UNIVERSITY OF CAPE COAST

EFFECT OF LEADERSHIP STYLE ON JOB PERFORMANCE IN PUBLIC INSTITUTIONS: A CASE OF THE ACADEMIC AFFAIRS DIRECTORATE OF THE UNIVERSITY OF GHANA

EMMA ADWOA ANNOH

2016

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OF THE ACADEMIC AFFAIRS DIRECTORATE OF THE UNIVERSITY OF GHANA

BY

EMMA ADWOA ANNOH

Dissertation submitted to the Department of Human Resource Management of Business School of the

College of Distance Education ,University of Cape Coast, in partial fulfilment of the requirements for the

award of Master of Business Administration degree in Human Resource Management

MARCH 2016

DECLARATION

Candidate's Declaration

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

Candidate's Signature:…………………………………Date:…………………………….

Name: Emma Adwoa Annoh

Supervisor's Declaration

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

Supervisor's Signature: …………………………...Date:…………………………………

Name: Enoch Akpeko Agbevade

ABSTRACT

The study sought to examine the existence of the various leadership styles and its impact on the job performance at the various units of the Academic Affairs Directorate of the University of Ghana. Close ended questionnaires were used for the collection of the data. The close ended questionnaires were administered to sixty-one (61) staff members who were selected using the stratified sampling technique from the various Units. Nine (9) of the Unit Heads of the Directorate were also given questionnaires to respond to. Chi square and Spearman rank correlation coefficient tests were used to analyse the effect of leadership styles on job performances at a significant level of 0.05. It was observed that the charismatic, transformational, strategic, and transactional styles of leadership are the main leadership styles that do exist at the Directorate. Though all these leadership styles do exist, the charismatic and transactional styles seemed to be more predominant. The charismatic style of leadership was observed to have much positive impact on job performance in terms of accuracy of work output, and customer service delivery. The transactional style of leadership was also found to help build good teams for easy flow of information, ideas and services thus creating an atmosphere for higher productivity. In view of these findings, it is recommended that both charismatic and transactional styles of leadership should be encouraged and strengthened at the Directorate to enhance job performance.

ACKNWOLEDGMENTS

I thank my supervisor for his guidance and patience throughout the period of this research work.

My appreciation goes to all my colleagues and friends who assisted me in collecting the needed data for the research as well as all who helped and guided me in the research work.

DEDICATION

This work is dedicated to my family and love ones for all the support given me during the research period.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Organizational development and survival in the current global market depend on efficient organizational management system.

Ineffective and deficient management systems in organizations result in poor performance. This may be due to the inability of the organizations to adopt the best leadership style which enhances best supervision and monitoring of the human resources within the organization. According to Kotter (1990), management produces predictability, order, and consistency regarding key results which include planning, budgeting, organizing, staffing, controlling, and problem solving.

However, effective execution of management functions often requires leadership. Leadership is said to be a reciprocal relationship between those who choose to lead and those who decide to follow. Leadership produces change and includes establishing direction through visioning, and aligning people with the vision. It also develops strategies, inspires and motivates staff for effective execution. These help the proper functioning of the organization for high level of performance. According to Yoon and Woodley (2010), understanding leadership and the measurement of competency of leaders are key factors contributing to success in organizational development.

We can therefore ascertain that the kind of leadership style that exists in an organization has an impact on job performance. Job performance consists of observable behaviours that people do in their jobs that are relevant to the goals of the organization (Campbell et al., 1990). Job performance is of interest to organizations because of the importance of high productivity in the workplace (Hunter and Hunter, 1984). The study is designed to investigate the effect of leadership style on Job performance at the Academic Affairs Directorate, which is the hub of the University of Ghana, a public tertiary institution in the country.

Statement of the problem

Most institutions especially the public ones more times experience low level of productivity. One of the key factors associated with level of productivity is leadership. We are looking at the problems with the leadership system at the Academic Affairs Directorate. The leadership system of the Academic Affairs Directorate of the University of Ghana seems a little cumbersome. The hierarchy is quite tall with Team Leaders (Unit Heads) having to report to many quarters in the process of discharging their duties. This has resulted in poor supervision on the part of the Team Leaders because they have to go through long processes to get one thing done, and thus always busy to look down. Additionally, coming down the hierarchy to the bottom, there is a relationship gap between Team Leaders and the supporting staff with most of them feeling intimated to interact with their Leaders. This does not enhance good working relationship for increase in productivity.

The leadership system also has been designed in such a way that it does not enhance the use incentives to motivate supporting staff to do more. Most of

the supporting staff complains of their effort not being recognized. This is not good enough because not many of the supporting staff members will be willing to go the extra mile to help increase productivity on the grounds that it will not be recognized. Finally, the leadership system is designed in such a way that there is no clarification of what is expected from every unit at each point in time. The units just work with no expected quotas, so both the Team Leaders and supporting staff might not stretch to achieve more.

These issues if they are addressed and corrected will enhance productivity massively. Unfortunately, not much has been done and documented in this area for the Directorate, thus the need to look at it to make some recommendations to help increase job performance.

Purpose of the Study

The tall hierarchal system, the poor supervisory problem, poor working relationship between Team Leaders/Unit Heads and supporting staff, low or poor incentive system to motivate supporting staff and no clarification of expectations/quota system for various units have resulted in low productivity at the Academic Affairs Directorate.

The job performance of some of the Units have not been encouraging, thus the need to look at the various leadership styles and their effect on job performance. The purpose of this study is to examine the various leadership styles and their effect on job performance at the Academic Affairs Directorate of the University of Ghana and make recommendations.

Research Objective

In order to address the research problem raised, a general objective as well as some specific objectives for the study was identified. The general objective was to examine the effect of leadership style on job performance at the Academic Affairs Directorate of the University of Ghana. The specific objectives however were as follows:

1. To examine the predominant leadership styles that exists in the various units in the Academic Affairs Directorate of the University of Ghana.

2. To assess how these leadership styles affect job performance in the Academic Affairs Directorate of the University of Ghana

Research Questions

1. What kind of leadership style exists in the Academic Affairs Directorate of the University of Ghana?

2. How does leadership style affect job performance in the Academic Affairs Directorate?

3. Which efficient system can the Directorate adopt to improve the leadership style in the Academic Affairs Directorate of University of Ghana?

Significance of the Study

The research study will help identify some of the lapses in the leadership styles at the Academic Affairs Directorate of the University of Ghana, which has resulted in bad institutional culture and poor management practices. When they are corrected, they will help enhance the performance of the Directorate, thus productivity.

Additionally, the research will be useful to future researchers, students and academicians who wish to look at such a related field of study. It will serve as added literature to existing ones on leadership and organizational performance.

Expected Outcomes

1. The study will allow heads of the various units in the Academic Affairs Directorate appreciate the dynamism in the approach of leadership style that should be employed to enhance job performance.

2. It will also allow team members to express their perceptions and sentiment on the impact of how leadership styles in the Academic Affairs Directorate affect their Job performance

3. The study will serve as a reference to public organization as well as employees to understand the importance of leadership styles on job performance so as to enhance high performance in the organization which includes the University of Ghana specifically the Academic Affairs Directorate

Limitations and Delimitations of the Study

Limitations

One major limitation of the study is that, the knowledge produced might not be generalized to other people or settings when replicated. Again, the mode of data collection such as the application of questionnaires can influence the study. For instance the mood of the respondents as well as how they understand the items on the questionnaires and circumstances surrounding the time they fill the

questionnaire are likely to affect the responses they will give. These phenomena in the researcher's view could affect the findings and validity of the results.

Delimitation

The scope of the study is limited to the University of Ghana, Academic Affairs Directorate and the various functionary units under it. The study is limited to the leadership style that exists in the Academic Affairs Directorate that affect job performance of staff. Generalisation of the result is limited to the effect of the leadership style on Job performance in the Academic Affairs Directorate of the University of Ghana.

Definition of Terms

Academic Affairs Directorate: An operational wing of the University of Ghana that is responsible for keeping student's records, regulate student's admissions, forms boards and committees, handle university college affiliations, handle student's examinations and academic facilitations.

Units/Departments: The seven sections of the Academic Affairs Directorate. They are the Office of the Director, Student's Records, Admission, Boards and Committees, Affiliations, Examination Unit, and Academic Facilitation.

Director: The overall head of all various unit or departments at the Academic Affairs Directorate of the University of Ghana.

Unit Heads/Team Leaders: The senior members who head any of the department or unit at the Academic Affairs Directorate of the University of Ghana.

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Supporting Staff: The senior and junior staff members who work under the unit heads at the various departments at the Academic Affairs Directorate of the University of Ghana

Organization of the Study

This research work is organized into five chapters. The first chapter serves as the introduction and it deals with the background to the study, research problem, purpose of the study and three research questions and research objective the study is expected to answer. Additionally, the chapter discusses the significance of the study, limitations and the delimitations of the study.

The second chapter of the study reviews literature related to the study. These are the theoretical review of related theories on leadership and leadership styles, the relationship between leadership style and job performance, empirical review of related results and gaps identified from previous work and developing conceptual frame work on how the current study intends to address the gaps identified.

The third chapter discusses the research methods adopted. These are; research design, population and study area, sampling procedures and data collection procedures. The administration and retrieval of the data collection instruments used are also stated. The chapter finally, explains the data processing and analysis.

The fourth chapter presents the results and discussions of data on the study. The result of the findings of the research is presented and discussed thoroughly. Interpretations are also given to the result of the findings.

The fifth chapter, which is the final chapter of the research work, sums up the results and findings of the study. The chapter states the recommendations based on the findings. Recommendations for further research are also included in this chapter

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter examines the concept of leadership and the various theories underlying leadership styles as well as the link between leadership style and job performance. The chapter examined the various definitions of leadership, leadership theories and models, which includes the trait theory, behavioural theory, Contingency and Situational theory, management theory, participatory theory, and relationship theory. The leadership styles captured under this section includes the transactional, transformational, strategic and charismatic leadership styles. Other areas discussed under this section are Leadership and Job performance, organizational performance, employee performance, Leadership and organizational culture. Finally, Conceptual Framework on leadership style and Job performance was discussed. This chapter ends with a summary of all the variables discussed.

