

UNIVERSITY OF CAPE COAST

EMPLOYEE PERCEPTION OF MANAGEMENT LEADERSHIP STYLES
AND THE EFFECT ON EMPLOYEE PERFORMANCE AT THE TEMA
BRANCH OF TOYOTA GHANA COMPANY LIMITED

MARK FOSU

2018

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BRANCH OF TOYOTA GHANA COMPANY LIMITED

BY

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Dissertation submitted to Department of Management of the School of
Business, College of Humanities and Legal Studies, University of Cape Coast
in Partial Fulfilment of the Requirements for Award of Master of Business
Administration Degree in General Management

DECEMBER 2018

DECLARATION

Candidate's Declaration

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

Candidate's Signature Date

Name:

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:

ABSTRACT

The study aimed at assessing employee's perception of management leadership style and its effect on their performance. The main objective of the study was to investigate employees' perception of management leadership styles (democratic, job-centred and employee-centred) and its effects on their performance. A survey research strategy was used in which a well-structured questionnaire was adopted to collect data of leadership styles and employees' performance. Out of the population of 90 employees, 88 usable questionnaires were collected them. The data were analysed using descriptive and inferential statistics. Pearson's correlation and regression analysis were used to assess both the relationship and effect as per the hypothesis of the study. The results show that job-centred leadership style is the most practiced at Toyota Ghana Company Limited with a little of employee-centred leadership style exhibited. Employees performance was found to be above average. Results for job-centred leadership style was found to strongly correlated with employee performance. The results showed that management ability to make employees stick to plan and frequently review task to make sure project is on track could enhance employee performance. From the results it is recommended for leaders to have enough knowledge about the project to be done in order to be able to create easy-to-follow steps and develop realistic schedule for the quality and timely completion of project.

KEY WORDS

Leadership styles

Employee performance

Toyota Ghana Company Limited

Tema branch

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor, Dr. Nicodemus Osei Owusu of Business School for his professional guidance, advice, encouragement and the goodwill with which he guided this work. I am very grateful.

I am also grateful to Mr. Fredrick Akoto, Mr. Ephraim Akafia, Mr. Francis Gamor, Pastor Isaac Amoah Baiden, Pastor Daniel Opoku Frimpong and Toyota Ghana Company Limited employees for their generous contributions to make this work better.

I am again grateful to Miss Rita Afriyie Boateng for her unflinching support throughout this study.

Finally, I wish to thank my family and friends for their support, especially my parents Mr. and Mrs. Fosu, and my sisters, Elizabeth Fosu and Eunice Fosu.

DEDICATION

To the Fosu family and my beloved, Rita Afriyie Boateng

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LIST OF ACRONYMS

TGCL – Toyota Ghana Company Limited

MGT – Management

CHAPTER ONE

INTRODUCTION

This chapter presents the overview of the study. The study comprises of the background to the study, statement of the problem, purpose of study, research objectives, research questions, hypothesis, scope of the study, limitations of study, significance of the study and organisation of the study

Background to the Study

Organisations carry out various internal and external activities in the quest of achieving its target. The daily activities in the organisation require the coordination and management at various levels to achieve its goals. Management of human resource in the organisation is a vital aspect in the organisation. The vital ingredient in the organisation that brings about high performance is effective and efficient leadership. The performance of an organisation has its hinge on the leadership of management in the organisation. The continuous and speedy changing world with its new technology has created a yearn in organisation for strong leadership which can deal with all the challenges that come with the changing world for the organisation to stay in business. Effective leadership is developed through an unending process of personal study, formal education, training and related experiences gained over the years (Bass & Bass, 2008).

Organisation's performance is also dependent on the willingness of employees to work with management. From the view of employees', leadership is made up of everything the leader does that has effects on the achievement of objectives and the well-being of employees and the organisation (Abbasialiya, 2010). A leader is an individual who influences

people in a group or organisation to achieve a specific goal. The leader is able to motivate his followers to willingly undertake a particular task in the quest of meeting specific goal. According to Jones, George, and Hill (2000), they define leadership as the process by which an individual exert influence over other people and inspire, motivate, and directs their activities to help achieve group or organisational goals. Leadership involves a type of responsibility aimed at achieving goal by using the both human and material available resources and ensuring a cohesive and coherent organisation in the process (Ololube, 2013).

There are various leadership styles employed by leaders in the execution of their duties. Leadership styles are the various approaches employed to motivate followers. Extensive interviews with both managers and subordinates, researchers at the University of Michigan identified two elementary forms of management leadership styles: job-centred and employee-centred styles (Rensis, 2008). Managers using job-centred leadership style manage subordinates' by issuing tasks, instructing followers how to do them and sharing responsibilities among subordinates and facilitating their participation, ideas and involvement (Northouse, 2013). Managers using employee-centred leadership style manage subordinates by delegating decision-making and helping followers satisfy their needs by providing a supportive work environment (Likert, 2000). Their key concern is the welfare of their subordinates. The two styles of leadership were assumed to be at the ends of a single continuum. Although this view suggests that leaders may be extremely job-centred, extremely employee-centred, or somewhere in

between, Likert argued that employee-centred leader behaviour generally tendered to be more effective.

It's thus important for management to possess an in-depth understanding of the various leadership styles and how to apply any of them. Employees' would react differently to each of the leadership styles when adopted by management. It's very necessary for management of organisations to identify the perception of their employees about the various leadership styles.

This study seeks to assess the employees' perception of management leadership styles and its effects in automobile industries.

Statement of the Problem

Research has showed that leadership styles used in organisations are vital for the success of the organisation. The productivity of employees can be improved depending on the type of leadership styles the managers adopt. The motivation and commitment of employees can be enhanced based of the type of leadership styles managers and supervisors employ in the organisation. The employees' perception of their manager's or supervisor's leadership style has impact on their productivity and the overall productivity of the company.

Anwar, Haider and Igbal (2015) showed that autocratic leadership was useful in the short term, and democratic leadership style useful in all time horizons. The democratic leadership style is useful in long term and its effect on employees is positive. The study did not assess the perception of the employees of the management leadership skills but rather just measured the impact of the leadership skills on employees' performance.

Therefore, this study seeks to assess the employees' perception of management leadership styles and its effects on their performance in automobile industries.

Purpose of Study

The purpose of the study is to assess the employees' perception of leadership style and its effects on their performance.

Research Objectives

The purpose of the study is to assess the employees' perception of management leadership styles and its effects on their performance.

1. To assess employee perception of management leadership style and employee performance.
2. To assess the effect of democratic leadership style on employee's performance.
3. To investigate the effect of job-centred leadership on employee's performance.
4. To assess the effect employee-centred leadership style on employees' performance

Research Questions

1. What is employees' perception of management leadership style and employee performance?
2. What effect does democratic leadership style have on employee performance?
3. What is the effect of job-centred leadership style on employee performance?

4. What effect does employee-centred leadership style have on employee performance?

Hypothesis

1. Democratic leadership style has negative effect on employee performance.
2. Job-centred leadership style has negative effect on employee performance.
3. Employee-centred leadership style has positive effect on employee performance.

Scope of the Study

This study will concentrate on assessing the perception of employees of democratic, job-centred, and employee-centred management leadership style in the automobile industry. The study did not consider employees who are not in the automobile industry. The collection of data will be from Toyota Ghana Company Limited. Toyota Ghana is chosen because in Ghana, it is the biggest automobile company. It holds about one third of the automobile market in Ghana.

Limitation of Study

The study will be limited to Toyota Ghana Company Limited. A reasonable sample of the Company will be used to represent the whole population of Toyota Ghana Company Limited. The sample to be taken will be the Tema Branch of Toyota Ghana Company Limited.

Significance of the Study

Employees' perception has become a vital area in today's organisation. This study seeks to identify employees' perception of management leadership style and the effects on their performance in automobile industry. It seeks to identify and inform management about how their employees perceive the management leadership style and the effects it has on their performance.

Organisation of the Study

This work is structured into five chapters. Chapter one is made up of the background to the study, purpose of the study, study objectives, research questions, research hypothesis, scope of study, limitation of study and significance of study. The chapter two is made up of the literature review with the empirical review providing insights into the various related areas to the study. The chapter three provides details on the research methods providing details on the research design, study area, population, sampling procedure, data collection instruments, data collection procedure, and data processing and analysis. The chapter four also discusses the results from the sampling. Chapter five is made up of the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The chapter presents a review of the various works done related to the study. Previous studies are important because they guide the researcher on other studies done on the topic. From this review, using the dependent and independent variable in the survey, a conceptual framework is developed which explains the framework of the study. This chapter has four sections; the theoretical review, conceptual definitions, the empirical literature review, and the conceptual framework.

Theoretical Literature Review

Leadership and its related styles has become widely studied aspect of organisations worldwide. Numerous theories have been developed based on the strategies, traits, styles and the approach to leadership. The theories underpinning this study are the democratic leadership, job-centred leadership and employee-centred.

Democratic Leadership Style

The word democratic is from the word democracy. The word democracy originates from the Ancient Greece where this concept began. The word democracy means the rulership or leadership by the simple people. The main idea in this concept was to make the people hold the power to decide instead of someone ruling over them. The modern concept of democracy is dated back to the Ancient Athens of 508 B.C., the idea of ruling as a group has been around for much longer. The democratic leadership theory dates to the studies done in the 1930s and 1940s. Kurt, Lippit and White (1940)

determined distinctive decision-making styles, which they thought were closely linked with leadership. They discovered the democratic leadership style. They defined democratic leadership style as the situation where the leader and subordinates shared an equal voice and not to showcase hierarchy. The leadership style involved appraisal of both the leader and the subordinates, with strong feedback structures available.

This style of leadership in an organisation aims at sharing of power and authority between leaders and their subordinates to provide involvement in decision making (Mullins, 2002). Everyone in the organisation is given the opportunity to participate, ideas are exchanged freely, and discussion is encouraged.

This kind of leadership tends to focus on organisational equality and free flow of ideas with the leader still there to guide and control the organisation. The leader distributes power and authority among members and uses feedback as the tool to guide and control the organisation. This style places responsibility on both the leader and the subordinates since they can participate in decision-making (Prerez, Milstein, Wood and Jacquez, 2000). The leader depends on his expert knowledge and referent power to manage subordinates.

Kurt et al. (1940) found that democratic leadership has three core elements. The elements are firstly; the leader would expect the subordinates to report to leaders regarding a given task. Secondly, the leader would expect the subordinates to exhibit self-confidence and the ability to get things done

without constant supervision. Lastly, they would expect the subordinates to involve others in the decision-making process and therefore not act alone.

This style can be categorized into democratic-consultative leader and democratic-participative. The democratic-consultative leader seeks the views and input from his subordinates to make final decision. The democratic-participative leader allows employees to contribute in decision making and decisions are made as a group. Good as it is, the concern expressed by Dubrin (1998) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. Consequently, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision. Seeking advice from an uninformed or incompetent group of subordinates may lead to disaster. Nevertheless, Goleman et al. (2002) postulates that a democratic leader keeps staff morale high and therefore positive climate prevails in the organisation.

Despite the diverse approach to the definition of leadership styles, most definitions of this theory agree on a set of core elements and functions. According to Gastil and Levine (2005), they outlined three core elements needed for the democratic leadership style to work. These elements are the distribution of leadership, the empowerment of subordinates and the aiding of democratic decision-making in deliberations.

