



**The effect of leadership style on employee
performance in the case of ministry of education and
higher studies of Somaliland**

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Statement of declaration

I, **Ismail Ali Jama**, have carried out independently a research work on “**Assessment of the effect of leadership style on employee performance in the case of ministry of education and higher studies of Somaliland**” in partial fulfillment of the requirement of the M.A program in project management with the guidance and support of the research advisor Dr. **Chalachew Getahun**.

I also declare this work has not been earlier submitted to St.Mary’s university or to any other institution. Whenever the contributions of others are involved, it has been duly acknowledged.

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Approval

We, the undersigned certify that we have and here by recommendation to the St,Mary's University to accept the thesis submitted by Ismail Ali Jama entitled "**Assessment of the effect of leadership style on employee performance in the case of ministry of education and higher studies of Somaliland**" for the fulfillment of the requirement for the award of a Masters degree in Project Management (PM).

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Abstract

The effective leaders are enablers that directly points to competent and committed employees. Studies in the organizational psychology and organizational behavior literatures have shown that leadership styles and employee commitment are of major factors to the organizational success or failure. The purpose of this study was to investigate the effect of leadership styles on employee work performance on ministry of education and higher studies of Somaliland, there was many leadership styles so the researcher selected four styles which was basically various researchers identified namely: autocratic, transformational, democratic, and transactional leadership styles. In addition, the end result has pointed out that autocratic style of leadership negatively affected the employee performance in the ministry which is explained in terms of high absenteeism, low productivity, deterioration of work quality, and turnover. The application of democratic, transformational, and transactional leadership styles has got a positive and significant impact on the employees' performance which is measured in terms of high employee productivity, satisfaction, cooperation, and commitment. As outcome, it can be inferred that the democratic, transactional and transformational leadership styles have a positive relationship with the employee performance while the autocratic style has a negative relationship with the performance of the employees. The company is also advised to pursue and strengthened further its strong sides of exercising some features of the democratic leadership style that has a positive contribution to its performance

Keywords: performance, Leadership, Autocratic, Democratic, Transformational, Transactional.

ACKNOWLEDGMENTS

I am grateful to ALLAH (God) for His mercy that made this possible. He gave me wisdom and Strength to always be courageous in accomplishing this thesis.

Then, I would like to express my special gratitude and respect goes towards my thesis advisor **Dr.Chalachew Getahun** for his patience in repeatedly reading the draft manuscript of this study and for making constructive comments and suggestions from which I have immeasurably benefited in sharpening my understanding, predominantly, on the area I study. It is palpable fact that without his closer follow-up and continuous encouragement with valuable comments this thesis would not have been finalized in its present structure.

Also , I would like to extend grateful acknowledgement to my family members, especially and my mother, Maryan Muhumed, my father, Ali Jama, my elder brother Mukhtar, and all of my family for their imperative financial support and encouragement to pursue this degree.

To add, I would like to express my heartfelt appreciation to my friends Najib A.rahmaan, Aidrous Ali, Hamse Dahir, Mohamed Abdi, and Asad Ahmed for their valuable support and advice that gave me strength during my final project career.

I'm especially indebted to my beloved wife Nasrin Ali I couldn't achieve anything without her love and support,

Finally, I express my gratitude to the people and Ministry of Education and Higher studies of Somaliland that spent their lovely time to provide me with all the necessary data required to carry out the study. I am also indebted for many friends and to all those who helped me one way or another for the accomplishment of my study.

Contents

Abstract.....	i
ACKNOWLEDGMENTS	ii
List of tables.....	v
List of Figures	vi
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	3
1.2.1. Research questions	3
1.3. Objectives of the study	4
1.3.1. General objectives	4
1.3.2. Specific objectives.....	4
1.4. Significance of the study	4
1.5. Scope of the study.....	5
1.6. Limitation of the study	5
1.7. Definition of key terms.....	5
1.8. Organization of the study.....	6
CHAPTER TWO: LITERATURE REVIEW.....	7
2. Literature Review	7
2.1 Theoretical Framework.....	7
2.1.1 Leadership and leader defined	7
2.1.2 Meaning of a Leader	9
2.1.2.1 Types of Leaders.....	9
2.1.3 Leadership theories	9
2.2 Behavioral Leadership Styles	14
OTHER LEADERSHIP STYLES	20
2.3 Employee Performance	23
2.4 Empirical Framework.....	25
2.5 Conceptual Framework	26
CHAPTER THREE: RESEARCH METHODOLOGY	29
3.1 Research Design.....	29
3.3 Data Gathering Tools	30

3.4	Methods of Data Analysis	31
3.5	Validity and Reliability test	32
CHAPTER FOUR: RESULTS AND DISCUSSION		33
4.1	Demographic Characteristics of the Respondents	33
4.2	Analysis Of Collected Data	36
4.3	Correlation and Regression Analysis	53
4.4	Interview responses discussions	57
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS		60
5.1	Conclusions.....	60
5.2	Recommendations.....	61
REFERENCES		63
APPENDICES		66

List of tables

Table 1 Sample distribution.....	30
Table 2 Sex composition of the sample respondents	33
Table 3 Age categories of the sample respondents	33
Table 4 Summary for the response of the selected Autocratic leadership style	37
Table 5 Response for “My manager uses rewards and punishments in order to motivate me to achieve organizational objectives”	38
Table 6 Response for “I am not allowed to make decisions that my supervisor did not approve first”	38
Table 7 Response for “My manager never gives time to consider my suggestions”	39
Table 8 response of “Whenever I make a mistake my supervisor makes a note on it and tells me not to do it again”	39
Table 9 Summary for the response of the selected Transformational Leadership style	40
Table 10 response of my supervisor enables others to think about the old problems in new way	41
Table 11 response for my supervisor helps me find meaning in my work	41
Table 12 responses for my supervisor get others to rethink ideas that they had never questioned before.....	42
Table 13 responses for my supervisor makes others feel good to be around him/her	43
Table 14 Summary for the response of the selected Democratic leadership style	43
Table 15 Response for “My manager spends time teaching and coaching me”	44
Table 16 Response for “My manager creates an environment where I take responsibility ownership of my work”	45
Table 17 responses for “My manager includes me in decision making but retains the final decision making authority”	45
Table 18 Response for “My manager provides me frequent and supportive communication”	46
Table 19 Summary for the response of the selected transactional leadership style.....	47
Table 20 responses of “my supervisor provides recognition/rewards when others reach their goals”	48
Table 21 responses of “My supervisor tells others what to do if they want to be rewarded for their work”	48
Table 22 responses of “As long as things are working, my supervisors do not try to change anything”	49
Table 23 responses of “My supervisor calls attention to what others can get for what they accomplish”	49
Table 24 Summary for the response of performance of the employees.....	50
Table 25 respondents for the performance evaluation is done quarterly in a year	51
Table 26 responses for Employees are rewarded for meeting ministries goals.....	51
Table 27 Respondents for My organization’s performance measures are defined	52
Table 28 respondents for my performance is limited by the poor leadership of my supervisor ...	52
Table 29 Correlations matrix	53
Table 30 Regression Coefficientsa	55

List of Figures

Figure 1 (Adopted from Hussein 2013 with modification)	27
Figure 2 Educational background of the respondents	34
Figure 3 Marital status of the respondents	35
Figure 4 Work experience of the respondents	36

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Organizational success and development is always one of the main goals and target of any association whether it is public or private institution. So employee effort of the work combined to the leadership styles in the organization affects the organization's status of victory or failure.

The workplace is changing dramatically and demands for the highest quality of product and service is increasing. To remain competitive in the face of these pressures, employee commitment is crucial. This reality is applicable to all organizations.

Researchers recognize that employee commitment (Brockner *et al.*, 1992; Meyer *et al.*, 2004; Allen & Myer, 1990) and leadership styles (Bass, 1997; Bass *et al.*, 2003; Trottier *et al.*, 2008) are of major factors to the organizational success or failure. Allen & Myer (1990) also suggest that the continued interest is a result of the belief that if properly managed, employee commitment can result in benefits such as leadership effectiveness, improved employee performance, reduced turnover and absenteeism.

Leadership is one of the most pressing issues and one of the least understood concepts in the corporate world. The history of leadership encompasses through several paradigm shifts and voluminous body of knowledge. As a universal activity, leadership is fundamental for effective organizational and social functioning. The very nature of leadership is its influencing process and its resultant outcomes. Such process is determined by the leaders and followers characteristics, dispositions, behavior perceptions, attributions and the context wherein the process of influencing occurs. The moral purpose of leadership is to create an empowered follower that leads to moral outcomes that are achieved through moral means (Hersey & Blanchard, 1984).

According to (Bolden and Kirk, 2009; Hussein 2013), much of the studies on leadership styles and behaviors have been conducted on the west. Understanding how leaders act and behave in other parts of the world, such as in less developing countries including Africa and its relationship with employee performance, is still far and few in between. Because of this partially, our understanding on leadership has been shaped significantly and substantially by the empirical findings and revelations of western scholars, despite the fact that people behaviors, values, and beliefs are shaped by the cultural context they are in. whilst some cultural influence may be helpful in understanding how leaders behave in other parts of the world, some scholars seem to

argue that there is not much difference between leadership styles and behaviors as exhibited by western and middle eastern people.

Leadership is an extremely significant factor in an organization because the majority of success and failure of an organization is determined by leadership. In Organizations, leadership is a managerial activity the purpose of which is to direct the employees in one immediate chain of command toward the accomplishment of work goals.

What is now apparent is that employee commitment will be largely influenced by the interactions that occur between colleagues and with their immediate and senior managers. Commitment is complex and continuous, and requires employers or managers to discover ways of enhancing the work life of their employees (Meyer *et al.*, 2004; Avolio *et al.* 2004). Thus, the commitment of competent employees is critical to the success of the organization.

Leadership behavior plays a very important role in enhancing employee job satisfaction, work motivation and work performance. In recognition of this fact, tremendous effort and resources have been expended, with varying degrees of success, to identify and develop personnel who will occupy the positions of leadership needed to meet present and future organizational requirements. Good leadership behavior accelerates the development of most organizations. It therefore plays a critical role in the performance of organizations.

On the other hand, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by depending on one or two individuals' effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization Mwita, (2000).

Leaders are not true leaders unless they have an emotional appeal; that is, they must have followers and the ability to influence people over the extended period of time. Leadership is built upon trust, and trust is built upon ability, honesty, integrity, openness, responsiveness, concern, and benevolence.

1.2. Statement of the problem

According to, Fred Luthans 2002, throughout the history the difference between success and failure, whether a war, a business, a protest movement, or a basketball game, has been attributed to a leadership. In 2002, a survey done by Gallup indicates that most employees believe that is the leader, not the company that guides the culture and creates situations where workers can be happy and successful.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Newstrom and Davis, 1993).

So far there are scanty studies made in relation to employees performance at ministry level in Somaliland though there are some general researches that illuminate the impact of leadership practice to employee performance.

Therefore, given the gap of knowledge and research about the relationship between leadership style and the performance of employees in Somaliland at different ministries , this study tried to fill this gap by investigating the impact of leadership Styles of the Ministry of education administrators and leaders (i.e. autocratic, democratic, transformational, and Transactional leadership styles) to it is employee performance.

1.2.1. Research questions

2. What kind of leadership styles exist in the ministry of education and higher education of Somaliland?
3. How does a leadership style influence the employee performance of the Ministry?
4. Do leaders and employees of the Ministry are along with the ministry's goals and objectives?
5. Are the employees well motivated to accomplishing their tasks?
6. Are the employee parts of the decision making of the organization?

1.3. Objectives of the study

1.3.1. General objectives

The general objective of the study was to investigate the impact of leadership styles on employee's performance in the case of ministry of education and higher education of Somaliland

1.3.2. Specific objectives

The Specific objective of this study was to:

1. Determine the type of leadership style that exists in the organization,
2. Describe whether the employees are part of organization's Decision making.
3. Investigate whether the leaders and employees of the Ministry are along with bureau's organizational goals and objectives.
4. Determine if the leadership style practiced by the leaders has influence on employees' performance in the organization.
5. Make suggestions based on the findings.

1.4. Significance of the study

this study is expected to be very resourceful to many stakeholders; first it is beneficial to the managers of the Ministry to know better themselves and then the employees of the ministry in order to establish more harmony and relationship between them.

Secondly it is helpful to those interested to know the organization leadership process; furthermore, it will help lecturers and students to use as a reference.

Finally, other researchers will use n the shortcomings for further study and research.

1.5. Scope of the study

It is vital point to state the extent to which the paper covers, this study was covered Ministry of education and higher education of Somaliland which is a vital Ministry of Somaliland government. The researcher cannot study or assess all the ministries of Somaliland to time and cost constraints, so the focal point of the study was to assess the impact of leadership style on employee performance: in focus of ministry of education and higher educations.

