

# Examining Leadership Behaviour Pattern in Public Technical Universities in Ghana

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**Abstract:** Leadership behaviour patterns play a dynamic role for the attainment of employee performance, which is very key to the survival and growth of institutions. The purpose of this research was to establish the effects of leadership behaviour of Management and Supervisors on employee performance at two Technical Universities in Ghana. Both primary and secondary data were relied upon as sources of data for the survey. Data were generated and analysed from questionnaires and interview schedules. Correlation Pearson analysis was computed to establish the degree of association between leadership behaviour and employee performance. The results revealed that there is a strong association between leadership behaviour – monitoring operations and employee quality of performance. Regression analysis was also computed to determine the effects of leadership behaviour on employee performance. The study further revealed that leadership behaviour is positively associated with employee performance and therefore monitoring of operations affects quality of performance positively. The more leaders monitored the activities or work of their followers, the more employee performed their work well. The study also ascertained the most dominant leadership behaviour among leaders at two Technical Universities in Ghana. The findings were that the most dominant leadership behaviour among the leaders was delegating of responsibilities, followed by monitoring of operations, empowering of employees, problem solving, directing and empathy and support. The study recommended that the Principal Officers at Public Technical Universities should encourage leaders to balance their leadership behaviour pattern. Leaders should practice both task-oriented and relation-oriented behaviours based on given situation. Management should intermittently organize training programmes for leaders at various levels of the University to improve upon their leadership skills in areas such as problem solving, monitoring operations and interpersonal relations skills. Employees/subordinates should be made to appreciate that diverse leadership behaviours were relevant for the attainment of performance at the university.

**Key words:** Leadership behaviour, monitoring operations, problem solving, delegating, empowerment, directing, empathy and support, employee performance, management, and supervisors.

## I. INTRODUCTION

The study of leadership behaviour is characterized by a superfluity of theories, models, and approaches [84], [91]. Leadership is a universal concept and has been defined and studied from a wide variety of perspectives and disciplinary approaches. Leadership is vital whenever people come together, hence leaders who provide leadership have multiple tasks because leadership is combined with different hierarchical levels, specifically at individuals, units and organisational levels [63]. Earlier studies on leadership

concentrated efforts on personality traits of leaders. After the Second World War, research emphasis shifted from a search for personality traits to a search for behaviour that makes the difference in the performance or satisfaction of followers [71]. This shift was largely the result of studies undertaken at Ohio State University and the University of Michigan that served to identify two categories of effective leadership behaviour: initiating structure and consideration for studies at Ohio State University and task-oriented and relations-oriented behaviours for studies at University of Michigan [4] [36]. After several years, [92] extended the categories of leadership behaviour to four, namely task-oriented, relations-oriented, change-oriented and external [93]. The essence of leadership in organisations is to influence and facilitate individual and collective efforts to accomplish employee performance. Although many factors may influence the performance of an employee, there can be little doubt that quality of leadership behaviour could be one of the most critical determinants of ultimate success of an organisation which is dependent on employee performance. Therefore, the role of a leader in an organisation is critically linked to employee performance. It is expected that when appropriate leadership behaviours are exhibited towards employees, who are the most valuable assets organisations can rely on, there will be improved performance by these employees because they will strive to achieve results [11]. For [69] employees are inimitable and can generate sustainable competitive advantage through innovative ideas [86]. Leaders who consider employees as essential assets and involve them in decision-making, delegate responsibilities to them, identify their needs and support them, have significant relations with employee performance and job satisfaction [87]. Organisations can be more effective and flexible when significant investments are made on employees. It is observed that leadership, in the world, especially in the research findings of [55], Africa appears to be mainly results and control oriented with some country differences. In Democratic Republic of Congo, leadership is more control oriented whereas in Mozambique, Rwanda, Burkina Faso and Botswana leadership is more people-oriented (normative). It is in light of this that [55] posits Africa demands exceptional leaders who will exhibit the desired behaviour for attainment of results. This can be narrowed down to organisations with the notion that organisations demand exceptional leaders who will exhibit the desired behaviour for achievement of employee performance. Hence the emergence of issues on leadership behaviour is critical not only for global Africans but also for a world confronting globalisation. There are many challenges,

particularly of political, culture, poverty, illiteracy and disunity, yet Africans have come together in Mombasa (and earlier in Gaborone) to maximize and affirm the potential for positive leadership [73]. Leadership behaviour in Ghana is critical both in public and private sector organisations because organisations tend to have enormous benefits when effective leadership behaviours are exhibited. Studies show that most organisations especially public sector organisations, of which Public Technical Universities are inclusive, are faced with challenges from leadership perspective [49] due to lack of specific leadership behaviour interventions. Leaders do not exhibit the required behaviours that would motivate employees to perform their duties conscientiously. This is evident in the findings of [85] that in the public administration literature, very little leadership behaviour research is reported, even though studies have linked leadership behaviour to outcomes in public organisations [30], [62]. A study by [5] has shown that faculty members at Cape Coast Technical University were somewhat satisfied because *laissez-faire* leadership styles was dominant among heads of departments which was as a result of the leadership behaviour exhibited by supervisors. The study of [12] concludes that the leadership of Takoradi Technical University was ready and has put the necessary tools in place to get the organisation and its members ready for the change from the Polytechnic to Technical University but leadership behaviour which was responsible for improving quality productivity, strategy and execution of change innovation was not researched. Leaders are supposed to clearly provide the direction, craft the strategy, come out with policy/guidelines, programmes and projects which will guide followers. The behaviours of leaders are supposed to motivate followers to work for attainment of results. The paper therefore seeks to:

1. Determine the leadership behaviour pattern are frequently exhibited at the Technical Universities in Ghana.
2. Evaluate the effects of leadership behaviour on employee performance at the Technical Universities.
3. Synthesize an improved leadership behaviour pattern for better employee performance at the Public Technical Universities in Ghana.