Definitions of Leadership

Leadership is the inspiration and mobilization of others to undertake collective action in pursuit of common good. The definition for leadership is numerous, however, according to Drucker (1954), leadership is said to be a reciprocal relationship between those who choose to lead and those who decide to follow. As the years unfold, different leadership theories have been adopted to describe and measure complicated leadership behaviour in various cultural contexts (Politis, 2001; Hooijberg & Choi, 2001). According to Ciulla (2004),

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leadership is a distinct kind of moral relationship where leaders cannot empower people unless they have the moral courage to be honest with themselves. People want leaders who are honest, forward looking, competent and inspiring (Kouzes & Posner, 1995). Leadership is also seen as an activity of influencing people to strive willingly for group objectives.

Different scholars have argued that there is no precise definition for describing the complex phenomenon of leadership. From these definitions above, even though describing leadership is a bit complex, it can be deduced that leadership involves people who want to lead (leaders) and people who want to follow (followers). In one way or another there should be a link or a relationship between these two parties.

Leadership Theories and Models

The most influential theories and models of leadership and leadership style, following the historical development of this field are discussed in this section. The earliest research on leadership focused on traits, which were originally seen as innate characteristics of leaders. This area of study gradually broadened to include skills and competencies as well as more innate traits. Other research development on leadership also examined the dynamics of interpersonal and task behaviours and their impact on group effectiveness. Eventually, researchers explored the notion that there is no one "best way" of leading and identified contingencies that would suggest the best approach. The underlying theories of leadership are examined below.

The Trait Theory

The trait theory was one of the systematic attempts to study leadership (Northouse, 1997). It was one of the earliest efforts to understand leadership process that focuses on the behavioural characteristics of leaders. Trait studies on leadership focused on identifying personality qualities which characterized successful leaders (Argyris, 1955; Mahoney *et al*., 1960). This theory assumed that successful leaders are 'born' and that they have certain innate qualities which distinguish them from non-leaders (Stodgill, 1948). Stodgill (1948), identified eight traits namely intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence and sociability in his first survey. The theory focuses exclusively on the role of how leaders and their personality traits are related to the leadership process (Mat, 2008). This enables us to differentiate leaders from followers. Trait theory is criticized for various reasons. For instance, the difficulty in categorizing and validating these characteristics was a major issue which led to the emergence of the behavioural theory on leadership (Stodgill, 1948).

Again, numerous researches on trait theory have been conducted over the decades; there was no standard list of traits introduced to define the leadership effectiveness. The assumption that if a person is born with certain traits, it makes him a leader was debatable. In this theory the determination of leadership effectiveness solely dependent on the list of trait and not on the situation was highly emphasized. This makes it difficult to predict leadership effectiveness based on the pre-defined list of traits in different situations (Mat, 2008).

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Behavioural Theory

The Behavioural Theory is of the view that great leaders are made and not born. This theory emphasis on the actions of leaders and not on personalities or characteristics they have. They believe that the leader can become effective through observation, teaching and experience. This theory focuses on how leaders behave in given situations where by the leaders can be conditioned to respond appropriately when confronted with various situations. Theorist such as Kurt Lewin has been associated with behavioural theory.

Lewin (1935) claimed that there were three types of leaders: autocratic, democratic and laissez-faire. The autocratic leader makes decisions without consulting subordinates whiles the democratic leader consults his subordinates then makes his decision (with or without using their input). The laissez-faire leader on the other hand, lets subordinates make the decision and therefore takes no real leadership role other than assuming the position. Lewin believed that all leaders could fit into one of these three categories. In this sense, these studies focused on identifying the one best way of leading.

Similarly, the behavioural theory had its weakness of ignoring the aspect of situational factors in determining the effectiveness of individual leaders (Mullins, 1999). It is this limitation that gave rise to the 'situational' and 'contingency' theories of leadership (Fiedler, 1967; House, 1971; Vroom & Yetton, 1974), which shifted the emphasis away from 'the one best way of leading' to context-sensitive leadership.

Contingency and Situational Theories

Contingency theory suggests that there is no one best way of leading and that different behaviour are appropriate in different situations. One classic, but complex, contingency model is Vroom and Yetton's (1973) Decision Model. This model, allows the leader to consider several variables in a decision tree format, which eventually suggests a style to use. Factors considered were the importance of the decision, the amount of relevant information that the subordinates and leader have the need for quality decision, subordinate concern for task goals, the extent of structure of the problem, and the way subordinates accept decision.

According to an assessment of these conditions, the leader uses a style ranging from autocratic to consultative to group decision making. Another contingency theory, is the path-goal model (House & Mitchell, 1974) which suggests that the leader assess the task and then demonstrate it to followers whiles working towards organizational goals. The Path-Goal model or theory follows three basic steps which are determining the employee and environmental factors, selecting a leadership style and focusing on the motivational factors that will help the employee succeed. The employee's characteristics such as their ability, experience, and locus of control are identified and the environmental factors which serve as obstacles are also identified. These obstacles may fall under the design of the task, formal authority system and work group. When these obstacles are identified and addressed by the leader then an appropriate style of leadership can be adopted for employees to achieve their goal.

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Situational Leadership Theory includes four different leadership styles: telling, selling, participating and delegating. The telling style requires the leader to direct what subordinates are to do, how to perform a task, scheduling and coordinating a task.it is most effective when people are not sure of their task. The selling style has the leader selling the idea to subordinate while giving them independence and autonomy to complete the task. The participating style has the leader interacting with everyone about his ideas while he listens to feedback. It is effective when subordinates are highly trained and involved in their work.

The delegating style has the leader fully delegating tasks to subordinates and allowing them to work autonomously. This is most effective in professional work environment like technical or scientific. The use of either of the above styles of leadership is based on the follower's readiness which is determined by their ability and psychological readiness.

Management Theory

This type of leadership theory was first presented by Max Weber in 1947 then expounded upon by Bernard Bass in 1985. The exchange between leader and subordinate comprises four dimensions: contingent rewards, active management by exception, and passive management by exception and laissez-fair. The use of contingent rewards allows leaders to link goals to rewards while clarifying expectations. Leaders set SMART (specific, measurable, attainable, realistic, and timely) goals for their subordinates. In active management by exception the leader monitors subordinates to ensure adherence to rules and policy whereas in passive management by exception, the leader intervenes only when standards are not

achieved. The laissez-faire leader delegates responsibility and makes no decisions.

Participative Theories

Participative Theories hypothesize that the best leaders take into account the input of others. This type of leadership gives a sense of ownership to the subordinates with the intent to garner active collaborative participation within the organization. When subordinates are allowed to be involved in decision making, it increases their knowledge of the workings within the organization and helps them to understand the complexities involved in the decision making process by the leader. This type of leadership is used when developing organizational policy that directly affects subordinates which often result in active participation. Additionally, in this theory the leader still retains the right to allow or not allow the input of subordinates. The level of participation required depends on the type of decision being made. This type of leadership can lead to negative consequences if the leader often asks for the inputs of the subordinates and does not use it.

Relationship Theory

Relationship Theory or Transformational Theory hypothesize that leadership should create positive change in subordinates by taking care of them and enhancing motivation and performance of subordinates. The theory focuses on the relations between leaders and subordinates. Leaders should motivate and inspire subordinates by helping them to understand the importance of the task or goals that needs to be achieved. Leaders in this theoretical model usually have high ethical and moral standards and strive to ensure organizational, group and individual success. This theory was first introduced by James MacGrogor Burns

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in 1978. He made a conscious effort to bring out the differences between transactional and transformational leadership theory. While he sees this type of leadership as being connected to a higher order of values and thinking, in contrast, Bass (1985) sees it as a moral attributing it to dysfunctional or toxic leaders at best. This leadership theory, incorporates multiple leadership theories such as behaviour, charismatic, situational and transactional

Leadership Styles

Transactional Leadership Style

The transactional leader is given power to perform certain tasks and reward or punish for a team's performance. It gives the opportunity to the manager to lead the group and the group agrees to follow the leadings to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached (Burns, 1978). Transactional leadership involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to task objective. The leader focuses on having internal actors perform the tasks required for the organization to reach its desired goals (Boehnke et al., 2003). The objective of the transactional leader is to ensure that the path goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals (House and Aditya, 1997). Transactional leaders display both constructive and corrective behaviours. Constructive behaviour entails contingent reward, and corrective dimension imbibes management by exception.

Contingent reward involves the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Bass, 1985).

Transformational Leadership Style

Transformational leadership is proactive and raises follower awareness for transcendent collective interests, and helps them achieve extraordinary goals. It is also about getting everyone involved in decision-making. The overriding element of successful leadership is to involve people in the process of leading (Horan, 1999). Transformational leadership is a type of leadership style that leads to positive changes in the followers, individuals and organizations. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well.

The concept of transformational leadership was initially introduced by leadership expert and presidential biographer James MacGregor Burns (1978). According to Burns, transformational leadership can be seen when leaders and followers make each other to advance to a level of moral and motivation. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals.

Transformational leaders according to the Action Wheel Leaders (AWL) 2015, pursue the enhancement of motivation, increased morale, and create

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emotional investments in an organization through a variety of practices. They are also able to develop connections between themselves and their workers by challenging employees to take ownership for their work. Moreover, these type of leaders serve as coaches and role models because they are able to understand the strengths and weaknesses of their followers, assigning tasks that fall in line with their workers' skills and challenging their workers without defeating them.

Bass (1985) expanded upon Burns original ideas to develop what is today referred to as Bass Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders garner trust, respect and admiration from their followers. He also suggested that there are four different components of transformational leadership. These are as follows;

1. **Intellectual Stimulation**- Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.

