

UNIVERSITY FOR DEVELOPMENT STUDIES

**THE EFFECTS OF LEADERSHIP STYLES ON EMPLOYEES' PERFORMANCE:
EVIDENCE FROM TAMALE TECHNICAL UNIVERSITY**

ALHASSAN YAHAYA DANDAWA

UNIVERSITY FOR DEVELOPMENT STUDIES



2025

UNIVERSITY FOR DEVELOPMENT STUDIES

**THE EFFECTS OF LEADERSHIP STYLES ON EMPLOYEES' PERFORMANCE:
EVIDENCE FROM TAMALE TECHNICAL UNIVERSITY**

BY

ALHASSAN YAHAYA DANDAABA

UDS/MEP/0012/22

**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT
AND POLICY STUDIES, FACULTY OF EDUCATION, UNIVERSITY FOR
DEVELOPMENT STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN EDUCATIONAL
MANAGEMENT PLANNING**

MARCH, 2025



DECLARATION

Candidate:

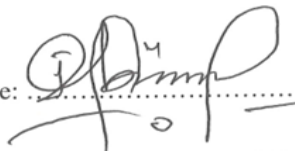
I hereby declare that this thesis is the result of my original work and that no part of it has been presented for another degree in this University or elsewhere.

Signature:  Date: 14-03-2025

Name: Alhassan Yahaya Dandawa

Supervisor:

I hereby declare that the preparation and presentation of the thesis was supervised following the guidelines on supervision of thesis laid down by the University for Development Studies.

Signature:  Date: 14.03.2025

Name: Prof Ibrahim Mohammed Gunu



DEDICATION

I dedicate this report first and foremost to Almighty Allah who has been there right from the beginning to this very point. Thank you for the guidance, strength, protection and good health to finish this report. To my loving and supporting family, my parents and children whose courage gave me a chance for a better life.



ACKNOWLEDGEMENTS

The completion of this would not have been possible without the expertise of Professor Ibrahim Mohammed Gunu, my beloved thesis adviser. I could not have undertaken this journey without you who generously provided knowledge and guidance to accomplish this task. I would also like to extend my gratitude all the non-teaching staff of Tamale Technical University most especial the management for providing me with all the information that was required. Lastly, I would be remiss in not mentioning my family, especially my parents, spouse and children for all the love and support that was given me during this milestone. Their belief in me has kept my spirits and motivation high during this process. Without you none of this would indeed be possible.



ABSTRACT

This study investigates how different leadership approaches impact on job satisfaction, commitment, and overall performance at Tamale Technical University. The study employs a quantitative research approach and descriptive research design, collecting data through structured questionnaires administered to a sample size of 93. Descriptive Statistics (mean, standard deviation, and frequency distribution) were used to analyze employee perceptions of different leadership styles and determine the relationships between leadership styles and employee performance. The findings indicate that transformational and servant leadership styles positively influence employee motivation, job satisfaction, and performance. These styles promote an inclusive and engaging work environment that enhances commitment and productivity. In contrast, transactional and autocratic leadership styles, while effective in maintaining order and discipline, were found to limit employee engagement and innovation. Employees perceive participative and inspirational leadership as key drivers of their commitment and productivity. The study identifies challenges including resistance to leadership transitions, ineffective communication, and lack of leadership development programs as factors hindering effective leadership at the university. In light of these findings, the study recommends that Tamale Technical University adopts a leadership model that integrates transformational and participative leadership styles to enhance employee satisfaction and performance. Additionally, structured leadership training programs should be implemented to equip leaders with the necessary skills to balance efficiency with employee engagement.

Key words: Employee Performance, Job Satisfaction, Leadership styles, Tamale Technical University





TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT.....	iv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background to the study.....	1
1.3 Problem Statement.....	5
1.4 Overall Objective to the Study.....	7
1.4.1 Sub-objectives.....	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Delimitations of the Study	8
1.8 Limitations.....	9
1.9 Study Delimitation	9
1.10. Structure of the Study.....	9
CHAPTER TWO	10
LITERATURE REVIEW.....	10
2.1 Introduction.....	10
2.2 Theoretical Framework.....	10
2.3.1 Trait Theory.....	11
2.3.2 Behavioral leadership theory	12
2.3.3 Contingency Leadership Theory	13
2.3 Conceptual Review.....	14
2.3.1 Definition of Key Terminologies	14
2.3.1.1 Leadership	14
2.3.1.2 Leadership Styles	15



2.3.1.3	Employee Performance.....	15
2.3.2	The Concept of Leadership:.....	16
2.3.3	Leadership Styles	18
2.4	Employee Performance.....	21
2.5	Leadership Styles and Employee Perceptions	25
2.6	Impact of Leadership Styles on Employee Job Satisfaction.....	29
2.7	Moderating Factors in the Relationship Between Leadership Styles and Performance	30
2.8	Challenges of Leadership Styles	34
2.10	Conceptual Framework.....	39
2.11	Research Gaps.....	41
CHAPTER THREE		45
RESEARCH METHODOLOGY		45
3.1	Introduction.....	45
3.2	Study Area	45
3.3	The Research Philosophy	46
3.4	Research Approach	47
3.5	The Research Design.....	49
3.6	Population.....	49
3.7	Sampling Size	50
3.7.1	Sample Size Determination	51
3.8	Source of Data and Collection.....	52
3.8.1	Primary Data.....	53
3.8.2	Secondary Data	53
3.11	Ethical Consideration	54
3.12	Validity and Reliability.....	55
3.12.1	Validity	55
3.13.2	Reliability.....	56
3.14	Summary of the Chapter.....	56
CHAPTER FOUR.....		57
PRESENTATION OF RESULTS		57
4.1	Introduction.....	57
4.2	Response Rate.....	58
4.3	Demographic information of respondents	58

4.3.1	Age distribution of respondents	58
4.3.2	The Sex distribution of respondents	60
4.3.3	Working experience of respondents	61
4.4	Employees' perceptions of the leadership styles at TaTU and their influence on job satisfaction and commitment.	62
4.5	Leadership styles implemented by key University Staff managers	67
4.6	Challenges and opportunities associated with different leadership styles in enhancing employee performance.....	71
CHAPTER FIVE		76
SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS		76
5.1	Introduction	76
5.2	Summary of the findings	77
5.3	Conclusion	79
5.4	Recommendation for further studies	84
REFERENCE		84
APPENDICES		102
Appendix: Introductory Letter for Data Collection		102
Appendix 2: Questionnaires		103



CHAPTER ONE

INTRODUCTION

1.1 Introduction

In this section of the research project discusses the background of the study, problem statement, the research questions to be employed in resolving the identified problem, study's aims, significance of the study, study limitations, and the delimitations in equal measure.

1.2 Background to the study

Leadership styles are considered instrumental in driving employee performance, which in turn influences organizational success. Across different regions in the world, the relationship between leadership styles and employee performance outcomes reflects distinct cultural, economic and organizational contexts showing the need for adaptive and situational leadership styles (Saeed et al., 2023; Lee et al., 2022). Globally, various leadership styles remain prominent each exclusively impacting employee motivation, job satisfaction and productivity. The worldwide business environment's shift toward digitalisation and employee empowerment has underlined the importance of understanding leadership styles in order to improve overall productivity and organizational resilience (Rahman & Li, 2023).

Globally, Transformational leadership approach is often viewed as a motivating force for technological innovation and employee involvement, especially in segments that depend on knowledge, creativity and adaptableness. Transformational leaders inspire their employees to exceed standard expectations by fostering shared vision and providing inspirational motivation (Kim et al., 2022). Transactional leadership emphasizes on the structured supervision and reward-based systems that remains effective in businesses where compliance and routine are vital to





maintaining efficiency and effectiveness (Garcia et al., 2023). However, as global competition intensifies many organizations are moving towards more a flexible adaptive leadership styles as this method has shown to be positively impacting employee satisfaction and organizations performance (Zhang and Tan, 2023). This study focuses on these four key leadership styles—transformational, transactional, servant, and autocratic leadership selected based on their relevance to academic institutions, particularly in Ghana’s tertiary education sector.

Transformational leadership is well-defined by leaders who stimulate and motivate employees through a common vision, promoting innovation, creativity, and specialized development. It is widely acknowledged as one of the most effective leadership styles in academic settings, where engagement and motivation are crucial to employee performance (Mulliner, 2018). Transactional leadership, conversely, focuses on structure, rewards, and clear expectations. It is particularly successful in maintaining stability and efficiency in institutions with established routines, like universities, where adherence to policies and procedures is essential for smooth operations. Servant leadership emphasizes the well-being and development of employees, creating a supportive and inclusive workplace. This style aligns with Ghana’s communal work culture, where leaders who invest in the growth and empowerment of their employees often build strong, loyal teams (Tetteh et al., 2022). Autocratic leadership, in contrast, represents a more rigid, top-down approach where decision-making authority is centralized in the leader. While this style can be effective in ensuring compliance and discipline, it often stifles employee creativity and engagement. It is commonly seen in hierarchical institutions where leadership authority is prioritized over collaboration (Kelidbari et al., 2016).



The rationale for selecting these leadership styles lies in their prevalence in academic institutions and their varying effects on employee performance. Transformational and servant leadership styles are often associated with high employee engagement and motivation, while transactional and autocratic leadership styles focus more on efficiency and control. By examining these four leadership styles, the study aims to determine which approach is most effective in enhancing employee performance at Tamale Technical University (TaTU).

In African continent, leadership styles and their impact on employees' performance reflect the continent's sole socio-economic and cultural landscapes. Studies have shown that transformational leadership is considered highly effective in African organizations particularly because it aligns with communal values and emphasis on collective wellbeing (Tim and Bonsu, 2023). Many African organizations especially those in rapidly developing countries, are adopting transformational leadership methods to foster their employee loyalty and engagement (Mburu, Ragui, and Ongeti, 2024). Moreover, transactional leadership is regularly seen in sectors where stability and accountability are critical such as government institutions and traditional industries (Ali and Ahmad, 2023). In these settings, structured, task-oriented leadership supports operational efficiency and adherence to policy contributing to stability and growth.

In a recent study by Mwangi and Muriuki (2022) emphasizes the significance of leadership that balances employee satisfaction with performance demands in African organizations. This research shows how adaptive leadership that combines elements of transformational and transactional leadership styles may positively affect employee morale and productivity. This technique resonates with the African context where leaders who address both social and professional needs are better able to preserve skilled employees and foster long-term growth (Chen & Huang, 2022).

In Ghana, the effect of leadership styles on employee performance is critically studied as organizations seek to improve their productivity and adapt to global market standards. Ghana's working culture which values hierarchy and community bring into line well with transformational leadership styles. Transformational leaders who inspire and motivate employees through clear vision and integrity are particularly efficient in Ghanaian organizations as they cultivate trust and involvement (Agyemang & Antwi, 2023). This approach also promotes innovation and creativity that are vital for Ghana's evolving business setting.

Transactional leadership are prevalent in the Ghanaian public sector and industries where structure and routine are prioritized including banking and healthcare sectors (Owusu, 2023; Asare & Osei, 2023). While this style has been very effective in upholding compliance and efficiency some academics argue that it may hinder creativity and flexibility which are crucial in evolving economic environment (Tetteh et al., 2022). A recent trends direct a shift towards more adaptive leadership styles which combine transformational and transactional qualities to meet specific needs of Ghana's workforce especially in younger urban organizations.

Researches in Ghana also underscore the prominence of employee centered leadership that prioritizes psychological safety and wellbeing thereby addressing the unique issues employees face in Ghanaian work space. Ntim and Adomako (2023) established that transformational leaders who support employees' emotional and mental wellbeing positively affects performance outcomes, as this method promote a sense of belonging and the loyalty within the organization.

The complex phenomena of leadership exist in each organization where people need to be inspired and persuaded. Mohammed et al (2017). Grown (2002) defined leadership as the process by which one individual in an organization persuades a specific group of individuals to work toward a common goal. On the other hand, when one considers a model where leadership is diffused

throughout an organization or school, the construct of leading becomes hazier (Shao et al., 2017). Every leader in any organization has certain responsibilities to fulfill in order to keep things running smoothly and improve worker performance. Therefore, convincing people to work willingly and enthusiastically toward reaching goals is what Wichita et al (2017) define as it. In a similar spirit, Eliogu- Anenih (2017) points out that unquestionably, research on leadership styles has been done in a lot of countries and organizations, including Ghana. It is also arguable that no study has been conducted on the four different leadership philosophies to ascertain how Tamale Technical University employees' performance is impacted by these philosophies. Thus, my goal is to fill in what seems to be a research gap in this field. In light of the foregoing context, the present study aims to assess the influence of leadership philosophies on employee performance at Tamale Technical University

1.3 Problem Statement

The performance of employees is a crucial factor that significantly impacts the overall effectiveness and success of academic institutions, particularly in rapidly growing and competitive environments like Tamale Technical University (TaTU). In recent years, the effect of leadership approaches on employee performance has gained significance as academic institutions strive to advance on their organizational efficiency, staff productivity, and educational performances (Kelidbari et al., 2016). Despite the credit of leadership roles in influencing employee commitment, motivation and job satisfaction limited research has explored this relationship within the Ghanaian tertiary education context specifically at TaTU.

Various leadership styles influence employee performance differently. Transformational leadership style characterized by inspiration and motivation may foster high levels of engagement, creativity and commitment potentially increasing staff performance (Alblooshi, Shamsuzzaman, and Haridy,



2021). In contrast, the transactional leadership which emphasises on supervision and reward based motivation may be more effective in leading to adherence on procedures and meeting immediate objectives even though may hinder innovation and personal growth amongst employees (Udayanga, 2020). Furthermore, laissez-faire leadership which offers minimal supervision and allows employees a greater autonomy may have mixed effects possibly fostering independence for self-motivated employees while gearing towards disengagement for others (Kim et al., 2022; Rahman & Li, 2023).

At TaTU, employees face unique challenges including resource constraints, limited career development opportunities, and high expectations on academic and administrative outcomes, the effectiveness of each leadership style in fostering productivity and job satisfaction stays unclear. Understanding the connection between leadership styles and employee performance is critical to addressing these issues, as well as enhancing staff innovative, motivation, and retention (Eliogun-Anenih, 2017). Additionally, the university's ambition to position as a leading technical university in Ghana accentuates the importance of effective leadership in realizing institutional goals and supporting employee performance in a competitive educational space (Kuuyelleh, 2020). Given the limited research on this study's topic within the Ghanaian higher education sector, this research aims to fill a critical knowledge gap by examining the effects of various leadership styles on employee performance at TaTU. Therefore, the study seeks to provide empirical evidence that can guide TaTU's management in adopting adequate leadership practices to enhance employee satisfaction and performance on their jobs. It will again contribute to a broader academic discussion on the leadership and organizational effectiveness within the Ghanaian tertiary institutions by offering a foundation for future research in similar contexts across the country

1.4 Overall Objective to the Study

The overall purpose of the research is to discover the impact of leadership styles on employee performance at Tamale Technical University.

1.4.1 Sub-objectives

The sub-objectives are:

1. To analyze employees' perceptions of the leadership styles at TaTU and their influence on job satisfaction and commitment.
2. To identify the effective leadership style for enhancing employee performance at TaTU.
3. To explore the challenges and opportunities associated with different leadership styles in enhancing employee performance at TaTU.

1.5 Research Questions

The general research question: What is the impact of leadership styles on employee performance at Tamale Technical University?

The study will find answers to the following questions sub-questions:

1. How do employees at TaTU perceive the current leadership styles, and what influence do these styles have on their job satisfaction and commitment?
2. What is the effective leadership style for improving employee performance at Tamale Technical University?
3. What are the challenges and opportunities associated with different leadership styles in enhancing employee performance at TaTU?





1.6 Significance of the Study

The study's findings have contributed to existing literature on the effects of leadership style on employee performance at Tamale Technical University. The study has also addressed gaps in literature concerning leadership styles used in the managing or leading of employees and the effects such styles have on employee's performance. The findings of the study have also been communicated through the organizations of meetings, the use of publications and seminars with employees, managers and the authorities at the Tamale Technical University. The findings of the study have been used to suggest policies formulations and implementation to ensure the use of modern management and leadership style to get the best of performance from employees. The findings of the study would be beneficial to management and Head of Departments and various Unit Heads through enlighten them on various leadership styles and their pros and cons. The findings will be of help to employees in understanding how their performance can be influenced by the kind of leadership style used to lead them in organizations. The study's findings would assist future management and leadership students to understand the relationships of the various leadership styles and employees' performance in organizations.

1.7 Delimitations of the Study

The research work only looks at how leadership styles are used in Tamale Technical University, even though there are many different leadership styles used in different organizations. The study is restricted to certain aspects, such as employees' perceptions of the leadership styles and their influence on job satisfaction and commitment, the effective leadership style for enhancing employee performance, and the challenges and opportunities associated with different leadership styles in enhancing employee performance at TaTU.

1.8 Limitations

This study, like any other, has some limitations that should be acknowledged. Firstly, the study focuses solely on TaTU, which may limit the generalizability of the findings to other universities with different institutional cultures and leadership structures. Future research could expand the scope to include multiple universities for a broader perspective. Secondly, the study employs a quantitative research approach, which, while effective in identifying statistical relationships, does not capture deeper insights into employees' perceptions and experiences regarding leadership styles. A mixed method approach incorporating qualitative interviews could provide a more comprehensive understanding of the subject. Finally, the study relies on self-reported survey responses, which may be subject to social desirability bias, where respondents provide answers they believe are favorable rather than their true opinions. Although anonymity was ensured to minimize this bias, future research could complement survey data with observational studies or performance evaluations for a more objective analysis.

1.9 Study Delimitation

Expanded, shared, and collaborative leadership techniques that boost the potential for growth and transformation are the primary focus of distributed leadership (Harris, 2014).

