

Leadership Behaviour The Panacea For Employee Performance In Selected Public Technical Universities In Ghana

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Abstract: Employee performance is very key to the survival and growth of institutions. Leadership behaviour plays a dynamic role for the attainment of employee performance. The purpose of this research was to describe the nature of leadership behaviour pattern and employee performance in selected Public Technical Universities in Ghana. The study relied on both primary and secondary data. The primary data was obtained from questionnaires, interview schedules and personal observations whilst secondary data was obtained from literature. There was some amount of data conversion, thus, changing raw data that was collected into usable format fed into the computer statistical package for the social sciences (SPSS) for processing. Descriptive statistical analysis was performed to ascertain the leadership behaviour patterns practiced at public technical universities in Ghana. Delegating of responsibilities, monitoring operations, empowering followers, solving the problems that workers were faced with in the course of discharging their duties, issuing instructions and directions to subordinates and showing empathy and support were the behaviours that were exhibited by leaders. With much emphasis on delegating assignments, monitoring operation and empowering of followers were frequently exhibited by leaders. These behaviours led to increase in the performance of employees at the Universities. The behaviours of leaders contributed to the attainment of job performance. The study recommends that the Management of Public Technical Universities should encourage leaders to ensure a balance in the practice of task-oriented and relation-oriented behaviours. Management should intermittently organize training programmes for leaders at various level of the University for Leaders to appreciate and improve upon their leadership skills in the area such as problem solving, monitoring skills and interpersonal relations Employees/subordinates should be made to appreciate that monitoring was relevant for the attainment of productivity.

Key words: Leadership behaviour, employee performance, monitoring operations, problem solving, delegating, directing, empathy and support,

Introduction

The study of leadership is characterized by a plethora of theories, models, and approaches [119], [125]. For [126] leadership is a universal phenomenon and has been defined and studied from a wide variety of perspectives and disciplinary approaches. Leadership is vital hence leaders who provide leadership have multiple tasks because leadership is combined with different hierarchical levels specifically at individuals, units and organisational levels [124]. 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 [100]. 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 and task-oriented and relations-oriented behaviours, [46], [50]. After several years, [129] extended the categories of leadership behaviour to four, namely task-oriented, relations-oriented, change-oriented and external. This means that for leaders to achieve results, they must exhibit a particular type of behaviour or a combination of behaviours and the management of complex situations by

integrating interactions with their subordinates, peers, and superiors into a cohesive whole. 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. Therefore, the role of a leader in an organisation is critically linked with performance. It is expected that appropriate leadership behaviours is exhibited towards employees because the most valuable assets organisations can rely on to achieve results is the employee [16], [98] who are inimitable and can generate sustainable competitive advantage through innovative ideas [120]. 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 relation with the employee performance and job satisfaction [121]. Organisations can be more effective and flexible when significant investments are made on employees. It is observed that leadership, in the world, especially in 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 [77] posit Africa demands exceptional leaders who will exhibit the desired behaviour for attainment of results. However, 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 [103]. Leadership behaviour in Ghana is very important both in public and private sector organisations because organisations turn to have enormous benefits such as increase in employee performance, congenial working environment, increase in employee morale, etc. if good leadership behaviours are shown by leaders. Employee performance is job related activities expected of a worker and how well those activities are executed. Many leaders or supervisors assess the performance of each staff on an annual or quarterly basis in order to help them identify suggested areas for improvement. Since every organisation cannot progress by depending on one or two individuals' effort, it is the collective effort of all the members of the organisation to improve their performance. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organisation. It signifies individual's work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues or employers around [57]. Studies shows that most organisations especially public sector organisations, of which Public Technical Universities are inclusive, are faced with employee performance challenges from leadership perspective [71] due to lack of specific leadership behaviour interventions. The problem of poor employee performance has been perceived during the last decades as an important element in leading because leaders do not exhibit the required behaviours that would motivate employees to perform their duties conscientiously. This is evident in the findings of [119] 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 [38], [86]. Studies have shown that faculty members at Cape Coast Technical University have low desired for work as a result of the nature of leadership behaviour that was exhibited by supervisors. Leaders are supposed to clearly provide the direction, craft the strategic document, come out with policy/guidelines, etc. which will serve as blueprint for followers. The behaviours of leaders are supposed to motivated followers to work for attainment of results. Leaders' behaviours could also be a hindrance to employee performance. In a rapidly changing world of work, a notable leadership challenge is how leadership behaviour can enhance employee performance. Employee performance includes executing defined duties, meeting deadlines, customer satisfaction, and effectiveness and efficiency in doing work, quality of work and employee competency. Organisations need good leadership behaviours that stimulate the employee performance. The paper therefore seeks to:

1. Describe the leadership behaviour patterns at the Cape Coast and Takoradi Technical Universities
2. Describe the nature of employee performance at the Cape Coast and Takoradi Technical Universities.
3. Assess determinants of leadership behaviour patterns at Public Technical Universities.
4. Recommendation an improved leadership behaviour pattern for increase employee performance.

Literature Review

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 properly demonstrate leadership behaviour. Leadership behaviour is underpinned by a number of theories. 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, learnable behaviour. 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 [52]. behavioural theories of leadership are classified as such because they focus on the study of specific behaviours of a leader. Therefore, a leader behaviour is the best predictor of his leadership influences and as a result, 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. Success and efficiency of leaders do not depend upon their properties, but depends 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, 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. Such leaders 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 [70], [96] and [22], 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 [12], 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 [108], [115] and [22]. 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 [17], [35], [66], and [22]. Therefore, [94] 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 a 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 [123], [124].