2. **Individualized Consideration**- Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so leaders can offer direct recognition of each follower's unique contributions.

3. **Inspirational Motivation**- Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to

help followers experience the same passion and motivation to fulfil these goals.

4. **Idealized Influence**-The transformational leader serves as a role model for followers because followers trust and respect the leader, they emulate this individual and internalize his or her ideals.

Strategic Leadership Style

One conceptualization of strategic leadership (Boal & Hooijberg, 2001) contrasts what they call "supervisory theories" of leadership, including contingency, path-goal, and leader-member exchange approaches, with strategic leadership approaches including charismatic, transformational, and visionary models. Activities often associated with strategic leadership include making strategic decisions; creating and communicating a vision of the future; developing key competencies and capabilities; developing organizational structures, processes, and controls; managing multiple constituencies; selecting and developing the next generation of leaders ;sustaining an effective organizational culture; and infusing ethical value systems into an organization's culture (Boal & Hooijberg, 2001). Boal and Hooijberg (2001), argues that the "essence" of strategic leadership involves the ability to learn, the ability to change, and managerial wisdom, which includes social intelligence and the ability to take the right action at the right time. Gill (2006) states that without strategies vision is a dream.

Leadership and vision are focused on end results, and organizational strategies can provide a road map for reaching them. It is addressed here as an aspect of leadership, suggesting that effective leadership can increase the

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prospects of strategy implementation. Strategic leadership, in this sense, is largely the use of a comprehensive strategic planning process. There can be a leadership dimension to this as well, using participative approaches to leadership by involving staff in the strategic planning process.

Charismatic Leadership Style

Charismatic leadership is one of the recent well-developed models on leadership style (Conger & Kanungo, 1998). A charismatic leader is one who demonstrates competence and confidence, articulates goals, and communicates high expectations (Northouse, 2004). Charismatic leaders foster the development of trust and can inspire followers to a new vision through self-sacrifice, risk taking, and a concern for followers. The charismatic leaders seek to instil both commitment to ideological goals and also devotion to themselves. The extent to which either of these two goals is dominant depends on the underlying motivations and needs of the leader. It should also be noted that charismatic leadership is risky: Power can be misused, and followers can become inappropriately dependent upon a charismatic leader (Yukl, 2006).

Also, as noted by Collins (2001) effective leaders do not need to be strongly charismatic in the traditional sense of "larger than life heroes" such as Lee Iacocca at Chrysler. In fact, his research found that leadership attributes included a "paradoxical blend" of humility and a fearless determination to succeed, concluding that "Charisma can be as much a liability as an asset, as the strength of your leadership personality can deter people from bringing you the brutal facts".

The challenge here seems to demonstrate the characteristics noted without displaying an oversized personal presence, which puts more emphasis on the person than the organization.

Leadership and Job Performance

Leadership is one of the most dynamic effects during individual and organizational interaction. In other words, the ability of management to execute "collaborated effort" depends on leadership capability. According to Lee and Chuang (2009) an excellent leader not only inspires subordinate's potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. Fry (2003) also explains leadership as the use of leading strategy to offer inspiring motives to enhance the staff's potential for growth and development. Several reasons indicate that there should be a relationship between leadership style and job performance. Studies have suggested that effective leadership behaviours can facilitate the improvement of performance when organizations face these new challenges (McGrath & MacMillan, 2000; Teece et al. 1997). Indeed, it has been argued that one way in which organizations have sought to cope with the increasing volatility and turbulence of the external environment is by training and developing leaders and equipping them with the skills to cope (Darcy & Kleiner, 1991; Hennessey, 1998; Saari et al., 1988). These claims are based on the assumption of a direct link between leadership and organizational performance. Understanding the effects of leadership on performance is also important because leadership is viewed by some researchers as one of the key driving forces for improving a firm's performance. Effective leadership is seen as a potential source of management development and sustained

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competitive advantage for organizational performance improvement (Avolio, 1999; Lado et al., 1992; Rowe, 2001). For instance, transactional leadership helps organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring that employees have the resources needed to get the job done (Zhu et al., 2005).

Some research has been done on transformational, transactional and laissez-faire leadership model and the relationship between these leadership styles on employee performance, the study compared public and private sector enterprises of 43 middle-level managers and 156 subordinates. The Garrett scores and regression analysis method was used to analyse the data. The results of the analysis suggested that the transformational leadership style has significant positive effect on job performance.

Additionally, the ability of management to execute "collaborated effort" depends on leadership capability. Lee and Chuang (2009) explain that the excellent leader not only inspires subordinate's potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. Fry (2003) explains leadership as the use of a leading strategy to offer inspiring motive and to enhance the staff's potential for growth and development.

Effective leadership behaviours can facilitate the improvement of performance when organizations face new challenges (McGrath and MacMillan, 2000; Teece, Pisano and Shuen et al., 1997).

Organizational performance refers to the ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results, and survival at pre-determined time using relevant strategy for action

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(Koontz & Donnell, 1993). Organizational performance can also be used to view how an enterprise is doing in terms of level of profit, market share and product quality in relation to other enterprises in the same industry. Consequently, it is a reflection of productivity of members of an enterprise measured in terms of revenue, profit, growth, development and expansion of the organization.

Organizational Performance

Some studies have explored the strategic role of leadership to investigate how to employ leadership paradigms and use leadership behaviour to improve organizational performance (Judge et al., 2002a; 2004b; Keller, 2006; McGrath &MacMillan, 2000). This is because intangible assets such as leadership styles, culture, skill and competence, and motivation are seen increasingly as key sources of strength in those firms that can combine people and processes and organizational performance (Purcell et al., 2004).

In a research conducted to investigate the effects of leadership style on organizational performance in small scale enterprises, using structured Multifactor Leadership Questionnaire (MLQ), Transactional and Transformational Leadership styles were found to have significant positive effect on performance.

The study also identified that though both styles have significant positive effect, the transactional leadership style was more appropriate in inducing performance in small scale enterprises than transformational leadership style.

Employee Performance

Present study on performance recommends that there are two categories of work performance that must be taken into account. These are in-role and extra-

role which is suggested by researchers like Brief and Motowidlo (1986); and Wolfe Morrison (1994). Individual performance is not stable over time. Variability in an individual's performance over time reflects learning processes and permanent and temporary changes in performance. Studies showed that performance initially increases with increasing time spent on a specific job and later reaches a plateau (Qui˜nones et al., 1995). Moreover, the processes underlying performance change over time, occurs during early phases of skill acquisition. Performance relies largely on controlled processing such as on automatic processing, procedural knowledge, and psychomotor abilities (Kanfer & Ackerman, 1989), all these in one way or another have a relationship with the style of leadership.

To identify the processes underlying changes of job performance, Murphy (1989) differentiated between a transition and a maintenance stage. The transition stage occurs when individuals are new on a job and when the tasks are novel. The maintenance stage occurs when the knowledge and skills needed to perform the job are learned and when task accomplishment becomes automatic. Performance during the transition phase demands high cognitive ability. During the maintenance stage, cognitive ability becomes less important and dispositional factors such as motivation, interests, and values increase in relevance. Performance changes over time are not invariable across individuals. There is increasing empirical evidence that individuals differ with respect to patterns of intra-individual change (Ployhard & Hakel, 1998; Zickar & Slaughter, 1999). In-role performance is described as employee's accomplishment to execute the necessities of his task, whereas extra-role performance refers to an achievement

out of the formal standard and are at the employee's judgement. On the other hand, some researchers tend to put performance in the context of behaviour (Campbell et al., 1993). According to Borman and Motowildo (1993) there are two categories of performance namely task and contextual performance. Task performance is said to be an achievement within the job accomplishment given to the employees, and contextual performance is referred to as the employee contribution out of his or her job description. Jing and Avery (2008) recommended that evaluation of performance should include financial and non-financial components in order to ensure the research is valid. They also believed that if there is a good progress in employee and customer satisfaction it will bring positive indicator in organizational performance.

In a study conducted on the relationship between leadership styles and employee performance using a public sector as a case study revealed that perceived leadership style has a significant relationship on employee performance. About 150 respondents were used ages between 23-40 years with working experience less than 10 years (Nasrah, 2012).

Leadership and Organizational Culture

One way of uncovering the relationship between culture and leadership is to examine how culture has been conceptualized in organizational theory. Smircich (1983) identifies two approaches to the study of the cultural phenomenon in organizations: culture as an organizational variable and culture as something which can be manipulated. Thus the nature, direction, and impact of such manipulation are dependent on the skills and abilities of the leader. Since culture is seen as an integral part of the organization, then the thinking, feeling, and

responses of leaders are moulded by culture (Bass and Avolio, 1993; Schein, 1992). Schein (1992) observes that organizational culture and leadership are intertwined. He illustrates this inter-connection by looking at the relationship between leadership and culture in the context of the organizational life cycle. Thus, during the process of organizational formation, the founder of a company creates an organization which reflects their values and beliefs. In this sense, the founder creates and shapes the cultural traits of their organization.

However, as the organization develops and time passes, the created culture of the organization exerts an influence on the leader and shapes the actions and style of the leader. Through this dynamic ongoing process, the leader creates and is in turn shaped by the organizational culture. In summarizing the consensus of opinion on the links between organizational culture and leadership, Bass and Avolio (1993) mirror the argument of Schein (1992) by suggesting that the relationship between the two concepts represents an ongoing interplay in which the leader shapes the culture and is in turn shaped by the resulting culture.

Bass (1985) shows the relationship between leadership and culture by examining the impact of different styles of leadership on culture. He argues that transactional leaders tend to operate within the confines and limits of the existing culture, while transformational leaders frequently work towards changing the organizational culture in line with their vision. Similarly, Brown (1992) observes that good leaders need to develop the skills that enable them to alter aspects of their culture in order to improve their organizational performance. While there is no shortage of claims that leadership and culture are linked in the literature (Bass and Avolio, 1993; Quick, 1992), there have been very few empirical examinations

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of the nature and performance implications of this link. One exception is a recent study of organizational change in the United States federal civil service. Hennessey (1998) concludes that leadership played a major role in nurturing the appropriate organizational culture which helped to improve the implementation of specific government reforms. He further argues that 'the most effective leaders foster, support, and sustain organizational cultures that facilitate the type of management reform envisioned by "reinventing government" and the attendant increases in effectiveness and efficiency.