Finally, in terms of time this study was cross-sectional one which was lasted 6 months ie data was collected November late to mid-December.

1.6. Limitation of the study

The researcher countered some pitfalls during conducting this study. The first problem was shortage of time because the assigned time to conduct the study is six months and the researcher expected to be more than that duration in addition the researcher is going to collect the data outside of Ethiopia and that makes the time so undersized. The second pitfall that the researcher was face is lack off enough money to distribute questionnaires to the whole population of the study, so he was draw a sample. To add, due to lack off sponsorship the researcher was face financial challenge to cover the expenses to be incurred.

Finally, the last obstacle that the researcher expected to encounter was that the respondents are not always willing to fill fully the questionnaires to be given; they were left some questions without filling. In addition, they will say that they are busy and schedule is full.

1.7. Definition of key terms

Leadership: According to (Obodougo Jacinta, 2010), leadership may be defined as a process by which people are directed, guided and influenced in achieving group goals.

Performance: is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization Mwita, (2000).

Transformational Leadership: Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way.

Democratic Leadership Style: According to Igboeli (1990), in democratic leadership style, decision making is shared between leader and the group. Authority is decentralized and free flow of communication is encouraged.

Autocratic leadership style: According to Ile (1999), the approach known as “autocratic leadership style” results in practically all authority centering in the leader. The leader enforces decisions by the use of rewards and the fear of punishment rewards go to those who do as they are told to do.

Transactional Leadership: A "pure" transactional style focuses on everything in terms of explicit and implicit contractual relationships. All job assignments are explicitly spelled out along with conditions of employment, disciplinary codes, and benefit structures. Self-interests are stressed.

1.8. Organization of the study

The study is organized under five chapters. The introductory part bears introduction, background information, Statement of the problem and research hypothesis, objectives, significance of the study, Scope, limitation and organization of the study. The second chapter deals with review of related literature. The third chapter outlines the methodology followed in this study. This chapter embraces the research strategies used and their justification, specific research methods, description of the firm, population, subjects of the study, tools used to obtain the needed information and analysis section. Chapter four reports the analysis, discussion and presentation and thereon. In the final chapter conclusions are summarized, recommendations are forwarded.

CHAPTER TWO: LITERATURE REVIEW

2. Literature Review

2.1 Theoretical Framework

2.1.1 Leadership and leader defined

There is no universal definition of leadership because leadership is complex, and because leadership is studied in different ways that require different definitions.

Leadership is the use of non-coercive and symbolic influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. (Wagner and Hollenbeck, 2010).

The authoritative source of leadership theory and research, the *Handbook of Leadership*, defines **leadership** as “an interaction between members of a group. Leaders are agents of change; persons whose acts affect other people more than other people’s acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group.”

The leadership definition implies that it involves the use of influence and that all interpersonal relationships can involve leadership. A second element in the definition involves the importance of being a change agent—being able to affect followers’ behavior and performance. Finally, the definition focuses on accomplishing goals. The effective leader may have to deal with individual, group, and organizational goals.

Peter Drucker the guru of Management defines Leadership as “The only definition of a leader is someone who has followers.” While John C Maxwell defines "leadership is influence - nothing more, nothing less." According to John W. Gardner Leadership is “the process of persuasion and example by which an individual (or leadership team) induces a group to take action that is in accord with the leader’s purpose, or the shared purposes of all.”

Leadership occurs when one person induces others toward some predetermined objectives, is also the ability of a superior to influence the behavior of a subordinate or group and persuade than to follow a particular course of action (Chester Bernard)

Leadership is act of influencing and directing people in such a way that will win their obedience, confidence respect and loyal cooperation in achieving common objectives (Chester Bernard), Leadership is the art of motivating a group of people to act towards achieving a common goal, In business; leadership is welded to performance, effective leaders are those who increase their company's bottom lines.

Leadership is a winning combination of personal traits and the ability to think and act as leader, a person who directs the activities of others for the good of all. Anyone can be a leader even if the only person they are leading in themselves (Debral and James, 1994).

Yukl (2003) has listed many definitions of leadership as follows:

Leadership is ...

“The behavior of an individual ... directing the activities of a group toward a shared goal” (Hemphill & Coons, 1957)

“The influential increment over and above mechanical compliance with the routine directives of the organization” (Katz & Kahn, 1978)

“Exercised when persons ... mobilize ... institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers” (Burns, 1978)

“The process of influencing the activities of an organized group toward goal achievement” (Rauch & Behling, 1984)

“A process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose” (Jacobs & Jaques, 1990)

“The ability to step outside the culture ... to start evolutionary change processes that are more adaptive” (Schein, 1992)

“The process of making sense of what people are doing together so that people will understand and be committed” (Drath & Palus, 1994)

“About articulating visions embodying values, and creating the environment within which things can be accomplished” (Richards & Engle, 1986)

“The ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization...” (House et al., 1999).

2.1.2 Meaning of a Leader

According to Igboeli 1990, a leader is a person who is central in a group interaction. Ile, (1999) sees a leader to mean one who influences his or her followers or group to achieve an objective in a given situation. He went further to say that the followers may be his or her superiors' peers as well as the subordinates of the leader. It is the willingness of people to follow that makes a person a leader. Moreover, people tend to follow those whom they perceive as providing a means of achieving their own desires, wants and needs.

In his view, Nwachukwu1988 said that a leader is a person with power over others who exercises the power for the purpose of influencing the group behavior. Thus, all leaders have influences; they provide direction and help in the achievement of group goals.

According to Bernis, (1959), a leader is a person with power over others who exercises this power for the purpose of influencing their behavior.

2.12.1 Types of Leaders

According to Ile 1999, there are two types of leaders namely:

- a. A formal leader and
- b. An informal leader

A formal Leader: is a leader whose position is provided for in the organizational structure or hierarchy. Such a leader has a formal authority and power over his or her subordinates. He or she is synonymous with a manager and can also be called a managerial leader. Therefore, a formal leader has the right as a function of his formal position and role, to direct or order or command people to behave so as to achieve organizational objectives.

An Informal Leader: Is a leader whose position is not provided for in the organization structure or hierarchy. He or she can also be called a non-managerial leader. Such a leader has power but lacks authority over his or her group and can only influence people to behave so as to achieve group goals or objective

2.1.3 Leadership theories

2.1.3.1 The Trait Theory Paradigm

Early leadership studies were based on the assumption that leaders are born, not made. Researchers wanted to identify a set of characteristics or traits that distinguished leaders from

followers, or effective leaders from ineffective leaders. Leadership trait theories attempt to explain distinctive characteristics accounting for leadership effectiveness.

Researchers analyzed physical and psychological traits, or qualities, such as high energy level, appearance, aggressiveness, self-reliance, persuasiveness, and dominance in an effort to identify a set of traits that all successful leaders possessed.

The list of traits was to be used as a prerequisite for promoting candidates to leadership positions. Only candidates possessing all the identified traits would be given leadership positions. Hundreds of trait studies were conducted during the 1930s and 1940s to discover a list of qualities. However, no one has come up with a universal list of traits that all successful leaders possess, or traits that will guarantee leadership success. On the positive side, although there is no list of traits that guarantees leadership success, traits that are related to leadership success have been identified. (Lussier and Uchua, 2013)

2.1.3.2 Behavioral Theory

In the late 1940s, researchers began to explore the idea that how a person acts determines that person's leadership effectiveness. Instead of searching for traits, these researchers examined behaviors and their impact on measures of effectiveness such as production and satisfaction of followers. The preponderance of theory and research along these lines has depended on the idea that leaders must cope with two separate but interrelated aspects of their situations: they must accomplish the task, and they must do so through the efforts of those they lead. Thus, even though a variety of different terms have been used to identify these two facts of leadership, all can be understood as relating to tasks and people. Leadership behavior can be studied by analyzing what leaders do in relation to accomplishing the task and to maintaining the effort of people doing the task.

Job-Centered and Employee-Centered Leadership

Through interviewing leaders and followers, researchers identified two distinct styles of leadership, referred to as *job-centered* and *employee-centered*.

The **job-centered leader**: focuses on completing the task and uses close supervision so that subordinates perform their tasks using specified procedures. This leader relies on coercion, reward, and legitimate power to influence the behavior and performance of followers. Leaders

exhibiting this leadership style seemed to view concern for people as an important luxury that they couldn't always afford.

The **employee-centered leader**: focuses on the people doing the work and believes in delegating decision making and aiding followers in satisfying their needs by creating a supportive work environment. Employee-centered leaders concerned themselves with followers' personal advancement, growth, and achievement. Such leaders emphasized individual and group development with the expectation that effective work performance would naturally follow (Gibson Et al, 1995).

Initiating Structure and Consideration Leadership

Among the several large leadership research programs that developed after World War II, one of the most significant was undertaken at Ohio State University (OSU). This program resulted in the development of a two-factor theory of leadership and indicated that leaders could be both job- and employee-centered. A series of studies isolated two leadership behaviors, referred to as *initiating structure* and *consideration*. **Initiating structure** (or job centered in Likert's terms) involves behavior in which the leader organizes and defines the relationships in the group, tends to establish well-defined patterns and channels of communication, and spells out ways of getting the job done. The leader with a high initiating structure tendency focuses on goals and results. **Consideration** (or employee-centered in Likert's terms) involves behavior indicating friendship, mutual trust, respect, warmth, and rapport between the leader and the followers. The leader with a high consideration tendency supports open communication and participation (Gibson et al, 1995).

2.1.3.3 Contingency Approach

Several models of leadership explain the relationship between leadership styles and specific situations. They are termed **contingency approaches** and include the situational theory of Hersey and Blanchard, the leadership model developed by Fiedler and his associates, the path-goal theory presented by Evans and House, and the substitutes-for-leadership concept.

Hersey and Blanchard's Situational Theory

The **situational theory** of leadership is an interesting extension of the behavioral theories summarized in the leadership grid. Hersey and Blanchard's approach focuses a great deal of attention on the characteristics of followers in determining appropriate leadership behavior. The point of Hersey and Blanchard is that subordinates vary in readiness level. People low in task readiness, because of little ability or training, or insecurity, need a different leadership style than those who are high in readiness and have good ability, skills, confidence, and willingness to work. According to the situational theory, a leader can adopt one of four leadership styles, based on a combination of relationship (concern for people) and task (concern for production) behavior. The appropriate style depends on the readiness level of followers.

- ❖ The *telling style* reflects a high concern for tasks and a low concern for people and relationships, this highly directive style involves giving explicit directions about how tasks should be accomplished.
- ❖ The *selling style* is based on a high concern for both people and tasks. With this approach, the leader explains decisions and gives subordinates a chance to ask questions and gain clarity and understanding about work tasks.
- ❖ The *participating style* is based on a combination of high concern for people and relationships and low concern for production tasks. The leader shares ideas with subordinates, gives them a chance to participate, and facilitates decision making.
- ❖ The *delegating style* reflects a low concern for both relationships and tasks. This leader style provides little direction and little support because the leader turns over responsibility for decisions and their implementation to subordinates.

This approach argues that successful leadership is achieved by selecting the right leadership style which is contingent on the level of the followers' readiness.

- **Acceptance:** leadership effectiveness depends on whether followers accept or reject a leader.

- **Readiness:** the extent to which followers have the ability and willingness to accomplish a specific task

Creates four specific leadership styles incorporating Fiedler's two leadership dimensions:

- **Telling:** high task-low relationship leadership
- **Selling:** high task-high relationship leadership
- **Participating:** low task-high relationship leadership
- **Delegating:** low task-low relationship leadership

Posits four stages of follower readiness:

- **R1:** followers are unable and unwilling
- **R2:** followers are unable but willing
- **R3:** followers are able but unwilling
- **R4:** followers are able and willing

2.1.3.4 Fiedler's Contingency Theory

Whereas Hersey and Blanchard focused on the characteristics of followers, Fiedler and his associates looked at some other elements of the organizational situation to assess when one leadership style is more effective than another. The starting point for Fiedler's theory is the extent to which the leader's style is task oriented or relationship (people) oriented. Fiedler considered a person's leadership style to be relatively fixed and difficult to change; therefore, the basic idea is to match the leader's style with the situation most favorable for his or her effectiveness. By diagnosing leadership style and the organizational situation, the correct fit can be arranged.

2.1.3.5 Path–Goal Theory

Another contingency approach to leadership is called the path–goal theory. According to the **path–goal theory**, the leader's responsibility is to increase followers' motivation and clarify the path to attain personal and organizational goals. This model includes two sets of contingencies: leader behavior and the use of rewards to meet subordinates' needs. In the Fiedler theory the assumption would be to switch leaders as situations change, but the path–goal theory suggests that leaders can switch their behaviors to match the situation.

The path–goal theory suggests a fourfold classification of leader behaviors. These classifications are the types of leader behavior the leader can adopt and include supportive, directive, achievement-oriented, and participative styles.

