

EFFECTS OF LEADERSHIP STYLES ON EMPLOYEE'S PERFORMANCE
CASE STUDY OF SAINANA RESOURCES NIGERIA LIMITED

BY

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PGDM/MGT/16/0681

OCTOBER, 2018

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MANAGEMENT
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FOR THE AWARD OF POST-GRADUATE DIPLOMA IN MANAGEMENT OF THE
MODIBBO ADAMA UNIVERSITY OF TECHNOLOGY, YOLA,**

OCTOBER, 2018

DECLARATION

I hereby declare that this research work title “Effects of leadership styles on employee’s performance (A case study of Sainana Resources Nigeria Limited)” was written by me and it is a record of my own research work, all sources of information consulted been duly acknowledged through citation and bibliography.

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APPROVAL PAGE

This research work title “Effects of leadership styles on employee’s performance (A case study of Sainana Resources Nigeria Limited)” by Abbas Abubakar with registration Number PGDM/MGT/16/0681, meet the regulation governing the Award of Postgraduate Diploma in Management of the Modibbo Adama University of Technology, Yola and is approved for its contribution to knowledge and literary presentation.

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For any successful work there is no doubt that the contribution or encouragement by people in one way or the other inevitable.

Firstly, my sincere gratitude to my creator (the Almighty Allah) for giving me health and strength to carry out this study; thank You (Allah) for your blessings I am able to complete this project/research work.

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ABSTRACT

The study aimed at assessing the effect of leadership styles on employees' performance a case study of Sainana Resources Limited. Leadership theories from Great Man and Traits to Transformational leadership reviewed; and questionnaires distributed to the hundred (100) sampled respondent to assess the effect of four leadership styles (Transformational, Transactional, Autocratic and laissez-faire) on employee performance as the main objective of the study. Descriptive and inferential statistical techniques (Pearson's Correlation and Regression Analysis) were used for Data analysis. The coefficients results show that transformational leadership positively predict employee performance, standardized $B = .618$, ($p < 0.01$). These suggest that performance of employees whose immediate supervisor exhibited transformational leadership characteristics increased significantly by 61.8 percent. The results also show that transactional leadership and authoritative leadership styles insignificantly negatively predict employees' performance (standardized $B = -.342$ and $B = -.080$, $p > 0.01$) Laissez-faire also insignificantly positively predicts employees' performance ($B = .048$ $p > 0.01$). It is recommended therefore that supervisors should have sense of innovation and also encourage followers to seek more opportunities and possibilities, not just achieve performance within expectation which is only possible by employing Transformational leadership Style.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The history of leadership and how it affects performance of employees dated as back as early the 17th century where towards the end of that century we started noticing a shift from treating humans as machines and rather see them as human capital necessary for the achievement of different work tasks (Cater, 2008). In the recent past years, leadership has engaged as a new effective approach for managing the employees and organization at large. The traditional concept of personnel administration has gradually replaced with the human resource management. This give importance to the strategic integration of new leadership styles into effective management of employees and to improve the employee performance. Cater (2008) assert that; “The effective leader must be a good diagnostician and adopt style to meet the demands of the situation in which they operates. Different leadership styles are used that fit to employees on the basis of amount of directions, empowerment, and decision making power. An administrative phenomenon reflects the contingency of leadership, and style, situation and performance criteria have been left to suffocate on their own. As a result, employee performance was affected due to lack of proper direction and application of strategic style in managing daily duties”.

Travis (2007) says that “21 century leader is one who empowers others to be leaders. Managers and supervisors must know the techniques, challenges and benefits of facilitative leadership. According to him, the old world was composed of bosses who told you what to do and think and made all the decisions. In the new world, no manager can know everything or make every decision now to be successful; a manager has to work in partnership and in collaboration with everyone, in other to tap everyone’s ideas and intelligence. Managers now are coach, counselors and team builders. Their job is to find people with talent and skill, and help them work together towards common goals. Leadership is influential processes which distinguish a leader by their actions, and also encourage a group of people to more towards a common or shared goal. “A leader is an individual, while leadership is the function that the individual performs. Besides, an individual within an organization who have authority are often referred to as a leader, regardless

of how they act in their job. But just because someone is supposed to be a formal leader in an Organization, him or her or not exercise leadership. In-fact, informal or emergent leader can exhibit leadership even though they do not hold formal leadership positions that could distinguish them. Therefore, leadership effectiveness is important in the attainment of organizational goals and objectives (Ngodo, 2008)".

Looking at the dependent variable performance, authors Jason et al. (2015) defined job performance as behavior and the term "results" or "job performance results" to describe the outcome from those behaviors. In summary, job performance is defined as the value of the set of employee behaviors that contribute, either positively or negatively, to reach the organisation goal (Jason et al., 2015). Work performance means the outcomes of the employees about their work and objectives align with the organization's goals and objectives that are achieved by the employees to work effectively and efficiently. Currently most of studies were conducted to measure the performance by reactions of user to performance appraisal (Zafar et al., 2012). Performance is the ratio between output and total of factors required to achieve it. Performance is efficiency in individual production. It is a multinational factor in companies, in which it could be usually improved by employee's efforts. The relationship between leader's behavior or the leadership style and workers has gained increased attention from the community. The type of leadership style has impact on how organizations cope with improving productivity; the Transformational leadership style has a crucial function in improving productivity by way of improved marketability and creating strategic vision of the organization (Thornton, 2013).

Leadership style influences the overall operational performance of efficiency, effectiveness, income, colossal market share and as well as the organization commitment to achieve the goal. Behind the surprise of any organization's performance today is the leadership style adopt by the organization. Productivity in every company is generally focused on labor performance, perhaps human-labor is the universal key resources required of any organization and the assertion that a critical element in all successful productivity effort today has been due to good leadership style. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. Good leadership is

developed through a never ending process of self-study, education, training, and the accumulation of relevant experience (Bass & Bass, 2008). “From the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the organization (Abbasialiya, 2010)”.

1.2 Statement of the Problem

Most of the research works by different researchers on the effects of leadership styles on employee performance focused on the assessment of three leadership styles namely: Democratic, Autocratic and laissez-faire leadership styles. This paves a way to assessment of different dimension of leadership styles not limited to only three above; by bringing into cognizance Transformational and Transactional leadership styles, which very few of such had been assessed despite their importance to achieving employee’s performance as emphasized by many literatures.

1.3 Objectives of the Study

The main objective of this study is to investigate the effects of leadership styles on employee’s performance.

The specific objectives of this study are to:

- i. Evaluate the effect of transformational leadership style on employee’s performance in Sainana Resources Nigeria limited.
- ii. Evaluate the effect of transactional leadership style on employee’s performance in Sainana Resources Nigeria limited.
- iii. Evaluate the effects of laissez-faire leadership style on employee’s performance in Sainana Resources Nigeria limited.
- iv. Evaluate the effect of autocratic leadership style on employee’s performance in Sainana Resources Nigeria limited.

1.4 Research Question

The study sought to answer the following questions;

- i. What is the effect of transformational leadership style on employee's performance in Sainana Resources Nigeria limited?
- ii. What is the effect of transactional leadership style on employee's performance in Sainana Resources Nigeria limited?
- iii. What is the effect of laissez -faire leadership style on employee's performance in Sainana Resources Nigeria limited?
- iv. What is the effect of Autocratic leadership style on employee's performance in Sainana Resources Nigeria limited?

1.5 Research Hypothesis

In line with the purpose and objectives of this research, the following research hypotheses were formulated:

- i. H1-The Transformational leadership style positively affects employee's Performance in Sainana Resources Nigeria limited.
- ii. H2-The Transactional leadership style positively affects employee's performance in Sainana Resources Nigeria limited.
- iii. H3-The laissez-faire leadership style does not affect employee's performance in Sainana Resources Nigeria limited.
- iv. H4-The Autocratic leadership style positively affects employee's performance in Sainana Resources Nigeria limited.

1.6 Significance of the Study

Since leadership styles in relation to employees performance is highly under research in developing countries and globe in general to answer the long standing Questions of how to enhance leader's performance for a better productivity. As such, the completion of this study will provide understanding of the concept present so as to generate data and information that every planner could use in order to come up with strategies, plans and designs that will strategically position them in the highly competitive, diverse, and complex business environment that is experienced at present. The researcher hopes that in view of this:

After determining the relationship between leadership style and employee performance, Sainana Resources Nigeria Limited will be in a better position to use the findings of this research to develop leadership programs that will see leaders acquire relevant leadership skills for effective management and organizational performance.

Findings will assist different leaders in identifying the best and the most appropriate leadership style to use in relevant situations for team effectiveness and increased staff productivity. It is also important to future researchers, students and academicians in providing the basis for literature review and references.

1.7 Scope of the Study

The study focused only on exploring how Transformational leadership, Transactional Leadership, laissez-fair leadership and authoritative leadership styles stimulated the employees' performance which includes execution of defined duties, meeting of deadlines and achieving departmental or organizational goals in Sainana Resources Nigeria Limited. The study covers a period of two years (2017-2018), which will aid in depicting the current trend of leadership styles and how it affect performances.

1.8 Limitation of the Study

Limitations to this research study were as follows: -

- I. Financial constraints to the researcher to undertake the research. Obviously that data collection involves high uses of fund but there is shortage of funds in collection of information as regard to this project work.
- II. The topic leadership itself is a very vast topic yet very important also due to time restraints it was not possible to study in depth, and other academic activities are carried out at the same time. This can also affect the study in one way or the other.
- III. And the researcher tried to distribute questioners to many staff but only few of such was fully answered and returned. And some did not respond to the questionnaire giving to them.

1.9 Operational Definition of Terms

For clear understanding of this research, the following terms were operationally defined.

Style: This is a particular or system employed or adopted by a leader to enhance productivity in an organization.

Leadership: This is the state or position of being a leader or is the ability to be a leader or the qualities a good leader should have.

Performance: This is an act that involves a lot of effort or the action or process of carrying out or accomplishing an action, task, or function.

Employee: This is a person who is paid to carry out an activity (work)

Service: Intangible products such as sales or distribution, accounting, banking, cleaning, consultancy, education, insurance, expertise, medical treatment, or transportation.

Industry: A classification that refers to a group of companies/firms that are related in terms of their primary business activities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Issues