However, some literature-based conclusions can be drawn. First, the purported relationship between leadership style and performance is based largely on anecdotal evidence (Nicholls, 1988; Quick, 1992; Simms, 1997). On the basis of studies which suggest that leadership style shapes the nature of organizational culture (Bass and Avolio, 1993; Schein, 1992), it is possible to propose that: the link between leadership style and organizational performance is mediated by the nature and form of organizational culture.

Previous research work seems to dwell on specific types of leadership style and do not factor the other leadership styles which may be significant to the research work. Again, the job performance of other research work is very limited to motivation only and other important variables such as the organizational culture are left out of the research. My research work will purely cater and factor all aspects of the leadership style and other key factors related to leadership that might affect job performance to get a true fact on the ground of the subject.

Since there are various units under the Academic Affairs Directorate headed by various team leaders, there is the likelihood that various leadership

styles will exist and this will enable us examine and evaluate which of the leadership style is effective among the various units and hence giving a greater impact on job performance. The research will also enable us identify the various combination of leadership styles that exist in the directorate and how each unit is able to apply its style to function effectively at the directorate. Additionally, the effect of these styles on performance will be investigated so as to make proper recommendation or affirmation to what exists at the Directorate.

Conceptual Framework on Leadership Style and Job Performance

Figure 1, is the conceptual framework showing how types of leadership and leadership operations are linked up to bring leadership effectiveness. The effectiveness of leadership will determine the level of job performance within the Units of the Directorate at the University of Ghana.
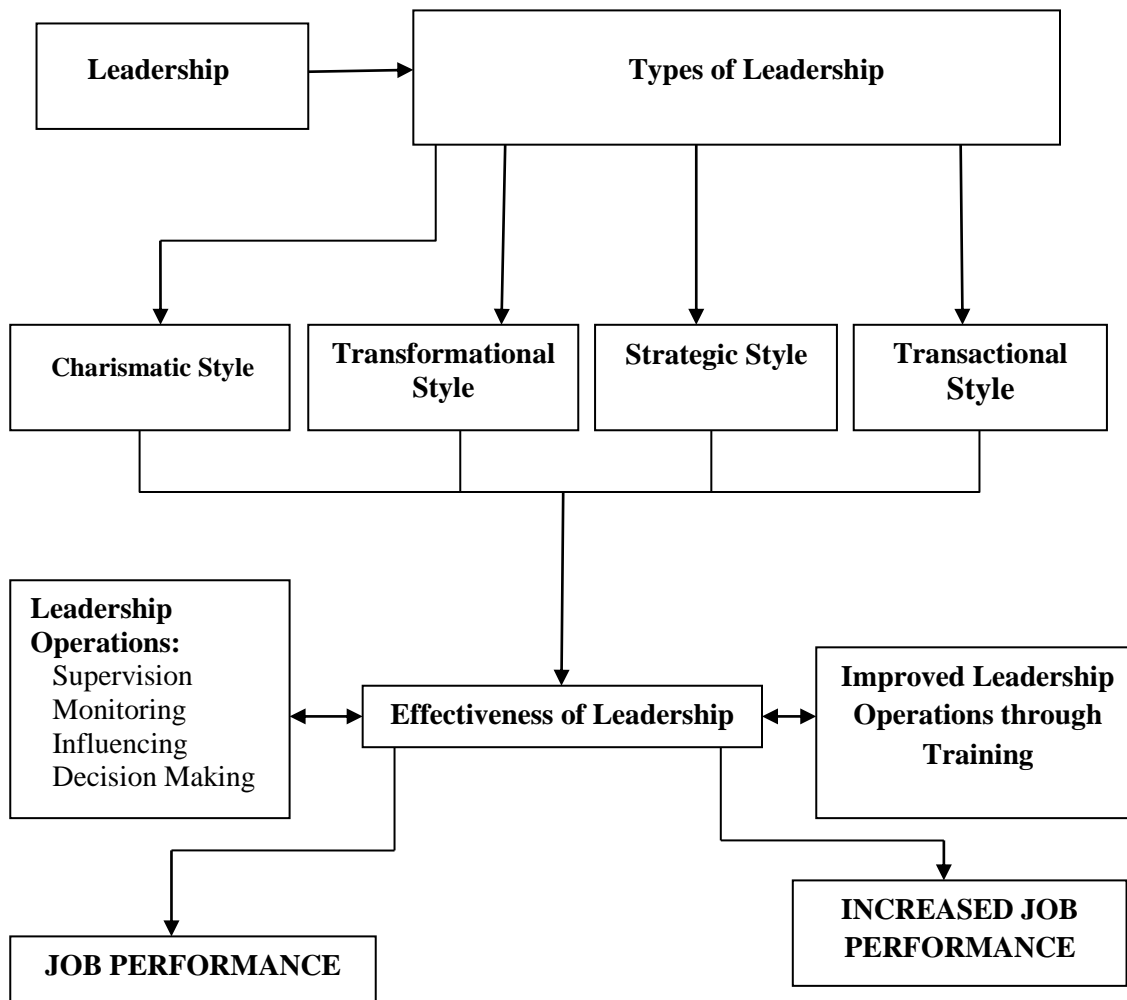
Figure 1 A Conceptual Framework showing how Leadership Styles and their Operations determine Job Performance of the Units of the Directorate

Source: Derived by Researcher (2015)

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CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter explains how the research was conducted. It looked at the following: research design, study area, population, sampling procedures used for the research, data collection instruments, data collection procedures and data processing and analysis used.

Research Design

In this study, a cross-sectional study design, which is an example of the descriptive research design, was used. The study was made in such a way that the information on a subject was collected without any form of manipulation or change of environment.

The design was made to describe population or subgroups within the population with respect to the outcome. This was done to find the prevalence of the outcome of interest, for the population or subgroups within the population at a single point in time.

Study Area

This research was conducted at the Academic Affairs Directorate of University of Ghana, Legon. The location is about twelve (12) kilometres northeast from the centre of Accra.

Population

The target population used for this study was the staff of the Academic Affairs Directorate of University of Ghana, which has a total population of 70

staff members. Table 1, shows the population distribution of the Units of the Academic Affairs Directorate of the University of Ghana. The Directorate is divided into seven (7) units performing various functions and each unit is either headed by one or two unit heads with supporting staff. The entire Directorate is headed by a Director. There are thirteen (13) senior members, twenty (20) senior staff and thirty-seven (37) junior staff members.

Table 1: A Table Showing Various Units of the Academic Affairs Directorate

Sub-units	Number of Staff		
	Senior Members	Senior Staff	Junior Staff
Directors' Office	3	3	4
Students Records	2	4	4
Admissions Unit	2	3	3
Boards and Committee	3	3	4
Affiliations Unit	1	2	4
Examinations Unit	1	3	4
Academic Facilitation Office	1	2	14
Total	**13**	**20**	**37**
Grand Total		**70**	

Source: Academic Affairs Directorate, University of Ghana

Sampling Procedure

Research sample is a sub-group of people or element of a population, which helps the researcher to save time and at the same time reduce costs that are

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associated with research. Since the employees associated with this study were grouped under various units, the stratified sampling technique was used to select participants for the research. This method allowed the researcher to select 61 representatives from the subunits within the population and this allowed a fair distribution of the individuals in the population. A staff member in the various units under the Academic Affairs Directorate irrespective of their status was chosen for the research.

The total sample size of 61 comprises of fifty-two (52) staff members and nine (9) unit heads were used.

Data Collection Instruments

Questionnaires

Questionnaires were developed for this study. A questionnaire survey was adopted for collecting data because of its advantage in yielding responses in standard format from a large number of respondents and the benefit of collecting data from respondents.

The measurements adopted in the questionnaire consisted of two measurement scales. A multifactor leadership scale was devised for supporting staff to evaluate their unit heads style of leadership. The measurement required supporting staff of the Academic Affairs Directorate to rate each statement on a five-point rating scale ranging from "not at all" to "frequently , if not always" based on their experience with their unit heads way of leading. Supporting staff were also gave their opinion on how their unit discharged their service to client and the public. The second scale was devised to measure the Job performance of supporting staff. They were required to respond to statements assessing four categories of areas

which they need much improvement, some improvement, satisfactory, good or excellent. To gain a true reflection of the leadership style that exist in the Directorate, Unit Heads were also given questionnaires to respond to per the range of score gotten placed the unit head into a category of leadership style. Their opinion on how Leadership style affects job performance was also taken.

To test the strength and weakness of the instrument used, the questionnaires designed for the research were pre-tested to see if participants can understand the questions and give suitable answers. Additionally, it was tested to see whether the design was simple enough to be used.

Data Collection Procedures

Data was collected with the use of close ended questionnaires. Participation in the study was completely voluntary, and the participants were informed of their rights to confidentiality and anonymity. No time limitation was imposed on the participants' completion of the questionnaires, which most participants completed in approximately the same day.

Data Processing and Analysis

Descriptive statistical tool was used to analyse the collected data. The effect of leadership styles on job performance was examined through chi square and spearman rank correlation coefficient analysis using SPSS. The current study explores the type of leadership styles that exist in the Academic Affairs Directorate and the effect of leadership styles on job performance.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents the analyses of both primary and secondary data collected. It also presents and discusses the findings of the study. It was analysed by using descriptive and advanced statistical tools like spearman correlation and chi-square independent test. Tables and percentages were used in the report presentation.

Two different results and discussions are presented in this chapter; the first part is the responses of the fifty-two (52) respondents who were staff members of the various units. The second part is the responses of nine (9) respondents who were unit heads. A summary of all findings was made at the end of the chapter.

