses limited authority. The spelling out in detail (favourable) of what is required of subordinates affects task structure. Positioning power

measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. Positioning power of managers depends on the taking away (favourable) or increasing (unfavourable) the decision-making power of employees (Bolden et al. 2003).

The task-motivated style leader experiences pride and satisfaction in the task accomplishment for the organization, while the relationship-motivated style seeks to build interpersonal relations and extend extra help for the team development in the organization. There is no good or bad leadership style. Each person has his or her own preferences for leadership. Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established (Fiedler, 1967; Bolden et al. 2003).

The Hersey-Blanchard Model of Leadership

The Hersey-Blanchard Leadership Model also takes a situational perspective of leadership. This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviours) are most appropriate. Their theory is based on the amount of direction (task behaviour) and socio-emotional support (relationship behaviour) a leader must provide given the situation and the "level of maturity" of the followers (Hersey and Blanchard, 1977).

- Task behaviour is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behaviour includes

telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behaviour the leader engages in one-way communication.

- Relationship behaviour is the extent to which the leader engages in two-way or multi-way communications. This includes listening, facilitating, and supportive behaviours. In relationship behaviour the leader engages in two-way communication by providing socio-emotional support.

- Maturity is the willingness and ability of a person to take responsibility for directing his or her own behaviour. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts. For Blanchard the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). As a result, four leadership styles result:

- Directing: The leader provides clear instructions and specific direction. This style is best matched with a low follower readiness level.

- Coaching: The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level.

- Supporting: With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level.

- Delegating: This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness

level. To determine the appropriate leadership style to use in a given situation, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behaviour and increase relationship behaviour until the followers reach a moderate level of maturity. As the followers begin to move into an above average level of maturity, the leader should decrease not only task behaviour but also relationship behaviour. Once the maturity level is identified, the appropriate leadership style can be determined (Hersey and Blanchard, 1977).

Tannenbaum & Schmidt's Leadership Continuum

One criticism of early work on leadership styles is that they looked at styles too much in black and white terms. The autocratic and democratic styles or task-oriented and relationship-oriented styles which they described are extremes, whereas in practice the behaviour of many, perhaps most, leaders in business will be somewhere between the two. Contingency theorists Tannenbaum and Schmidt, (1958) suggested the idea that leadership behaviour varies along a continuum and that as one moves away from the autocratic extreme the amount of subordinate participation and involvement in decision taking increases. They also suggested that the kind of leadership represented by the democratic extreme of the continuum will be rarely encountered in formal organizations.

Four main leadership styles can be located at points along such a continuum:

• **Autocratic:** Autocratic leaders are classic “do as I say” types. Typically, these leaders are inexperienced with leadership thrust upon them in the form of a new position or assignment that involves people management. Autocratic leaders retain for themselves the decision-making rights. They can damage an organization irreparably as they force their ‘followers’ to execute strategies and services in a very narrow way, based upon a subjective idea of what success looks like. There is no shared vision and little motivation beyond coercion. Commitment, creativity and innovation are typically eliminated by autocratic leadership. In fact, most followers of autocratic leaders can be described as biding their time, waiting for the inevitable failure this leadership produces and the removal of the leader that follows Rast III, Hogg&Giessner, (2013). The leader takes the decisions and announces them, expecting subordinates to carry them out without question (the *Telling* style).

• **Persuasive:** At this point on the scale the leader also takes all the decisions for the group without discussion or consultation but believes that people will be better motivated if they are persuaded that the decisions are good ones. He or she does a lot of explaining and 'selling' in order to overcome any possible resistance to what he or she wants to do. The leader also puts a lot of energy into creating enthusiasm for the goals he or she has set for the group (the *Selling* style).

• **Consultative:** In this style the leader confers with the group members before taking decisions and, in fact, considers their advice and their feelings when framing decisions. He or she may, of course, not always accept the subordinates' advice but they are likely to feel that they can have some influence. Under this leadership style the decision and the full responsibility

for it remain with the leader but the degree of involvement by subordinates in decision taking is very much greater than telling or selling styles (the *Consulting* style).

- **Democratic:** Using this style the leader would characteristically lay the problem before his or her subordinates and invite discussion. The leader's role is that of conference leader, or chair, rather than that of decision taker. He or she will allow the decision to emerge out of the process of group discussion, instead of imposing it on the group as its boss (the *Joining* style). What distinguishes this approach from previous discussions of leadership style is that there will be some situations in which each of the above styles is likely to be more appropriate than the others.

- **Telling:** In an emergency, a telling style may be most appropriate and would normally be considered justified by the group (as long as the general climate of that group is supportive and mature).

- **Selling:** The selling style would tend to fit situations in which the group leader, and he or she alone, possesses all the information on which the decision must be based and which at the same time calls for a very high level of commitment and enthusiasm on the part of group members if the task is to be carried through successfully.

- **Consulting:** The consulting style is likely to be most appropriate when there is time in which to reach a considered decision and when the information on which the decision needs to be based lies among the members of the group.

- **Joining:** The joining style is appropriate under similar conditions, with the important exception that this is likely to be appropriate only in those instances where the nature of the responsibility associated with the decision is such that

group members are willing to share it with their leader, or alternatively the leader is willing to accept responsibility for decisions which he or she has not made personally.

Laissez-Faire or Non Leadership

Laissez-faire represents the absence of leadership and has been seen as non-transactional leadership (Antonakis&Atwater,2002). Derived from the French, the term refers to a hands-off approach, where a leader abdicates his or her responsibilities in decision making, giving feedback, or helping followers to fulfill their needs (Northouse, 2011). Bass, (1990) pointed out that there might be two types of laissez-faire leaders: those who show no leadership by avoiding it and those who do not lead because leadership is not necessary. Those who avoid leadership actually may be shirking responsibilities by burying themselves in paperwork, avoiding subordinates, setting no goals, and letting things drift. Laissez-faire supervisors whose subordinates are self-motivated, achievement oriented, and highly independent may not need the intervention other subordinates do. The latter should not be confused with participative management or delegation because laissez-faire is not active leadership.

Active leadership remains concerned with follow-up, whereas laissez-faire does not (Bass, 1990). The Grey study (2005) found that 11% of the responding members of the Veterinary Hospital Managers exhibited laissez-faire leadership. Thirty-five percent (35%) of the laissez-faire leaders were veterinarians. The number of laissez-faire leaders should be contrasted with transformational and transactional leadership in the Grey study, in which neither represented any veterinarians as respondents by (Hancock, 2008).

A laissez-faire approach is therefore similar to transactional leadership style, except that the leader does not care what happens in the organizational setting and therefore, does not take responsibility for followers' actions or behaviours (Avolio & Bass, 2004).

Leadership

Leadership is a concept that originally developed in folk psychology to explain social influence on groups (Calder, 1977). Many people believe that leadership is simply being the first, biggest or most powerful. Leadership in organizations has different and more meaningful definitions. Very simply put, a leader is interpreted as someone who sets direction in an effort and influences people to follow that direction. Leadership is the process by which a person exerts influence over people and inspires, motivates, and directs their activities to help achieve groups or organizational goals (Gillespie & Mann, 2004). Therefore leadership is the ability to influence a group towards the achievement of goals. Others also see leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse et al. 2010; Yukl & Lepsinger, 2005). The source of this influence may be formal as a result of one possessing a managerial rank in an organization or informal such as non-sanctioned leadership, which is the ability to influence that arises outside the formal structure of the organization. The informal structure of leadership is as important if leadership is the result of the interaction among leaders, the followers and the leadership situation. The leadership process contains all these elements.

The traditional perspectives of leadership perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, 1998). In addition to that, the old leadership perspectives are based on leader's role as formulating goals, and ensuring their efficient accomplishment. Ali, Elmi, & Mohamed (2013), also defines leadership as a capacity, which implies that, the capacity of a leader is to listen and observe, and to use their expertise as a starting point to encourage dialogue between all levels of decision-making, to establish processes and transparency in decision making, and to articulate their own values and visions clearly but not to impose them.

Furthermore, Schermerhorn, Hunt and Osborn (2000) define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. This implies that the leader's focus is on what he/she wants from people. Therefore, followers'input is not encouraged with regard to what it is to be done.

However, Keyes, et al. (1999) have a different opinion; he argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promotes and increase productivity in the organization. Recently, the focus of leadership has shifted from bureaucracy (in which the leader tends to directs others and make decision for others to implement) to non-bureaucracy, the perception where leadership appears to emphasize motivation, inclusion and empowerment of followers. For example, Jaques and Clement (1991) define leadership as a process in which an individual sets direction for other people

and carries them along in that direction with competence and productivity. This approach emphasis is on transformation that brings positive change in the organization, groups, interpersonal relationships and the environment.

Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behaviour of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organization.

The issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organization. The leader is required to provide needed strategies for executing the ideas/vision and motivate the employees to accomplish the vision by using their own initiatives to improve their inter-group relations in and outside of the organization.

Employee Performance

The main goal of any organization is to enhance the job performance of its employees so that it could survive in this highly competitive environment. Performance is a multidimensional construct and an extremely

vital criterion that determines organizational successes or failures. Prasetya and Kato, (2011) define performance as the attained outcomes of actions with skills of employees who perform in some situation. According to Niranjana&Niranjana&Pattanayak (2005), the performance of an employee is his/her resultant behaviour on a task which can be observed and evaluated. To Niranjana&Pattanayak, employee performance is the contribution made by an individual in the accomplishment of organizational goals. Here employee performance is simply the result of patterns of action carried out to satisfy an objective according to some standards. This means employee performance is a behaviour which consists of directly observable actions of an employee, and also mental actions or products such as answers or decisions, which result in organizational outcomes in the form of attainment of goals. Ibrahim et al. (2004) defined job performance as an important activity that provides both the goals and methods to achieve the organizational goals and also provide the achievement level in term of out-put. Awadh, & Ismail, (2012) considered it as an effort of an employee to achieve some specific goal, the researcher adopted this definition.

Leadership Style and Performance

In the literature, leadership has been identified as an important subject in the field of organizational behaviour. Leadership is one with the most dynamic effects during individual and organizational interaction. In other words, ability of management to execute “collaborated effort” depends on leadership capability. Lee and Chuang (2009), explain that the excellent leader not only inspires subordinate’s potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals.

Stogdill,(1957) defined leadership as the individual behaviour to guide a group to achieve the common target. Fry (2003) explains leadership as use of leading strategy to offer inspiring motive and to enhance the staff's potential for growth and development. Several reasons indicate that there should be a relationship between leadership style and organizational performance. The first is that today's intensive and dynamic markets feature innovation-based competition, price/performance rivalry, decreasing returns, and the creative destruction of existing competencies (Venkataraman, 1997). Studies have suggested that effective leadership behaviours can facilitate the improvement of performance when organizations face these new challenges (McGrath and MacMillan, 2000; Teece, Pisano and Shuen, 1997).

On the other hand, organizational performance refers to ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results, and survival at pre-determined time using relevant strategy for action (Koontz and Donnell, 1993). Organizational performance can also be used to view how an enterprise is doing in terms of level of profit, market share and product quality in relation to other enterprises in the same industry. Consequently, it is a reflection of productivity of members of an enterprise measured in terms of revenue, profit, growth, development and expansion of the organization. Understanding the effects of leadership on performance is also important because leadership is viewed by some researchers as one of the key driving forces for improving a firm's performance. Effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance improvement (Avolio, 1999; Lado, Boyd and Wright, 1992;

Rowe, 2001). For instance, transactional leadership helps organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring that employees have the resources needed to get the job done (Zhu, Chew and Spengler, 2005). Visionary leaders create a strategic vision of some future state, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision (Avolio, 1999; McShane and Von Glinow, 2000). Some scholars like Zhu *et al.* (2005), suggest that visionary leadership will result in high levels of cohesion, commitment, trust, motivation, and hence performance in the new organizational environments.