2.2.1 Leadership and Leadership Styles

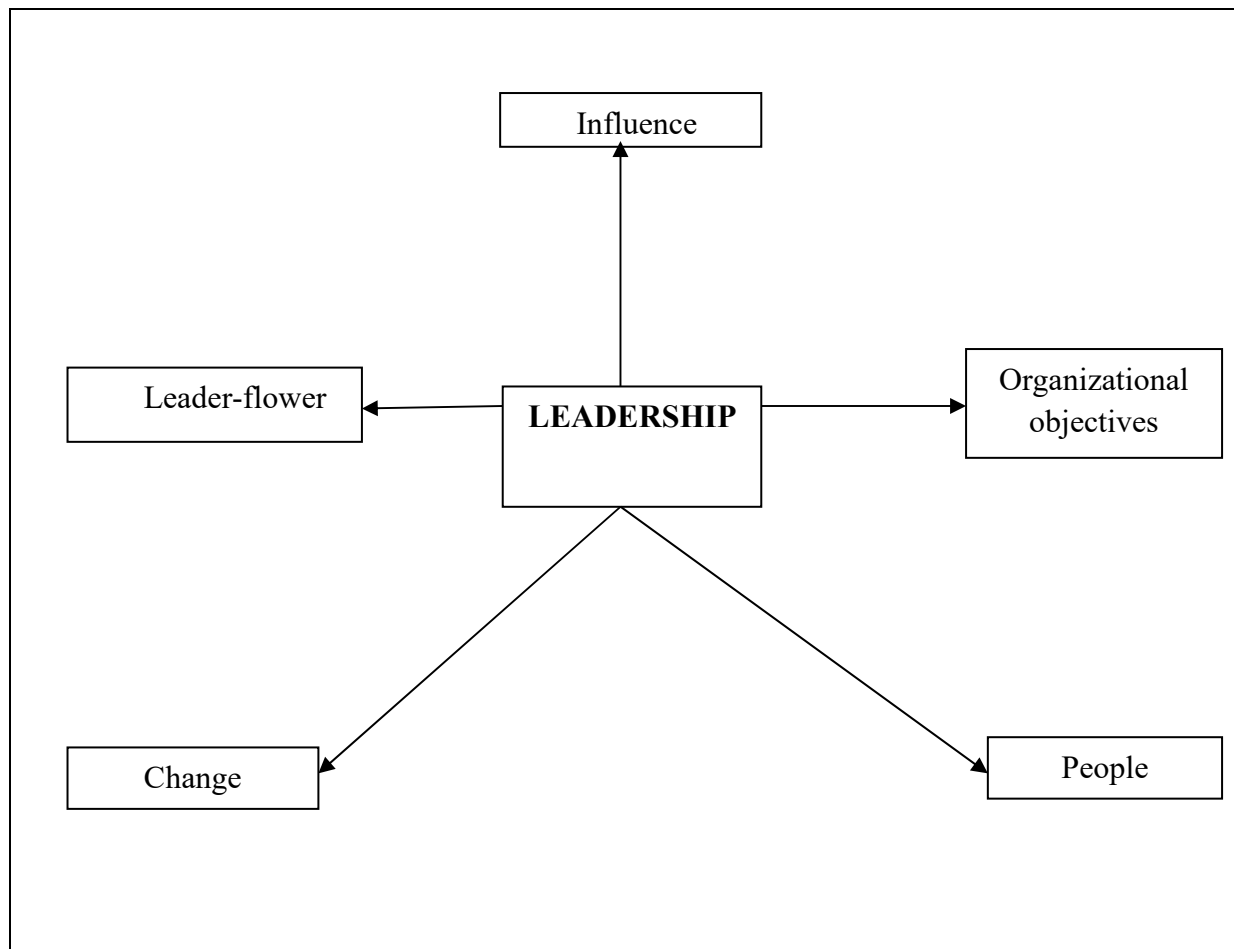
Although leadership has been well researched over the years, there is still lack of a definition that is universally accepted. Just like Stogdill (1974) puts it, “There are almost as many definitions of leadership as there are persons who have attempted to define the concept”. The following are a few examples of such definitions: Rasool et al (2015) asserts that leadership is wide spread process, which calls for authority, responsibility and delegation of power. Leaders help to direct, guide and persuade their followers (employees) towards achieving their personal and organizational goals and objectives. Thus, leadership styles cover all aspects of dealing within and outside of an organization, handling or dealing with conflicts, helping and guiding the workforce to achieve and accomplish their tasks and appearing as a role model for all. According to Kumar (2015) “leadership is defined as the process by which a person influences others to accomplish objectives and directs the organization in a way that makes it more cohesive and coherent (p. 441)”. These are accomplished through the application of leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Leadership is the integrated sharing of vision, resources, and value to induce positive change. It is the ability to build up confidence and zeal among people and to create an urge in them to be led.

Cater (2008) see leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals, and therefore a leader is a person who delegates or influences others to act so as to carry out specified objectives. Memon (2014) defines leadership as process by which an individual influences the thoughts, attitudes and behaviors of others by taking responsibility for setting direction for the firm, others to see and visualize what lies ahead and figure out how to archive it.

Leslie et al (2015) asserts that leadership is the ability to influence people to willingly follow one’s guidance or adhere to one’s decisions. On the other hand who a leader is; one who obtains followers and influence them in setting and achieving objectives. In Sundi (2013), “Leadership is

the ability to convince and mobilize others to work together as a team under his leadership to achieve a certain goal” (p.50). Leadership is the influencing process of leaders and followers to achieve organizational objectives through change Lussier and Achua (2009). They have explained in their book that there are five key elements of this definition as illustrated in Figure 2.2.1.

Figure 2.2.1 Leadership Definition’s Key Elements



Source: Adapted from Lussier and Achua (2009).

Basically every leader has a different behavior in leading his followers. It is called leadership style. Cuadrado et al (2007) described leadership style as consistent set of behaviors /patterns, proposing two dimensions in leaders behavior, structure initiation which includes task oriented leaders and consideration which includes relation oriented leaders. Memon (2014) defines leadership style as a leader’s style of providing direction, motivating people and implementing

plans. Leadership styles are seen as approaches that leaders use when leading organizations, departments, or groups (Mehmood & Arif, 2011) Leaders who search for the most effective leadership style may find that a combination of styles is effective because no one leadership style is best (Darling & Leffel, 2010). A well-directed employee is a focused employee in terms of expectations and organizational goals, such individual tend to understand product knowledge, procedures and processes, any time we develop our employees we give them the power and the ability to produce and give their best to the organization hence increased productivity. Leadership style application is determined by leaders themselves. If leadership style applied is good and can give a good direction to subordinates, then it create confidence and work motivation to employees, thus increasing employee morale which also effects on better employee performance Leaders must work together with subordinates/employees to achieve better performance. Sundi (2013) in his research, employee performance is very influenced by leadership style.

2.2.2 Employee Performance

Understanding the concept of Job performance it is very important, first for every employee as well as every manager. Hence, what is exactly mean by job performance? Is it a set of behaviors that someone does or it is the final result of those behaviors? The authors Jason A et al. (2015) defined job performance as behavior and the term “results” or “job performance results” to describe the outcome from those behaviors. In sum, job performance is defined as the value of the set of employee behaviors that contribute, either positively or negatively, to the reach the organisation goal (Jason et al., 2015). Work performance means the outcomes of the employees about their work and objectives align with the organization’s goals and objectives that are achieved by the employees to work effectively, efficiently and motivation and work performance of the employees measuring using different techniques of performance appraisal system. Currently most of studied are conducting to measure the performance by reactions of user to performance appraisal (Zafar et al., 2012).

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.

Cater (2008) define performance as the attained outcomes of actions with skills of employees who perform in some situation. According to Stone and Patterson (2005), the performance of an employee is his/her resultant behavior on a task which can be observed and evaluated. To Stone and Patterson 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 behavior which consists of directly observable actions of an employee, and also mental actions or products such as answers or decisions, which result in organizational outcomes in the form of attainment of goals.

Authors agree that when conceptualizing performance one has to differentiate between an action (i.e., behavioral) aspect and an outcome aspect of performance (Campbell, 1990). The behavioral aspect refers to what an individual does in the work situation. It encompasses behaviors such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery. Note very behavior is subsumed under the performance concept, but only behavior which is relevant for the organizational goals: “Performance is what the organization hires one to do, and does well. Thus, performance is not defined by the action itself but by judgmental and evaluative processes. Moreover, only actions which can be scaled, i.e., measured, are considered to constitute performance (Campbell, 1990)”.

Performance is a multi-dimensional concept. On the most basic level, Borman and Motowidlo (1993) distinguish between task and contextual performance. Task performance refers to an individual’s proficiency with which he or she performs activities which contribute to the organization’s ‘technical core’. This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel). Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of

2.3 Theoretical Literature Review

Globally, leadership has become the most widely studied aspect of organizational behavior and a number of theories have emerged focusing on the strategies, traits, styles and the situational approach to leadership. As a result of ever-growing interest in the field of leadership, behavioral scientists and sociologists began to analyze the possible consequences of leadership behaviors and the variables that are used to predict the leader’s behaviors.

According to Bolden et al (2013), A review of the leadership literature reveals an evolving series of 'schools of thought' from “Great Man” and “Trait” theories to “Transformational” leadership (see table). Whilst early theories tend to focus upon the characteristics and behaviors of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership.

Table 2.3: From ‘Great Man’ to ‘Transformational’ Leadership Theories

Great Man Theories	Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories
Trait Theories	The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life.
Behaviorist Theories	These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership'. This area has probably attracted most attention from practicing managers
Situational	This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an

Leadership	autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same Organization.
Contingency Theory	This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances
Transactional Theory	This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.
Transformational Theory	The central concept here is change and the role of leadership in envisioning and implementing the transformation of organizational performance

Source: adopted from Bolden, R., Gosling, J., Marturano, A. and Dennison, P. Page 6

2.4 Great Man Theories

Great man theories assume that the capacity for leadership is inherent, that great leaders are born, not made. These theories often portray leaders as heroic, mythic and destined to rise to leadership when needed. The term great man was used because, at the time, leadership was thought of primarily as a male quality, especially military leadership (See also, Ololube, 2013).

2.5 Trait Theory

The Trait Approach arose from the “Great Man” theory as a way of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions. This approach was common in the military and is still used as a set of criteria to select candidates for commissions (Bolden et al., 2013).

The problem with the trait approach lies in the fact that almost as many traits as studies undertaken were identified. After several years of such research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results them did not necessarily mean that the person was not a leader.

Although there was little consistency in the results of the various trait studies, however, some traits did appear more frequently than others, including: technical skill, friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence. Of these, the most widely explored has tended to be “charisma”.

Table 2.5 below lists the main leadership traits and skills identified by Stogdill in 1974.

Traits	Skills
- Adaptable to situation	- Clever (intelligent)
- Alert to social environment	- Conceptually skilled
- Ambitious and achievement-oriented	- Creative
- Assertive	- Diplomatic and tactful
- Cooperative	- Fluent in speaking
- Decisive	- Knowledgeable about group
- Dependable	- Organized (administrative ability)
- Dominant (desire to influence others)	- Persuasive
- Energetic (high activity level)	- Socially skilled
- Persistent	
- Self-confident	

<ul style="list-style-type: none"> - Tolerant of stress - Willing to assume responsibility 	
--	--

Source: Leadership skills and traits (stogdill 1974)

2.6 The Behavioral School

The results of the trait studies were inconclusive. Traits, amongst other things, were hard to measure. How, for example, do we measure traits such as honesty, integrity, loyalty, or diligence? Another approach in the study of leadership had to be found (Bolden et al 2013).

After the publication of the late Douglas McGregor's classic book *The Human Side of Enterprise* in 1960, attention shifted to 'behavioral theories'. McGregor was a teacher, researcher, and consultant whose work was considered to be "on the cutting edge" of managing people. He influenced all the behavioral theories, which emphasize focusing on human relationships, along with output and performance.

2.6.1 McGregor's Theory X and Y Managers

Douglas McGregor (1966) classified attitudes or belief systems, which he called assumptions, as Theory X and Theory Y. Theory X and Theory Y explain and predict leadership behavior and performance based upon the leader's attitude toward followers. Those with Theory X attitudes believe that employees dislike work and must be closely supervised in order to carry out tasks. Theory Y attitudes believe that employees like to work and do not need to be closely supervised in order to carry out tasks.

Managers with Theory Y attitudes tend to have a positive, optimistic view of employees, and display a more participative leadership style, based on internal motivation and rewards. In 1966, when McGregor published his Theory X and Theory Y, most managers had Theory X attitudes. More recently, the focus changed from management to leadership, leading to a change from a Theory X attitude to a Theory Y attitude, as more managers started to use a more participative leadership style (Tietjen & Myers, 1998).

Table 2.6.1: Theory X and Y Managers.

Theory X managers believe that:	Theory Y managers believe that:
<ul style="list-style-type: none"> • The average human being has an inherent dislike of work and will avoid it if possible. • Because of this human characteristic, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives. • The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else. 	<ul style="list-style-type: none"> • The expenditure of physical and mental effort in work is as natural as play or rest, and the average human being, under proper conditions, learns not only to accept but to seek responsibility. • People will exercise self-direction and self-control to achieve objectives. • The capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly distributed in the population, and the intellectual potentialities of the average human being are only partially utilized under the conditions of modern industrial life.