Characteristics of the sample used in the study

A total of 52 respondents completed the questionnaires, as well as 9 unit Heads granted responded to a questionnaire. Twenty-eight (28) were males and twenty-four (24) were females out of the 52 respondent supporting staff. Their ages ranges from twenty-five (25) to fifty-five (55) years of age. Almost all of them have worked at the Directorate for more than two years.

Gender Distributions of Supporting Staff Respondents

Table 2 shows the gender distribution of the respondents who were supporting staff. These supporting staff members were fifty-two (52) in number.

The number of males was 28, which formed 53.85% of the respondents and the number of females was 24 which represented 46.15% of the respondents.

Table 2

Gender Distribution of the Supporting Staff Respondents

Gender	Frequency	Percent (%)
Male	28	53.85
Female	24	46.15
	52	100.00

Source: Computed from Field Data (2015)

It can be seen that more males (53.85%) participated in the study than females (46.15%). This helped to establish the gender distribution of the supporting staff members who took part in the study

Age Distribution of the Supporting Staff Respondents

Table 3 represents the age distributions of the respondents and their respective percentages.

Table 3

Age Distribution of the Supporting Staff Respondents

Age	Frequency(Number)	Percent (%)
< 25yrs	11	21.2
25-35yrs	23	44.2
36-45yrs	16	30.8
46-55yrs	2	3.8
Total	**52**	100.0

Source: Computed from Field Data (2015)

It was observed that the majority of the staff twenty –three (23) was within the ages of 25-35 years which represented 44.2%. Sixteen (16) of the respondents were between the ages of 36-45 years representing 30.8%. Eleven (11) respondents representing 21.2% were below 25 years of age and only two (2) of the respondents, representing 3.8% were between the ages of 45 to 55 years. This helped to establish the age distributions (highest and lowest ages) of the supporting staff member who participated in the study.

Length of Service of Supporting Staff

Table 4 shows the distribution of number of years supporting members have worked at the Directorate. Thirty-one (31) of them representing 59.6% have had working experience from 0-5 years. They represent the majority of the sample size. Eight (8) representing 15.3% have had 6 to 10 years working experience; whilst 9 respondents representing 17.3% had worked at the Directorate 11 to 15 years.

Table 4

Length of Service of Supporting Staff

Length of Service	Frequency (Number)	Percentage (%)
0-5	31	59.6
6-10	8	15.3
11-15	9	17.3
16-20	2	3.8
21 & Above	2	3.8
Total	52	100

Source: Computed from Field Data (2015)

It could be deduced that majority of supporting staff have had fair years of working experience to know and understand the operation systems at the Directorate. Their responses were thus of importance for the study of leadership styles and job performances at the Directorate.

Educational Qualification of Supporting Staff

Table 5 shows the qualifications of respondents who were supporting staff. It was observed that greater number of those who took part in this study was Diploma, graduates or post graduates (30.6 to 64.5%).

Table 5

Educational Level of Supporting Staff

Level of Education	Frequency (Number)	Percentage (%)
JHS	1	1.9
SHS	2	3.8
Diploma	8	15.3
Graduate	33	64.4
Post-Graduate	8	15.3
Total	52	100

Source: Computed from Field Data (2015)

These established the fact that, greater number of the respondents were well trained educationally and might have fair knowledge about how leadership and leadership systems should work, having worked at the Directorate for some

time. If this assumption was right, then it presupposes that, their responds to the questions were of scholarly importance in relation to the area of study.

Objective 1

Staff opinion on leadership styles that exists in the Academic Affairs Directorate

With the first objective, the researcher sought to examine the various leadership styles that exist in the various units at the Academic Affairs Directorate of the University of Ghana. As such, the respondents were asked about the kind of leadership style their Team Leaders (Unit Heads) exhibit through questions presented on a Likert scale. The respondents were to answer in the following format; 1. Not at all, 2. Once a while 3. Sometimes 4. Fairly often and 5. Frequently, if not always. The responses they made concerning their Unit Heads, reflecting the style of leadership being practiced at their various units are presented in Tables 5, 6, and 7.

The Transactional Leadership Style of Units Heads/Team Leaders

The transactional style of leadership gives the opportunity to the manager to lead the group and the group in turn agrees to follow his lead to accomplish a predetermined goal in exchange for something else. According to Burns, 1978, power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached. To investigate the transactional form of leadership, the researcher asked respondents if their Team Leaders (Unit Heads) schedule the work to be done. More times, Heads who schedule the work to be done might be

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practising the transactional form of leadership. According to Boehnke et al. (2003), the transactional style of leadership involves the team leader focusing on having internal actors perform the tasks required for the organization to reach its desired goals. This is also in agreement with the understanding of Rosenbach (2006) on transactional leadership style. According to Rosenbach, transactional style of leadership enables followers to act in their own self-interest, as long as the goals of the scheduled work are achieved.

Table 6 represents the responses of the respondents with regard to such question, an indication of the degree to which this leadership style is being practiced at the Directorate.

Table 6

Transactional Leadership Style of Unit Heads at the Directorate

Scale	Frequency (Number)	Percentage (%)
Not at all	2	3.8
Once a while	7	13.5
Sometimes	11	21.2
Fairly often	14	26.9
Frequently if not always	19	36.5
Total	52	100

Source: Computed Field Data (2015)

The results show that 2 respondents representing 3.8% felt that their Heads do not schedule their works at all, 7 of the respondents representing 13.5% said their

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Heads schedule works once a while. Eleven (11) representing 21.2% said the scheduling of work to be done only occurs sometimes, fourteen (14) representing 26.9% said fairly often work is scheduled by their Heads and then the majority of respondents (19) representing 36.5% said that their Heads frequently if not always schedules the works to be done. This analysis shows that many of the Units at the Directorate have their Heads practising the transactional leadership style and it is frequent if not always exhibited.

The Charismatic leadership Style of Unit Heads at the Directorate

A charismatic leader, according to Northouse (2004), is one who demonstrates competence and confidence, articulates goals, and communicates high expectations and should foster the development of trust and can inspire followers to a new vision through self-sacrifice, risk taking, and a general concern for followers. Table 7 below shows the respondents who thought their bosses were charismatic in their style of leadership.

Table 7

Charismatic Leadership Style of Unit Heads at the Directorate

Scale	Frequency (Number)	Percentage (%)
Not at all	3	5.8
Once a while	3	5.8
Sometimes	11	21.2
Fairly often	18	34.6
Frequently if not always	17	32.7
Total	52	100

Source: Computed from Field Data (2015)

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For the Charismatic leadership style, respondents were asked whether their Team Leaders (Unit Heads) maintain definite standards of performance. Charismatic leader uses frame alignment to guide his followers (Snow et al., 1986). Frame alignment refers to the linkage of individual and leader interpretative orientations, such that some set of followers' interests, values, and beliefs and the leader's activities, goals and ideology become congruent and complementary. This agrees with the charismatic leadership concept of Shamir et al. (1993). Shamir believes charismatic leaders use frame alignment to guide the followers. They may encourage followers to work towards more radical, vague, and distal goals for the purpose of social change (Shamir et al., 1993). Table 4.6 above shows that, 3 of the respondents representing 5.8% Team Leaders do not maintain definite standards of performance at all, another 3 respondents also said once a while the Team Leaders maintain definite standard of performance. Eleven (11) of them representing 21.2% said sometimes their Team Leaders maintain standards of performance. Eighteen (18) representing 34.62% said fairly often and 17 respondents representing 32.7% said frequently their Team Leaders maintain definite standard of performance. The results indicate that the charismatic style of leadership is fairly often exhibited within the Academic Affairs Directorate.

The Strategic Leadership Style

Boal and Hooijberg (2001) argues that the "essence" of strategic leadership involves the ability to learn, the ability to change, and managerial wisdom, which includes social intelligence and the ability to take the right action at the right time. For the Strategic leadership style, respondents were asked if their Team Leaders/Unit Heads decide what and how things shall be done.

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Table 8 shows that, three (3) respondents representing 5.8% said that their Team Leaders (Unit Heads) do not decide what and how things should be done at all, five (5) respondents (9.6%) said their Team Leaders decide schedule once a while, fifteen (15) representing 28.8% said sometimes their Team Leaders decide what and how things should be done.

Table 8

Strategic Leadership Style of Unit Heads at the Directorate

Scale	Frequency (Number)	Percentage (%)
Not at all	3	5.8
Once a while	5	9.6
Sometimes	15	28.8
Fairly often	13	25.0
Frequently if not always	16	30.8
Total	52	100

Source: Computed from Field Data (2015)

Whiles thirteen (13) of the staff representing 25% said fairly often their boss decides and another sixteen (16) representing 30.8% said that their Team Leaders decide what and how things to be done frequently.

The Transformational Leadership Style

The overriding element of successful leadership is to involve people in the process of leading. Transformational leadership therefore is a type of leadership style that leads to positive changes in the followers. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well (Horan, 1999). The transformational leadership style was categorized by the researcher into 3 main areas: 1) My Unit

Head helps people to make work on their tasks more pleasant 2) My Unit Head looks out for the personal welfare of group members 3) My Unit Head explains the way task should be carried out. Responses are represented in Table 9, 10 and 11 below.