Leadership behaviour patterns

According to [129] 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 [129], 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 experts sort behaviour descriptions into categories based on similarity of purpose and content. An important aspect of understanding leadership behaviour is its procedural nature. Every action 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. In the view of [69], a key to successful leadership behaviour is knowing what type of guidance a 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 [23], [18]. [8], 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 [66], [68] acknowledging the relationship between leadership behaviour and organisational commitment has the potential to improve work efficiency. Similar results

were found in research using incident diaries from team members [4]. In the study of [35], the pattern of specific component behaviours is usually more important than how much each 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 leader's job performance and for the purpose of this study four meta-categories and their component behaviours are shown in Table 1. Each meta-category has a different primary objective, but the overall objective involve determinants of performance. For task-oriented behaviour the primary objective is to accomplish work in an efficient and reliable way. For relations-oriented behaviour the primary objective is to increase the quality of human resources and relations, which is sometimes called "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, recognising 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 [125]. 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. The path-goal theory states that 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 are directive: when 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. Supportive: when the leader demonstrates concern for subordinate well-being and is supportive to individuals. Participative: when leader solicits ideas and suggestions from subordinates and 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 [89]. Leaders can affect a subordinate's performance, motivation and satisfaction in several ways, such as: by clarifying the subordinate's role

as what is expected from him or her; linking rewards to the subordinate satisfactory performance; and increasing the size and value of the rewards. For the purpose of this study, the researcher chose to use two of the taxonomies out of which two indicators were randomly selected from each bloc of classification. Delegating and directive leadership were further looked at as part of the leadership behaviour in the organisation which is supported by path goal theory.

Task-oriented Leadership Behaviour Patterns

Task-oriented leaders focus on getting the necessary task, or series of tasks, at hand in order to achieve a goal. These 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, and 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's especially useful for team members who do not manage their time well. Additionally, these types of leaders 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 express 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, and 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 determine by the standards [65]. This type of leadership is associated with efforts to achieve organisational goals [88]. Task-oriented leader perceives his or her people as mere hands to get the work done. He or she is noted for not sharing concern for neither workers welfare nor his or her considerateness of 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 land 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. [126] defines task-oriented behaviours as those behaviours which are used primarily to improve efficiency and process reliability.

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, [107] 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 [113]. Leaders use 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. 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 relations-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 reveals that monitoring can improve leadership effectiveness [59], [122] either using direct observation or diaries [4]. [40] posits that employers need to think about the consequence monitoring has on their performance, since both employee and employer attitudes about monitoring often deviate. As a part of continuous events that occur in the organisation, employee monitoring has got some positive and also some negative aspects. [109] supports the view of [40] 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 [84].

Problem solving

Problem solving identifies work-related challenges that can disrupt operations, hence making a systematic but rapid diagnosis, and takes action to resolve the challenges in a decisive and confident way. Leaders deal with disruptions of normal operations and member behaviour that is illegal, destructive, or unsafe. Serious disruptions at the work usually require leadership intervention, or attention to resolve the challenges other terms. Problem solving includes "crisis management" and "disturbance handling." Effective leaders try to quickly identify the cause of the problem, and they provide firm, confident direction to their team or work unit as they cope with the problem. There are two types of problem, 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 by other 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 [85], studies using critical incidents or diaries [4]. 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 key area for managerial leaders to competently execute in their action roles as an influencer of people and situations [58]. Influence, skills, including decisive problem solving, are "people skills" that cut across the key action roles that a leader needs to competently perform. Decisive problem solving is involved in, for example, setting a clear strategic direction, formulating policies, focusing people on relevant and important areas of performance, and coordinating and linking resources, especially key stakeholders. The literature offers many models for problem-solving and decision making [102], [19]. In most of these formulations the idea of targeting problem areas and reaching a decision about what to do are present [2].

Delegating

Delegation is widely accepted as an essential element of effective management and leadership. It may be effective in some cultures and not others. [99]. Delegation of authority is one of modern trends practiced by leaders. Its function stands out 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 leader, delegation alleviates functional burdens, gains employees' satisfaction and builds cooperation and trust between manager and employees giving a chance for manager to have full-time for realization more important work. So, it reduces physical and intellectual efforts exerted by 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. [33], opined delegation is transportation of authority from high management to executives. For [72], it is a process of

distributing tasks and authorities. In a different perspective [39] see delegation as the process in which leader commission his staff to perform some work that are related to his liability and perform some tasks that are not embedded by risk effect. It can be said that delegation is granting a part of authority for specific employee or teamwork to perform particular tasks. They also take into consideration the responsibility of implementing the work questions between the delegator and delegate needs to be answered to assure optimum outcomes. Where delegation implies delegating 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 [49], [117]. [14], argues that while performance of the tasks is shifted to someone else ... "the responsibility for getting the work done and done correctly has not."

Relations-oriented leadership behaviour patterns

Early research carried out on these behaviours showed that considerate supervisors were effective [128], 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 [93]. Research carried out by [128] 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 subordinates, 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. Relationship-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 [126].

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 [125]. 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 [27]. 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 [36] 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 [51]. 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 [73] increases job satisfaction and feelings of security that support people trying innovative ways to accomplish daily tasks [73]. With this study, we examine the link between leader empathy and follower performance and examine how leader empathy influences follower performance. Specifically, we found that leader empathy increases performance by increasing follower job satisfaction and fostering innovation. Empathetic leadership focuses on the emotional relationship between a leader and follower how much a leader understands a follower's work situation, invests in emotional understanding, and provides emotional security for the follower. Leadership the idea that leaders must pay attention to followers' emotional needs as well as directing and coordinating follower activities [111]. The Ohio State studies on initiating structure and consideration behaviours [116] and the closely related concept of concern for task and concern for individual [83] 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.

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 [60]; [118]. According to [7], 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. 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 [60] and [118]. 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 [7]. 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 organisation can harness its strength. Leadership implies references to 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 and can 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 [11]. Indeed, some studies have shown positive effects of empowerment on some subordinates' work outcomes [107], [75]; [76]. [82], research on effect of empowerment on employee's performance found out that empowerment and its implementation in organisation do impact the performance of employees. Therefore, [[9] emphasized that empowerment must involve leadership behaviour that adopt an open communication and sharing of knowledge, power and rewards throughout the organisation. Some studies proposed empowering leadership might have detrimental consequences, perhaps because empowering leader behaviours focusing on high autonomy in decision making and on task delegation might increase task uncertainty, thereby resulting in reduced performance [26], [74]. Similarly, empowering leadership has decreased work performance through increasing employees' job induced tension [[24]. Potential costs due to initial performance delay were also found, probably because empowering leader behaviours focused on modelling and idea exchanges instead of job performance [69].