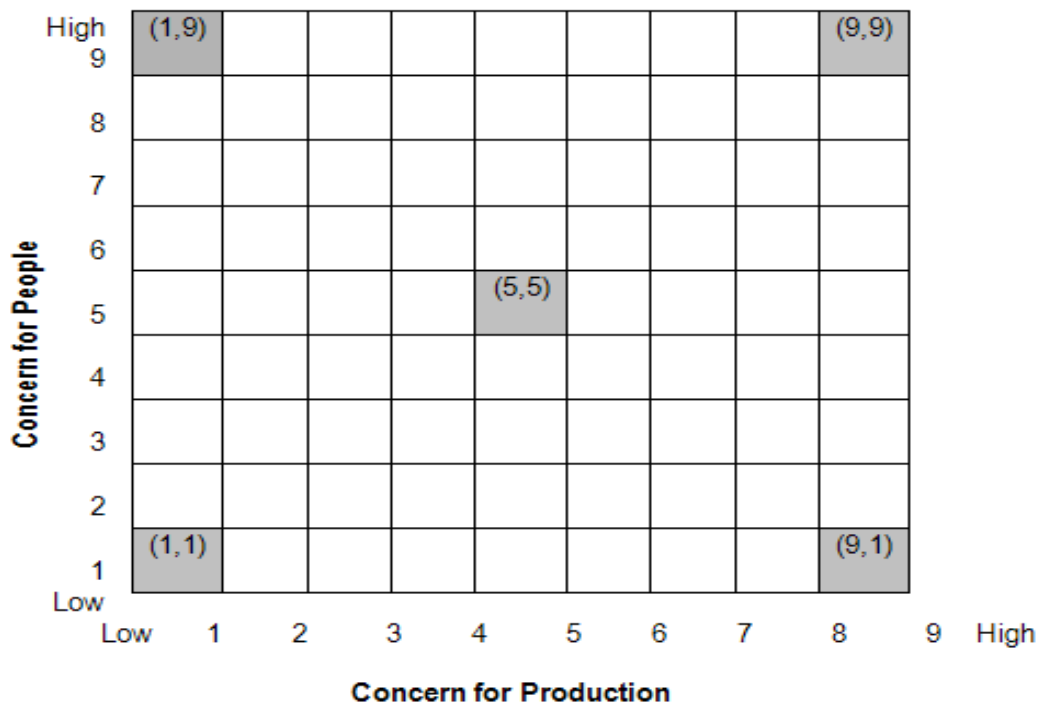
Source: Adopted from Theory X and Y Managers (Tietjen & Myers, 1998).

2.6.2 Blake and Mouton's Managerial Grid

The Managerial Grid developed by Robert Blake and Jane Mouton focuses on task (production) and employee (people) orientations of managers, as well as combinations of concerns between the two extremes. A grid with concern for production on the horizontal axis, concern for people on the vertical axis and plots five basic leadership styles. The first number refers to a leader's production or task orientation; the second, to people or employee orientation. "Building on the work of the researchers at these Universities, Robert Blake and Jane Mouton 1960s proposed a graphic portrayal of leadership styles through a managerial grid (sometimes called *leadership*

grid). The grid depicted two dimensions of leader behavior, concern for people (accommodating people’s needs and giving them priority) on y-axis and concern for production (keeping tight schedules) on x-axis, with each dimension ranging from low (1) to high (9), thus creating 81 different positions in which the leader’s style may fall see figure 1 (MSG, 2017)”.

Figure 1: Managerial Grid



The five resulting leadership styles are as follows:

1. **Impoverished Management (1, 1):** Managers with this approach are low on both the dimensions and exercise minimum effort to get the work done from subordinates. The leader has low concern for employee satisfaction and work deadlines and as a result disharmony and disorganization prevail within the organization. The leaders are termed ineffective wherein their action is merely aimed at preserving job and seniority.
2. **Task management (9, 1):** Also called dictatorial or perish style. Here leaders are more concerned about production and have less concern for people. The style is based on theory X of McGregor. The employees’ needs are not taken care of and they are simply a

means to an end. The leader believes that efficiency can result only through proper organization of work systems and through elimination of people wherever possible. Such a style can definitely increase the output of organization in short run but due to the strict policies and procedures, high labor turnover is inevitable.

3. **Middle-of-the-Road (5, 5):** This is basically a compromising style wherein the leader tries to maintain a balance between goals of company and the needs of people. The leader does not push the boundaries of achievement resulting in average performance for organization. Here neither employee nor production needs are fully met.
4. **Country Club (1, 9):** This is a collegial style characterized by low task and high people orientation where the leader gives thoughtful attention to the needs of people thus providing them with a friendly and comfortable environment. The leader feels that such a treatment with employees will lead to self-motivation and will find people working hard on their own. However, a low focus on tasks can hamper production and lead to questionable results.
5. **Team Management (9, 9):** Characterized by high people and task focus, the style is based on the theory Y of McGregor and has been termed as most effective style according to Blake and Mouton. The leader feels that empowerment, commitment, trust, and respect are the key elements in creating a team atmosphere which will automatically result in high employee satisfaction and production.

2.7 The Contingency or Situational School

2.7.1 Fiedler's Contingency Leadership Theory

In 1951, Fiedler began to develop the first contingency leadership theory. It was the first theory to focus on how situational variables interact with leader personality and behavior. Fiedler called his theory "Contingency Theory of Leader Effectiveness," (Lamb 2013). Fiedler believed that leadership style is a reflection of personality (trait-theory orientated) as well as behavior (behavioral-theory orientated), and that leadership styles are basically constant. Leaders do not change styles, they change the situation. The contingency leadership model is used to determine

whether a person's leadership style is task or relationship orientated, and if the situation matches the leader's style to maximize performance (House et al. 2004).

Contingency theories of leadership focus on particular variables related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this theory, no single leadership style is appropriate in all situations. Success depends upon a number of variables, including leadership style, qualities of followers and situational features (Charry, 2012). A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its elements. Contingency theory states that effective leadership depends on the degree of fit between a leader's qualities and leadership style and that demanded by specific situation (Lamb, 2013).

The Cognitive Resources Theory (CRT) is a person-by-situation interaction theory, in which the person variables are intelligence and experience of leaders. The situational variables are stress as experienced by leaders and followers. CRT has important implications for the selection of leaders. Fiedler (1967) recommends a two-step process for effective utilization of leaders: (1) recruiting and selecting individuals with required intellectual abilities, experience, and job-relevant knowledge, and (2) enabling leaders to work under conditions that allow them to make effective use of the cognitive resources for which they were hired. Some scholars consider Fiedler's Contingency Leadership Theory and Cognitive Resources Theory the most validated of all leadership theories (Hughes, Ginnet & Curphy, 1999).

2.7.2 The Hersey-Blanchard Situational Leadership Theory

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 behaviors) are most appropriate. Their theory is based on the amount of direction (task behavior) and socio-emotional support (relationship behavior) a leader must provide given the situation and the "level of maturity" of the followers (Bondel et al, 2013).

1. **Task Behavior** is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behavior 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 behavior the leader engages in one-way communication.

2. **Relationship Behavior** is the extent to which the leader engages in two-way or multi-way communications. This includes listening, facilitating, and supportive behaviors. In relationship behavior the leader engages in two-way communication by providing socio-emotional support.
3. **Maturity** is the willingness and ability of a person to take responsibility for directing his or her own behavior. 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 behavior and increase relationship behavior 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 behavior but also relationship behavior. Once the maturity level is identified, the appropriate leadership style can be determined.

2.7.3 Tannenbaum and 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 behavior of many, perhaps most leaders in business will be somewhere between the two. Contingency theorists Tannenbaum and Schmidt (1958) suggested the idea that leadership behavior 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:

1. **Autocratic:** The leader takes the decisions and announces those expecting subordinates to carry them out without question (the *Telling* style).
2. **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).

3. **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).
4. **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.

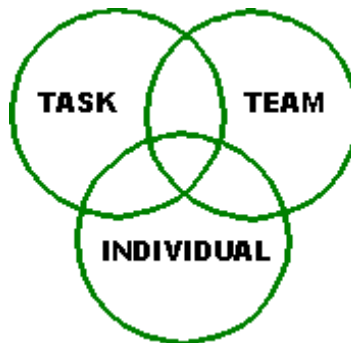
Consulting: The consulting style is likely to be most appropriate when there is time in which to reach a considered decision and when the information on which the decision needs to be based lies among the members of the group.

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.

2.7.4 Adair's Action-Centered Leadership Model

John Adair (1973) has a long pedigree in the world of leadership. The Adair model is that the action-centred leader gets the job done through the work, team and relationships with fellow managers and staff. According to Adair's explanation an action-centred leader must: direct the job to be done (task structuring) support and review the individual people doing it co-ordinate and foster the work team as a whole.



Source: adopted from Action-Centered Leadership Model (Adair, 1973)

His famous three circle diagram is a simplification of the variability of human interaction, but is a useful tool for thinking about what constitutes an effective leader/manager in relation to the job he/she has to do. The effective leader/manager carries out the functions and exhibits the behaviors depicted by the three circles. Situational and contingent elements call for different responses by the leader. Hence imagine that the various circles may be bigger or smaller as the situation varies i.e. the leader will give more or less emphasis to the functionally-oriented behaviors according to what the actual situation involves. The challenge for the leader is to manage all sectors of the diagram:

Table 2.7.4: Action-Centered Leadership Model (Adair, 1973)

<p>Task</p>	<ul style="list-style-type: none"> • define the task • make the plan • allocate work and resources • control quality and rate of work • check performance against plan • adjust the plan
<p>Team</p>	<ul style="list-style-type: none"> • maintain discipline • build team spirit • encourage, motivate, give a sense of purpose • appoint sub-leaders • ensure communication within group • develop the group
<p>Individual</p>	<ul style="list-style-type: none"> • attend to personal problems • praise individuals • give status • recognize and use individual abilities • develop the individual

Source: adopted from Action-Centered Leadership Model (Adair, 1973)

2.8 Transactional and Transformational Leadership

Transactional theories, also known as management theories, focus on the role of supervision, organization and group performance and the exchanges that take place between leaders and followers. These theories base leadership on a system of rewards and punishments (Charry, 2012). In other words, on the notion that a leader’s job is to create structures that make it abundantly clear what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2013). When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2012). A managerial or transactional theory often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013).

Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person *engages* with others and is able to “create a connection” those results in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012).

Transactional leadership has been the traditional model of leadership with its roots from an organizational or business perspective in the ‘bottom line’. Covey (1992) writing in ‘Principle-Centered Leadership’ suggests that transformational leadership “... focuses on the ‘top line’” and offers contrast between the two (a selection being):

Table 2.8: Comparison of Transactional and Transformational Leadership.

Transactional Leadership	Transformational Leadership
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<ul style="list-style-type: none"> • Builds on man’s need to get a job done and make a living • Is preoccupied with power and position, politics and perks • Is mired in daily affairs • Is short-term and hard data orientated • Focuses on tactical issues • Relies on human relations to lubricate human interactions • Follows and fulfills role expectations by striving to work effectively within current systems • Supports structures and systems that reinforce the bottom line, maximize efficiency, and guarantee short-term profits 	<ul style="list-style-type: none"> • Builds on a man’s need for meaning • Is preoccupied with purposes and values, morals, and ethics • Transcends daily affairs • Is orientated toward long-term goals without compromising human values and principles • Focuses more on missions and strategies • Releases human potential identifying and developing new talent • Designs and redesigns jobs to make them meaningful and challenging • Aligns internal structures and systems to reinforce overarching values and goals
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Source: Comparison of Transactional and Transformational Leadership (Covey, 1992)

Both kinds of leadership are necessary. Transactional leadership has remained the organizational model for many people and organizations that have not moved into or encouraged the transformational role needed to meet the challenges of our changing times. “The goal of transformational leadership is to ‘transform’ people and organizations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building” (Lamb, 2013).