Mehra, Smith, Dixon and Robertson, (2006) argue that when some organizations seek efficient ways to enable them outperform others, a longstanding approach is to focus on the effects of leadership. Team leaders are believed to play a pivotal role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. This leader-centred perspective has provided valuable insights into the relationship between leadership and team performance (Guzzo and Dickson, 1996). Some studies have explored the strategic role of leadership to investigate how to employ leadership paradigms and use leadership behaviour to improve organizational performance (Judge, Bono, Ilies, and Gerhardt, 2002; Judge and Piccolo, 2004; Keller, 2006; McGrath and MacMillan, 2000; Meyer and Heppard, 2000; Obiwuru, Okwu, Akpa and Nwankwere, 2004; Yukl, 2002). This is because intangible assets such as leadership styles, culture, skill and competence, and motivation are seen increasingly as key sources of strength in those firms that can combine people and processes and organizational

performance (Obiwuruet al. 2011).

Previous studies led the expectation that leadership paradigms will have direct effects on customer satisfaction, staff satisfaction, and financial performance. In general, however, the effects of leadership on organizational performance have not been well studied, according to House and Aditya's review (1997), who criticized leadership studies for focusing excessively on superior-subordinate relationships to the exclusion of several other functions that leaders perform, and to the exclusion of organizational and environmental variables that are crucial to mediate the leadership-performance relationship. Another problem with existing studies on leadership is that the results depend on the level of analysis. House and Aditya (1997), distinguished between micro-level research that focuses on the leader in relation to the subordinates and immediate superiors, and macro-level research that focuses on the total organization and its environment. Other scholars have also suggested that leaders and their leadership style influence both their subordinates and organizational outcomes (Tarabishy, Solomon, Fernald, and Sashkin, 2005).

Fenwick and Gayle (2008), in their study of the missing links in understanding the relationship between leadership and organizational performance conclude that despite a hypothesized leadership-performance relationship suggested by some researchers, current findings are inconclusive and difficult to interpret.

From this review of related literature, it is evident that although some scholars believe that leadership enhances organizational performance while others contradict this, different concepts of leadership have been employed in different studies, making direct comparisons virtually impossible. Gaps and

unanswered questions remain. Consequently, the current study is intended to re-examine the proposed leadership-performance relationship and, thus, contribute meaningfully to the body of growing literature and knowledge in this area of study.

Job Satisfaction

Lent & Brown (2006) defined job satisfaction as a positive or pleasing emotional state from the appraisal of one's job or experience. This definition suggests that employees form their attitude towards their jobs by taking into account their feelings, beliefs and behaviours (Robbins, 2005; Akehurst, Comeche, & Galindo, 2009). Spector (1985) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. Employees' satisfaction is generally regarded as an important ingredient for organizational success. According to Galup, Klein, and Jiang (2008), successful organizations normally have satisfied employees while poor job satisfaction can cripple an organization. Job satisfaction consists of overall or general job satisfaction, as well as a variety of satisfaction facets (Friday & Friday, 2003). It is influenced by various factors such as supervisors' displays of nonverbal immediacy (Madlock, 2006b; Richmond & McCroskey, 2000), (Avtgis & Taber, 2006) communication satisfaction (Hilgerman, 1998), effects of gender (Madlock, 2006a), and supervisors' communication style (Richmond, et al. 1980). Lee and Ahmad (2009) found that job satisfaction affects levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. These in turn affect the overall performance of the organization (Page & Vella-Brodrick, 2008; Pitts, 2009; Riketta, 2008;

Scroggins, 2008).

Intrinsic and Extrinsic Job Satisfaction

Kalleberg (1977) proposed that job satisfaction consists of two components. These are intrinsic (referring to the work itself) and extrinsic (representing facets of the job external to the task itself) job satisfaction. Hirschfield, (2000) stated that intrinsic job satisfaction refers how people feel about the nature of the job tasks themselves whereas extrinsic job satisfaction refers how people feel about aspects of the work situation that are external to the job tasks or work itself (Shim, Lusch, & O'Brien, 2002). In this study, two dimensions of job satisfaction are examined, namely working condition (extrinsic) and working assignment (intrinsic).

Working condition is the job environment which encompasses the relationship with management function, mentoring system, and others. Poor working conditions, inefficient work organization, inadequate staffing, and managerial practices will affect staff turnover and perceptions of the organization and work (Eaton, 2000; Harrington, 1996). Therefore, the good working condition as a key factor for workers to develop a value, improve job performance and increase staff retention in organization. As for the work assignment, it refers to the duty or job that are given to employees so that they should implement their job with a commitment and productive.

Empirical Studies on Leadership and Performance

A large body of empirical evidences has demonstrated that leadership behaviours influence employee performance that strong leaders outperform weak leaders, and that transformational leadership generates higher

performance than transactional leadership (Burns 1978; Bass 1990; Hater and Bass 1988; Howell and Avolio 1993).

Research (Bass & Avolio, 1994; Kotter, 1988 and Meyer & Botha, 2000) in organizational behaviour has identified transformational leadership as the most suitable for modern-day organizations. The current business environment requires this innovative kind of leadership style; a style that empowers employees and raises employee performance in an effort to improve organizational performance and continued existence (Kotter, 1988). Evidence has been gathered in service, retail and manufacturing sectors, as well in the armed forces of the United States, Canada and Germany that points towards the marginal impact transactional leaders have on the effectiveness of their subordinates in contrast to the strong, positive effects of transformational leaders (Brand, Heyl & Maritz, 2000). Furthermore, in the Canadian financial industry it was found that transformational leadership is more strongly correlated with higher employee satisfaction and individual/organizational performance than transactional leadership (Seblewongel, 2016). On the basis of the literature, it could be proposed that transformational leadership as opposed to transactional leadership would be more effective in achieving higher levels of employee performance.

Under transformational leaders, employees may receive individualized attention from the leader. As a result, they tend to reciprocate by supporting the leader's agenda and performing beyond expectations. Hence, transformational leaders can develop high quality leader member exchange relationships with followers, through which they influence followers' performance (e.g., Wang et al., 2005). Although the initial stage of LMX may

be transactional, it can be transformational if the last stage is reached (Bass, 1999). In both Bass's (1985) and Podsakoff et al. (1990) conceptualization, transactional leadership clarifies expectations toward followers' performance and provides rewards to followers contingently on the level of their performance.

Followers will be motivated to meet performance expectations and fulfill their end of the contract in order to be rewarded accordingly (Bass, 1985). A strong empirical support for the relationship between leaders' contingent reward and employee performance has been found (Podsakoff, et al. 2009). However, transformational leadership inspires followers with attractive vision, expresses optimism and high expectations for excellence and performance on the part of followers. It should be able to move followers beyond their normal level of performance (Bass, 1985). A positive relationship between transformational leadership and employee performance has been found in both lab (Howell & Frost, 1989) and field (Bass, 1985) settings. Thus both transformational and transactional leadership are expected to have positive direct effect on employee performance. Raja and Palanichamy, (2012) examined the effect of leadership styles on employee performance in public versus private sector enterprises in India. From *43 middle-level managers and 156 subordinates, the study results indicate* sufficient evidence, at the 5% level of significance, that there is a linear positive relationship between transformational leadership and employee performance, there is a significant positive relationship between transactional leadership employee performance. However, the study found that laissez-faire leadership had a negative relationship with the employee performance/outcomes".

Rassol et al. (2015) also studied leadership styles and its impact on employee's performance in health sector of Pakistan and concluded that transformational leadership styles have more positive effect on employee performance than transactional leadership. They found out that transformational leadership can perform better in highly organic environment where focus is on competitive advantages. Results of their study also explored that the impact of transactional leadership was not much stronger as compared to transformational leadership on job performance. According to Pradeep and Prabhu, (2011), leadership is positively linked with employee performance for both transformational leadership behaviours and transactional contingent reward leadership behaviours. The managers, who are perceived to demonstrate strong leadership behaviours, whether transformational or transactional, are seen to be engaging in increasing the employees' performance. In giving their summary it was found that the transformational leadership style has significant relationships with performance outcomes; viz. effectiveness in work, satisfaction, extra effort and dependability. Their study added some additional knowledge for a better understanding of the preferred leadership approach and appropriate style for using with subordinate in various professional levels. By using their results, leaders can adjust their behaviours in practical ways to enhance subordinates' job performance, thereby reaping increased productivity for their organizations as a consequence. They emphasize on the need of leaders to have the ability to attract / influence their subordinates, be able to set clear standards of performance to their peers and act as a best role model to the subordinates.

A study by Aboshaiqah,(2015) on nurses' perception of managers' leadership styles and Its Associated Outcomes, demonstrated that staff nurses perceived that transformational leadership and its factors are utilized more often than transactional and laissez-faire leadership styles, again, further analysis showed that there was positive correlation between outcome factors (effectiveness, extra efforts and satisfaction) and transformational and transactional leadership styles and negative correlation with laissez-faire leadership style. They concluded that a combination of transformational leadership styles and behaviours/factors contributed to an increase in extra effort, satisfaction and overall employee performance and perceived leader effectiveness among nurses. Sendjaya&Pekerti,(2010) did a study on the perceived leadership style and employee performance in hotel industry, they found that autocratic leadership style is perceived as being the most used style by the managers that ensure expected results. They also stressed the fact that managers must find the good solution to help the employees to increase their individual performance.

Kehinde and Banjo, (2014) also did a test of the impact of leadership styles on employee performance: A study of department of Petroleum Resources; The implication of their study was that "transformational leadership style" would bring effective results in organizations because it motivates employees to go beyond ordinary expectations, appeals to follower's higher order needs and moral values, generates the passion and commitment of followers for the mission and values of the organization, instills pride and faith in followers, communicates personal respect, stimulates subordinates intellectually, facilitates creative thinking and inspires followers

to willingly accept challenging goals and a mission or vision of the future mission and objectives of organization, they recommend that transformational leadership style is good or appropriate for organizations that wish to compete successfully and mentor subordinates who will be managers of tomorrow to keep the flag flying for the firm. “Leadership has got a paramount attention in both the academia and practitioners since recent decades as determinant factor on employee behaviour and performance”. Rasool, (2015) “The measure of relationship between the job performance and leadership style draws the considerable attention of scholars. Leader and their leadership styles is one of the mostly studied topics of recent history.

Chan, (2010) points out that the many researchers who have done studies on leadership style have not come up with a specific style suitable for specific issue, however Chan advises that it is important to note that different styles are needed for different situations and leaders just need to know when to use a particular approach and by using appropriate leadership styles, leaders can affect employee job satisfaction, commitment, productivity and ultimately the organization’s performance through its employees. The amount of direction and social support a leader gives to subordinates/ followers depend greatly on their styles to fit the situation.

Empirical Studies in the Context of Africa

In the context of Africa, it has been realized that a study by Seblewongel, (2016) found transformational leadership to be more effective than transactional leadership in increasing employee performance. The research found a significant positive linear relationship between transformational leadership and employee performance but no significant

linear relationship between transactional leadership and employee performance in a South African pharmaceutical organization. Elsewhere in Africa empirical evidence by Nuhu, (2010) who sought to study the effect of leadership styles on employee performance in Kampala City Council reveals that laissez faire leadership was practiced especially in higher offices and also the laissez faire leadership was existent especially in lower offices. Authoritative leadership style has a positive relationship with employee performance (Nuhu 2010), most employees believed that authoritative leadership brought about performance the autocratic way (coerced), yet other forms of leadership would approach the employee from a more humanistic manner.

According to Nuhu, (2010) Laissez fare leadership style has a positive relationship with employee performance. Since most employees believed that they would rather be made comfortable at work rather than coerce them around like kids. In fact this was eminent in some departments that supervisors or managers were naturally approachable, friendly and not arrogant at employees. Since the correlation his study showed that laissez-faire leadership leads to performance, this implied that that in these departments, employee performance actually existed however on a slow pace, rather than in the authoritative leadership which was filled with Tension. Tsigu and Rao, (2015) in their study “leadership styles: their impact on job outcomes in Ethiopian banking industry” found that transformational leadership style explained the variation on performance better than transactional leadership style. Hence, the researchers recommended that if banks under study emphasize more on

transformational leadership style dimensions, it would enable them to better satisfy and hence gain more output from their employees

Research Studies on Leadership Style and Job Satisfaction

There are many factors that may enhance job satisfaction of employees like working conditions, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition and empowerment (Castillo and Cano, 2004) but leadership has a major relationship to enhance employees' job satisfaction (Wexley and Yukl, 1984). The quality of leader-employee relationship has a significant relatedness with employees' job satisfaction (DeCremer, 2003) and employees feel satisfied and comfortable with leaders who are supportive (Yukl, 1971). Employees feel stress when they have to work with a leader who is unsupportive and whose behaviour is negative (Wilkinson & Wagner, 1993). Negative leader-employee relationship has various adverse impacts on the employees as it reduces productivity, increases absenteeism and the turnover to the organization can also be quite high (Keashly et al., 1994; Ribelin, 2003).