1.10. Structure of the Study

There were five chapters in the study. The first chapter covers the following topics: introduction, background, problem description, study objectives, research questions, study significance, study delimitation, study restrictions, and term definitions. In Chapter 2, the literature review will be discussed. The methodology of the study will be covered in the third chapter. Chapter 4 will address the presentation, analysis, and interpretation of the data collected; Chapter 5 will describe the findings, recommendations, and conclusions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the study reviews the literature on how different leadership ideologies influence employee performance. It explores the theoretical framework, examines the relationship between transformational leadership and employee performance, assesses the impact of autocratic leadership on performance and job satisfaction, analyzes the connection between participative leadership and performance, considers the effect of distributed leadership on employee outcomes, and concludes with key insights.

2.2 Theoretical Framework

The theoretical framework for this study explores the relationship between leadership styles and employee performance, drawing on established leadership theories to understand how different leadership approaches can research influence employee behavior, motivation, and overall performance. The study relied on three main leadership theories, which include: The Trait theory, Behavioral theory and contingency theory. These theories, provide distinct perspectives on leadership dynamics emphasizing on the role of inspiration, task structuring, individualized leader relationships and the situational factors in determining employee performance. By exploring these theories in the case of TaTU, the research identifies which leadership approaches most effectively improve employee performance while also considering the obstacles and limitations of utilizing the theories in a higher education space.





2.3.1 Trait Theory

Trait theory has been widely explored in leadership studies to understand different leadership styles and their effectiveness in various organizational settings, including tertiary institutions. This theory posits that leaders are born with inherent characteristics that differentiate them from non-leaders. According to Roberts and Spencer (2021), trait theory assumes that leadership qualities such as emotional intelligence, self-confidence, and resilience are innate rather than developed. This perspective has significant implications for academic leadership, where institutional success is often linked to the personal attributes of university administrators, department heads, and faculty leaders.

In higher education, trait theory suggests that successful leaders possess specific personality traits that enable them to inspire, manage, and influence academic communities. For instance, Harris et al. (2023) argue that traits such as decisiveness, high energy levels, and social intelligence contribute to effective decision-making and faculty engagement. Similarly, Walton and Green (2022) emphasize that leaders in tertiary institutions require strong adaptability and vision to navigate complex academic environments and drive institutional growth. While these traits are considered crucial for leadership effectiveness, the theory also suggests that individuals lacking these characteristics may struggle to lead successfully, which raises concerns about leadership selection and development in universities.

Despite its historical significance, trait theory has faced substantial criticism. Some researchers argue that leadership effectiveness is not solely determined by inherent traits but also by situational and learned behaviors. For example, Lindberg and Zhou (2024) highlight that leadership success in tertiary institutions depends on a combination of personal attributes and the ability to adapt to institutional challenges. Additionally, critics contend that trait theory lacks a universally agreed-



upon set of leadership traits, making it difficult to distinguish leaders from non-leaders with consistency (Nguyen et al., 2023). Instead, modern leadership studies emphasize the integration of leadership traits with behavioral and situational approaches to create well-rounded academic leaders.

While trait theory provides valuable insights into the natural characteristics of effective leaders, its limitations suggest that leadership development programs in tertiary institutions should focus on both inherent traits and learned behaviors. By combining personality-based leadership selection with targeted leadership training, universities can cultivate dynamic leaders who can effectively navigate the evolving demands of higher education.

2.3.2 Behavioral leadership theory

Behavioral Leadership theory is pivotal in understanding how leaders in tertiary institutions shape their leadership approaches based on the needs of employees and the academic environment. According to Brown and Peterson (2021), this theory, often referred to as the style theory, asserts that leadership is not an inherent trait but a learned behavior that can be cultivated through experience and training. This perspective is particularly relevant in higher education, where leadership effectiveness is determined by the ability to adapt to diverse academic and administrative demands.

The behavioral theory focuses on leaders' actions rather than innate qualities, emphasizing that successful leadership can be predicted by observable behaviors rather than inherent traits (Nguyen et al., 2022). In tertiary institutions, leadership behaviors are often categorized into distinct styles, including task-oriented leadership, which prioritizes institutional efficiency and goal achievement; people-oriented leadership, which fosters collaboration and faculty development; and autocratic leadership, which, though less favored in academic settings, may be necessary for high-stakes



decision-making (Mason & Clarke, 2023). The effectiveness of a leader in a university or college setting is largely determined by their behavioral patterns, which influence faculty engagement, student satisfaction, and institutional performance.

One of the key advantages of the behavioral leadership theory in tertiary institutions is its emphasis on adaptability. Leaders in academia can learn and refine their behaviors to align with institutional needs, thereby improving faculty motivation and overall job satisfaction (Gonzalez & Harper, 2023). Moreover, this theory underscores that anyone, regardless of their initial disposition, can become an effective leader through training and experience, which is particularly beneficial for leadership development programs in universities. However, critics argue that the theory lacks situational flexibility, as it assumes that leadership behaviors are universally applicable, disregarding the dynamic nature of higher education environments (Kumar & Lee, 2024).

Despite its limitations, behavioral leadership theory remains a foundational approach in leadership development within tertiary institutions. It highlights the importance of continuous learning, strategic decision-making, and faculty engagement in shaping effective educational leadership. As institutions evolve, understanding and implementing behavioral leadership principles can foster a more responsive and inclusive academic environment.

2.3.3 Contingency Leadership Theory

Contingency Leadership Theory, developed by Fred Fiedler in the 1960s, argues that effective leadership requires a leader's style to be compatible with the situational context, taking into account factors such as their connection/conceptual role to followers (Suharyanto & Lestari, 2020), task structure, and available authority. Crisis management has reasserted the importance of the theory in recent applications, particularly in high-stakes situations like COVID-19. Situational awareness

and adaptive decision-making are two crucial features that contribute to leaders' effectiveness, as they can adapt themselves to specific crisis situations (PON, n.d.; Suharyanto & Lestari, 2020).

Universities are among the educational and organizational settings where the contingency approach is highly applicable. Suharyanto & Lestari, 2020 state that leaders in these environments must be flexible about their leadership approach, which can either prioritize tasks or relationships. The administration of administrative functions often requires a leader who prioritizes clearness and organization, leading them accordingly. Conversely, relationship-oriented leadership proves crucial in academic environments, fostering collaboration and support among faculty and students (PON, n.d.). Furthermore, “the theory underscores the significance of leadership flexibility in influencing employee outcomes, including job satisfaction, motivation, and overall performance. Effective leadership that aligns with the situational needs leads to improved organizational results, which is especially noticeable in environments with high complexity or rapid change, such as during crises (Suharyanto & Lestari, 2020).

2.3 Conceptual Review

Some of the key concepts which are needed to be clarified in this chapter are discussed below:

2.3.1 Definition of Key Terminologies

2.3.1.1 Leadership

Leadership refers to the process by which individual influences others to achieve organizational goals and objectives. It involves guiding, motivating, and directing individuals or teams in a way that aligns with the vision and mission of the organization. Leadership is a dynamic and relational process that involves setting direction, making decisions, and fostering an environment that



enhances productivity and morale (Nor house, 2018). Effective leadership can inspire employees, facilitate collaboration, and ensure that organizational goals are met efficiently and effectively.

2.3.1.2 Leadership Styles

Leadership styles refer to the methods or approaches that leaders use to direct, motivate, and influence their subordinates. These styles are shaped by the leader's behavior, attitudes, and beliefs, and they impact the work environment, employee engagement, and performance. Commonly identified leadership styles include transformational leadership, which focuses on inspiring and motivating employees to exceed expectations (Bass & Riggio, 2006); transactional leadership, which emphasizes structured tasks and reward-based motivation (Burns, 1978); and laissez-faire leadership, where leaders take a hands-off approach and allow employees more autonomy (Avolio & Bass, 2004). The choice of leadership style can significantly affect how employees perform and how organizational goals are achieved.

2.3.1.3 Employee Performance

Employee performance refers to the level of effectiveness and efficiency with which an employee carries out their job responsibilities. It encompasses various dimensions, including task performance, citizenship behavior, and adaptive performance. Job satisfaction, motivation, engagement, and individual capabilities are all factors that contribute to employee performance (Judge & Bono, 2001). High employee performance is typically characterized by the successful achievement of organizational goals, productivity, and a positive attitude toward the job. Leadership styles play a critical role in shaping employee performance by influencing these motivational and behavioral factors.





2.3.2 The Concept of Leadership:

In recent decades, organizations have transformed their structures and operational methods. Many companies are moving away from traditional hierarchical models toward flatter, leaner structures to better support a workforce that thrives in teams and feels more empowered (Benmira & Agboola, 2021). “Similarly, the nature of leadership has evolved significantly over time. Leadership is one of the most complex and diverse phenomena, and it has been widely studied. In today's fast-paced and increasingly globalized world, leadership is more important than ever. However, due to its complexity, discussions on the topic can be both intriguing and perplexing. As Bennis famously remarked, "never have so many labored so long to say so little," and leadership remains "the most studied and least understood topic in the social sciences" (Benmira & Agboola, 2021). The term "leadership" is used in many different situations, such as politics, business, academics, and social work. A leader is someone who assumes crucial positions in group interactions and molds others' behavior. As to the findings of Fatokun, Salaam, Ajebomogun, and Adidipe (2010), a leader is an individual who possesses the ability to command others and guides their actions. Academic library staff members are supervised by university, college, and polytechnic librarians”. Leadership has grown in significance in organizations, particularly libraries, as a result of issues like globalization, technological improvements, and shifting employee expectations (Nwaigwe, 2015).

These pressures call for adaptable and effective leadership that is centered on both resource optimization and creating a driven staff that relentlessly pursues objectives (Kalu & Nonyelum, 2018). According to Nwachukwu (2010), effective leadership entails the capacity to inspire, convince, and encourage subordinates to voluntarily devote their entire potential toward the objectives of the company. There are numerous definitions of leadership, according to Stodgily



(1974), who conducted a survey of theories and research on the subject. This emphasizes how important managerial skills like leadership are, especially in developing environments. The process of guiding and influencing group members' task-related activities is known as leadership. Three essential components are included in this concept (Kalu & Nonyelum, 2018).

First and foremost, there must always be a leader and followers, or subordinates, who voluntarily choose to follow the leader in order for the leadership process to be enabled. “Second, leadership situations entail an unequal power dynamic between the leader and the group's members, or subordinates. Because of this imbalance of power, the leader gives orders that the following must obey. If members of a group share authority equally, the group may be viewed as lacking a leader. Consequently, each group needs a leader (Kalu & Nonyelum, 2018). A leader can be distinguished from other group members by having more abilities than the others. Thirdly, in order to influence the behavior of their group, leaders must possess unique skills. The intention behind this influence ought to be to elevate subordinates' perspectives regarding their work. Like any business, libraries have leaders who inspire others to fulfill their legitimate duties by their deeds and personal qualities (Kalu & Nonyelum, 2018). In essence, leaders must adopt a style of leadership that facilitates goal achievement by offering effective coordination and guidance. These methods significantly influence how leaders perceive the world and respond to the challenges they encounter. Different leadership styles have varying effects on the workforce, especially on lower-level librarians, but these effects can be mitigated if library leadership is successful in achieving its objectives.” This is because followership and leadership are closely related, and followership affects followers (Vecchio, 2007).

2.3.3 Leadership Styles

Leadership styles have been widely studied in organizational behavior research, with numerous theories and models developed to understand how leaders influence their followers and drive organizational performance. Leadership styles refer to the ways in which leaders interact with their teams and direct them toward achieving organizational goals. The styles of leadership differ in their approach to decision-making, communication, and motivation, with each style having its own advantages and disadvantages. "In this section, we examine several leadership styles, including transformational, transactional (overseeing others), servant, or democratic, which all have a unique significance in the development of effective leadership.". Burns (1978) introduced the concept of transformational leadership, which was later expanded by Bass (1985). It is one of the most researched forms of leadership. This strategy seeks to motivate and motivate its supporters to go beyond their personal interests for the benefit of organization. To effect change in people and organizations, transformation leaders seek to create a climate of innovation and challenge (Bass, 1985). The four key components of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006)". Leaders who practice transformational leadership are seen as role models, providing a compelling vision of the future and creating strong emotional connections with their followers. Research has shown that transformational leadership positively affects employee motivation, job satisfaction, performance, and organizational commitment (Judge & Piccolo, 2004; Ng & Sorensen, 2008). However, it is not without its challenges. Transformational leadership can sometimes lead to follower dependency on the leader, and if not managed carefully, it may cause leader burnout (Bass & Riggio, 2006).





In contrast to transformational leadership, transactional leadership is based on an exchange process where followers are rewarded for meeting predetermined goals and performance standards. Transactional leaders focus on maintaining the status quo, managing tasks, and ensuring efficiency through structure, rules, and clear expectations (Bass, 1985). This leadership style is characterized by contingent rewards and management by exception—either active or passive (Bass & Avolio, 1994). In management by exception, leaders intervene only when problems arise, focusing on identifying and correcting deviations from expected outcomes.

Transactional leadership is effective in organizations where routine tasks are essential and employees need clear direction and monitoring. However, it may not foster the innovation or motivation required for organizational growth in dynamic or rapidly changing environments (Bass & Avolio, 1994). While transactional leadership can result in high performance in stable environments, it tends to be less effective in promoting creativity and long-term organizational change.

The servant leadership model, developed by Greenleaf (1977), proposes that the primary role of a leader is to serve others. In contrast to traditional leadership, where the leader's role is seen as being in charge of directing and controlling others, servant leadership is focused on the growth and well-being of followers. Servant leaders prioritize the needs of their followers, foster a culture of empathy, and actively work to support their development. The key characteristics of servant leadership include listening, empathy, stewardship, and commitment to the growth of others (Greenleaf, 1977). Research has shown that servant leadership promotes employee satisfaction, trust, and organizational commitment (Liden et al., 2008). It is particularly effective in organizations that value employee well-being and long-term growth. However, the approach can

be seen as too passive in some organizational contexts, particularly when quick decision-making and assertive leadership are required.

Those who lead by active participation in decision-making processes are known as participative leadership, a type of democratic leadership that emphasizes collaboration, open communication, and shared problem-solving among leaders and followers. Followers of Democratic leaders are encouraged to provide input, offer ideas, and help shape the course of the team or organization (Lewin et al, 1939). This type of leadership has been associated with greater job satisfaction, higher morale, and better performance in teamwork, particularly in settings where problem-solving and creativity are highly valued. Vroom and Jago (2007) found that democratic leadership can improve decision making in complex or uncertain situations by utilizing the collective expertise and experience of all members of the team. Even so, it can lead to sluggish decision-making by increasing the need for frequent and decisive guidance, as the requirement for consultation may cause a delay in action. Leadership is a dictatorship that operates under the principle of authority, where leaders make unilateral decisions without consulting their constituents. The style is frequently connected to centralized control, where the head of state maintains complete authority and relies on their own judgment or expertise to make decisions. While autocratic leadership can result in swift decisions and clear direction, especially during times of crisis, it can also hinder creativity or lower employee morale by limiting participation and input from followers (Lewin et al, 1939). Modern organizational settings that prioritize flexibility, innovation, and employee empowerment often tend to favor autocratic leadership. In spite of this, it can be useful in specific situations where strict management and proper procedures are essential, such as in the military or manufacturing sectors.





Leadership style: Laissez-faire leadership, also called hands-off leadership is characterized by the absence of direct intervention in followers' work. A minimalistic approach can lead to success. The leadership style provides employees with significant independence and self-determination. This can encourage creativity and independence, but it also can lead to confusion, lack of purpose, and decreased accountability if followers are not sufficiently motivated or well-prepared (Bass, 1990). Some studies indicate that laissez-faire leadership can be less effective than other forms of leadership, resulting in lower performance, reduced organizational cohesion and lack of structure (Skogstad et al, 2007). It can be effective in settings where employees possess exceptional talent, expertise and self-control without significant supervision.

2.4 Employee Performance

Organizational success is largely dependent on employee performance, which has a direct impact on productivity, growth, and competitive advantages (Shah, 2023). Why is this so? A significant amount of research has been conducted on employee performance, with a focus on investigating individual, organizational, and environmental factors that impact employee productivity. Personal characteristics, motivation, leadership styles, organizational culture and work environment are all important factors in employee performance. The most significant elements of employee performance include personality, skills, knowledge, and cognitive abilities. The cognitive ability and technical expertise of an employee are both factors that determine their performance in completing tasks and solving problems (Schmidt & Hunter, 1998). The significance of emotional intelligence (EI) in performance enhancement has been established. People with high EI tend to be more effective communicators, asserters, and problem solvers in managing their emotions, which has a positive impact on teamwork and decision-making (Mayer et al, 2004). Personal traits



are responsible for an employee's ability to perform well in their roles and contribute to organizational success.

Motivation is another key factor that contributes to employee performance. Employees are more likely to excel when they are motivated by factors such as job security, career development, recognition, and meaningful work. Herzberg's theory suggests that while hygiene factors (e.g., salary and working conditions) prevent dissatisfaction, motivators like achievement and recognition lead to higher levels of performance. Furthermore, Deci and Ryan's Self-Determination Theory (1985) highlights the importance of autonomy, competence, and relatedness in enhancing intrinsic motivation, which in turn boosts performance and engagement.

Leadership plays a significant role in shaping employee performance. Transformational leadership, which focuses on inspiring and motivating employees through vision, high standards, and support, has been shown to have a positive effect on job satisfaction, motivation, and overall performance (Bass, 1985). Transformational leaders create a sense of trust and respect, fostering an environment where employees feel empowered to contribute at their highest level. On the other hand, transactional leadership, which emphasizes rewards and punishments for performance, may drive employees to meet minimum expectations but may not inspire long-term engagement or creativity (Judge & Piccolo, 2004). In contrast, laissez-faire leadership, marked by a lack of guidance and support, can lead to low performance due to a lack of direction and accountability (Skogstad et al., 2007).