Directing

The leader tells subordinates exactly what they are supposed to do in a way of discharging their duties. Directive leader behaviour includes planning, making schedules, setting performance goals and behaviour standards, and stressing adherence to rules and

regulations. [80], posits that this leadership 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 [13]. 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 [32]. Directive leaders utilize a variety of methods to maintain control over subordinates, such as rewarding, punishing, or intimidating followers [74]. 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 of followers. What then is employee performance?

Employee performance

Performance is defined as "behaviour that accomplishes results" [6]. Individual job performance is defined as "things that people actually do, actions they take, that contribute to the organisation's goals" [20]. Moreover, performance behaviours are "the total set of work-related behaviours that the organisations expect the individual to display" [43]. Employee performance is the key dependent variable in the present research. Different scholars have defined the concept of employee performance from different perspectives. The term "employee performance" signifies individual's work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around [48], [57]. In order to utilize human resource fully and augment organisational success, effective employee performance management system is imperative for a business organisation. The performance driven objective is expected to be aligned with the organisational policies so that the entire process moves away from being event-driven to become more strategic and a people-centric perspective [53], [67], and [87]. However, in the present study, key definitions and concepts have been discussed. According to [108], employee performance has been defined as the degree to which an employee executes the duties and responsibilities. Whereas employee performance has been related to outcomes, results and accomplishments by [21], collective efforts and behaviours relevant to organisational goals, which are controlled by the employees [64]. [101] have however explained the concept of employee performance from a different perspective. For [101], employee performance is about employees achieving the results, goals or standards

as per the expectations set by the organisation. Employees are rated on how well they do their jobs compared to the performance standards set. In short, it is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost, and speed, the initiatives they take, their creativity in solving problems and the resourcefulness in the way the employee utilise their resources, time and energy [104]. According to their observation, employee performance cannot be defined in general performance criteria and it can be explained only in the context of organisational situations and perspectives. This is supported by [16], that employee performance has a direct relation to an organisation's overall performance and success. Hence, it is important for organisations to ensure that the employees are motivated to perform at their highest potential. Therefore, employee performance plays an important role for attainment of organisational performance. This is supported by [81], that employee performance can be considered as one of the main winning strategy of any successful business. It has also been argued that empowered organisations have demonstrated improvements in various divisions of performance areas [5].

Indices of employee performance

Employee performance can be viewed originally as what an employee does or does not do. Therefore, it is possible to measure, compare and manage employee performance to attain the overall organisational performance [42]. Performance of employees could include: quantity of output, quality of output, timeliness of output, presence at work, cooperativeness [44]. In [15] productivity is a performance measure encompassing both efficiency and effectiveness. Employee performance can be seen to mean the output of workers per unit of time which is a commonly used and straightforward measure of productivity. According to [1] employees' performance is defined as the attainment of specific tasks by employees of an organisation (through the effort applied by employees within such organisation) and it is measured against the predetermined or identified standards of accuracy, completeness, cost and speed set by the organisation. There are a number of indicators that can be used to measure performance either in the context of organisations or employees, whose performance directly increase that of an organisation. On the one hand, a variety of indicators of organisational performance are used including productivity, efficiency, effectiveness, quality and profitability [3]. The employee performance may include the attainment of quality service or product [34], [42], [47] and [90], reduction of cost and attainment of efficiency [34]; [90] financial improvement [98], flexibility [34], delivery reliability [47], customer satisfaction [90] [98]), safety [79] and [98]. Employee performance indicators could also include quantity, quality, timeliness, cost-effectiveness. Quantity measures the number of units produced, processed or sold against the standard set by the organisation while timeliness measures how timely and how fast the work is performed or how fast services are provided. For instance, in the case of a service industry the average customer's downtime is a good indicator of timeliness while the number of units produced per hour is relevant in the case of manufacturing

firm. For cost-effectiveness, performance can be measured by the cost of the work performed if the employee has control over costs. In the view of [46], indicators of employee performance include quality, quantity, and timeliness and cost effectiveness this supports the earlier studies. [60], added that employee performance is the capacity of an individual to efficiently accomplish independent goals.

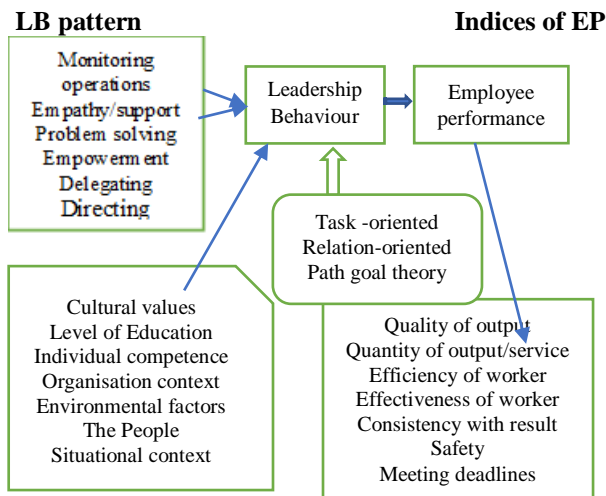


Fig. 1. Conceptual framework
Source: Author's construct (2020)

Research Methodology

Research design

Mixed-method research was adopted for this study, it is an inquiry where researchers combine qualitative and quantitative approaches in a single study [54]. Bearing in mind the usefulness of mixed method research, [31], 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 [30]. 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 [29], [25]. 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 [106]. 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 questionnaires 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 (meeting deadlines, 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 was the Heads of Departments/Sections/Units and other staff of Cape Coast and Takoradi Technical Universities.

Population

[10], 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. Target population was made up of the Heads of Department/Sections, and other staff of the Technical Universities totalling 1,222. This was made up of Senior Members, Senior Staff, Junior Staff and other staff. The breakdown is presented on Table 2.