The distribution of leadership is the first function of the democratic leadership framework. This leadership requires equally shared power without any hierarchy in decision-making. According to Arnold et al. (2016) indicated that, the leader must aim to evoke maximum involvement and participation of

every member in the group activities and in the determination of objectives. The leader's responsibility to share responsibilities doesn't mean each decision must always be made within the group. Depending on the specific roles and responsibilities, certain decisions might be only in the hands of the leader.

This sort of framework refers to the functionality of representative democracy. The leader might have the power to make certain decisions, guaranteed the he does it with the approval of his subordinates. Distribution of power for decision-making should be done based on carefully defined roles. The focus of distribution of leadership must aim at where no one person has concentrated power over others.

Empowering subordinates is one of the vital functions in democratic leadership. Empowerment of subordinates happens through the distribution of responsibilities and power to make decisions. This kind of leader doesn't just assume people should participate in decision-making but he actively requested people to contribute. Subordinates are also empowered through the development of their skills. Since the leadership model demands people to be part of decision-making process, they should look at enhancing people's skill set. Skill set such as public speaking, logical thinking and organisational skills aside the actual professional abilities required within the specific industry should be enhanced. The empowering should also aim to help subordinates develop their psychological abilities. According to Adorno (2016) he indicated that, leaders should never manipulate the masses through shrewd exploitation of their mentality. This implies that, instead of focusing on the paternal aspect of projecting an image of themselves to the subordinates, the democratic

leader should aim to genuinely develop the subordinate's own skills and abilities.

The last core function of the democratic leadership model which is aiding of democratic decision-making in deliberation involves the creation of structures that support and encourage deliberation. According to Gastil et al. (2005), this can be achieved through constructive participation, facilitation and the maintenance of healthy relationship and a positive emotional setting. This requires problem solving to be done through analysis and group deliberation. Solutions must reflect the group's effort and understanding of the situation, with a collective interest of the group being at the heart of the solution. In relation to facilitation, the leader's role is not to guide the decision itself but ensure there are structures for the process of decision-making. The role of the leader is to oversee that the process follows pre-set guidelines, which is important for decision-making. For leaders not to try to influence the outcome of decision-making, there should be a schedule and process for making decisions within groups. By this schedule, the leader can ensure decisions are made within the right amount of time.

The leader's role is to ensure new subordinates are assimilated to the organisation and the team. There's also a strong requirement for acting as a mediator to ensure any issues within subordinates are resolved quickly. This kind of leadership is characterised by group members been encouraged to share ideas and opinions, members feel more engaged in decision process and creativity among members is encouraged and rewarded. The democratic leader is characterised by his sincerity in seeking his subordinate's participation,

effectiveness in delegating tasks, offering help and guidance to subordinates, having trusted followers and he also trusts his followers

Job-Centred (Task Oriented) Leadership Style

Because of the lack of success in identifying useful leadership traits, researchers began to investigate other variables, especially the behaviours of leaders. The hypothesis developed was that effective leaders behaved differently than less-effective leaders. Hence, the goal was to develop a deeper understanding of leadership behaviours. The University of Michigan researchers began the studies on leadership and based on their extensive interviews with both leaders and subordinates, they identified two basic forms of leader behaviour which were the job-centred and the employee-centred (Likert, 1967). Leaders using job-centred leader behaviour pay close attention to subordinates' work, explain work procedures and are keenly interested in performance.

Leaders with this style manage followers in two main ways: by allotting tasks and instructing followers how to do them and by sharing responsibilities with followers and facilitating their participation, ideas and involvement (Northouse, 2003). This kind of leader carefully supervises followers in making sure they perform their tasks following the specific procedures.

The task-oriented leader focuses on the job completion. The leader's focus is on the task that must be done rather than who is doing it. This leadership style stresses on the structure, plans, and schedules. There are other

elements which this style considers which are creating detailed plans and schedule, prioritizing goals, frequently reviewing tasks to ensure the project is on track, setting and sticking to tight schedules for all aspects of the project and reviewing the elements of the task with his followers. This style of leadership focuses on getting the job done, group interaction in the direction of attainment of formal goals and well organised group activities rather than the welfare and motivation of subordinates.

The job-centred leader is very logical and analytical and has a very good understanding of how to get the job done by focusing on the workplace procedures. This leader understands that a major work is made up of many smaller tasks and can delegate the work accordingly to ensure that everything gets done in a timely and productive manner. Job-centred leaders have their attention on completion, deadlines and high standards which sometimes results in low morale and stifling of subordinates (Neil Kokemuller, 2007).

The job-centred leader has a strong orientation to get the job done and on time. When leading, they typically set out easy-to-follow work schedule with requirements and deadlines. This kind of leader is very good at following up on tasks to measure the progress. This leader also maintains a high standard for performance. They expect subordinates to deliver the required results in the allotted time. Because of this behaviour, they leave subordinates little room for idle chat which can improve efficiency in production for certain environments and work tasks. Employees with time management struggles and need structure to work function better because guidelines are laid out for them ahead of time. The main issue with excessive job-centred leader is a culture with low morale. Employees that are self-motivated usually find highly job-

centred leaders to be condescending and non-trusting. Employees who are motivated by achievement of goals mostly feel micro-managed or oppressed under task-oriented environment. Employees may begin to share their negative feelings that the leader doesn't care for them as a person but mainly focus on task achievements. This leader has the challenge of showing genuine concern for his employees. Another effect of a job-centred leaders is that; they stifle employee creativity. Employees that get used to having task and responsibilities clearly defined for them may with time give up on creative thinking and flexibility. Employees who are self-driven and prefer independence and creativity in their roles doesn't mesh well under this leadership style.

The task-oriented leader has the quality to maintain strong discipline to task completion and deadlines. A highly task-oriented leader has his focus on timing and quality of work such that he can lose sight of the need of showing consideration for his subordinates. This leader is often seen as an authoritarian leader because he acts on his own plans with little involvement of the subordinates.

Employee-Centred (People-Oriented) Leadership Style

According to David Harold Fink (2006), people are more easily led than driven. A leader tends to have a natural desire to either focus on the work at hand (task-oriented) or on the people that will be doing the work (people oriented) in the act of leadership. The employee-oriented leader is seen as empowering and supportive to their subordinates, showing respect and concern for their personal needs, and caring about their well-being (Bass, 2006).

The employee-centred leader believes in delegating decision-making to followers and in helping them satisfy their needs by creating a supportive work environment (Likert, 1967). This leadership style has its focus on the welfare and motivation of the followers. These leaders create trust, mutual respect and affinity with the followers and show concern, warmth, support and consideration for followers (Mullins, 2005).

This concept explains a key leadership style that underpins modern thinking on participatory and consultative leadership. This style leadership stresses on interpersonal relationships and sometimes associated with a participatory approach where leaders seek to involve other people such as followers, peers, superiors and other stakeholders (Saiyadin, 2003). These kinds of leaders focus on the employees more than the overall technical aspects of the work. This leadership style has been revealed to increase employee satisfaction ratings in terms of satisfaction with supervision and with the work itself.

The employee-centred workplace is designed such that all individuals, programs, processes, and systems are focused on helping employees become fully successful. The leader believes that when individuals in an organisation feel valued, will provide excellent products and service which will result in the achievement of organisational goals. In such an environment, everyone wins: workers, management, customers, vendors, and other stakeholders.

The employee-centred leader cares about their subordinates and invests in their success. Subordinates under this kind of leader is respected, valued and empowered. The increasing competitive landscape of goods and services,

an organisation's employees are the differentiator. Some of the characteristics of leaders who adopt this kind of leadership are that, good work of employees is recognised and rewarded, employees are seen and treated as valued partners of the organisation and invest in employee's success and growth.

Leaders with this style know that employee's achievements deserve to be recognised and rewarded. It may take the form of bonuses, incentives like extra vacation time, awards, small gifts or a "thank you" appreciation in a gathering of all employees. Good incentive programs can be beneficial in stimulating employees to meet specific organisational goals. This leader also knows that all employees, no matter your role are important contributors to the success of the organisation and its brand. Leaders treat subordinates as partners in the culture of mutual respect. Employees seen as partners are listened to by the leader, their inputs are sought, and their feedback acted upon. This process might take form of departmental meetings, inclusive brainstorming, or one-on-one conversation with the employees. Profit-sharing give employees a chance to literally invest in the organisation's success. Employees who know that they are valued partners of the organisation have interest in the success of the organisation's projects and are willing to go the extra mile. They feel appreciated and needed, which can result in lower turnover. And by listening to and seeking input from all employees, organisations can discover new ideas from sometimes unexpected sources. The central priority of this kind of leader is employee success and growth. The leader understands that the employee's career success and the success of the organisation go hand in hand. The leader discusses with employees about their career path and promotions from within and coach them which also give

employees incentive to stay with the company and continually grow. The leader promotes internal and external training, industry conferences, college tuition reimbursement not only to equip employees with valuable skills but also to let them know they are valued.

Conceptual Discussion

Leadership

Leadership has been a vital tool for organisations across the globe and as such has attracted many to research into it. Most of the research work conducted on the topic of leadership concentrates on matters of the quality of leadership, ability of a leader, or leadership effectiveness, or leadership styles. The progress and productivity of an organisation has it hinge on leadership. Despite the several researches over the years into leadership, there is no definition which has been universally accepted. According to Aldam (2003), leadership has been a complex concept. This has been validated by the several approaches used to define to the term leadership. Leadership has been defined from different sources and some of the definitions are discussed below.

Leadership is generally viewed as influencing, compliance, respect and cooperation. According to Anderson et, al. (1998), the leader exercise power over the followers to acquire their cooperation. The old leadership perception is also based on the leader's role as formulating goals and ensuring their

efficient accomplishment. Leadership is also defined as the process whereby an individual influence a group of people to achieve a common goal (Northouse, 2007, p3). This implies that a leader must have the influencing ability to mobilize his followers achieve a set goal. Mcswain (2010), of Lincoln University also defines leadership as a capacity, this means that, the capacity of a leader is to listen and observe, and to use their expertise as a starting point to encourage dialogue between all levels of decision-making, to establish processes and transparency in decision making, and to articulate their own values and visions clearly but not to impose them.

However, Kumar (2014) define leadership as a process by which some person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. These are achieved using leadership qualities such as beliefs, values, ethics, character, knowledge, and skills. Leadership is the integrated sharing of vision, resources, and value to induce positive change or achieve a specific goal. It is the ability to build up confidence and zeal among people and to create an urge in them to be led.

Leaders are required to develop the future vision, and to inspire the organisational members to want to achieve the visions and to improve the performance. Leadership is also seen as inspiring others to follow your vision within the constraints you set, to the extent that it becomes a shared effort, a shared vision, and a shared success (Zeitchik, 2012). According to Wammy & Swammy (2014), leadership as a social influence process in which the leader seeks the voluntary participation of his followers in an effort to reach organization goals and therefore a leader is a person who delegates or

influences others to act so as to carry out specified objectives. According to Hill (2008), leadership is the process of motivating, influencing and directing others in the organization to work productively in the pursuit of organisation. The various leadership concepts seem to agree on some characteristics of leadership. For instance, they agree that leadership does not take place in isolation but, it takes place with the participation of two or more people interacting and the leader seeks to influence the behaviour of other people. However, to a large extent, the various concepts leadership involves exercising power over followers to maintain the status quo. continuous improvement and power sharing with the followers. The various leadership concepts are either based on downward exercise of power and authority or develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organisation.