Lashbrook, (1997) stated that leadership style plays a vital role in influencing employees' job satisfaction. Some researchers discovered that different leadership styles will engender different working environment and directly affect the job satisfaction of the employees (Bogler, 2001; Timothy & Ronald, 2004). Bass, (1985) proposed that transformational leadership might intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation. Transformational leaders tend to encourage and motivate their followers to take on more responsibility and autonomy (Emery & Barker, 2007) thereby enhancing employees' sense of

accomplishment and satisfaction with their job.

Transactional and transformational leadership have been widely linked to positive individual and organizational consequences (Bass, 1990). These leadership styles are found to correlate positively with employee perceptions of job, leader and organizational satisfaction (Felfe&Schyns, 2006; Bycio, Hackett & Allen, 1995; Niehoff, Enz& Grover, 1990). Castaneda and Nahavandi, (1991) indicated that employees are most satisfied when they perceive their supervisors as exhibiting both relational and task oriented behaviours.

Research Gaps

The literature on leadership and employee performance is scattered across countries and across industry. The evidence of the effect of leadership style on employee performance is also varied. While most of the literature reviewed is somehow consistent in suggesting that both transformational and transactional leadership styles are significantly positively related to employee performance and that transformational style's effect is more pronounced than that of the transactional leadership style (Rasool, et al., 2015; Kehinde and Bajo, 2014; Tsigu and Rao, 2015), the evidence on the employees' satisfactions with these leadership styles including authoritative and laissez-faire is not well understood. Besides little is known about the extent to which demographic factors like age, gender and experience and rank/position of the staff influence the perceptions on the leadership styles. This suggests that the understanding of the leadership styles needs more discussions. In addition, neither all industries nor countries are covered in the literature. Of those reviewed tertiary institutions like Polytechnics is under-represented.

Of more interest to this study is the paucity of researches in this area from West Africa and Ghana in particular. While several industries are reported in the growing body of evidence few are coming from the tertiary sector. Therefore, from the preview of literature it is evident that the research evidence on the existence of the various leadership styles and the effect of leadership style on employee performance at organizational level is available. However, the evidence is not evenly distributed across sectors and also it is evident that evidence from the tertiary sector is lagging behind. It is these facts that have motivated this study in order to contribute evidence from the Ghanaian.

Demographic Characteristics

The study from most countries like China, India and Pakistan shows that the level of perception regarding existence of leadership style varies with demographic feature e.g. in China age, marital status, education are important predictor to define the relationship between HR practices and employees outcome (Qiao, et al, 2009). The presence and effectiveness of leadership style entirely depend upon the perception of employees especially in diverse culture of organization in terms of socioeconomics composition (Bashir et al. 2005). There is also significant relationship between demographic factors like gender, race and job satisfaction (Hunjra et al. 2010, Scott et al., 2005). So we can assume that Academic faculty ranks, gender and age moderate the relationship between leadership style and job satisfaction.

Conceptual Framework of the Study

Leadership in an organization plays an important role as a number of attentions have been paid to it in recent times. Leadership has been viewed as a transaction between a leader and his subordinates. It had also been defined as a process of influencing people towards a particular objective or goal. Whichever leadership style that is exhibited by a person is a combination of traits, characteristics, skills and behaviours. The situation also matters and will call for a totally different style especially in the tertiary sector in Ghana.

This research seeks to identify different types of perceived attributes of leadership styles which in the context of this study include: transformational, transactional, authoritative and Laisser-faire offered by the Takoradi Polytechnic to its employees and how they affect the employee performance as exhibited in the Figure 1.

The researcher collected background information on demographic features such as gender, age, rank and experience to help understand more on the perceptions of the individual employees on leadership styles. On other words, the aim of the above conceptual framework is to see if the demographic features have any influence on the perceptions that the employees have on the leadership styles.

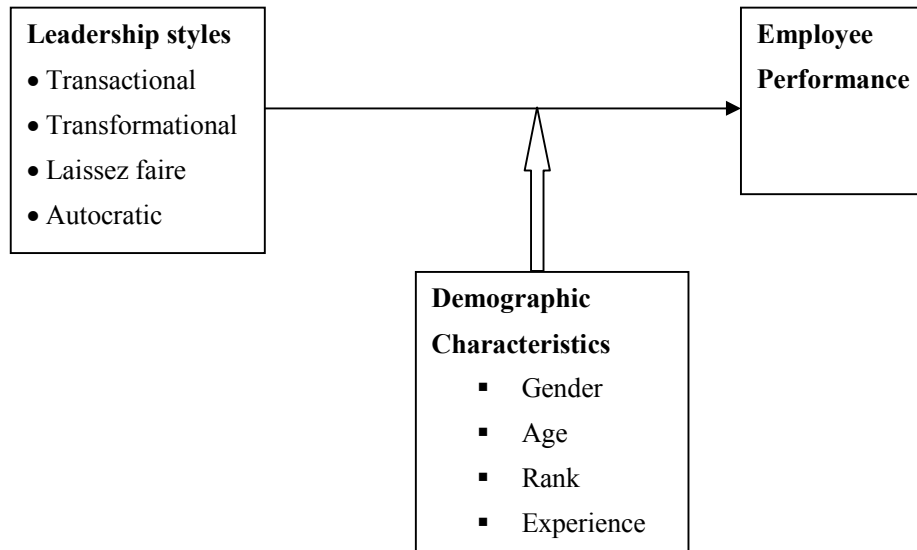


Fig. 1: The Conceptual Framework

Source: Author's Construct, (2016)

Summary

This chapter has served as the foundation for the development of this study. The purpose of this chapter has to review the relevant literature on leadership styles and its influence on performance of Takoradi Polytechnic. The first section concentrated on the discussions on the theoretical background of the study. This was followed by the discussions on concepts such as leadership styles including its dimensions, performance and employee satisfaction. The purpose here is to provide an understanding of the leadership styles and the underlying theories of the study. The second section rather focused on the employees' leadership styles and their relationship with organizational performance and satisfactions and its relationship it has with the leadership styles: The third and the last section dwell mainly on the demographic factors as mediators followed by the literature gap with its associated conceptual framework.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter is about the procedures used for the study. Specifically, it covers the approach to research, research design, population, sample and sampling techniques. Also discussed are the research instrument, validity and reliability of the instrument, data collection procedure, and data analysis.

Research Approach

The study adopted the quantitative research approach as its primary approach to collecting and analyzing data. This approach was used because according to Johnson and Onwuegbuzie (2004), quantitative research approach is a type of research approach in which quantitative techniques in the form of descriptive and inferential statistics are used to describe issues study. Also, the approach was used based on the aim of having objective answers to the research questions and to help the researcher to remain unbiased and independent of what is being researched. In addition, such an approach helps the values of the researcher not to interfere with, or become part of, the research. Finally such method can help measure variables with numbers, and analyze the issues using statistical techniques. In this way, the method can help minimize the problem associated with the generalizations of the study outcome since the views are more objective than being subjective. However, the use of this research approach requires a lot of scientific cautions and principles which when violated could distort findings (Creswell et al. 2011).

Research Design

A research design provides a framework for the collection and analysis of data. The study adopted descriptive research and cross sectional research designs. A cross sectional design is used when researchers want to collect data at a single point in time (Fowler, 1993). The data was, therefore, gathered at a single point in time from the respondents. The unit of analysis in the study was junior and senior staff and senior members of the Takoradi Polytechnic.

The research design adopted, according to Avlonitis&Gounaris(1997), is useful in the sense that it would help the researcher attain systematic data on different respondents at the same time. Convenience sampling of respondents was used to ensure that those employees found at their workplaces were the ones used for the study. This design was quantitative to allow for descriptive and inferential analysis.

The Study Organization

The study was conducted at the Takoradi Polytechnic. It was one of the few established Public Technical advanced schools in Ghana to train people with technical skills in the country. It is located in the Western region of Ghana.

Besides the technical divisions, the institution has several divisions, departments and sections under its Central Administration. These include the Centre for International Education, Finance Section, Internal Audit, Directorate of Physical Development and Estate Management, Technical Library, Division of Academic Affairs, Division of Human Resource, Staff Training and Development, Academic Planning and Quality Assurance Unit,

and Public Affairs Section. The various heads of the divisions, departments or sections have been tasked to empower their subordinates performance through information sharing, granting of study leave (with or without pay), and workshops among others.

Population

In this study, the researcher used not only both the administrative and clerical support (Senior & Junior) staff, but also both senior and the junior academic support staff normally known as Chief Research Assistants (CRAs), Principal Research Assistants (PRAs), and Senior Research Assistant (SRAs). The frame of the available population was identified through personnel records of the individual Faculties/Colleges/Schools provided by the Division of Human Resource of the Takoradi Polytechnic. Thus, the target population consisted of eight hundred (800) employees.

Sample Size and Sampling Procedure

The fact that it was impractical to collect data on the whole population, considering the size, as well as the time available for the study, the need to select a sample that would represent the whole population was vital. The sample size covered about 33% of the target population of the study (that is, 260 out of 800). The sample size of 260 was determined using Krejcie and Morgan (1971) statistical table.

Variables and Measurement Procedures

The researcher formulated questionnaires to obtain data regarding the demographic characteristics of respondents which include: age, gender,

education levels, and length of service in the organization which helped in understanding the respondent's background information.

The key variables were leadership styles – namely, transformational, transactional, laissez faire and autocratic. The scale used for leadership styles in order to measure them was the Multi factor Leadership Questionnaire developed by Avolio and Bass (1995), modified to fit the context study. The next variable considered was the employee performance. Five subscales of transformational (idealized influence attributed, idealized influence behaviour, inspirational motivation, intellectual stimulation, and individualized consideration) and two subscales of transactional (contingent reward, active management-by-exception) were used.

Methods of Data Collection

The instrument used for data collection was a self-administered questionnaire which was distributed to the target population and collected after one week. Questionnaire is a set of questions with a definite purpose designed for a target group of people to be administered by themselves within a particular time frame. According to Abdelzaher et al.(2010), questionnaire guarantees high efficiency in data collection and high generalizability of results over the more intensive research designs. However, Creswell et al. (2011) emphasize that questionnaire lacks flexibility in that once a questionnaire has been designed and distributed out it becomes difficult to change the categories of data collected. Questionnaire was selected for this kind of study, because it is a self-reported measure which guarantees confidentiality and therefore it is more likely to elicit truthful response with regard to the information required from the respondents.

The questionnaire was composed in a brief and appropriate language to avoid ambiguity and to attract respondent's interest. (It is attached as an Appendix). The questionnaire consisted of different types of questions. Information about the demographic data of the participants was gathered from the multiple choice questions (closed), which just required that the right answers be ticked by the respondents. The main part of the questionnaire, which concerns the objectives of the thesis, consisted of likert-scale questions. These questions helped to ascertain how strongly the respondents agreed with a particular statement. Convenience sampling technique was used to distribute questionnaires. A five point likert-scale was used with 5 representing strongly agree and 1 representing strongly disagree. The questionnaire were personally distributed to respondents working in the school.

Pre-test

Validity and reliability indicates how best the instrument used in the study best measures the parameters it is meant to measure and it is the measure of accuracy in terms of results attained in the study (Cook, Campbell& Day, 1979). In this study, a pre-test of the research questionnaire was done at the Cape Coast Polytechnic in July, 2016, since it has similar structure just like the Takoradi Polytechnic and also has its own performance appraisal system similar to that of the Takoradi Polytechnic. This process was aimed at testing the accuracy and strength of the questionnaire in eliciting data needed for the study. In other words, this was to help in assessing the clarity of our questions to the respondents and to elicit their understanding in regards to answering questions. The questionnaires were administered and after receiving them

back, it was realized that the questionnaires did not need any significant changes.

Validity

Validity in research simply means the extent to which instruments (questionnaires or structured interview schedules) measure what they intend to measure. In other words, validity means to what extent that the selected tool measures the intended research objectives (Fraenkel, Wallen, & Hyun, (1993).