## II. LITERATURE REVIEW

### 2.1. Nature of leadership behaviour

Theories have provided a perspective on leadership by showing that leadership is not meant only for specific people but that anybody can be a leader given that he or she can demonstrate leadership behaviour. Leadership behaviour is underpinned by a number of leadership theories. Among the theories is behavioural theory. Behavioural theory of leadership considers the observable actions and reactions of leaders and followers in a given situation. It focuses on how leaders behave and assume that leaders can be made, rather than born and successful leadership is based on definable and learnable behaviours. In the view of [38] when a researcher defines leadership in terms of certain behaviours, only those behaviours are assessed while other behaviours of the leader are typically

not assessed. This implies that leaders exhibit certain kinds of behaviours based on the situation they find themselves. Behavioural theories of leadership are classified as such because they focus on the study of specific behaviours of a leader. Therefore, a leader's behaviour is the best predictor of his or her leadership influences and as a result, it is the best determinant of his or her leadership success. The theories concentrate on what leaders actually do rather than on their qualities. Different patterns of behaviour are observed and categorized as 'styles of leadership'. This area has probably attracted most attention from practicing leaders. Behaviourist theory regards behaviours of leaders rather than their properties. Therefore success and efficiency of leaders do not depend upon their intelligence, but upon the behaviours they show up while leading which can be from trait perspective. An alternative to the trait approach is to consider how leaders behave, rather than their underlying characteristics. Interest in this approach was popularized by the work of Douglas McGregor 1957, who proposed that management and leadership styles are influenced by the persons' assumptions about human nature. The study summarized two contrasting viewpoints of leaders/managers in industry. Theory X leaders/managers take a fairly negative view of human nature, believing that the average person has an inherent dislike of work and will avoid it if possible. Leaders holding this view believe that coercion and control are necessary to ensure that people work, and that workers have no desire for responsibility. Theory Y leaders/managers, on the other hand, believe that the expenditure of physical and mental effort in work is as natural as play or rest, and that the average human being, under proper conditions, learns not only to accept but to seek responsibility. That the average employee sees work as interesting not distasteful. Leaders who hold this view will endeavour to enhance their followers' capacity to exercise a high level of imagination, ingenuity, and creativity in the solution of organisational problems. Therefore, in the view of [49], [68] and [15], leadership behaviour is defined as the ability of leaders to empower and encourage their followers to participate and provide substantial contributions to the organisation. Based on the transformational and transactional models [8], leadership behaviour is implemented alongside a top-down organisational hierarchy, where subordinates will synchronize their behaviour, attitude and their satisfaction with the leader to respond in a form of job performance [76], [81] and [15]. Therefore, any change to leadership behaviour will impact on subordinates' satisfaction with leadership, and therefore their performance. The efficiency of tasks or goals achieved, therefore, is dependent on how appropriate the leadership approach is on capturing subordinates' interest [11], [26], [45], and [15]. To support the earlier assertion, [66] states that the degree to which a leader is successful is determined by how these behaviours are exhibited. It shows leadership in a more positive light and helps us take a more open-minded approach towards leadership. However, the emphasis of the behavioural theories is on behaviour and skills that are demonstrated or exhibited by persons in position to influence. There are number of factors that influence leadership behaviour in an

organisation. A leader does not just exhibit any behaviour rather, the behaviours are consequent upon variety of factors. Therefore, leadership is seen as an emerging process, which evolves by means of dynamic interactions among the factors within a system over time. Leadership behaviour is a function of the leader's individual competence, the nature and composition of the group, the organisation, the context, and the situation [89], [90].

## 2.2. Leadership behaviour patterns

According to [92] leadership behaviour can be grouped into categories of behaviour description questionnaires. This method is most useful when clear, relevant items are selected for the initial questionnaire and respondents are able to remember the leader's past behaviour and provide accurate ratings. For [92], to classify and measure leadership behaviour it was necessary to develop behaviour taxonomy. A behaviour taxonomy is more useful if it is based on multiple methods and is supported by research on the antecedents and outcomes of the behaviours. Another common method for identifying distinct behaviour categories is to have subject matter. Leadership requires striving to influence followers. Perhaps every action a leader takes is influenced by the cause of previous actions. As such, leadership behaviour in a particular situation can be understood only if the situational development over time is integrated into the analysis. From a different perspective, [47] posits a key to successful leadership behaviour is knowing what type of guidance the situation calls for and possessing the flexibility and skills to make changes as needed. Because followers are exposed to leader's behaviour and action, they are positioned to evaluate the effects, which may either be positive or negative on the leader-follower relationship. [16], [12]. [4], examined a range of leadership competencies and found team leadership, effective listening, coaching, feedback and conflict management as some of the behaviours of leaders. For [45], [46] acknowledging the relationship between leadership behaviour and organisational commitment has the potential to improve work efficiency. Similar results were found in study using incident diaries from team members [2]. According to [26], the pattern of specific component behaviours is usually more important than how behaviour is used, and more than one pattern of behaviour may be used to accomplish the same outcome. Sometimes it is necessary for a leader to find an appropriate balance for behaviours that appear inconsistent, such as directing versus empowering. From literature, there are a number of leadership behaviours that can be exhibited by leaders for attainment of employee job performance. For the purpose of this study, leadership behaviour model propounded by [93] was adopted. The model presented four meta-categories and their component behaviours are shown in Table 1. Each meta-category has a different primary objective, but the overall objective is the determinants of employee performance. The model had task-oriented, relations oriented, change oriented and external orientation. For task-oriented behaviour, the primary objective is to accomplish work in an efficient, effective and reliable manner. For relations-oriented behaviour, the primary

objective is to increase the quality of human resources and relations, who are sometimes referred to as "human capital." For change-oriented behaviour, the primary objective is to increase innovation, collective learning, and adaptation to the external environment.