According to Bass and Avolio (1994) transformational leaders display behaviors associated with five Transformational styles:

Table 2.8.1: five Transformational styles:

Transformational Style	Leader Behavior
<p>1) Idealized Behaviors: living one's ideals</p>	<ul style="list-style-type: none"> • Talk about their most important values and beliefs • Specify the importance of having a strong sense of purpose • Consider the moral and ethical consequences of decisions • Champion exciting new possibilities • Talk about the importance of trusting each other
<p>2) Inspirational Motivation: inspiring others</p>	<ul style="list-style-type: none"> • Talk optimistically about the future • Talk enthusiastically about what needs to be accomplished • Articulate a compelling vision of the future • Express confidence that goals will be achieved • Provide an exciting image of what is essential to consider • Take a stand on controversial issues

<p>3) Intellectual Stimulation: stimulating others</p>	<ul style="list-style-type: none"> • Re-examine critical assumptions to question whether they are appropriate • Seek differing perspectives when solving problems • Get others to look at problems from many different angles • Suggest new ways of looking at how to complete assignments • Encourage non-traditional thinking to deal with traditional problems • Encourage rethinking those ideas which have never been questioned before
<p>4) Individualized Consideration: coaching and development</p>	<ul style="list-style-type: none"> • Spend time teaching and coaching • Treat others as individuals rather than just as members of the group • Consider individuals as having different needs, abilities, and aspirations from others • Help others to develop their strengths • Listen attentively to others' concerns • Promote self-development
<p>5) Idealized Attributes: Respect, trust, and faith</p>	<ul style="list-style-type: none"> • Instill pride in others for being associated with them

	<ul style="list-style-type: none"> • Go beyond their self-interests for the good of the group • Act in ways that build others' respect • Display a sense of power and competence • Make personal sacrifices for others' benefit • Reassure others that obstacles will be overcome
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Source: Transformational Leadership Styles and Behaviors (Bass and Avolio, 1994)

2.9 Leadership Style

Leadership styles are the approaches used to motivate followers. Leadership is not a “one size fits all” phenomenon. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively. The business writer Daniel (2002) categorized different leadership styles. They suggested that leadership styles could be explained on a scale ranging from autocratic through democratic to participative to show the degree of authority and decision makes power of leaders and employees. Below are the categories of leadership styles

2.9.1 Autocratic Leadership Style

The autocratic style is characterized by an “I tell” philosophy. Autocratic leaders tell their staff members what to do. This can give a business a clear direction but it may also lead managers to under value or ignore input from teams. However, an autocratic approach is appropriate in some situations. It is valuable when the business faces a crisis or when an urgent problem arises that requires an immediate response.

2.9.2 Bureaucratic Leadership Style

Bureaucratic leaders follow rules rigorously, and ensure that their staff also follows procedures precisely. This is an appropriate leadership style for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights) or where large sums of money are involved. Bureaucratic leadership is also useful in organizations where employees do routine tasks. The drawback of this type of leadership is that it is ineffective in teams and organizations that rely on flexibility, creativity, or innovation (Santrock, 2007).

2.9.3 Charismatic Leadership Style

Charismatic leadership theory describes what to expect from both leaders and followers. Charismatic leadership is a leadership style that is identifiable but may be perceived with less tangibility than other leadership styles (Bell, 2013). Often called a transformational leadership style, charismatic leaders inspire eagerness in their teams and are energetic in motivating employees to move forward. The ensuing excitement and commitment from teams is an enormous asset to productivity and goal achievement. The negative side of charismatic leadership is the amount of confidence placed in the leader rather than in employees. This can create the risk of a project or even in an entire organization collapsing if the leader leaves. Additionally, a charismatic leader may come to believe that s/he can do no wrong, even when others are warning him or her about the path s/he is on; feelings of invincibility can ruin a team or an organization.

2.9.4 Democratic/Participative Leadership Style

Democratic leaders make the final decisions, but include team members in the decision-making process. They encourage creativity, and team members are often highly engaged in projects and decisions. There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they are more involved. This style also helps develop employees' skills. Team members feel a part of something larger and meaningful and so are motivated to by more than just a financial reward. The danger of democratic leadership is that it can falter in situations where speed or efficiency is essential. During a crisis, for instance, a team

can waste valuable time gathering input. Another potential danger is team members without the knowledge or expertise to provide high quality input.

2.9.5. Laissez-Faire Leadership Style

Laissez-faire leadership may be the best or the worst of leadership styles (Goodnight, 2011). Laissez-faire, this French phrase for “let it be,” when applied to leadership describes leaders who allow people to work on their own. Laissez-faire leaders abdicate responsibilities and avoid making decisions, they may give team’s complete freedom to do their work and set their own deadlines. Laissez-faire leaders usually allow their subordinate the power to make decisions about their work (Chaudhry & Javed, 2012). They provide teams with resources and advice, if needed, but otherwise do not get involved. This leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. The main advantage of laissez-faire leadership is that allowing team members so much autonomy can lead to high job satisfaction and increased productivity. It can be damaging if team members do not manage their time well or do not have the knowledge, skills, or motivation to do their work effectively. This type of leadership can also occur when managers do not have sufficient control over their staff (Ololube, 2013).

2.9.6. Transactional Leadership Style

This leadership style starts with the idea that team members agree to obey their leader when they accept a job. The transaction usually involves the organization paying team members in return for their effort and compliance. The leader has a right to punish team members if their work doesn't meet an appropriate standard. The minimalistic working relationships that result (between staff and managers or leaders) are based on this transaction (effort for pay).

2.9.7. Transformational Leadership Style

Transformational leadership style focuses on the development of followers and their needs. Managers exercising transformational leadership style focus on the development of value system of employees, their motivational level and moralities with the development of their skills (Ismail et al., 2009). Transformational leadership acts as a bridge between leaders and followers to develop clear understanding of follower’s interests, values and motivational level. It basically

helps follower's achieve their goals working in the organizational setting; it encourages followers to be expressive and adaptive to new and improved practices and changes in the environment (Bass and Avolio, 1994).

2.10. Leadership Style and Organizational Performance

Relationship between leadership style and organizational performance has been discussed often. Most research showed that leadership style has a significant relation with organizational performance, and different leadership styles may have a positive correlation or negative correlation with the organizational performance, depending on the variables used by researchers (Fu-Jin et al., 2011).

McGrath and MacMillan (2000), report that there is significant relationship between leadership styles and organizational performance. Effective leadership style is seen as a potent source of management development and sustained competitive advantage, leadership style helps organization to 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. Sun (2002) compares leadership style with the leadership performance in schools and enterprises, and found that leadership style had a significantly positive correlation with the organizational performance in both schools and enterprises. Broadly speaking, leadership performance is identical with organizational performance.

Business management attributes their successes to leadership efficiency, that is, the leadership style of administrative supervisors has a considerable effect on the organizational performance. Fu-Jin et al. (2011) opine that when executives use their leadership style to demonstrate concern, care and respect for employees, it would increase interest of employees in their work and enable them to put up better performance, thereby affecting their job satisfaction positively.

2.10.1 Transactional Leadership and Employee Performance

Transactional leadership: is a leadership style that emphasizes to transactions between leaders and subordinates. Bass et al. (2003) suggest that characteristics of transactional leadership consist of two aspects, namely contingent reward and exception management. Contingent reward is where leaders make agreement about what must subordinate do and promising reward

obtained when goal is achieved. While exception management is leader monitor deviations from established standards and take corrective action to achieve organizational goals. Yukl (2007) asserts that transactional leadership style is one leadership style that 17 emphasize on transaction between leaders and subordinates. Transactional leadership motivates and influencing subordinates by exchanging reward with a particular performance .In a transaction the subordinate promised to be given rewards when subordinate is able to complete their duties in accordance with agreements. In other words, he encourages subordinates to work. Transactional leadership styles can affect positively or negatively on performance. It depends on employee assessment. Positive effect can occur when employees assess transactional leadership positively and a negative effect can occur if employee considers that transactional leadership styles cannot be trusted because they do not keep their promises, dishonest or not transparent.

2.10.2 Transformational Leadership and Employee Performance

This is a form of visionary leadership style. It becomes collective vision where subordinates work to realize the vision into reality. In other words, transformational process can be seen through a number of transformational leadership behaviors as: attributed charisma, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Yukl (2007), states that application of transformational leadership style can improve performances because transformational leadership style wants to develop knowledge and employees potential. Leader with transformational leadership provides opportunity and confidence to his subordinates to carry out duties in accordance with his mindset to achieve organizational goals. Butler (1999) states that a transformational leader encourages subordinates to have vision, mission and organization goals, encouraging and motivating to show maximum performance, stimulates subordinates to act 18 critically and to solve problems in new ways and treat employees individually. Sundi (2013) suggests that more frequent transformational leadership behaviors implemented will bring significant positive effect to improve psychological empowerment quality of subordinates. Transformational leader that gives attention to individual will be capable to direct vision and mission of organization, providing motivational support, and creating new ways to work effectively.

2.10.3 Laissez Faire Leadership and Employee Performance

The leader's ability to lead is contingent upon various situational factors, including the leader's preferred style. Contingency theories to leadership support a great deal of empirical freedom to leadership, (laissez-faire style). Many researchers have tested it and have found it to be valid and reliable to explaining how effective leadership can be achieved. It stresses the importance of focusing on inter personal relationships between the leader's style and the demands of various situations and employees. Under this type of leadership according to Kumar (2015) maximum freedom is allowed to subordinates. They are given freehand in deciding their own policies and methods and to make independent decisions.

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 study will aim to investigate further how laissez-faire may contribute to employee performance. On the other hand, much has been written in regard to the relation of positive self and effective management. Kerns (2004) discussed the relationship of values to organizational leadership and his study was hugely in support of the laissez-faire style in bridging the gap between the employer and employee where his concern was solely on the fact that laissez-faire would create a positive environment through which employees and employers felt like a family regardless of their positions.

2.10.4 Autocratic Leadership and Employee Performance

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 Michael (2010).

2.11 Factors That Determine Leadership Style

There are a number of factors that can help to determine which type of leadership style is most effective and/or when to draw on a different or combination of leadership styles. Listed below are a number of these factors as outlined by Ibara (2010):

1. **Size of an Institution/Organization:** Many organizations have the tendency to grow, and as they grow, to divide into subgroups where the real decision making power lies. As institutions or organization grow, problems arise which may become more difficult to address at a macro or senior management level. At the same time, as institutions and organizations grow larger and become more multifaceted, there is a propensity for decision making to be centralized (Naylor, 1999). This situation leads to limited employee participation or no participation at all. Leaders may, if inclined, present ideas and invite input from employees (Ibara, 2010).
2. **Degree of Interaction/Communication:** Organizational interaction or communication in this paradigm refers to a relational approach between two or more individuals on the basis of social and organizational structures aimed at achieving goals (Ololube, 2012). Given that uncertainty surrounds many situations in organizations, leaders need to be involved with their staff. In this way, leaders can keep focused on key issues and ensure that organizational learning takes place. The quantity and quality of interaction in an organization tends to influence the style of organizational management with the main issue being that employees must work together in order to accomplish tasks. According to Naylor (1999), for organizations to be effective: (1) Managers must constantly share information; (2) Managers must have open channels of communication; (3) There must be information of sufficient potential to demand regular attention from leaders at all levels; (4) Interpretations of complex data/information should be done in face-to-face discussions with staff (5) Managers must debate the nature of the data/information and the possible assumptions and actions that results from it. Organizations can operate as

open or closed systems. An open system receives information, which it uses to interact dynamically with its environment. Organizations are open systems. Openness increases the likelihood of better communication and in turn the functioning and survival of organizations (Ololube, 2012).

3. **Personality of Members:** The personality attributes of employees and other managers/leaders can influence the leadership style of an organization. Some people tend to react more to certain styles of leadership than others. Individuals who like to depend on others generally do not like to participate in organizational affairs since their need for security and direction is better served by a rigid organizational structure. Those with an understandable sense of direction wish to advance in their careers and enjoy participating in organizational decision-making processes tend to be more inclined towards open and collaborative leadership styles. Leaders should adapt to such situations by providing opportunities for participation to those who desire them and directing those who find it more difficult to participate in organizational decision-making (Ibara, 2010).
4. **Goal Congruency:** The term goal congruence is applied to an organization that ensures that all its operations and activities support the achievement of its goals. Organizations with high goal congruence review their operations and activities to ensure that none of these limit or inhibit the ability to achieve organizational goals. In a situation like this, there is a unity of direction as everybody (individuals, departments and divisions) is working towards the attainment of a common goal. Different leadership styles may be called for depending on the degree of existing goal congruence in an organization.
5. **Level of Decision Making:** Differentiating effective leaders from ineffective leaders is a major management concern. One means of differentiation may be the quality of decision making and that effective leaders make good decisions or choices that yield favorable outcomes for the organization. In addition to leadership ability, employee perception often plays a big role in the implementation and outcome of decisions (Weddle, 2013). In a centralized organization, there is little or no provision for decisions or input from lower level staff. Directives are handed down and strict obedience is expected. Leadership in these organizations tends to be directive rather than participative or laissez-faire. Hence,

the location of decision-making, which is the functional specialization of the organization, determines the style of leadership that is called for (Ibara, 2010). Weddle (2013) identified five levels of decision making in organizations. With each level the amount of time and the decision making involvement increases:

- i. Level One: Leader makes the decision alone & announces the decision. This level requires little time and no staff involvement. This is particularly useful in crisis situations where immediate action is needed.
- ii. Level Two: Leader gathers input from individuals and makes the decision. The leader seeks input, usually to cover blind spots and enhance the depth of understanding of the issue at hand. Key individuals hold important information and not consulting is seen to be irresponsible.
- iii. Level Three: Leader gathers input from team and makes the decision. The leader holds a team meeting and solicits input from the team, listens to the team's ideas and then using that information, makes a decision.
- iv. Level Four: Consensus building. At this level, the leader is part of the team and s/he is just one vote/voice among many. The group processes all possible options and compromises until everyone is in agreement.
- v. Level Five: Consensus and delegation with criteria/constraints. The leader delegates decision making to the team and is not a part of decision making discussions. This requires the leader to be very clear with the team as to the criteria/constraints that must be met for their decision to be able to move forward. Failure to meet these criteria could result in the need for the team to reconsider their decision or the need for the leader to choose a default and/or use another level (from above) for moving the decision forward.