In the context of this study, several strategies were undertaken to validate and refine the content of the questionnaire. To address the face validity, the experts painstakingly read the questionnaires and the appropriate corrections were made before it was given out. Peer review was also of immense importance. Content validity was further enhanced by asking experienced experts in the field to go through the questionnaire before it was administered to the respondents.

Experts' responses were dichotomous (clear/unclear), or according to relevancy (not relevant, somewhat relevant, quite relevant, and highly relevant). All efforts were taken to consider all of the contributions of the panel and their suggestions whether addition or dropping certain items from the questionnaire. Many items of domains and sub-domains were manipulated and reconstructed with minor language adjustments to enhance clarity, and to be assured that the instrument is entirely applicable.

Reliability

Reliability refers to the extent to which the application of a scale produces consistent results if repeated measures are taken (Hecker&Violato, (2009).It can be achieved when keeping results at a consistent level despite changing of time and place (Fraenkel, Wallen, & Hyun, (1993). Internal consistency: Internal consistency comprises testing the homogeneity that assesses the extent to which personal items are inter-correlated, and the extent to which they correlate with overall scale findings and this can be performed by using Cronbach's alpha test (Polit& Beck 2008). In terms of observation, reliability of observation refers to the consistency of observation in which the observers reached to the same inferences or activities of intra-observation (one observation at different time) and inter-observation reliability (more than one observer) (Polit&Beck 2008).

The Cronbach's coefficient alpha (α) was used in this study to determine the reliability of items in the questionnaire. The value of Cronbach's alpha ranged from 0 to 1. It is worthy to note that, the closer the value of α to 1, the better its reliability. Nunnally (1967) suggested an alpha threshold of 0.5 for basic research and later adjusted the value to 0.7 (Nunnaly, 1978) and also recommended by Hair, Black, Babin, Anderson, and Tatham (2006).

The success rate in this study could be ascribed to the self-administration of the questionnaires applied by the researcher from which the intended respondents were pre-notified on the actual date and venue before the data collection although the questionnaires were self-administered. The researcher also made frantic efforts to make a lot of follow-up calls to clarify queries with

the intention to boost the high response rate. The response rate is represented in table 1.

Data Analysis

The data were analyzed quantitatively and this was done using Statistical Product for Service Solution (SPSS) version 21. The responses received from the respondents were initially tabulated according to five scales (options) contained in the questionnaire. These scales were Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D) and Neutral (N).

As per scoring given above, the entire data of two hundred (200) questionnaires was tabulated in an Excel Spread Sheet and later fed into SPSS for results. The results produced by the SPSS tool were then tabulated and interpreted. For convenience of statistical analysis and keeping in view the significance of relevant responses, the options of Strongly Agree (SA) and Agree (A) and Strongly Disagree (SD) and Disagree (D) have been clipped into two options of Agree and Disagree. The N (Neutral) option has not been ignored for statistical analysis even though the neutral has no statistical significance on the outcome.

Summary statistics, including the computation of means, ranges, standard deviations, frequency counts, and percentages of all demographic and organizational characteristic data, were performed according to data levels (nominal, ordinal, or interval). The Chronbach's alpha coefficients of internal consistency reliability were evaluated. Mean scores and standard deviations were computed for the levels of subscales of the variables used.

Ethical Consideration

Bless and Higson-Smith (2000), state the main rules of data collection as: a) voluntary participation b) the right to privacy c) Freedom d) Anonymity and e) Confidentiality. All these ethical rules have been met in this research study. The data collected for this research did not involve any confidential information to great degree. So luckily the researcher managed to collect the data from the workers of the institution with no difficulty. In order not to waste the valuable time of the workers, and not to disrupt the work in the institution, as advised by the managers of the management, the researcher visited the workers during the lunch breaks and collected the data.

An introductory letter was obtained from the Department of Management Studies of the School of Business, University of Cape Coast to introduce the researcher to the institution. To gather data from the sampled staff, permission was sought from the management of the institution. Those employees that were selected had their consents sought through the management of the Polytechnic.

A research is expected to be free from any biases and it must be scientifically sound and reported honestly, thoroughly and completely (Malhotra& Birks, 2007). Participants were informed about the purpose of the research and what objective it sought to achieve. They were encouraged to feel free and express their views as objectively as possible and that they have the liberty to choose whether to participate or not. They also had the option to withdraw their consent at any time and without any form of adverse consequences.

Anonymity and confidentiality were guaranteed and the researcher did not cause harm or mental stress to those who choose to participate. This research and its associated methodology adhere to all of these ethical considerations. An organizational entry protocol was observed before the data were collected. Individual staff of the Polytechnic was informed of the reason for the whole exercise and the tremendous benefit the Polytechnic would derive if the research was carried out successfully.

Summary

The purpose of this chapter was to describe the methods used in achieving the aim of this study. So far it has been noted that for data collection and analysis, a quantitative method which involves structured questionnaire has been used. There has also been significant background information regarding the study context of Takoradi Polytechnic including the way the data were collected and analyzed. Ethical consideration of the study has also been revealed. Written permission letter also had to be presented to all the Heads of Departments involved for approval before the commencement of the data collection. Those who took part in the survey were also assured of anonymity and confidentiality.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

Introduction

In line with the original research questions and the method used, this chapter provides the findings and discussions which reflect on the core study objectives as outlined in Chapter one.

The first section discusses the demographic features of the respondents. However, the second section, addresses the specific research questions relating to the topic namely:

1. What are the employees' perceptions on the nature of leadership style that exists in Takoradi Polytechnic?
2. What is the degree of employees' satisfaction in relation to the existing perceived leadership style?
3. What is the relationship between the perceived existing leadership style and organizational performance?
4. How do the demographic factors [*rank, age and Gender*] influence the perceptions of employees on the nature of the leadership style in Takoradi Polytechnics

Response Rate

Data was collected from both the senior and junior staff drawn from the Takoradi Polytechnic. Based on the table of Krejcie & Morgan (1970:608) and with a population size of eight hundred (800) employees, a total of two hundred and sixty (260) copies of the questionnaire were issued from which 250 were filled and returned which represents a response rate of 96.15%. This response rate was considered satisfactory on the basis of the assertion made by

Hashim, (2010) that a response rate of 50% is satisfactory enough for analysis. Babbie, (2004) also stated that the return of rates of 50% are appropriate to analyze and publish, 60% is good and 70% is very good. In view of this Nyamjom, (2013) who conducted a study on staff retention in state corporations and got a response rate of 75% regarded it to be excellent and a representative of the population. The implication here is that the rate of 96% in this study could be considered to be more than excellent. This can be seen in table 1.

Table 1: Response Rate

Questionnaire	Count	Percentage (%)
Returned	250	96.15
Non Returned	10	3.85
Total	260	100

Source: Field survey, (2016)

Instrument Reliability

In this study in order to determine the reliability of the instruments used, the questionnaires after grouping were tested using CronbachAlpha for the different constructs separately. According to George, Darren and Mallery (2003) Alpha scores can range from 0 to 1.0, and they provide the following rules of thumb: “ ≥ 0.9 means Excellent, ≥ 0.8 means Good, ≥ 0.7 means Acceptable, ≥ 0.6 means Questionable, ≥ 0.5 means Poor, and ≤ 0.5 means Unacceptable” (p. 231).

In this study, the results of the CronbachAlpha test have been set out in Tables 11 and 12. The results of Table 11 show the values for the various leadership styles (transformational, transactional, authoritative and Laissez faire) as well as the performance and satisfaction instruments. On the other

hand, Table 12 shows a summary of the Cronbach Alpha values for various dimensions of the Transformational leadership style namely: Idealized, Inspirational Intellectual and Individual Consideration.

Descriptive Results for Socio-Demographic Characteristics

In order to understand the socio-demographic characteristics of the respondents, the first section of the questionnaire was designed in such a way that the respondents could provide answers relating to their backgrounds. After analyzing their answers, the data that was obtained had been summarized in Table 2.

From the table, it can be noted that the majority of the respondents were men [64%] while the female was only 36%. However, despite the fact that the majority of the employees are males, it can be said that the institution does not violate the gender equality policy enshrined in the constitution which stipulates that both men and women should be treated equally. This implies that the figure of male being majority might have been mere coincidence but not based on any cultural explanations as it has been the case of most Africa countries.

In terms of age, the results indicated that the most of the employees' age was between 31-40 years with a percentage figure of 39.2%, followed by those between the ages of 21-30 (33.2%) while 21.2% aged between 41-50 years. The least age group was those with age 51 and above with a percentage figure of 6.4%.

What can be deduced from this age demographic data of the respondents is that, in the first place, the sample could be considered to be all-inclusive as it captured the opinions of various age groups within the

institution. Furthermore, the finding also depicts that the respondents were old enough to provide vital responses to the question of leadership in the Institution. In addition, the fact that the majority of the respondents was between 31-40 shows that the institution has great potentials of talented workers who could stay with the school a longer period and be able to contribute to the succession planning of the management of the institution. This contention is true taking into account a study by Berry, (2010), which demonstrates that age is a factor that can contribute in keeping employees on the job and reducing turnover intention. For instance, according to Kipkebut (2010), in the case of young workers, they often have high expectations at the work place and hence at risk of turnover, while, older workers prefer to retain their status quo, since they do not want to disrupt their benefits such as pension and other remuneration.

With regards to experience which reflects on the number of years worked, the finding shows that those who have worked between 6-10 years are the majority with 48.4% while those between 1-5 years are the second highest of 30.4%. This is followed by 16.4% who had worked for a period of 16 years and above. Those with working experience of 11-15 years are the least represented by 4.8%. This suggests that while most of the staff at Takoradi Polytechnic have not worked for a longer period and therefore may lack experience compared to the number of staff who have worked for longer period and have had enough experience, there is a right mixture of workers in the institution. The experienced ones are relatively large enough to be able to impact their knowledge on the inexperience ones.

Table 2: The Results of the Demographic Features of the Respondents

Variable		Frequency	Percent
Sex	Male	160	64
	Female	90	36
Age	21-30	83	33.2
	31-40	98	39.2
	41-50	53	21.2
	51-above	16	6.4
Educational Levels	Cert A	1	0.4
	Diploma	52	20.8
	1st Degree	70	28
	2 nd Degree	109	43.6
	Professional	4	1.6
	Others	14	5.6
Staff ranking	Junior staff	62	24.8
	Senior staff	87	34.8
	Senior member	101	40.4
Experience	1-5 year	76	30.4
	6-10 years	121	48.4
	11-15 years	12	4.8
	16 and above	41	16.4
Total		250	100

Source: Field survey, (2016)

Another finding on the demographic features was about the staff ranking. On this issue, it can be noted that majority of the respondents were senior members (40.4%) followed by the senior staff (34.8%). The least was the junior staff of 30.4%.

When it comes to educational level, those who were the majority were those with Masters or 2nddegrees (43.6%) while the least was those with Cert 'A' (0.4%). This finding is not surprising considering the fact that this is an academic institution which prides itself of those with higher academic degrees and as such those with Cert 'A' have the possibility of not being employed. Those with 1st degree were the second highest with a percentage figure of 28% and this is followed by those with Diploma certificates (20.8%). Those with Professional and other certificates are the relatively small, 1.6% and 5.6% respectively.

Objective 1: Examining the perception of the employees on the nature of the leadership style existing in Takoradi Polytechnic

In line with the research objective one which was about the perception of the employees on the nature of the leadership style existing in Takoradi Polytechnic the respondents were presented with four main types of leadership styles. These were: transformational; transactional; authoritative and Laissez faire. Subsequently they were asked:

“Which of these do you think best describes the leadership style inTakoradi Polytechnic?”

Thus this subsection presents the results of the analysis of leadership styles based on the responses obtained from the respondents. The results are shown in table 3.

Table 3: Perceived Leadership Styles in Takoradi Polytechnic

Leadership style in Takoradi Polytechnic	N	Min	Max	Frequency	Percent	Mean	Std. Deviation
Transformational	250	1	4	90	36.0	2.41	0.823
Transactional	250	1	4	62	24.8	2.34	0.803
Authoritative	250	1	4	32	12.8	2.20	0.782
Laissez faire	250	1	4	66	26.4	2.33	0.788

Source: Field survey, (2016)

Table 3 helps us to understand the kind of leadership styles that leaders in Takoradi Polytechnic frequently used in their positions. From the table it can be seen that majority of the respondents (36%) perceived transformational leadership style to be the type of leadership style that exists in the institution while 24% also believed that the type of leadership style is transactional. In spite of this, 26.4% of the respondents also claimed that the leadership style in the institution was LaissezFairewhile only 12.8% perceived the leadership style to be authoritative.