Table 1: Leadership behaviour pattern

Task-oriented	Clarifying, planning, monitoring operations and problem solving,
Relations-oriented	Supporting, developing, recognizing and empowering
Change-oriented	Advocating change, envisioning change, encouraging innovation and facilitating collective learning
External	Networking, external monitoring and representing

Source: Yulk, (2012)

The relevance of each component of behaviour depends on aspects of the situation. Some taxonomies include other types of constructs along with behaviours, such as leader roles, skills, and values. Additional confusion is created by lack of consistency in the use of category labels [91]. Sometimes different terms are used to refer to the same type of behaviour, and sometimes the same term is used for different forms of behaviour. Leadership behaviour can further be classified into how the leader gets the work done. In the premises of path-goal theory, a leader must be able to manifest four different styles of behaviour. The behaviour will be based on the nature of goals that were set for workers. The easier the goals the more stringent the leader's behaviour and the harder the goals the more relaxed the leader's behaviour. The behaviours can be *directive*: when leader provides specific guidelines to subordinates on how they must perform their tasks in order to achieve results. Further, leader sets standards of performance and provides explicit expectations of performance. *Supportive*: when the leader has concern for followers' well-being and is supportive to individuals. The leader renders any assistance he deems relevant for the attainment of employee performance *Participative*: when leader solicits ideas and suggestions from followers or invites their participation in decisions that directly affect them. *Achievement oriented*: when leader sets challenging goals, emphasizes improvements in work performance, and encourages high levels of goals attainments [64]. Leaders can affect follower's performance, motivation and satisfaction in several ways, such as: by clarifying the follower's role that is expected from him or her; linking rewards to the follower's satisfactory performance; and increasing the size and value of the rewards. For the purpose of this study, the researcher chose two of the taxonomies of [93] that is (task-oriented and relation-oriented leadership behaviour) out of which two indicators were randomly selected from each bloc of classification. Delegating and directive leadership were included as part of the leadership behaviour which are supported by path goal theory.

## 2.3. Task-oriented Leadership Behaviour Patterns

Task-oriented leaders focus on getting the necessary task accomplished, or series of tasks, at hand performed in order to achieve a goal. Task oriented leaders are typically less

concerned with the idea of caring for employees, and more concerned with finding the step-by-step solution required to meet specific goals. They will often actively define the work and the roles required, put structures in place, plan, organize, and monitor progress within the team. The advantages of task-oriented leadership are that it ensures that deadlines are met and jobs are completed, and it is especially useful for team members who do not manage their time and other resources well. Additionally, leaders who are task-oriented will tend to exemplify strong understanding of how to get the job done by focusing on the necessary workplace procedures, thus can delegate work accordingly in order to ensure that everything gets done in a timely and productive manner. Task-oriented behaviour is the kind of behaviour that expresses a concern for accomplishing the goals of the group and that are aimed at defining and organizing the group's activities. Examples of behaviour intended to initiate structure include setting goals and standards, defining the roles of subordinates, directing and coordinating the activities of subordinates, maintaining clear channels of communication, monitoring compliance with procedures and progress toward the achievement of goals, identifying and solving problems rather than the welfare and motivation of workers, group interaction for the attainment of work goals and group activities. Thus, leaders who adopt this behaviour concentrate on keeping their subordinates engaged in going through specified work in a prescribed way and at a satisfactory rate as determined by the standards [44]. This type of leadership behaviour is associated with efforts to achieve organisational goals [62]. Task-oriented leader perceives his or her people as mere hands to get the work done. He or she is noted for not having concern for workers welfare or their feelings and needs. Thus, in the leader's view, technical work factors take precedence over human work factors. The leader equates working with machines to working with people and it is not surprising that he or she is always in charge of leading producing groups. The task-oriented leaders maintain definite standard of performance and ask subordinates to follow standard rules. However, because task-oriented leaders do not tend to think much about their team's well-being, this approach can suffer many of the flaws of autocratic leadership, including causing motivation and retention problems. [92] defines task-oriented behaviours as those behaviours which are used primarily to improve efficiency and process reliability. Some of the behaviours of task-oriented leaders include but not limited to monitoring operations, problem solving and delegating.

### 2.3.1. Monitoring operations

Monitoring operations refers to checks on the progress and quality of work; examines relevant sources of information to determine how tasks are being performed; evaluates the performance of members in a systematic way. Employee monitoring means keeping an eye on the employee of the organisation to see what they are doing at their place of work. It is also about gathering information about the operations of organisational units, including the process of work, the performance of individual subordinates, quality of products and

services and the success of projects, policies and programmes. There are numerous reasons in favour of employee monitoring, [75] stated that the most prominent three justifications are: protecting organisational assets, guarding the organisation from liability risks, and ensuring employees' job performance. Sometimes, employee monitoring issues raise a big question mark when it goes beyond the organisation [80]. Leaders use monitoring as a mechanism to assess whether people are carrying out their assigned tasks, and whether the work is progressing as planned, and that tasks are being performed adequately. Information gathered from monitoring is used to identify problems and opportunities and to determine if changes are needed in plans and procedures. Information from monitoring can also be used to guide the use of relationship-oriented behaviours such as praise or coaching. There are many different ways to monitor operations, including directly observing activities, examining recorded activities or communications, using information systems, examining required reports, and holding performance review sessions. Studies reveal that monitoring can improve leadership effectiveness [41], [88] either using direct observation or diaries [2]. [32] posits that employers need to think about the consequence of monitoring on performance. As a part of continuous events that occur in the organisation, employee monitoring has some positive and also negative aspects. [77] supports the view of [32] that employee monitoring plays a vital role in the performance of the employee, which affects mostly the organisation. Employee monitoring differs from organisation to organisation or industry to industry. The major change that has taken place in the recent years is in the method of supervision and the degree of information gathering abilities [60].

### 2.3.2. Problem solving

Problem solving identifies work-related challenges that can disrupt smooth operations, hence making a systematic but rapid diagnosis, and taking action to resolve the challenges in a decisive and confident way is problem solving. Leaders deal with disruptions of normal operations and member's behaviour that are inconsistent with the desire or expected behaviour that are destructive, or unsafe. Serious disruptions at the work usually require leader's intervention or attention to resolve the challenges. Problem solving includes "crisis management" and "disturbance handling." Effective leaders try to quickly identify the cause of the problem, provide firm, confident direction to their team or work unit as they cope with the problem. There are two types of problem these are operational and complex problems. It is therefore important to recognize the difference between operational problems that can be resolved quickly and complex problems likely to require change-oriented behaviours and involvement of leaders. Problem solving also includes disciplinary actions in response to destructive, dangerous, or illegal behaviour by members of the work unit (e.g., theft, sabotage, violation of safety regulations, falsification of records). Problem solving can be proactive as well as reactive, and effective leaders take the initiative to identify likely problems and determine how to avoid them or minimize their