2.12 Theoretical Perspective

The theory that guided this study was James MacGregor Burns (1978) transformational leadership theory which stated that; transforming leadership “*is a relationship of mutual*

stimulation and elevation that converts followers into leaders and may convert leaders into moral agents”.

Burns (1978) went on to also further define it by suggesting that: *“Transforming leadership occurs when 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...”*

Bass and Avolio (1994), writing with a research colleague Avolio, suggested that Transformational leadership is closer to the prototype of leadership that people have in mind when they describe their ideal leader, and it is more likely to provide a role model with which subordinates want to identify”. “The goal of transformational leadership is to „transform“ people and organizations in a literal sense, to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building.

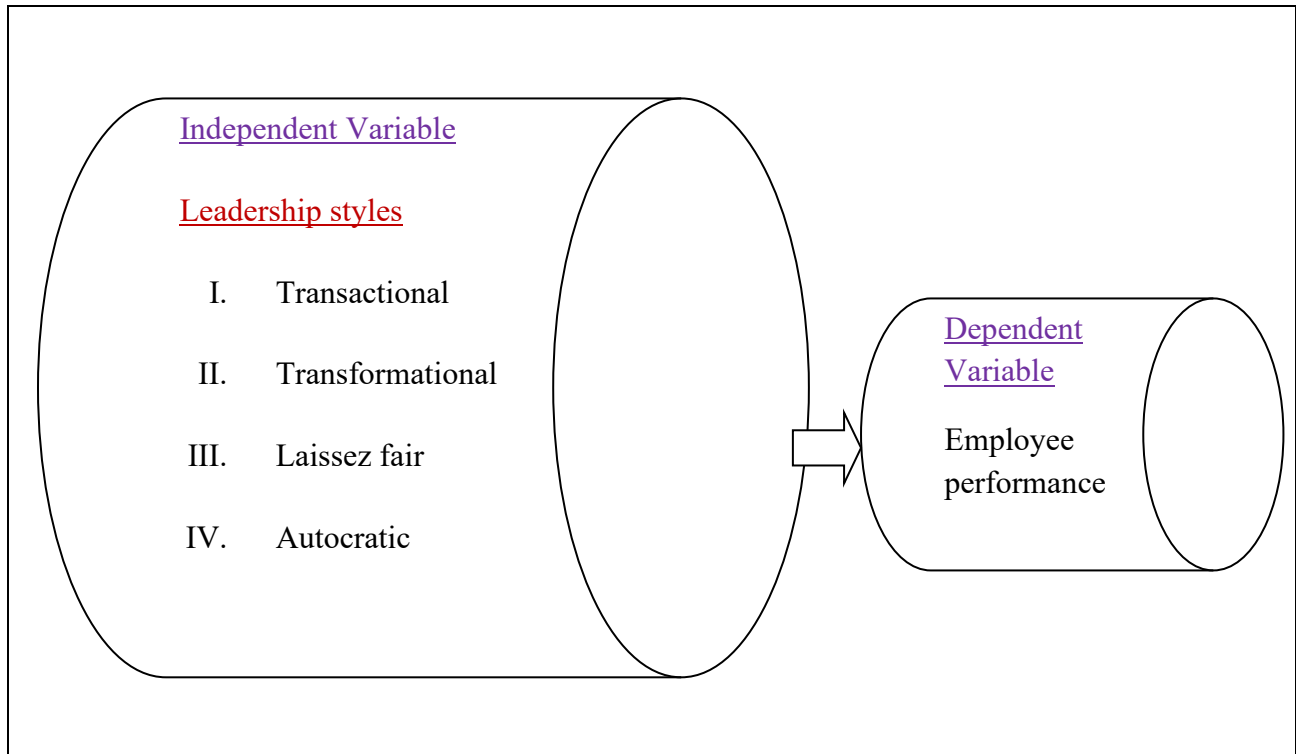
According to Bass and Avolio (1994) transformational leadership has consistently shown advantages on a range of individual and organizational outcomes, such as objectives and performance. Through setting more challenging expectations and raising levels of self and collective efficacy, such a leadership style typically achieves significantly higher performance and commitment levels from their employees. “The transformational leaders are proactive in many different and unique ways. These leaders attempt to optimize development, not just performance. Development encompasses the maturation of ability, motivation, attitudes, and values. Such leaders want to elevate the maturity level of the needs of their associates (from security needs to needs for achievement and self-development). They 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 high performing associates build high performing organizations (Hooper and Potter 1997)”. Boerner et al. (2007) stated a positive relationship exists between transformational leadership and organizational performance as documented in previous studies. They hypothesized that transformational leaders increase their followers“ performance and enhance followers“ innovation. They also hypothesized the same would not hold true for

transactional leaders. In their study of 91 leaders in 91 German companies, their hypotheses were confirmed.

2.13 Conceptual Framework

The importance of leadership in an organization cannot be overemphasized as different scholars have given various definitions due to its complexity and importance. 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 behaviors. The situation also matters and will call for a totally different styles

Figure 2.14 Conceptual Framework



Source: Dependent and independent variables diagram (by the researcher)

The research sought to identify different types of attributes of transactional leadership offered by Sainana Resources Nigeria Ltd to its employees and how it will affect their employee's performance, and whether by offering reward employees are motivated to perform better or the absence of rewards indeed affects the employee performance. The research also sought to

identify how the attributes of transformational leadership affect employee performance at Sainana Resources Nigeria Ltd and if indeed the supervisors of the organization exhibit the attributes in promoting employees performance. The research will also access the extend of laissez faire leadership in Sainana Resources Nigeria Ltd and how it affects the performance of employees, whether it slows performance or to what extend it can improve performance of the employees of the organization. Lastly, the research sought to access how authoritative leadership affects the employee performance of Sainana Resources Nigeria Ltd, and to know how coerced the employees of the organization feel and how this improves or slows down their performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter constitutes an explanation of the methodology and the method upon which the research is built on. It shed light on the area of the study which is covered for the purpose of the research, the research design population of the study upon which sample and the techniques applied for, the sampling instrument used for the data collection as well as the method of data analysis and presentation.

3.2 Area of the Study

The Area of the Study is Sainana Resources Nigeria limited which was in co-operated on the 17 December, 2002 with head office located at No. 103 Atiku Abubakar way Jimeta, Adamawa state. As the largest dealer they engage in selling and distribution of recharge cards, SIM card, and network designated cellular phone and SIM card registration on behalf of their registered clients' telecom companies (include MTN Nigeria, Airtel, 9mobile and Globacom). Over the past 13years, Sainana Group has developed into a robust and efficient network of distribution channels with hubs in Adamawa, Taraba, Enugu, Abia, Imo and Lagos States as well as the FCT, Abuja to ensure quality service delivery. With Sainana, all business decisions are preceded by careful planning tailored towards achieving the full potential of business opportunities and ensuring that products and services are delivered to the target market with precision and at the right price. The company has won multiple accolades from giants in the Telecom industry such as MTN Nigeria, Airtel, 9mobile and Globacom for top achievements in Sales and Distribution and for commitment to best practices in the industry. Sainana Group of Companies is committed to developing a sustainable and profitable business solution that will be a legacy to all its business partners.

3.3 Population of the Study

The population of this study involves Staff of Sainana Resources Nigeria Limited that comprises the total number of One Hundred (100) staff (people working) in various units. And my focus is

on five (5) units namely; General Management, Customer services, Accounting and Records, Sales and Marketing, and Human Resource units. The categories chosen were thought to be involved in the leadership management, decision making and operations of the organisation.

3.4 Sample Size and Sampling Technique

The sample size of the five 5 units (General Management, Customer services, Accounting and Records, Sales and Marketing, and Human Resource units) in the organization selected thus Eighty (80) respondents. The sample size of the study arrived at by using the Yamane’s method of determining sample size as below:

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

Where:

n = Sample Size

N = Population = 100

e = Significance Level = 5% = 0.05

$$n = \frac{100}{1 + 100(0.05)^2}$$

$$n = \frac{100}{1 + 100(0.0025)}$$

$$n = \frac{100}{1 + 0.25}$$

$$n = \frac{100}{1.25} \quad n = 80$$

The technique to be use is Probability sample; this method gives chance to every unit of the population to have equal chance of being included in the sample. It avoids all other element which will distort the trap of information such as errors and bias. This technique helps for speed accuracy, scope and cost reduction of the research work.

3.5 Method of Data Collection

Data for this study would be collected using structured self-completed research questionnaires which would be distributed to the target population and hoping to collect after a few days. The questionnaire proposed to be use in this study divided into five parts. Part A as introduction; Part B a series of statements to capture perception of employees on the leadership style practiced by the immediate supervisors, Part C for capturing employees' self-rated performance, and Part D for the demographic variables and lastly Part E appreciation. These questionnaires would be sent to Sainana Resources Nigeria Limited to capture responses from the selected sample size.

3.6 Instrument for Data Collection

For the sake of completion and achieving perfect and accurate information the instrument used for collecting the data is research questionnaire.

3.6.1 Questionnaire

Questionnaire would be chosen because of its ability to reduce any bias and the collection of authentic data important for data analysis. A direct contact of presentation would be adopted in the distribution of the questionnaire to all respondent. Even though this would be very expensive and time consuming, but it turned out to be cost effective in terms of other benefits such as ability to motivate respondents to answer questions, providing more explanations or clarification of points made to the respondents and prompt collection (in some cases) of the administered questionnaires. It involves a covering letter indicating and assuring that any information given as an answer to the questions are to be treated confidentially and only for the project work.

3.7 Method of Data Analysis

The software that would be used to analyze data is SPSS (Statistical Package for Social Scientists) however personal coding and categorizing of data would be done manually. Data analysis would be conducted on respondents' data in two perspectives: Descriptive data analysis and inferential data analysis. According to Amin (2005) Descriptive statistics provides us with the techniques of numerically and graphically presenting information that gives an overall picture of the data collected. The researcher used Pearson's correlation coefficient calculation

after data was aggregated to turn categorical data to numerical representation that required numerical methods. From such, descriptive statistics, frequency tables, graphics, and correlation tables were developed to help describe the data gathered. Inferential statistics were obtained and data was presented in descriptive statistics of each objective where percentages were used to infer to the data collected. Techniques were applied such as histogram curves, to numerical data making inferences or predictions to the population based on data collected from only part of the population.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Data Presentation

4.1.1 Instrument Validation

In measuring leadership styles the study adapted the Multi factor Leadership Questionnaire (MLQ) developed by Avolio and Bass (1995), modified to fit the context of the study. To measure employee performance the study adapted scale of Yousef (2000). According to Amin (2004), validity can be and in this case was assured by use of the content validity index (C.V.I) where the following results were obtained (for the questionnaires):

$$C V I = \frac{\text{Agreed items by all judges as suitable}}{\text{Total numbers of items being judged}}$$

The results show Cronbach's alphas ranging from 0.755 to 0.908 was higher than 0.7, therefore the questionnaire items were considered valid for research.