Table 2: Breakdown staff at CCTU/TTU

Category	Number of Staff
Senior Members	540
Senior Staff	268
Junior Staff	414
Total	1,222

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

Sample Size Determination

According to [91] sampling is a process of systematically selecting cases for inclusion in research project from the population. 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 [130]. If a population is very large, it becomes usually impossible without sampling to cover the entire population. The researcher adopted [62] sample determination to randomly selected 291 respondents from the population of 1222. The sampling design ensured that sampling units were given equal chance to be selected. Table 3 presents the sampled respondents for the study.

Table 3: Sampled respondents

Category	Number of Staff
Senior Members	54
Senior Staff	134
Junior Staff	103
Total	291

Source: Fieldwork (2020)

After getting the sample size of 291, the researcher used percentages to further determine 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. The departments and 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 to be included in the study and out of these departments' respondents were also randomly selected for the study. [29], 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 geographic, economic and social characteristics with the study area. Besides just like the Takoradi and the Cape Coast Technical Universities, UCC is one of the traditional universities which is mandated to offer degree programmes.

Data Collection

Data for the study was collected by the use of questionnaires, observations and scheduled interviews with the respondents of the study. 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 [370] and had good knowledge of leadership behaviours and a holistic view of its effects on the organisation [41]. The secondary data was obtained from published journals articles, dissertations and thesis, books, and other print materials. Primary data was obtained directly from the originators or respondents and was first time processed by the researcher. The primary data was collected through administration of and retrieval of questionnaire from selected respondents at the Cape Coast Technical Universities. Structured interview was also conducted by the use of interview guide. Personal observations were also carried out in the course of administration of questionnaires to further gather any other relevant data for analysis.

Data Processing Technique

In order to ensure that accurate data have been gotten for the study, the researcher did corroboration on the data to ensure the data that was supplied by respondents (responses) were correct and relevant to the study. The data were filtered to remove irrelevant responses and to ensure the researcher does not miss any important field information from the respondents. Sorting was done by arranging items according to the sections set out in questionnaire. Data from the respondents there were aggregated – combining information/data to avoid multiple pieces of information. There was some amount of data conversion to ensure usable data were fed into the computer statistical package for the social sciences (SPSS).

Results and discussions

Monitoring Operations

In order to ascertain whether leaders at the Cape Coast and Takoradi Technical Universities monitored the operations of their subordinates and how they went about it, respondents answered a number of questions and the results are presented on Table 4.

Table 4: Monitory operations

Measurement of monitoring	Min	Max	Mean	Std. Dev	Skewness	
	Stat	Stat	Stat	Stat	Stat	Std. Error
Conduct of regular supervision	1.00	5.00	3.59	1.07021	-.528	.143
Adherence to laid down procedures	1.00	5.00	3.82	1.11427	-1.110	.143
I perform my duties well because I know am being observed	2.00	5.00	3.54	.96154	-.273	.143
Supervisor believes employees need to be supervised closely	2.00	5.00	3.70	.89090	-.098	.143
Supervisor regulates the use electronic gadgets at the office	1.00	5.00	3.21	1.03711	-.619	.143

Source: Fieldwork (2020)

The nature of leadership behaviour was measured. Table 8 depicts how leaders monitored the activities or the work of subordinates at the university. The results show a minimum of one and a maximum response of five. From the 291 responses, it was observed from the table that leaders/supervisors ensured employees adhered to laid down procedures in the course of discharging their duties, this had the highest mean score of 3.82 with a standard deviation of 1.07021, the standard deviation tell how far or spread out the observations were from the mean statistics. This implies that employees were not left to their fate in the course of performing their expected duties. Rather they were made to follow agreed procedures, policies, standards and benchmarks. This eventually results in increase in employee performance; thus quality productivity. This finding supports the study of [110] that monitoring ensures employees' job performance. The second highest mean score was associated with the statement that "leaders believes employees need to be supervised closely to attain results" hence they were closely supervised. The mean score was 3.70 with a standard deviation.89090. The standard deviation indicates that the remarks of the respondents were closer to the mean. With this, it was evident that, leaders/ supervisors at the university did not relax in the supervision of their subordinates rather they constantly carried out supervision to ensure there was employee performance. This implies workers were regularly and closely supervised. The results further revealed that, as a way of monitoring operations of workers, there was regular conduct of supervision which gave a mean score of 3.59 and standard deviation of 1.07021 from the mean. Supervisors/leaders did not relinquish in their duty to supervise their subordinates, which served as the reason for employees of the university to perform their duties well knowing they were being observed by their leaders this gave a mean score of 3.54 and a deviation from the mean of .96154. This finding confirms what [105] and [40] postulate that employee monitoring plays a vital role in the performance of the employee. The lowest mean was 3.21 with a standard deviation of 1.03711. The standard deviation indicates that supervisors regulated the use of electronic gadgets such computers, printers, scanners, photocopy machines, etc. at the office. However, a low mean implies that though leaders monitored the activities of the subordinates, much emphasis was not placed on regulating the use of office electronic gadgets. The

overall results show that leaders at the Technical Universities, as a way of their behaviour towards employees, monitored the operations of workers to ensure work was performed. The analysis revealed that three statements had minimum score of 1.00 and two statements had minimum score of 2.00 with maximum score of 5.00 for all the indicators. The results revealed that responses were negatively and moderately skewed. The results show that leaders at the Technical Universities were task-oriented, who would like to see subordinates working to attain the desired results. Leaders who take delight in monitoring operations of followers, they practice monitoring of workers' activities through planning, communicating, information, they take keen interest in scheduling and organising the work of subordinate and closely supervising subordinates, leaders assign tasks to workers and expect these tasks to be accomplished at the right time. Leaders ensure they acquire the necessary resource for accomplishing task emphasising deadlines, setting goals and giving direction. Task-oriented leaders focus on getting the necessary task, or series of tasks, at hand in order to achieve a goal. These leaders are typically less concerned with the idea of caring about 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, and plan, organize, and monitor progress within the team. Task-oriented behaviour is the kind of behaviour that express a concern for accomplishing the goals of the group and that are aimed at defining and organizing the group's 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 [65]. It was observed from the study that, the subordinates see monitoring of operations as 'power lying with the leaders' they do not appreciate that they were regular duties leaders were supposed to exhibit to attainment of productivity. Leaders confidently monitored the operations of workers without impediment. The findings show that monitorin operations was done to gather 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, [110] 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 [113]. When workers/subordinates are monitored, these justifications provided by [110] would be achieved.