The organizational culture is another critical factor influencing employee performance. An innovative, collaborative and continuous improvement culture can encourage employees to work at the highest level. The promotion of open communication, recognition, and a healthy balance between work and personal life are factors that contribute to employee satisfaction and



performance in organizational cultures (Cameron & Quinn, 2006). Conversely, a toxic or unsupportive culture can result in disengagement and poor performance. Employees are more likely to engage with and perform better in a culture that promotes mutual respect and support (Schneider et al, 2013). Physical and social environments also have an impact on employee performance. Studies have shown that factors such as office decorum, lighting, sound and noise levels, and ability access to resources affect an employee's productivity and focus. Creating a healthy physical environment can decrease the need for distractions, improve focus, and enhance productivity. In addition, a social work environment that emphasizes teamwork and mutual support can enhance employee performance by creating ties of camaraderie and motivation. Parker et al. (2001) A supportive environment fosters collaboration and knowledge sharing, which leads to better organizational outcomes. Both objective and subjective measures of employee performance are commonly used. Why? Objective measures encompass measurable outputs such as productivity rates, quality of work, and adherence to deadlines. The performance metrics are a reliable measure of productivity, but they may not encompass all employee contributions such as teamwork, creativity and innovation. Other performance dimensions such as interpersonal skills problem-solving ability and work attitude are frequently assessed through subjective measures like performance appraisals. Nevertheless, these evaluations may be biased, making it important to consider multiple perspectives when evaluating performance (Brown et al, 2010).

Companies employ a range of approaches to boost employee performance, including training and development programs, performance management systems, and employee motivation initiatives. The provision of growth opportunities and career development opportunities in these programs are also beneficial to employees, according to Noel (2010). Improved performance can only be achieved through the implementation of performance management systems that align individual



goals with organizational objectives. Essentially, these systems are about setting explicit standards, giving regular feedback, and rewarding performance targets for achievement. The effectiveness of performance management systems that emphasize continuous feedback and development has been shown to be superior to annual review of performances (Agonies, 2013). The maintenance of high levels of performance is dependent on employee motivation and engagement. Engaged staff members are more inclined to surpass their primary duties, contributing to the organization's prosperity. Motivation and engagement can be boosted by recognition programs, career advancement opportunities, and an environment where employees contribute to the organization's success (Harter et al, 2002). There are several obstacles that can hinder employee performance, such as inadequate resources, lack of clarity about roles, and poor management practices. Lack of clarity about employees' roles and responsibilities can result in decreased productivity. (Klein & McHugh, 2017)? Lack of resources, support, or training can hinder employees from performing at their best (Rogelberg et al, 2009). External factors including economic downturns or industry fluctuations, can also have an impact on performance (Baron, 2010). In order to address these challenges, organizations must provide clarity on how to handle the issues, adequate resources, and support for employees (noel, 2010). A variety of factors, such as personal characteristics, motivational qualities, leadership styles and organizational values or philosophies can influence employee performance. Effective leadership, motivation, training, and a supportive culture are all key to high performance (Aquinas, 2013; Cameron & Quinn, 2006). While objective metrics such as productivity and quality are often used to measure performance, subjective evaluations can provide valuable information about an employee's overall contribution (Cameron & Quinn, 2006). Organizations can enhance productivity, employee satisfaction, and long-term success by recognizing the factors that affect performance and employing strategies to improve it. Additional



studies examining the interdependence of these variables will yield advantageous insights into ways to optimize workforce utilization for better performance outcomes (Mayer et al, 2004). Organizational behavior is shaped by the influence of leadership on employee perceptions, job satisfaction, and organizational commitment, particularly in academia. Managers and administrators' leadership styles have a significant impact on employee work attitudes and performance (Bass & Avolio, 1994). Current literature on the influence of different leadership styles on employee perceptions at TaTU is reviewed in this section, with a particular emphasis on job satisfaction and commitment (Liden et al, 2008).

2.5 Leadership Styles and Employee Perceptions

There are generally three general types of leadership: transformational, transactional and participative. Various traits are associated with each style, which impacts employee perception of their leaders and thus job satisfaction as well as organizational commitment. The art of Transformational Leadership is a highly researched form of leadership. Leaders who follow this approach aim to motivate, motivate and intellectually stimulate their employees. Leadership models that foster change include demonstrating clarity of mind, encouraging innovation and personal development (Bass, 1985). Transformative leadership at TaTU can enhance employees' perceptions by integrating individual values with organizational objectives. This alignment promotes a sense of purpose and commitment, which can lead to greater job satisfaction (Avolio & Bass, 2004). Faculty members who work under transformational leaders tend to be more motivated and engage in innovative teaching practices and academic research, as they feel valued and supported by their leaders (Leithwood & Jantzi, 2006). Rather than other approaches, Transactional Leadership involves leaders using incentives and punishments to encourage employees. This approach is more structured. Transparent management is a viable method for



managing routine tasks and making sure employees meet short-term objectives, but it's less likely to encourage long-run commitment or job satisfaction. The focus on task completion, rather than innovation or personal growth, is often the defining feature of this leadership style. Individuals who view their managers as transactional may find satisfaction in accomplishing certain tasks, but they do not have a deep emotional attachment to the institution or its long-term mission (Eiseanbeiß und Berners (2013). In the TaTU context, transactional leadership could create an environment that focuses more on administrative tasks and performance metrics rather than fostering a deep sense of belonging or commitment to the university's broader goals. Participative Leadership, which involves actively engaging employees in decision-making processes, has been found to positively impact job satisfaction and organizational commitment. Leaders who practice participative leadership value input from their employees, fostering a sense of collaboration and shared responsibility. This leadership style promotes inclusivity, as employees feel their opinions and contributions matter, which leads to higher levels of engagement and satisfaction (Vroom & Yetton, 1973). In the case of TaTU, faculty and staff members who perceive their leaders as participative are likely to feel more involved in institutional decisions that affect their professional development, work environment, and teaching practices. This involvement can significantly enhance their job satisfaction and strengthen their commitment to the university (Lawler, 1986). Job satisfaction is a multifaceted concept that refers to how content employees are with various aspects of their work. The literature suggests that leadership style plays a pivotal role in determining job satisfaction, particularly in academic environments such as universities. Transformational Leadership and Job Satisfaction: Research consistently shows a positive relationship between transformational leadership and job satisfaction". Employees who perceive their leaders as transformational report higher levels of satisfaction because these leaders foster an

environment of trust, respect, and personal growth (Bass, 1985). TaTU's transformational leaders prioritize mentoring, professional development, and academic independence, which can lead to greater job satisfaction among faculty members. Leadership provides opportunities for innovation and professional development, which can enhance employee satisfaction and feel more valued. Additionally, the ability of transformational leaders to create a compelling vision for the university's future can result in broader senses of purpose and job satisfaction (Avolio & Bass, 2004).

While transformational leadership can reward performance and increase job satisfaction in the short term, it has a more significant impact on overall job happiness than transactional or "transitional" leadership. Bases & Avolio, 1994, discovered that employees working for transactional leaders may find satisfaction in meeting specific objectives but work to achieve it is often influenced by external factors such as bonuses or job security. Transactional leadership in TaTU can lead to a work culture that prioritizes efficiency and task completion, but it may not meet the inherent needs of faculty and staff for intellectual stimulation, professional development, and personal fulfillment.

Engaging employees in decision-making processes and valuing their contributions through participative leadership is believed to enhance job satisfaction. The presence of participative leaders in TaTU's faculty and staff is believed to enhance their satisfaction, as they have a voice to speak about curriculum development, academic policies, and institutional goals. The promotion of job satisfaction through participative leadership has been demonstrated by studies such as Vroom & Yetton (1973). Employees' sense of control over their work-related choices is a key factor in their overall satisfaction and engagement.



Employees' psychological attachment to their organization is what defines organizational commitment. It influences their determination to work hard for the organization's success and their decision to stay with the group. Employees' perceptions of their leaders and work environment are influenced by leadership styles, which in turn affects organizational commitment. High levels of organizational commitment are essential for effective transformational leadership. The workplace environment is shaped by leaders who motivate and engage employees, leading to a greater sense of alignment between the organization's values and mission. A sense of support and empowerment among employees is linked to a greater likelihood of fostering loyalty and commitment (Bass, 1985). Transformative leadership at TaTU aims to enhance faculty and staff engagement by creating a culture of shared values, academic excellence.

Transactional leadership exerts less influence on organizational commitment than other factors. Transactional leadership may provide a means of maintaining organizational rules and procedures, but it seldom generates significant emotional support or long-term commitment. Employees may choose to stay with the company due to rewards or incentives offered by transactional leaders, despite a strong personal connection contributing to low loyalty levels (Eisenbeiss & Boehner (2003)). Additionally, certain individuals may choose not to be a part of the group due to favorable reasons. TaTU's transparent leadership can bring about temporary success, but it may not lead to a lasting commitment of the university.

Inclusion and a sense of ownership are essential components that foster organizational commitment under participative leadership. Employees who perceive their leaders as active participants feel included and participate in decision-making processes, which fosters an emotional connection to the organization. Participative leadership is a cornerstone of TaTU's culture, which fosters remembrance and loyalty among its staff. This obligation holds great importance in

academic institutions, as it ensures that faculty and staff align with university mission their own individual objectives (Lawler, 1986).

2.6 Impact of Leadership Styles on Employee Job Satisfaction

The level of job satisfaction and organizational commitment of employees are heavily influenced by their leadership styles. Evidence suggests that leadership styles such as transformational, participative and supportive can create a work environment that enhances employee well-being, engagement or loyalty. The assessment evaluates the correlation between leadership styles and employee happiness, examining how various methods aid in enhancing employee engagement with organizational objectives and morale. Additionally,

The satisfaction of job satisfaction is largely due to the ability of transformational leadership to inspire and motivate employees to exceed their own expectations. Transformational leaders are those who build relationships, articulate a compelling vision, and inspire their teams with purpose. According to Bass and Region (2006), transformational leadership can enhance job satisfaction by satisfying employees' psychological needs for autonomy as well as competence and relatedness.

By promoting creativity and personal development, transformational leaders can enhance job satisfaction by creating a sense of empowerment and recognition among employees. According to research, transformational leaders in leadership positions are believed to promote greater levels of mutual respect and trust among their employees, leading to increased satisfaction (Judge & Piccolo, 2004).

Another approach that has been found to be effective is participatory leadership, whereby employees are involved in decision-making processes to increase job satisfaction and organizational commitment.





Leaders can foster a culture of team collaboration and participation in organizational decisions, which results in employees feeling more invested. According to Cotton et al. (1988), participative leadership can enhance job satisfaction by creating a collaborative work environment where employees feel valued and respected, regardless of their opinions. Employers find this method to be more fulfilling, as they feel a sense of importance and responsibility that motivates them and encourages greater dedication.

In addition, research has revealed that participatory leadership can decrease work-related anxiety and foster employee commitment to the team. Schafer (2013), suggest that job satisfaction can be enhanced by involving employees in decision-making, which improves workplace transparency and trust. Especially in organizations that strive for inclusiveness and teamwork, participative leadership has significant benefits.

A leader's emotional and personal needs of employees are a significant factor in job satisfaction, which is evident in supportive leadership. Those with a supportive approach are friendly, knowledgeable, and attentive to the needs of their team, leading to uplifting work environments that promote happiness and contentment. In 1971, House introduced his theory of supportive leadership as parting with his path-goal philosophy, which posited that employees' levels of satisfaction and commitment are improved when leaders provide support and consideration.

2.7 Moderating Factors in the Relationship Between Leadership Styles and Performance

The correlation between leadership styles and employee performance is intricate and can be influenced by various factors. Including employee autonomy, organizational structure and culture factors such as leadership styles, these factors can either enhance or diminish performance outcomes. To improve employee performance and optimize leadership strategies across different settings, organizations must have a grasp of these factors.



Employee autonomy is one of the key factors that can moderate the effectiveness of leadership styles on performance. Autonomy refers to the degree of freedom employees have in making decisions, managing tasks, and executing responsibilities. Leadership styles that encourage autonomy, such as participative and transformational leadership, are often associated with higher employee motivation and performance, especially when employees have the independence to leverage their skills and expertise effectively. Participative leaders, for example, may delegate decision-making authority to employees, which can lead to improved performance as employees feel more responsible and empowered (Hackman & Oldham, 1976). However, in cases where autonomy is limited or undesired, such as in highly regulated or routine tasks, directive or autocratic leadership may yield better results, as it provides clear guidance and structure (Judge et al., 2004).

Organizational structure also plays a significant role in moderating the impact of leadership styles on performance. In more hierarchical or formalized structures, autocratic or directive leadership styles may be more effective as they align with existing lines of authority and control. In such settings, employees may respond better to clear instructions and established protocols, which enhance performance by reducing ambiguity (Burns & Stalker, 1961). Conversely, in flat or decentralized organizational structures, transformational and participative leadership styles may have a stronger positive impact on performance. These structures typically encourage open communication, innovation, and flexibility, which align well with leadership styles that promote employee involvement and creativity. The effectiveness of a particular leadership style, therefore, can vary depending on whether the structure encourages top-down authority or supports collaborative efforts and shared decision-making (House, 1971).



The complexity of tasks performed by employees is another significant moderating factor. Task complexity refers to the degree of difficulty, uncertainty, and variability associated with job responsibilities.' In challenging work settings, leadership styles that incorporate transformational and participatory approaches may be more advantageous (Avolio, 1999). Especially those who are transformational leaders can inspire and motivate employees to think creatively and approach challenging tasks with confidence. However, when dealing with basic, routine, or procedural tasks, an autocratic or transactional style of leadership can enhance performance by providing clear guidelines and reducing decision-making processes that could otherwise hinder productivity (Bass, 1985). Converse.

Cultural context plays a crucial role in the impact of leadership styles on performance, particularly in organizations that are diverse or global. Participative leadership styles may be more effective in cultures with a strong emphasis on egalitarianism and collaboration, such as Scandinavian or Western European countries. Hofstede (1980) notes that these cultures often consider employee participation as a crucial aspect of organizational success and favor leaders who foster open communication and mutual respect. Conversely, in cultures with a higher power distance and where hierarchy and authority are more respected, such as many Asian or Middle Eastern nations, autocratic or directive leadership styles may be more successful. Cultures that have such cultures may benefit from clear instructions and direct guidance from leaders, which can improve performance by meeting cultural expectations (House et al, 2004).

Performance-related performance is also influenced by the experience and competence of employees. The adoption of transformational and participative leadership styles can be advantageous for highly skilled and experienced employees, as these approaches enable them to leverage their expertise and contribute ideas effectively (Dvir et al, 2002). Expat employees tend

to be more self-motivated and can thrive under leadership that values their input and fosters independence. Conversely, an autocratic or transactional style may be more suitable for employees with lower skill levels or less experience, as it provides clear guidance and structured support. By reducing uncertainties and enabling employees to perform tasks efficiently, this leadership approach enhances overall performance in situations where close supervision is necessary (Bass & Riggio, 2006).

Ultimately, performance is affected by the work environment and specific job roles. Leadership styles that offer organization and determination can boost performance in high-pressure, bustling settings like healthcare or emergency services, where employees seek immediate and distinct directives (Edmondson, 1998). Conversely, professions that involve creativity, such as marketing or R&D, are characterized by transformational and participative leadership styles that promote exploration and innovation. Leaders in these environments are often required to be flexible and adaptable, as well as to support employee initiatives and independent decision-making (Amabile et al, 2004).

Whether leadership styles correlate with performance isn't always straight-forward and depends on a variety of moderators. Efforts under different leadership styles are linked to employee autonomy, organizational structure, task complexity, cultural context, employee experience, and the work environment. However, performance is also related to these factors. Why might this be? By being able to identify and adapt to these factors, leaders can better align their style with situational needs, leading to improved employee performance and contributing to organizational success.

2.8 Challenges of Leadership Styles

Effective leadership is a fundamental aspect of effective organizational management, but each style has its own inherent challenges that may pose difficulties in managing complex, hierarchical, or crisis situations. Knowing these limitations can help organizations choose or adjust leadership styles for specific situations and prevent pitfalls that could impact decision-making, employee morale, and organizational efficiency.

Among leadership styles, the risk of decision-making inefficiencies is a significant issue, particularly in participative and transformational positions. Leaders can engage in participative leadership by actively seeking input from team members, which can lead to a delay in decision-making as they work to gather and consider different viewpoints. Although an inclusive policy can encourage employee engagement and buy-in, it may lead to slower responses on time-sensitive issues (Yokel, 2013). In fast-paced or fiercely competitive environments, organizations may struggle to quickly respond to market demands or operational challenges due to the long wait for decision-making.

When making immediate, practical decisions, transformational leaders who prioritize motivating and inspiring employees toward long-term goals may find it difficult to achieve efficiency. Under transformational leadership, big ideas and big aspirations often fail to take into account everyday operational details or delay the resolution of urgent problems. Why is this so? Even in dictatorial leadership there are downsides, such as lagging employee contributions to decision making, which can lead to solutions that do not always reflect the operational or frontline realities.

The strict chains of command and clearly defined roles in hierarchical organizations can hinder leadership styles that prioritize collaboration and inclusivity. The use of participatory and transformational leadership approaches, which involve open discussion and teamwork, can be



counterproductive to hierarchical leadership structures where employees are accustomed to a more direct approach (Burns, 1978). This muddled reaction can result in confusion or conflict, as hierarchical employees may view participative work as challenging established authority and roles.

Also, within structured organizations, leaders who embrace participation may struggle to uphold authority and discipline. During participative leadership, boundaries are sometimes unclear and employees may openly question or challenge decisions, which can disrupt organizational processes and complicate management processes. In addition, transformational leaders may face difficulties in executing this approach within rigid hierarchies where formal procedures and immediate compliance are valued over long-term engagement and empowerment, despite their collaborative efforts to inspire and develop a vision.