The significance of the differences in perceptions can also be noted from the means values of the various leadership styles. From table 3 it is known that the mean value of transformational leadership (2.41) is the greatest, which is followed by the mean value of transactional leadership (2.34) and Laissez Faire (2.33) and authoritative (2.20). This means that transformational leadership style is more perceived to be adopted by leaders as compared to transactional leadership style and other two styles. The implication here is that through the transformational leadership style the employees are motivated to achieve more rather than what was originally planned. It shows that the employees are able to go beyond expectations (Singh &Krishnan, 2005). Moreover, with the transformational leadership style, the leaders are able to concentrate on promoting development and

strategic thinking in the organization and carries on the change process more effectively than others. The leaders take care for others and never discriminate on the basis of race, colour, sex, religion, age or social class (Chemjong, 2004).

For the purpose of having a deeper understanding of the perceptions of the employees on the various dimensions of each of the leadership style, descriptive statistics were used for the analysis. These were the four dimensions of the transformational leadership style with three items each; two dimensions of transactional leadership style with three items each; Authoritative and Laissez-faire leadership styles with each having six (6) items. The mean and standard deviation (S.D.) of the four dimensions of the transformational leadership styles were calculated, to establish the respondents' perception of the extent to which their leaders practiced this leadership style. The scale used in the statements was 1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree. The descriptive statistics of the findings are represented in Table 4.

Table 4: Statistical Description of the Perceptions of Employees on Transformational Leadership in Takoradi Polytechnic

DIMENSIONS	Min	Max	Mean	Std. Deviation
Idealized Influence	1	4	2.43	0.840
Inspirational motivation	1	4	2.30	0.849
Intellectual simulation	1	4	2.49	0.824
Individual consideration	1	4	2.20	0.824

Source: Field survey, (2016)

The results in Table 4 show that the Intellectual simulation had the highest mean of 2.49 and a standard deviation of 0.824, followed by Idealized Influence at a mean of 2.43 and standard deviation of 0.840. The third highest

dimension was inspirational motivation which had a mean of 2.30 and standard deviation of 0.849. The least perceived dimension was Individual consideration with a mean of 2.20 and a standard deviation of 0.824. In general, the results show that Transformational leadership style with a total mean score of 2.41 and standard deviation of 0.823 is the most important leadership style most practiced by the leaders in Takoradi Polytechnic.

On the issue of dimensions of the transactional leadership style, the results are depicted on the table 5.

Table 5: Statistical Description of the Perceptions of Employees on Transactional Leadership in Takoradi Polytechnic

DIMENSIONS	Min	Max	Mean	Std. Deviation
Contingency Reward	1	4	2.18	0.801
Management by Exception(MBE)	1	4	2.50	0.804

Source: Field survey, (2016)

Table 5, depicts the mean and standard deviation (SD) from respondents' judgment of whether their leaders practiced transactional leadership style. From the assessment, it can be noticed that the respondents perceived Management by exception (MBE) to be more practiced than contingent reward as it is reflected in the various means. On the whole, the MBE recorded the highest mean of 2.50 with a standard deviation of 0.804, while contingent reward had a mean of 2.18 with a standard deviation of 0.801.

With regards to the respondents' perception on the existence of Laissez Faire leadership style, the results were presented in Table 6 which has the mean and standard deviation of the respondents' perceptions.

Table 6 presents the mean and standard deviation of the results from

respondents' perception on laissez faire leadership style. This was examined by six items with the first statement reading 'In complex situations our leader allows me to work my problems out on my own way'. This had the mean of 2.35 and a SD of 0.774. However, the most important statement perceived to reflect on the laissez faire leadership style practice was "Our leader gives me complete freedom to solve problems on my own". This had the mean of 2.68 with a SD of 0.898. This was followed by the statement "In most situations there is little input from my leader". This also had the mean of 2.65 and a SD of 0.833. This was followed by the statement "In general our leader feels it's best to leave subordinates alone". It had the mean of 2.54 and a SD of 0.860. The next important statement that exemplified the laissez faire leadership style was "Our leader stays out of the way as I do my work". It had a mean of 2.28 and a SD of 0.845. The least significant statement that characterized the laissez faire leadership style was "As a rule, our leader allows me to appraise my own work". This had the mean of 1.46 and a SD of 0.523

Table 6: Statistical Description of the Perceptions of Employees on Laissez Faire Leadership in Takoradi Polytechnic

	N	Min	Max	Mean	Std. Deviation
1.In complex situations our leader allows me to work my problems out on my own way	250	1	4	2.35	.774
2.Our leader stays out of the way as I do my work	250	1	4	2.28	.845
3.As a rule, our leader allows me to appraise my own work	250	1	4	1.46	.523
4.Our leader gives me complete freedom to solve problems on my own	250	1	4	2.68	.898
5.In most situations there is little input from my leader	250	1	4	2.65	.833
6.In general our leader feels it's best to leave subordinates alone	250	1	4	2.54	.860

Source: Field survey, (2016)

On the whole, on the issue of the perceptions on Laissez faire leadership style, upon evaluating, it was revealed that the six statements had a mean score of 2.33 and a standard deviation of 0.788. This is in contrast to the findings of Anyango,(2015) whose study in Kenya indicated a higher mean of 3.6624 and a standard deviation of 0.91193. This implies that the way employees perceive their leader can vary from one country to another depending on the situational factors which could be employees' cultural backgrounds.

However, the study found that the Laissez-faire leadership style was not the least exhibited style in Takoradi Polytechnic; rather it was the Authoritative Leadership style. This assertion is based on the assessment of the perceptions of the various employees within the institution and the results depicted in table 7.

Overall, the most significant statement that reflects the Authoritative Leadership style in Takoradi Polytechnic was 'Our leader believes that decisions must be taken without any consultation of the general population'. It had the highest mean of 2.54 and SD of 0.832.

This is followed by statement of 'Our leader believes employees need to be supervised closely otherwise they are not likely to do their work' which had a mean of 2.49 and a SD of 0.856. The third most significant one was "Our leader gives orders and clarifies procedures" with the mean of 2.41 and a SD of 0.817. The statement that "As a rule, Our leader believes that employees must be given rewards or punishments in order to motivate them to achieve organizational objectives" was also considered to be important because it had a mean of 2.27 and a SD of 0.811. The least important statement was "Our

leader makes me feel insecure about my work and future direction”. It had the lowest mean value of 1.42 and a SD of 0.548.

In general, the assessment of the six statements that explain authoritative leadership style indicated that the total mean score was 2.20 and a standard deviation of 0.782. This mean is above the midpoint of 2 and indicates that respondents agreed that their leaders actually use authoritative leadership.

Table 7: Statistical Description of the Perceptions of Employees on Authoritative Leadership in Takoradi Polytechnic

	N	Min	Max	Mean	Std. Deviation
1. Our leader believes employees need to be supervised closely otherwise they are not likely to do their work	250	1	4	2.49	.856
2. As a rule, Our leader believes that employees must be given rewards or punishments in order to motivate them to achieve organizational objectives	248	1	4	2.27	.811
3. Our leader makes me feel insecure about my work and future direction	250	1	4	1.42	.548
4. Our leader is the chief judge of the achievements of employees	250	1	4	2.05	.830
5. Our leader gives orders and clarifies procedures	250	1	4	2.41	.817
6. Our leader believes that decisions must be taken without any the consultation of the general population	250	1	4	2.54	.832

Source: Field survey, (2016)

Discussion

The main aim of this study has been to examine employees’ perceptions on the nature of leadership styles in Takoradi Polytechnic and the kind of relationship these leadership styles have with employees’ satisfaction and organizational performance. Taking into account the stated objectives of this study in relationship with the findings of the study, it can be said that the principle aim behind the study was achieved. The following are some of the

noticeably proved points for consideration. Considering objective 1 (examining employees' perceptions on the nature of leadership style that exists in Takoradi Polytechnic), it was noted that there were various perceptions, which included the following: transactional, authoritative, transformational, and laissez-faire.

However, the majority of the respondents had the belief that the leadership style practiced was mostly transformational followed by transactional, laissez-faire and lastly authoritative. The transformational leadership style's items in this study of idealized behavioural influence had the mean score of 2.43, inspirational motivation was 2.30, intellectual 2.49 and individual consideration had the mean of 2.20. Although these were low, they all exceeded the midpoint of 2. The fact that most employees perceived their leaders to be transformational suggest that their leaders are proactive in many different and unique ways. These leaders attempt to optimize development, not just performance alone which encompasses the maturation of ability, motivation, attitudes, and values. Such leaders often try to elevate the maturity level of the needs of their associates (from security needs to needs for achievement and self-development). They have to convince their associates to strive for a higher level of achievement as well as higher levels of moral and ethical standards. Through the development of their associates, they optimize the development of their organization as well (Hooper and Potter, 1997).

The finding of this study is significant as it differentiates itself from the other findings already established in the leadership literature. This result can be considered to be positive and it is good to see there are contradicting findings elsewhere from this study as other studies were conducted in different

cultures. For example, a study by Taleghani, Salmani and Taatian, (2010) in Pakistan, revealed that transactional leadership style is more dominant among the employees, the autocratic style comes next and the Laissez-faire leadership is exhibited by least number of employees. Also a study in Uganda by Gimuguni, Nandutu&Magolo, (2014) revealed that the transformational leadership style was not highly practiced, rather it was authoritative leadership that was practiced especially in higher offices and also the laissez-faire leadership was highly existent especially in lower offices.

In spite of these contradictions, this study result is supported by Bass' (1985) transformational leadership theory when applied to Ghanaian societies. Bass (1997) proposed that transformational leadership may have far more influence in collectivist societies like Eastern and or Asian countries than in the individualistic societies of the West. The reason proposed for this is based on the belief that leaders in collectivist cultures have a moral responsibility to frequently consider their followers' needs, to help them in their career development and to attend their important gatherings (Bass, 1985; Dorfman et al., 1997). Bass and Avolio, (2000) emphasized that "collectivist cultures provide leaders with ready-made opportunities to become transformational leaders" (p. 7).

Transformational leadership in particular, play an important role in building and sustaining strong corporate and administrative cultures and it is highly encouraging that the study findings show that today's leaders appear to be more aware of and willing to use corporate leadership behaviours rather than authoritative ones to achieve results. In fact, the more transformational leadership used, the greater the leadership outcomes, the more performance

oriented, socially responsible and supportive the organizational culture, and the more trusting, loyal and committed the workers employees are in those organizations (Sarros, Gray & Densten 2002).

While this argument might be true, it is also true to say that the study finding of most leadership style being transactional was significant. This is because most Ghanaian leaders are becoming more transactional due to the tradition of the West which emphasizes leaders' fulfillment of their individual roles and duties in hierarchically structured societies (Al-Neshmi 2011; Bass and Avolio (2000). Due to the hierarchical structure, most Ghanaian leaders with great expertise and talents and who define clear tasks and goals for subordinates are preferred. Moreover, the hierarchy system has the potentials of causing most Ghanaian leaders to also use the active management-by-exception leadership and an authoritarian pattern of leadership to make important decisions for followers. This cultural influence may explain why the mean score of the active management-by-exception leadership items is as high as 2.50 compared to the other subscales in this study.

In addition, the economic development dynamics in Ghana's society which has started to mimic that of China for the past decade requires the leader to pay attention to the exchange process of the transactional leadership by manipulating rewards and punishments to the followers in order to achieve desired outcomes. Besides, the majority of current public institutions' directors in Ghana might have also studied and earned their higher degrees like PhD from the West. The individualistic culture may influence them to place an emphasis on positive contingent reinforcements of the transactional leadership in the workplace. Therefore, even though collectivist cultures provide

Ghanaian leaders with ready-made opportunities to become transformational leaders, the tradition of the West and China with Confucianism tradition coupled with the dynamic economic development in Ghana's society might have to some extent had an influence on the leaders' use of transactional leadership.