4.1.2 Instrument Reliability

For reliability, a scale test was used to produce Cronbach's alphas which were then compared to the conventional cut-off point of 0.7. According to Field (2005) a Cronbach's alpha higher than 0.7 indicates internal consistency on the instrument. Cronbach alphas were produced for each sub scale and the results are presented in Table 4.1.2. The results show Cronbach's alphas ranging from 0.755 to 0.908. These alpha coefficients are all higher than the conventional level of 0.7, suggesting that each subscale used in the study had acceptable internal consistency and hence reliable in measuring what they were designed to measure. The researcher used cronbach's co-efficient Alpha (α) to further test for reliability as evidence below.

$$\alpha = \frac{n}{n - 1} \left(1 - \frac{\sum Vi}{V_{test}} \right)$$

n = number of questions

Vi = variance of scores on each question

Vtest = total variance of overall scores (not %'s) on the entire test

Table 4.1.2 Reliability Statistics

SCALE	N	ALPHA
Transformational Leadership		
Idealized influence (ii)	3	0.908
Inspirational motivation (IM)	3	0.812
Intellectual simulation (IS)	3	0.755
Individual consideration (IC)	3	0.820
Transactional leadership		
Contingent reward (CR)	3	0.792
Management by exception (MBE)	3	0.792
Authoritative leadership (AL)	6	0.831
Laissez faire leadership (LF)	6	0.882
Employee performance (EP)	2	0.803

Source: Field Data 2017

4.1.3 Respondents Demographic Characteristics

Table 4.1.3.1 presents the results of the respondent's age. It is clear that the majority of respondents, 40(50.0%) were in the age range of 25-30 years, this was followed by 15 (18.8%) in the age range of 31-35, followed by 10(12.5%) in the age range of 35- 40, then 9(11.2%) in the age range of below 25 years while the least age range was 41+year which was represented by only 6 (7.5%). This meant that the majority of respondents (who took part in the study) were aged 25-30years.

Table 4.1.3.1 Age Distribution

Options	Frequency	Percentage
Below 25 years	9	11.2
25-30	40	50.0
31-35	15	18.8

35-40	10	12.5
41+ years	6	7.5
Total	80	100

Source: Field Data 2017

Table 4.1.3.2 presents the distribution of the respondents by gender. It is clear that the majority of the respondents, 46 (57.5%), were male as opposed to females who were 34 (42.5%). This presupposes that generally, the margin between males and females is minimal. This implied that there was fairly equal representation of the male and female employees in Sainana Resources Nigeria Limited.

Table 4.1.3.2 Gender Distribution

Category	Frequency	Percentage
Male	46	57.3
Female	34	42.5
Total	80	100

Source: Field Data 2017

Table 4.1.3.3 presents the results of the sample distribution by education level. Results show that the majority of respondents 30 (37.5%) were Certificates/Diploma holders while Higher diploma and Degree holders tied at 27.5%, Secondary Certificate with 17 (21.3%) and others were the least represented with only 11 (13.8%) representation. This implies that most respondents were in a position to give a very fair assessment of their performance as well as that of the leadership style of the immediate supervisor.

Table 4.1.3.3 Educational Level

Educational level	Frequency	percentage
Secondary	17	21.3
Certificates/Diploma	30	37.5
Degree/HND	22	27.5
Others	11	13.8

Total	80	100
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Source: Field Data 2017

4.2 Test of Hypothesis

4.2.1 Hypothesis 1: Analysis of Leadership Styles

This subsection presents the results of the analysis of leadership styles. Four (4) main types of leadership styles were assessed. These were transformation leadership style with four dimensions (each with three items), transactional leadership style with two (2) dimensions (each with three items). Authoritative and laissez-faire leadership styles each had six (6) items. Descriptive statistics were used to assess the level. Table 4.2.1.1 presents results of transformational leadership style. The mean and standard deviation (S.D.) of the four dimensions of transformational leadership styles were calculated, to establish the respondents, assessment of the extent to which their immediate supervisors practices this leadership style. The scale used in the statements was 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree. The descriptive statistics of the findings are represented in Tables as below.

The results in Table 4.2.1.1 show that the idealized influence had the highest mean of 4.1083 and standard deviation of 0.93799, followed by inspirational motivation at a mean of 3.9708 and standard deviation of 0.82880. Intellectual simulation had a mean of 3.85 and standard deviation of 0.82660. The least but still with a high mean of 3.7542 and standard deviation of 0.83816 was individual consideration. Overall the transformational leadership style scored a mean of 3.9208 and S.D. of 0.71316.

Table 4.2.1.1 Descriptive Statistics on Transformational Leadership

	N	Min	Max	Mean	S.D.
Idealized Influence	80	1.00	5.00	4.1083	.93799
Inspirational motivation	80	2.00	5.00	3.9708	.82880
Intellectual simulation	80	1.33	5.00	3.8500	.82660
Individual consideration	80	1.00	5.00	3.7542	.83816
Transformational leadership (overall)	80	1.83	5.00	3.9208	.71316

Valid N (list wise)	80				
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Source: Field Data 2017

Table 4.2.1.2 presents the mean and standard deviation from respondents' assessment of whether their immediate supervisors practiced transactional leadership style. Management by exception (MBE) had the highest mean of 3.8439 and standard deviation of 0.89448, while contingent reward had a mean of 3.6333 and standard deviation of 0.89631. Overall the results show that Transactional leadership style with an overall mean score of 3.7437 and standard deviation of 0.75471 is the also practiced by some of the immediate supervisors at the organisation. In fact it is important to note that the mean score was above the midpoint. This statistics indeed show that supervisors at organisation apply transactional leadership.

Table 4.2.1.2 Descriptive Statistics on Transactional Leadership

	N	Min	Max	Mean	S.D.
Contingent reward	80	1.00	5.00	3.6333	.89631
Management by Exception	79	1.67	5.00	3.8439	.89448
Transnational leadership (overall)	80	1.67	5.00	3.7437	.75471
Valid N (list wise)	79				

Source: Field Data 2017

Table 4.2.1.3 presents the mean and standard deviation of the respondent's assessment of the presence of Authoritative leadership style in their immediate supervisors. The statement that 'as a rule, my supervisor believes that employees must be given rewards or punishments in order to motivate them to achieve organizational objectives' had the highest mean of 3.10 and standard deviation of 1.045 same as the question of 'my supervisor gives orders and clarifies procedures' which had a mean of 3.10 but a standard deviation of 1.083. The statement with the lowest mean of 2.70 and standard deviation of 1.314 was 'my supervisor believes that most employees in the general population are lazy'. Overall authoritative leadership upon assessing the six statements had a mean score of 2.9521 and a standard deviation of 0.91193. This mean is below the midpoint and indicates that respondents disagreed that their supervisors use authoritative leadership. The

results suggest that Authoritative leadership style is less exhibited by immediate supervisors at Sainana Resources Nigeria Limited.

Table 4.2.1.3 Descriptive Statistics on Authoritative Leadership

	N	Min	Max	Mean	S.D.
My supervisor believes employees need to be supervised closely they are not likely to do their work.	80	1	5	2.96	1.354
As a rule, my supervisor believes that employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.	79	1	5	3.10	1.045
I feel insecure about my work and need direction.	79	1	5	2.90	1.246
My supervisor is the chief judge of the achievements of employees.	80	1	5	2.84	1.213
My supervisor gives orders and clarifies procedures	77	1	5	3.10	1.083
My supervisor believes that most employees in the general population are lazy.	79	1	5	2.70	1.314
Authoritative Leadership (overall)	80	1	5	2.952	.9119
Valid N (list wise)	77				

Source: Field Data 2017

Table 4.2.1.4 presents the mean and standard deviation of the results from respondents' assessment of laissez faire leadership style. This was assessed by six items. The statement that 'In most situations I prefer little input from my supervisor' had the highest mean of 3.79 and standard deviation of 1.174 while the question with the lowest mean of 3.49 and standard deviation of 1.280 was that 'In complex situations my supervisor allows me to work my problems out on my way'. Overall Laissez faire leadership upon assessing the six statements had a mean score of 3.6624 and a standard deviation of 0.91193. This mean is above the midpoint

and indicates that respondents agree that their supervisors indeed utilize laissez faire leadership to a moderate extent. Therefore, from the results of the analysis of leadership styles, it can be concluded that transformational leadership style is the most exhibited leadership style by immediate supervisors at organisation followed by the transactional leadership style. The results also show that laissez-faire leadership style is practiced above average. However, authoritative leadership style is the least exhibited style.

Table 4.2.1.4 Descriptive Statistics on Laissez Faire Leadership

	N	Min	Max	Mean	S.D.
In complex situations my supervisor allows me to work my problems out on my own way.	79	1	5	3.49	1.280
My supervisor stays out of the way as I do my Work.	78	1	5	3.69	.958
As a rule, my supervisor allows me to appraise my own work.	78	1	5	3.64	1.162
My supervisor gives me complete freedom to solve problems on my own.	76	1	5	3.64	1.116
In most situations I prefer little input from my supervisor.	77	1	5	3.79	1.174
In general my supervisor feels it's best to leave subordinates alone.	78	1	5	3.64	1.329
Laissez-Fair Leadership (overall)	79	1.50	5.00	3.662	.9390
Valid N (list wise)	75				

Source: Field Data 2017

4.2.2 Hypothesis 2: Analysis of Employee Performance

Employee performance (self-rated) was captured by four constructs; one each for self-assessment of the quality and productivity, and two others which compared one's performance to that of the peers doing the same kind of work. Examples of the items used were 'How do you evaluate the performance of **your peers** at their jobs compared with yourself doing the same kind of work?'

and ‘How do you evaluate the performance of **yourself** at your job compared with your peers doing the same kind of work? When a scale test was run on these four items, a below conventional level Cronbach’s alpha was obtained. Reverse-coding the third statement, as it should, yielded a negative Cronbach’s alpha. Unable to identify the source of these confusing results, the two statements were dropped from the scale test and when the first two statements were included, the Cronbach’s alpha was 0.803. Therefore, the analysis of employee performance was based on the scale with two out of the originally planned 4 items.

Table 4.2.2 presents results of the analysis of employee performance. The results show that productivity was highly rated with a mean of 4.35 and a standard deviation of 0.576 while quality of performance closely followed with a mean of 4.31 and a standard deviation of 0.739. Overall employee performance had a mean score of 4.3312 indicating a high performance. This is then subjected to further analysis in the next section to determine whether it is affected by the employees’ perception of the leadership style of the immediate supervisor.

Table 4.2.2 Descriptive Statistics on Employee Performance

	N	Min	Max	Mean	S.D.
How do you rate quality of your performance?	80	2	5	4.31	.739
How do you rate your productivity on the job?	80	3	5	4.35	.576
Employee performance score.	80	2.5	5.5	4.3312	.60558
Valid N (List wise)	80				

Source: Field Data 2017

4.2.2.1 Correlation Analysis

Table 4.2.2.1 presents the results of bivariate correlation based on Pearson correlation statistics. Transformational leadership (M = 3.9208, SD = .71316) strongly and positively correlated with overall employee performance (M= 4.3312, SD = .60558), $r(80) = .427$, $P < 0.01$. And also, there was a positive correlation between transformational leadership (M = 3.9208, SD = .71316) and employees quality of performance (M = 4.31, SD = .739), $r(80) = .338$, $p < 0.01$. There was a strong and positive correlation between transformational leadership (M = 3.9208, SD = .71316) and productivity on the job (M = 4.35, SD = .576), $r(80) = .464$, $p < 0.01$.

Idealized Influence (M = 4.103, SD = .9379) strongly and positively correlated with employee performance (M = 4.3312, SD = .60558), $r(80) = .501$, $p < 0.01$. There was also a positive correlation between idealized influence (M = 4.103, SD = .9379) and quality of performance (M = 4.31, SD = .739), $r(80) = .413$, $p < 0.01$. There was also a strong and positive correlation between idealized influence (M = 4.31, SD = .739) and productivity on the job (M = 4.35, SD = .576), $r(80) = .523$, $P < .01$. Inspirational motivation (M = 3.9708, SD = .82880) positively correlated with employee performance (M = 4.3312, SD = .60558), $r(80) = .373$, $p < .01$. There was also a positive correlation between Inspirational motivation (M = 3.9708, SD = .82880) and quality of performance (M = 4.31, SD = .739), $r(80) = .284$, $p < 0.05$. There was also a strong and positive correlation between Inspirational motivation (M = 3.9708, SD = .82880) and productivity on the job (M = 4.35, SD = .576), $r(80) = .419$, $P < 0.01$. Intellectual simulation (M = 3.8500, SD = .82660) positively correlated with employee performance (M = 4.3312, SD = .60558), $r(80) = .261$, $p < 0.05$. There was also a positive correlation between Intellectual simulation (M = 3.8500, SD = .82660) and productivity on job performance (M = 4.35, SD = .576), $r(80) = .333$, $p < 0.01$. However there was no significant correlation between Intellectual simulation (M = 3.8500, SD = .82660) and quality of performance (M = 4.31, SD = .739), $r(80) = .167$, $P > 0.01$.