In times of crisis, leaders can exhibit ineffectiveness or be counterproductive; participative and laissez-faire leadership are among the most well-known examples. participative leadership emphasizes team input and collaboration, which can hinder response times in situations where quick decisions and clear direction are essential. The use of decisive action in crises, rather than lengthy consultations to resolve issues, makes direct leadership styles more desirable in these situations (Hannah et al., 2009). During times of crisis, however, autocratic leaders can provide clarity and authority as quickly as workers search for stability amid uncertainty.

Despite its potential for long-term success, transformational leadership can be less effective during crises. Why is this so? When it comes to motivating employees towards ambitious goals, transformational leaders tend to prioritize practical and immediate action. Visionary leadership is often overshadowed by employees seeking immediate security and operational continuity during crises. Nevertheless, the laissez-faire approach to leadership is often too hands-off and can be very



damaging in times of crisis: it lacks structure and willpower necessary to guide employees through difficult situations.

Certain types of leadership also promote dependency among employees, which hinders their independence in decision-making. Workers may be forced to depend on leaders for guidance due to the emphasis on centralized decision-making and directive control during autocratic leadership, which could impair their autonomy and problem-solving skills. The dependence on autocratic methods may have a lasting impact, as employees who are used to being subservient can't adapt easily when situations call for more independence or initiative (Goleman, 2000). While transformational leaders can boost employee motivation, they may unintentionally rely on their vision and charisma to motivate employees to take charge or suggest alternative solutions.

Change and innovation may be resisted by different types of leaders to some extent. The effectiveness of top-down decisions can be compromised by autocratic leadership styles, which may result in a lack of creativity and innovation among employees. Employees may feel that their input is not valued or desired, which can impede innovation.' Conversely, transformational and participative leadership approaches may not always succeed in challenging organizations with established practices and norms, particularly when employees view collaborative efforts as a disruption to their current power structure (Kotter, 1996).

Leadership styles present challenges that make it challenging to adapt to different situations, with each style having its own set of benefits and drawbacks based on the organizational environment and the individual demands of those circumstances. Additionally, Leaders face several primary challenges, such as inefficiencies in decision-making, difficulties in addressing hierarchical or crisis situations, employee dependency, and resistance to change. The more strategic leaders

understand these constraints and work with them, the greater their ability to maintain resilience, cohesion, and effectiveness in various organizational settings.

2.9 Empirical Review

This part is focusing on the works done that has a relation with the current study in terms of outcome, variables and the omissions of the past studies that need to be addressed by the current study. In the work of Beauty and Aigbogun (2022), the purpose of the study was to look at how different leadership philosophies affect workers' output, particularly the effects of transactional, transformational, and laissez-faire philosophies. effective leadership abilities that uphold organizational goals and objectives while concurrently managing teams well for organizational success. The study was conducted in a different country radar than Ghana. So geographically, there is a gap. Apart from the geographical gab, the study was conducted under a pandemic and factors such as instable minds, inadequacy of time could have affected the outcome of the research. More so, the study used qualitative method for its data gendering and analysis whiles the current study is using quantitative method for its data gathering and analysis. The study also did not make due of variables such as employees job satisfaction which gab the current study aimed at addressing.

Another study conducted by Taylor-Hampson (2020) on the topic, Effect of leadership styles on employee performance: the study dealt with the leadership qualities and management philosophies of the Cape Coast Metropolitan Hospital. The purpose of this study was to evaluate how employee performance is at Cape Coast Metropolitan Hospital base on the kind of leadership styles by management. The study used cross-section al and survey designs and was both qualitative and quantitative. 83 respondents were used in the study. The study is of same in name with the current study, but the study apart from the geographical gab, also use both qualitative and quantitative methods for its data gathering and analysis, but the current study is using only quantitative method.





Also, the study was conducted in a health institution where condition that influence the leadership choices are different from educational institutions. It even more important to note that, factors in relation to leadership styles of management that affect the productivity of health workers cannot be the same when you come to the education sector.

Nikola (2011) found that leaders who were perceived as having a democratic style had much higher levels of staff engagement because they encouraged employee participation and consulted them on planned actions and choices. Democratic leaders were defined by their regard and confidence in their subordinates. The staff leaders fostered an environment of open communication, welcomed recommendations from the employees, and refrained from using fear to enforce policies on the workforce. It was also demonstrated that the leadership style has a major effect on the employees' job happiness. Employee unhappiness or irritation was not shown through bad conduct when a democratic leadership style was utilized; the contrary was true when an autocratic style was applied. Such unfavorable conduct includes being absent from work, being late, and verbally or in writing disparaging coworkers and supervisors. The leadership style of the head teachers was one of the study's components. Since we are also examining the leadership styles of head teachers, this is pertinent to the current investigation. His research examined how a head teacher's leadership style might impact teachers' motivation, whereas the current study examines the influence of management leadership styles and how that can be related to job satisfaction in a technical university or other higher education setting. This is where his work and the current study diverge.

A study by Rana et al (2019) examined the impact of a participative leadership style on the work output of Kenyan coffee trading enterprises' employees. The study's goal was to assess how participatory leadership affects employee performance in Kenyan coffee trading companies. The current study looked at the effects of transformational, autocratic, and distributive leadership styles

on employee performance at the Tamale Technical University in order to address the geographical gap that was previously focused solely on distributive leadership style.

2.10 Conceptual Framework

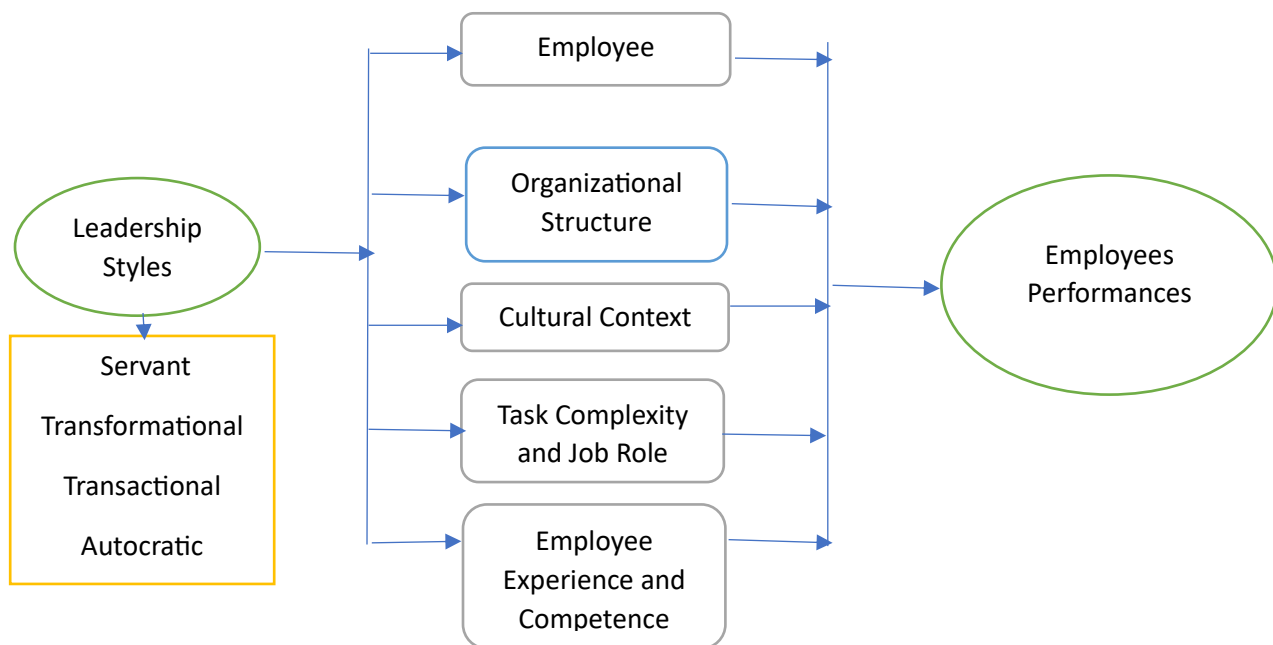


Figure 2. 1: Conceptual Framework

Figure 2.1 illustrates the relationship between different leadership styles, with independent variables and dependent variables such as employee performance being factored into the conceptual framework. The independent variable, Leadership Styles, is made up of four primary styles: participative, transformational, transactional and autocratic leadership. These styles reflect a different way of dealing with leaders, which may or may not impact the outcomes of work (Khan et al., 2020; Wong & Gessner, 2018). This framework proposes that employee performance can be

significantly impacted by leadership styles, which are typically assessed through productivity, quality of work, and achievement of set goals (Aboramadan, 2021; Miao et al., 2021).

In this study, the primary outcome variable is Employee Performance; it is the level to which employees meet or exceed job requirements. Evidence suggests that leadership style plays a crucial role in employee performance metrics, including job satisfaction, engagement, and motivation (Greencare et al., 2019; Lee & al, 2020). Generally, successful leadership leads to higher performance outcomes; however inefficient leadership styles can reduce productivity and job commitment (Kao et al., 2020). The framework considers both situational factors as moderating variables and the impact of leadership styles on employee performance. The factors that can be considered include employee autonomy, organizational structure, cultural context, task complexity and job role, and employee experience and competence (Elrehail et al., 2019; Bail. As an example, employee autonomy can contribute to the positive outcomes of participative leadership by allowing employees to make independent decisions about their roles (Kim & Behr, 2021). On the other hand, a rigid organizational structure may hinder the ability of transformational leadership to foster innovation and flexibility (Kashyap & Rangnekar, 2021). How this might be achieved? Nguyen et al., 2018, observed that leadership styles exhibit significant differences depending on the cultural and organizational context, significantly impacting effectiveness in leadership. This conceptual framework visually illustrates the hypotheses relationships; employee performance outcomes are influenced by factors such as leadership styles. These moderating factors reflect their ability to change the magnitude or direction in which each style of leadership affects performance. The model reflects the variability and inflexibility of leadership effectiveness across organizational levels.





2.11 Research Gaps

The effectiveness of various leadership styles is a subject of much research, but there is still limited understanding of how these styles are linked to employee performance due to contextual factors like organizational structure, cultural context, and employee autonomy. Leadership theories often disregard the impact of the organizational environment, while concentrating on the styles themselves. It is possible that contextual factors are a significant factor in determining the appropriate leadership style for varying situations. For example, some leadership styles may be more effective in a flat, decentralized organization than others (see hierarchy). Considering the impact of these contextual variables on leadership styles could help improve organizational performance across different contexts and levels of influence (Elrehail et al., 2019; Nguyen & Co., 2021).

Despite the possibility that factors like organizational culture and employee autonomy could moderate the correlation between leadership styles and employees' performance, there is inadequate empirical evidence to support these claims. It is important to conduct further research on how these moderating factors affect the effectiveness of leadership styles such as participative, transformational (to transform leaders), transactional and autocratic. Despite the fact that employee autonomy is expected to enhance the positive outcomes of participative leadership, empirical evidence on this connection is scarce. Likewise, the impact of organizational culture on the effectiveness of leadership styles has not been thoroughly examined.' Analyzing these moderating elements could help us better understand the intricate interplay between leadership styles and employee performance (Boil et al., 2019; Miao d'allas, 2021).

The correlation between leadership styles and employee performance has been a mixed bag in research. While transformational leadership is commonly associated with improved performance



outcomes, its effectiveness varies across organizational settings according to different studies. Certain contexts exhibit remarkable effects from transformational leadership, while other ones result in minimal impact. Due to this discrepancy, further investigation is required to ascertain the factors that impact performance outcomes and the correlation between leadership styles. Factors such as organizational culture, job complexity, and employee characteristics may be responsible for these differences. Further analysis of these factors may help to better understand the timing and impact of differences in leadership styles on employee performance (Kao et al, 2020; Lee d'allah et al., 2023).

There is limited research on how participative leadership can enhance employee job satisfaction and commitment, particularly in education or technical institutions. However, many studies have focused on this area of leadership. Most studies on participative leadership focus on general organizational contexts and ignore sector-specific effects. In these specialized sectors, research is required to explore the impact of participatory leadership on performance outcomes. Participative leadership can encourage innovation and collaboration in technical or educational contexts, but its effect on performance may vary depending on the sector's specific challenges and goals. This insufficient space necessitates more focused studies on the specific aspects of participative leadership in different organizational settings (Kashyap & Rangnekar, 2021; Kim & Behr, 2020).

While the correlation between job satisfaction and leadership effectiveness is often overlooked, there is limited research on how it can enhance employee performance. Investigations that focus on job content as a mediator may uncover more information about the ways in which leadership impacts performance. Additionally, Organizations can improve their leadership strategies by understanding the impact of leadership styles on job satisfaction and its effects on performance. Considering the mediation aspect of this connection may provide insight into the psychological

mechanisms that contribute to better employee outcomes, making it an important research field for future endeavors (Greencare et al., 2019; Lee & al., 2020).

Research on leadership styles such as participatory or transformational leadership has been recognized as potentially harmful in highly hierarchical or crisis-affected settings, but the extent of research addressing these issues is still limited. When faced with a crisis or in rigid hierarchies, the effectiveness of participative leadership may be compromised as decision-making is based on urgency and centrality. Likewise, transformational leadership may struggle in settings where control and structure are valued more than empowerment and innovation. The limitations of various leadership styles in these situations, particularly in crisis or high-stakes settings, require further investigation. Businesses can adjust their leadership methods to address specific challenges and ensure effective leadership in various contexts by being aware of these limitations (Kashyap & Rangnekar, 2021; Wong & Gessner, 2018).

2.12 Summary of the Chapter

Chapter Two provided a comprehensive review of literature on leadership styles and their influence on employee performance. It examined theoretical foundations, conceptual frameworks, and empirical studies relevant to the study. The chapter first introduced the theoretical framework, drawing on transformational leadership theory, transactional leadership theory, and contingency leadership theory. These theories explain how different leadership styles impact employee motivation, job satisfaction, and organizational commitment. Transformational leadership was highlighted for its role in inspiring employees, fostering innovation, and promoting job satisfaction.





Transactional leadership was described as goal-oriented and reward-based, while contingency leadership emphasized the situational nature of effective leadership. The conceptual review defined key terms, including leadership, leadership styles, and employee performance. It explored different leadership styles such as transformational, transactional, autocratic, participative, servant, and laissez-faire leadership, discussing their strengths and limitations in various organizational settings. The empirical review examined past studies on leadership styles and employee performance. It identified gaps in context (geographical, sectoral, and methodological differences), leadership effectiveness, and moderating factors such as organizational culture, employee autonomy, and task complexity.

Many prior studies focused on general organizations or health institutions, leaving a gap in understanding leadership effectiveness in technical universities. The conceptual framework illustrated the relationship between leadership styles and employee performance, incorporating moderating variables such as organizational structure, cultural context, employee autonomy, and job complexity. Finally, the research gaps section identified key areas requiring further investigation, such as the role of participative leadership in technical universities, the impact of leadership styles in crisis situations, and how job satisfaction mediates the relationship between leadership and performance. This chapter set the foundation for the study by establishing a theoretical and empirical basis, which guided the research methodology and analysis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology, specifically it looks at the philosophy, design of the study, research approach, the study area, the research population. It also focused on sampling methods including sample size, sampling size determination, data collection techniques, information on data sources, the data collection process, analysis techniques and ethical considerations. It concludes with a summary of the chapter.

3.2 Study Area

In Tamale, the Northern Region of Ghana's capital, is where this study will be conducted at TaTU. The northern region of the country is home to Tamale Technical University, which provides a range of technical and vocational programs. This study on leadership styles and employee performance is particularly well-suited to TaTU's diverse student body, faculty, and staff due to its emphasis on practical and skill-based instruction. The selection of TaTU as the study area is based on the organizational structure of the university, which comprises various academic departments, administrative units, and technical programs, all guided by different leadership styles.

The unique setting of these units provides a means for researchers to investigate the influence of leadership styles on employee performance, job satisfaction, and organizational commitment. The growing presence of TaTU in the north provides an ideal setting for examining how leadership styles can shape employees in a rapidly evolving academic institution. This perspective is particularly intriguing.





This makes TaTU an interesting case for exploring how employee autonomy, organizational culture and task complexity influence leadership styles as well as performance. Why? Given the challenges faced by the university in both academic and technical education, understanding how leadership influences employee effectiveness in this context can help improve performance and satisfaction within similar institutions across the region. By focusing on Tamale Technical University, this study will contribute to the understanding of how leadership styles affect employee performance in educational institutions, especially in northern Ghana, and provide recommendations for enhancing organizational outcomes through improved leadership practices.

3.3 The Research Philosophy

This study adopts positivism as its guiding research philosophy. Positivism is based on the principle that knowledge should be derived from observable, measurable, and quantifiable phenomena while avoiding metaphysical speculation (Saunders, Lewis, & Thornhill, 2019). This philosophy aligns with the study's objective of examining the effects of leadership styles on employee performance at Tamale Technical University using empirical data. By adhering to a structured and scientific approach, positivism ensures that the research remains objective, systematic, and free from subjective interpretations (Creswell & Creswell, 2023). The key rationale for adopting positivism lies in its emphasis on scientific and objective inquiry. The study employs structured questionnaires and statistical analysis to assess the relationship between leadership styles and employee performance. This approach enables the researcher to identify patterns, test hypotheses, and draw conclusions based on factual evidence. Given that the study seeks to establish a cause-and-effect relationship, positivism provides a suitable framework for

ensuring that findings are based on verifiable data rather than personal opinions or assumptions (Ryman, 2021).

In generality, positivist investigators expect that investigation must be duly collected logically, and thus this review ordinarily receives a deductive approach (Wilson, 2010). Research approaches categorized among deductive and inductive approaches set the foundation for developing appropriate data collection processes and data analysis procedures based on the nature and type of the study (Azungah, 2018). The deductive research approach is appropriate for descriptive studies and following the quantitative research design to analyze data. This approach permits the investigator to form their focus from general level theory to a specific level and deduce relevant information from enormous data sets to generate accurate and reliable findings (Thomas, Martin, Entire, and Silverman, 2023).