- ✓ *Supportive leadership* involves leader behavior that shows concern for subordinates' well-being and personal needs. Leadership behavior is open, friendly, and approachable, and the leader creates a team climate and treats subordinates as equals. Supportive leadership is similar to the consideration, people-centered, or relationship-oriented leadership described earlier.
- ✓ *Directive leadership* occurs when the leader tells subordinates exactly what they are supposed to do. Leader behavior includes planning, making schedules, setting performance goals and behavior standards, and stressing adherence to rules and regulations. Directive leadership behavior is similar to the initiating-structure, job-centered, or task-oriented leadership style described earlier.
- ✓ *Participative leadership* means that the leader consults with his or her subordinates about decisions. Leader behavior includes asking for opinions and suggestions, encouraging participation in decision making, and meeting with subordinates in their workplaces. The participative leader encourages group discussion and written suggestions.
- ✓ *Achievement-oriented leadership* occurs when the leader sets clear and challenging goals for subordinates. Leader behavior stresses high-quality performance and improvement over current performance. Achievement-oriented leaders also show confidence in subordinates and assist them in learning how to achieve high goals (Daft, 2008).

2.2 Behavioral Leadership Styles

Leadership styles are variously classified. Nwachukwu 1988 quoting, Leland Bradford and Ronold Lippitt gave a summary of the leadership styles as autocratic, democratic and laissez faire. Ejiofor, (1985), making reference to Likert (1961) identified for basic styles of leadership namely: exploitative authoritative, benevolent authoritative, consultative and participative. Also Akpala (1990), citing Herbison and Myers (1969) gave leadership styles as autocratic, paternalistic and laissez faire.

From the above authorities, the leadership styles are as follows:

- i. Autocratic leadership style
- ii. Democratic leadership style
- iii. Laissez-faire leadership style and
- iv. Paternalistic leadership style

2.2.1 Autocratic leadership style: According to Ile (1999), the approach known as “autocratic leadership style” results in practically all authority centering in the leader. The leader enforces decisions by the use of rewards and the fear of punishment rewards go to those who do as they are told to do. Communication tends to be primarily in one direction, from the leader to followers. There are certain situations where autocratic leadership style may serve. According to Terry, (1968) autocratic leadership style may serve in a situation of emergency and in cases where the leader is wise, just and considerable. In his view, Akpala 1990, autocratic leadership style may serve at a low stage of economic and social development where lower levels needs of physiological and social satisfaction still dominates.

In the view of Ile 1999, autocratic leadership style can serve in situations where the followers must be coerced, directed and controlled in order to do work. This is in line with McGregor’s Theory X. Therefore, the autocratic style is at one end of the leadership continuum Decision making in this leadership style solely within the province of the leader. The autocratic leader assigns tasks, provides facilities and direction without consultation with the individual carrying out the work. Such leadership can employ either positive or negative approaches. If the approach used to stimulate and influenced others are grounded primarily on fear and force, it is labeled negative leadership, and its methods looked at as coercive. The coercive leader is one who commands and experts compliance. The leader is dogmatic and leads by his or her ability to give or withhold rewards and punishment.

According to Ile (1999), if the leader’s methods are based on incentive and reward, it is characterized as positive leadership such autocratic leaders can implement his decision through benevolence, and or manipulation. The benevolent leader uses positive techniques such as praise “a part on the back’, tact and diplomacy to get the desired results.

The manipulative leader appears to allow the subordinates to participate in the decision making process, but he nevertheless “pulls the strings” behind. He has a subtle way of taking the decision by himself while creating an impression of participation by the subordinates.

According to Akpala 1990, an advantage of autocratic leadership is the speed with which decisions can be made. The leader does not have to obtain group members' approval before deciding. A potentially off setting disadvantage may be the effect of autocratic leadership upon morale. Members may resent the way decisions are made and thus support them as little as possible. Also leaders that choose to use a leadership style that merely orders or dictates may have employees that are less committed, that are relieved of responsibility effectiveness of autocratic leadership is often short lived.

2.2.2 Democratic Leadership Style: According to Igboeli (1990), in democratic leadership style, decision making is shared between leader and the group. Authority is decentralized and free flow of communication is encouraged. When the leader is constrained to make a decision alone, the reason is explained to the group. The leader permits a climate of general controls and supervision. In their view, Okenwa and Ugbo 2001, democratic leadership style also known as participative or supportive leadership style involves some kind of joint action between leaders and subordinates. In essence, the leader consults with subordinates on proposed actions and decisions and encourages participation from them. He also welcomes ideas and criticism from the group he is leading.

Ile 1999, opines that in democratic leadership style, the leader suggests possible actions with his recommendation but awaits the reactions of the group before putting them into effect. In some situations participative or supportive leadership is merely a manipulate approach because behind the open discussion, the manager pulls the string. Such a leader discusses a problem with subordinates, get their ideas and suggestions to problem solutions with the pros and cons of each possibility, and then after a full discussion, he himself decides what action to take. This is what goes on in what is called joint consultative industry. But where it is honestly experimented it is broadly a mental and emotional involvement of the followers to make contribution to goals and to assume their share of the responsibility for achieving the goals. It is based on the assumption that people want to participate, from which they feel that they are somebody or have contribute to the ultimate decision made. The superior allows them an opportunity to use their own initiative and make contributions. He also supports them in accomplishing their tasks. This system applies especially in situations where the leader and the subordinate group are knowledge workers.

According to Akpala (1990), participative management, does not mean that the subordinates decide what is done or what is not because the ultimate responsibility for the decision still rests with the leader. It is the decision making process that is shared among the group members. This is the leadership approach which comes into what is called management by objectives.

According to Okenwa and Ugbo 2001, there are a lot of advantages accrued to democratic leadership style. In the first instance, subordinates who participated in setting goals and making decisions understand freely. Subordinates are also allowed to use some initiatives and exercise their potential. In that case, better decisions can be reached. In effect, this approach to leadership is honestly applied can claim the benefits of management by objectives.

In his view, Akpala (1990) citing Webber (1975) has outlined some of the benefits of participative leadership. The follower who has participated in determining what is to be done will probably understand the decision and agree that a certain course of action is necessary and proper. He thus exercises some power and has the opportunity to express himself and exercise his abilities. He motivates people to contribute, and encourages them to accept responsibility. On the other hand, participative leadership will afford the leader to recognize the follower's power and expertise which he can solicit and combine with his own to reach a joint and perhaps better decision. Webber concludes that most practicing managers are not enthusiastic about participative leadership because they fear losing power and also because it is difficult to apply. It is time consuming. Other disadvantages include slower decisions, diluted accountability for decisions and possible compromises that are designed to please everyone but are not the best solutions.

2.2.3 Transformational Leadership: Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations". They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards. Transformational leadership does not replace transactional leadership, but augments it in achieving the goals of the group (Bass, 1997; Hall *et al.*, 2002). In a transformational style, there is generally a sense of purpose and a feeling of family. Leaders and followers share mutual interests and a sense of shared fates and interdependence. They go

beyond their self-interests or expected rewards for the good of the team and the good of the organization. The inclusion of transformational assumptions, norms, and values does not preclude individuals pursuing their own goals and rewards. Superiors serve as mentors, coaches, role models, and leaders, socializing members into the culture, not necessarily because they are expected to do so but because they feel a personal obligation to help new members assimilate into the culture. There is a rich set of norms which cover a wide range of behaviors, norms that will adapt to and change with external changes in the organization's environment (Bass and Avolio, 1993; Bolden *et al.*, 2003; MLQ, undated). According to Bass *et al.* (2003), transformational leaders will focus on developing their followers by tapping them of their potentials, inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviors. The employees often develop a high level of trust and confidence in such a leader. The employees are proud to identify themselves with the leader and develop a strong sense of loyalty to them. Similarly, Bass (1997) argues that transformational leaders are pertinent especially during turbulent times when rapid changes and globalization takes place.

Transformational leadership fosters capacity development and brings higher levels of personal commitment amongst 'followers' to organizational objectives. According to Bass & Avolio (1993) transformational leadership occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir employees to look beyond their own self-interest for the good of the group. Together, heightened capacity and commitment are held to lead to additional effort and greater productivity (Lok & Crawford, 1999; Mannheim & Halamish, 2008). According to Bass (1997), the goal of transformational leadership is to 'transform' people and organizations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building. Bass *et al.* (2003) and Trottier *et al.* (2008) preferred to explain transformational leadership based on five factors. The five components as suggested by the above authors are: individualized considerations, intellectual stimulation, inspirational motivation, idealized influence (attributes) and idealized influence (behavior).

2.2.4 Transactional Leadership: A "pure" transactional style focuses on everything in terms of explicit and implicit contractual relationships. All job assignments are explicitly spelled out along with conditions of employment, disciplinary codes, and benefit structures. Self-interests are stressed. Employees work as independently as possible from their colleagues. Cooperation depends on negotiation not problem solving or a common mission. There is little identification of the employees with the organization, its mission or vision. Superiors primarily are negotiators and resource allocators (Bass and Avolio, 1993). Transactional leadership is based more on "exchanges" between the leader and follower, in which followers are rewarded for meeting specific goals or performance criteria (Trottier *et al.*, 2008; Bass *et al.*, 2003). Rewards and positive reinforcement are provided or mediated by the leader. Thus transactional leadership is more practical in nature because of its emphasis on meeting specific targets or objectives (James & Collins, 2008; Sosik & Dinger, 2007). An effective transactional leader is able to recognize and reward followers' accomplishments in a timely way. However, subordinates of transactional leaders are not necessarily expected to think innovatively and may be monitored on the basis of predetermined criteria. Poor transactional leaders may be less likely to anticipate problems and to intervene before problems come to the fore, whereas more effective transactional leaders take appropriate

action in a timely manner (Bass *et al.*, 2003). Transactional leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled Contingent Reward and the corrective style is labeled Management-by-Exception (active and passive). Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent Reward and Management-by-Exception are two core behaviors associated with 'management' functions in organizations. Full range leaders do this and more (MLQ, undated; Bass *et al.*, 2003; Bolden *et al.*, 2003).

When we compare transactional and transformational leadership styles, a transactional leadership style is appropriate in many settings and may support adherence to practice standards but not necessarily openness to innovation and risk taking. A transformational leadership style creates a vision and inspires subordinates to strive beyond required expectations, whereas transactional leadership focuses more on extrinsic motivation for the performance of job tasks (Bolden *et al.*, 2003, Trottier *et al.*, 2008; Bass *et al.*, 2003). Thus it is likely that transformational leadership would influence attitudes by inspiring acceptance of innovation through the development of

enthusiasm, trust, and openness, whereas transactional leadership would lead to acceptance of innovation through reinforcement and reward. Bass outlines the beginnings of his theory of leadership, in which both transactional and transformational leadership are needed to enhance performance. Bass developed the full range leadership model based on his belief that transformational leadership and transactional leadership are not ends on a single continuum but rather are leadership patterns that all leaders possess and use in differing amounts. For exceptional performance, transformational leadership behaviors need to augment transactional leadership behaviors (Bass and Avolio, 1993). Therefore, according to Bass, the best performance is the result of using both transactional and transformational leadership behaviors with subordinates.

OTHER LEADERSHIP STYLES

Paternalistic Leadership Style: Paternalistic leadership stresses a paternal or fatherly influence in the relationship between the leader and the group and is manifested in a watchful care for the comfort and welfare of the followers. It aims to protect and guide. In some instances, the approach is too sentimental. This type of leadership style has been criticized. Some critics say that although the intentions are usually good, it results in group members not being able to develop self-reliance and independence. It is also asserted that for the most part, paternalism yield successful performance, but not on continuous future basis because that success usually depends upon the continuation of the paternalistic leader's services. The critics conclude that this type of leadership is deficient in providing the necessary element of continuity in performance (Akpala, 1990).

Participatory leadership- this is A style of leadership in which the leader permits subordinates to take part in decision making and also permits them a considerable degree of autonomy in completing work activities, the participative leader puts himself as a member of the team and discuss possible decisions with the team He seeks consensus before coming to a decision and everyone is supposed to take ownership in the final decision, participative leadership involves sharing information, power and influence between managers and subordinates, when the task is clear and subordinates egos are involved in the work, participative leadership will likely contribute to satisfaction and performance only for highly independent subordinates ambiguous, ego-involving tasks, participative leadership will have positive effects on performance and job

satisfaction regardless of a subordinates needs for self-esteem or achievement this type of leadership can induce employees to strive for high standards and build confidence in meeting challenging goals, especially among individuals who are working on unstructured tasks, this holds true regardless of a subordinate's needs for self-esteem or impendence

Charismatic leadership- charismatic leader leads by infusing energy and eagerness in to their team members. This leader has to be committed to the organization for the long run, if the success of the division or project is attributed to the leader and not the team. Charismatic leaders may become a risk for the company by deciding to resign for advanced opportunities it takes the company time and hard work to gain the employees confidence back with other type of leadership after they have committed themselves to the magnetism of a charismatic leader. Charismatic leadership has a dependency more on the actual force of the leader is personality as to appeal of the leader's vision, charismatic leaders have the ability put all their trust in other are able to take personal risks and are sensitive to other people's needs, they also have the ability to make individuals overcome. Lack of personal belief and do more than what is. Normally expected performance, charismatic leaders have a natural ability to attract people and inspire commitment to their cause (Weber, 1905).