Individual consideration (M = 3.7542, SD = .83816) positively correlated with employee performance (M = 4.3312, SD = .60558), $r(80) = .266$, $p < 0.05$. There was also a positive correlation between Individual consideration (M = 3.7542, SD = .83816) and quality of performance (M = 4.31, SD = .739), $r(80) = .241$, $p < 0.05$. There was also a positive correlation between Individual consideration (M = 3.7542, SD = .83816) and productivity on the job (M = 4.35, SD = .576), $r(80) = .250$, $P < 0.05$. Transactional Leadership (M = 3.7431, SD = .75471) did not have significant correlation with employee performance (M = 4.3312, SD = .60558), $r(80) = .031$, $p > 0.01$. Also in Table 4.2.2.1 there was no significant correlation between Transactional Leadership (M = 3.7431, SD = .75471) and quality of performance (M = 4.31, SD = .739), $r(80) = .09$, $p > 0.01$. There was also no significant correlation between Transactional Leadership (M = 3.7431, SD = .75471) and productivity on the job (M = 4.35, SD = .576), $r(80) = .054$, $P > 0.01$. None of the two dimensions (contingent rewards and management by exception) significantly correlated with any of the two items of performance. However, while the correlation of the

contingent rewards was negative, the correlation coefficient of the management by exemption was positive.

Authoritative leadership ($M = 2.952$, $SD = .91193$) had negative but insignificant correlation with employee performance ($M = 4.3312$, $SD = .60558$), $r(80) = -.117$, $p > 0.05$ irrespective of how performance was measured. Laissez Faire Leadership style ($M=3.64$, $SD=1.329$) on the other hand had a positive but also insignificant correlation with employee performance ($M = 4.3312$, $SD = .60558$), $r(80) = .046$, $p > 0.05$, irrespective of how performance was measured.

In a summary, the results of correlation analysis indicated transformational leadership had strong and positive correlations with employee's general performance, and strong positive with all the two dimensions of employee performance, i.e. quality and productivity. Transactional leadership had insignificant negative correlations with employee performance; however, contingent reward had negative correlation with employee performance and its dimensions while management by exception had insignificant positive correlation with employee performance and its dimensions. Authoritative leadership exhibited negative but insignificant correlation across all the dimensions of employee performance while laissez faire exhibited insignificant positive correlation with employee performance and its dimensions.

Table 4.2.2.1 Correlation between Leadership Styles and Employee Performance

Correlations

		Transformational leadership	Idealized Influence	Inspirational Motivation	Intellectual Simulation	Individual Consideration	Transactional Leadership	Contingent Reward	Management By exception	Autocratic Leadership	Laissez faire Leadership	How do you rate quality of your performance	How do you rate your Productivity on the job?	Employee performance Score.
Transformational leadership	Pearson correlation	1	.820	.885	.870	.753	.594	.502	.496	-.214	-.112	.338	.464	.427
	Sig. (2-tailed)	-	.000	.000	.000	.000	.000	.000	.000	.057	.326	.000	.000	.000
	N	80	80	80	80	80	80	80	79	80	79	80	80	80
Idealized Influence	Pearson correlation	.820	1	.655	.618	.414	.460	.357	.402	-.324	-.107	.413	.523 ^{**}	.501
	Sig. (2-tailed)	.000	-	.000	.000	.000	.000	.001	.000	.003	.349	.000	.000	.000
	N	80	80	80	80	80	80	80	79	80	79	80	80	80
Inspirational Motivation	Pearson correlation	.885	.655	1	.739	.561	.425	.347	.364	-.172	-.114	.284	.419	.373
	Sig. (2-tailed)	.000	.000	-	.000	.000	.000	.002	.001	.127	.318	.011	.000	.001
	N	80	80	80	80	80	80	80	79	80	79	80	80	80
Intellectual Simulation	Pearson correlation	.870	.618	.739	1	.553	.478	.394	.405	-.199	-.038	.167	.333	.261
	Sig. (2-tailed)	.000	.000	.000	-	.000	.000	.000	.000	.078	.741	.138	.003	.020
	N	80	80	80	80	80	80	80	79	80	79	.80	80	80
Individual Consideration	Pearson correlation	.753	.414	.561	.553	1	.616	.558	.475	-.002	-.100	.241	.250	.266
	Sig. (2-tailed)	.000	.000	.000	.000	-	.000	.000	.000	.983	.345	.031	.025	.017
	N	80	80	80	80	80	80	80	79	80	79	80	80	80
Transactional Leadership	Pearson correlation	.594	.460	.425	.478	.616	1	.844	.841	-.235	-.268	-.066	-.054	.031
	Sig. (2-tailed)	.000	.000	.000	.000	.000	-	.000	.000	.038	.017	.563	.637	.784
	N	80	80	80	80	80	80	80	79	80	79	79	80	80
Contingent Reward.	Pearson correlation	.502	.357	.347	.394	.558	.844	1	.415 ^{**}	-.142	-.263	.080	-.051	-.061
	Sig. (2-tailed)	.000	.001	.002	.000	.000	.000	-	.000	.208	.019	.594	.655	.591
	N	80	80	80	80	80	80	80	79	80	79	80	80	80
Management By exception	Pearson correlation	.496	.402	.364	.405	.475	.841	.415	1	-.251	-.179	.006	.130	.102
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000	-	.028	.117	.569	.253	.370
	N	79	79	79	79	79	79	79	80	79	79	79	79	79
Autocratic Leadership	Pearson correlation	-.214	-.324	-.172	-.199	-.002	-.235	-.142	-.251	1	-.307	-.126	-.084	-.117
	Sig. (2-tailed)	.057	.003	.127	.078	.983	.038	.208	.028	-	.005	.0266	.458	.302
	N	80	80	80	80	80	80	80	79	80	79	80	80	80
Laissez faire Leadership	Pearson correlation	-.112	-.107	-.114	-.038	-.100	-.268	-.263	-.179	-.307	1	.050	.033	.046
	Sig. (2-tailed)	.326	.349	.318	.741	.345	.017	.019	.117	.005	-	.664	.775	.688
	N	79	79	79	79	79	79	79	79	79	80	79	79	79
How do you rate quality of your performance?	Pearson correlation	.338	.413	.284	.167	.241	-.066	.080	.006	-.126	.050	1	.691	.939
	Sig. (2-tailed)	.000	.000	.011	.138	.031	.563	.594	.569	.0266	.664	-	.000	.000
	N	80	80	80	.80	80	79	80	79	80	79	80	80	80
How do you rate your Productivity on the job?	Pearson correlation	.464	.523 ^{**}	.419	.333	.250	-.054	-.051	.130	-.084	.033	.691	1	.897
	Sig. (2-tailed)	.000	.000	.000	.003	.025	.637	.655	.253	.458	.775	.000	-	.000
	N	80	80	80	80	80	80	80	79	80	79	80	80	80
Employee performance Score.	Pearson correlation	.427	.501	.373	.261	.266	.031	-.061	.102	-.117	.046	.939	.897	1
	Sig. (2-tailed)	.000	.000	.001	.020	.017	.784	.591	.370	.302	.688	.000	.000	-
	N	80	80	80	80	80	80	80	79	80	79	80	80	80

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

-Correlation is significant at the 0.05 level (2-tailed)

4.2.2.2 Multiple Regression Analysis

The multiple regression analysis was carried out to estimate the effect of leadership styles (independent variables) on employees' performance (dependent variable). Results are presented in Tables 4.2.2.2 and 4.2.2.3. Table 4.2.2.2 presents a summary of the model in which the item of interest is the adjusted R² statistics, which is .225. This suggests leadership styles accounts for 22.5% of the variation in employees' performance.

Table 4.2.2.2 Model Summary

- a. Predictors: (Constant), Laissez-faire Leadership, Transformational Leadership, Authoritative Leadership, Transactional Leadership
 b. Dependent Variable: Employee Performance score.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.514 ^a	.265	.225	.53314	1.839

Source: Field Data 2017

Table 4.2.2.3 presents the analysis of variance (ANOVA) results. It is also known as model fit results. Of interest in this table are the F-statistics and its associated sig. value. The results show that the F-statistics is 6.659% ($p < 0.01$). The results indicate that the model's hypothesis that the "model has no power to predict employees' performance from leadership style scores" could not be accepted. They therefore suggest that the model has power to predict employees' performance significantly from the leadership style scores.

Table 4.2.2.3 Models Fit Results

- a. Dependent Variable: Employee Performance score
 b. Predictors: Laissez-faire, Transformational, Authoritative and Transactional Leadership

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.571	4	1.893	6.659	.000 ^b
Residual	21.034	74	.284		
Total	28.605	78			

Source: Field Data 2017

Table 4.2.2.4 presents the results on the coefficients of the regression model. The coefficients results show that transformational leadership positively predict employee performance, standardized B = .618, ($p < 0.01$). These results suggest that performance of employees whose immediate supervisor exhibited transformational leadership characteristics increased significantly by 61.8 percent. The results also show that transactional leadership and authoritative leadership styles insignificantly negatively predict employees' performance. Laissez-faire also insignificantly negatively predicts employees' performance.

Multicollinearity statistics show tolerance figures ranging from 0.603 to 0.869 while Variance Inflation factors (VIFs) ranged from 1.151 to 1.659. These figures suggest that multicollinearity not suspected amongst the independent variables. Field (2005) suggests that multicollinearity would be suspected is tolerance figures are below 0.10 or if VIF statistics are 10.0 or higher.

Table 4.2.2.4 Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.344	.526		6.356	.000		
Transformational Leadership	.525	.106	.618	4.947	.000	.636	1.572
Transactional Leadership	-.275	.103	-.342	2.666	.009	.603	1.659
1 Authoritative Leadership	-.053	.071	-.080	-.748	.457	.869	1.151
Laissez-faire Leadership	.031	.069	.048	.447	.656	.858	1.165

a. Dependent Variable: Employee Performance score

Source: Field Data, 2017

4.3 Finding of the study

4.3.1 Major Findings

The findings show that transformational leadership style is the most exhibited style at the Sainana Resources Nigeria Limited followed by the transactional leadership style and laissez-faire. Employee performance is above average. Overall, scores in transformational leadership style were found to be strongly correlated with both measures of employee performance and overall performance except for the intellectual simulation dimension, which had insignificant positive correlation with quality of performance.

Transactional leadership style was found to be positively correlated with both measures of employee performance as well as overall performance. However, contingent rewards had a negative but insignificant correlation with performance while management by exception had insignificant positive correlations. Authoritative leadership style had insignificant relationship while laissez faire style had insignificant positive correlation.

Transformational leadership style significantly positively affected employee performance while transactional leadership style affected employee performance significantly negatively. Authoritative and laissez faire leadership styles exhibited insignificant negative and positive effects on employees' performance, respectively.

4.3.2 Discussion of Findings

In a summary, multiple regression analysis indicated that, transformational leadership positively predicted employee performance. If supervisors exhibited more transformational leadership, the employees will have higher performance. As predicted, this result supported hypothesis 1 .Transactional leadership positively affects employee performance. The results of transformational leadership were consistent with most of results on previous studies reviewed in chapter two. See as example, studies like Raja and Palanichamy (2015) for sample of employees in public and private sector enterprises in India; Aboshaiqah et al (2014) on a sample of hospital nurses, Pradeep and Prabhu (2011) in India, Kehinde and Banjo (2014) and Ejere and Abasilim (2013), both in Nigeria.