adverse effects. Many things can be done to prepare the work unit or organisation to respond effectively to predictable types of disruptions such as accidents, equipment failures, natural disasters, health emergencies, supply shortages and computer hacking. Negative forms of problem solving include ignoring signs of a serious problem, making a hasty response before identifying the cause of the problem, discouraging useful input from subordinates, and reacting in ways that create more serious problems. Evidence that problem solving is related to leadership effectiveness and behaviour is provided by survey studies [60], studies using critical incidents or diaries [1]. Organisations and their stakeholders are the beneficiaries when leaders display decisive problem solving. A leader's competence in decisively solving problems helps drive leadership effectiveness and organisational success. The leadership behavioural practice of decisive problem solving is a very essential role of leaders who an influencer of people and situations [40]. It is worth noting that influence, skills, including decisive problem solving, are "people skills" that cut across the key action roles that leader need to competently do their work. Decisive problem solving involved setting a clear strategic direction, formulating policies, focusing people on relevant and important areas of performance, and coordinating and linking resources, especially key stakeholders. Literature offers models for problem-solving and decision making [72], [13]. In most of these formulations the idea of targeting problem areas and reaching a decision about what to do are present [1].

### 2.3.3. *Delegating*

Delegation is widely accepted as an essential element of effective management and leadership. It may be effective in some cultures and not others. [70]. Delegation of authority is one of the modern trends practiced by leaders. Its function stands out by contributing and increasing the level of motivation of employees and achieving positive returns for (an organisation with a leader) and (an employee with a customer) both. On the level of an organisation, it achieves competitive advantage, knowledge inventory, increases the level of productivity and speed in finalizing tasks effectively. On the level of leadership, delegation alleviates functional burdens, gains employees' satisfaction and builds cooperation and trust between managers and employees giving a chance for managers to have more time for realization other goals that are equally important. So, it reduces physical and intellectual efforts exerted by a manager and other employees. On the level of an employee, delegation works on achieving functional empowerment, constructing alternative and administrative leadership, making employees feel self-confidence and motivation for excellent performance. [25], opined delegation is transportation of authority from high management to executives. For [50], it is a process of distributing tasks and authorities. In a different perspective, [30] see delegation as the process in which a leader commissions his staff to perform some work that are related to his ability and perform some tasks that are not embedded by risk effect. Delegation is granting authority to an employee or a team to perform a particular task.

Delegating responsibilities do not necessarily mean transferring of accountability. Where delegation implies transferring of accountability as well as tasks, trust between the two parties is a crucial element which must be emphasized. Clarification of questions regarding the exact nature of the task, limits of authority and accountability, deadlines, relationship to larger projects, resources, and timing of updates is important to the successful delegation process [35], [82]. [10], argues that while performance of the tasks is shifted to someone else perhaps the employee "the responsibility for getting the work done and done correctly is not."

### 2.4. *Relations-oriented Leadership Behaviour Patterns*

Early research carried out on these behaviours showed that considerate supervisors were effective [93], in terms of reduced levels of employee voluntary turnover and fewer grievances. Relation-oriented (or relations-focused) leadership is a behavioural approach in which the leader focuses on the satisfaction, motivation and the general well-being of the team members. The theory focused on identifying specific behaviours associated with effective leaders. The assumption is that leaders exhibit certain behaviours that distinguish them from others i.e. non-leaders [65]. Research carried out by [93] on these two types of behaviours showed that relations-oriented supervisors were more effective, in terms of reduced levels of employee voluntary turnover and fewer grievances. Relations-oriented behaviour reflects a leader's concern for the welfare of subordinates and a desire to foster good interpersonal relations among members of the group. Among the many consideration behaviours identified by researchers are treating subordinates as equals, listening to employees, consulting them and taking their advice, supporting them emotionally, expressing concern for them, appreciating and recognizing their work, and stressing the importance of job satisfaction. Relations-oriented leaders are focused on supporting, motivating and developing the people on their teams and the relationships within. This style of leadership encourages good teamwork and collaboration, through fostering positive relationships and good communication. Relations-oriented leaders prioritize the welfare of everyone in the group, and will place time and effort in meeting the individual needs of everyone involved. This may involve offering incentives like bonuses, providing mediation to deal with workplace or classroom conflicts, having more casual interactions with team members to learn about their strengths and weaknesses, personable or encouraging manner. Relations-oriented behaviours are primarily used to improve human relations and human resources [91].

#### 2.4.1. *Empathy and support*

This focuses on relationships with employees, including being supportive of and helpful to subordinates, showing trust and confidence in employees, being friendly and considerate, trying to understand subordinates' problems, showing appreciation for a subordinate's ideas, and providing recognition for subordinate's contributions and accomplishments [90]. Support shows concern for the needs and feelings of individual members; provides support and encouragement when there is a difficult or stressful task, and expresses confidence that

members can successfully complete it. People need understanding and emotional support in all aspects of their lives. The leader makes work pleasant for the workers by showing concern for them and by being friendly and approachable. It is most effective in situations in which tasks and relationships are physically or psychologically challenging. At work, a leader plays a powerful role in giving such support by expressing empathy with a follower [20]. Supportive leadership shows concern for subordinates' well-being and personal needs. Supportive leadership behaviour is open, friendly, and approachable, and the leader creates a team climate and treats subordinates as equals. People need support and empathy in all life aspects—even at work [27] which should be provided by leaders. At workplace an employee can turn to the leader for support by doing so, leaders create powerful bond that encourages and sustains followers in endeavours needed for improving workplace performance [37]. A leader can express empathy through a combination of words and actions. Words would provide a strong initial signal that the leader cares for his or her follower and could elicit initial positive reactions. Empathy, the ability to understand and appreciate another person's experiences while providing emotional support and a feeling of security [51] increases job satisfaction and feelings of security that support people trying innovative ways to accomplish daily tasks [51]. Empathetic leadership focuses on the emotional relationship between a leader and followers. How well a leader understands followers work situation, how concern a leader is in emotional understanding of his or her followers and provides emotional security. Exhibiting empathy and support is requires that leaders must pay attention to followers' emotional needs as well as directing and coordinating follower activities [78]. The Ohio State studies on initiating structure and consideration behaviours and the closely related concept of concern for task and concern for individual moved the human relations movement from a more general idea of leaders acknowledging follower emotional needs, to a more concrete view of how this process operated. When leaders displayed consideration behaviours that they cared about a follower's well-being in the workplace, this concern prompted improved workplace outcomes.