Bureaucratic leadership- is very structured and follows the procedures as they have been established, this type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the leaders stated by the company. Leaders ensure that all the steps have been followed prior to sending it to the next level of Authority universities, Hospitals, bank and government. Usually require this type of leader in their organizations to ensure quality increase security and decrease corruption leaders that try to speed up the process will experience frustration and anxiety (Weber, 1905).

People-oriented leadership - is one that in order to comply with effectiveness and efficiency, supports, train and develops his personal increasing job satisfaction and genuine interest to do a good job people-Oriented leadership is the one that in order to comply with effectiveness (Ifrah, 2011).

Servant leadership-facilitates goal accomplishment by giving its team member what they need in order to be productive this leader is an instrument. Employee use to reach the foal rather than

a commanding voice that moves to change this leadership style in a manner. Similar to democratic leadership tends to achieve the results in a slower time frame than other styles although employee engagement is higher, this style based on a term coined by Report Green Leaf in the 1970s this refers to anyone who leads by meeting the needs of others or of his or her team, this leadership style is based on strong values and personal integrity, it's quick without fanfare (Ifrah, 2011).

The Environment leader- is one of who nurtures group or organizational environment to affect the emotional and psychological perception of an individual's place in that group or organization An understanding the application of group psychology and dynamics is essential for this style to be effective, the leaders at all levels, this leadership style relies on creating an education matrix where groups interactively learn the fundamental psychology of group dynamics and culture from each other, the leader uses this psychology and complementary language, to influence direction through the members of the inspired group to do what is required for the for benefit of all leadership associated with positions of Authority (Cermazzi, 2005)

Task-Oriented Leader- it focuses on the job and concentrates on the specific tasks assigned to each employee to reach goal accomplishment this leadership style suffers the same motivation issues as autocratic leadership, showing no involvement the teams needs, it requires, close supervision and control to achieve expected results, Another name for this is dealmaker and linked to first phase in managing change. (Rowley and Roevens, 1999)

Laissez – Faire Leadership Style: According to Koontz and Weihrich 1988, this type of leaders a high degree of independence, or free rein, in their operations. Such leaders depend largely on subordinates to set their own goals and the means of achieving them and they see their role as one of aiding the operations of followers by furnishing them information and acting primarily as a contact with the group's external environment.

In his view, Ile (1999), the laissez-faire style of leadership is at the other end of the continuum from the autocratic style. With this style, the leader attempt to pass the responsibility for decision making to the group. The leader gives little or no direction and allows group members a great deal of freedom. Also, the group is loosely structures. The leader functions largely as a group member providing only as much advice and direction as is requested.

According to Hicks and Gullet 1987, an advantage of Laissez-faire leadership is the opportunity for individual development offered to group members. All persons are given the chance to express themselves and to function relatively independently. They went further to state that a disadvantage that may result is lack of group cohesion and unity towards organization objectives. Without a leader, the group may have little direction and a lack of chaos. Okenwa and Ugbo (2001), quoting (Akpala, 1990) state that the decision process with laissez –faire leadership style is show and there can be a great deal of “buck passing”. Other disadvantages of this leadership style are lack of team-work, low morale and productivity.

2.3 Employee Performance

According to Chen (2002), organizational performance means the “transformation of inputs into outputs for achieving certain outcomes. With regard to its content, performance informs about the relation between minimal and effective cost (economy), between effective cost and realized output (efficiency) and between output and achieved outcome (effectiveness)”. (Source: karamat 2013, p. 19)

Organizations are characterized by their goal oriented behavior and they pursue goal and objective that can be achieved more efficiently and effectively by the concerted action of individuals and groups. Organizations are more than means for providing goods and services. They create the setting in which most of us spend our lives in this respect; they profound influence on our behavior (Ivanevich and Natteon 1990: 346).

The success of any strategy of any organization future business strategy depends on a great deal on its employees performance levels. It is for the organizational leadership to attract, motivate workers to increase the performance of its employees.

Organizational leadership needs to create an understanding that only employees’ total performance will be the productivity of the whole organization in terms of very high level of quality goods and services that represent positive achievements.

To achieve organizations objective a person must have the needed skills and knowledge but the more important issue than that is the willingness and positive attitude to accomplish the assigned job. Employees feel encouraged and motivated when they are perceive that their contributions

are valued and their leaders care about their needs. In that working environment workers become hard workers.

Employees need good leadership and work atmosphere to perform their best. The only way to get the job done is to through sound leadership; a team of leaders and followers in a foster organizational environment to achieve organizational goals.

Every organization has been established with certain objectives to achieve. These objectives can be achieved by utilizing the resources like men, machines, materials and money. All these resources are important but out of these the manpower is the most important. It plays an important role in performing tasks for accomplishing the goals. The question arises that how these resources are utilizes by manpower. Further, the business environment is changing drastically. The environmental factors are uncontrollable. These are beyond control of management of the firms. One has to adjust with the external factors to do the business in the market. Every environmental factor like social, cultural, legal, political, economic, technology and competition gets changed very fast. For effective working the knowledge of these factors is must otherwise the plan will misfire. In present situation, it is difficult to predict about anything. It is uncertain to say that what will happen tomorrow. Again, the need for highly skilled and dedicated manpower is felt who can give the best output. Nowadays the markets are also very competitive and there is cut throat competition. For every organization, it is difficult to start, survive, stabilize and excel in the business. The firm that gets the advantage over other competitors through their talented and dedicated manpower can take the lead in the market. The contribution of employees on job is the most important factor for development and excellence in business. The performance of employees on different jobs in close coordination is needed for success of the unit.

2.4 Empirical Framework

In literature, Leadership has been identified as important subject in the field of organizational behavior. Leadership is one with the most dynamic effects during individual and organizational interaction. In other words, ability of management to execute “collaborated effort” depends on leadership capability. Although the various leadership approaches discussed indicates that research into leadership has gone through periods of skepticism, recent interest has focused on importance of the leadership role to the success of organizations.

A relationship between leadership style and performance has been reported in both leadership and management literature. Several studies found a positive relationship between the two variables, for instance, Fiedler (1996), one of the most respected researchers on leadership, has provided a recent treatise on the importance of leadership by arguing that the effectiveness of a leader is a major determinant of the success or the failure of a group, organization, or even an entire country. Many other researchers such as Lee and Chuang (2009) explain that the excellent leader not always inspires subordinate potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. Various researchers and scholars in the era of leadership have defined leadership differently, among well-known researchers Stogdill (1957), defined leadership as the individual behavior to guide a group to achieve the common target. Whereas, Fry (2003), explains leadership as use of leading strategy to offer inspiring motive and to enhance the staffs’ potential for growth and development. Several reasons indicate that there should be relationship between leadership style and organizational performance.

A good leader understands the importance of employees in achieving the goals of the organization, and that motivating the employees is the paramount importance in achieving these goals. To have an effective organization the people within the organization need to be inspired to invest themselves in the organization’s mission: the employees need to be stimulated so that they can be effective; hence effective organizations require effective leadership (Wall, Solum and Soboleta, 1992).

Furthermore, Fiedler and House (1988), indicated that effective organizations require effective leadership and that organizational performance will suffer in direct proportion to neglect of this. To have an effective organization, there must be effective and stimulating relations between the

people involved in the organization (Paulus, Seta and Baron, 1996). Hence, from the findings of many studies it is generally accepted that the effectiveness of any set of people is largely dependent on the quality of its leadership-effective leader behavior facilitates the attainment of the follower's desires, which then results in effective performance.

Even though, widely celebrated cases of direct leadership- performance link may be found in numerous anecdotal accounts of improvements of company performance attributed to changes in leadership. The empirical studies in to the links between leadership and performance have been lacking. In this regard, from their study of the misusing links in understanding the relationship between leadership and organizational performance. Fenwick and Gayle (2008), conclude that despite hypothesized leadership-performance relationship suggested by some researchers, current findings are inconclusive and difficult to interpret.

Preliminary research undertaken by Booysen and Van Wyk (1994, as cited in Celattia. 2011), in a south African context found that outstanding leaders, in terms of effectiveness, are perceived to show a strong and direct, but democratic and participative leadership style, and are seen as agents of change and visionaries who increase organizational performance. According to Bass (1997), in modern business environment much research has proved that leaders make indifference in their subordinates' performance, and also make difference as to whether their organizations succeed or fail. Kotter (1998) argues for the ever-increasing importance of leadership in organizations, because of significant shifts in the business environments, such as the change in competitive intensity and the need for more participation of total work force.

2.5 Conceptual Framework

The study was based on a conceptual construct indicating a relationship exists between the different leadership styles such as: Autocratic, Democratic, Transactional and Transformational leadership styles exercising by organizational leaders on their followers and its consequence on employee performance in the study area. Hence, the dependent variable in this study was performance. According to (Hussein 2013, cited Nuhu K. 2010), performance was perceived as the ability of employees to meet organizational tasks, requirements and objectives through strategic investment in to organizing, executing and accomplishing rules and duties in the minimum time possible. Consequently, performance was operationally perceived as: executing defined duties, meeting deadline, team input, and achieving departmental goals. The above

should lead to efficiency, specialization, effective feedback and good organizational relations. The cohesion of both leadership and performance should be evident through style and approach by managers in the attempt to cause efficiency which requires specific leadership approaches to unique performance challenges.

The literature was used as foundation to develop conceptual framework for this study and operational map for leadership will be drawn along: Autocratic, Democratic, Transactional and Transformational leadership styles as shown the following figure.

Impact of leadership styles on performance

Independent variable

Dependent variable

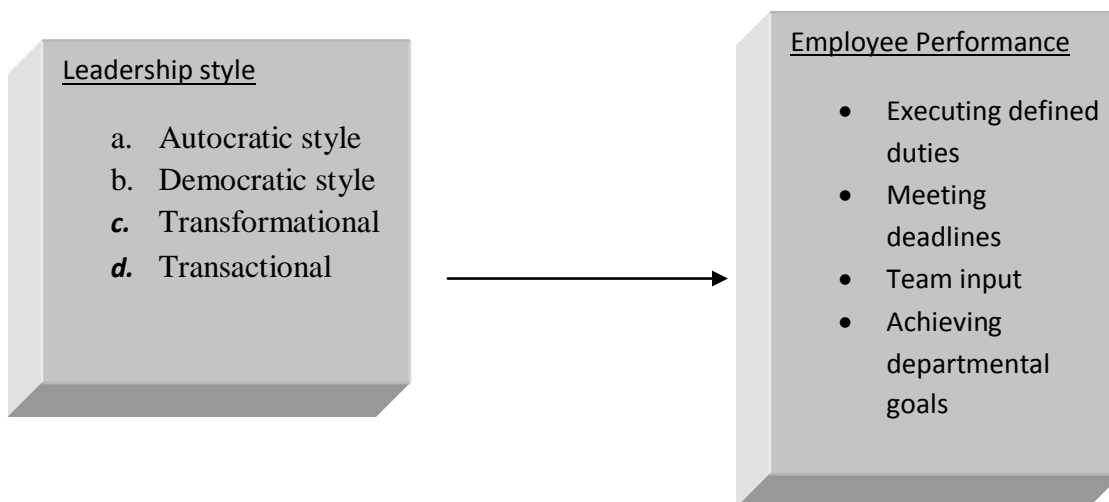


Figure 1(Adopted from Hussein 2013 with modification)

Hypothesis testing

Is a statement or claim regarding a characteristic of one or more populations, one simply means a mere assumption or some supposition to be proved or disproved. Quite often a research hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable.

Independent Variables:

Autocratic leadership style

Transformational leadership style

Democratic leadership style

Transactional leadership style

Dependent variable

Employee performance.

Research hypothesis

The following hypotheses are tested:

Null hypothesis (Ho). There is no significant relationship between Autocratic leadership style and employee performance

Alternative hypothesis (H1). There is a significant relationship between Autocratic leadership style and employee performance.

Null hypothesis (Ho). There is no significant relationship between transformational leadership style and employee performance

Alternative hypothesis (H1). There is a significant relationship between transformational leadership style and employee performance

Null hypothesis (Ho). There is no significant relationship Democratic leadership style and employee performance.

Alternative hypothesis (H1). There is a significant relationship Democratic leadership style and employee performance.