Table 9

Transformational Leadership Style of Unit Heads at the Directorate (My Unit Head helps people to work on their task more pleasant)

Scale	Frequency (Number)	Percentage (%)
Not at all	3	5.8
Once a while	4	7.7
Sometimes	12	23.1
Fairly often	22	42.3
Frequently if not always	11	21.1
Total	52	100

Source: Computed from Field Data (2015)

Table 10

Transformational Leadership Style of Unit Heads at the Directorate (My Unit Head looks out for the personal welfare of group members)

Scale	Frequency (Number)	Percentage (%)
Not at all	1	1.9
Once a while	8	15.4
Sometimes	11	21.2
Fairly often	21	40.3
Frequently if not always	11	21.2
Total	52	100

Source: Computed from Field Data (2015)

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Table 11

Transformational Leadership Style of Unit Heads at the Directorate

(My Unit Head explains the way task should be carried out)

Scale	Frequency (Number)	Percentage (%)
Not at all	1	1.9
Once a while	6	11.5
Sometimes	13	25.0
Fairly often	17	32.7
Frequently if not always	15	28.9
Total	52	100

Source: Computed from Field Data (2015)

The Transformational leadership Style has three components reviewed. Firstly, respondents were asked whether their Unit Heads assist them to make work more pleasant. Table 9 Shows that three (3) respondent's Unit Heads do not help people to make work more pleasant. Four (4) said that once a while their Unit Heads help people whiles twelve (12) of them said sometimes their Unit Heads assist people to make work on their task more pleasant. Twenty-two (22) said fairly often their Unit Heads assist and eleven (11) respondents said their Unit Heads assist people to make work on their task more pleasant more frequently.

From Table 10, respondents were asked whether their Unit Head/Team Leaders look out for the personal welfare of group members. The personal welfare of interest were whether the Unit Heads make sure Team Members get the needed resources and tools to work effectively. Additionally, the interest was

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whether their Team Leaders are concern about their health issues and motivate them by providing incentives to Team Members. It shows that only one (1) respondent said that their Unit Head does not look out for the personal welfare of group members, eight (8) respondents said their Heads look out for the personal welfare once a while, eleven (11) said sometimes he looks out for the personal welfare of group members, twenty-one (21) responded fairly often and eleven (11) said that their Unit Heads look out for the personal welfare of group members frequently.

From Table 11, respondents were asked whether their Team Leaders explain the way task should be carried out. The table shows that only one (1) respondent said the team leader does not explain how task should be done. Six (6) of them said that once a while their Leaders explain how task should be carried out. Thirteen (13) respondents said that sometimes their Leaders explain how task should be carried out. Seventeen (17) of them indicated fairly often and finally 15 said frequently if not always.

Objective 2: To find out how leadership style affects job performance in the Academic Affairs Directorate of University of Ghana.

The current State of Job Performance at the Directorate

Research objective two was to find out how the leadership styles affect job performance in the Academic Affairs Directorate of University of Ghana. Table 12 shows how respondents rated the performance of their units in discharging duties. The Table shows that 3.85% rated it as satisfactory, 9.62% said it was poor, 23.08% said it was good, 21.15% rated it as excellent whiles 42.31% rated

performance as very good. Though most of the supporting staff respondents said their Units are discharging excellent and very good duties, few also believe performance there is just either satisfactory or poor

Table 12

Rate of Unit Performance in discharging duties

Rate of Unit Performance	Frequency (Number)	Percentage (%)
Poor	5	9.62
Satisfactory	2	3.85
Good	12	23.08
Very Good	22	42.31
Excellent	11	21.15
Total	52	100

Source: Computed from Field Data (2015)

This means some Unit Heads might be doing well but others are also not performing well when it comes to discharging of duties at the Directorate. These responses support the expected situation at the Directorate as spelled out in the statement of problem for the study. The key factors which might contribute to just satisfactory and poor performance at the Directorate are low level of motivation from leadership, poor supervision of supporting staff by Team Leaders due to workload, and development of no quota system/clarity of expectation from top management. Many organizations have developed three critical stages for managing employee performance: setting expectations; maintaining dialogue between supervisor and employee; and measuring actual performance relative to the expectations (Ndungu, 2009). According to Coleman (2010), motivated, happy and committed employees are the productive employees. Workload also

has significant impact on job performance. An employee whose workload is high will directly be linked to self-reported psychological stress, burnout, and the belief that work was interfering with family life (Harvey, Kelloway & Duncan Leiper, 2003).

In a study involving 846 employees in high-tech industries in Israel and in England, the investigator found a significant positive relationship between the need for achievement and job performance. The higher the measured achievement motivation, the higher was the employee's job performance (Baruch, 2004).

Table 13

Rate at which Unit receive complaints and queries from outsiders and management

Rate of Complains and Queries	Frequency (Number)	Percentage (%)
Never	5	9.61
Sometimes	19	36.54
Rarely	25	48.08
Very Often	3	5.77
Total	52	100

Source: Computed from Field Data (2015)

Additionally, in finding out how leadership styles affect job performance, the respondents were asked if their unit or department received a lot of complaints and queries from outsiders and management. With their response, 5.7% said very often, 9.6% said never, 36.5% said sometimes whiles 48% said this occurs rarely in the academic affairs directorate. It was observed that greater number of the supporting staff respondents (48%) said they rarely receive complaints and queries, but few and good percentage of them (5.7 and 36.5%) respectively said

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they do receive them (Table 13). This is confirming the fact that some Units at the Directorate are doing well in their service delivery but others too are not performing well. It is presumed that some of the Leaders at the various Units might be paying attention to some factors like good supervision and coordination of the activities of their units effectively, whilst others are not. It is also presumed that some of the supporting staff might not be challenged enough to achieve anything higher. Additionally, the leaders might not be motivating their supporting staff enough, thus low level of job satisfaction. If some of these leadership characteristics are not corrected, it could be the cause of both internal and external complains and queries against some of the units as observed Table 13. Table 14 depicts the usual time most of the staff in the department report to work. The least was 10.30am and above representing 1.92%, 5.77% represented 6-7.20am, 34.62% represented 7.30-8.30am and the highest was 9-10am representing 57.69%. According to the University of Ghana, staff members are to report to work at 8am and close at 5pm (UG, HRODD Orientation Handbook, 2009)

Table 14

Reporting Time of Staff to work

Reporting Time Period	Frequency (Number)	Percentage (%)
6:00-7:20am	3	5.77
7:30-8:30am	18	34.62
9:00-10:00am	30	57.69
10:30am&above	1	1.92
Total	52	100

Source: Computed from Field Data (2015)

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By this standard, it will be observed that only 5.7% of supporting staff members at the Directorate does report to work on time. A greater number of the staff members (57.69%) do come to work between 9am to 10am, which is One (1) to two (2) hours short of the their working period for the day. This implies that the expected work load to be done for each day will have to be postponed to the following, thus affecting performance.

Since Team Leaders are supposed to check on the reporting time of for work and other behaviours and attitudes of supporting staff, it is presumed that leadership in this case is failing to grant proper supervision to those working under them. Additionally, certain bad attitudes and behaviours of supporting staff have been allowed to go unattended to over the years, thus generating into a culture at the Directorate.

In addition to the three issues discussed which were used to measure the practical performance of the Units, questions related to whether the Units have been rewarded or recommended for any performance over the year's shows the following. 48.08% of the staff members were not sure whether they have received any recommendation or award for good performance from the University (Table 15). 34.62% of the respondents said yes they have received some recommendation, achievement or an award for its performance in the university, and 17.31% said they have never received anything of that sort (Table 15). This is also in confirmation of the results obtained from the three issues discussed already (Rate at which duties are discharged at the Unit, Complaints and queries from outsiders and management, and the time most of the staff members report to work). Most of the Units are doing well but some in terms of reporting time to

work, complaints and queries from outsiders and management, and whether their work is being appreciated and recommended are not doing very well (Table 13, 14, and 15).

Table 15

Recommendations, achievements and awards units have received for their performance

Recommendations/Achievement / Awards received	Frequency	Percentage
Yes	3	34.62
No	18	17.31
Not Sure	30	48.08
Total	52	100

Source: Computed from Field Data (2015)

Effect of Leadership Styles on Job Performance

As part of the second research question, the researcher wanted to find out how leadership styles identified affect job performance in the Academic Affairs Directorate of University of Ghana. A Chi-square test was used to examine differences with categorical variables at significance value of 0.05. The results are presented in Tables 16, 17, 18, and 19.

The Impact of Charismatic Style of Leadership on Job Performance

Table 16 shows the impact of the charismatic style (Unit Heads who maintain definite standards of performance) of leadership on job performance.

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Table 16: Chi-square independent test correlation between of a leadership style of a boss who maintain definite standards of performance

Leadership style		Chi-square value	Degree of freedom	P-value
Charismatic leadership Style (My Head maintain definite standards of performance)	Accuracy of work	30.110	16	0.017
	Quality of work output	22.574	12	0.032
	Time of reporting to work	20.737	8	0.008
	Customer service provided	34.871	16	0.004
	Obtaining personal career goals	29.409	16	0.021
	Working to implement new ideas	28.996	16	0.024

Source: Computed from Field Data (2015)

The Charismatic leadership style which is characterized by Unit Head/Team Leaders who maintain definite standards of performance has positive impact on job performance. From Table 16, it was noticed that the accuracy of work, quality of work output, time of reporting to work, good customer service, obtaining personal career goals and working to implement new ideal all depends on a leader who maintains definite standards of performance at the unit of the Directorate (p-value less than 0.05). This implies that Team Leaders who are practicing the charismatic style of leadership have such a positive impact on job

performance at the Directorate. Howell and Avolio (1993) found charismatic leadership to positively predict percentage of goals met regarding business unit performance. This also is in agreement of a research conducted by Waldman et al. (2001). In a research to look at the relationship between charismatic leadership and organizational performance it was found that charismatic leadership positively affects organizational performance. Though its impact is positive, it more times creates an atmosphere where members just obey and follow than actually participating in the activities of the organization. Additionally, in some cases the effect might be fully realized only under conditions of perceived environmental uncertainty. Thus, environments characterized by a high degree of environmental dynamism may moderate the relationship between charismatic leadership and performance (Waldman et al., 2001).

The Impact of Transactional Style of Leadership on Job Performance

Table 17 presents the results of tests made on the transactional leadership style and its impact on work performance. It was revealed that there is a dependency and correlation between a Unit Head who asks subordinates for suggestions and the quantity of work output. Also, there is a positive correlation between Unit Heads/Team Leaders who ask subordinates for suggestions and coming up with new ideas, thus when Unit Heads asked subordinate for their views or suggestions towards a particular task, they are able to come up with new ideas. In addition, working to implement new ideas and finding improved ways to do things all depends on a Team Leader who ask and take the suggestions of their subordinates. Glimsey (2015) moreover noted that, this type of leadership

encourages employees to set workable goals and also creates new and improved ideas.