The concept of leadership was originally developed in traditional psychology to explain the social influence on groups (Calder, 1977). Leadership has been viewed by most people as being the most powerful or the biggest among the lots. Organisational leadership has different meaning than the one perceived by most people as been just the most powerful in a group. To define the concept of leader, the leader is the person who sets the direction or goal in an organisation or group and influences people to follow that direction or achieve that goal. Hence, leadership is the ability to influence a group towards the achievement of set goals.

The source of this influence may be formal because of one possessing a managerial rank in an organisation or informal such as non-sanctioned leadership, which is the ability to influence that arises outside the formal

structure of the organisation. The informal structure of leadership is important for situations where there is the result of interaction among leaders, the followers and the leadership situation. Leadership is generally deemed as an important element to group and organisational effectiveness. Therefore, leadership contributes significantly in the success or failure of organisation. Effective leadership in an organisation creates vision of the future that considers the legitimate long-term interest of the parties involved in the organisation to develop a strategy for moving forward towards that vision enlists the support of employees to produce the movement and motivates employees to implement the strategy.

Leadership Styles

Likert (1967) identified several leadership classifications systems. Firstly, it is the benevolent autocrat who employs a paternalistic approach to leadership. Secondly, it is the exploitative approach, which manages all decisions and informs subordinates of them. Thirdly, it is the consultation style, where the manager asks subordinate for input in decision-making and typically exercises general rather than close supervision. The participative style totally integrates workers in the decision-making process. Leadership and supervision by supervisors is necessary to create structure and direct and influence subordinates towards organisational goals.

For leadership to be effective, it depends on the character of the leader, the style of leadership, the characteristics of the followers and situation that exist in the organisation. Schermerhorn et al. (2000) and Hoy and Miskel (2001) categorize trait, behavioural and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational

leadership theories under the new leadership perspectives. The leadership theories can be generally categorized as the trait, behavioural, contingency and transformational theories.

Employee Performance

The topic of performance has been an important issue to us as people and organisations. Performance has not been a straightforward thing (Corvellec and Risberg, 2006). The right interpretation and definition of the word performance is vital and should never be misread in the context of its use. Mostly, performance is related to effectiveness and efficiency (Neely, Gregory and Platts, 1995). Performance is a relative concept defined in terms of some referent employing a complex set of time-based measurements of generating future results (Corvellec, 2007).

Every organisation is judged by its performance and as a result, for more than a decade, there have been radical changes experienced in the organizational environment. Because of greater competition in the global marketplace most organisations have greatly streamlined their operations (Collis, David and Montgomery, 2005).

Employee performance is defined as the level to which employees accomplish their work requirement (Millcorvich and Bondream, 1997). Employee performance in effect reflects the efficiency of the organisation. In the end, the individual performance of many employees is what culminates in the performance or achievement of goals of an organisation (Armstrong and Baron, 2005).

Organisational factors including leadership styles adopted have influence on the employee's performance. Employees' performance can be seen in how accurate they are in achieving their individual set goals in an organisation.

Leadership and Performance

Organisational success depends on the ability utilise human resources to the optimum. The good leader knows the need of employees in achieving organizational goals and the motivating these employees is of dominant importance. Effective organisations have people who are inspired to invest themselves in the organisation's mission. Employees in an organisation needs to be inspired to become effective, hence effective organisations need effective leadership (Howell and Shamir, 2005).

There are various factors that can used to measure the impact of leaders' behaviour on employee performance. Employee performance is a major issue amongst leaders. The leader is to answer how well an employee performs and whether his actions are relevant to reaching the organisation's goal. Tandoh, (2011) identified the various factors that measure impact of leaders' behaviour on employee performance under the broad headings of skills, abilities, traits and business results. Other determinants for measuring employee performance relevant to the organisation's survival and success are providing long-term customer satisfaction, achieving quality production levels, achieving adequate job and business knowledge, being dependable and reliable and leading effectively.

The numerous approaches adopted use several sources to acquire performance information for the measurement process. Some of these sources includes supervisors, subordinates, peers, self and customers. Selecting the best source of information depends on the task and organisation.

Appraising the performance of employees has become the process by which the employee's understanding of an organisation's goals and his or her progress toward contributing to them are measured.

Hakala (2008) indicates that performance measurement is a continuing activity for all leaders and their subordinates. There are several ways to measure employee performance and that measurement uses indicators of performance as well as assessments of those indicators. Some of the measurement are quality, quantity, cost-effectiveness and timelines.

Performance indicators need to be assessed through some means to identify the performance itself. Some of the means used are the employer's appraisal and peer appraisal (between employees). Change in employee performance can only be achieved when leaders are able to identify the key performance indicators with which they can monitor progress.

Empirical Review

For an organisation to remain competitive in such environment, it needs to get the best out of its assets, specifically the human assets. Most organisations believe that their human assets can provide them a competitive advantage and as a result contribute to the organisation's performance. Employees play an essential role in the organisation's success and have a positive effect on the organizational performance (Collins et al., 2005). The

main influence on the organisation's performance is the quality of its workforce at all levels.

Amos et al. (2004) found that, "the effective management of individual performance is critical to the execution of strategy and the organisation achieving its strategic objectives". Whetten and Cameron (1998) found that, individual performance is the product of ability multiplied by motivation. Moreover, Elias and Schwab (2006) agree with the belief that performance is ultimately an individual phenomenon with environmental factors influencing performance. Fiedler and House, (2008) show that, organisational performance will suffer in direct proportion to the neglect of inspiring employees to become effective. Eventually, it is the individual employee who either performs or fails to achieve a set goal. For organisations to perform, individuals should set personal goals which leads to the achievement of the collective organisational goal (Elias et al., 2006). Employees are key elements in the achievement of organisational goals thus; effective leadership will enable greater participation and involvement of the entire workforce which influence both individual and organisational performance (Bass and Riggio, 2006).

Effective leader behaviour enables the achievement of the employee's desires which results in efficient performance (Fiedler and House, 2008). Kotterman (2006) argues for the increasing need of leadership in organisations, because of the substantial shifts in the business environment. Such substantial change is the intensity of competition which requires the need for more participation of the total workforce. Bass et al. (2006) indicates that, current business environment research has proved that leaders have influence

on their subordinate's performance and as to whether their organisation fail or succeed. Effective leaders understand what motivates employees and how their strengths and weaknesses affect their decisions, actions, and relationship. There is agreement in the literature (Bass et al., 2006) that leadership is a crucial element in the success or failure of an organisation; excellent organisations begin with excellent leadership, and successful organisations therefore reflect their leadership. Effective leaders are those whose influence they exert over their subordinates works towards the achievement of organisational performance (Jones and George, 2000). There are some studies (e.g. Lee and Chuang, 2009; Das, 2002) which shows that the duty of leadership is very important for an organisation to achieve a high level of performance. Moreover, there are other studies (e.g. Akpala, 2008; Densten, 1999) shows that the role of leadership is no very important in achieving the organisational performance.

Research has shown that cultures differ from the Western to the non-Western. Culture is an integral element in organisational management. Understanding cultural similarities and differences can be an important factor in the world of international business (Kagari, 2011; Matondo, 2012; Manyak & Mujtaba, 2013). Knowing the basic values of a culture makes individual behaviours predictable (Kagari, 2011). According to Manyak & Mujtaba (2013) study on the relationship between task-oriented and people oriented in Uganda shows that workers are comfortable with both style of leadership. According to them, an American and Ugandan manager may find some commonalities because both have similar leadership behaviours.

Research by Veronica (2011) it was observed that there was a strong correlation between job-centred leadership behaviours showed by leaders in Guinness Ghana Breweries Limited and employee performance. According to her, job-centred leaders have substantial positive influence on performance and productivity. Managers of the organisation are focused on getting results and as result only motivate employees to give their best to increase productivity. People-centred and democratic behaviours were found to be very insignificant and correlation showed a decrease in performance by employees.

Consequently, based on the previous literature, leadership behaviours in the organisation have some level of influence on the employee performance and are varied across countries and industries. Evidence gathered indicates that, leadership behaviour differs with organisations and as such a single leadership style cannot be adopted for all organisations. Therefore, the need to study the perceived leadership styles adopted in automobile industries by employees and its influence on employee performance.

Conceptual Framework

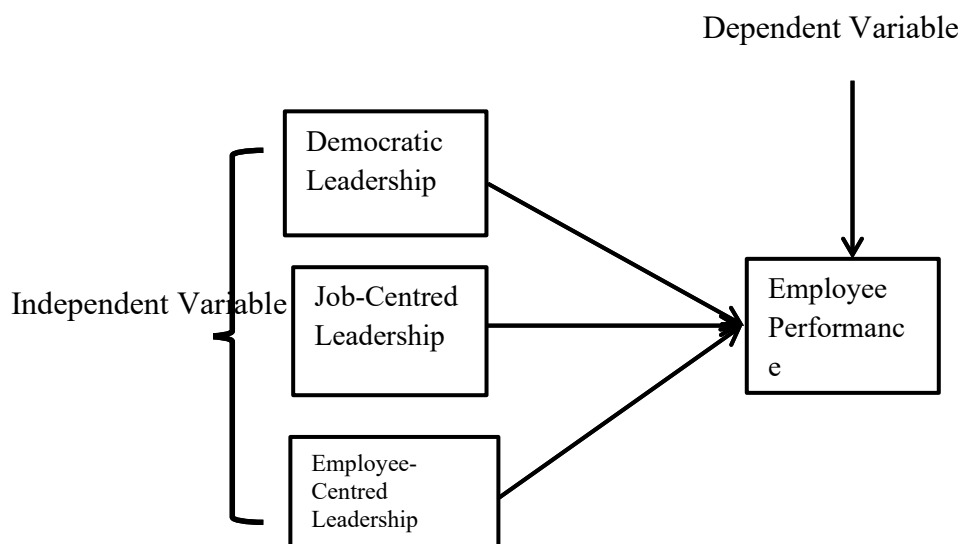


Figure 1: Conceptual Framework of the relationship between employee performance which is the dependent variable and management leadership style which is the independent variable.

From the conceptual designs, it relates how employee performance as a dependent variable is influenced by independent variables of management leadership styles which are democratic, job-centred and employee-centred leadership styles.

Summary

Leadership is a vital tool in organisational activities. The survival of an organisation is dependent on the quality of its leadership. Leadership is defined as the process of motivating, influencing and directing others in the organization to work productively in the pursuit of organisation. The objective of the study explores the democratic, job-centred, and employee-centred leadership styles. The democratic leader shares power and authority among subordinates and uses feedback as the tool to guide and control the organisation. The job-centred leader has his focus on the task completion and meeting deadlines rather than the person doing it. He stresses on the structure, plans and schedules for the task to be done. The employee-centred leader leads by delegating decision-making to subordinates and focus on helping them to

satisfy their personal needs by creating a supportive work environment. This leader believes when the personal needs of employees are met they will in turn meet organisational goals. The success of an organisation depends on the ability to optimise human resources. The good leader knows the importance of employees in achieving organisational goals and motivating these employees is vital. Effective organisations have people who are inspired to invest themselves in the organisation's mission.