Null hypothesis (Ho). There is no significant relationship between transactional leadership style and employee performance.

Alternative hypothesis (H1). There is a significant relationship between transactional leadership style and employee performance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

A research design is simply the framework for the study. Of course, there are obviously many types of research designs, but the most appropriate is chosen based on the type of the research and the nature of the problem. The methodology for this study relied on mixed approaches that were the use of mixed research method of both quantitative and qualitative designs. The mixed approach was preferred in order to increase the validity and reliability of the result in the research.

Based on the selected research approaches Co relational studies research method was used in this research. Co relational studies method is the most appropriate method to describe existing situation of the problem at hand which relates to leadership style practices and its consequences on the workers job performance. This method allows description of both qualitative and quantitative data. To collect information from ministry of education and higher studies of Somaliland leaders and employees, the study used survey technique of questionnaire and interview in the research.

3.2 Sampling And Sample Techniques

Sampling is the process or technique of selecting a suitable sample for the purpose of determining parameters or characteristics of the whole population (Adams et al, 2007). The study applied both probability sampling and non-probability Sampling techniques; the researcher used stratified sampling technique, in the case of ministry of education and higher studies, It was intended to include the employees from all the departments of the ministry in the sample by giving equal chance to the respondents to be selected, after that, the respondents from each stratum were selected by applying Purposive non-probability sampling so that the findings of the study will be meaningful representation from all the departments that the ministry has.

There is controversy and different formulas in the literature regarding determination of representative sample size. Different types of research designs follow different approaches based on their objectives and nature of their unit of analysis. In any way, in this particular study a simplified formula for Proportions developed by Yamane (1967) is used. Accordingly, it is written as follows

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

Where

n is the sample size, **N** stands for the population size, and **e** is the level of precision.

According to the ministry human recourse department the total population or employees who are permanent and available in the ministry are about 400. Those different departments are assigned accordingly to employees of the ministry. By taking 90% precision level (e=0.01) and inserting in the above formula gives 99.75 and by rounding 100 employees sample size will be taken (n=100) i.e.

$$n = \frac{400}{1+400(0.1)^2}=100$$

Table 1 Sample distribution

Departments	N
Human resource department	20
Education planning	20
Exam office	20
Accounting and Finance	10
Procurement and logistics	15
Higher studies office	15
Total Respondents selected	100

3.3 Data Gathering Tools

In order to achieve the intended objectives, data collection instruments are very important. Thus, the researcher will use two common data collection instruments that are; questionnaire and interview for the employee respondents and semi-structured interview to the general director of the ministry, so that to obtain the required data for this study.

3.3.1 Questionnaire

According to business dictionary questionnaire is list of a research or survey questions asked to respondents and designed to extract specific information. It serves four basic purposes to: collect the appropriate data, make data comparable and amendable to analysis, minimize bias in

formulating and asking questions and finally to make questions engaging and varied. The importance of this tool include collecting large amount of data from large number of people in short of period of time and it results can be quickly and easily quantified by researcher or software package (www.libweb.survey.ac.uk).

The questionnaires were distributed to the employee respondents to collect the necessary data. 77 questionnaires were given to the sample to fill and were returned back. The questionnaire was mixed both self-prepared and adapted questions; the adapted ones are taken from Hussein 2013. According to this, the researcher prepared both open ended and closed ended questionnaire to collect information from the employees.

3.3.2 Interview

According to Adams and etal, 2007, for many, qualitative data is required to understand in-depth motivations for people's behavior or feelings. Face-to-face or telephone interviews are frequently used in business and management research. It happens note taking and getting more accurate report are pros of face to face interview (www.qualitative-research.net).

To acquire more detail and meaningful information on subject under study semi-structured interview was employed to conduct information from the DG of the Ministry of Education and Higher studies of Somaliland. This interview was one to one interview; the responses of the DG were documented for later analysis.

3.4 Methods of Data Analysis

Analysis of the data is crucial part of the research study. The findings and conclusions should arrive based on the analysis and interpretation of the data. Hence, data is analyzed in accordance with the nature of data that is qualitative and quantitative. The data obtained from the respondents will be analyzed by using statistical packages for social science (SPSS) version 20. The responses of the questionnaire filled by the employees will be analyzed by using descriptive statistics, Chi-square and finally regression analysis. Both primary and secondary data will be analyzed and presented quantitatively by using tools like percentile, tables, charts, graphs and others to facilitate the interpretation of the results of the data. In addition, the data that the director of the ministry provides from the interview will be analyzed and interpreted by using discussions to help to understand the interrelationship between different leadership styles on employee performance. A leadership styles would be independent variables to predict employee performance as a dependent variable.

3.5 Validity and Reliability test

The reliability of the scale which is how the collected data is free from random error was checked. Collected data is worthwhile only if they are recorded in accurate ways. For any measurement to be valid, it must first demonstrate reliability (Frey, Botan, and Kreps 2002). Cronbach's alpha is a statistic. It is generally used as a measure of internal consistency or reliability of a psychometric instrument. In other words, it measures how well a set of variables or items measures a single, one-dimensional latent aspect of individuals.

In order to be reliable, using SPSS result, the Cronbach's alpha should exceed the threshold of .70. This indicates that there was a high degree of internal consistency amongst the test items. (Streiner D.L., Norman G.R. (1989) New York: Oxford University Press (pages 64-65).

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Demographic Characteristics of the Respondents

Demographic characteristics including: gender, age, current educational background, and current job status response are summarized using frequencies and percentages.

Table 2 Gender composition of the sample respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	53	53.0	53.0	53.0
Female	47	47.0	47.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

The above table presents data on the gender distribution of the respondents. It shows that the male respondents formed majority of the target sample with a total of 53 representing 53.0%, while 47 respondents were female representing 47.0%. It is clear that most of the respondents were males this shows that males are dominant employees of the ministry of education and higher studies of Somaliland.

Table 3 Age categories of the sample respondents

Age group	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-29	58	58.0	58.0	58.0
30-39	32	32.0	32.0	90.0
40-49	8	8.2	8.0	98.0
50 and above	2	2.0	2.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

The age distribution of the participants shows that 58.0% of the respondents were in the age group of 20-29, 32.0% of the respondents were in the age group of 30 and 39 and 8.0 % of the respondents were between 40 and 49. Only 2.0% of them are 50 and above .This shows that the

majority of the participants i.e. 90.0% were below the age of 40. This implies that the large proportions of respondents in the Ministry are youngsters who are considered to be productive and energetic age groups in the Ministry.

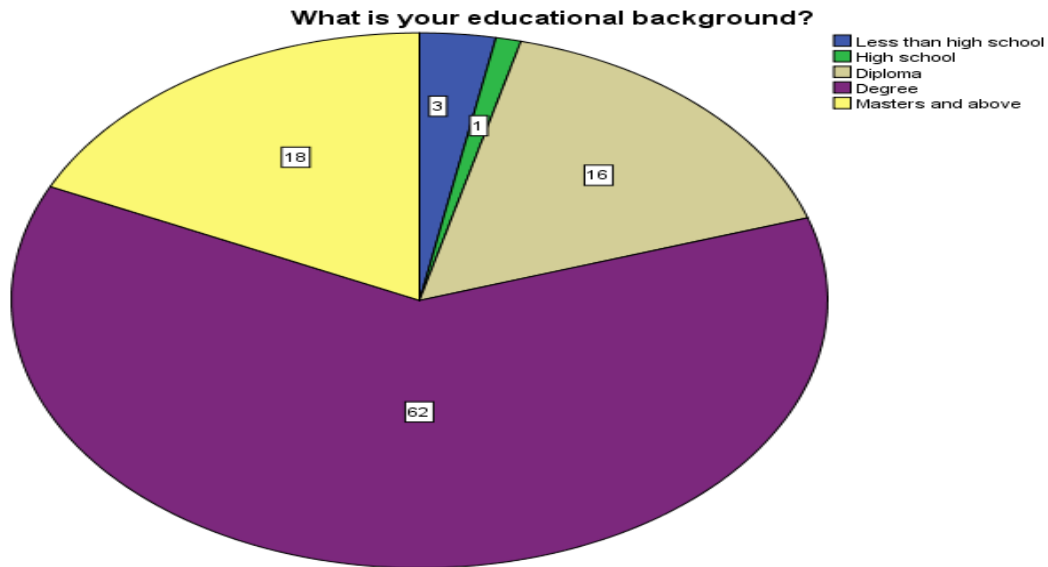


Figure 2 Educational backgrounds of the respondents

Source: Own survey (2017)

It was also necessary for the study to determine the educational levels of the respondents as that could help to determine the level of understanding of the respondents about the different styles of leadership and to evaluate their respective impact on overall performance of the organization.

The above pie chart shows that the respondents hold a wide range of educational qualifications from less than high school level to masters and above level. Majority of the sample group were holding first degree which account for 62%, followed by master's and above 18%, diploma 16%, higher school 3%, and less than high school 1%. This implies that people of different educational qualifications are assumed to work in the Ministry and the large proportion of them being degree and master's and above graduates who do have at least the basic knowledge about the management concept of leadership and also its association with organizational performance.

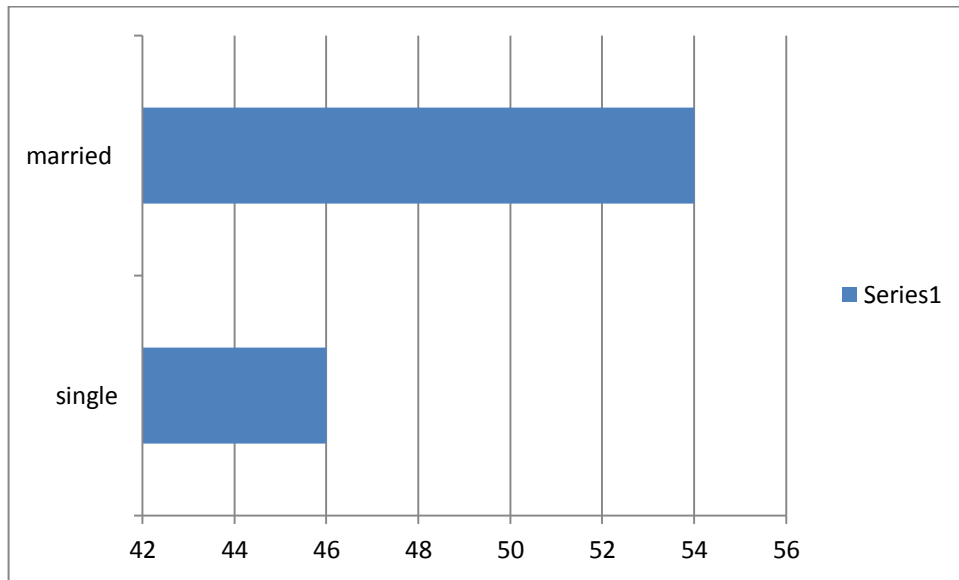


Fig:

Figure 3 Marital statuses of the respondents

Source: Own survey (2017)

54 out of 100 respondents are married while 46 of them are single. In percentage, 54% of them are married and the remaining 46% of them are not married.

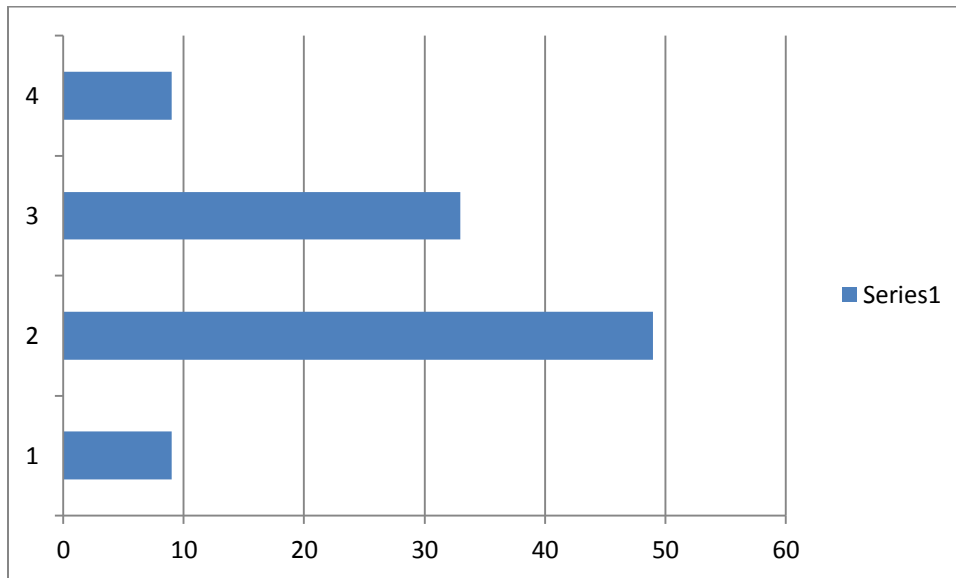


Figure 4 Work experiences of the respondents

Source: Own survey (2017)

Respondents were also asked for how long they have been working in the Ministry and most of the respondents i.e. 49% had been working in the Ministry between 1 to 4 years, 33% of the employees were in the Ministry between 5-9 years, 9% of the respondents had been working in the organization for less than 1 year, and the other 9% of the respondents had been working in the organization for more than 10 years and above years. This indicates that most of the employees have enough experience in the Ministry so they know well about the leadership styles and how that leadership styles can affect their performance of the Ministry of Education and Higher Studies.