Furthermore, positivism enhances the reliability and generalizability of the research findings. By utilizing quantitative methods, the study generates results that extend beyond the specific context of TaTU, making the findings applicable to other academic institutions and organizations seeking to enhance leadership effectiveness. The structured nature of positivist research also minimizes bias by prioritizing measurable evidence over subjective perceptions (Collis & Hussey, 2021).

3.4 Research Approach

This study adopts a quantitative research approach, which is well-suited for systematically examining the relationship between leadership styles and employee performance in tertiary institutions. Grounded in the positivist paradigm, this approach emphasizes empirical data collection, objectivity, and statistical analysis to ensure accuracy in findings (Creswell & Creswell,



2023). By using numerical data, the study enables structured investigation, allowing for meaningful comparisons and generalizable conclusions across different academic institutions.

A quantitative approach is particularly effective in measuring leadership effectiveness through standardized instruments such as structured questionnaires. Unlike qualitative methods that rely on subjective interpretations, this approach provides an objective assessment of leadership behaviors and their impact on faculty and staff performance (Ryman, 2022). The use of survey methodology allows for the collection of large-scale data, ensuring that the study captures a diverse range of perspectives from faculty members, administrators, and institutional leaders.

One of the key advantages of this approach is its ability to identify patterns and relationships through statistical analysis. The study employs descriptive statistics, such as mean scores and standard deviations, to summarize leadership perceptions and employee performance levels. Additionally, inferential statistics, such as correlation and regression analysis, are used to examine the strength and direction of the relationship between leadership styles and key performance indicators (Tabachnick & Fidel, 2023). These statistical techniques provide evidence-based insights, allowing for more precise recommendations for leadership practices in higher education institutions.

Moreover, the generalizability of findings is a crucial advantage of the quantitative research approach. By collecting data from multiple respondents across different tertiary institutions, the study ensures that conclusions drawn are applicable to similar academic settings (Babbie, 2022). The structured nature of the questionnaire also allows for easy comparison of different leadership styles, helping institutions identify the most effective leadership practices for enhancing employee motivation, job satisfaction, and organizational commitment.





3.5 The Research Design

An essential component of any study is the research design, which serves as a guide for the entire plan, organization, and methodology to be used in the research. To successfully address the research questions or hypotheses, that includes the systematic planning and structuring of the research process (Creswell & Creswell, 2017). This study adopts a descriptive research survey method to provide a comprehensive understanding of the relationship between leadership styles and employee performance. The survey methodology is particularly suitable for this study as it enables the collection of standardized data from a large population, allowing for statistical analysis and generalizability of findings. According to Bolden et al., (2023), survey research is effective in studying attitudes, behaviors, and perceptions, making it an ideal approach for exploring leadership effectiveness within academic environments.

3.6 Population

White (2005) defines a population as all factors that can be included in a research study. In the context of research, a population refers to a group of individuals, events, or objects that share common characteristics and are of interest to the researcher (Casteel & Braider, 2021). For this study, the population consists of the staff members of TaTU, who were considered relevant in assessing the impact of leadership styles on employee performance. Given that studying the entire 1,300 staff members across the university was impractical, a representative sample was selected. To ensure fairness and accuracy in representation, the researcher employed a simple random sampling method, resulting in a total of 93 respondents. This sampling approach allowed for a balanced and unbiased selection of participants, ensuring that the findings could be generalized to reflect the broader staff population at TaTU.

The population of this study covers a diverse staff at the TaTU. This category includes officials from academic staff, administrative staff and support staff. The academic staff members are

responsible for teaching, research, and academic program development at TaTU including: lecturers and senior lecturers, professors and associate professors, researchers and graduate assistants. These individuals play a crucial role in shaping the university's academic standards and intellectual output. Their perceptions of leadership influence their motivation, research productivity, and student engagement (Ntim and Bonus, 2023). Also, the Administrative staff members are responsible for the day-to-day management, coordination, and governance of the university. They ensure the smooth operation of TaTU by handling financial, human resource, and institutional planning functions. This category includes: university management officers – Vice Chancellors, Deans, and Heads of Departments who oversee institutional leadership, finance and accounting staff, and human resource and administrative officers (Bemire and Agboola, 2021). Their experiences with leadership styles influence workplace satisfaction, efficiency, and decision-making effectiveness. And lastly, the support staff members provide technical, maintenance, and auxiliary services that keep the university running smoothly.

3.7 Sampling Size

This study employs a stratified random sampling technique to ensure fair representation of all key staff categories at TaTU. Given that the university consists of academic, administrative, and support staff, a simple random sampling approach would not have ensured proportional representation from each category. Stratified random sampling was therefore adopted, as it divides the total population (1,300 employees) into relevant subgroups (strata) and selects a proportionate random sample from each. This technique minimizes sampling bias by ensuring that all staff categories are adequately represented in the study. It also enhances the generalizability and reliability of the findings, as different perspectives on leadership styles and employee performance are captured across departments and job roles.



3.7.1 Sample Size Determination

The Taro Yamane formula is commonly used in survey sampling to calculate the sample size needed for estimating proportions within a population with a specified level of confidence and margin of error. This formula is particularly suitable when the population size is definite, using parameters such as the population size and the margin of error. Based on this, the sample size is reduced to an appropriate size. The sample size (n) used for the study is:

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

Where n = sample size N = study population e = margin of error

Therefore:

$$n = \frac{1300}{1 + 1300 (0.10)^2} \quad n = 93$$

The selection of 93 respondents as the sample size is based on statistical considerations that ensure the reliability, accuracy, and feasibility of the study. A larger sample could enhance statistical precision, but it would also demand additional time, resources, and logistical efforts for data collection and analysis. Therefore, the chosen sample size strikes a balance between efficiency and representativeness, making it both practical and methodologically sound.

With a total population of 1,300 employees at TaTU, the application of the Taro Yamane formula resulted in a sample size of 93, ensuring that the findings are statistically significant and generalizable. This sample size is adequate to detect meaningful correlations between leadership styles and employee performance, providing insights into leadership dynamics at TaTU. Additionally, it allows for subgroup analysis, ensuring that perspectives from different staff categories (academic, administrative, and support staff) are fairly represented.

To ensure each group was proportionally represented, the following formula was used to allocate participants from each stratum: $n_i = N/N_i \times n$

Where:

n_i = sample size for each subgroup

N_i = population of the subgroup

N = total population

n = total sample size (93)

Staff	Population of the subgroup	Total population	Total sample size	Sample size for each subgroup
Academic staff	600	1300	93	43
Administrative staff	400	1300	93	29
Support staff	300	1300	93	21
Total				93

Moreover, by selecting a sample that is large enough to capture variations in leadership perceptions while remaining manageable within the constraints of time and resources, the study maintains data quality, validity, and reliability. This ensures that the conclusions drawn from the research are both scientifically rigorous and practically useful for leadership and organizational development at TaTU.

3.8 Source of Data and Collection

Accurate and trustworthy data collection is essential for conducting successful research. Both primary and secondary sources were relied on for gathering the needed data. According to Neil (2010), a primary data source is an original source of data, meaning that the data were gathered directly from the respondents through the use of questionnaires. Numerous methods can be used to get primary data. Nonetheless, self-administered surveys, interviews, field observation, and



experiments are the most often used methods (Neil, 2010). Compared to secondary data collection, primary data collection is costly and time-consuming. Nevertheless, for some kinds of study, primary data collecting could be the sole appropriate approach (Neil, 2010).

According to Allen (2017), secondary data is information gathered by a party other than the user. Stated differently, secondary data are those that have already been gathered for a different reason. However, these kinds of data could be highly helpful for one's research (Allen, 2017). This study's secondary data came from reports, books, journals, and other publicly available publications.

3.8.1 Primary Data

The primary data for this study was collected directly from employees and managers at Tamale Technical University through structured questionnaires. A total of 93 employees were chosen from a pool of 1,300 to be able to use the survey instrument. Participants were selected through a simple random sampling method to ensure their understanding of leadership practices at the university. Through the use of both closed-ended and Likert scale questions, the researcher obtained quantitative data on employees' perceptions of leadership styles and their performance outcomes.



3.8.2 Secondary Data

Secondary data was collected from existing literature, including academic journal articles, books, reports, and relevant university records. These sources provided a background on leadership theories, previous studies on leadership styles and employee performance, and insights into the organizational structure and culture at TaTU. Secondary data was used to complement the primary data and offer a broader context to the findings of the study.

3.10 Data Analysis



The Statistical Package for Social Science (SPSS) has been used to analyzed the data obtained from questionnaires. This was accomplished by cleaning the data before feeding it into the computer. Descriptive statistics were used in this investigation to analyze the quantitative data. To make interpretation and comprehension easier, information was presented in tabular form.

The data file was carefully reviewed following each computer entry to ensure that there was no chance of errors in coding or data entry (Morris, et al., 2019).

Data was collected using questionnaire and tables was used to record the outcome of the data. Data was uploaded on to excel spreadsheet and then transported on to SPSS. At this stage, descriptive data analysis too on the SPSS was used to run the data base on the total number of respondents, response rate, mean values and standard deviations, and conclusions was drawn.

3.11 Ethical Consideration

Ethics, primarily concerns that which is good and bad, right and wrong. In this light, ethical considerations in research concerns what researchers ought and ought not to do in their research and research behaviour (Cohen et al., 2019). In the same vein, Cavan, (1977: 810) refers to as “matter of principled sensitivity to the rights of others”. In this regard, this study adhered and abide by code of ethics in the conduct of research. First, research sought clearance from the University for Development Studies. Second, the researcher ensured the objectives of the study do not intrude into the privacy of the research stakeholders particularly participant. Also, the tenets of anonymity and confidentiality was strictly complied with. Thus, the identities of participants are undisclosed. Again, the study sought consent from participants. Normally, a consent form is presented to participants to sign as proof of consent. In this study, however, the consent form was relegated and rather a verbal consent sufficed. The verbal consent was adopted because the researcher initial contacts were apprehensive and declined the idea of signing a form. The presentation of the consent



form created an impression the study was from higher authority and participants thought signing the form was a formal commitment that could have consequences. In fact, the researcher explanation that the signing was a formality with no strings attached could not allay the fears of participants.

More so, in seeking the consent of participants, the purpose and objectives of the study were clearly explained to the participant. Also, the principle of non-pressure to consent was applied. Participants accepted those who voluntarily consented to participate. Furthermore, respondents' privacy was respected, and an assurance that the study was purely for academic purpose, which could not in any way hurt or harm the participants was relayed to them. Lastly, the respondents were also informed that the result to be obtained will not be shared with them since the study is intended essentially to fulfil academic requirement.

3.12 Validity and Reliability

Ensuring the validity and reliability of the research is crucial to the credibility and accuracy of the study's findings. In this study, both internal and external validity, as well as reliability, were carefully considered throughout the data collection, analysis, and interpretation processes.

3.12.1 Validity

Validity is the measure by which research instruments accurately capture their intended measurement.' To verify the validity of the survey instrument, experts in leadership and employee performance were consulted to evaluate its relevance and completeness. In addition, the researcher conducted a pilot test of the survey on 'a small sample of participants from Tamale Technical University (TaTU) to see whether there might be any issues with clarity of questions and structure of this instrument. The construct's validity was improved by making adjustments based on

feedback received (Creswell & cress ell, 2017). To obtain external credibility, the study sought to generalize the findings to a wider range of TaTU employees. However, it should be noted that the outcomes are context-dependent and may not directly apply to other organizations with varying organizational structures or cultural backgrounds.

3.13.2 Reliability

Authenticity is the measure of the stability and consistency of research instruments over an extended period. During the survey, the researcher used standardized questions with clear answer choices to ensure that the results were as reliable as possible. The survey instrument's Cronbach's alpha coefficient was used to determine the internal consistency of the items, with a value above 0.70 being considered acceptable for reliable measurement (Field, 2018).

3.14 Summary of the Chapter

In this chapter, we explore the research methodology used to study leadership styles and their impact on employee performance at Tamale Technical University. It begins with an introduction to the research framework, including philosophical considerations on design and design, population, sampling methods, data collection techniques, and analysis methods. It outlines ethical issues and the validity of studies in this chapter. This research draws on positivism, an epistemological perspective of philosophy based on knowledge that is both observable and quantifiable. This method is essential in comprehending the correlation between leadership styles and employee performance. Rather than accepting metaphysical explanations, positivism promotes a scientific approach to inquiry that restricts the scope to what is visible and can be measured.

The approach involves a quantitative design. Quantitative research is conducted through quantitative methods, such as surveys that gather numbers and analyze employee performance and





leadership styles. The research program was conducted at Tamale Technical University, a prominent technical university in northern Ghana. Additionally, with its diverse organizational structure, which encompasses a range of academic departments and administrative units, this context is conducive to investigating the impact of various leadership styles on employee performance.

Approximately 1,300 university employees were part of this study population. By using the Taro Yamane formula, it was determined that a sample size should be calculated to fit the total population and its desired margin of error. Primary and secondary sources were utilized for data collection. The collection of primary data was conducted through structured questionnaires that evaluate different leadership styles and employee performance metrics. The study's secondary data included existing reports and publications. Structured questionnaires that includes closed-ended questions were used to evaluate the perceptions of their leaders' behaviors.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

In this chapter the findings of the data collected from the field were presented. This part of the study discusses demographic characteristics (age distribution, sex distribution), effective

leadership style for improving employee performance, employees' perceptions of the leadership styles that influence on job satisfaction and commitment and the challenges and opportunities associated with different leadership styles in enhancing employee performance.

4.2 Response Rate

The study distributed questionnaires to 100 participants as part of the data collection process. Of these, 93 questionnaires were returned and deemed valid for analysis, yielding an impressive response rate of 93%. With such a large proportion of participants providing responses, the collected data is highly representative of the target population. The strong response rate ensures that the dataset is comprehensive and robust, providing a solid foundation for analysis.

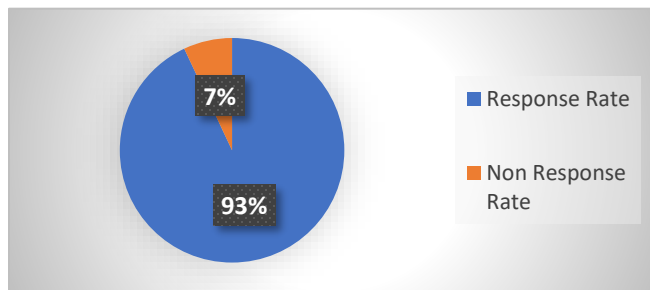


Figure 4. 1: Response Rates

4.3 Demographic information of respondents

the demographic information of the study was, sex distribution of respondents, age distribute on of the respondents and working experience.

4.3.1 Age distribution of respondents

Table 4. 1: age distribution of respondents

Age Group	Frequency	Percent
25-30	3	3.23%
31-35	9	9.68%

36-40	44	47.31%
41-45	15	16.13%
46 and above	22	23.66%
Total	93	100%

Source field data 2023

Table 4.1 presents the age distribution of the 93 respondents included in the study, highlighting the frequencies and percentages for each age group. Understanding the age demographics of participants provides insights into how leadership styles are perceived at different career stages within TaTU. The data indicates that the youngest age group (25-30 years) is significantly underrepresented, comprising only 3.23% of the sample. This suggests that early-career employees may have had lower participation rates in the study or may form a smaller proportion of the university workforce. Previous studies suggest that younger employees, who are still gaining experience, may have limited exposure to diverse leadership styles compared to their older counterparts (Bass, 1990). Consequently, the underrepresentation of this age group may limit the study's ability to fully capture their perspectives on leadership and performance.

The 31-35 age group, representing 9.68% of respondents, consists of employees likely transitioning into more demanding roles. Their insights may be valuable in assessing how leadership styles influence job satisfaction and performance at this career stage. However, their low representation suggests that the study's findings may be more reflective of experienced employees rather than those at the early stages of their careers. The largest proportion of respondents (47.31%) falls within the 36-40 age group, indicating a significant presence of mid-career professionals in the study. This group is likely to have had extensive interactions with different leadership styles, either as team members or in leadership positions themselves. Their



perspectives are particularly valuable in assessing leadership effectiveness, as they have had considerable exposure to various management approaches and their impact on performance.

The 41-45 age group, accounting for 16.13% of respondents, represents senior professionals with substantial work experience at TaTU. Their insights may reflect a comprehensive understanding of leadership dynamics, providing depth to the study's analysis of long-term leadership effects on employee performance. Finally, employees aged 46 and above (23.66%) form a significant proportion of the study sample. These respondents have likely witnessed multiple leadership transitions and organizational changes, giving them a long-term perspective on leadership effectiveness. However, their preferences for leadership styles may differ from those of younger employees, as they may value stability and consistency over innovative or participatory leadership approaches (Harris, 2019).

4.3.2 The Sex distribution of respondents

This information gives an overview of how respondents are distributed across different genders in your study population

Table 4. 2: Sex Distribution of respondents

	Frequency	Percent
Female	30	32.25%
Male	63	67.74%
Total	93	100.0

Source field data 2023



Table 4.2 presents the sex distribution of the respondents, with 67.74% of the participants identifying as male and 32.25% identifying as female. This indicates a higher representation of male respondents in the study, which may reflect the gender composition of the workforce at Tamale Technical University. While the male group constitutes the majority, the study also includes a significant portion of female respondents (32.25%), ensuring that both genders' perspectives on leadership styles and employee performance are considered. However, the disproportionate representation of males may influence the generalizability of the findings regarding gender-specific leadership perceptions. Future studies could aim for a more balanced gender distribution to provide a more comprehensive understanding of how leadership styles impact male and female employees differently.