Problem Solving

The results describing the behaviour of leaders with regards to problem solving is presented on Table 5.

Table 5: Problem solving

Measurement of problem solving	Min	Max	Mean	Std. Dev	Skewness	
	Stat	Stat	Stat	Stat	Stat	Std. Error
My leader anticipates problems that may arise in the cause of performing my duties and plans for them	1.00	5.00	3.23	1.04646	-.618	.143
My supervisor has the ability to generate new ideas to solve work-related problems	1.00	5.00	3.78	.92729	-.993	.143
My leader takes corrective actions in response to destructive, misconduct, or unacceptable behaviour by workers with the view to creating conducive working relations	1.00	5.00	3.65	1.01933	-1.049	.143
My supervisor identifies causes of the problems at the department and provides firm and confident direction to solve the problems	1.00	5.00	3.56	.99581	-1.400	.143
My leader encourages me to think of resolving old problems in new ways	1.00	5.00	3.62	.95397	-.733	.143

Source: Fieldwork (2020)

The findings however revealed that supervisors generate new ideas to solve work-related problems. This had the highest mean score of 3.78 with a standard deviation of .92729 which indicates that observations of respondents were closer to the mean score (3.78). This implies that leaders were involved in getting solutions to challenges or coming out with new ways of resolving problems that cropped up in the performance of work. This behaviour of leaders eventually affects employee performance. This supports [2] view that formulations the idea of targeting problem areas and reaching a decision about what to do is very key to employee performance. The next highest mean score was 3.65 with a deviation of 1.01933 indicating that leaders/supervisors take corrective actions in response to destructive, dangerous, or prohibited behaviour of other workers so that conducive working relations is created. The results further revealed that most of the workers at the Technical Universities were of the view that their leader encouraged them to think of resolving old problems in new ways. This gave a mean score of 3.62 with a standard deviation of .95397. The minimum score was 1.00 and the maximum score on this observation was 5.00. This implies leaders cherished innovative ways of getting things done, hence workers were encouraged to be innovative. Results to the statement "my leader/supervisor identifies causes of the problems at the department and provides firm and confident direction to solve the problems" revealed a mean score of 3.56 and a standard deviation of .99581. This indicates that most of the workers agreed that their leaders helped identify likely causes of problems and gets the needed solutions to curtail these problems confirming the study of [125] that leaders ought to exhibit problem solving behaviour. For most of the workers, their leader anticipates problems that may arise in the cause of performing their duties and plans for them. This recorded a mean score of 3.23 and a standard deviation of 1.04646 which implies the observations were farther from the

mean score of 3.23. The results could mean that leaders planned ahead to avoid work-related problems such as shortage of stationery and office consumables, breaking down of office equipment, misconduct of subordinates, etc because emergence of these problems impede performance. From the table, the minimum statistics was 1.00 and the maximum statistics was 5.00. This implies the responses ranged between 1.00 and 5.00 and the average response was 3.50. The summary of findings shows that leaders at the Cape Coast and Takoradi Technical Universities manifested task-oriented type of behaviour, where they stressed on getting the work done through interaction for the attainment of formal goals by organising group activities and solving problems. The leader is concerned with achieving organisational goals [88]. The study revealed that leaders anticipated the cause of problems and engaged in solving these problems. Problem solving was part of the behaviours exhibited by leaders at the Cape Coast and Takoradi Technical Universities. The leaders at the Technical Universities were engaged in disturbance and crisis management. They quickly identified the cause of the problem, and provided firm and confident direction to their team or work unit as they cope with the problem. Personal observation revealed that leaders prepared the work unit or organisation to respond effectively to predictable types of disruptions such as accidents, equipment failures, natural disasters, supply shortages and computer hacking. This was in disagreement with interview had with a few staff who said "My leader does take the needed steps to ensure problems are resolved at the work place." Evidence that problem solving is related to leadership effectiveness and behaviour is provided by survey studies [85], studies using critical incidents or diaries [4].

Delegating

Table 6 indicates the analysis of responses on the view of employees on how delegation was practiced by leaders at the Technical Universities.

Table 6: Delegating

Measurement of delegating	Min	Max	Mean	Std. Dev	Skewness	
	Stat	Stat	Stat	Stat	Stat	Std. Error
At my unit/section/department leaders assign particular tasks to members and expect that these tasks are performed perfectly	1.00	5.00	3.83	1.15979	-.943	.143
My supervisor allows some authority and autonomy in the discharge of my duties	2.00	5.00	3.88	.81634	-.171	.143
Work schedules are done and individuals are allowed a high degree of initiative in the performance of the task	1.00	5.00	3.72	.96052	-.726	.143
My supervisor discusses in specific terms who is responsible for achieving specific performance targets	2.00	5.00	3.63	.95663	-.095	.143
In my department, establishing controls and accountability, and evaluating performance are very relevant	1.00	5.00	3.64	1.12118	-.599	.143

Source: Fieldwork (2020)