CHAPTER THREE

RESEARCH METHODS

Introduction

This study seeks to explain the perception of employees on management leadership styles and its influence on their performance. This chapter presents the methodology used to undertake the study. It explains the methods used to collect data required in the study. It also discusses the research area, population, sampling procedures, data collection instruments, data collection procedures and data processing and analysis.

Research Design

Research has various design alternatives available for the researcher to use. The objectives of the researcher will determine the appropriate research design to be adopted. The research design alternatives are the exploratory, descriptive and casual or explanatory. Exploratory research is an effort to connect ideas to understand cause and effect. The researcher uses the exploratory if he intends to explain a phenomenon. Descriptive research is used to describe the characteristics of a population or phenomenon under study. This has three main types which are the observation, case-study and survey methods. Explanatory design is used when the researcher wants to connect different ideas to understand the different reasons, causes and their effects. Mostly research starts from exploratory, then descriptive and then explanatory research.

The aim of this study is to assess employee perception of management leadership style and its influence on their performance at Toyota Ghana Company Limited, Tema Branch. Hence, this study adopted a descriptive

research design and specifically a survey method. According to Amin (2005), the survey research design would be important in Toyota Ghana Company Limited since it would help in collecting systematic data on different respondents at the same time. Convenience sampling of respondent was adopted to make sure that employees found at the workplace were the ones used for the study. The research approach used was quantitative to allow for descriptive and inferential analysis.

Study Area

This study had its broad focus on the whole automobile industry in Ghana with a specific area of study at Toyota Ghana Company Limited. In 2010, TGCL had a little over 19% of the total number of new vehicles sold in the country followed by 10.31% for Rana Motors who are dealers in KIA vehicles (Ghana Automobile Distributors Association, 2010). TGCL has won the international organisational award from Toyota Motor Cooperation - Japan for Africa from 2013 to 2017 due to their excellent organisational performance. Hence, it's appropriate to use TGCL to assess employees' perception of management leadership and its influence on their performance.

The study was conducted in Toyota Ghana Company Limited at the Tema branch. Data collected from the branch was used to generalise the findings of the research. The branch is composed of the Sales department, Service department and the Spare Parts department. This branch was chosen because of its closeness to the researcher and because it has a larger number of employees who are not managers as compared to other branches.

Study Population

The study was conducted among sales, service and spare parts staff of TGCL. The categories were chosen because most employees at the various sections were not managers and were directly affected by management decisions. As a result, they would be able express how they perceive management leadership styles and the influence it has on them as employees.

The study's population was 90 employees at the Tema Branch. From the stated population of respondents, the researcher consulted the Human Resource department and Management Control department to obtain permission to collect data from all the 90 employees. The researcher used census to collect data from employees because he wanted to collect complete information from them (Victor Jupp, 2006)

Sampling Procedure

Sampling is the process of choosing a representative group from the population under study. The sample is the group of people who take part in the investigation or from whom data are collected. The target population is the total group of individuals from which the sample is drawn.

Sample Size

There are various methods in determining the sample size of a population. Some of the methods used are the purposeful, key informant, convenience, random selection, stratified sampling and whole population. The method used for this study is the stratified sampling where the whole population of TGCL Tema Branch was divided into subpopulations of Sales,

Service and Spare Parts. Random samples are taken from the various subpopulations for data collection. To obtain a detailed data, the researcher adopted a census method to collect data from all the employees of TGCL Tema Branch.

Sampling Technique

There are two main types of sampling techniques namely the probability and non-probability sampling. The main difference between the two types is whether the sampling involves randomisation. Randomisation is when all the members of the sample have an equal opportunity of being selected for the study. The probability sampling uses randomisation and take steps to make sure all members of the population have a chance of being selected. Non-probability sampling is used where randomisation is not possible to obtain a sample.

The study adopted the probability sampling technique where each person has a chance of been selected. All the employees used for data collection divided into 35 service employees, 30 spare parts employees and 25 sales employees.

Data Collection Instruments

Data for this study was made up of both primary and secondary data. Primary data for this study was collected using a structured self-complete research questionnaire. The questionnaires were distributed to the targeted population. Secondary data for the study was collected from text books, journals, articles and other works people have done on the topic.

Questionnaire Design

Bryman and Bell (2003), indicated that closed questions advantages such as it been easy to process answers, it makes comparing answers easier and makes it easier to show relationship between variables. A self-complete questionnaire was developed with all questions been closed questions for easy analysis and display of relationship between variables. The questions were developed to be easily understood and followed by the respondents.

Questionnaire Structure

The questionnaire proposed used for this study was divided into four parts. The Part A was the introduction, and the Part B collects employee's demographic data. Part C had series of statements to collect data on employees' perception of management leadership styles in TGCL Tema Branch. Five-point rating was used for this part ranging from strongly disagree to strongly agree. Part D captured employees' performance and productivity rating under the leadership style. For this part, a five-point rating was also used to measure it ranging from very low to very high. Lastly Part E was the appreciation for filling out the questionnaire.

Validity and Reliability of Instrument

The validity and reliability of the research instrument is very important in ensuring accuracy and generalisation of the research findings. The study adopted scales which had been validated by others. Multi factor Leadership Questionnaire developed by Avolio and Bass (1995) modified to suit the context of the study was used to measure the leadership styles. Employee performance and productivity was measured using the adopted scale of Yousef (2000) modified to suit the objectives of the study. The reliability of the instrument was measured by the producing Cronbach's alphas which were

compared to the standard cut-off point of 0.7. Pallant (2013) indicates that, a Cronbach's alpha higher than 0.7 indicates internal consistency of the instrument. Each scale's Cronbach's alpha was produced and the results presented in the Table 3.1. The Cronbach's alphas produced ranged from 0.807 to 0.912. These coefficients were all higher than the conventional level of 0.7, showing that each scale used in the study had acceptable internal consistency and therefore reliable in data collection.

Table 1: Questionnaire Reliability Statistics

| Scale | Number of Questions | Alpha |
|-----------------------------|---------------------|-------|
| Democratic Leadership | 6 | 0.884 |
| Job-Centred Leadership | 6 | 0.861 |
| Employee-Centred Leadership | 7 | 0.807 |
| Employee Performance | 8 | 0.912 |

Source: Field survey, Fosu (2018)

Questionnaire Pre-testing

Pre-testing is very important step in this study. To ensure all kinds of errors associated with the survey are reduced, the research instrument was pretested. Pre-test was conducted to improve the quality of data to be collected significantly. The pre-test was done on a small scale of 20 respondents of the same nature of the population selected. The test had the respondents asked a series of questions relating to the survey as well as the process of data collection during. The results of the pre-test helped in fine tuning the questionnaire to be easily understood and collect data to help address the objectives of the study.

Data Collection Procedure

Based on the permission of the Human Resource manager, 90 employees were reached to complete questionnaire. The researcher took two weeks to administer the questionnaires to the respondents. He divided the respondents into service, spare parts and sales. Data were collected on Mondays, Wednesday and Fridays during the one (1) hour lunch break for two consecutive weeks.

Most of the correspondents wanted to complete the questionnaire in the presence of the researcher as a result took much time for the researcher to administer the questionnaires. Few of the respondents required they will fill and submit it later in the day they received the questionnaire. Data collection for the study was smooth with 88 questionnaires out of the 90 questionnaires administered were received. This represented about 98% of total respondents received. The 2% of the questionnaires not received were because the respondents proceeded on leave.

Data processing and Analysis

The data collected were classified and coded to enable efficient data analysis. The correctness of the data entry was checked to eliminate errors. The coded data was then entered into SPSS (Statistical Package for the Social Sciences). Each of the leadership styles were assessed with their sub items.

The kind of data used for this research is ordinal because the data denotes quantities that have natural ordering. The Likert scale, which is used in measuring choice in a rating scale for instance 1 to 5, was used to produce the ordinal data. The scales used for the items were 1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, and 5 – strongly agree. The mean, and standard deviation of the data were determined. For ordinal data, when measuring the central tendencies, the median or mode is usually used. For ordinal data, the median is appropriate for defining the data's direction and order of sequence. According to Jamieson (2004), it is statistically correct to use the median or mode as the measure of the central tendency of ordinal data.

The mode of analysis adopted by the study was the descriptive and inferential statistical techniques. Amin (2005) indicated that, descriptive statistics provides the techniques of numerically and graphically showing information that gives an overall view of the data collected. For the inferential statistics, Pearson's correlation was adopted to assess the relationship and effects according to the hypothesis of the study.

Summary

The study adopted the quantitative research approach which allowed for descriptive and inferential analysis. The descriptive research design specifically the survey method was used in the study. The population adopted was TGCL but due to time and financial constraints, the population was focused on TGCL Tema branch. Stratified sampling was used with the sample grouped into three sections namely the service, spare parts and sales. Total of 90 questionnaires were administered with 88 questionnaires received for data processing and analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents and discusses the findings of the study. It is made up of section 4.2 which describes the sample, section 4.3 which presents the findings according to the research objectives and section 4.4 discusses them.

Description of the Sample

Data on the respondents' demographics were collected and analysed. The variables included in the demographic data were sex, age, marital status, education and department.

Questionnaire Return Rate

Table 2 presents the percentage of questionnaires filled and returned for analysis and those that were not returned. From the table, 88 questionnaires were returned representing 98% and 2 questionnaires were not returned representing 2%.

Table 2: Questionnaire Return Rate

| Questionnaire | Number | Percentage (%) |
|---------------|--------|----------------|
| Returned | 88 | 98 |
| Not Returned | 2 | 2 |
| Total | 90 | 100 |

Source: Field survey, Fosu (2018)

Distribution of Respondents by Gender

Table 3 presents the distribution of the respondents by gender. From the data collected, it is clear that majority of the respondents, 60 (68.2%), were male as opposed to females who were 28 (31.8%). The data shows that there is greater number of male employees than female employees in Toyota Ghana Company Limited, Tema Branch.

Table 3: Gender Distribution

| Category | Frequency | Percentage (%) |
|----------|-----------|----------------|
| Male | 60 | 68.2 |
| Female | 28 | 31.8 |
| Total | 88 | 100 |

Source: Field survey, Fosu (2018)

Distribution of Respondents by Age

Table 4 show the aged distribution of the respondents. It is clear the majority of the respondents, 46 (52.3%), were in the age range of 25-35 years, which was followed by 26 (29.5%), in the age range of 36-45 years and the least age range was below 25 years which was represented by 16 (18.2%). This implied that the majority of the employees who took part in the study were aged 25-35 years.

Table 4: Age Distribution

| | Frequency | Percentage (%) |
|----------|-----------|----------------|
| Below 25 | 16 | 18.2 |
| 25 – 35 | 46 | 52.3 |
| 36 – 45 | 26 | 29.5 |
| Total | 88 | 100 |

Source: Field survey, Fosu (2018)

Distribution of Respondents by Marital Status

Table 5 presents the distribution of the marital status of the respondents. From the table, it is clear that majority of the respondents, 46 (52.3%), were married as opposed to 42 (47.7%), who were single. This presupposes that generally, the margin between married and single employees is minimal. This implied that were fairly equal representation of married and single employees in Toyota Ghana Company Limited, Tema Branch.