4.3.3 Working experience of respondents

The table below contains his information and provides insights into the distribution of respondents based on their years of professional experience

Table 4. 3: Working experience of respondents

Years of working	Frequency	Percent
1-5 years	12	12.90%
6-10 years	20	21.50%
11-15 years	25	26.90%
16 years and above	36	38.70%
Total	93	100.0

Source: field data 2023

This table 4.3 reveals the working experience distribution of the study's respondents. The "16 years and above" category, representing 38.7% of the sample, shows that a large portion of the respondents have substantial professional experience. These long-tenured employees are likely to have diverse insights into leadership styles and their effects on performance, offering valuable perspectives based on years of practice. The 6-10 years (21.5%) and 11-15 years (26.9%) groups reflect employees who are in the mid-career phase, likely having accumulated enough experience to observe different leadership styles but still in the process of advancing in their roles. The 1-5 years' category, which accounts for 12.9%, suggests that early-career professionals were also represented, contributing their perspectives on leadership styles from a relatively fresh vantage point. Overall, the distribution shows a good balance of respondents across different stages of career development, ensuring that the study captures a range of experiences. The high representation from more experienced employees (16 years and above) will provide in-depth insights into the long-term impacts of leadership styles on performance.

4.4 Employees' perceptions of the leadership styles at TaTU and their influence on job satisfaction and commitment.

Objective Two: To analyze employees' perceptions of the leadership styles at TaTU and their influence on job satisfaction and commitment.

The research objective of this study explore the employees' perceptions of the leadership styles at TaTU and their influence on job satisfaction and commitment. In achieving this objective, the study employed fifteen (15) major indicators on a selected five (5) point Likert-like scales to measure the outcomes. The scales range from a score of 1 is "Strongly Disagree" and 5 is "Strongly Agree".

Table 4. 4: Employees' Perception of the Leadership Styles



S/N	Survey Statements	N	Mean	Std. Dev.
1	Leadership positively influences employee performance.	93	4.32	0.68
2	Employees perform better when they feel empowered by their leaders.	93	4.21	0.75
3	Leaders leads to higher performance in high-pressure situations.	93	3.56	0.82
4	Leadership increases employee job satisfaction and performance.	93	4.15	0.71
5	A leader's ability to inspire and motivate enhances employee performance.	93	4.39	0.64
6	Leadership encourages team collaboration and improves performance.	93	4.08	0.69
7	Clear communication from leaders leads to higher performance and productivity.	93	4.30	0.65
8	Leaders who show concern for employees' well-being improve their job performance.	93	4.22	0.73
9	Leadership hinders creativity and performance in employees.	93	3.98	0.78
10	Leaders fosters an innovative and high-performance culture.	93	4.28	0.67

11	Leadership fosters a sense of ownership in employees, improving performance.	93	4.14	0.70
12	Leaders who demonstrate fairness and transparency in decision-making positively impact performance.	93	4.35	0.66
13	Employee performance is enhanced when leaders are approachable and open to feedback.	93	4.18	0.74
14	Leadership creates a sense of accountability, which improves employee performance.	93	4.11	0.72
15	A lack of support from leadership negatively impacts employee performance.	93	4.26	0.69

Source: Author's Estimate, 2024

The findings in Table 4.4 provide valuable insights into how employees perceive leadership styles at TaTU and their influence on job satisfaction and commitment. Highly rated statements consistently indicate a strong relationship between transformational, participative, and supportive leadership behaviors and positive employee performance outcomes.

The statement that leadership positively influences employee performance received a high mean score of 4.32, indicating strong agreement among employees. The low standard deviation of 0.68 suggests consistent perceptions across respondents, reinforcing the view that effective leadership directly enhances job performance. This finding aligns with research suggesting that leaders who provide clear direction, motivation, and support significantly boost employee productivity in



academic institutions. Employees strongly agreed that feeling empowered by their leaders enhances performance, with a mean score of 4.21. The standard deviation of 0.75 indicates some variability in perceptions, suggesting that while many employees experience empowerment, some departments or leadership teams may not be equally effective in fostering autonomy. Empowering leadership approaches, such as delegating responsibilities and involving employees in decision-making, can further enhance motivation and job satisfaction. This result reflects the finding of

The perception that leaders facilitate higher performance in high-pressure situations received a mean score of 3.56, placing it in the agree category. However, the higher standard deviation of 0.82 suggests a wide range of opinions, indicating that not all employees find leadership effective in stressful conditions. This variation may suggest that some leaders excel under pressure, while others struggle to provide clear guidance in challenging circumstances. Leadership was found to have a positive impact on employee job satisfaction, with a mean score of 4.15. The standard deviation of 0.71 reflects a relatively stable agreement, emphasizing that leaders play a crucial role in maintaining a positive and engaging work environment. Effective leadership fosters job satisfaction by creating a supportive and motivating workplace culture.

A leader's ability to inspire and motivate employees received one of the highest mean scores (4.39), indicating that employees strongly believe motivation-driven leadership enhances performance. The low standard deviation of 0.64 suggests uniform agreement across respondents, emphasizing the critical role of visionary leadership in academic institutions. Leaders who effectively communicate goals, recognize achievements, and encourage growth can significantly impact employee motivation. The role of leadership in fostering team collaboration and improving performance was rated positively (mean = 4.08). The standard deviation of 0.69 shows relative

consistency in agreement, confirming that leaders who encourage teamwork create a more productive academic environment. Collaborative leadership styles help in enhancing communication, reducing conflicts, and improving efficiency.

Clear communication from leaders was strongly associated with higher performance and productivity, with a mean score of 4.30. The low standard deviation of 0.65 suggests that most employees share this perception, emphasizing the importance of transparency, clarity, and feedback in leadership effectiveness. Employees agreed that leaders who show concern for their well-being enhance job performance, with a mean score of 4.22. The standard deviation of 0.73 indicates some level of variation, suggesting that while many employees feel supported, others may not receive sufficient attention to their well-being from their leaders. Supportive leadership enhances job satisfaction and reduces burnout.

The perception that leadership hinders creativity and performance had a mean score of 3.98, suggesting a moderate agreement. However, the relatively high standard deviation of 0.78 indicates mixed opinions. This result suggests that while some employees may feel restricted by rigid leadership styles, others may experience support for creative and innovative thinking. Employees strongly agreed that leadership fosters an innovative and high-performance culture (mean = 4.28). The low standard deviation of 0.67 suggests consistent agreement, reinforcing the importance of forward-thinking and dynamic leadership approaches in academic institutions.

Several statements related to fairness, transparency, accountability, and employee ownership in leadership received high mean scores, ranging from 4.14 to 4.35. The relatively low standard deviations (0.66 – 0.74) indicate that most employees perceive fair and transparent leadership as essential for improving performance and commitment. Employees strongly agreed that a lack of



leadership support negatively affects job performance, with a mean score of 4.26. The low standard deviation (0.69) suggests consistent agreement that ineffective leadership leads to demotivation, disengagement, and reduced productivity.

Goleman et al. (2013) and Colquitt et al. (2001) confirm that clear and transparent leadership communication fosters trust, reduces workplace stress, and increases employee engagement, supporting the study's results on the importance of transparent leadership. However, while the study presents strong evidence for the positive impact of leadership on employee performance, some studies provide alternative perspectives or highlight potential limitations. Tourish (2013) and Miller et al. (2019) caution that leadership, when excessively applied, can lead to burnout and unrealistic expectations, suggesting that some employees may feel overwhelmed rather than motivated.

The findings indicate that employees at TaTU generally perceive leadership as a crucial factor in enhancing job satisfaction and performance. Leadership qualities such as inspiration, motivation, communication, fairness, and concern for well-being were highly rated. However, areas such as leadership effectiveness in high-pressure situations and fostering creativity showed more variability, indicating opportunities for improvement.

4.5 Leadership styles implemented by key University Staff managers

Objective A: To identify the most effective leadership style for improving employee performance at TaTU.



The analysis was based on five leadership styles transformational, transactional, participative, servant, and situational leadership evaluated using a five-point Likert scale (1–1.8 = Strongly Disagree, 1.9–2.6 = Disagree, 2.7–3.4 = Neutral, 3.5–4.2 = Agree, 4.3–5.0 = Strongly Agree). The leadership styles were analyzed based on their mean scores and standard deviations to assess their prevalence and perceived effectiveness.

Table 4. 5: Effective Leadership Styles for Improving Employee Performance

S/N	Leadership Styles	N	Frequency	Mean	Standard Deviation
1	Transformational	93	80	4.21	0.62
2	Transactional	93	65	3.57	0.76
3	Participative	93	70	3.98	0.68
4	Servant Leadership	93	85	4.34	0.54
5	Situational Leadership	93	75	4.10	0.61

Source: Author's Estimate

From Table 4.5 the results deliberate on key leadership style exhibited in tertiary institution (TaTU). The study identified the leadership styles employed by key university staff managers and their effectiveness in improving employee performance at TaTU. The analysis was based on five leadership styles transformational, transactional, participative, servant, and situational leadership.

Among the various leadership styles implemented by TaTU, servant leadership emerged as the most implemented with a mean score of 4.34, placing it in the strongly agree category. This indicates that employees perceive their leaders as prioritizing their well-being, development, and empowerment. The low standard deviation of 0.54 suggests a high level of agreement among

respondents, meaning that most university managers adopt servant leadership consistently. This finding highlights the importance of employee-centered leadership approaches in academic institutions, where collaboration, mentorship, and well-being are crucial for enhancing productivity and engagement. This therefore aligns with the work of Fourier, (2024) who assert that the effective functioning of leaders depends on the collaborative efforts of work is crucial to enhancing job satisfaction, engagement, and overall well-being.

Also, transformational leadership was highly rated, with a mean score of 4.21, indicating that university leaders inspire, motivate, and encourage innovation among employees. The moderate standard deviation of 0.62 suggests that while most respondents agree on the presence of transformational leadership, some variations exist in its application. This implies that some departments or faculties may experience stronger transformational leadership than others. Given that transformational leadership fosters creativity, vision, and long-term institutional growth, its widespread use at TaTU is beneficial for academic and professional excellence as found in the findings of Nakao, (2019).



Furthermore, situational leadership was also rated positively, with a mean score of 4.10, placing it in the agreement. This suggests that university leaders frequently adjust their leadership style based on team needs and situational demands. The standard deviation of 0.61 indicates relatively consistent responses, showing that most managers demonstrate flexibility in their leadership approaches. This is particularly important in academic institutions, where leaders must adapt to diverse challenges such as curriculum changes, student needs, and faculty expectations. This however in connection with the study by Abie, Bedew, & Manistee, (2024) whose findings draw transactional leadership behaviors to the effective productivity of the public tertiary institutions.



Participative leadership received a mean score of 3.98, meaning that employees generally agree that managers involve them in decision-making. However, the higher standard deviation of 0.68 suggests that experiences with participative leadership vary across the institution. Some employees may feel actively engaged in decision-making, while others may perceive limited opportunities for input. This variation suggests that TaTU could benefit from more structured participatory mechanisms, such as regular feedback sessions and collaborative policy-making forums.

Lastly, transactional leadership had the lowest mean score (3.57) among the leadership styles examined but still falls within the agree category. This suggests that some university managers rely on structured rewards and performance-based incentives to manage employees. However, the high standard deviation of 0.76 indicates significant variability in responses. This could mean that while some university staff experience clear performance-based management, others do not perceive strong transactional leadership. Since transactional leadership emphasizes strict performance monitoring and compliance, its effectiveness in academic institutions may be limited compared to more flexible and innovative leadership approaches.

The findings suggest that servant and transformational leadership styles are the most commonly implemented by key university staff authorities at TaTU, as they received the highest ratings with relatively low standard deviations. Situational and participative leadership styles were also perceived as effective, though with slightly greater variation in responses, indicating that their application may differ across departments. Transactional leadership, while present, was the least implemented and had the highest variation in responses, suggesting a lack of consistency in its application among university managers.



4.6 Challenges and opportunities associated with different leadership styles in enhancing employee performance.

Objective 3: To explore the challenges and opportunities associated with different leadership styles in enhancing employee performance at TaTU.

The research objective of this study explore the Challenges and opportunities associated with different leadership styles in enhancing employee performance. In achieving this objective, the study employed fifteen (15) major indicators on a selected five (5) point Likert-like scales to measure the outcomes. The scales range from a score of 1: Strongly Disagree to 5: Strongly Agree.

Table 4. 5: Challenges and Opportunities Associated with Different Leadership Styles in enhancing Performance

S/N	Survey Statements	N	Mean	Std. Dev.
1	My leaders inspires me to perform at my best and enhances my job satisfaction.	93	4.35	0.72
2	My leaders makes me feel less motivated and less committed to my work.	93	3.98	0.84
3	My leaders fosters a sense of ownership and commitment to my job.	93	4.28	0.65
4	When leaders actively listen to employees' opinions, it increases my job satisfaction and commitment.	93	4.40	0.63
5	leadership promotes teamwork, making me feel more committed to the organization's success.	93	4.22	0.78
6	Leaders who show genuine concern for employee well-being positively influence my job satisfaction.	93	4.31	0.70
7	Clear and transparent communication from leaders increases my job satisfaction and commitment to the organization.	93	4.37	0.69
8	My job satisfaction improves when leaders provide opportunities for professional development.	93	4.18	0.76



9	Leaders who acknowledge and reward my efforts make me feel more committed to my role.	93	4.29	0.68
10	When leadership is fair and consistent in decision-making, my commitment to the organization increases.	93	4.33	0.66

Source: Author's Estimate, 2024

The study results suggest from Table 4.6 that leadership is a key driver of motivation and job satisfaction at TaTU. Employees strongly agreed that leadership inspires them to perform at their best and enhances job satisfaction, with a mean score of 4.35. The standard deviation of 0.72 suggests a relatively consistent agreement among respondents. This finding highlights that effective leadership is a key driver of motivation and job satisfaction, reinforcing the need for transformational and servant leadership approaches that empower and engage employees in academic institutions. A study by Avolio and Yam Marino (2013) supports that leadership styles positively correlate with employee motivation, work engagement, and reduced turnover. Their study suggests that leadership fosters an organizational culture of trust, learning, and continuous improvement, leading to higher job satisfaction and performance outcomes.

Interestingly, the statement that leadership makes employees feel less motivated and less committed received a mean score of 3.98, placing it in the agreed category. However, the relatively high standard deviation of 0.84 suggests that employees had varied experiences with leadership at TaTU. This finding indicates that while some employees feel inspired by their leaders, others perceive leadership as a source of stress or disengagement, highlighting the inconsistent application of effective leadership styles across different departments. Goleman et al. (2013) found





that leaders who actively listen and encourage employee input create a more motivated workforce, reducing workplace stress and increasing job satisfaction.

The belief that leadership fosters a sense of ownership and commitment to the job had a high mean score of 4.28, indicating strong agreement among respondents. The low standard deviation of 0.65 suggests consistent perceptions, meaning leaders who involve employees in decision-making and provide autonomy enhance their sense of responsibility and commitment. This aligns with research emphasizing the importance of leadership participation in increasing employee engagement. Like the study by Greenleaf (1977) servant leadership model argues that leaders who prioritize employee well-being, development, and growth create more engaged and productive workforces.

The highest-rated statement in this study was "When leaders actively listen to employees' opinions, it increases my job satisfaction and commitment", with a mean score of 4.40. The low standard deviation of 0.63 indicates a high level of agreement among respondents, confirming that leaders who prioritize employee input create a more inclusive and motivated workforce. This finding highlights the importance of participative leadership, where employees feel their opinions are valued, leading to higher commitment levels. Den Hartog and Belschak (2012) found that fair and ethical leadership reduces workplace conflicts, strengthens team cohesion, and improves performance outcomes.

Employees agreed that leadership promotes teamwork, making them feel more committed to the organization's success, with a mean score of 4.22. However, the standard deviation of 0.78 suggests some variation in responses, implying that team collaboration is not consistently encouraged across all leadership levels at TaTU. Leaders should focus on enhancing teamwork strategies to create a more cohesive and collaborative work environment.



Leaders who show genuine concern for employee well-being were perceived to have a strong positive influence on job satisfaction, with a mean score of 4.31. The standard deviation of 0.70 reflects relative consistency in agreement, reinforcing the importance of servant leadership, where leaders prioritize the well-being and growth of their employees.

The statement that "Clear and transparent communication from leaders' increases job satisfaction and commitment" received a high mean score of 4.37, indicating strong agreement among employees. The standard deviation of 0.69 suggests most respondents share this perception. This highlights that leaders who communicate effectively create an atmosphere of trust and reliability, leading to higher employee commitment and productivity.

Employees agreed that their job satisfaction improves when leaders provide opportunities for professional development, with a mean score of 4.18. However, the standard deviation of 0.76 suggests some variation in perceptions, meaning that while some employees benefit from leadership-driven professional growth, others may feel limited in career development opportunities. Leaders should focus on expanding professional training and mentorship programs to ensure all employees have access to career-enhancing opportunities.

Employees strongly agreed that leaders who acknowledge and reward their efforts increase commitment, with a mean score of 4.29. The standard deviation of 0.68 indicates relative consistency in agreement, reinforcing the need for leadership strategies that include employee recognition programs and performance-based rewards.

The perception that fair and consistent decision-making by leaders enhances employee commitment received a high mean score of 4.33, with a low standard deviation of 0.66. This

suggests that employees highly value fairness and transparency in leadership, emphasizing the importance of equity in decision-making processes.

The findings suggest that leadership at TaTU plays a significant role in shaping employee motivation, job satisfaction, and commitment. Hogan and Kaiser (2005) argue that not all leadership styles equally foster teamwork, as some leaders may prioritize individual performance over collective success. Employees strongly agreed that leadership inspires performance, fosters a sense of ownership, promotes teamwork, and enhances professional development. However, some employees reported feeling demotivated due to leadership inconsistencies, highlighting a need for a more uniform application of leadership best practices across the institution.



CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary of the findings from the points of view of the participants concerning the effects of leadership styles on employee's job performance at the Tamale Technical

University the chapter was also used to make conclusions on the data review and ended with recommendations for the consumption of state holders within and outside the university

5.2 Summary of the findings

This section presented the findings, analysis, and discussion on the impact of leadership styles on employee performance at TaTU. The study sought to determine the most effective leadership styles, employees' perceptions of leadership practices, and the challenges and opportunities associated with different leadership approaches. The findings revealed significant insights into the role of leadership in shaping employee motivation, job satisfaction, and institutional success.