On the issue of the Laissez-faire, the finding in this study which depicts that this type of leadership style is the third perceived style in Takoradi Polytechnic is in line with the Contingency theory. According to this theory, the leader's ability to lead is contingent upon various situational factors, including the leader's preferred style. It emphasizes the importance of focusing on inter personal relationships between the leader's style and the demands of various situations and employees. It carries the belief that the most effective leadership style depends on the ability to allow some degree of freedom to employees in administering any leadership style. This practice is good as it exploit individual employee's skills and creativity (Sarros, Gray &Densten 2002). Nevertheless, the problem with the Laissez faire in the African context is that it has been hardly practiced in totality due to the interference of politics, nepotism and internal tribal conflicts.

Objective 2: The level of Satisfaction of the Employees with the Leadership Styles in Takoradi Polytechnic

The second objective of this study was to assess the extent of satisfaction among the employees on the current leadership styles in Takoradi Polytechnic. In line with this objective the respondents were asked “how satisfied are you with your current leaders in Takoradi Polytechnic”?

In response to this question, various views were expressed and the results are demonstrated in table 8.

Table 8: The level of Satisfaction amongst Employees with their Current Leaders in Takoradi Polytechnic

	Frequency	Percent
Valid very satisfied	64	25.6
satisfied	142	56.8
dissatisfied	28	11.2
very dissatisfied	16	6.4
Total	250	100.0

Source: Field survey, (2016)

From Table 8, it can be noticed that the majority of the employees which is more than half of the respondents of 142 employees (56.8%) are satisfied with their leaders. In addition 25% which is 64 of the respondents were also very satisfied. In fact only 28 (11.2%) and 16 (6.4%) were dissatisfied and very dissatisfied respectively with their leaders. The high satisfaction rate of the employees could be attributed to the practice of transformational leadership style as indicated in table 3. This finding is in line with the earlier studies by Mohammed et al., 2006; Masi & Cooke, 2000; Sparks & Schenk, 2001; who found that with the transformational leadership style there is often high productivity, a decrease in the rate of job leaving and high level of job satisfaction. Also according to DeCremer, (2003) due to transformational leadership style, the quality of leader-employee relationship can be improved and that has a significant relatedness with employees' job satisfaction thereby employees feel satisfied and comfortable with their leaders since they become supportive.

Perceived Reasons why the Employees are Satisfied with their Leaders

In order to know the depth into the factors that explain why the employees are satisfied with their leaders based on the literature various possible reasons why given for them to make their choice. Consequently, the outcomes were analyzed and the descriptive statistics results were obtained which have been shown in table 9.

From table 9, it could be noted that one of the most important explanations for the employees to be satisfied with their leaders was the fact that they perceived him to “lead by 'doing' rather than simply by 'telling’”. This assertion is based on the mean value of this statement which is 3.16 with a SD of 0.868. This was followed by another important explanation which states that the leader “ensures that we have adequate involvement in decision making related to programmes and instruction” This has a mean value of 2.70 and a SD of 0.919.

The next important explanation was based on the fact that the leader “provides resources to support my professional development”. The mean value for this is 2.06 and a SD of 0.824. The last but not insignificant explanation was based on the fact that the leader “takes my opinion into consideration when initiating actions that affect my work”.

This has a mean value of 2.00 and a SD of 0.763. The above perceived reasons could be summed up to mean that the employees are mostly satisfied with the leader because there is no imposition of ideas and there is participation in decision making at the work place. This explanation of leading by example brings about employee commitment and satisfaction (Woodman, Sawyer and Griffin, 1993). In terms of decision making participation, the

finding is significant because it supports the argument made by Pashiardis,(1994) who explained that putting decision-making power as close to the employees as possible makes implementation of those decisions not only possible, but successful.

Table 9: Statistical Description of the Perceived reasons for being Satisfied with the Leadership Style in Takoradi Polytechnic

	N	Min	Max	Mean	Std. Deviation
1.He ensures that we have adequate involvement in decision making related to programs and instruction	250	1	4	2.70	0.919
2.He leads by 'doing' rather than simply by 'telling'	250	1	4	3.16	0.868
3.He provides resources to support my professional development	250	1	4	2.06	0.824
4.He takes my opinion into consideration when initiating actions that affect my work	250	1	4	2.00	0.763

Source: Field survey, (2016)

He further argued that allowing employees to participate in the decision-making process helps to increase work motivation. Employees who enjoy decision-making participation also feel secure in their jobs (Verplanken& Holland, 2002) and will be indirectly motivated to provide the best possible performance in their job, which reflects their pride and loyalty towards the organization. This indirectly shows their commitment towards the organization and improves organization performance as well as employees' satisfactions. Thus significant strong positive relation exist between participation is decision making and employees' satisfaction which also leads

to increase in employees' creativity and innovation (Beshruehgi&Aslizadeh, 2014; Woodman, Sawyerand Griffin, 1993).

Discussion

With regards to objective two which focuses on the degree of employees' satisfaction with the leadership styles, the study found that more than half of the employees, at least 82.4% were satisfied, 25.6% very satisfied and 56.8% satisfied. Only 11.2% were not satisfied and 6.4% also very dissatisfied. The major reason for their satisfaction was that the leaders lead by 'doing' rather than simply 'telling' (Mean=3.16). Findings of this study confirm that transformational leadership style of leaders boost employees' job satisfaction. The fact of the matter is that when leaders rely on charisma and utilize inspiration, individualized consideration, and intellectual stimulation they elicit positive reactions from employees. Seemingly, such transformational qualities do indeed stimulate higher level needs of followers and result in higher feelings of satisfaction. This finding is supported by the rationale of other leadership researchers such as Bass &Avolio, 1990 who argued that the attention that managers give to employees will be reflected in their general positive attitude toward work and work conditions, which in turn increases their satisfaction.

Objective 3: Perceived Influence of Leadership Style on Performance in Takoradi Polytechnic

In order to know the perceptions of the employees in Takoradi Polytechnic about the influence of the leadership style on performance in the institution, various questions were asked. Accordingly they responded with

various levels of perceptions of which the results have been summarized in table 10.

Table 10: Statistical Description of the Perceived Influence of Leadership style on Performance in Takoradi Polytechnic

	Mean	Std. Deviation
1. I believe the leadership style increases the University's competitiveness in academic research	2.60	0.887
2. The University's leadership style has led to increase in students' enrollment	2.47	0.832
3. Leadership style in this Institution has led to increased employee punctuality at work	2.74	0.879
4. I believe our leadership style has created cordial work environment, leading to reduction in disagreements and conflicts	2.74	0.770
5. This institution's leadership style has helped uplift employees morale and delivering services to the public as scheduled and meet deadlines	2.72	0.768
6. Good leadership style in this institution has led to increase in recruitment of higher educated and qualified lecturers	2.62	0.872

Source: Field survey, (2016)

From table 10, it is clear that the employees have the perceptions that “leadership style in the Institution has led to increased employee punctuality at work and “leadership style has created cordial work environment, leading to reduction in disagreements and conflicts”. These claims could be reliable considering the Mean values of 2.74 for each claim with SDs of 0.879 and 0.770 respectively. In addition the employees also have had the belief that the

institution’s leadership style “has helped uplift employees morale and delivering services to the public as scheduled and meet deadlines”. This also has a high mean value of 2.72 with a SD of 0.768.

Besides these, there are various perceptions among the employees that show that leadership style has had important influence on organizational performance in Takoradi Polytechnic. For example, it is perceived that “Good leadership style in this institution has led to increase in recruitment of higher educated and qualified lecturers”. This perception has a mean value of 2.62 with a SD of 0.872. In the same way, the employees perceived that “the leadership style increases the Polytechnic’s competitiveness in academic research”. This assertion has a mean value of 2.60 and SD of 0.887.

Finally, the employees believed that “the Polytechnic’s leadership style has led to increase in students’ enrollment”. While this might be another significant influence that the leadership style has had on performance in Takoradi Polytechnic, it was perceived to be the least significant considering the mean value of 2.47 and a SD of 0.832.

Table 11: Cronbach’s Alpha Coefficients for Leadership Styles

Construct	Cronbach's Alpha	N of Items
Transformational	0.617	12
Transactional	0.421	6
Authoritative	0.530	6
Laissez faire	0.434	6
Satisfaction	0.592	7
Org. Performance	0.817	5

Source: Field survey, (2016)

From Table 11, it could be noticed that the reported Cronbach's alpha estimates for these subtests ranged between 0.421 and 0.817. These results indicate that although, the internal consistency of the outcome measure for organizational performance was good, 0.817, the rest of the subtests fell below the benchmark of 0.70 which usually determines acceptable reliability. For example, the value for the transformational leadership style (0.617) was questionable, while the authoritative and transactional leadership styles were poor (0.530) and unacceptable (0.421) respectively. The instrument for satisfaction was also considered to be poor (0.592).

Table 12: Cronbach's Alpha Coefficients for Dimensions of Transformational Leadership Style

Construct	Cronbach's Alpha	N of Items
Idealized	0.396	3
Inspirational	0.194	3
Intellectual	0.533	3
Individual Consideration	0.362	3

Source: Field survey, (2016)

With regards to the dimensions of Transformational Leadership Style, values of Cronbach's alpha show unacceptable internal consistency of the items in the scale as all the values with the exception of intellectual were ≤ 0.5 .

However, it has to be emphasized that one should be cautious about judging estimates of internal consistency. This is because, it has been shown that Cronbach's alpha estimation of reliability increases with scale length (i.e. number of items in the scale) (Cronbach, 1951; Voss, Stem & Fotopoulos,

2000). Swailes and McIntyre-Bhatty(2002) also argued that the effect on alpha is particularly noticeable when the number of items is below seven. Therefore, the small width scale (3-points) might be one possible explanation for the low alpha estimate of the “Transformational Leadership Style” subtest.

In addition, the sample size might also influence reliability estimates. This argument is based on Klein, Sollereeder and Gierl (2002) who identified reliability issues when the calculated Cronbach’s alpha with 294 children aged 6 to 12 years for the unrevised version of the “Test of Visual-Perceptual skills”. The alpha of each subtest for each age group ranged between 0.23 and 0.89. Yet, the authors attributed the low alpha levels to the small sample size of each group. Avolio& Bass, (2004) also reported in their study that the Cronbach’s alphas for each leadership style which exceeded 0.70 could be attributed to the large sample population of over 2000.

However, according to Fishel-brown(2010), low size of the coefficient alpha might not always indicate problems with the construction of the tool and large sizes do not also always suggest adequate reliability. Thus, it can be explained that the lower alphas in the current study were as a result of lower sample size. Besides, the present results which show that all the values were below 0.7 do not mean that the instruments used were not reliable.

Discussion

When it comes to objective three which relates to the examination of the perceived influence of leadership style on performance in Takoradi Polytechnic, the finding indicates that the employees perceive that their leadership styles to have influence on performance. For example, amongst the most important ones are that through the leadership style, there have been an

increase in students' enrollment (Mean =2.74) and also an increase in employees' punctuality at work (Mean=2.74) as well as boosting morale (Mean =2.74). This finding supports the views of Chandra(2016) stating that "leadership is the art of a leader influences the behaviour of the subordinate, to cooperate and work for productivity to achieve the objectives of the organization." It means that being a leader is to have the ability to influence the activities of a person or entity, in order that people are willing to work effectively and efficiently in achieving a goal that has been specified by the organization. This study finding is also in line with a study by Elqadri, Suci, & Chandra (2015),which indicates that a leader who can be the principal of a school is someone who spends a lot of time to solve the problem of learning in school. In that case, the performance can be seen through the eyes of solving problems that have a real influence on the outcome of students at the school. Thus, it is clear from the study results that the leaders are not only able to determine the direction of the school but also the values and practices that are consistent with a programme and school culture that is conducive to learning and professional growth.

This finding is also supported by Path Goal of leadership theory which is one of the contingency theories of leadership developed by Zaccaro, (2007). The theory is of the suggestion that a leader needs to influence follower's perception of work goals, self-development goals and paths to goal attainment. This suggests that the leader affects the worker's performance to the extent that the leader is able to support employees which would not otherwise be possible with any kind of motivation. The idea here is that employee performance is heavily relying on leadership which means leadership style can

play a vital role in determining the performance of employees. In view of this organizations must carefully analyze what kind of leadership they should adopt if they want to increase employee performance. Based on this study it can be said that organizations must opt for transformational as well as transactional leadership styles so that employee performance can be increased but some other practices should be considered.