The results show that the leaders at the technical universities understood delegation and practiced put it into practice. The highest mean score of 3.88 with a standard deviation of .81634 revealed that leaders/supervisors allowed subordinates the authority and autonomy in the discharge of their duties. This implies that workers were given the opportunity and the authority to take certain decisions that they felt were in the best interest of the institution, in the course of discharging their duties. The standard deviation indicates that the responses of the workers were closed to the mean score which gives good indication that most workers were in agreement with the statements that described the practice of delegation in the institution which was the behaviour of the leaders. Respondents were asked to describe whether they were allowed some authority and autonomy in the discharge of my duties. The mean score for this observation was 3.88 with a standard deviation of .81634. The minimum score was 2.00 and the maximum score was 5.00. To further describe nature of leader's behaviour in terms of delegation. Respondents answered whether at their units/sections/department's leaders assigned particular tasks to members and expected that these tasks were performed perfectly. The mean score for this was 3.83 with a standard deviation 1.15979. This standard deviation reveals that the observation was far from the mean score. To further ascertain whether delegation was practiced by leaders, the respondents were asked to rate how work schedules was assigned and whether the individuals are allowed a high degree of initiative in the performance of the task. Computation of various views of respondents gave mean score of 3.72 with a standard deviation of .96052. This standard deviation signifies responses were closed to the mean statistics of 3.72. This implies that workers had the encouragement to take initiatives that impact positively on the organisation. This means leaders/supervisors realized the importance of delegations and practiced it accordingly. This results confirms [33] that delegation is the transfer of authority from a higher management executive to subordinates. The mean score Of 3.72 revealed that respondents agreed that leaders delegated duties. This supports the findings of [39] that delegation is a process in which leader commission his or her staff to perform some work that are related to his or her ability and perform some tasks that are not embedded by risk effect. Workers were queried to discover the relevance of control, accountability, and performance evaluation at the Technical Universities. This generated a mean and standard score of 3.64 and 1.12118 respectively. With this result, it means leaders practiced controls, accountability and evaluated the performance of subordinates which was likely to lead to improve employee performance. Respondents were of the view that their supervisors discussed in specific terms, who was responsible for achieving specific performance targets, this scored a mean of 3.63 with a standard deviation of .95663. It is assumed that when discussions are done on performance targets, it gives the workers a clear understanding of what is expected of them and who was to perform what job. The results consistent with other studies that delegation enables teams perform better. This prevents role ambiguity and has the likelihood to increased job performance. The summary of the results indicated that delegation was constantly practiced by

leaders at the Cape Coast and Takoradi Technical Universities. By of evaluating the results against the a priori expectation, leaders appreciated that delegating was very relevant for attainment of results and therefore intermittently relinquished some of their duties to their followers to perform. Followers also wholehearted accepted and discharged any extra duties that were assigned to them. The a priori expectation was therefore confirmed by the results of the study.

Empathy and Supporting

Table 7 below presents the descriptive analysis of empathy and support that leaders exhibit towards their subordinates

Table 7: Empathy/Support

Measurement of Empathy/Supporting	Min	Max	Mean	Std. Dev	Skewness	
	Stat	Stat	Stat	Stat	Stat	Std. Error
I am able to perform difficult task because leader offers the needed support to me	1.00	5.00	3.50	1.25223	-.420	.143
My supervisor treats all members in the department equally and fairly and has much concern for all	1.00	5.00	3.63	1.11898	-.799	.143
My supervisor realizes the need to balance my work and family issue, provides emotional support and sense of security	1.00	5.00	3.31	1.13757	-.666	.143
Leaders encourage subordinates to take self-development steps	1.00	5.00	3.56	1.06605	-.554	.143
I can go to my boss for support whenever the need arises without fear because he/she is friendly, sociable and approachable	1.00	5.00	3.64	1.29221	-.927	.143

Source: Fieldwork (2020)

To describe the nature of leadership behaviour at the Cape Coast and Takoradi Technical Universities, the kind of empathy and support subordinates received from the leaders was vividly described by the workers. Table 7 above indicates a minimum and maximum statistics as 1.00 and 5.00 respectively. For the statement “I can go to my boss for support whenever the need arises without fear because he/she is friendly, sociable and approachable” recorded a mean score of 3.64 with a standard deviation of 1.29221. The mean was higher than the midpoint which indicates that respondents agreed that their supervisors gave them the needed support and empathy. This implies that most of the workers had confident in the leaders therefore they could relied on their leaders for the needed support or empathy in the course of discharging their duties or they could revert to their leaders. Their leaders were friendly, sociable and approachable. The results implies that leaders were able to communicate with employees which of course is an important leadership quality. Employees were not nervous to go to the leaders with questions. The results support the findings of [36] that people need supports and empathy in all aspects of their work. The results further corroborate [80] that for workers to feel free and give off their best, they leaders or supervisors should command trust, respect

and be friendly. The study reveals that all workers were treated fairly and equally. Also, leaders had much concern for all subordinates under them. This revealed a mean score of 3.63 and a standard deviation of 1.11898. This implies a very high impact on the performance of the employees because employees believe they are all treated fairly and equally, therefore there is equity which leads to improve in job performance. “Leaders encourage subordinates to take self-development steps” had a mean score of 3.56 with a standard deviation of 1.06605 indicating that employees had some sought of encouragement from the superiors which made them take steps to develop themselves in the form of attending conferences, or pursuing further studies. The lowest mean score was 3.31 with a standard deviation of 1.13757. It can be observed that the mean scores on empathy and support were above the midpoints which signifies that most of the respondents agreed that their leaders gave them support they needed. The summary of the findings revealed that some leaders at the Cape Coast and Takoradi Technical Universities demonstrated relations-oriented type of behaviour. The leaders were considerate [128], some of the leaders showed concern for the welfare of the workers, fostered good interpersonal relations, supported their subordinates, they established trust, respect and good rapport with the workers [88].

Empowering

Table 8 presents the minimum score, maximum score, mean score, standard deviation, and skewness of the results on respondents’ assessment of leadership behaviour in term of leaders empowering their followers.