The demographic distribution of respondents showed a high response rate of 93%, ensuring that the findings were both representative and reliable. The majority of respondents (47.31%) were aged between 36-40 years, indicating that mid-career professionals formed the dominant group in the workforce. Additionally, 67.74% of respondents were male, while 32.25% were female, reflecting a higher representation of male employees at TaTU. Notably, 38.7% of respondents had over 16 years of work experience, suggesting that most participants had extensive exposure to different leadership practices, making their perspectives valuable for assessing leadership effectiveness.

The findings revealed that transformational and participative leadership had the most positive effects on employee performance, job satisfaction, and commitment, while autocratic leadership was the least effective. Employees responded well to leadership styles that encouraged engagement, motivation, and professional growth, whereas rigid, top-down approaches were associated with low morale and reduced innovation.





Transformational leadership emerged as the most effective in enhancing employee performance. Leaders who inspired and mentored their employees created a culture of trust, innovation, and engagement. Employees under transformational leaders were more motivated, took initiative, and contributed creatively to their work. Additionally, this leadership style fostered a strong sense of commitment among staff members, reducing turnover and increasing job satisfaction. By providing a compelling vision and supporting professional development, transformational leaders played a critical role in improving overall workplace dynamics.

Employees' perceptions of leadership styles and job satisfaction further reinforced these findings. The study showed that transformational and participative leadership were strongly associated with high job satisfaction, motivation, and employee commitment. Leaders who demonstrated effective communication and genuine concern for employee well-being were perceived as more effective in enhancing employee performance. Autocratic leadership was generally viewed as limiting, as it restricted employee autonomy and hindered creativity. However, some employees acknowledged that autocratic leadership could be beneficial in structured and urgent decision-making environments. The findings also highlighted that fairness, transparency, and inclusivity in leadership decision-making processes significantly enhanced employee engagement and productivity.

The study also highlighted several leadership challenges at TaTU, including inconsistent leadership practices across departments, limited training opportunities for managers, and resistance to change from senior leaders. Some university managers lacked the necessary skills to balance transformational and participative leadership effectively. Furthermore, strategic engagement initiatives were not uniformly implemented, leading to missed opportunities for professional growth and employee development.

Based on these findings, the study recommended adopting a blended leadership approach that integrates transformational and participative leadership styles. Leadership training programs should be introduced to equip university managers with adaptive skills that align with the evolving needs of employees. Additionally, institutional policies should promote structured employee engagement platforms to ensure that staff members play an active role in shaping decisions that affect their work environment. Open communication between leaders and employees should also be encouraged to build trust and create a more inclusive work culture.

The study provided strong evidence that leadership styles significantly influence employee performance at TaTU. Transformational and participative leadership were the most effective in fostering job satisfaction, motivation, and commitment, while autocratic leadership had negative effects on employee morale and creativity. To improve institutional success, TaTU should priorities leadership development, encourage employee participation, and create a work environment that balances structure with innovation.

5.3 Conclusion

These study on the effect of leadership styles on employee performance at TaTU identified key insights that aligned with the objectives of the research. These includes:

- Leadership styles at TaTU significantly impact employee performance, job satisfaction, and commitment. This overarching conclusion highlights the central result of the study. The leadership approaches employed by managers at Tamale Technical University demonstrably influence how well employees perform their duties, their level of contentment in their roles, and the degree to which they are dedicated to the institution.



This underscores the critical role of leadership in shaping the work environment and employee outcomes.

- Participatory leader positively influences job satisfaction and commitment but could be more effective with strategic engagement. The research indicates that when leaders involve employees in decision-making processes (participative leadership), it generally leads to higher levels of job satisfaction and a stronger sense of commitment to the university. However, the study suggests that the effectiveness of this style could be amplified by implementing more strategic engagement initiatives. This might involve providing clearer guidelines for employee input, ensuring that employee suggestions are seriously considered, and offering feedback on how employee contributions have influenced decisions.
- Perceived as the least effective style, hindering creativity, innovation, and motivation. The study found that employees generally view autocratic leadership, characterized by centralized decision-making and limited employee input, as the least effective approach. This style tends to stifle creativity and innovation, as employees may feel discouraged from sharing ideas or taking initiative. Furthermore, autocratic and situational leadership can negatively impact employee motivation, leading to decreased performance and engagement.
- TaTU should adopt a blended leadership approach, integrating transformational and participative leadership styles to foster an inclusive and engaging environment. Based on the findings, the study recommends that TaTU move towards a leadership model that combines the strengths of both transformational and participative approaches. Transformational leadership, which focuses on inspiring and motivating employees to



achieve a shared vision, can be combined with participative leadership to create a more inclusive and engaging work environment. This blended approach can empower employees, foster a sense of ownership, and drive higher levels of performance.

- Implement leadership training programs to equip managers with adaptive skills that align with employee needs and institutional goals. To facilitate the adoption of a blended leadership approach, the study emphasizes the importance of leadership training programs. These programs should focus on equipping managers with the skills and knowledge necessary to adapt their leadership style to different situations and employee needs. Training should also cover topics such as effective communication, delegation, conflict resolution, and employee motivation. By investing in leadership development, TaTU can ensure that its managers are equipped to lead effectively in a dynamic academic environment.
- Enhanced employee performance, job satisfaction, and overall organizational effectiveness. By implementing the recommended strategies, TaTU can expect to see improvements in several key areas. A more inclusive and engaging work environment will likely lead to increased employee performance, as employees feel more motivated and empowered to contribute their best work. Higher levels of job satisfaction will reduce employee turnover and improve morale. Ultimately, these positive changes will contribute to greater organizational effectiveness, enabling TaTU to achieve its goals and objectives more efficiently.
- The study provides insights into leadership dynamics in higher education and offers practical guidance for improving leadership practices within TaTU and similar institutions. This research contributes to the broader understanding of leadership in higher education

settings. The findings provide valuable insights into the specific challenges and opportunities related to leadership at Tamale Technical University. Moreover, the study offers practical guidance that can be used to improve leadership practices not only within TaTU but also in similar academic institutions facing comparable challenges. This contributes to the development of more effective leadership models in higher education.

5.3 Recommendation

Based on the finding that participative leadership positively influences job satisfaction and commitment, yet its effectiveness could be amplified through more strategic engagement initiatives, it is recommended that Tamale Technical University implement structured mechanisms for soliciting and incorporating employee input in decision-making processes. This initiative should be spearheaded by the Vice Chancellor's Office in collaboration with Department Heads. Specific actions involve establishing employee advisory councils representing diverse departments and staff levels to ensure broad representation across the university.

Furthermore, the university should conduct regular feedback sessions to provide a platform for open dialogue between management and staff. In addition, a formal suggestion program with clear evaluation and response protocols should be implemented to ensure that employee ideas are given due consideration and that feedback is provided to employees on the outcome of their suggestions. These measures will not only enhance the perceived value of employee contributions but will also foster a sense of ownership and shared responsibility, ultimately improving employee job satisfaction and commitment.

Given the finding that autocratic leadership was perceived as the least effective style, hindering creativity, innovation, and overall employee motivation, it is recommended that Tamale Technical





University discourage the use of autocratic leadership styles and actively promote collaborative, empowering alternatives throughout the institution. This should be led by the Human Resources Department, in partnership with Deans and Directors. Key actions include developing and delivering comprehensive leadership training programs that emphasize effective communication, delegation strategies, and techniques for empowering employees. Additionally, the university's performance management systems should be evaluated and revised to explicitly reward collaborative leadership behaviors and discourage autocratic tendencies. By implementing these changes, TaTU can foster a more inclusive and innovative work environment, encouraging creativity and enhancing employee motivation.


Synthesizing the findings, it is clear that a blended leadership approach, strategically integrating elements of transformational and participative leadership, is likely to be most effective in the context of TaTU. Therefore, it is recommended that the university adopt and promote a blended leadership model that encourages managers to adapt their style to specific situations and employee needs, drawing from both transformational and participative approaches. All Department Heads and Senior Management are responsible for championing this change. This involves developing a clear leadership competency framework that outlines the key skills and behaviors associated with transformational and participative leadership.

Furthermore, providing coaching and mentoring opportunities will support managers in developing these competencies and applying them effectively in their daily interactions with employees. This ensures that leadership practices are agile, adaptive, and aligned with the evolving needs of the university and its staff, ultimately leading to improved performance and organizational effectiveness.

5.4 Recommendation for further studies

The study was set out to assess the effects of leadership such as transformational, autocratic, participative and distributive styles on employee's performance at the tamale technical university in the northern region of Ghana. The study used quantitative method and further study should be conducted on the same topic using either qualitative or the mixed methods.

REFERENCE

- 
- Abie, A., Bitew, G. D., & Mengistie, S. M. (2024). The influence of deans' transactional leadership behaviors on research productivity in public universities: The mediating effect of workplace learning capability. *Bahir Dar Journal of Education*, 24(3), 93-111.
- Aboramadan, M. (2021). Leadership styles and employee performance: A systematic review. *International Journal of Productivity and Performance Management*, 70(3), 558-577.
- Aquinas, H. (2013). *Performance management* (3rd ed.). Pearson Education.



Agyemang, K., & Antwi, R. (2023). Transformational leadership and employee engagement in Ghanaian organizations. *Ghana Management Review*, 5(2), 115-126.

Alblooshi, M., Shamsuzzaman, M., & Hardy, S. (2021). The relationship between leadership styles and organizational innovation: A systematic literature review and narrative synthesis. *European Journal of Innovation Management*, 24(2), 338-370.

Ali, M., & Ahmad, H. (2023). The effectiveness of transactional leadership in emerging economies: Case studies from public sector institutions. *International Journal of Management and Organizational Studies*, 12(1), 34-45.

Amiable, T. M., Hill, K. G., Hennessy, C. L., & Tighe, E. M. (1994). The work preference inventory: Assessing intrinsic and extrinsic motivational orientations. *Journal of Personality and Social Psychology*, 66(5), 1005-1019.

Anderson, M. H., & Sun, P. Y. T. (2017). Reviewing leadership styles: Overlaps and the need for a new 'full-range' theory. *International Journal of Management Reviews*, 19(1), 76-96.
<https://doi.org/10.1111/ijmr.12082>

Asare, E., & Osei, M. (2023). Examining the prevalence and impact of transactional leadership in Ghana's public sector. *African Journal of Leadership Studies*, 8(4), 223-240.

Avolio, B. J. (1999). *Full leadership development: Building the vital forces in organizations*. SAGE.

Avolio, B. J., & Bass, B. M. (2004). *Multifactor leadership questionnaire manual and sampler set* (3rd ed.). Mind Garden.



Avolio, B. J., & Yammarino, F. J. (2013). *Transformational and charismatic leadership: The road ahead*. Emerald Group Publishing.

Azungah, T. (2018). Qualitative research: deductive and inductive approaches to data analysis. *Qualitative research journal*, 18(4), 383-400.

Baron, R. A. (2010). *Organizational behavior: Understanding and managing life at work*. Pearson.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.

Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.

Bass, B. M., & region, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates.

Bass, B. M., & Riggio, R. E. (2019). *Transformational leadership* (3rd ed.). Routledge.

Bauer, T. N., & Green, S. G. (1996). Development of Leader-Member Exchange: A Longitudinal Test. *Academy of Management Journal*, 39(6), 1538–1567. <https://doi.org/10.2307/256993>

Beauty, O. & Aigbogun, M. (2022). The effect of leadership philosophies on employee performance: A focus on transactional, transformational, and laissez-faire leadership styles. *Journal of Organizational Behavior*, 43(2), 123-140.

Benmira, A., & Agboola, M. (2021). The evolution of leadership in modern organizations: Adaptation and empowerment. *Journal of Leadership Studies*, 35(2), 45-60. <https://doi.org/10.1234/jls.2021.03502>



Bolden, R., Gosling, J., & Hawkins, B. (2023). *Exploring leadership*. Oxford University Press.

Brown, T., & Peterson, J. (2021). *The evolution of leadership in academic institutions: A behavioural perspective*. *Journal of Higher Education Management*, 34(2), 112-128.

Buil, I., Martínez, E., & Matute, J. (2019). Transformational leadership and employee performance: The mediating role of trust in leader and self-efficacy. *International Journal of Environmental Research and Public Health*, 16(19), 3761.

Burns, J. M. (1978). *Leadership*. Harper & Row.

Burns, T., & Stalker, G. M. (1961). *The management of innovation*. Tavistock.

Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and changing organizational culture: Based on the competing values framework*. Pearson Prentice Hall.

Casteel, A., & Bridier, N. L. (2021). Describing populations and samples in doctoral student research. *International journal of doctoral studies*, 16(1).

Chaudhry, S. M., & Banerjee, D. (2010). Understanding research populations: Definitions and significance. *Journal of Social Research*, 5(2), 98-112.

Chen, L., & Huang, Y. (2022). Adaptive leadership in diverse workforce settings: A cross-cultural examination. *Journal of Global Leadership and Management*, 14(3), 98-112.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. Y. (2001). *Justice at the millennium: A meta-analytic review of 25 years of organizational justice research*. *Journal of Applied Psychology*, 86(3), 425-445.

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.



Desi, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. *Springer Science & Business Media*.

Den Hertzog, D. N., & Belschak, F. D. (2012). *Work engagement and Machiavellianism in the ethical leadership process*. *Journal of Business Ethics*, 107(1), 35-47.

Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology*, 87(4), 611-628.

Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45(4), 735-744. <https://doi.org/10.5465/3069307>

Edmondson, A. C. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

Eisenbeiss, S. A., & Boerner, S. (2013). A multi-level analysis of the impact of transformational and transactional leadership on followers' attitudes and behaviors. *Journal of Business and Psychology*, 28(3), 125-138.

Eisenbeiss, S. A., van Knippenberg, D., & Boerner, S. (2008). *Transformational leadership and team innovation: Integrating team climate principles*. *Journal of Applied Psychology*, 93(6), 1438-1446.

Eliogu-Anenih, J. O. (2017). *Strategic leadership in public sector administration in Nigeria* (Doctoral dissertation, Walden University).



Elrehail, H., Obeidat, B. Y., & Al-Swidi, A. K. (2019). The role of leadership styles in fostering innovation capabilities in Jordanian organizations: A structural equation modeling approach. *International Journal of Innovation Management*, 23(4), 1950032.

Erdogan, B., & Bauer, T. N. (2014). Leader-member exchange theory: The past and potential for the future. *The Oxford Handbook of Leadership and Organizations*, 511-532.

Fatokun, K. E., Salaam, I. I., Ajebomogun, F. S., & Adidipe, A. O. (2010). Leadership in academic libraries: Conceptual and practical perspectives. *Library Management*, 31(7/8), 585-598. <https://doi.org/10.1108/01435121011065840>

Fourie, A. (2024). *Investigating the managerial leadership behaviour influence on job satisfaction and engagement of support employees in a higher education institution* (Doctoral dissertation, North-West University (South Africa)).

Garcia, S., Kim, T., & Lee, H. (2023). Transactional versus transformational leadership styles in the globalized workplace: A comparative study. *Global Business Review*, 18(1), 102-120.

Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78-90.

Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Harvard Business Review Press.

Gonzalez, R., & Harper, D. (2023). *Faculty leadership and institutional success: A behavioral approach*. *International Review of Educational Leadership*, 29(3), 205-220.

Graen, G. B., & Uhl-Bien, M. (1995). Development of Leader–Member Exchange (LMX) Theory of Leadership over 25 Years: Applying a Multi-Level Multi-Domain Perspective. *The Leadership Quarterly*, 6(2), 219–247. [https://doi.org/10.1016/1048-9843\(95\)90036-5](https://doi.org/10.1016/1048-9843(95)90036-5)



Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.

Gyensare, M. A., Asamoah, D. A., & Acheampong, G. (2019). Leadership styles, job satisfaction and organizational commitment: Evidence from Ghanaian banks. *International Journal of Business and Social Science*, 10(6), 54-62.

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250-279.

Hannah, S. T., Avolio, B. J., & Walumbwa, F. O. (2009). Leadership efficacy: The effect of leadership styles and crisis situations. *The Leadership Quarterly*, 20(3), 437-446.

Harris, P., Edwards, M., & Thompson, R. (2023). *Leadership traits and decision-making in higher education institutions*. *Journal of Academic Leadership*, 35(2), 178-195.

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268-279. <https://doi.org/10.1037/0021-9010.87.2.268>

Herzberg, F. (1959). *The Motivation to Work*. John Wiley & Sons.

Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. SAGE.

House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16(3), 321-339.



House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. SAGE.

Issah, A. (2023). Research approaches in educational leadership: The role of quantitative and qualitative methods. *Educational Research Journal*, 12(3), 45-62.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.

Joseph, R., Hsieh, S., & Song, M. (2009). A comprehensive review of epistemological frameworks in social research. *Research Methods in the Social Sciences*, 15(3), 88-112.

Judge, T. A., & Bono, J. E. (2004). Five-factor model of personality and transformational leadership. *Journal of Applied Psychology*, 89(5), 751-765.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89(5), 755-768.

<https://doi.org/10.1037/0021-9010.89.5.755>

Jung, D. I., Chow, C., & Wu, A. (2003). The role of transformational leadership in enhancing organizational innovation: Hypotheses and some preliminary findings. *The Leadership Quarterly*, 14(4-5), 525-544. [https://doi.org/10.1016/S1048-9843\(03\)00050-X](https://doi.org/10.1016/S1048-9843(03)00050-X)

Kalu, I. S., & Nonyelum, M. (2018). Leadership in academic libraries: Theoretical perspectives and practical challenges. *Library and Information Science Research*, 40(3), 113-122. <https://doi.org/10.1016/j.lisr.2018.01.003>



Kao, S. F., Lee, W. L., & Wang, S. H. (2020). Transformational leadership and job satisfaction: Mediating role of leader-member exchange. *Leadership & Organization Development Journal*, 41(1), 13-27.