Objective 4: Influence of Demographic Factors on Employees'

Perceptions of Leadership Styles in Takoradi Polytechnic

In line with the final objective of this study, the responses of the employees were examined to find out if there was any contribution made by the demographic factors [experience; rank, age and gender] regarding the rating of the leadership styles and their satisfaction with the perceived leadership styles in Takoradi Polytechnic.

The results given in Table 13 indicate that demographic factors [gender, age, rank and experience] have contributed significantly to the differences in rating of the employees' perceptions on the leadership styles. For example, when it comes to transformational, transactional and authoritative leadership styles, with regards to gender, majority (40%, 27.5% and 15.6% respectively) of those who perceived that their leaders practice such leadership styles were males as against 28.9%, 20% and 7.8% respectively) who were females. However, when on the issue of Laissez faire leadership style, majority of the females (43.3%) perceived their leaders to be practicing that kind of style while only 17% of males had that perception. In effect, there is a big difference between male and female on the issue of the type of leadership style practiced by the leaders in Takoradi Polytechnic and

these differences could be explained by the values of chi square that is 21.326 (p-value, 0.05 = 0.000). This is reflected on the Pearson correlation value ($r=0.223$, $p=0.000$), which indicates a positive relationship between gender and perceived leadership style.

These differences could possibly be attributed to the culture of Ghanaian leaders who are mostly lenient to women who are seen as weak and therefore need some support. Besides, it is possible most of the leaders are males who often show some sympathy to the females by giving them more room to operate in terms of decision making. Finally it is possible that in such institution, most of the administrative works are done by women and these works often contain some skills which are normally beyond the skills and knowledge of their leaders and as such need no interference from them, hence more freedom for the women.

With regards to table 13, when it comes to age, there is also a similar trend of influence of employees' demographic factors on the perceived leadership style which is reflected in the differences in perceptions amongst these age groups. Amongst all the employees, although majority of all the employees in the various age groups perceive their leader to be transformational (30.1%; 38.8%; 37.7% and 43.8% respectively) there are differences. In addition, apart from the young ones within the age 21-30, (27.7%) who perceive their leaders to be more authoritative, all the rest of the age groups perceive their leadership styles to be the same. The possible explanation could be that, the leaders are more harsh on the new ones who still need to learn the organizational cultures which will shape them to be law abiding and effective workers.

When it comes to Laissez faire, there are not many differences with those within the higher age groups. Here, majority (30.6%) within the age group of 31-40 consider their leaders to be practicing Laissez faire while 24.1%, 24.5% and 18.3% are connected to those in the age groups of 21-30; 41-50 and 51-above respectively. As far as transactional leadership style is concerned, the majority (34%) is from the age group of 41.50 as against 18.1% from 21-30 age group, 24.5% from 31-40 age group and 13.3% from 51 and above age group. These differences are moderately significant as it is mirrored in the values of the chi square of 7.890 and a p-value, (0.05 = 0.011). This supported by the Pearson's correlation value of 0.113 with a p-value of 0.074. In the case of staff ranking, majority of the junior staff who have only a maximum of 5 years' experience (41.9%) perceive their leader to be practicing authoritative leadership style as against 4.0% and 2.3% of the senior members and senior staff respectively.

This perception of the junior staff is in line with the previous discussion on those in the age group of 21-30 who are mostly young employees and have the belief that their leaders are authoritative. This is in contrast with the senior members and senior staff (42.6% and 34.5% respectively) perceptions that most of their leaders are transformational as against 27.4% who are junior staff with the same perception. Besides these differences in perceptions, most of the senior members and senior staff (27.7% and 31% respectively) have the perceptions that their leaders are transactional while 25.7% and 32.2% of senior members and senior staff respectively also perceive that their leaders are practicing Laissez faire as against 19.4% who are junior staff who had the same belief. These differences are reflected in the

high values of the chi square of 35.30 and a p-value, ($0.05 = 0.000$), which indicate its significance. This is supported by the Pearson's correlation value ($r=0.097$, $p= 0.002$).

Finally, with regard to the contribution of experience to the differences in rating, it can be noted that majority of 28.9% who have little experience of not more than 5 years have the idea their leader is authoritative as against 6.6%, 8.3% and 2.5% who are with the experiences of 6-10 years, 11-15 years and 16 years and above respectively have the same perceptions. In general, majority (37.7%, 41.7% and 45%) of those with the experiences of 6-10 years, 11-15 years and 16 years and above respectively perceived their leaders to be practicing transformational leadership style.

Table 13: Crosstab:Influence of Employees Demographic Factors [Experience; Rank, Age and Gender] on the Perceived Leadership Style

		Transformational	Transactional	Authoritative	Laissez Faire	Chi Square	P Value
Gender	Male	40.0%	27.5%	15.6%	16.9%	21.326	0.000
	Female	28.9%	20.0%	7.8%	43.3%		
Age Group	21-30	30.1%	18.1%	27.7%	24.1%	7.890	0.011
	31-40	38.8%	24.5%	6.1%	30.6%		
	41-50	37.7%	34.0%	3.8%	24.5%		
	51-above	43.8%	13.3%	8.3%	18.3%		
Staff	Junior	27.4%	11.3%	41.9%	19.4%	35.30	0.000
	Senior member	42.6%	27.7%	4.0%	25.7%		
	Senior staff	34.5%	31.0%	2.3%	32.2%		
Experience	1-5 years	27.6%	15.8%	28.9%	27.6%	36.08	0.001
	6-10years	32.7%	29.5%	6.6%	26.2%		
	11-15years	41.7%	50.0%	8.3%	0.0%		
	Above 16	45.0%	20.0%	2.5%	32.5%		

Source: Field survey, (2016)

In addition 29.5%, 50% and 20% of those with the experiences of 6-10 years, 11-15 years and 16 years and above respectively perceived their leaders to be practicing transactional leadership style as against 15.8% of those with the experience of 1-5years. In the case of Laissez faire, while a greater percentage number (32.5%) of those with experience of 16 years and above perceived their leader to be in that way, no employee with the experience of 11-15 years had that belief in contrast to 26.2% and 27.6% for those with 6-10years and 1-5 years respectively who had the same belief. These differences are reflected in the high value of the chi square of 36.08 and a p-value, (0.05 = 0.001). Thus there is significant relationship between experiences and perceptions of employees on their leadership styles as indicated by the Pearson's correlation coefficient value ($r=0.132$, $p=0.03$).

The differences amongst these demographic factors namely: age groups, staff ranking and experience are further tested and the results are shown in the ANOVA Table 14 with F-test values of 4.969; 16.764 and 5.944 and with P values of 0.000; 0.000, and 0.001respectively. The same difference can also be seen for gender with t-test value of 16.946 (P = 0.000)

Overall, it can be said that the demographic factors had contributed to the differences in the rating of the leadership styles as the perceptions that individual employees have about the leadership style in Takoradi Polytechnic do indeed significantly depend on the gender, age, staff position, and experience. Thus, these results demonstrate that there is a positive link between the employees' perceptions on the various leadership styles and the demographic characteristics of the employees.

Table 14:ANOVA for Respondents Views on Perceived Leadership Style in Takoradi Polytechnic

		Sum of Squares	df	Mean Square	F	Sig.
Age Group	Between Groups	14.906	3	4.969	6.604	.000
	Within Groups	185.078	246	0.752		
	Total	199.984	249			
Staff Ranking	Between Groups	26.635	3	8.878	16.764	.000
	Within Groups	130.281	246	0.530		
	Total	156.916	249			
Experience	Between Groups	16.693	3	5.564	5.944	.001
	Within Groups	230.283	246	0.936		
	Total	246.976	249			

Source: Field survey,(2016)

Table 15: One-Sample Test

Gender	Test Value = 1		
	t	df	Sig. (2-tailed)
	16.946	249	0.000

Source: Field survey, (2016)

This may not be surprising considering the fact that most of these perceptions emanate from the socio-cultural background of the individuals as well as the experience with the organizational climate (Hassan, Hashim, & Ismail, 2006). This study's finding of a relatively significant lower rating for transformational leadership style among younger age groups (21-30 years) is in line with previous studies, which show that age has an effect on the perceptions and judgments of leadership style aspects. Hui& Lee (2000) showed that the higher age of respondents, was correlated with higher scores on the transformational scales applied in the study. Sharifirad, (2013)also found that older employees tend to express more positive attitudes toward individual safety consideration when compared to a group of younger employees.

Discussion

Finally, the fourth objective addresses the extent of influence some demographic factors; (rank, age and gender) have on the perceived leadership styles in Takoradi Polytechnic. On this issue, the study indicates that employees showed different leadership style perceptions based on their demographic profiles (age, gender, and tenure, tenure and organizational position). For example, there is a significant difference between the male and female employees in terms of their perceptions on leadership styles in the sample studied. While the male perceive their leadership style to be more of transformational, the female employees perceive their leaders to be more Laissez faire than the male counterpart. Thus, emotionally, there is some significant difference between the male and female employees, according to psychology (Goleman, 1995) and the leadership theories have proved that emotional intelligence has its impact on the leadership style. So, it is natural that the male and female employees exhibit different perceptions on leadership styles, in conforming to the established principles of psychology and leadership theories (Lowe & Gardner 2001).

Also, this study showed that those with more experiences and those with higher ranks like the senior members and staff had higher perceptions toward transformational leadership styles than other styles. These findings are consistent with some previous findings such as those by Yousef, (1998) who found that managers' age and experience had a relationship with their leadership style. Oshagbemi and Gill, (2004) indicated differences among leadership styles based on ranks or positions. On the other hand, this study also is in contrast with previous work such as Yousef (1998) who showed that

managers' gender and tenure did not have a relationship with their leadership style. Mohammed et al., (2006) found no link with demographic profiles other than experience.

The current study, therefore, concludes that all leadership styles exist in the Takoradi Polytechnic, but the transformational style of leadership was the most prevalent. These results are consistent with Al-Ababneh(2013)who found that the transformational style predominated among Jordanian hotel managers. Other past studies such as Yousef, (2000); Mohammed et al., (2006) also found that the participative style was the prevalent style among managers in Jordan. The present study, however, is inconsistent with other previous studies (e.g. Okumus and Hemmington, 1998) which indicated that the autocratic style prevailed among heads and or managers of departments. The study says that the age too affects the leadership styles of the employees. The young ones perceive their leaders to be more of the authoritative rather than transformational. This is not surprising considering the fact that these young ones need to be disciplined to be able to fit into the organizational culture. Thus the need for this disciplinarian attitude makes them perceive the leaders to be authoritative.

The Summary of the Chapter

This chapter has examined the findings regarding the perceptions of the employees of Takoradi Polytechnic on their leadership styles and the kind of relationship these various perceived leadership styles have with employees' satisfaction and organizational performance. The first section has centered on the employees' perceptions on the nature of leadership style that exists in

Takoradi Polytechnic. With this it was found that the employees considered their leaders to be more transformational, transactional, Laisser-faire and authoritative with the transformational as the most perceived type. The second section addressed the degree of employees' satisfaction in relation to the existing perceived leadership style and it was found that about 82% of the employees were satisfied with the kind of the leadership style they have. The third section was about the relationship between the perceived existing leadership style and organizational performance. The results indicated that the perceptions that the employees had about this relationship was positive. It was believed that due to the leadership style, the Takoradi Polytechnic has been able to achieve higher enrolment and increased employment of more qualified lecturers.

Finally, the last section of the chapter concentrated on the demographic factors(rank, tenure,age and gender) influence on the perceptions of employees regarding the nature of the leadership style in Takoradi Polytechnic. On this issue it was noted that demographic features (age, gender, tenure and staff position) of employees indeed do have influence on the perceptions of different leadership styles.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the major findings for the study. Conclusions from the results and the discussions drawn from the findings are presented. Recommendations to improve and sustain better leadership practice in Takoradi Polytechnic are provided. Finally, the limitations for the study and suggestions for future research will also be revealed.