Table 8: Empowering

Measurement of Empowering	Min	Max	Mean	Std. De	Skewness	
	Stat	Stat	Stat	Stat	Stat	Stat
I am encouraged to come out with new ideas in the performance of my duties. This I am opportunity to develop skills to cope with my duties	1.00	5.00	3.75	1.09808	-.810	.143
I put extra effort in the discharge of my duties because my boss recognizes my contributions	1.00	5.00	3.72	1.00345	-.808	.143
My supervisor helps me understand the importance of my work and the need to improve	2.00	5.00	3.80	.90561	-.641	.143
I am given autonomy and influence over decisions about the work I do	1.00	5.00	3.46	1.13011	-.783	.143
I am offered the opportunity to contribute to decisions at my department	1.00	5.00	3.39	1.20536	-.588	.143

Source: Fieldwork (2020)

The mean to the statement “My supervisor helps me understand the importance of my work and the need to improve my performance” was 3.80 with a standard deviation, minimum score and the maximum score of .90561, 2.00 and 5.00 respectively. This implies employees/subordinates agreed that their leaders put in the necessary mechanisms for them to be empowered. It can be deduced from the results that leaders at the Cape Coast

and Takoradi Technical Universities encouraged their subordinates to come out with new ideas in the performance of my duties. This finding confirms [78] that empowerment was positively correlated to employee performance. When employees or workers are empowered, they work well to attain the desired results. Empowerment offers subordinates the opportunities to develop new skills. The finding also supports [115] that empowered people not only feel the sense of competence, but they are capable enough to do their required duties. The results support findings of [107], [75], [76] and [82] that empowering workers, give them the needed urge for positive effect on their job performance and its implementation in organisation do impact the performance of employees. The statement “my leader encourages me to come out new ideas in the performance of my duties. This offers me the opportunity to develop new skills” had a mean score of 3.75 and standard deviation of 1.09808. This implies that leaders created the enabling working environment for workers to bring their knowledge on the job to fore. No worker was denied the opportunity to operate for the purposes of developing his or her skills. After analysing the responses to the statement “I am offered the opportunity to contribute to decisions at my department” a mean score of 3.39 and a standard deviation of 1.20536 were realised. It can be inferred that the opinions and suggestions of subordinates were taken into consideration when it came to decision making. Workers also contributed to decisions. However, the standard deviation indicates the observations were farther from the mean score though the mean was higher than the midpoint. This can be observed that the workers agreed to the statement. The study revealed that employees at the Cape Coast and Takoradi Technical Universities put extra effort in the discharge of their duties because as their contributions to the success of the university are recognized by their leaders. This probably is as a result of how leaders behave towards their subordinates. The last statement to describe the nature of leadership behaviour in terms how they empower their subordinates was “I am given autonomy and influence over decisions about the work I do”. With a mean score of 3.46 and a standard deviation of 1.13011, the results indicate that employees had the opportunity to propose any initiative that will improve the work they do at the University. The findings corroborate [129] that empowering offers employees some autonomy to work. All the five items that were used to measure how leaders empowered their subordinates revealed that employees agreed that much was done by their leaders as a result, all the indicators showed mean scores that were higher than the midpoint. This therefore suggests that the respondents were content with the empowerment they received from their leaders/supervisor at the Cape Coast and Technical universities. The results revealed that subordinates were offered the needed empowerment by their leader and this led to the attainment of improved productivity.

Table 9: Directing

Measurement of Directing	Min	Max	Mea	Std. Dev	Skewness	
	Stat	Stat	Stat	Stat	Stat	Std. E
<i>I discharge duties effectively because am directed</i>	1.00	5.00	3.71	1.05985	-1.064	.143
<i>My leader helps me with new ways of looking at puzzling things</i>	1.00	5.00	3.68	1.01185	-.721	.143
<i>My leader expresses in a few simple words what I can do or should do to get results</i>	1.00	5.00	3.50	1.26047	-.784	.143
<i>My leader directs my attention towards failure to meet standards</i>	1.00	5.00	3.50	1.03181	-.431	.143
<i>Regular feedback is given on my performance</i>	1.00	5.00	3.28	1.13395	-.285	.143

Source: Fieldwork (2020)

Table 9 above represents the analysis of the leadership behaviour particularly on how leaders issued instructions for the growth of the university. The minimum, maximum, and skewness scores were computed. The minimum score was 1.00 and the maximum score was 5.00. The statement “I discharge all my duties effectively because my supervisor directs me whenever the need arises” had the highest mean score of 3.71 with a standard deviation of 1.05985. This presupposed that employees receive guidance and direction from the supervisors to carry out their duties. The supports [32] that subordinates are expected to do as directed by their superiors. The study further reveals that leaders at the Technical Universities helped their subordinate with new ways of looking at puzzling things this gave a mean score of 3.68 and a standard deviation of 1.01185. This result shows that for jobs or tasks that were confusing, leaders gave the needed direction on how to carry out these jobs. This confirms what [80] posit that leadership provides specific direction to subordinates work activity by organising and defining the task environment, assigning the necessary functions, rules, regulations and procedures to be followed in accomplishing tasks. The results show that leader draws attention of their subordinates towards failure to meet standards and encourages them to do it well next time. The average score for this statement was 3.50 with a standard deviation of 1.03181. This implies workers were advised and cautioned whenever performance targets were not achieved and entreated to perform better. As a form of guiding workers, leader expressed in few simple words what subordinates can do or should do to get results. This recorded a mean of 3.50 and a standard deviation of 1.26047. The lowest mean was associated to the statement “My leader gives me regular feedback on my performance” 3.28 with a standard deviation of 1.13395. This finding implies that feedback is given to workers which become the basis of correcting errors that might have occurred in the course of discharging their duties. It can be observed that all the mean scores were higher than midpoint of 2.5, therefore, it can be concluded that leaders at the Technical universities take delight in giving directions to their subordinates to ensure there was employee job performance. However, the standard deviations were farther from the scores. The results revealed further that the data was moderate and

negatively skewed. Hence it can be concluded from the findings that the leaders at the Cape Coast and Takoradi Technical Universities were task-oriented. Their behaviour points to the fact that they want to see their workers achieving results. They want to see people working assiduously for the university to realise their objectives. Juxtaposing these findings against literature, one can conclude that the study aligned itself to the theory that directing and giving workers instructions leads to job performance.

Employee Performance. Table 10 gives us the analysis of the nature of employee performance at the Cape Coast and Takoradi Technical Universities.