Transactional leadership negatively affects employee performance and therefore the second hypothesis of this study which stated that the transactional leadership style positively affects

employee performance in Sainana Resources Nigeria Limited could not be supported. These findings are inconsistent with the many studies reviewed in chapter two in which it was reported that transactional leadership style significantly positively affected employees' performance. See for example studies by Pradeep and Prabhu (2011), Kehinde and Banjo (2014) and Ejere and Abasilim (2013). Authoritative leadership was found to have negative effect on employees' performance. This suggests that the study's fourth hypothesis that "the Autocratic leadership style positively affects employee performance in Sainana Resources Nigeria Limited" could not be supported. Furthermore, the study findings are inconsistent with those reported earlier in Gimuguni, et al (2014) and in Nuhu (2010) both of whom reported positive relationship between autocratic leadership styles and employees' performance.

Lastly, the study found that laissez-faire leadership styles are insignificantly positively affect employee performance. These results are consistent with the study's third hypothesis which stated that "the laissez-faire leadership style does not affect employee performance in Sainana Resources Nigeria Limited". The results lend weak support to the previous evidence which reported negative relationship, e.g. Aboushaqah et al (2015), Nuhu (2010). However the same results are inconsistent with those which reported a positive relationship between laissez-faire leadership style and employee performance. See for example, Gimuguni, et al (2014). The study did contribute to the expansion of knowledge in the human resource field on how leadership styles can be used to achieve employee performance. It also tried to close a gap in current literature in which studies of leadership styles and employee performance in the service industry have not been fully and efficiently explored.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATIONS

5.1 Summary

The findings show that transformational leadership style is the most exhibited style at the organisation followed by the transactional leadership style and laissez-faire. Employee performance is above average. Overall, scores in transformational leadership style were found to be strongly correlated with both measures of employee performance and overall performance except for the intellectual simulation dimension, which had insignificant positive correlation with quality of performance.

Transactional leadership style was found to be positively correlated with both measures of employee performance as well as overall performance. However, contingent rewards had a negative but insignificant correlation with performance while management by exception had insignificant positive correlations. Authoritative leadership style had insignificant relationship while laissez faire style had insignificant positive correlation.

Transformational leadership style significantly positively affected employee performance while transactional leadership style affected employee performance significantly negatively. Authoritative and laissez faire leadership styles exhibited insignificant negative and positive effects on employees' performance, respectively.

5.2 Conclusion

The effect of leadership styles on employee performance can never be overemphasize, however behind the surprise of any organization's performance today is the leadership style adopt by the organization; thus making the variables (leadership styles and employee performance) two sides of the same coin. In the recent past years, leadership has engaged as a new effective approach for managing the employees and organization at large. Cater (2008) assert that; "The effective leader must be a good diagnostician and adopt style to meet the demands of the situation in which they operates. Different leadership styles are used that fit to employees on the basis of amount of directions, empowerment, and decision making power. An administrative phenomenon reflects the contingency of leadership and style, situation and performance criteria have been left to suffocate on their own. As a result, employee

performance was affected due to lack of proper direction and application of strategic style in managing daily duties”. Productivity in every company is generally focused on labor performance, perhaps human-labor is the universal key resources required of any organization and the assertion that a critical element in all successful productivity effort today has been due to good leadership style (Bass & Bass, 2008).

As a result of ever-growing interest in the field of leadership, behavioral scientists and sociologists began to analyze the possible consequences of leadership behaviors and the variables that are used to predict the leader’s behaviors. They suggested that leadership styles could be explained on a scale ranging from Autocratic through Democratic, Laissez Fair, Transactional and Transformational to show the degree of authority and decision makes power of leaders and employees. After assessing the effects of the styles on the employee’s performance using Sainana Resources Nigeria Limited as a case study multiple regression analysis indicated that, transformational leadership positively predicted employee performance. So it can be concluded that supervisors who are driven by the desire to achieve better performance from his/her employees should try and exhibit more of Transformation Leadership style and less of the rest of the styles.

5.3 Recommendation

Organizations expect employees to perform, supervisors expect their followers to perform too. The results of this study provided insights into what employees need from their supervisors and the kind of leadership behaviors they prefer. This information could be used to help develop strategies and meet organizational needs through leadership behavior development. According to the results, some strategies for improving supervisor's leadership and employee performance could be suggested. It indicated that transformational leadership behavior would lead to higher employee performance. The leaders or supervisors should be aware of what is important for the subordinates and the organizations as a whole and encourage the employees to see the opportunities and challenges around them creatively. The supervisors should also have their own visions and development plans for followers, working in groups and champion team work spirit.

The supervisors should have sense of innovation and also encourage followers to seek more opportunities and possibilities, not just achieve performance within expectations. Supervisors should understand the values of the followers and try to build their departmental/ unit’s

business strategies, plans, processes and practices that will likely to improve the wellbeing of staff. Respect for individual is also a key in building positive relationship between leaders and employees. Employees prefer to idealized attributes leadership behaviors from their supervisor because it can increase their level of performance. Employees would like to see more of idealized attributes in their supervisors; therefore, the supervisors should act to promote faith from their subordinates. They should connect with the working groups and the individuals beyond self-interest. A sense of confidence and power for the workloads should be displayed.

Supervisor's authoritative leadership style will decrease employee performance. So they should try to avoid this type of leadership style. Contrarily, supervisors should clarify expectations and provide goals and standards to be achieved for the followers. They should not wait until the problems become more serious and then act/ take action they should monitor performance on timely basis. Whenever a problem arises, supervisors should try to intervene into the issues as soon as possible. Supervisors should respond to urgent questions and make decisions promptly and precisely. They should not be afraid of getting involved in problem solving. Regarding to the results of correlation analysis, it indicated that transformational leadership, transactional leadership and authoritative leadership all have significant correlations with employee performance. Transformational leadership had strong and positive correlations with employee productivity, quality and overall performance. The group of specific behaviors factors of transformational leadership positively correlated with employee performance. Therefore, as mentioned before, leaders or supervisors should be aware of the importance of transformational leadership style and try to put it in practice. Authoritative leadership had a negative correlation with employee performance. It was obvious to see that authoritative leadership is not an effective leadership style. So supervisors should try to avoid this style. Supervisors should enrich the knowledge about the perceptions of leaders' behaviors and how these behaviors relate to employee performance. Based on the results of the current study, leadership development programs could help leaders understand the relationships between effective leadership styles and employee performance.

Organizations can develop certain training programs or mentoring by professionals for the supervisors and leaders. Professionals and trainers can use the results from the current study to develop training programs that support leadership development. Organization can provide leadership training program or interventions to improve supervisor's leadership. The

leadership training program can be designed based on employee needs and organizational needs to achieve the very best from such particular programs. And also, psychological interventions are needed to clarify for the employees about the relationship with supervisors, and the impacts of leadership styles on loyalty employee performance, including leader's daily practice, leadership behaviors, and the importance of feedback. The organization and supervisors should involve employees in decision making and leadership improvement and provide training and teamwork facilitation. In addition, policies and practices related to rewards or feedback system in the organizations can be adjusted to meet employees' needs in order to improve employee performance.

5.4 Contribution to Knowledge

The study conducted validates the hypothesis and the following contributions to the body of knowledge are expected from the study:

1. The study provides a framework for the discussion on the subject of leadership and employee performance.
2. It provides a useful basis for Organizations and Institutions to develop leadership styles focusing on contemporary issues.
3. It provides a framework for developing leadership as a separate discipline/subject that can be a part of curriculum.
4. It provides a guideline for evaluation of leadership and leadership Styles.
5. It provides a reference for various Organizations and Institutions for developing vision/mission statements and for long-term performance standards.
6. The study did contribute to the expansion of knowledge in the human resource field on how leadership styles can be used to achieve employee performance.

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APPENDICES

MODIBBO ADAMA UNIVERSITY OF TECHNOLOGY, YOLA DEPARTMENT OF MANAGEMENT TECHNOLOGY

QUESTIONNAIRE

Dear Respondent,

I am Abbas Abubakar, a Postgraduate Diploma Student in Management Technology Modibbo Adama University of Technology Yola. This questionnaire is designed to assist in making an objective assessment of the Effect of Leadership Styles on Employee Performance, using Sainana Resources Nigeria Limited as a case study. The exercise is basically academic and your answers would be treated with the utmost confidentiality they deserve.

To that end, I request you to kindly respond to questions on this questionnaire as sincere and thoughtful as possible, which a guide is provided under each part of the questionnaire. The completion of this questionnaire is very important to the overall design of the study and your timely completion and return of this questionnaire is highly appreciated. This will be counted as a continuation of your kind support to the development of the profession and me as a member of the same. Furthermore, your responses will only be presented in aggregate and no single results will be traceable back to individual respondent.

Your maximum co-operation is highly anticipated, and if you have any questions or concerns please do not hesitate to contact me directly on Mobile No: +2347033619968 or Email Address abasee001@gmail.com.

Sincerely,

Abbas Abubakar

(PGDM/MGT/16/0681)

Student, Postgraduate Diploma in Management Technology,

Modibbo Adama University of Technology, Yola

PART “A”

BIO DATA OF THE RESPONDENT

Instruction: Please tick [√] in the appropriate box.

1. Name: _____
2. Age: Below 25 years [] 25-30 years [] 31-35 years [] 36-40 years []
41-45 years [] 46 and above []
3. Gender: Male [] Female []
4. Education Qualification:
Secondary [] Degree/HND [] Master [] Others []
5. Years of Experience:
1-6 years [] 7-14 years [] 15-20 [] 20 and Above []

PART “B”

QUESTIONS ON LEADERSHIP STYLE

INSTRUCTIONS: Please tick [√] in the appropriate box that represents degree of your agreement as below:

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

TRANSFORMATIONAL LEADERSHIP		RATING				
	Idealized Influence (II)	1	2	3	4	5
1	My supervisor makes others feel good to be around him/her					
2	I have complete faith in my supervisor					
3	I am proud to be associated with my supervisor					
	Inspirational Motivation (IM)	1	2	3	4	5
1	My supervisor expresses in a few simple words what we could and should do					
2	My supervisor provides appealing images about what we can do					

3	My supervisor helps me find meaning in my work					
Intellectual Simulation (IS)		1	2	3	4	5
1	My supervisor enables others to think about old problems in new ways					
2	My supervisor provides others with new ways of looking at puzzling things.					
3	My supervisor gets others to rethink ideas that they had never questioned before.					
Individual Consideration (IC)		1	2	3	4	5
1	My supervisor helps others develop themselves					
2	My supervisor lets others know how he /she thinks we are doing					
3	My supervisor gives personal attention to others who seem rejected.					
TRANSACTIONAL LEADERSHIP						
Contingent Reward (CR)		1	2	3	4	5
1	My supervisor tells others what to do if they want to be rewarded for their work.					
2	My supervisor provides recognition/rewards when others reach their goals.					
3	My supervisor calls attention to what others can get for what they accomplish.					
Management by exception (MBE)		1	2	3	4	5
1	My supervisor 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	My supervisor tells us the standards we have to know to carry out our work					
	AUTOCRATIC LEADERSHIP					
		1	2	3	4	5
1	My supervisor believes employees need to be supervised closely they are not likely to do their work.					
2	As a rule, my supervisor 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	My supervisor is the chief judge of the achievements of employees.					
5	My supervisor gives orders and clarifies procedures					
6	My supervisor believes that most employees in the general population are lazy.					
	LAISSEZ FAIRE LEADERSHIP					
		1	2	3	4	5
1	In complex situations my supervisor allows me to work my problems out on my own way.					
2	My supervisor stays out of the way as I do my work					
3	As a rule, my supervisor allows me to appraise my own work.					
4	My supervisor gives me complete freedom to solve problems on my own.					
5	In most situations I prefer little input from my supervisor.					
6	My supervisor feels it's best to leave subordinates alone					

PART “C”

QUESTIONS ON EMPLOYEE PERFORMOMANCE

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

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

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

S/N	Quality of your performance and productivity.					
		1	2	3	4	5
1	How do you rate quality of your performance?					
2	How do you rate your productivity on the job					
	Individual’s quality of performance and productivity compared with other’s doing similar jobs.					
		1	2	3	4	5
1	How do you evaluate the performance of your peers at their jobs compared with yourself doing the same kind of work?					
2	2. How do you evaluate the performance of yourself at your job compared with your peers doing the same kind of work?					

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