Table 5: Marital Status Distribution

| | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Single | 42 | 47.7 |
| Married | 46 | 52.3 |
| Total | 88 | 100 |

Source: Field survey, Fosu (2018)

Distribution of Respondents by Education Level

Table 6 presents the results of sample distribution by education level. The results show that the majority of the respondents 46 (52.3%) were bachelor degree holders followed by 21 (23.9%) who were higher diploma holders. The least of 5 (5.7%) were diploma holders. This implies that the respondents were in a position to give a very fair assessment of their performance as well as that of leadership styles of management in the organisation.

Table 6: Education Distribution

| | Frequency | Percentage (%) |
|----------------|-----------|----------------|
| Diploma | 5 | 5.7 |
| Higher Diploma | 21 | 23.9 |
| Degree | 46 | 52.3 |
| Masters | 16 | 18.2 |
| Total | 88 | 100 |

Source: Field survey, Fosu (2018)

Distribution of Respondents by Department

Table 7 presents the distribution of respondents by department. The results show that majority of respondents 34 (38.6%) were from the service department followed by 30 (34.1%) from Spare Parts and the least of 24 (27.3%) from the sales department. The results generally show that the margin

between the various departments is minimal. This implied that there were fairly equal respondents received from the various departments.

Table 7: Department Distribution

| | Frequency | Percentage (%) |
|-------------|-----------|----------------|
| Sales | 24 | 27.3 |
| Service | 34 | 38.6 |
| Spare Parts | 30 | 34.1 |
| Total | 88 | 100 |

Source: Field survey, Fosu (2018)

Main Findings

The following subsections present the results as defined by the research objective.

Objective 1: Employee Perception of Leadership Style and Employee Performance

This section presents the results of the descriptive statistics of leadership styles and employees' performance. This assessment was undertaken for three (3) main leadership styles. These leadership styles were democratic leadership styles, job-centred leadership styles and employee-centred leadership styles.

Democratic Leadership Style

Table 8 presents the descriptive statistics of the findings for democratic leadership style expressed in mean, median, mode and standard deviation. The

number of respondents used for the findings were 88. From the results, item “your creativity is encouraged and rewarded by management” had the highest mean of 3.4773 which represents neutral on the five-point Likert scale with a standard deviation of 0.88379. This is followed by the item “management actively request you to contribute in decision-making process” with a mean of 3.1250 and standard deviation of 0.88165. The item with the least mean was “management encourage you to involve team members in decision-making than to act alone” with a mean of 1.7273 and standard deviation of 0.893490. The overall democratic leadership style had a mean of 2.6534 which represents disagree on the five-point Likert scale with a standard deviation of 0.57415

Analysing the mean of the six items and overall democratic leadership style, we can conclude that the employees at TGCL do not perceive the management leadership style to be democratic.

Table 8: Descriptive Statistics on Democratic Leadership

| | N | Mean | Std. Deviation |
|-----------------|----------|-------------|-----------------------|
| Feedback | 88 | 1.8636 | .80490 |
| Team members | 88 | 1.7273 | .89349 |
| Hierarchy | 88 | 2.5455 | .99318 |
| Contribution | 88 | 3.1818 | .97728 |
| Creativity | 88 | 3.4773 | .88379 |
| Decision-making | 88 | 3.1250 | .88165 |

| | | | |
|------------|----|--------|--------|
| Democratic | 88 | 2.6534 | .57415 |
|------------|----|--------|--------|

Source: Field survey, Fosu (2018)

Job-Centred Leadership Style

The descriptive statistics of the findings for job-centred leadership expressed in terms of mean, and standard deviation is shown below in Table 9. Analysing the overall Job-centred leadership style statistically, the mean was 4.1326, and standard deviation was 0.33540 for all the 88 respondents. On the five-point Likert scale, a mean mark of 4.1326 for Job-centred leadership for all the 88 respondents (representing ‘agree’ in the Likert scale), indicates that employees agree that TGCL management leadership style is job-centred. From the 88 respondents, the minimum mean mark of 3.9205 (representing ‘neutral’ on the Likert scale) and the maximum mean mark of 4.2727 (representing ‘agree’ on the Likert scale) indicates that the employees perceive TGCL management leadership style to be job-centred. The question “management frequently review tasks to make sure project is on track” under Job-centred for all the 88 respondents had the highest mean mark of 4.2727 (representing ‘strongly agree’ on the Likert scale) indicating that employees strongly agree that their task is frequently reviewed by management. This is followed by the item “management set easy-to-follow working procedures which allows little or no creativity from you” with mean of 4.2500 and standard deviation of 0.62972. This is also followed by the item “management stick to plans and schedules to complete task on time” with mean of 4.1477 and standard deviation of 0.57814. The item with least mean of 3.9205 was “management doesn’t show any consideration for your personal feelings”.

Table 9: Descriptive Statistics on Job-Centred

| | N | Mean | Std. Deviation |
|---------------|----------|-------------|-----------------------|
| Stick to Plan | 88 | 4.1477 | .57814 |
| Review tasks | 88 | 4.2727 | .58186 |
| Interaction | 88 | 4.1023 | .58800 |
| Procedures | 88 | 4.2500 | .62972 |
| Deliver | 88 | 4.1023 | .48042 |
| Consideration | 88 | 3.9205 | 1.01960 |
| Job Centred | 88 | 4.1326 | .33540 |

Source: Field survey, Fosu (2018)

Employee-Centred Leadership Style

The descriptive statistics for all the 88 respondents in terms of mean, and standard deviation for the questions asked under employee-centred and the overall employee-centred leadership style is presented below in Table 10. The descriptive statistics for employee-centred leadership style for all the 88 respondents resulted in a mean of 3.3247 and standard deviation of 0.61711. The mean mark of 3.3247 (approximately 3 represents 'neutral' in the Likert scale), suggesting that employees' perception of TGCL management use of employee-centred leadership style was neutral. The item with the highest mean of 3.829 was "management shows concern to your welfare", followed

by “management respects and values you” with mean of 3.7386. This is followed by item “management recognises and rewards your good work” with mean of 3.6705 and the item with the least mean of 2.3182 was “management discusses with you about your career path and help you to succeed”.

Comparing the mean scores for all the seven questions and that of the overall employee-centred for all the 88 respondents, it can be concluded that employees’ perception was neutral on this kind of management leadership style for TGCL management.

Table 10: Descriptive Statistics on Employee-Centred

| | N | Mean | Std. Deviation |
|------------------|----------|-------------|-----------------------|
| Welfare | 88 | 3.829 | .8196 |
| Interest | 88 | 2.8864 | .88968 |
| Respect | 88 | 3.7386 | .68639 |
| Recognise | 88 | 3.6705 | .73846 |
| Incentive | 88 | 3.5455 | .93353 |
| Career | 88 | 2.3182 | 1.03441 |
| Environment | 88 | 3.2841 | 1.1341 |
| Employee-Centred | 88 | 3.3247 | .61711 |

Source: Field survey, Fosu (2018)

Summary of Leadership styles

The table 11 below shows the overall mean and standard deviation for democratic, Job-centred and employee-centred leadership styles results from

the findings. From the table, job-centred leadership style had the highest mean of 4.1326 with a standard deviation of 0.33540 followed by employee-centred leadership style with mean of 3.3247 and standard deviation of 0.61711 and lastly democratic leadership style with mean of 2.6534 and deviation of 0.57415.

From the results, it can be concluded that, employees perceive TGCL management leadership adopted to job-centred.

Table 11: Descriptive Statistics on Overall Leadership Styles

| Leadership Style | Mean | Std. Deviation |
|------------------|--------|----------------|
| Democratic | 2.6534 | .57415 |
| Job-centred | 4.1326 | .33540 |
| Employee-Centred | 3.3247 | .61711 |

Source: Field survey, Fosu (2018)

Employee Performance

The descriptive statistics for all the 88 respondents in terms of mean, median and standard deviation for the questions asked under employee performance and the overall employee performance is presented below in Table 12. The descriptive statistics for employee performance for all the 88 respondents resulted in a mean of 4.1364 and standard deviation of 0.38077. The mean mark of 4.1364 (representing ‘agree’ in the Likert scale) for all the 88 respondents indicate that employee’s performance was enhanced. The questions asked under employee’s performance with the highest mean of 4.4205 was “my productivity contributes to the overall success of the

organisation” followed by question “my manager always set targets for me to achieve” with a mean of 4.38. The question with the lowest mean of 3.7614 was “my performance is recognised by management”.

From the results of the descriptive statistics, employees perceive the leadership style of TGCL management has a positive influence on their performance.

Table 12: Employee Performance

| | N | Mean | Std. Deviation |
|----------------------|----------|-------------|-----------------------|
| Achieve | 88 | 4.38 | .59561 |
| Targets | 88 | 4.13 | .57098 |
| Equipped | 88 | 4.284 | .64235 |
| Supervision | 88 | 4.0568 | .76351 |
| Correction | 88 | 3.9545 | .67652 |
| Solve | 88 | 4.09 | .517 |
| Productivity | 88 | 4.4205 | .54079 |
| Performance | 88 | 3.7614 | .72705 |
| Employee Performance | 88 | 4.1364 | .38077 |

Source: Field survey, Fosu (2018)

Pearson Correlation Analysis

The Pearson’s correlation with two tailed tests of statistical significance at 0.05 levels was carried out to find the strength of association

and consistency of the relationship between the leadership styles and employee performance.

Objective 2: Effect of Democratic Leadership Styles on Employee Performance

Table 13 presents the results of bivariate correlation based on Pearson correlation statistics for the questions asked under democratic leadership styles and employee performance. The results for all the 88 respondents showed some of the questions been negatively correlated with either been significant and insignificant. This occurred between “management expects you to give feedback on task given” and “I am well equipped with skills to perform my task” ($r = 0.008$, $p = -0.280$), “authority is distributed equally without any hierarchy in decision making” and “I always work to achieve my given targets” ($r = 0.046$, $p = -0.214$), “authority is distributed equally without any hierarchy in decision making” and “I deliver very well without supervision” ($r = 0.025$, $p = -0.238$), “you feel more engaged in decision making process” and “I always work to achieve my given targets” ($r = 0.007$, $p = -0.285$), “you feel more engaged in decision making process” and “I am well equipped with skills to perform my task” ($r = 0.021$, $p = -0.246$) and “you feel more engaged in decision making process” and “I deliver very well without supervision” ($r = 0.012$, $p = -0.267$). Despite the negative correlations, there were other questions which had results of positive correlation. This occurred between, “management actively request you to contribute in decision making process” and “I always work to achieve my given targets” ($r = 0.01$, $p = 0.273$), “management actively request you to contribute in decision making process” and “I always deliver without returns for correction” ($r = 0.003$, $p = 0.308$),

“your creativity is encouraged and rewarded by management” and “I always work to achieve my given targets” ($r = 0.009$, $p = 0.279$) and “your creativity is encouraged and rewarded by management” and “I always deliver without returns for correction” ($r = 0.012$, $p = 267$).