#### 2.4.2. Empowering

In dynamic working environments, employee empowerment could give organisations advantages in acquiring and sustaining competitive positions in their markets. It results in favourable employee attitudes, motivation, and behaviours. Empowerment is about sharing power and authority to make decisions. Empowering leader helps followers solve problems on their own instead of prescribing solutions, encourages the followers to use their talents and to come up with new ideas, offers opportunities to learn new skills and develop themselves [42]; [84]. According to [3], empowering leader behaviour enables the organisation to replace hierarchical structures with semi-autonomous or self-managing work teams and improve flexibility, efficiency and creativity of employees in the organisation. Empowerment refers to the sharing of power and

authority between the superior and the subordinate to make decisions. It involves giving the employee the needed emotional, psychological, social support in the performance of his or her duties. Empowering leader helps followers solve problems on their own instead of prescribing solutions, the leaders encourage the followers to use their talents and to come up with new ideas, offers opportunities to learn new skills and develop themselves [42] and [85]. Empowering leader behaviour enables the organisation to replace hierarchical structures with semi-autonomous or self-managing work teams and improve flexibility, efficiency and creativity of an organisation [3]. Good leaders are characterized by their ability to empower their teams to achieve maximum success. It is important to think through what empowerment means and how best to employ it so that organisations can harness its strength. Leadership implies empowerment: "influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organisation. Empowering employees enables organisations to be more flexible and responsive to lead to improvements in both individual and organisational performance. Similarly, it is maintained that employee empowerment is critical to organisational innovativeness and effectiveness. Employee empowerment is more relevant in today's competitive environment where knowledge workers are more prevalent and organisations are moving towards decentralized, organic type organisational structures [6]. Indeed, some studies have shown positive effects of empowerment on some subordinates' work outcomes [75], [52] and [54]. In the study by [59] on effects of empowerment on employee's performance found out that empowerment and its implementation in organisation do impact the performance of employees. Therefore, [4] emphasized that employee empowerment can be realized if leaders exhibit open communication and sharing of knowledge, power and rewards throughout the organisation. In a different perspective, [19] and [51] proposed that empowering employees might have detrimental consequences, because leader behaviours focusing on high autonomy in decision making and on task delegation might increase task uncertainty, thereby resulting in reduced performance.

#### 2.4.3. Directing

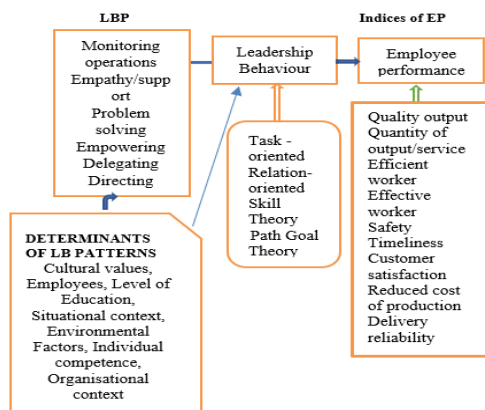
The leader tells subordinates exactly what they are supposed to do in a way of discharging their duties. The Leader gives the subordinate the needed instructions on how to accomplish his or her allocated task. Directive leader behaviour includes planning, making schedules, setting performance goals and behaviour standards, and stressing adherence to rules and regulations. [81], posits that this leadership behaviour provides specific direction to subordinate work activity by organizing and defining the task environment, assigning the necessary functions to be performed, specifying rules, regulations and procedures to be followed in accomplishing tasks, clarifying expectations, scheduling work to be done, establishing communication networks, and evaluating work group performance. Directive leadership behaviour is similar to the initiating structure or task-oriented leadership where leader

provides specific guidelines to subordinates on how they have to perform their tasks. Further, leader sets standards of performance and provides explicit expectations of performance. Directive leadership consists of a leader assuming the ultimate power and control over all decision making [9]. The thoughts, feelings, and beliefs of subordinates are largely inconsequential. A directive leader feels no obligation to include subordinates in the process of making decisions and expects subordinates to do as instructed [24]. Directive leaders utilize a variety of methods such as rewarding, punishing or intimidating [51] to maintain control over subordinates. Directive leadership ensures that employees have little task ambiguity and crystalizes the chain of command, which may potentially reduce communication difficulties by removing opportunities for them to occur. It is expected that when a leader exhibits these behaviours, there will be increase in the performance. What then is employee performance?

### III. EMPLOYEE PERFORMANCE

Performance is defined as behaviour that accomplishes results. Individual job performance is defined as things that people actually do, actions they take, that contribute to the organisation’s goals. Moreover, performance can be likened to the total set of work-related behaviours that the organisations expect the individual to display. Employee performance is the output of a worker per unit of time which is commonly used. It is a straightforward measure of productivity. There are a number of indicators that can be used to measure employee’s performance this includes but not limited to the attainment of quality service or product to improved productivity, efficiency, effectiveness, profitability of product and services, timeliness of output and cost effectiveness. Reduction of cost of production and financial improvement, flexibility, delivery reliability, customer satisfaction, presence at work, cooperativeness and safety are the indicators of employee performance. Improved individual employee performance could improve organisational performance therefore leads to higher productivity, job satisfaction and reduction in staff turnover in organisations. For the purpose of this study, a conceptual framework was developed and is presented in figure 1.