Summary

The study set out to examine the perceptions of the employees of Takoradi Polytechnic on their leadership styles and the kind of relationship these various perceived leadership styles have with employees' satisfaction and organizational performance. The four specific objectives, which guided the study, were to examine employees' perceptions on the nature of leadership styles that exist in Takoradi Polytechnic. The second objective was to explore the degree of employees' satisfaction in relation to the existing perceived leadership style. The third was to investigate the relationship between the perceived existing leadership style and organizational performance. The final objective was to assess the extent of influence that the demographic factors (rank, age and gender) of the employees' have on the perceived leadership styles in Takoradi Polytechnic.

The study was eight hundred (800) staff from Takoradi Polytechnic, using Krejcie and Morgan (1971) mathematical table. A self-administered questionnaire was the main research instrument. The questionnaire contained several questions (items) and was subdivided into subscales. The maximum

and minimum score for each question ranged between 5 and 1 as per under mentioned-description starting from the following: Strongly Agreed, Agreed, Strongly Disagreed, Disagreed, and neutral.

The results from the survey were analyzed with the help of the Statistical Product and Service Solutions (SPSS 21.0 version) software. The major findings as they related to the specific objectives of the study have been summarized below:

Evidence from this study indicated that the employees considered their leaders to be more transformational, transactional, Laissez-faire and authoritative with the transformational as the most perceived type. On this objective, it was revealed that majority of the employees perceived that the most significant and prominent leadership style was transformational. This implies that the leaders are preoccupied with purposes and values, morals, and ethics and are capable of motivating others to higher levels of personal achievement. In essence the leaders in Takoradi Polytechnic fundamentally are orientated toward long-term goals without compromising human values and principles (Covey, 1992).

Another evidence that emerged in this study was that about 82% of the employees were satisfied with the kind of the leadership style they have. This implies that if leaders try to be more transformational in their behaviours, satisfaction may increase in the school and the more employees are satisfied on the job, the lower the turnover (Little & Little 2006).

The third result indicates that the employees perceived that the leadership styles have had influence on organizational performance. This means that their leaders have been able to influence the activities in the school

or entity, which have resulted in people willing to work effectively and efficiently in achieving a goal that has been specified by the organization. This implies that the perceptions that the employees had about the relationship between leadership style and organizational performance was positive. For example, it was believed that due to the leadership style, the Takoradi Polytechnic has been able to achieve higher enrolment and increased employment for more qualified lecturers.

Finally, the last section of the chapter concentrated on the demographic factors(rank, experience, age and gender) influence on the perceptions of employees regarding the nature of the leadership style in Takoradi Polytechnic. On this it was noted that demographic features (age, gender, tenure and staff position) of employees indeed do have influence on the perceptions on different leadership styles.

Conclusion

This study has focused on how leadership styles in higher institutions like Takoradi Polytechnic have been perceived by the employees and also the extent to which these employees are satisfied with the existing leadership styles as well as the linkage between the styles and organizational performance. Here, leadership has been described as the relationship between those who aspire to lead and those who choose to follow, as well as the process of influencing group activities toward goal setting and goal achievement. Consistent with other studies, this study has been very helpful for the development and advancement of the institution. This is because the leadership style and the associated satisfaction of employees with leaders and working environments can affect productivity because evidence shows that

satisfaction affects turnover rates as well as morale (Little & Little 2006). Thus, being a successful leader does not only satisfy the needs of your followers effectively by exchanging rewards, but also sets an example for their followers and promotes dramatic changes and influence on individuals, groups, and organizations. Moreover, it has to be argued that the overall performance of an organization rests on both the leadership styles and employees' satisfactions.

According to Bass (1998), transformational leaders engender transformational leadership cultures. The current research did not net that finding; rather the analysis suggested that transformational leadership is practiced alongside transactional cultures. Bass and Avolio (1992) stated that transformational cultures have a sense of family and shared feelings among members. Employees in transformational cultures tend to transcend immediate needs and they attempt to understand and meet the organizational goals.

Transactional leadership culture, on the other hand, focuses more on the contractual relationships between the organization and the employees. Transactional cultures engender individualism rather than organizational goals. The status quo tends to be valued, and flexibility is not encouraged (Parry & Proctor-Thompson, 2001). No culture is strictly transformational or transactional, but often a clear tendency toward one or the other is apparent as it has been identified in this study.

Whether the transformational alone is practiced or it is practiced together with others like transactional, laissez-faire and authoritative, in the context of business it does not matter. What matters most is the achievement of the organizational goals through employee satisfaction. Surely, it is said that

job satisfaction is influenced in part by pay (Denny, 2006), yet other influences are also important such as time to do the job assigned, confidence in one's abilities, and the tasks assigned (Bligh et al., 2004). In research conducted by Doody(2007), high-involvement work systems were shown to increase employee satisfaction and to significantly reduce costs for an organization. High-involvement work systems include “involvement,empowerment, development, trust, openness, teamwork, and performance based rewards” (p. 393). Many of these components, namely empowerment, development, and performance-based rewards, stem from the leadership styles (Avolio and Bass, 2004). Thus, it is important that the leadership styles of organizations are given proper attention and any shortcoming perceived by the employees is corrected. It can be said from the study that transformational style of leadership enhance organizational goals and therefore leaders could emulate such style to improve their work.

Recommendations

In the context of this study and based on the above discussions, it is fair to say that leadership styles are crucial in the success of an organization and as such finding ways of improving certain aspects is vital. Thus, recommendation has to be made for the betterment of Polytechnics in Ghana and based on the researcher's ideas, it can be said that for the leadership styles to be effective, there should be, in the first place, a Leadership Training Programmes designed for the various heads of the school. Although some Polytechnics deans and heads of department may have taken leadership classes during their studies, a systematic training and learning of transformational and transactional leadership styles based on Ghanaians' culture and needs will be

useful for their professional development. The leadership training programme could emphasize on three foci: the vision of school, the individual's needs, and the culture.

The following points could be part of the training programme to help the deans and heads of department learn to become more effective leaders. First, leaders should develop a shared vision for their schools/ faculty and departments. It is helpful to build a consensus regarding goals and priorities in the school; this helps faculty members to achieve the performance expectations.

Second, there should be strategies to develop mutual communication between faculty and departmental leaders. This will help the leaders to get to know the individual faculty members well enough and to understand their needs, particular skills, and interests. Individualized consideration is a motivator to raise the level of faculty satisfaction with their jobs.

Lastly, providing the knowledge of culture differences among organizations and schools is useful for the leaders to engage in eliminating the boundaries between the administrators and faculty, and to provide proper internal and external rewards for a faculty's positive performance.

Recommendations for Future Studies

Against the background of the limitations of this study, future studies could use the mixed method to further explore the relationship between leadership styles, organizational characteristics, and employees' satisfaction. Alongside the quantitative method, the mixed method could help the use of qualitative approach which could help explore in details employees' perceptions of leadership styles and organizational performance.

The second recommendation is that researchers in the future could use a longitudinal study for evaluating the effectiveness of the various leadership styles. This will help in understanding how leadership operates over time, and learning the extent to which leadership influences faculty job satisfaction.

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APPENDIX

UNIVERSITY OF CAPE COAST

**THE EFFECTS OF LEADERSHIP STYLES ON JOB PERFORMANCE
AT TAKORADI POLYTECHNIC
QUESTIONNAIRE FOR STAFF**

The purpose of this questionnaire is to gather data on Leadership Styles and Job Performance of at Takoradi Polytechnic. Data collected would be used solely for academic purpose and respondents are assured of confidentiality of information provided.

Section A: Respondent's *Personal Information*

Please tick (✓) that which is applicable

1. Gender: Male () Female ()

2. Age Group: 21 – 30 years () 31 – 40 years () 41 – 50 years () 51 years and above ()

3. Level of education
Cert. "A" () Diploma () 1st Degree () 2nd Degree () Professional ()
Others () Specify

4. What is your position in the Polytechnic? Tick appropriately.

Senior []

Junior []

5. How long have you worked in the Polytechnic?
1-5 years ()
6-10 years ()
11-12years ()
13 and above ()

Section B: *Work satisfaction Issues*

The following statements are descriptions of leadership that may or may not

reflect leadership practices in your school. Indicate the extent to which these statements explain why you are dissatisfied or satisfied with the leadership style in the Polytechnic.

Please tick (✓) that which is applicable

6. Strongly Agree – SA 3. Agree – A 2. Disagree – D 1. Strongly Disagree – SD

ITEMS	SA	A	D	SD
The leader shows respect for staff by treating us as professionals				
He stimulates me to think about what I am doing for my students				
He ensures that we have adequate involvement in decision making related to programs and instruction				
He leads by 'doing' rather than simply by 'telling'				
He provides resources to support my professional development				
He takes my opinion into consideration when initiating actions that affect my work				
He facilitates effective communication among staff				
	Very Dissatisfied	Dissatisfied	Satisfied	Very satisfied
<i>Overall, how satisfied are you with your current leader</i>				

ITEMS	SA	A	D	SD
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TRANSFORMATIONAL LEADERSHIP				
Idealized Influence (II)				
1. Our leader makes others feel good to be around him / her				
2. I have complete faith in my leader				
3. I am proud to be associated with my leader				
Inspirational Motivation (IM)				
1. Our leader expresses in a few simple words what we could and should do				
2. Our leader provides appealing images about what we can do				
3. Our leader helps me find meaning in my work				
Intellectual Simulation (IS)				
1. Our leader enables others to think about old problems in new ways				
2. Our leader provides others with new ways of looking at puzzling things.				
3. Our leader gets others to rethink ideas that they had never questioned before.				
Individual Consideration (IC)				
1. Our leader helps others develop themselves				
2. Our leader lets others know how he /she thinks we are doing				
3. Our leader gives personal attention to others who seem rejected.				
TRANSACTIONAL LEADERSHIP				
Contingent Reward (CR)				
1. Our leader tells others what to do if they want to be rewarded for their work				
2. Our leader provides recognition/rewards when others reach their goals				
3. Our leader calls attention to what others can get for what they accomplish.				
Management by exception (MBE)				
1. Our leader is always satisfied when others meet agreed-upon standards				
2. As long as things are working, my supervisor do not try to change anything				
3. Our leader tells us the standards we have to know to carry out our work				
AUTHORITATIVE LEADERSHIP				
1. Our leader believes employees need to be supervised closely they are not likely to do their work.				
2. As a rule, Our leader believes that employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.				
3. I feel insecure about my work and need direction.				
4. Our leader is the chief judge of the achievements of employees.				

5. Our leader gives orders and clarifies procedures				
6. Our leader believes that most employees in the general population are lazy.				
LAISSEZ FAIRE LEADERSHIP				
1. In complex situations Our leader allows me to work my problems out on my own way				
2. Our leader stays out of the way as I do my work				
3. As a rule, Our leader allows me to appraise my own work.				
4. Our leader gives me complete freedom to solve problems on my own.				
4. Our leader gives me complete freedom to solve problems on my own.				
6. In general Our leader feels it's best to leave subordinates alone.				

Section C: Leadership Style Type

The following statements are descriptions of leadership that may or may not reflect leadership practices in your school. Indicate the extent to which you agree or disagree (1 = strongly agree, 2 = moderately agree, 3 = agree slightly more than disagree, 4 = disagree slightly more than agree, 5 = moderately disagree, and 6 = strongly disagree) that the statement describes leadership practices in your school. Record your response by ticking the appropriate number beside the statement.

The items below describe leadership style of Heads in the Polytechnic. Please, indicate whether you agree or disagree to the statements.

Please tick (✓) that is applicable

7. Strongly Agree – SA 3. Agree – A 2. Disagree – D 1. Strongly Disagree – SD

Please suggest ways of improving the leadership style of heads in the Polytechnic in general

Section D: Organizational performance

To what extent do you agree or disagree with the following statements relating

to the effectsof Leadership on organizational performance. ***Please tick (√) that is applicable***

ITEMS	SA	A	D	SD
I believe the leadership style increases the University's competitiveness in academic research				
The University's leadership style has led to increase in students' enrollment				
Leadership style in this Institution has led to increased employee punctuality at work.				
This institution's leadership style has helped uplift employees morale and delivering services to the public as scheduled and meet deadlines				
Good leadership style in this institution has led to increase in employment of higher educated and qualified lecturers				

Please suggest ways of improving the organizational performance of your Institution through leadership style of heads in the Polytechnic in general.