This result suggests that TGCL management may not be applying democratic leadership style enough and that is impacting negatively on employee performance. Analysing the strength of correlation in the Table 13, there is a clear indication that democratic leadership style is not profound in TGCL

Table 13: Pearson's Correlation between Democratic Leadership Style and Employee Performance

| | | Achieve | Targets | Equipped | Supervision | Correction | Solve | Productivity | Performance |
|--------------|-----------------|---------|---------|----------|-------------|------------|-------|--------------|-------------|
| Feedback | Pearson | -.153 | -.159 | -.280** | -.043 | -.054 | -.080 | -.104 | -.135 |
| | Correlation | | | | | | | | |
| | Sig. | .156 | .139 | .008 | .688 | .619 | .457 | .333 | .210 |
| | (2-tailed) | | | | | | | | |
| Team members | Pearson | -.102 | .006 | -.164 | -.078 | -.135 | .054 | -.022 | .129 |
| | Correlation | | | | | | | | |
| | Sig. | .344 | .955 | .127 | .469 | .210 | .616 | .841 | .232 |
| | (2-tailed) | | | | | | | | |
| Hierarchy | Pearson | .184 | -.214* | -.156 | -.238* | .191 | -.187 | -.047 | .119 |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .087 | .046 | .148 | .025 | .074 | .081 | .666 | .271 |
| | | | | | | | | | |
| Contribution | Pearson | .273* | .079 | -.083 | .017 | .308** | .012 | .049 | .078 |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .010 | .466 | .441 | .877 | .003 | .909 | .647 | .470 |
| | | | | | | | | | |

| | | | | | | | | | |
|-----------------|-------------|--------|---------|--------|--------|-------|-------|-------|------|
| Creativity | tailed) | | | | | | | | |
| | Pearson | .279** | .075 | -.059 | -.160 | .267* | -.096 | -.064 | .108 |
| | Correlation | | | | | | | | |
| | Sig. (2- | .009 | .490 | .583 | .137 | .012 | .374 | .554 | .318 |
| | tailed) | | | | | | | | |
| Decision making | Pearson | -.027 | -.285** | -.246* | -.267* | .087 | -.202 | -.208 | .011 |
| | Correlation | | | | | | | | |
| | Sig. (2- | .800 | .007 | .021 | .012 | .422 | .060 | .052 | .917 |
| | tailed) | | | | | | | | |

Source: Field survey, Fosu (2018)

Objective 3: Effect of Job-Centred Leadership Style on Employee Performance

Table 14 presents the results of bivariate correlation based on Pearson correlation statistics for the questions asked under job-centred leadership styles and employee performance. The results of all the 88 respondents showed some of the questions been negatively correlated. The significant and negative correlation occurred between, “management doesn’t show any consideration for your personal feelings” and “my performance is recognized by management” ($r = 0.047$, $p = -0.212$).

There was significant and positive correlation between some of the questions. This occurred between, “management make sure you stick to plan and schedules to complete task on time” and “my manager always set targets for me to achieve” ($r = 0.000$, $p = 0.566$), “management make sure you stick to plan and schedules to complete task on time” and “I deliver very well without supervision” ($r = 0.001$, $p = 0.545$), “management make sure you stick to plan and schedules to complete task on time” and “I always deliver without returns for correction” ($r = 0.0037$, $p = 0.523$), “management make sure you stick to plan and schedules to complete task on time” and “my productivity contributes to the overall success of the organisation” ($r = 0.001$, $p = 0.587$), “management organise interactions in the direction of formal goals rather than your welfare and motivation” and “I always deliver without returns for correction” ($r = 0.05$, $p = 0.694$), “management organise interactions in the direction of formal goals rather than your welfare and motivation” and “I am always proactive in solving problems which results in the desired outcome of the task given me” ($r = 0.001$, $p = 0.547$), “management expects you to deliver

results in the allotted time without excuses” and “I am always proactive in solving problems which results in the desired outcome of the task given me” ($r = 0.024$, $p = 0.54$), “management doesn’t show any consideration for your personal feelings” and “I deliver very well without supervision” ($r = 0.023$, $p = 0.542$), “management review tasks to make sure project is on track” and “my productivity contributes to the overall success of the organisation” ($r = 0.015$, $p = 0.659$), “management set easy-to-follow working procedures which allows little or no creativity from you” and “my productivity contributes to the overall success of the organisation” ($r = 0.001$, $p = 0.643$) and “management set easy-to-follow working procedures which allows little or no creativity from you” and “my performance is recognised by management” ($r = 0.001$, $p = 0.547$).

Analysing the correlation strength in the Table 14, it suggests that TGCL management may be applying job-centred leadership style.

Table 14: Pearson's Correlation between Job-centred Leadership Style and Employee Performance

| | | Achieve | Targets | Equipped | Supervision | Correction | Solve | Productivity | Performance |
|--------------|-----------------|---------|---------|----------|-------------|------------|--------|--------------|-------------|
| Stick plan | Pearson | .566** | .182 | .102 | .545** | .523* | .147 | .587** | .112 |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .000 | .090 | .343 | .001 | .037 | .172 | .001 | .298 |
| Review task | Pearson | -.109 | .025 | -.025 | .042 | -.143 | -.160 | .659* | -.116 |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .314 | .816 | .816 | .695 | .183 | .137 | .015 | .281 |
| Interactions | Pearson | -.180 | .061 | .105 | .694** | .099 | .547** | -.137 | .004 |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .094 | .574 | .331 | .005 | .361 | .001 | .204 | .971 |
| Procedures | Pearson | .199 | .032 | -.007 | .161 | .054 | .035 | 0.643** | .547** |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .063 | .767 | .948 | .133 | .618 | .744 | .001 | .001 |
| Deliver | Pearson | .101 | .200 | .165 | .203 | .156 | .540* | .142 | .104 |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .347 | .062 | .123 | .057 | .147 | .024 | .186 | .337 |

| | | | | | | | | | |
|---------------|-----------------|------|------|-------|-------|--------|-------|------|--------|
| Consideration | Pearson | .146 | .137 | -.053 | .542* | .345** | .510* | .166 | -.212* |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .175 | .202 | .625 | .023 | .001 | .050 | .123 | .047 |

Source: Field survey, Fosu (2018)

Objective 4: Effect of Employee-Centred Leadership Style on Employee Performance

Table 15 presents the results of bivariate correlation based on Pearson correlation statistics for the questions asked under employee-centred leadership styles and employee performance. The results of all the 88 respondents showed some of the questions been negatively correlated. The questions which were significant with the highest negative correlation occurred between, “management has interest in you than the work itself” and “I always work to achieve my given targets” ($r = 0.000$, $p = -0.376$).

The results of all the 88 respondents also produced positive correlation between some of the questions. The pairing which was significant with the highest positive correlation value occurred between “management respects and values you” and “my performance is recognised by management” ($r = 0.000$, $p = 0.472$). This was followed by the correlation between “management have incentive packages to motivate employees” and “I always deliver without returns for correction” ($r = 0.000$, $p = 0.386$).

Table 15: Pearson's Correlation between Employee-centred Leadership Style and Employee Performance

| | | Achieve | Targets | Equipped | Supervision | Correction | Solve | Productivity | Performance |
|------------|-----------------|---------|---------|----------|-------------|------------|-------|--------------|-------------|
| Welfare | Pearson | -.052 | -.195 | -.125 | .089 | .069 | -.126 | -.122 | .201 |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .631 | .068 | .245 | .409 | .524 | .243 | .259 | .060 |
| | N | 88 | 88 | 88 | 88 | 88 | 88 | 88 | 88 |
| Interest | Pearson | -.068 | -.376** | -.325** | -.261* | -.009 | -.177 | -.019 | .295** |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .529 | .000 | .002 | .014 | .936 | .099 | .861 | .005 |
| | N | 88 | 88 | 88 | 88 | 88 | 88 | 88 | 88 |
| Respects | Pearson | .109 | .033 | -.064 | .182 | .048 | .100 | -.041 | .472** |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .311 | .758 | .552 | .089 | .654 | .354 | .703 | .000 |
| | N | 88 | 88 | 88 | 88 | 88 | 88 | 88 | 88 |
| Recognises | Pearson | .031 | .053 | -.043 | .095 | .154 | .170 | .034 | .130 |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .771 | .622 | .693 | .380 | .153 | .114 | .751 | .227 |
| | N | 88 | 88 | 88 | 88 | 88 | 88 | 88 | 88 |

| | | | | | | | | | |
|---------------|-----------------|-------|---------|-------|-------|--------|-------|--------|--------|
| Incentive | Pearson | .154 | .031 | -.089 | .150 | .386** | .253* | .110 | -.162 |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .152 | .772 | .410 | .164 | .000 | .017 | .309 | .132 |
| | N | 88 | 88 | 88 | 88 | 88 | 88 | 88 | 88 |
| Career | Pearson | .041 | .062 | -.086 | .224* | .234* | -.055 | -.221* | .362** |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .707 | .567 | .427 | .036 | .028 | .613 | .038 | .001 |
| | N | 88 | 88 | 88 | 88 | 88 | 88 | 88 | 88 |
| Consideration | Pearson | -.079 | -.274** | .077 | .034 | -.118 | -.103 | -.122 | .320** |
| | Correlation | | | | | | | | |
| | Sig. (2-tailed) | .463 | .010 | .474 | .751 | .274 | .338 | .257 | .002 |
| | N | 88 | 88 | 88 | 88 | 88 | 88 | 88 | 88 |

Source: Field survey, Fosu (2018)

Correlation between Management Leadership Style and Overall Employee Performance

Table 16 presents the results of the Pearson's correlation between the overall management leadership styles and employee performance. Democratic leadership style for the 88 respondents is insignificant and negatively correlated with the overall employee performance ($r = 0.457$, $p = -0.08$). Job-centred leadership style is significantly and positively correlated to employee performance ($r = 0.01$, $p = 0.575$). Employee-centred leadership is insignificant but positively correlated to employee performance ($r = 0.503$, $p = 0.072$).

From the results, it suggests that Job-centred leadership style may be profound style used by the management of TGCL.

Table 16: Pearson's Correlation between Management Leadership Style and Overall Employee Performance

| | Employee Performance | | |
|------------------|----------------------------|--------------------------------|----|
| | Pearson Correlation (p) | Significance (2-tailed) (r) | N |
| Democratic | -.080 | .457 | 88 |
| Job-Centred | .575** | .010 | 88 |
| Employee-Centred | .072 | -.503 | 88 |

Source: Field survey, Fosu (2018)

Multiple Regression Analysis

In order to confirm the results from the correlation, multiple regression analysis was carried out in line with the research objectives. Linear regression attempts to model the relationship between a dependent variable and one or more explanatory and independent variables which are believed to explain or affect the dependent variable. Most common line regression models rely on the mean values of the various variables in determining existing relationship.

The multiple regression analysis was carried out to estimate the effect of leadership styles (independent variables) on employees' performance (dependent variable). Results are presented in Tables 17 – 19. Table 17 presents a summary of the model in which item of interest is the adjusted R² statistics, which is 0.252. The adjusted R² suggest that leadership styles accounts for 25.2 percent of the variation in employees' performance in TGCL (Tema Branch).

Table 17: Regression Model Summary for Management Leadership Styles and Employee Performance

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .533 ^a | .284 | .252 | .36541 | 1.624 |

a. Predictors: (Constant), Employee-Centred, Job-Centred, Democratic

b. Dependent Variable: Employee Performance

Source: Field survey, Fosu (2018)

Table 18 presents the analysis of variance (ANOVA) results. This is known as model fit results. The F-statistics and its associated significant value are of interest in this table. The results show that the F-statistics is 3.489 with a significant value of 0.001 which is less than the chosen significance value of 0.01. The results indicate that the model's hypothesis that the "model has power to predict employee's performance from leadership style scores" could be accepted. We can therefore conclude that the model as a whole has the power to predict employees' performance significantly from the leadership style scores.