Fig. 1. Conceptual framework



Source: Author’s construct (2020)

## IV. RESEARCH METHOD

### 4.1. Research design

Mixed-method approach was adopted for this study. This is an inquiry where researchers combine qualitative and quantitative approaches in a single study [39]. Bearing in mind the usefulness of mixed method research, [23], assert that simultaneous use of qualitative and quantitative approaches provides a more comprehensive understanding of a research problem than using only one method. Mixed approach to research design involves the use of multiple data collection tools instead of using only quantitative or qualitative data collection tools [22]. The study further employed descriptive survey and exploratory research to enable the researcher describe various leadership behaviours as against employee performance at the Cape Coast and Takoradi Technical Universities and how these behaviours affect employee performance. The descriptive survey design was chosen because it has the advantage of producing a good amount of responses from a wide range of respondents. It offers the opportunity to scan a wide range of issues, population and programmes in order to analyse and generalise findings [21], [18]. One other advantage of the descriptive survey strategy is that it is perceived generally as authoritative, and is both comparatively easy to explain and to understand [74]. Descriptive survey provides a meaningful and accurate picture of events or the problem and helps to explain people’s perception and behaviour on the basis of data gathered at a point in time. Equally vital was the problem of getting sufficient number of the questionnaire completed and returned so that meaningful analysis and conclusions could be made on leadership behaviour and employee performance. In other words, the design is considered the most appropriate since the study presented report on the nature of leadership behaviours at the Cape Coast and Takoradi Technical Universities. Cross-sectional design was employed to collect data on a number of variables (empathy and supporting, problem solving, empowering, monitoring operations, delegating, and directing) to assess their impact on employee performance (delivery reliability, reduced cost of production, timeliness, effectiveness, efficiency, quality work, quantity of output and safety practices). Cross sectional design enabled the researcher gather one-off data from a large number of respondents through questionnaire which allowed the respondents more freedom to answer the questions honestly and openly. The unit of analysis were the Heads of Departments/Sections/Units and other staff of Cape Coast and Takoradi Technical Universities.

### 4.2. Population

[5], posits that study population is the group that the researcher is interested in. It is from the population that data is collected for the study. The target population for the study was made up of the Heads of Departments/Sections, and other staff of the Technical Universities totaling 1,222. This was made up of Senior Members, Senior Staff, Junior Staff and other staff. The breakdown is presented on Table 3.

Table 3: Breakdown of staff at CCTU/TTU

Category	Number of Staff
Senior Members	540
Senior Staff	268
Junior Staff	414
<b>Total</b>	<b>1,222</b>

Source: CCTU/TTU, Registrar Dept. (2020)

#### a. Sample Size Determination

According to [5] sampling is a process of systematically selecting cases from the research population for inclusion in research project. A researcher uses set of elements or samples that are more manageable and cost effective to work with than a pool of all the cases [94]. If a population is very large, it becomes usually impossible without sampling to cover the entire population. The researcher adopted [43] sample determination technique to randomly selected 291 respondents from the population of 1,222. The sampling design ensured that sampling units were given equal chance for selection for the study. Table 4 presents the sampled respondents for the study.

Table 4: Sampled respondents

Category	Number of Staff
Senior Members	54
Senior Staff	134
Junior Staff	103
<b>Total</b>	<b>291</b>

Source: Fieldwork (2020)

After obtaining the sample size of 291, the researcher compute by use of percentages to further determine the number of respondents from each category of staff to be included in the study. Ten percent was computed from Senior Members, representing 54, 50% from Senior Staff, representing 134 and 25% from Junior Staff, representing 103 to obtain a total of 291. The departments/sections were numbered on pieces of paper with the corresponding of department. The papers were folded and put in a box. The researcher was blind-folded and randomly picked departments/sections for the study and out of these departments' respondents were also randomly selected for the study. [21], posits that pilot test is expedient and that it should be conducted in similar area with similar situations and conditions as the study area. The University of Cape Coast was chosen for the pilot study because it shares similar demographic, economic and social characteristics just as the study organisations. Besides, University of Cape Coast is one of the traditional universities which is mandated to offer degree programmes same as the public technical universities.

#### 4.3 Data collection

Data for the study were collected by the use of questionnaire which had the scale of 1 as strongly disagree, 2 as disagree, 3 as neutral, 4 as agree, 5 as strongly agree. The study targeted all categories of staff – Senior Members, Senior Staff and

Junior Staff because they were from various departments and on different job levels [29] and had good knowledge of leadership behaviours and a holistic view of its effects on the organisation [33]. The secondary data were obtained from published journals articles, dissertations and thesis, books, and other print materials. Primary data were obtained directly from the originators or respondents and were first time processed by the researcher. Structured interview was also conducted by the use of interview guide to further gather relevant data for analysis.

#### 4.4 Data Processing Technique

In order to ensure that accurate data were collected for the study, the researcher did validation on the data and aggregated – combining information/data to avoid multiple pieces of information. There was data conversion to ensure usable data were fed into the computer statistical package for the social sciences (SPSS) computing with Pearson's correlation coefficient and regression analysis.

## V. RESULTS AND DISCUSSIONS

### *Determination of the dominant Leadership Behaviour at Cape Coast and Takoradi Technical Universities*

The results revealed that the behaviour of leaders were within specific pattern which motivated subordinates to achieve some results. This is presented in Table 5 - the determination of dominant leadership behaviours.

Table 5: Dominant Leadership Behaviour at CCTU and TTU

Indicators of Leadership Behaviours	Highest Mean Statistic	Lowest Mean Statistic	Interpretation
Delegating	3.88	3.63	Agree
Monitoring operations	3.82	3.21	Agree
Empowering	3.80	3.39	Agree
Problem solving	3.78	3.23	Agree
Directing	3.71	3.28	Agree
Empathy/support	3.64	3.31	Agree

Source: Fieldwork (2020)

Respondents were offered the opportunity to describe the behaviour of their leaders. Table 5 presents the highest and the lowest mean score for the leadership behaviour variables. From the Table, it can be observed that, as part of the behaviours of leaders at Cape Coast and Takoradi Technical Universities, responsibilities and duties were frequently delegated to their subordinates. Assigning portions of leader's responsibilities to subordinates had the highest mean statistic (HMS) of (3.88) as well as the lowest mean statistic (LMS) (3.63). This implied that leaders allowed their subordinates to discharge some responsibilities on their behalf when necessary. The variable that had the next highest mean statistic (HMS) was monitoring operations with the HMS of (3.82), empowering the employees had the third HMS of (3.80), problem solving has HMS of (3.78) directing/offering guidance to employees had HMS (3.71) and showing empathy and support to employee had the least HMS of (3.64). The findings implied that leaders do



delegate duties often to their subordinates, they also monitored of work of their subordinates to ensure delegated tasks/work were carried out as expected, they empowered employees with the needed support to achieve given assignments. The results further revealed that leaders involved themselves in the getting solutions to problems that confronted their subordinates in the course of performance of the duties. The study revealed that leaders give the employees the needed advice in a form of direction and support with respect to how to carry out probably challenging task to ensure work was performed well. By way of evaluation, it was observed that leadership behaviours at the two technical universities, in a descending order, were delegating, monitoring operations, empowering, problem solving, and showing empathy and support. The indicate how leaders' behavioural patten were rated by the subordinates. The leadership behaviour affected employee performance at the two technical universities.