4.2 Analysis Of Collected Data

4.2.1 Employees’ perception towards various leadership styles

In this section an attempt was made to investigate the employees’ perception towards the four types of leadership styles namely: Autocratic, transformational, Democratic and transactional leadership styles. This in turn helps to find out the most commonly practiced type of leadership style that is being practiced in the Ministry. Accordingly, four items which are indicators for each of the leadership styles are considered for the analysis as follows.

i. Autocratic leadership style indicators

table 4Summary for the response of the selected Autocratic leadership style

		My manager uses rewards and punishments in order to motivate me to achieve organizational objectives	I am not allowed to make decisions that my supervisor did not approve first	My manager never gives time to consider my suggestions	Whenever i make a mistake my supervisor makes a note on it and tells me not to do it again
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		3.26	3.42	3.12	3.45
Mode		4	4	4	4

Grand Mean=3.087

Source: Own survey (2017)

The table above shows that the mean score value for the four items indicated is 3.26 for the response that the manager uses rewards and punishments in order to motivate me to achieve organizational objectives. 3.42 For the response that an employee is not able to make a decision unless first it has been approved by his/her supervisor. 3.12 for the respondents managers of the employees didn't give them time to deal with their suggestions, while 3.45 for the response whenever they make a mistake my supervisor makes a note on it and tells me not to do it again. This implies that the basic philosophical assumption of the Autocratic leadership style where autocratic leaders make decisions and announce them, without inviting suggestions from subordinates. This finding is also supported by the mode score value of 4 which is a strongly agree response in the five-point –Likert scale response. This also shows that the employees are not allowed to make their own decision independently without their supervisors.

Table 5Response for “My manager uses rewards and punishments in order to motivate me to achieve organizational objectives”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	18	18.0	18.0	18.0
Disagree	16	16.0	16.0	34.0
Valid Neutral	5	5.0	5.0	39.0
Agree	44	44.0	44.0	83.0
Strongly agree	17	17.0	17.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

The large majority of the respondents-44(44%) and 17(17%) of them agree and strongly agree with item that their managers use rewards and punishments as a means to motivate them while only 18(25%) and 16(16%) of them strongly disagree. This result can also go with the basic autocratic ideology that autocratic leader relies heavily on authority, control, power, manipulation and hard work to get the job done. Punishments are often applied when mistakes are made and sanctions are in the form of withholding attention or good assignment or making people feel guilty. Motivation under this leadership style is by the means of economic incentives which are extrinsic in nature and based on performance. (Warrick (1981)

Table 6Response for “I am not allowed to make decisions that my supervisor did not approve first”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	12	12.0	12.0	12.0
Disagree	18	18.0	18.0	30.0
Valid Neutral	8	8.0	8.0	38.0
Agree	40	40.0	40.0	78.0
Strongly agree	22	22.0	22.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

Regarding the decision taken by each of the employees 40(40%) and 22(20%) of them responded with agree and strongly agree response respectively. That is, totally 60% of them are not allowed to make decision by their own without first getting approval from their supervisor. Only few of them, i.e. 26% of them didn't comply with this response. This is supported by the argument that people are naturally lazy, irresponsible, and untrustworthy and leaving the functions of planning, organizing, and controlling to subordinate would yield fruitless results and so such functions should be accomplished by the leader without the involvement of people. (McGregor (1960)

Table 7Response for “My manager never gives time to consider my suggestions”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	12	12.0	12.0	12.0
Disagree	18	18.0	18.0	30.0
Valid Neutral	8	8.0	8.0	38.0
Agree	40	40.0	40.0	78.0
Strongly agree	22	22.0	22.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

40 out of 100 respondents agree with the statement that their manager never give them a chance or time discuss with their feedbacks and comments while 22 out of 100 of them do so. Cumulatively, 62 of them (62%) accept this truth, only 30(30%) of them deny it.

Table 8response of “Whenever I make a mistake my supervisor makes a note on it and tells me not to do it again”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	7.0	7.0	7.0
Disagree	23	23.0	23.0	30.0
Valid Neutral	12	12.0	12.0	42.0
Agree	34	34.0	34.0	76.0
Strongly agree	24	24.0	24.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

Cumulatively 58(58%) of the employees agree and strongly agree that whenever they make a mistake their supervisor makes a note on it and tells them not to do it again. While 30(30%) of the employees oppose on this idea. This means that the autocratic leaders of the ministry still uses a strictly rules and they don't give employees the opportunity to guide their self. And also this decision shows as that Autocratic leaders are classic "do as I say" types. Typically, these leaders are inexperienced with leadership thrust upon them in the form of a new position or Assignment that involves people management.

ii. Descriptive Statistics on Transformational Leadership

Table 9 Summary for the response of the selected Transformational Leadership style

		My supervisor enables others to think about the old problems in new way	my supervisor helps me find meaning in my world	my supervisor gets others to rethink ideas that they had never questioned before	my supervisor makes others feel good to be around him/her
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		2.85	2.85	2.68	2.77
Mode		2	2	1 ^a	2

a. Multiple modes exist. The smallest value is shown

Mean grade: 2.787

Source: Own survey (2017)

The table above shows that the mean score value for the four items indicated is 2.85 for the response that their supervisor enables others to think about the old problems in new way 2.85 For the response that their supervisor helps them find meaning in their work world 2.68 for the respondents agree supervisors gets others to rethink ideas that they had never questioned before 2.90 for the response said that their supervisor makes others feel good to be around him/her.

In fact it is important to note that the mean score was above the midpoint. This statistics indeed show that supervisors at the Ministry apply transformational leadership style. But is still it is not a leadership style that all the supervisors practice.

Table 10 response of my supervisor enables others to think about the old problems in new way

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	19	19.0	19.0	19.0
Disagree	29	29.0	29.0	48.0
Neutral	13	13.0	13.0	61.0
Agree	26	26.0	26.0	87.0
Strongly agree	13	13.0	13.0	100.0
Total	100	100.0	100.0	

Source Own survey (2017)

Regarding the data above 48(48%) of the employees of the ministry reject that supervisor enables others to think about the old problems in new way. While 39(39%) of the agree this means that most of the supervisors are not dedicated to inspire and motivate employees to become creative and problem solvers but it is significant that some leaders of the ministry perform this method to make their workers widely thing to resolve the issues a raised in the ministry in flourishing way.

Table 11 response for my supervisor helps me find meaning in my work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	20	20.0	20.0	20.0
Disagree	29	29.0	29.0	49.0
Neutral	11	11.0	11.0	60.0
Agree	26	26.0	26.0	86.0
Strongly agree	14	14.0	14.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

The vast majority of 49(49%) of the ministry workers oppose that their leaders help to find meaning in their work, whereas 40(40%) of them concurred with this question. So this points out that supervisors don't give the needed support to the employees to find the exact means that employees are doing the job. This implies that a large amount of the members of staff do not have sense or any idea why they are doing this career as a result of low performance.

Table 12 responses for my supervisor get others to rethink ideas that they had never questioned before

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	25	25.0	25.0	25.0
Disagree	25	25.0	25.0	50.0
Valid Neutral	17	17.0	17.0	67.0
Agree	23	23.0	23.0	90.0
Strongly agree	10	10.0	10.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

50(50%) that means half of the respondents refuse to accept that supervisors get others to rethink ideas that they had never questioned before, despite the fact that 33(33%) of them concurred.

This entails that the character that says "Transformational leaders give attention to individual will be capable to direct vision and mission of organization, providing motivational support, and creating new ways to work effectively" is not significantly feasible in the ministry leaders.

Table 13 responses for my supervisor makes others feel good to be around him/her

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	15	15.0	15.0	15.0
Disagree	38	38.0	38.0	53.0
Neutral	9	9.0	9.0	62.0
Agree	31	31.0	31.0	93.0
Strongly agree	7	7.0	7.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

As the table above shows that 53(53%) of the respondents disagree and strongly disagree that supervisors makes others feel good to be around him/her. And 38(38%) which means less number agree and strongly agree this. consequently this shows as that transformational leadership theories and practice are not applied in ministry i.e. Suharto (2005) suggests that more frequent transformational leadership behaviors implemented will bring significant positive effect to improve psychological empowerment quality of subordinates. And this behavior causes negative impact to me moral and performance of the employees.

iii. Descriptive Statistics on Democratic leadership

Table 14 Summary for the response of the selected Democratic leadership style

	My manager spends time teaching and coaching me	My manager creates an environment where I take responsibility ownership of my work	My manager includes me in decision making but retains the final decision making authority.	My manager provides me frequent and supportive communication
Valid	100	100	100	100
Missing	0	0	0	0
Mean	2.59	2.70	2.96	2.61
Mode	2	1	4	2

Mean Grade: 2.715

Source: Own survey (2017)

The democratic type of leadership style that is not common at Somaliland Ministry of Education and higher studies is assessed by using four representative items associated with the style and given that the basic philosophical assumption of the style being naturally all people are trustworthy, self-motivated, like responsibility and challenging work and so encourages organizational conditions to foster teamwork, high performance and satisfaction (Warrick, 1981). Accordingly, the mean score result shows 3.48 for the existence that manager spends time teaching and coaching me frequent, supportive, 2.70 for the fact that a working environment in which each employee is made to take responsibility is created by the managers, for the item that manager includes the employees in decision making but retains the final decision making authority and 2.61 for existence of communication between the employees and their managers. That is, all the responses are approximated to an average response implying that most of the respondents are neutral to the items forwarded to them. However, the mode score result indicates a response rate of 2 which refers to a disagree response. This shows that the large majority of the respondents have disagreed with all the indicator items of democratic type of leadership style. This indicates that democratic leadership style is rare in the ministry.

Table 15 Response for “My manager spends time teaching and coaching me”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	19	19.0	19.0	19.0
Disagree	42	42.0	42.0	61.0
Valid Neutral	8	8.0	8.0	69.0
Agree	23	23.0	23.0	92.0
Strongly agree	8	8.0	8.0	100.0
Total	100	100.0	100.0	

Source:/own survey (2017)

The number of respondents who strongly disagreed, disagreed, neutral, agreed and strongly agreed with their managers’ devotion of time for teaching and coaching them are 19(19%),42(42%),8(8%),23(23%), and 8(8%) respectively. The large majority of them have disagreed that they receive assistance on job from their respective managers and supervisors. Here, again democratic leadership style is not exercised in this ministry because the managers

are engaged and focuses on using autocratic leadership style as we already seen in the analysis of the autocratic indicators.

Table 16Response for “My manager creates an environment where I take responsibility ownership of my work”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	30	30.0	30.0	30.0
Disagree	22	22.0	22.0	52.0
Valid Neutral	9	9.0	9.0	61.0
Agree	26	26.0	26.0	87.0
Strongly agree	13	13.0	13.0	100.0
Total	100	100.0	100.0	

Source Own survey (2017)

The number of respondents who have disagreed and strongly disagreed with the environment created by their managers in order to delegate responsibility on job account to 22 and 30 respectively while those who agree and strongly agree account 26 and 13 respectively. Relatively, those who reject (52%) that conductively environment created by their manager for responsibility delegation overweight those accept the provision (39%). From this result, it can be inferred that delegation of responsibility which is one feature of democratic leadership style is not practiced at Somaliland Ministry of Education and Higher Studies.

Table 17responses for “My manager includes me in decision making but retains the final decision making authority”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	15	15.0	15.0	15.0
Disagree	29	29.0	29.0	44.0
Valid Neutral	12	12.0	12.0	56.0
Agree	33	33.0	33.0	89.0
Strongly agree	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

This data shown above gives the tough result do hold up one side 44(44%) disagree that their supervisors includes them in decision making but retains the final decision making authority” and another 44(44%) agree that their managers give them this opportunity while 12(12%) of the respondents decided being neutral this can be supposed that some managers give this chance to their members of staff and some of them hesitate to include the decision making process.