Table 18: Model Fit Results for Management Leadership Styles and Employees' Performance

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------------|-----------|--------------------|----------|-------------------|
| Regression | 2.398 | 3 | .466 | 3.489 | .001 ^b |
| Residual | 10.216 | 84 | .134 | | |
| Total | 12.614 | 87 | | | |

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Employee-Centred, Job-Centred, Democratic
Source: Field survey, Fosu (2018)

The Table 19 presents the results on the coefficients of the regression model. The results show that for democratic leadership style the standardised Beta was -0.238. This implies that for a unit increase in the democratic leadership style, it will reduce employee performance by 0.238 times which is insignificant because of its significance value of 0.073. The results showed for Job-centred leadership style, the standardised Beta was 0.291 with significance value of 0.007 which is less than the chosen significance value of 0.01. This indicates that, for a unit increase in the use of job-centred leadership

style, employee performance will increase significantly by 0.291 times. The Employee-centred has a standardised Beta of 0.161 with significance value of 0.22 which is greater than the chosen significance level of 0.01. The result implies that for every unit increase in the use of Employee-centred leadership style, employee performance will increase by 0.161 time which will be insignificant.

Multicollinearity statistics show tolerance figures ranging from 0.617 to 0.952 with Variance Inflation factors (VIFs) ranging from 1.051 to 1.620. According to Field (2005), multicollinearity would be suspected if the tolerance figures are below 0.1 or when the variance inflation factor statistics are 10.0 or higher. These figures from the multicollinearity statistics shows that multicollinearity cannot be suspected among the independent variables.

Table 19: Regression Coefficient for Management Leadership Style and Employees' Performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|------------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VI F |
| (Constant) | 2.858 | .499 | | 5.725 | .000 | | |
| Democratic | -.158 | .087 | -.238 | -1.814 | .073 | .617 | 1.620 |
| Job-Centred | .330 | .120 | .291 | 2.760 | .007 | .952 | 1.051 |
| Employee-Centred | .100 | .081 | .161 | 1.234 | .220 | .619 | 1.620 |

a. Dependent Variable: Employee Performance
Source: Field survey, Fosu (2018)

Summary of the Chapter

In a summary, the bivariate correlation based on Pearson correlation statistics indicated that, democratic leadership style predicted an insignificantly negative correlation with employees' performance. Job-centred leadership styles Pearson correlation predicted a significantly positive correlation with employees' performance. If TGCL management or supervisors were to exhibit job-centred leadership style, it may have positive influence significantly on employees' performance. Employee-centred leadership styles' Pearson correlation also predicted an insignificantly positive correlation with employees' performance.

The multiple regression analysis indicated that, job-centred leadership positively predicted employee performance. The employees will have higher performance if TGCL management or supervisors exhibit more of job-centred leadership. As predicted, this results do not support hypothesis 2. Job-centred leadership style has positive effect on employees' performance. The results of job-centred leadership style are supported by the research of Veronica (2011) as she observed that there was a strong correlation between job-centred leadership behaviours showed by leaders in Guinness Ghana Breweries Limited and employee performance in chapter two. Democratic leadership style indicated a negative effect on the employees' performance. This results supports hypothesis 1. Democratic leadership style has a negative effect on employee performance in TGCL. Lastly, Employee-centred leadership style indicated a positive effect on employee performance which supports hypothesis 3, but the positive effects on performance is insignificant. If TGCL management or supervisors exhibited employee-centred leadership styles, employees will have insignificantly higher employee performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the study, conclusions from the results analysed and recommendations from the conclusions of the study to increase employee performance in automobile industries. It also goes ahead to make suggestions for further research.

Summary of the Study

The main purpose of the study was to assess the employees' perception of management leadership styles (democratic, job-centred and employee-centred) and their effects on employee performance. The research questions which guided the research were; what effect does democratic leadership style have on employee performance, what is the effect of job-centred leadership style on employee performance and what effect does employee-centred leadership style have on employee performance. The population for the research was employees of TGCL – Tema Branch who were 90 employees. Both primary and secondary data was used. Primary data was collected by a self-complete closed questions questionnaire and secondary data was collected from text books, journals, articles and the works of other people on the same topic.

The descriptive research design specifically the survey method was used. The research approach used was quantitative which allowed for descriptive and inferential analysis. Descriptive and inferential statistical techniques were used for the data analysis. In the inferential statistics, the

Pearson's correlation and regression analysis were used to assess both the relationships and effects as guided by the research questions.

The findings show that job-centred leadership style is the most exhibited style at TGCL – Tema branch followed by employee-centred leadership style. The overall scores in job-centred leadership style were found to be strongly correlated with the overall employee performance. Most of the questions asked job-centred leadership style had a positive and significant relationship with the questions asked under employee performance except the pairing between “management doesn't show any consideration for your personal feelings” and “my performance is recognised by management” which had a significant but negatively correlated.

Employee-centred leadership style was found to be positively correlated with employee performance but insignificant. Some of the questions asked under the employee-centred leadership style had was significantly and positively correlated to employee performance. The pairing with the highest positive correlation value occurred between “management respects and values you” and “my performance is recognised by management”. However, there were some paired questions which were significant but negatively correlated. The pairing with highest negative correlation value occurred between “management has interest in you than the work itself” and “I always work to achieve my given targets”.

Job-centred leadership style significantly positively affected employee performance. Employee-centred leadership style affected employee

performance positive but the effect was insignificant. Democratic leadership style had insignificantly negative effect on employee performance.

Conclusions

From the study findings it can be concluded that managers and supervisors who are driven by the desire to achieve higher and better performances from their employees should try and exhibit more of job-centred leadership style and less of employee-centred leadership style. The findings deviated from the principle of motivating employees to increase performance. The findings proved that making employees stick to plans and schedules had positive effect on employee performance. Frequent review of task to make sure project is on track was found to result in high employee performance. The findings also showed that setting easy-to-follow working procedures would result in high productivity and performance of employees. From the findings, it indicates that, management or supervisors not showing any consideration for employees' personal feelings will lower employee performance.

From the study, it can be concluded that for high employee performance management or supervisors should focus on job completion to motivate employees than motivating employees towards job completions. Employees motivation should be based on them completing their work and as scheduled.

Recommendations

The results of the study provided insights into the perception of employee's in relation to management or supervisors leadership styles and the

effects on their performance. According to the results from the study, strategies for improving management or supervisor's leadership and employee performances could be suggested. The findings indicated that job-centred leadership style could lead to higher employee performance. Management or supervisors should have enough knowledge about the project to be able to set easy-to-follow procedures for timely completion and quality project. Management or supervisors should also have the skills to be able to develop effective and accurate plans and schedules for any given project.

Management or supervisors should constantly have a model to help review task to make sure time and quality standards are met. Management and supervisors should show consideration for employees' personal feelings which has the ability to enhance employees' performance. Management should also have plans to recognise and reward the good work of employees. Management and supervisors should design incentives to reward timely and quality work completion for employees which can enhance employee performance. Management or supervisor's democratic leadership style will decrease employee performance. So, they should try to avoid this type of leadership style.

Limitations and Suggestions for Further Research

The limitation for the study was in how the cultural differences influenced the relationship between the employees and management. The study was conducted in TGCL, and it was important to consider the beliefs and values of the employees and how it impacted their roles. The impact of culture on leadership perceptions might have practical and theoretical implications on employee performance. The other limitation of the study was

the preferences and personality of the employees. Personality and personal preferences might have effect on people's perception on leadership styles and their relationship with management or their supervisors. In the current study, these factors were not controlled. Future studies could be focused on how organisation culture factors influence leadership styles and performance. Further studies can be done on how to incorporate leadership styles in organisations of diverse culture.

Lastly the effect of gender and personality on the perception of leadership behaviours were not investigated in this study, but they might have effect on the relationship between leadership styles and employee performance. Investigating the influence of gender differences on these variables may provide additional information for leaders to adjust leadership behaviours in the work processes to meet the needs of different demographic groups. Further research can be done to investigate the influence of demographic differences on the perception of leadership behaviours and its effect on employee performance.

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APPENDIX A
QUESTIONNAIRE

MANAGEMENT LEADERSHIP STYLE QUESTIONNAIRE

Part A: Introduction

Dear Respondent,

I am **Mark Fosu**, a Masters student at the University of Cape Coast of the School of Business. I am carrying out a study on **“Employees’ Perception of Management Leadership Styles and the Influence on their Performance in Automobile Industries”**. This is needed as part of the requirement for the award of Master of Business Administration of University of Cape Coast.

I would kindly request you to complete this questionnaire as sincere and thoughtful as possible. A guide for the completion of this questionnaire is provided at each section. Completing this question is crucial to the design of the study and would take you less than 15 minutes to complete.

All the data you provide will be strictly confidential and used for the stated purpose only. All results will be presented only in aggregate and no single results will be traceable back to the respondent. Your timely completion and return of this questionnaire is expected. Kindly tick your department as shown below;

Thank you for your participation and if you have any questions or concerns please contact me directly on 024 912 5969 or email at fosumark2@gmail.com

Yours faithfully
Mark Fosu
Student, Master of Business Administration
University of Cape Coast

PART B: Demographic Data

Please tick in the brackets [] provided to indicate which of the following describes you

1. Sex: Male [] Female []
2. Age: Below 25 [] 25- 35 [] 36 – 45 [] 46 – 55 []
56 – above []
3. Marital status: Single [] Married []
4. Highest educational qualification: Diploma [] Higher Diploma []
Degree []
Masters [] PhD []
5. Department: Sales [] Service [] Spare Parts []

Part C: Management Leadership Styles

These sets of questions are focused on helping you assess your perception of management leadership styles in TGCL. You are expected to rate yourself against each of the statement to indicate you and your peers' performance. Below are the ratings:

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

Please tick in the box that represents your appropriate level of performance rating.

| Management Leadership Styles | | | | | | |
|--|---|----------|----------|----------|----------|----------|
| Democratic Leadership Style | | 1 | 2 | 3 | 4 | 5 |
| 1. | Management expects you to give feedback on task given | | | | | |
| 2. | Management encourage you to involve team members in decision-making than to act alone | | | | | |
| 3. | Authority is distributed equally without any hierarchy in decision making | | | | | |
| 4. | Management actively request you to contribute in decision-making process | | | | | |
| 5. | Your creativity is encouraged and rewarded by management | | | | | |
| 6. | You feel more engaged in decision-making process | | | | | |
| Job-centred Leadership Styles | | 1 | 2 | 3 | 4 | 5 |
| 1. | Management make sure you stick to plans and schedules to complete task on time | | | | | |
| 2. | Management frequently review tasks to make sure project is on track | | | | | |
| 3. | Management organize group interactions in the direction of formal goals rather than your welfare and motivation | | | | | |
| 4. | Management set easy-to-follow working procedures which allows little or no creativity from you | | | | | |
| 5. | Management expects you to deliver results in the allotted time without excuses | | | | | |
| 6. | Management doesn't show any consideration for your personal feelings | | | | | |
| Employee-centred Leadership Style | | 1 | 2 | 3 | 4 | 5 |
| 1. | Management shows concern to your welfare | | | | | |
| 2. | Management has interest in you than the work itself | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 3. | Management respects and values you | | | | | |
| 4. | Management recognises and rewards your good work | | | | | |
| 5. | Management have incentive packages to motivate employees | | | | | |
| 6. | Management discusses with you about your career path and help you to succeed | | | | | |
| 7. | Management creates suitable environment for career growth | | | | | |

Part D: Employee Performance

These sets of questions are focused on helping you assess your performance and under the current management leadership style. You are expected to rate yourself against each of the statement to indicate you and your peers' performance. Below are the ratings:

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

Please tick in the box that represents your appropriate level of performance rating.

| Employee Performance | | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|---|----------|----------|----------|----------|----------|
| 1. | My manager always set targets for me to achieve | | | | | |
| 2. | I always work to achieve my given targets | | | | | |
| 3. | I am well equipped with skills to perform my task | | | | | |
| 4. | I deliver very well without supervision | | | | | |
| 5. | I always deliver without returns for correction | | | | | |
| 6. | I am always proactive in solving problems which results in the desired outcome of the task given me | | | | | |
| 7. | My productivity contributes to the overall success of the organisation | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 8. | My performance is recognised by management | | | | | |
|----|--|--|--|--|--|--|

Part E: Appreciation

I want to thank you very much for spending your precious time to complete this questionnaire.