**VI. EFFECTS OF LEADERSHIP BEHAVIOUR ON EMPLOYEE PERFORMANCE**

It is expected that effective monitoring by leaders should encourage followers to achieve job performance. Therefore, if leaders do not embark on regular monitoring of the activities of their followers, there will be the likelihood of low or poor employee performance. Researcher expects leaders at the two Technical Universities to attach seriousness to issues of monitoring in order to motivate employees to attain the desired performance and task creditably. The two concepts (leadership behaviour and employee performance) were hypothesized as:

H<sub>1</sub>: There is no correlation between leadership behaviour and employee performance at the Cape Coast and Takoradi Technical Universities.

H<sub>2</sub>: Leadership behaviour negatively affects employee performance at Cape Coast and Takoradi Technical Universities.

The researcher's interest here was to investigate the degree of association between leadership behaviour (monitoring) and employee performance (quality of performance). A summary of the finding is presented on Table 6.

Table 6: Correlation between LB and EP

		<b>LB</b>	<b>EP</b>
<b>LEADERSHIP BEHAVIOUR (LB)</b>	Pearson Correlation	1	.677**
	Sig. (2-tailed)		.000
	N	291	291
<b>EMPLOYEE PERFORMANCE (EP)</b>	Pearson Correlation	.677**	1
	Sig. (2-tailed)	.000	
	N	291	291
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Fieldwork (2020)

Pearson correlation coefficient was used to ascertain the strength of association between leadership behaviour (monitoring operations) of their supervisors and employee

performance (quality of performance); the responses were analysed using SPSS descriptive statistics. Leadership behaviour was correlated with employee performance the significance value produced was 0.000. There was a positive correlation between the two variables, correlation coefficient value of  $r = 0.677$ ,  $n = 291$ ,  $p$  value = 0.001. It was observed that there was a strong and positive correlation between leadership behaviour and employee performance. The result indicates that one level increase in leadership behaviour (degree if monitoring) leads to 0.677 higher employee performance (quality of performance). The above result implies that the aspects of leadership behaviours – monitoring operations in the form of regular conduct of supervision, ensuring that employees adhere to laid down procedures and policy in the discharge of their duties – are important in order to attain increase quality of employee performance. When leaders relax in the monitoring of operations of their followers, there will be low employee performance in terms of quality of service delivery. The results revealed there is a correlation between leadership behaviour (monitoring of operations) and employee performance (quality of performance). The results imply that when leaders monitor the operations of their followers, followers will ensure they deliver quality service. The finding supports the views of [78] that one of the most prominent justifications for monitoring is to ensure employees' job performance. Leaders embark on monitoring to assess whether people are carrying out their assigned tasks, and whether the work is progressing as planned, and that tasks are being performed adequately. The result further confirms the views of [73], [32] that employee monitoring plays a vital role in the performance of employees which eventually affects the organisation. To determine the extent of influence of leadership behaviour on employee performance at the Cape Coast and Takoradi Technical Universities, - monitoring operations and quality performance, analysis was computed and presented on Table 7.

Table 7: Extent of contribution of LB on EP

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.551	.196		7.930	.000
	LB - Monitoring	.609	.052	.566	11.672	.000

a. Dependent Variable: EMPLOYEE PERFORMANCE: (Quality of your performance)

Source: Fieldwork (2020)

Table 7 tells the extent to which leadership behaviour – monitoring operations contributes to the model or the extent to which it does not. By reading across the row of the predictor variable, it can be observed that monitoring operations as a leadership behaviour significantly contributed to the model ( $p=.001$ ). The next column the researcher looked at contains the unstandardized beta coefficients for the model (the B values). These values describe the relationships between the outcome and the predictor variable (employee performance and leadership behaviour). As both values are positive, so are the

relationships. That is, as monitoring of operations increases, the quality of performance also gets improved. In addition, this B value gives an idea of the degree of influence the predictor (leadership behaviour) has on the outcome (employee performance). The unstandardized coefficients result on monitoring ( $B = .609$ ) from the table implies that as leaders intensity monitoring by one hour, quality of performance increase by 0.609 units. Therefore, a statistical model that allows to predict values of our outcome variable based on our predictor variable can be produced. Table also gives us all of the information produced in a statistical model. This model takes the form of a statistical equation where:  $Y = B_0 + B_1X_1$  where Y represents the outcome variable and  $X_1$  represents the predictor variable. Employee performance (Quality of performance) =  $B_0 + B_1$ Leadership behaviour (Monitoring operations). Monitoring contributed significantly to the model ( $B = .609, p < .05$ ). The predictive model was: Leadership behaviour =  $1.551 + (.609 * \text{monitoring})$ . Findings support the view of [75] that leaders play important role in increasing employees' performance and motivation, reducing employee turnover, employee grievance and reducing employee absenteeism so there is a hypothesized leadership-performance relationship. The correlation and regression analysis results confirmed the findings of [38] that good leadership behaviour leads to employee performance. This implies that the employee's efficiencies and effectiveness are determined by the behaviours their leaders put up. The behaviour a leader exhibits is key to the growth, survival and expansion or otherwise of businesses. Each of the leadership behaviour pattern measured results in improvement of employee performance. This result shows that leadership behaviour had positive effects on employee performance when task-oriented behaviour was exhibited by leaders or managers. The results imply that leaders at the Cape Coast and Takoradi Technical Universities were very result-oriented and only motivate employees to be at their best in order to increase productivity. Drawing lessons from theory, task-oriented is the kind of behaviour that expresses concern for accomplishing the goals of the group or individual and that are aimed at defining and organizing the group's activities. The findings show that at the Technical Universities, leaders were task-oriented. They prefer to monitor the work of their followers to ensure there was employee performance. They also exhibited some features of relation-oriented in supporting, showing empathy and empowering their followers to give off their best. They involved subordinates in decision-making and created the atmosphere for subordinate's self-development. The leaders were approachable, friendly, respected their followers and offered them the needed attention. The results from also revealed that as part of the behaviour of the leaders, the leaders were involved in problem solving (conceptual skill), delegating (human relations skill) and monitoring/supervision (technical skill) in order to propel the followers to achieve results. The findings corroborate other researches that leaders' behaviours are sometimes influenced by the degree of skills they possess. The results to obtained quality job performance, leaders should exhibit leadership behaviours that consider the characteristics