Table 18Response for “My manager provides me frequent and supportive communication”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	25	25.0	25.0	25.0
Disagree	35	35.0	35.0	60.0
Valid Neutral	8	8.0	8.0	68.0
Agree	18	18.0	18.0	86.0
Strongly agree	14	14.0	14.0	100.0
Total	100	100.0	100.0	

Source:|Own survey (2017)

Only 32 respondents out of 100 agree with the response while 60 of them have disagreed. That means 60% of the respondents are not provided with frequent and effective communications while only 32% of them are provided. The rest 8% are neutral either because they don’t want to give a response or don’t want to agree or disagree. The result cannot go with the theory that democratic leadership style develops competent and committed employees who are willing to give their best, think for themselves, communicate openly, and seek responsibility (Bass, 1990; Stogdill, 1974). It show that leader do not invest the democratic leadership behaviors instead they use autocratic kind of leadership style.

iv. **Descriptive Statistics on transactional leadership**

Table 19 Summary for the response of the selected transactional leadership style

		My supervisor provides recognition/rewards when others reach their goals	My supervisor tells others what to do if they want to be rewarded for their work	As long as things are working, my supervisor do not try to change anything	My supervisor calls attention to what others can get for what they accomplish
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		2.87	3.15	3.05	3.47
Mode		4	4	4	4

Source: Own survey (2017)

Mean Grade: 3.247

The above table shows the mean score value for four representatives items of a transactional type of leadership. Accordingly, the response for the supervisor provides recognition/rewards when others reach their goals accounts for an average of 2.87 responses which is approximated to a neutral response. The response for supervisor tells others what to do if they want to be rewarded for their work accounts for an average response of 3.15 although responses of As long as things are working, supervisors do not try to change anything accounts average mean of 3.05 while the question of supervisor calls attention to what others can get for what they accomplish the accounts for an average response of 2.87. These show that the transactional type of leadership in which emphasis is given neither on performance nor people is visible and practiced at Somaliland Ministry of Education and Higher Studies. This result is also reinforced by the mode score results in which 3 out of the 4 items selected bear a 4 (agree) response by the majority of the respondents. In fact it is important to note that the mean score was above the midpoint. This statistics indeed show that supervisors apply transactional leadership style in the ministry.

Table 20responses of “my supervisor provides recognition/rewards when others reach their goals”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	20	20.0	20.0	20.0
Disagree	27	27.0	27.0	47.0
Valid Neutral	11	11.0	11.0	58.0
Agree	30	30.0	30.0	88.0
Strongly agree	12	12.0	12.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

As the table above shows that 47(47%) of the respondents disagree and strongly disagree that supervisors are provided recognition/rewards when others reach their goals. And 42(42%) which is close number to the respondents who oppose agree and strongly agree this. consequently this shows as transactional leadership assumption are applied in ministry but not that much.

Table 21responses of “My supervisor tells others what to do if they want to be rewarded for their work”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	8.0	8.0	8.0
Disagree	29	29.0	29.0	37.0
Valid Neutral	13	13.0	13.0	50.0
Agree	40	40.0	40.0	90.0
Strongly agree	10	10.0	10.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

Regarding the decision taken by each of the employees 40(40%) and 10(10%) of them responded with agree and strongly agree response respectively. That is, totally 50% said supervisors tell others what to do if they want to be rewarded for their work” Only few of them, i.e. 30% of them agree with this response. This indicates supervisors show the employee things needed to be done so employees well aware the standards of their duty and the result can go with the theory of

Yulk (2007) asserts that transactional leadership style is one leadership style that emphasizes on transaction between leaders and subordinates. Transactional leadership motivates and influencing subordinates by exchanging reward with a particular performance .In a transaction the subordinate promised to be given rewards when subordinate is able to complete their duties in accordance with agreements.

Table 22responses of “As long as things are working, my supervisors do not try to change anything”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	12	12.0	12.0	12.0
Disagree	30	30.0	30.0	42.0
Valid Neutral	12	12.0	12.0	54.0
Agree	33	33.0	33.0	87.0
Strongly agree	13	13.0	13.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

This data shown above gives the tough result do hold up one side 42(42%) disagree that their supervisors do not try to change anything as long as things are working and another 46(46%) agree. while 12(12%) of the respondents decided being neutral. Transactional leadership is described by Burns (1978) as motivating followers, primarily through changes based on contingent reward.

Table 23responses of “My supervisor calls attention to what others can get for what they accomplish”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	8.0	8.0	8.0
Disagree	19	19.0	19.0	27.0
Valid Neutral	14	14.0	14.0	41.0
Agree	36	36.0	36.0	77.0
Strongly agree	23	23.0	23.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

“Supervisors calls attention to what others can get for what they accomplish” cumulatively 59(59%) of the employees agree this. whereas 27(27%) of the employees differ that their supervisors give attention. The result indicates that transactional leadership is another method that the managers of the ministry apply to increase the performance of the employees. This is consistent with opinion of Thomas (2003) who said that transactional leadership styles affect on motivation, because transactional leadership style motivate subordinates by stimulating their own interest. Leadership behavior is focused on task outcome and good workers relationship in exchange for desirable rewards.

v. Descriptive Statistics on performance of the employees

Table 24 Summary for the response of performance of the employees

		The performance evaluation is done quarterly in a year	Employees are rewarded for meeting ministries goals	My organization’s performance measures are defined	My performance is limited by the poor leadership of my supervisor
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		2.97	2.80	3.01	3.14
Mode		4	2	4	4

Source: Own survey 2017

Mean Grade: 2.98

This data illustrates the performance analysis of the ministry employees. To know the performance of the employees the researcher analyzed four indicators so the table above shows that the mean score value for the four items indicated is 2.97. For employee said that performance evaluation is done quarterly in a year 2.80. For workers who believe that Employees are rewarded for meeting ministries goals. 3.01 of the respondents said that organization’s performance measures are defined while 3.14 for the respondents believe that their performance is limited by the poor leadership of their supervisor.

Table 25respondents for the performance evaluation is done quarterly in a year

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	17	17.0	17.0	17.0
Disagree	24	24.0	24.0	41.0
Valid Neutral	15	15.0	15.0	56.0
Agree	33	33.0	33.0	89.0
Strongly agree	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Source: Own survey 2016

Accordingly, some of the staff i.e. 44(27.3%) have agreed that the performance evaluation is done quarterly in a year. where 41(40%) of them disagreed that organizational performance is evaluated quarterly in year. This implies that the performance evaluation of the organization is not widely done because almost half of the respondents oppose. So we can say employees' appraisal is not done continuously.

Table 26responses for Employees are rewarded for meeting ministries goals

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	17	17.0	17.0	17.0
Disagree	36	36.0	36.0	53.0
Valid Neutral	8	8.0	8.0	61.0
Agree	28	28.0	28.0	89.0
Strongly agree	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

36(36%) and 17(17%) of the respondents disagree and strongly disagree that Employees are rewarded for meeting ministries goals. Except that 28(28%) and 11(11%) of the respondents agree and strongly agree that there is reward. It means that employees are not mostly rewarded according to their performance.

Table 27 Respondents for My organization’s performance measures are defined

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	12	12.0	12.0	12.0
Disagree	31	31.0	31.0	43.0
Valid Neutral	12	12.0	12.0	55.0
Agree	34	34.0	34.0	89.0
Strongly agree	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

According to the result shown in the above table 45(45%) of the employees agree and strongly agree that organizational performance measures are defined. While 43(43%) of the workers deny this issue and the rest 12(12%) either agree or disagree. This can be translated that performance measures are defined but not to all of the employees of the ministry. For the reason that almost near half of the staff believe this.

Table 28 Respondents for my performance is limited by the poor leadership of my supervisor

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	17	17.0	17.0	17.0
Disagree	22	22.0	22.0	39.0
Valid Neutral	7	7.0	7.0	46.0
Agree	38	38.0	38.0	84.0
Strongly agree	16	16.0	16.0	100.0
Total	100	100.0	100.0	

Source: Own survey (2017)

This is the most important question that the researcher proposed to the workers of the ministry and 54(54%) of the employees collectively agree that their performance was limited by the poor leadership style of their supervisors. whereas 39(39%) of them disagree. So this can be explained that majority of the supervisors have poor leadership style which impacts low performance of the employees. This is because of the fact that the effectiveness of leadership to a large extent is

responsible for organizational performance (Fiedler, 1996). This implies that the type of leadership style that a given ministry adopts and practices determines its agency performance in many ways such as performance evaluation, team work, client satisfaction, and realization of its vision, mission and objectives.

4.3 Correlation and Regression Analysis

In order to evaluate the employee performance, a measure of association between the four most important leadership styles and employee performance is made as follows. The measurement that is applied here is the Pearson correlation coefficient with its associated sig.values (p-values).

Table 29Correlations matrix

		autocratic	transformatio nal	democratic	transaccional	performance
autocratic	Pearson Correlation	1	-.146	-.168	.098	.139
	Sig. (2-tailed)		.147	.094	.331	.169
	N	100	100	100	100	100
Transformational	Pearson Correlation	-.146	1	.664**	.593**	.386**
	Sig. (2-tailed)	.147		.000	.000	.000
	N	100	100	100	100	100
democratic	Pearson Correlation	-.168	.664**	1	.563**	.347**
	Sig. (2-tailed)	.094	.000		.000	.000
	N	100	100	100	100	100
transaccional	Pearson Correlation	.098	.593**	.563**	1	.460**
	Sig. (2-tailed)	.331	.000	.000		.000
	N	100	100	100	100	100
performance	Pearson Correlation	.139	.386**	.347**	.460**	1
	Sig. (2-tailed)	.169	.000	.000	.000	
	N	100	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

As the above correlation matrix shows all the leadership styles show a positive relationship with the employee performance except the autocratic leadership style which shows that the

relationship is all most negative . This implies that the prevalence of autocratic type of leadership adversely affected the performance of the Ministry. Among all the variables included, the correlation result that shows a highly significant at 1% level of significance is the correlation between transactional style of leadership and that of employee performance and transformational style of leadership and employee performance. Moreover, the Pearson correlation coefficients indicate a strong correlation for the two variables: i.e. 0.460 for the transactional and 0.386 for the transformational. Also the correlation between autocratic style of leadership and employee performance is found almost negative which in insignificant at 1% level of significance. This result show that for some reason leadership style has a relationship with the employee performance of a given organization. In this study case, the major style that is found to be pessimistic correlated with the performance being the autocratic style where the correlation is less and approximately negative. Moreover, it can also be deduced from the above correlation result and according to Kim (2004) the kind of the prevalence of autocratic leadership style exhibited by managers to a large extent adversely influences organizational valued outcomes such as high employee turnover, increased absenteeism, customer dissatisfaction, and organizational ineffectiveness.

Transformational leadership style also have positive relationship with the employee performance As transformational leader helps followers develop beyond their potential and satisfy their higher order needs, he/she is likely to gain their followers' commitment to the organization (Bass,1997). Not only with employee performance, but also the correlation between autocratic leadership style is negatively correlated with the other types of styles like transformational and democratic leadership styles, implying that the basic features of an autocratic style are found in Ministry of Education and higher studies of Somaliland extremely opposite to the other two styles.

Regression analysis

Linear regression is a method of estimating or predicting a value on some dependent variable given the values of one or more independent variables. Like correlations, statistical regression examines the association or relationship between variables. Unlike correlations, however, the primary purpose of regression is prediction (Geoffrey M. et al., 2005). In this study multiple regressions was employed. Multiple regression analysis takes into account the inter-correlations among all variables involved. This method also takes into account the correlations among the

predictor scores (John Adams, et al., 2007:198). They added multiple regression analysis, which means more than one predictor is jointly regressed against the criterion variable. This method is used to determine if the independent variables will explain the variance in dependent variable.

Therefore, the equation of regressions on this study is generally built around two sets of variables, namely dependent variable and independent variables. The basic objective of using multiple regression equation on this study is to make the study more effective at describing, understanding and predicting the stated variables. That is it is primarily used to identify the major determinant style of leadership that affects employee performance at Ministry of Education and Higher Studies.

Table 30 Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	4.821	1.533		3.145	.002
	Autocratic	.145	.090	.152	1.621	.108
	Transformational	.124	.091	.174	1.357	.178
	Democratic	.069	.092	.095	.755	.452
	transactional	.243	.100	.289	2.423	.017

a. Dependent Variable: performance
Source: Own service (2017)

From the above regression result it is possible to infer that autocratic style of leadership have some affect on employee performance in the ministry but it's less and the practice of this type of leadership adversely retarded the performance of the workers this is because of the fact that ALS breeds hostile attitude, conflicts, distorts and guards communication, high turnover, absenteeism, low productivity, and affects work quality. The style also breeds yes-men who lack creativity and innovation and all they know is the adherence to rules, procedure, red-tape, and status seeking symbols and often afraid of taking responsibility because by doing so they risk committing punishable mistakes that would lead to demotion.(Warrick ,1981).

In a summary, multiple regression analysis indicated that, transformational leadership positively predicted employee performance. If supervisors exhibited more transformational leadership, the employees will have higher employee performance.