Table 10: Employee performance

Measurement of employee performance	Min	Max	Mean	Std. Dev	Skewness	
	Stat	Stat	Stat	Stat	Stat	Std. Er
How do you rate quality of your performance based on leadership behaviour?	1.00	5.00	3.73	1.15094	-1.143	.143
How do you rate your productivity (efficiency) on the job?	2.00	5.00	3.70	.94137	-.319	.143
How do you evaluate your performance (effectiveness) on the job?	1.00	5.00	3.68	1.09746	-.979	.143
How does your job performance meet the accepted standard in the University?	2.00	5.00	3.74	.78056	-.405	.143
How does the general behaviour of your leader/supervisor lead to the overall increase in performance?	1.00	5.00	3.65	1.06938	-.762	.143
This institution's leadership behaviour has helped uplift employee's morale and services delivery	1.00	5.00	3.43	1.27502	-.694	.143

Source: Fieldwork (2020)

It can be observed from the analysis that employees were of the view that their performance met the accepted standards of the university. This recorded the highest mean score of 3.74 with a standard deviation of .78056. The standard deviation indicates that the view of the respondents on the statement of how their performance met standards was closer to the mean score. Indicating that employees had the conviction that they performed very well therefore they rated approximately high performance. This result implies workers at the Cape Coast and Takoradi Technical Universities followed laid down policy and procedures in the discharge of their duties. The minimum and maximum scores for this observation were 2.00 and 5.00 respectively. The results support [101] that employee performance is about achieving results, goals and standards. To describe quality of work, respondents were asked “How do you rate quality of your performance?” and the results revealed a mean score of 3.73 with a standard deviation of 1.15094. The standard deviation reveals the responses of the employees are spread over a wide range, thus farther from

the mean score. The findings imply that quality work was attained at the Technical universities. In order to measure the how productive (efficient) workers were, respondents were asked to rate their productivity (efficiency) on the job? The analysis was a mean score of 3.70 and a standard deviation of 0.94137. This implies that there was efficiency in the performance of work at the Technical universities. Since the standard deviation was close to the mean score, it presupposes the responses are not spread out over a wide range. The result confirms the view of [60] that employee’s performance is the capacity of an individual to efficiently accomplish independent goals. Effectiveness of workers recorded a mean statistic of 3.68 and the standard deviation was 1.09746 indicating that workers were effective in the performance of their duties. Results of the study further revealed that leader’s behaviour led to increase in overall employee performance at a mean statistic of 3.65 and standard deviation of 1.06938 which has direct link to the organisation’s survival. The finding confirms [16] that employee performance has a direct relation to an organisation’s overall performance and success. The statement “This institution’s leadership behaviour has helped uplift employee’s morale and services delivery” score a mean of 3.43 and a standard deviation 1.27502. Which means that the behaviours leaders’ exhibit at the university impacts the performance of workers. It can be observed that the indicators of employee performance were negatively skewed. Juxtaposing the results and the a priori expectation, leadership behaviour resulted in higher employee performance. There were effective and efficient service delivery at the Technical Universities. Follower’s performance met the expected standards thus there was quality delivery.

Assessment of leadership behaviour pattern that affect employee performance

The variables that describe how leaders behave at both Cape Coast and Takoradi Technical Universities is presented on Table 11 from most practiced - the highest mean score and the lowest mean score – less practiced.

Table 11 : Indicators of LB at CCTU and TTU

Indicators of leadership behaviours	HMS	LM S	Interp
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 their leaders. Table above presents the highest and the lowest mean score for the leadership behaviour variables. From the table, it can be observed that leaders at Cape Coat and Takoradi Technical Universities, as part of their

behaviours, frequently delegated duties to their subordinates. Assigning responsibilities which could have been performed by leaders themselves to subordinates had the highest mean statistic (HMS) of 3.88 as well as the lowest mean statistic (LMS) 3.63. This implies that leaders allowed their workers to deputise for them whenever necessary. This shows that leaders trusted their subordinates and delegated responsibilities, signifying there was cordial relations. 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 had HMS of 3.71 and showing empathy and support to employee had the least HMS of 3.64. In terms of frequency of behaviours, leaders take delegated assignments when it became necessary, they monitored operations of their subordinates, they empowered workers, they solved challenges at the work place, offered instructions and finally gave some support and empathy to followers. The findings implies that leaders do delegate duties to their subordinates, they also monitor to ensure delegated tasks/work were carried out, they empower employees to achieve given assignments. The results further revealed that leaders involve themselves in the getting solutions to problems that arise in the organisation. The study revealed that leaders give the employees the needed direction and support with respect to how to carry out confusing duties to ensure work was performed well. All the variables were well exhibited by leaders at the two Technical Universities. Employees agreed that these variables were practiced by their superior.

Recommendations

The study indicates that leadership behaviour has significant effect on employee performance. Therefore, for organisations, and Technical Universities to improve employee performance, the following recommendations should be adhered to:

- The University Management should impress upon leaders/supervisors at the university to take interest in the welfare of their subordinates, show concern and much empathy to workers.
- The leaders at the Public Technical Universities should be encouraged to improve upon their leadership behaviours specifically delegating responsibilities, monitoring operations, empowering followers, solving the challenges of followers, provide sense of direction and show empathy and support
- Training programmes should be organised for leaders to improve upon their leadership skills. This will enable them be in position to solve all manner of problems (technical, administrative problems, conceptual problems, human relations problems, conflict management, etc.). Leaders should be encouraged to balance both task-oriented and relation-oriented behaviours.
- Stakeholders, University Management and the University Council should institute award schemes for leaders/supervisors who discharge good behaviours that lead to improve employee morale and increase in employee performance.

- Management should encourage leaders to intensify monitoring operations of their subordinates. All effective strategies for monitoring should be adopted. Subordinates should be oriented to appreciate that monitoring was relevant for the growth of the university. Once an employee is given an assignment to perform, supervision should be intensified, the employee must be empowered and encouraged to fulfil the task. In course of any challenge, the leader must help by offering the needed directives and instructions and the need support to for the employee to accomplish much.

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