APPENDIX B

| Management expects you to give feedback on task given | | | | | |
|--|-------------------|-----------|---------|------------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Disagree | 1 | 1.1 | 1.1 | 1.1 |
| | Agree | 41 | 46.6 | 46.6 | 47.7 |
| | Strongly Agree | 46 | 52.3 | 52.3 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt encourage you to involve team members in decision-making than act alone

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 1 | 1.1 | 1.1 | 1.1 |
| | Neutral | 7 | 8.0 | 8.0 | 9.1 |
| | Agree | 34 | 38.6 | 38.6 | 47.7 |
| | Strongly Agree | 46 | 52.3 | 52.3 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Authority is distributed equally without any hierarchy in decision making

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Disagree | 12 | 13.6 | 13.6 | 13.6 |
| | Disagree | 23 | 26.1 | 26.1 | 39.8 |
| | Neutral | 23 | 26.1 | 26.1 | 65.9 |
| | Agree | 23 | 26.1 | 26.1 | 92.0 |
| | Strongly Agree | 6 | 6.8 | 6.8 | 98.9 |
| | 54.00 | 1 | 1.1 | 1.1 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt actively request you to contribute in decision-making process

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Disagree | 21 | 23.9 | 23.9 | 27.3 |

| | | | | | |
|--|----------------|----|-------|-------|-------|
| | Neutral | 26 | 29.5 | 29.5 | 56.8 |
| | Agree | 33 | 37.5 | 37.5 | 94.3 |
| | Strongly Agree | 5 | 5.7 | 5.7 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Your creativity is encouraged and rewarded by management

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Disagree | 9 | 10.2 | 10.2 | 13.6 |
| | Neutral | 22 | 25.0 | 25.0 | 38.6 |
| | Agree | 43 | 48.9 | 48.9 | 87.5 |
| | Strongly Agree | 11 | 12.5 | 12.5 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

You feel more engaged in decision-making process

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Disagree | 20 | 22.7 | 22.7 | 26.1 |
| | Neutral | 28 | 31.8 | 31.8 | 58.0 |
| | Agree | 37 | 42.0 | 42.0 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt make sure you stick to plan and schedules to complete task on time

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Agree | 66 | 75.0 | 75.0 | 78.4 |
| | Strong Agree | 19 | 21.6 | 21.6 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt frequently review tasks to make sure project is on track

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 7 | 8.0 | 8.0 | 8.0 |
| | Neutral | 9 | 10.2 | 10.2 | 18.2 |
| | Agree | 42 | 47.7 | 47.7 | 65.9 |
| | Strongly Agree | 30 | 34.1 | 34.1 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt organize group interactions in the direction of formal goals rather than your welfare and motivation

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 10 | 11.4 | 11.4 | 11.4 |
| | Neutral | 14 | 15.9 | 15.9 | 27.3 |
| | Agree | 56 | 63.6 | 63.6 | 90.9 |
| | Strongly Agree | 8 | 9.1 | 9.1 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt set easy-to-follow working procedures which allows little or no creativity from you

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 11 | 12.5 | 12.5 | 12.5 |
| | Neutral | 24 | 27.3 | 27.3 | 39.8 |
| | Agree | 42 | 47.7 | 47.7 | 87.5 |
| | Strongly Agree | 11 | 12.5 | 12.5 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt expects you to deliver results in the allotted time without excuses

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Neutral | 12 | 13.6 | 13.6 | 17.0 |
| | Agree | 61 | 69.3 | 69.3 | 86.4 |
| | Strongly Agree | 12 | 13.6 | 13.6 | 100.0 |

| | | | | | |
|--|-------|----|-------|-------|--|
| | Agree | | | | |
| | Total | 88 | 100.0 | 100.0 | |

Mgt doesn't show any consideration for your personal feelings

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Disagree | 10 | 11.4 | 11.4 | 11.4 |
| | Disagree | 17 | 19.3 | 19.3 | 30.7 |
| | Neutral | 18 | 20.5 | 20.5 | 51.1 |
| | Agree | 33 | 37.5 | 37.5 | 88.6 |
| | Strongly Agree | 10 | 11.4 | 11.4 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt shows concern to your welfare

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 11 | 12.5 | 12.5 | 12.5 |
| | Neutral | 5 | 5.7 | 5.7 | 18.2 |
| | Agree | 60 | 68.2 | 68.2 | 86.4 |
| | Strongly Agree | 12 | 13.6 | 13.6 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt has interest in you than the work itself

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Disagree | 5 | 5.7 | 5.7 | 5.7 |
| | Disagree | 24 | 27.3 | 27.3 | 33.0 |
| | Neutral | 36 | 40.9 | 40.9 | 73.9 |
| | Agree | 22 | 25.0 | 25.0 | 98.9 |
| | Strongly Agree | 1 | 1.1 | 1.1 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt respects and values you

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Neutral | 26 | 29.5 | 29.5 | 33.0 |
| | Agree | 50 | 56.8 | 56.8 | 89.8 |
| | Strongly Agree | 9 | 10.2 | 10.2 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt recognises and rewards your good work

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 6 | 6.8 | 6.8 | 6.8 |
| | Neutral | 25 | 28.4 | 28.4 | 35.2 |
| | Agree | 49 | 55.7 | 55.7 | 90.9 |
| | Strongly Agree | 8 | 9.1 | 9.1 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt have incentive packages to motivate employees

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Disagree | 9 | 10.2 | 10.2 | 13.6 |
| | Neutral | 22 | 25.0 | 25.0 | 38.6 |
| | Agree | 45 | 51.1 | 51.1 | 89.8 |
| | Strongly Agree | 9 | 10.2 | 10.2 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt discusses with you about your career path

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Disagree | 21 | 23.9 | 23.9 | 23.9 |
| | Disagree | 31 | 35.2 | 35.2 | 59.1 |
| | Neutral | 26 | 29.5 | 29.5 | 88.6 |
| | Agree | 7 | 8.0 | 8.0 | 96.6 |

| | | | | | |
|--|----------------|----|-------|-------|-------|
| | Strongly Agree | 3 | 3.4 | 3.4 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Mgt creates suitable environment for career growth

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Disagree | 6 | 6.8 | 6.8 | 6.8 |
| | Disagree | 14 | 15.9 | 15.9 | 22.7 |
| | Neutral | 32 | 36.4 | 36.4 | 59.1 |
| | Agree | 21 | 23.9 | 23.9 | 83.0 |
| | Strongly Agree | 15 | 17.0 | 17.0 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

My manager always set target for me to achieve

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|------------------|-----------------------|
| Valid | Neutral | 5 | 5.7 | 5.7 | 5.7 |
| | Agree | 44 | 50.0 | 50.0 | 55.7 |

| | | | | | |
|--|----------------|----|-------|-------|-------|
| | Strongly Agree | 39 | 44.3 | 44.3 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

I always achieve my given targets

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|------------------|-----------------------|
| Valid | Neutral | 9 | 10.2 | 10.2 | 10.2 |
| | Agree | 58 | 65.9 | 65.9 | 76.1 |
| | Strongly Agree | 21 | 23.9 | 23.9 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

I am well equipped with skills to perform my task

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|------------------|-----------------------|
| Valid | Neutral | 9 | 10.2 | 10.2 | 10.2 |
| | Agree | 45 | 51.1 | 51.1 | 61.4 |
| | Strongly Agree | 34 | 38.6 | 38.6 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

I deliver very well without supervision

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Neutral | 14 | 15.9 | 15.9 | 19.3 |
| | Agree | 46 | 52.3 | 52.3 | 71.6 |
| | Strongly Agree | 25 | 28.4 | 28.4 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

I always deliver without returns for correction

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Neutral | 13 | 14.8 | 14.8 | 18.2 |
| | Agree | 57 | 64.8 | 64.8 | 83.0 |
| | Strongly Agree | 15 | 17.0 | 17.0 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

I am always proactive in solving problems which results in the desired outcome of the task given me

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 8 | 9.1 | 9.1 | 9.1 |
| | Agree | 64 | 72.7 | 72.7 | 81.8 |
| | Strongly Agree | 16 | 18.2 | 18.2 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

My productivity contributes to the overall success of the organization

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 2 | 2.3 | 2.3 | 2.3 |
| | Agree | 47 | 53.4 | 53.4 | 55.7 |
| | Strongly Agree | 39 | 44.3 | 44.3 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

My performance is recognized by management

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|------------------|-----------------------|
| Valid | Disagree | 3 | 3.4 | 3.4 | 3.4 |
| | Neutral | 27 | 30.7 | 30.7 | 34.1 |
| | Agree | 46 | 52.3 | 52.3 | 86.4 |
| | Strongly Agree | 12 | 13.6 | 13.6 | 100.0 |
| | Total | 88 | 100.0 | 100.0 | |

Variables Entered/Removed^a

| Model | Variables Entered | Variables Removed | Method |
|-------|--|----------------------|--------|
| 1 | Employee-Centred, Job-Centred, Democratic ^b | | Enter |

a. Dependent Variable: Employee Performance

b. All requested variables entered.

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change | |
| 1 | .533 ^a | .284 | .252 | .36541 | .111 | 3.489 | 3 | 84 | .001 | 1.624 |

- a. Predictors: (Constant), Employee-Centred, Job-Centred, Democratic
 b. Dependent Variable: Employee Performance

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 1.398 | 3 | .466 | 3.489 | .001 ^b |
| | Residual | 11.216 | 84 | .134 | | |
| | Total | 12.614 | 87 | | | |

- a. Dependent Variable: Employee Performance
 b. Predictors: (Constant), Employee-Centred, Job-Centred, Democratic

Residuals Statistics^a

| | Minimum | Maximum | Mean | Std. Deviation | N |
|----------------------------|---------|---------|--------|-------------------|----|
| Predicted Value | 3.7356 | 4.3616 | 4.1364 | .12675 | 88 |
| Residual | -.55910 | .66598 | .00000 | .35905 | 88 |
| Std. Predicted Value | -3.162 | 1.777 | .000 | 1.000 | 88 |
| Std. Residual | -1.530 | 1.823 | .000 | .983 | 88 |

a. Dependent Variable: Employee Performance