Table 17

Chi-square independent test and correlation of a leadership style where Unit Head asks those under him/her for suggestions and its impact on work performance

Leadership style		Chi-square value	Degree of freedom	P-value	Spearman Correlation	P-value
Transactional Leadership Style (My head asks those working under him for their suggestions)	Quantity of work output	28.047	16	.031	.265	0.066
	coming up with new ideas	37.361	16	.002	.268	0.063
	Working to implement new ideas	32.35	16	.009	.316	0.027
	Finding improved ways to do things	34.576	16	.005	.347	0.015

Source: Computed from Field Data (2015)

The responses from the respondents corresponds to the main features of transactional leadership which are distribution of responsibility among group members to facilitate participation in decision-making, empowering group members which includes the provision of training and education necessary for delegated task completion and then aiding group decision-making processes

where the leader acts as a facilitator and mediator between group members and ensures that a psychologically healthy and respectful environment is achieved.

The Impact of Strategic Style of Leadership on Job Performance

Table 18 shows how Team Leaders who consult their supporting staff when faced with a problem affect accuracy of work, quantity of work and coming up with new ideas. There is a positive significant relationship between such style of leadership (strategic) and accuracy of work, quantity of work and units coming up with new ideas (p-value less than 0.05).

Table 18

Chi-square independent test of a leadership style where, Unit Head consults others and its impact on work when faced with a problem and output variables

Leadership style		Chi-square value	Degree of freedom	P-value
Strategic leadership Style (When faced with a problem my head consults others)	Quantity of work output	33.636	16	0.006
	Accuracy of work	29.013	16	0.024
	Coming up with new ideas	30.97	16	0.014

Source: Computed from Field Data (2015)

This means Unit Heads who will consult their supporting staff when faced with a problem will help increase the accuracy and quantity of work done as well as coming up with new ideas. Such leaders will help increase job performance at their units and the Directorate as a whole.

The Impact of Transformational Style of Leadership on Job Performance

The Table 19 shows the impact of Team Leaders/Unit Heads who explain the way task should be done on the accuracy of work done. It was observed that such leaders have positive significant effect on the accuracy of work done (p-

value less than 0.05), thus job performance. Leaders who explain the way task should be done help those they are leading understand the work to be done well, thus followers perform the task with understanding and avoid many mistakes.

Table 19

Chi-square independent test correlation between of a leadership style of a Unit Head who explains the way task should be carried out and Accuracy of work

Leadership style		Chi-square value	Degree of freedom	P-value	Spearman Correlation	P Value
Transformational Leadership Style My head explains the way task should be carried out	Accuracy of work	47.541	16	0.000	0.287	0.048

Source: Computed from Field Data (2015)

Confirmation of Leadership Styles of Unit Heads and their impact on Job Performance

As stated earlier in this chapter, 9 out of the 61 respondents were heads of the various Units in the Academic Affairs Directorate. The various Heads were examined on their views concerning the kind of leadership and their impact on performance of the Unit. Table 20 shows the outcome.

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Table 20

The kind of leadership and its impact on the performance of supporting staff

The Kind of Leadership and Impact on Performance	Frequency	Percentage (%)
Yes	8	88.89
No	1	11.11
	9	100.00

Source: Computed from Field Data (2015)

The researcher wanted to know the impact of the kind of leadership on the performance of the unit or department, 8 of the heads representing 88.89% admitted that all types of leadership style have an impact on performance. Only 1 of them representing 11.11% said it does not have effect.

Table 21

The Style of Leadership and its Impact on Job Performance

Style of Leadership and Impact on Job Performance	Frequency	Percentage (%)
Yes	7	77.78
No	2	22.22
	9	100.00

Source: Computed from Field Data

Table 21 on the other hand, shows the style of leadership and its impact on job performance within each unit or department. Seven (7) of the unit heads representing 77.78% admitted that all types of leadership style have an impact on performance. Two (2) of them representing 22.22% said the style of leadership does not have any effect. This presumes that some of the Team Leaders (22.22% and 11.11%) respectively do not have a clear understanding of leadership and

their impact on performance at the Directorate. Such leaders might not be effective in their supervisory and coordination roles. They might not be able to influence or drive their supporting members to achieve or meet any expected assignment. Such leadership might not be able to increase job performance, and might be the reason for some of the Units performing just either satisfactory or poor.

The Assessment of the Current State of Performance by Unit Heads

The researcher also wanted to know the current state of job performance of the Academic Affairs Directorate of the University of Ghana. Table 22 shows the responses obtained about the assessment of the current state of performance of the Units by the Unit heads. Greater number of the Unit Heads (33.332%) said job performance at the Directorate is excellent. It was observed also that same percentage (33.332%) think job performance is just satisfactory. There were others (11.112%) also who think job performance is poor. Though this represents a relatively small percentage but since the Unit heads are at the leadership position, their boldness to come out with this revelation cannot be overlooked. Additionally, a higher percentage of them (33.332%) said performance was just satisfactory, though that same number said it was excellent. Now it might be that some of the Units might be doing well but others are still around and below the average mark.

Table 22

Assessment of the current state of performance by the Unit Heads

Current State of Performance	Frequency (Number)	Percentage (%)
Poor	1	11.112
Satisfactory	3	33.332
Good	1	11.112
Very Good	1	11.112
Excellent	3	33.332
Total	**9**	**100**

Source: Computed from Field Data

Improvement of Leadership Style and Job Performance

The Unit Heads/Team Leaders were asked how the leadership style can be improved to enhance job performance of the supporting staff at their Units. Table 23 shows the results obtained on how improvement of leadership style can enhance job performance. The following indicators were measured: Training courses on leadership in the academic environment, the style should be the democratic style, use of motivation approach towards staff to boost their performance and leaders should interact well with the employees. From Table 23, it was found that greater number of the Unit Heads (33.332%) believe that leadership style that embraces two or three of the indicators measured could enhance the job performance of their Units.

Table 23

Improvement of leadership style to enhance job performance

Ways of improving leadership style	Frequency (Number)	Percentage (%)
Training courses on leadership	2	22.222
The style should be democratic	1	11.112
Use of Motivation Approach	2	22.222
Leaders should interact with employee more	1	11.112
Some of the above	3	33.332
Total	**9**	**100**

Source: Computed from Field Data

Some of them also believe that leadership that focuses on organization of more training courses for their staff members and uses reward systems will boost the performance of staff members. These two represented 22.222% each as indicated on Table 23. It could also be found that, most of the Unit Heads believe that the use of democratic style of leadership and focusing only on interactions with staff members might not have much effect on the performance of the Unit.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter summarizes the findings of the study, presents conclusions and recommendations on the effect of leadership style on job performance at the Academic Affairs Directorate of the University of Ghana.

Summary and Findings

The purpose of the study was to examine the various leadership styles that exist in the various units in the Academic Affairs Directorate of the University of Ghana and its impact on job performance in the Directorate. The study revealed the following as some of the leadership styles that exist in the various units at the Academic Affairs Directorate:

i. Charismatic style (Unit Heads who maintain definite standards of performance)

ii. Strategic style (Unit Heads who decide what and how things shall be done and decide to consult others when faced problems)

iii. Transformational style of leadership (Unit Heads who explain the way task should be carried out and help people to make working on their tasks pleasant) Additionally, these leaders looks out for the personal welfare of group members

iv. Transactional style of leadership (Unit Heads who ask those working under them for their suggestions).

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Though all these styles of leadership were observed to be practiced at the Directorate, the transactional and charismatic styles of leadership seemed to be more pronounced.

The study also revealed that these leadership styles have impact on job performance using a chi- square test of dependency and spearman rank correlation coefficient at a significant value of 0.05. For instance, how frequent a Unit Heads/Team Leaders maintain definite standards of performance has impact on the accuracy of work output, quality of work output, customer service provided, obtaining personal career goals and even the time staff report to work. It was noticed from the respondent's point of view that the charismatic leadership style was frequently used in the academic affairs directorate and also had the most impact on job performance. Moreover, the other forms of leadership styles also has an impact on quantity of work output, for example it helps in coming up with new ideas for the improvement of the work and also helps in finding improved ways to do things.

Conclusions

From the study, the following conclusions were made:

1. Various types of leadership styles are used in the Academic Affairs Directorate and they include the Charismatic, Strategic, Transformational and Transactional forms of leadership style

2. It was clear that the various leadership styles that exist in the various units or department have a strong impact on the performance of work.

3. The Charismatic leadership and Transactional style of leadership were the most leadership styles practiced at the Directorate. The Charismatic which

depicted by a Unit Head who maintains definite standards of performance has positive impact on job performance. It helps accuracy of work output, quality of work output, customer service provided, obtaining personal career goals, working to implement new ideas, working for the overall good of the unit and even the time staff report to work. Though its impact is positive, it more times creates an atmosphere where members just obey and follow than actually participating in the activities of the organization.

4. The transactional styles of leadership which depicted Unit Heads who schedule the work to be done as well as ask those working under them for their suggestions also help build good teams for easy flow of information and delivery of service. It creates an atmosphere of belonging and ownership among staff members but might be weak in maintaining discipline and order.

Recommendations

On the basis of the findings the following recommendations are made:

1. Leadership training

More leadership training seminars should be organized by the Academic Affairs Directorate for the various units to establish and create the awareness of leadership styles and how to improve upon their leadership skills for the growth of directorate and the individual.

2. Maintaining standards of performance

Leaders should maintain definite and consistent standards of leadership, which will boost the morale of employees to be more effective to improve their job performance.

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3. Continuous Feedback from employees

There should be a process of continuous assessment of the leadership styles in place in the Academic Affairs Directorate by receiving frequent feedback from employees on the effect of leadership style exhibited by heads on their job performance. This will help heads of each department or unit to re-strategize their styles of leadership to contribute in better productivity.