of followers and the demand of the task. The leader's major task is to increase subordinate's motivation for the achievement of personal and organisational goals. Leaders must therefore have the ability to match behaviour to the prevailing situation in the organisation and take steps that can influence performance and satisfaction. To confirm this recommendation, leaders at the Cape Coast and Takoradi Technical Universities considered the abilities of their followers and intensified monitoring and delegating when there need arose. When leaders improve upon their behaviour towards their followers, their followers would discharge their duties well for improved employee performance. The better the leadership behaviour pattern, the better the employee performance at the Cape Coast and Takoradi Technical Universities.

## VII. IMPROVED LEADERSHIP BEHAVIOUR PATTERN

It was expected that leaders at the Technical Universities would show observable actions that are appropriate to ensure that employees were motivated by their behaviours to increase performance. Leadership behaviours can be largely relations-oriented or task-oriented depending on the style of leadership. Table 8 presents the results on the most to the less observable behaviours of leaders at the Cape Coast and Takoradi Technical Universities.

Table 8: Leadership Behaviour

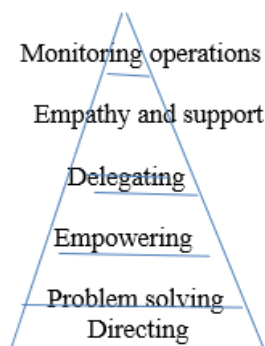
Leadership Behaviours	Highest Mean score	Lowest Mean Score
Monitoring operations	3.82 2 <sup>nd</sup>	3.21
Problem solving	3.78 4 <sup>th</sup>	3.23
Delegating	3.88 1 <sup>st</sup>	3.63
Empathy/support	3.64 6 <sup>th</sup>	3.31
Empowering	3.80 3 <sup>rd</sup>	3.39
Directing	3.71 5 <sup>th</sup>	3.28

Source: Fieldwork (2020)

It can be observed from the Table that leaders delegated responsibilities to subordinates and followed through to ensure tasks are carried out as expected. This recorded the highest mean score of (3.88) and a lowest mean score of (3.63). Second, leaders monitored the work of their followers to ensure there was employee performance. This records a highest mean score of (3.82) and a low average statistic of (3.21). This implies that leaders see monitoring as relevant and therefore they embark on monitoring of the activities of their followers. Third, as part of the behaviour of the leaders, they empowered their followers. Leadership behaviour (empowering) scored (3.80) as the highest mean statistic and (3.39) as the lowest mean statistic. This implies that leaders encouraged the followers – employees, in a form of empowerment, to take initiatives. The next most observable leadership behaviour was problem solving. Leaders devoted themselves to solving problems that arose as workers perform their duties. This gave a highest mean statistic of (3.78) and a lowest mean statistic of (3.23). Another behaviour of keen interest was offering

directions to followers. Leaders offered relevant directions and instructions to followers to aid them in the performance of their duties. This gave a highest mean statistic of (3.71) and a lowest mean statistic of (3.28). Finally, the results show that leaders demonstrated some sense of empathy and support to their subordinates at the highest and lowest mean statistic of (3.64) and (3.31) respectively. This implies the leaders shared in the joy, fulfilment and pain and failure of their subordinates. They supported their subordinates and offered them the needed empathy to achieve given targets. It can be observed that the behaviours of leaders at the two Technical Universities were delegating responsibilities, monitoring operations, empowering followers, problem solving and exhibiting empathy and supporting. These were observable behaviours that led to employee performance at the Technical Universities. But the results show that the leaders were more task-oriented than relations-oriented. A good leadership behaviour pattern should be a blend of both task-oriented and relations-oriented behaviours. The behavioural pattern should include regular monitoring of operations of workers, showing concern and empathy for workers, delegating responsibilities to followers, empowering followers and solving work-related problems to ensure smooth work flow and offering some form of instructions and guidance to employees. A model leadership behavioural pattern is presented in a hierarchical form in figure 2. This model suggests a blend of task oriented and relations-oriented leadership behaviour. This is likely to yield very high employee performance.

Fig. 2 Leadership Behaviour Hierarchy



Source: Author's construct (2020)

## VIII. RECOMMENDATIONS

The study revealed that both task-oriented and relations-oriented leadership behaviours were practiced at the Technical University. This resulted in improved employee job performance. Therefore, to improve employee performance in other public sector organisations and universities, the following recommendations should be adhered to:

1. Persons who occupy leadership positions should offer job-related support and empathy to their workers by way of providing guidance to these workers in the cause of performance of their duties.

2. Persons in leadership positions should intermittently embark on monitoring of the work of their followers. This will lead to attainment of higher job performance.
3. Leaders should be encouraged exhibit a balanced leadership behaviour pattern that is a blend of both task-oriented and relation-oriented behaviours. Leaders should have concern for both the work and the workers.
4. Training programmes should intermittently be organized for leaders to improve upon their leadership skills in the area of problem solving, human relations, communication and other leadership behaviours.
5. Employees/subordinates in the technical universities and other public organisations should be oriented to appreciate that monitoring and all other leadership behaviours were relevant for the growth of the university

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