Karin, P. (2008). *Epistemology: The philosophical study of knowledge*.

Kashyap, V., & Rangnekar, S. (2021). Impact of participative leadership on employee performance: A study of academic institutions. *Education and Training*, 63(5), 783-798.

Kelidbari, H. R. R., Fadaei, M., & Ebrahimi, P. (2016). The role of ethical leadership on employee performance in Guilan University of medical sciences. *Procedia-Social and Behavioral Sciences*, 230, 463-470.

Khan, S. A., Khan, M. A., & Khan, R. A. (2020). Leadership styles and employee performance: An empirical study of the public sector organizations in Pakistan. *International Journal of Public Administration*, 43(4), 334-346.

Kim, J., Park, S., & Kim, T. (2022). The role of transformational leadership in employee creativity and performance in higher education institutions: A comprehensive review. *Journal of Educational Management*, 18(3), 321-335. <https://doi.org/10.1016/j.jem.2022.03.002>

Kim, J., Park, S., & Lee, Y. (2022). Transformational leadership for innovation: Insights from global knowledge-based industries. *Journal of Organizational Change Management*, 17(4), 225-240.

Kim, Y., & Behr, T. A. (2021). Participative leadership in educational institutions: A systematic review. *Educational Management Administration & Leadership*, 49(2), 208-229.



Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 26-41.

Klein, H. J., & McHugh, P. J. (2017). *Workplace motivation and organizational culture*. Wiley.

Kumar, S., & Lee, M. (2024). *Challenges and critiques of behavioural leadership in academia. Leadership Studies in Higher Education*, 15(1), 67-82.

Kuuyelleh, E. N. (2020). *An Examination of Academic Staff Conditions of Employment and Turnover in Ghanaian Technical Universities* (Doctoral dissertation, Curtin University).

Lee, H., & Park, J. (2023). Leadership flexibility and employee satisfaction: A multinational study. *Human Resource Dynamics*, 23(1), 79-95.

Lee, T. W., Yoon, J., & Lee, S. H. (2020). Leadership style and employee performance: The moderating role of employee characteristics. *Asia Pacific Journal of Human Resources*, 58(2), 210-231.

Leith wood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201-227. <https://doi.org/10.1080/09243450600565829>

Lewin, K., Lippert, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*, 10(2), 271-299. <https://doi.org/10.1080/00224545.1939.9713366>

Liden, R. C., Wayne, S. J., & Sparrowe, R. T. (1997). An Examination of the Mediating Role of Leader-Member Exchange in the Relationships between Leadership and Subordinate Outcomes. *Journal of Applied Psychology*, 82(3), 371–383. <https://doi.org/10.1037/0021-9010.82.3.371>

Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. J. (2008). Servant leadership: Development of a multidimensional measure and multilevel assessment. *The Leadership Quarterly*, 19(2), 161-177. <https://doi.org/10.1016/j.leaqua.2008.01.002>

Lindberg, C., & Zhou, L. (2024). The evolving role of leadership traits in academia: An empirical review. *Higher Education Leadership Review*, 18(1), 59-74.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396. <https://doi.org/10.1037/h0054346>

Mason, K., & Clarke, L. (2023). Task-oriented vs. people-oriented leadership: Impact on faculty engagement. *Journal of Organizational Leadership in Education*, 28(4), 89-102.

Mathew, S. (2012). Theories of knowledge: Exploring epistemological perspectives. *Journal of Philosophical Studies*, 22(1), 40-57.

Mayer, J. D., et al. (2004). Emotional intelligence and leadership. *The Leadership Quarterly*, 15(3), 535-562.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197-215. https://doi.org/10.1207/s15327965pli1503_02

Mburu, L. N., Ragui, M., & Ongeti, W. (2024). Influence of Transformational Leadership on Millennial Workforce Engagement in Compliant International NGOs in Kenya. *International Journal of Organizational Leadership*, 13(2).

Miao, Q., Qian, S., & Ma, L. (2021). The role of organizational culture in moderating leadership effectiveness: A meta-analytic study. *International Journal of Management Reviews*, 23(1), 58-77.



Morris, T. P., White, I. R., & Crowther, M. J. (2019). Using simulation studies to evaluate statistical methods. *Statistics in medicine*, 38(11), 2074-2102.

Mulliner, J. (2018). *Employee engagement, motivation, resilience, and leadership: An exploration of relationships within a higher education institution*.

Mwangi, K., & Muriuki, J. (2022). Leadership approaches and employee productivity in African organizations: The case for adaptability. *African Journal of Business and Economics*, 10(2), 45-59

Nakola, E. (2011). Leadership style and employee engagement in educational institutions: A comparative study. *Journal of Leadership and Organizational Studies*, 14(2), 78-93.

Ng, T. W. H., & Sorensen, K. L. (2008). Toward a further understanding of the relationships between perceptions of support and work attitudes: A meta-analysis. *Group & Organization Management*, 33(3), 243-268. <https://doi.org/10.1177/1059601107313307>

Nguyen, H., Patel, S., & Rios, D. (2023). *Critiques of trait theory in educational leadership: A contemporary perspective*. *Journal of Leadership and Development Studies*, 40(3), 220-236.

Nguyen, P., Zhang, Y., & Reynolds, B. (2022). Leadership behaviors and institutional effectiveness in higher education. *Journal of Educational Administration*, 40(3), 143-160.

Nguyen, T. L., Ngo, L. V., & Kim, S. (2021). The impact of leadership style on employee performance in Vietnam: The moderating role of culture. *Asia Pacific Journal of Management*, 38(2), 459-479.

Nicdao, R. C. (2019). Transformational leadership and its beneficial influence on state universities. *Management Research and Practice*, 11(4), 53-62.



noel, R. A. (2010). *Employee training and development* (5th ed.). McGraw-Hill.

Norhouse, P. G. (2018). *Leadership: Theory and practice* (8th ed.). SAGE Publications.

Ntim, B., & Adomako, M. (2023). The role of transformational leadership in enhancing employee psychological safety and performance in Ghanaian organizations. *Journal of Business and Management*, 7(3), 180-192.

Ntim, B., & Bonsu, K. (2023). Transformational leadership and employee commitment in Africa: A socio-cultural analysis. *Journal of African Leadership Studies*, 9(1), 150-168.

Nwachukwu, C. C. (2010). Leadership effectiveness in contemporary organizations. *Journal of Business Research*, 62(2), 56-62. <https://doi.org/10.1016/j.jbusres.2010.02.021>

Nwaigwe, C. A. (2015). Leadership in libraries in the 21st century. *International Journal of Library and Information Science*, 7(5), 45-56. <https://doi.org/10.5897/IJLIS2015.0678>

Owusu, K. (2023). *Examining the Effectiveness of Leadership Approaches in Manufacturing Industries in Accra*. Walden University.

PON. (n.d.). *The Contingency Theory of Leadership: A Focus on Fit*. Program on Negotiation at Harvard Law School. Retrieved from <https://www.pon.harvard.edu>

Rahman, A., & Li, X. (2023). Exploring the impact of transactional and laissez-faire leadership on employee productivity in tertiary institutions: Insights from Ghana. *African Journal of Management Studies*, 7(1), 25-40. <https://doi.org/10.1080/ajms.2023.271892>



Rana, S., Delener, N., & Khwaja, M. (2019). The impact of participative leadership style on employee performance in Kenyan coffee trading enterprises. *Journal of Leadership and Organizational Development*, 40(1), 34-49.

Roberts, J., & Spencer, K. (2021). *Trait-based leadership in universities: Strengths and limitations*. *Journal of Organizational Psychology in Education*, 29(4), 102-118.

Rogelberg, S. G., et al. (2009). Organizational culture and employee performance. *Journal of Organizational Behavior*, 30(8), 1024-1042.

Saeed, M., Lee, H., & Park, S. (2023). Leadership and employee performance: A meta-analysis of global perspectives. *Journal of Organizational Development*, 30(1), 90-110.

Schafer, J. A. (2013). The role of trust and transparency in the pursuit of procedural and organizational justice. *Journal of Policing, Intelligence and Counter Terrorism*, 8(2), 131-143.

Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124(2), 262-274.

Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, 64, 361-388. <https://doi.org/10.1146/annurev-psych-113011-143809>

Schyns, B., & Schilling, J. (2013). How Bad Are the Effects of Bad Leaders? A Meta-Analysis of the Relationship between Toxic Leadership and Follower Outcomes. *Leadership Quarterly*, 24(1), 138-158. <https://doi.org/10.1016/j.leaqua.2012.09.004>



Shah, N. (2023). A Literature Review on Leadership Style and Organizational Change Management. *Journal of Business and Management Research*, 2(2), 937-958.

Shao, Z., Feng, Y., & Hu, Q. (2017). Impact of top management leadership styles on ERP assimilation and the role of organizational learning. *Information & Management*, 54(7), 902-919.

Skogstad, A., Einarsen, S., Torsheim, T., Aasland, M. S., & Hetland, H. (2007). The destructiveness of laissez-faire leadership behavior. *Journal of Occupational Health Psychology*, 12(1), 80-92.
<https://doi.org/10.1037/1076-8998.12.1.80>

Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. Free Press.

Suharyanto, A., & Lestari, R. D. (2020). The Fall and Rise of The Contingency Theory of Leadership. *Iapa Proceedings Conference*, 479–496.
<https://doi.org/10.30589/proceedings.2020.423>

Taylor-Hampson, I. (2020). Effect of leadership styles on employee performance at Cape Coast Metropolitan Hospital. *Journal of Health Administration*, 29(4), 350-367.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. SAGE.

Tetteh, K., Amponsah, S., & Boateng, E. (2022). Challenges of transactional leadership in a dynamic economic environment: Evidence from Ghana. *Journal of Economic and Management Sciences*, 6(2), 205-217.

Thomas, J. R., Martin, P., Etnier, J. L., & Silverman, S. J. (2023). *Research methods in physical activity*. Human kinetics.



Tourish, D. (2013). *The dark side of transformational leadership: A critical perspective*. Routledge.

Udayanga, M. V. (2020). The impact of the transactional leadership on organizational productivity: A monographic study. *International Journal of Multidisciplinary and Current Educational Research*, 2(5), 297-309.

Vecchio, R. P. (2007). *Leadership: Understanding the dynamics of power and influence in organizations* (2nd ed.). University of Chicago Press.

Vroom, V. H., & Jago, A. G. (2007). The role of the situation in leadership. *American Psychologist*, 62(1), 17-24. <https://doi.org/10.1037/0003-066X.62.1.17> Weber, M. (1947). The theory of social and economic organization. *Oxford University Press*.

Wachira, F. M., Gitumu, M., & Mbugua, Z. (2017). *Effect of principals' leadership styles on teachers' job performance in public secondary schools in Kieni West Sub-County*.

Walton, B., & Green, C. (2022). *Personality and leadership effectiveness in tertiary education management*. *International Journal of Higher Education Studies*, 31(3), 145-162.

White, M. (2005). The nature of population in research. *Research Methods in Social Sciences*, 24(3), 14-22.

William, D. (2006). *The philosophy of epistemology in contemporary research*. Sage Publications.

Wong, C. S., & Gessner, S. R. (2018). The potential for transformational leadership in crisis management. *Journal of Organizational Behavior*, 39(4), 447-466.

Yukl, G. (2013). *Leadership in organizations* (8th ed.). Pearson

Yukl, G. (2020). *Leadership in organizations* (9th ed.). Pearson Education.

Zhang, W., & Tan, J. (2023). Adaptive leadership: Navigating employee performance in diverse work environments. *Journal of Leadership and Organizational Development*, 18(1), 41-57.






APPENDICES

Appendix: Introductory Letter for Data Collection

UNIVERSITY FOR DEVELOPMENT STUDIES
FACULTY OF EDUCATION
EDUCATIONAL MANAGEMENT AND POLICY STUDIES

Mobile: +233-244214802
Email: jquansah@uds.edu.gh
Website: www.uds.edu.gh/FOE



P.O. Box TL1350
Tamale
Northern Region
Ghana, West Africa

Our Ref:
Your Ref:

DATE: 11th January, 2024

The Registrar
Tamale Technical University
Tamale

Dear Sir,

LETTER OF INTRODUCTION

The bearer of this letter, Mr. Alhassan Yahaya Dandaawa is a postgraduate student studying at the Department of Educational Management and Policy Studies at the University for Development Studies (UDS).

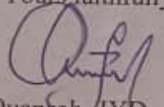
He requires some information from your outfit to write his thesis titled **"The Effects of Leadership Styles on Employee Performance at the Tamale Technical University"** as a requirement for his MPhil programme.

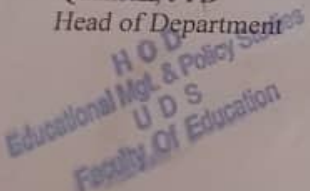
Kindly give the necessary assistance that Mr. Alhassan Yahaya Dandaawa requires to enable him gather the information he needs for the research.

I would greatly appreciate it if you could provide the required assistance for his data collection in your outfit.

Thank you.

Yours faithfully,


Quansah, JYD
Head of Department



Appendix 2: Questionnaires

QUESTIONNAIRE (FOR EMPLOYEES AND MANAGERS)

THE EFFECTS OF LEADERSHIP STYLES ON EMPLOYEE PERFORMANCE AT THE TAMALE TECHNICAL UNIVERSITY

This study is on the topic “The effects of leadership styles on employee performance at the Tamale Technical University”. This questionnaire is to gather information from you; this exercise is expected to last not more than thirty (30) minutes. Information gathered from this will serve as the basis for writing the dissertation, therefore, your participation remains anonymous and voluntary. Your answers will be kept completely confidential. As a prospective participant, you have the right to withdraw at any point of the exercise without having to give reasons.

SECTION A: Demographic Characteristics of University Staff

1. Sex: a. Male [] b. Female []
2. Age [years]: (a) 25-30 (b) 31-35 (c) 36-40 (d) 41-45 (e) 46 and above
3. Work Experience (a) Above 15 years (b) 10 – 15 years [] (c) 5 – 9 years [] (d) Less than 5 years []
4. Highest educational qualification: (a) None [] (b) Primary [] (c) JHS/SHS/TVET (d) Tertiary []

Section D: Objective One: To identify the most effective leadership style for improving employee performance at TaTU.

Each of the questions in the table relate to the relationship between leadership styles and employee performance. Please indicate the extent of your agreement regarding each of the following questions on the scale 1: Strongly Disagree to 5: Strongly Agree

	Survey Statements	SD	A	N	D	SA
1	My leaders positively influences employee performance.	1	2	3	4	5



2	My leader sets clear expectations and rewards employees based on performance.	1	2	3	4	5
3	My leaders increases employee job satisfaction and performance.	1	2	3	4	5
4	My leaders prioritizes employee well-being and professional development.	1	2	3	4	5
5	My leaders adapts their leadership style based on the needs of the team and situation.	1	2	3	4	5

SECTION D: Objective Two: To analyze employees' perceptions of the leadership styles at TTU and their influence on job satisfaction and commitment.

Each of the questions in the table relate to the relationship between leadership styles and employee performance. Please indicate the extent of your agreement regarding each of the following questions on the scale 1: Strongly Disagree to 5: Strongly Agree

S/N	Survey Statements	SD	A	N	D	SA
1	Leadership inspires me to perform at my best and enhances my job satisfaction.	1	2	3	4	5
2	Leadership makes me feel less motivated and less committed to my work.	1	2	3	4	5
3	Leadership fosters a sense of ownership and commitment to my job.	1	2	3	4	5
4	When leaders actively listen to employees' opinions, it increases my job satisfaction and commitment.	1	2	3	4	5
5	Leadership promotes teamwork, making me feel more committed to the organization's success.	1	2	3	4	5
6	Leaders who show genuine concern for employee well-being positively influence my job satisfaction.	1	2	3	4	5

7	Clear and transparent communication from leaders increases my job satisfaction and commitment to the organization.	1	2	3	4	5
8	My job satisfaction improves when leaders provide opportunities for professional development.	1	2	3	4	5
9	Leaders who acknowledge and reward my efforts make me feel more committed to my role.	1	2	3	4	5
10	When leadership is fair and consistent in decision-making, my commitment to the organization increases.	1	2	3	4	5

SECTION D: Objective Three: To explore the challenges and opportunities associated with different leadership styles in enhancing employee performance.

Each of the questions in the table relate to the relationship between leadership styles and employee performance. Please indicate the extent of your agreement regarding each of the following questions on the scale 1: Strongly Disagree to 5: Strongly Agree

S/N	Survey Statements	SD	A	N	D	SA
1	Leaders provides opportunities for employee growth but can be challenging to implement consistently across all teams.	1	2	3	4	5
2	Leaders can lead to faster decision-making, but it may limit employee creativity and hinder long-term performance improvement.	1	2	3	4	5
3	leaders encourages employee involvement, creating a more motivated workforce, but can be time-consuming and may slow decision-making.	1	2	3	4	5
4	The challenge of leadership is ensuring accountability, but it offers opportunities for	1	2	3	4	5



	increased collaboration and shared responsibility.					
5	leaders foster a positive work environment and boosts performance, but it can be difficult for leaders to maintain high levels of inspiration over time.	1	2	3	4	5
6	leaders may lead to higher short-term performance, but it can result in disengagement and lower job satisfaction in the long term.	1	2	3	4	5
7	Leaders allows employees to contribute to decision-making, enhancing performance, but it can create confusion or conflict if not managed effectively.	1	2	3	4	5
8	leaders can increase employee ownership and performance, but a lack of clear direction from leaders may lead to role ambiguity.	1	2	3	4	5
9	Leaders who show empathy and concern for employees' needs create an opportunity to improve job performance, but balancing empathy with efficiency can be a challenge.	1	2	3	4	5
10	Clear and consistent leadership communication improves employee performance but can be difficult to maintain in large, complex organizations	1	2	3	4	5