4. Effective style of leadership

Leaders should note that leadership involves a connection between themselves (leaders) and their followers (employees) and therefore should not only exhibit any form or style of leadership, but should ensure that their particular style of leadership would have a positive impact on employee leading to a higher productivity of the institutions with the support of authorities and stake holders.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

MASTERS OF BUSINESS ADMINISTRATION

SCHOOL OF GRADUATE STUDIES AND RESEARCH

QUESTIONNAIRES

INTRODUCTION

This is an academic exercise being conducted to investigate the leadership style on job performance of the Academic Affairs Directorate of the University of Ghana. This study is purely academic. It is in partial fulfilment of the award of Master of Business Administration in Human Resource Management by the University of Cape Coast. This is to assure respondents that information provided on this questionnaire would be treated with utmost confidential. Furthermore, the data provided here shall be used solely for the intended academic purpose and no personal particulars shall be disclosed. I would be very grateful if you could take a moment to answer the questionnaire.

SECTION A: BIOGRAPHICAL INFORMATION

Instructions: *please tick or indicate the response provided below:*

1. Gender

1. Male [ ]   2. Female [ ]

2. Age group

1. Less than 25yrs [ ]   3. 36 – 45yrs [ ]   5. 56 years &
above [ ]

2. 25 – 35yrs [ ]   4. 46 – 55yrs [ ]

3. Work experience

1. 0 – 5 yrs [ ]   3. 11 – 15 yrs [ ]   5. 21 years & above [ ]

2. 6 – 10 yrs. [ ]   4. 16 – 20 yrs. [ ]

4. Educational level

1. JHS [ ]   2. SHS [ ]   3. Diploma [ ]   4. First degree [ ]   5. Post graduate [ ]

 Please Specify for

Others…………………………………………………………..

5. Number of Years worked at the Academic Affairs

1. 0 – 5 yrs [ ]   3. 11 – 15 yrs [ ]   5. 21 years & above [ ]

2. 6 – 10 yrs [ ]   4. 16 – 20 yrs [ ]

6. Current Position

1. Admin (Senior, Principal, Chief, Assistant) [ ]   2. Clerk-Typist [ ]

3.Technician/IT work [ ]   4.Cleaner-Janitor [ ]   5.Messenger-Driver [ ]

 Please specify for

others...

Section B: Multifactor Leadership Scale

Instruction:

The following statements illustrate the extent to which your boss or unit head is likely or

unlikely to engage you at work. Using the scale below, please respond to each statement by

ticking the appropriate alternative that best describes your boss or unit head.

**1= Not at all 2= Once in a while 3= Sometimes 4= Fairly often 5= Frequently, if not

always**

Identification of leadership style	Scale				
Actions of the Leader (your Boss or Supervisor)	**1**	**2**	**3**	**4**	**5**

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1. My Boss schedules the work to be done					
2. My Boss maintains definite standards of performance					
3. My Boss decides what and how things shall be done					
4. My Boss explains the way tasks should be carried out					
5. My Boss helps people to make working on their tasks more pleasant					
6. My Boss looks out for the personal welfare of group members					
7. My Boss does little things to make work pleasant					
8. My Boss treats all group members as equals					
9. My Boss listens to everyone advice on which assignments should be made					
10. My Boss asks those working under him for their suggestions					
11. When faced with a problem, my Boss consults others					
12. My Boss gets me to look at problems from many angles.					
13. My Boss suggests new ways of looking at how to complete assignments.					
14. My Boss spends time teaching and coaching.					
15. My Boss helps me to develop strengths.					
16. My Boss discusses in specific terms who is responsible for a specific task at the department.					
17. My Boss expresses satisfaction when I meet expectations.					
18. My Boss pays attention on irregularities, mistakes, exceptions and deviations from standards.					

19. My Boss draw my attention towards failure to avoid repetition					
20. My Boss waits for things to go wrong before taking action.					
21. My Boss avoids getting involved when issues arise					
22. My Boss is absent when needed					
23. My Boss delays responding to urgent questions					
24. My Boss avoids making decisions					

Part II

Instructions: Kindly provide your opinion on the following questions by ticking the appropriate box

25. In your opinion, how will you rate the performance of your unit or department in discharging it duties to the university?

1. Satisfactorily [   ] 2. Poor [   ] 3. Good [   ] 4. Excellent [   ] 5. Very Good [   ]

26. In your opinion, does your unit or department receive a lot of complaints and queries from outsiders and management?

1. Very often [   ] 2. Rarely [   ] 3. Sometimes [   ] 4. Never [   ]

27. What time does most of the staff in your department report to work?

1. 6-7:20am [   ] 2. 7:30-8:30am [   ] 3. 9-10:00am [   ] 4. 10:30am-above [   ]

28. In your opinion have the unit or department received any recommendation, achievement or an award for its performance in the university.

1. Yes [   ] 2. No [   ] 3. Am not sure [   ] 4. Not yet [   ]

Section C: The Role-Based Performance Scale

Instructions: Kindly tick the appropriate answers that best applies to you	Needs much improvement	Needs some improvement	Satisfactory	Good	Excellent
	1	2	3	4	5
JOB (doing things specifically related to one's job description)					
1 Quantity of work output					
2 Quality of work output					
3 Accuracy of work					
4 Customer service provided (internal and external)					
CAREER (obtaining the necessary skills to progress through one's job career)					
5 Obtaining personal career goals					
6 Developing skills needed for your future career					
7 Making progress in your career					
INNOVATOR (creativity and innovation in one's job and the department as a whole)					
8 Coming up with new ideas					
9 Working to implement new ideas					
10 Finding improved ways to do					

	things					
ORGANIZATION (going above the call of duty in one's concern for the department)						
11	Doing things that helps others when it's not part of my job					
12	Working for the overall good of the department					
13	Doing things to promote the department					
14	Helping so that the department is a good place to be					

THANK YOU FOR THE TIME!

APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

MASTERS OF BUSINESS ADMINISTRATION

SCHOOL OF GRADUATE STUDIES AND RESEARCH

INTRODUCTION

This is an academic exercise being conducted to examine the various leadership styles that exists in the various units of the Academic Affairs Directorate of the University of Ghana and its impact on job performance. This study is purely academic and is in partial fulfilment of the award of Master of Business Administration in Human Resource Management by the University of Cape Coast.

This is to assure respondents that information provided on this questionnaire would be treated with utmost confidential. Furthermore, the data provided here shall be used solely for the intended academic purpose and no personal particulars shall be disclosed.

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Instructions: *please tick or indicate the response provided below:*

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1. Male [ ]   2. Female [ ]

2. Age group

1. Less than 25yrs [ ]   3. 36 – 45yrs [ ]   5. 56 years &

above [ ]

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2. 25 – 35yrs [ ]   4. 46 – 55yrs [ ]

3. Work experience

1. 0 – 5 yrs [ ]   3. 11 – 15 yrs [ ]   5. 21 years & above [ ]

2. 6 – 10 yrs. [ ]   4. 16 – 20 yrs. [ ]

4. Educational level

1. 1. Diploma [ ]   2. First degree [ ]   3. Post graduate [ ]

 Please Specify for

Others…………………………………………………………..

5. Number of Years worked at the Academic Affairs

1. 0 – 5 yrs [ ]   3. 11 – 15 yrs [ ]   5. 21 years & above [ ]

2. 6 – 10 yrs [ ]   4. 16 – 20 yrs [ ]

6. Name of Unit/Department

....

SURVEY QUESTIONS FOR HEADS/ SUPERVISORS

Instructions: Please kindly respond to the question below by ticking the

appropriate box and give your opinion where necessary.

1. In your opinion do you think the kind of leadership style one exhibit have an

impact on performance? 1. Yes [   ] 2. No [   ]   3. Am not sure [   ]

2. Do you think your style of leadership has had an impact on the performance of

staff in your unit or department? 1. Yes [   ]   2. No [   ]   3. Am not sure [   ]

3. How does your staff respond to your leadership style?

1. Positively [   ]   2. Negatively [   ] 3. Neutral [   ]

4. Leadership is to raise units you head to a state of excellence, where there is minimal complaints with increased in performance; How will you rate yourself in this line?

1. 0-50% [   ]   2. 50-60% [   ]   3. 70-100% [   ]

5. What would you say about the leadership style and job performance of the Academic Affairs Directorate of the University of Ghana?

1. Satisfactorily [   ] 2. Poor [   ]   3. Good [   ] 4. Excellent [   ] 5. Very Good

6. How can the leadership style be improved to enhance job performance of staff at the Academic Affairs/ or your unit?

………………………………………………………………………………………

………………………………………………………………………………………

Part Two

Instructions: For each of the statement below tick the number that indicate the degree to which you agree or disagree

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

Statements	1	2	3	4	5
1. Employees need to be supervised closely, or they are not likely to do their work.					
2. Employees want to be a part of the decision-making process.					
3. In complex situations, leaders should let subordinates work problems out on their own.					
4. It is fair to say that most employees in the general population are lazy.					

5. Providing guidance without pressure is the key to being a good leader.					
6. Leadership requires staying out of the way of subordinates as they do their work.					
7. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.					
8. Most workers want frequent and supportive communication from their leaders.					
9 As a rule, leaders should allow subordinates to appraise their own work.					
10. Most employees feel insecure about their work and need direction.					
11. Leaders need to help subordinates accept responsibility for completing their work.					
12. Leaders should give subordinates complete freedom to solve problems on their own.					
13. The leader is the chief judge of the achievements of the members of the group.					
14. It is the leader's job to help subordinates find their "passion."					
15. In most situations, workers prefer little input from the leader.					
16.Effective leaders give orders and clarify procedures					
17. People are basically competent and if given a task will do a good job.					
18. In general, it is best to leave subordinates alone.					

THANK YOU FOR YOUR TIME!