Also the result indicates that the practice of democratic leadership style has got a positive and significant impact on the employees' performance. That is, democratic leadership style results in high employee productivity, satisfaction, cooperation, and commitment. It reduces the need for controls and formal rules and procedures which result in low employee absenteeism and turnover. The leadership style develops competent and committed employees who are willing to give their best, think for themselves, communicate openly, and seek responsibility (Bass, 1990; Stogdill, 1974).

The positive correlation between transactional leadership style and employee performance suggests that leadership behaviors involving rewards, highlighting problems, and positive reinforcement related to how employees feel about ought to stay with the organization (Bass & Avolio, 1993). This relationship also indicates that the leaders' and followers' associations affects employees' moral identification with an organization and relates to their feelings of responsibility (Allen & Meyer, 1990).

As it can be seen from the regression table the t-values for the coefficients of the Autocratic and transactional leadership are close to or greater than 2 where as a rule of thumb it is an indication that the coefficients of these two styles of leadership are statistically significant and hence affect the employees' performance of the company. But, this is not true for the transformational and democratic type of leadership.

Hypothesis Testing

Hypothesis 1:

There is significant relationship between Autocratic leadership style and employee performance. As the table shows the value of significance for this variable is 0.108 which is greater than significant at 1% level of significance. Also, the value of the coefficient is higher and the result is still significant and hence the null hypotheses can be rejected. So it can be concluded that Autocratic leadership style has a negative impact on employee' performance.

Hypothesis 2:

There is significant relationship connecting among transformational leadership style and employee performance. The sig. value of this variable is greater than alpha ($0.178 > .01$) therefore the result is significant and alternative hypothesis is accepted. for that reason, from the regression

results it can be concluded that the practice of transformational leadership style has a positive and significant impact on employees' performance.

Hypothesis 3:

There is high significant relationship between Democratic leadership style and employee performance. The sig. value of this variable is greater than alpha ($0.452 > .01$) therefore the result is significant and alternative hypothesis is accepted. Therefore, from the regression results it can be concluded that the application of Democratic leadership style has a constructive and significant impact on employees' performance.

Hypothesis 4:

There is considerable relationship between transactional leadership style and employee performance. Since the sig. value is greater than 0.017 it is possible to reject the null hypothesis and hence it can be concluded that transactional leadership style do have a significant impact on the employees' performance of the organization.

Part two: Interview responses discussions

4.4 Interview responses discussions

Here below the main interview questions responses are discussed.

Q1:

“My definition of leadership is to go ahead and direct the employees towards the vision, mission and objectives of the ministry, to provide the service that community are expected to be done”.

Referring to the above response the director of general (DG) of the ministry stated that leadership means to go ahead and direct the employees towards the vision, mission and objectives of the ministry, to provide the service that community are expected to be done. This implies that the director understood and has strong knowledge about leadership.

Q2:

“Obviously, as leader one style of leadership couldn't fit all different employees and different situations so I use multiple leadership styles to manage various circumstances and divested workers”.

In this case the top leader shared that he is don't use one leadership style, which means that he depends the situation. This shows that the DG can deal a variety of condition.

Q3:

“I can say, for me personally my favorite leadership style is transformational leadership style and nowadays a lot of the leaders appreciate and practice both in our ministry and outside ”.

In this case the top leader shared that he is a fan of change and help leadership, which means that always he like to interact, help, change, and trust the employees. This shows that the DG is proactive: and seeks to optimize individual, group and organizational development and innovation. as it showed the both descriptive and correlation analysis, transformational leadership style is well practiced in the organization.

Q7:

“Of course, it does in a positive way, because ministry without leader is like body without head. And it’s all about the leadership which can lead the subordinates to path and the goal to achieve the main objectives. So our leadership that we practice in ministry has positive effect on our performance”.

Here the DG shortly commented, the leaders and the leadership styles have impact on the way their human resources perform and even additionally stated that the impact is a positive, according to statistical analysis it is true in terms of the other leadership style but it is the opposite according to autocratic leadership style which have a insignificant relation with the performance of the employees.

Q11:

“Yes and yes we do, as an organization we are team, we are together in every step without the efforts and energy of our employees we couldn’t and cannot achieve anything, so we are very happy to have them, and we do appreciate their relentless inputs. And we do give awards and other incentives those who showed perfect performance.”

According to question 11 from the interview question, the top leader emphasized that as the top management, they give the credit for their employees for accomplishing and hitting the targeted goals, objectives and proposed performance levels, so then indicated as an ministry they are a team and they are in the same boat to sail. He extended by acknowledging their persistent energy and efforts that they contribute to the ministry. He finally mentioned that as top management after the employees show outstanding performance they do appreciate in return by giving awards and incentives.

In general, the responses of the DG and almost consistency with the responses from questionnaire respondents, as were shown in statistical analysis proportion of the respondents agreed that their leaders are team player, he/she is included in decision making and his/her supervisor provides good environment in order to undertake his/her responsibility.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

From the analyses, the researcher has strived to discover the major findings. From the descriptive analysis, the fundamental philosophy assumptions of the Autocratic leadership style where autocratic leaders make decisions and announce them, without inviting suggestions from subordinates is exercised. The employees of the company are not allowed to make their own decision independently without their supervisors. Their manager never give them a chance or time discuss with their feedbacks and comments as well as the large majority of them believe that their managers use rewards and punishments as a means to motivate them that is why autocratic leader relies heavily on authority, control, power, manipulation and hard work to get the job done. More over autocratic style was most one of the most prevalent leadership style exercised in the ministry, but autocratic leadership style have less or negative impact on employee performance.

Transformational leadership style significantly positively affected employee performance and also transformational leadership style was found to be strongly correlated with measures of the employee performance.

The research discover that supervisor enables others to think about the old problems in new way and helps employees to find meaning in their work this gives the employees motivation and shows the direction of good performance.

Regarding the democratic type of leadership style, it was found that the large majority of the respondents have agreed with the fact that the style focused more on people and there is greater interaction within the group and the style helped the employees to share the leadership functions with their leader and at the same time the leader was part of the team. In addition to creating a conducive environment for delegating authority and responsibility, the supervisors at the ministry were also found to give the employees a frequent and effective communications on their job. The employees also disclosed that they get a help on job from their respective managers and supervisors when they are in need of it. In short, the study found the basic principles of democratic leadership such as friendliness, helpfulness, and the encouragements of participation are witnessed at Ministry of Education and Higher Studies of Somaliland Republic.

Transactional leadership style is most strongly positively correlated style on employee performance and overall performance, this style provides recognition/rewards when employees reach their goals and tells others what to do if they want to be rewarded for their work, this inspires the employees and encourages them to high performance. Transactional leadership style is most prevalent leadership styles practiced in the Ministry of Education and Higher Studies of Somaliland.

5.2 Recommendations

Based on the findings of the study, the following can be recommended to the management and leaders of Ministry of Education and Higher Studies of Somaliland.

- Supervisors should clarify expectations and provide goals and standards to be achieved for the followers. They should not wait until the problems become more serious and then act/ take action they should monitor performance on timely basis. Whenever a problem arises, supervisors should try to intervene into the issues as soon as possible.
 - Supervisors should not make decisions without inviting suggestions from subordinates.
 - Employees should also be allowed to make their own decision independently without the intervention of their supervisors
 - The managers are highly recommended to take time and discuss with their subordinates, accept their feedbacks and comments and react on it
 - Rewards and punishments should not be necessarily used as a means of motivation.
- ❖ The company is also advised to pursue and strengthened further its strong sides of exercising some features of the democratic leadership style that has a positive contribution to its performance. This includes:
- It has to further create a conductively environment for delegating authority and responsibility to the employees.
 - The company has to encourage the employees to develop and practice the culture of frequent and effective communications with their supervisors
 - The company has to organize training in order to equip the employees with the basic principles of democratic leadership such as friendliness, helpfulness, and the encouragement of participation so that the company objectives are met successfully.

- ❖ The leaders or supervisors should be aware of what is important for the subordinates and the organizations as a whole and encourage the employees to see the opportunities and challenges around them creatively.
- ❖ According to the interview responses from the top manager, as top management they are recommended to:
 - Include as much as managers from every level from the ministry in decision making process.
 - Teach and equip with the key ingredients of leadership every manager in the company and encourage that manager to pass and share that fruits to his fellow team.
 - Input much in subordinates to overcome the negativity effect of autocratic leadership style and transform that negative to positive and transformational, democratic and transactional leadership styles.
 - The supervisors should also have their own visions and development plans for followers, working in groups and champion team work spirit.

In general, the researcher recommends the ministry to adopt more of transformational, democratic and transactional leadership styles since it is associated with high level of employee performance and sustainability than the autocratic leadership style. This is also because the ministry's strategic planning tends to be accomplished with heavy employee involvement with objectives that are transparently and clearly established with its accompanying performance targets if these styles are adopted.

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APPENDICES
APPENDIX ONE

ST MARY'S UNIVERSITY

DEPARTMENT OF MASTERS OF PROJECT MANAGEMENT

My name is Ismail Ali Jama; I am conducting research for my masters of project management at ST MARY'S University at Addis Ababa. My thesis title is "The effect of leadership style on employee performance in the case of ministry of education and higher studies of Somaliland In order to collect representative and meaningful data I would like you to fill this questionnaire. The information you provide will be confidential and your co-operation will be highly appreciated.

Section A: background information

Please give the mark tick (✓) the letter that describes you best or give your answer in writing where
Applicable

1. What is your gender?
 - A. Male
 - B. Female
2. What is your age group?
 - A. 20-29
 - B. 30-39
 - C. 40-49
 - D. 50-Above
3. Educational background
 - A. Less than high school
 - B. High school
 - C. Diploma
 - D. Degree
 - E. Masters and above
4. What is your marital status?
 - A. Single
 - B. Married

5. Your position in the ministry _____

6. How long have you worked for the current? _____

Section B: Leadership style

Please indicate how or the way that your supervisor/manager/leader engages in the described behaviors listed below and select to what extent do you agree or disagree by marking the mark tick (√) the answer you choose.

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	My manager retains the final decision authority.					
2.	My manager includes me in decision making but retains the final decision making authority.					
3.	My manager never gives time to consider my suggestions.					
4.	My manager seeks input from me for upcoming projects.					
5.	My supervisor tells others what to do if they want to be rewarded for their work.					
6.	Whenever I make a mistake my supervisor makes a note on it and tells me strictly not to do it again.					
7.	My manager provides me frequent and supportive communication.					
8.	As long as things are working, my supervisor do not try to change anything.					
9.	My manager uses rewards and punishments in order to motivate me to achieve organizational objectives.					
10.	My manager helps me to find my passion.					
11.	My supervisor tells us the standards we have to know to carry out our work.					
12.	My manager tells me to do and How to do it.					
13.	My manager creates an environment where I take					

	responsibility ownership of my work.					
14	My supervisor enables others to think about old problems in new ways.					
15	My manager allows me to set my own priorities in line with his guidance.					
16	My supervisor provides recognition/rewards when others reach their goals.					
17	My supervisor gets others to rethink ideas that they had never questioned before.					
18	My manager seeks differing perspectives when solving problems.					
19	When there are differences in expectations my supervisor work with me to resolve them.					
20	My supervisor calls attention to what others can get for what they accomplish.					
21	My manager spends time teaching and coaching me.					
22	My manager likes to use his leadership position to help me grow.					
23	My supervisor helps me find meaning in my work.					
24	I am not allowed to make decisions that my supervisor did not approve first.					
25	My supervisor makes others feel good to be around him / her.					
26	My manager closely monitors me to ensure I am performing correctly.					

Section C: Employee Performance

Please indicate to what extents do you agree or disagree of the following statements by putting the mark tick ✓

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I clearly understand the vision, mission and objectives of the ministry.					
2.	The strategic plan of the ministry is consistence with its vision, mission and goals.					
3.	I feel secure that I am able to work for the ministry as long as I do a good job.					
4.	My organization's performance measures are defined.					
5.	Our performance measures focus on customer satisfaction.					
6.	I always report at work in time					
7.	It is not necessary to come early at work.					
8.	I am motivated to work.					
9.	Employees are rewarded for meeting ministries goals.					
10.	My colleagues encourage me to perform					
11.	I receive the needed support from my supervisor to meet my duties					
12.	My performance is assessed by my supervisor on daily basis					
13.	My performance is limited by the poor leadership of my supervisor					
14.	I am comfortable with my supervisors leadership style					
15.	The performance evaluation is done quarterly in a year					

THANK YOU FOR YOU TIME

APPENDIX TWO

Semi-structured Interview Questions

1. What is your own definition of leadership?
2. Which style do you apply to influence your followers in Ministry?
3. Which style of leadership do you appreciate the most?
4. Do you include your subordinates in decision making process of the organization?
5. As a top management do you provide needed resources to the employees' to accomplish organizational goals?
6. As the top leader and manager of the Ministry of education and higher education, how do you motivate your fellow subordinates?
7. Do you think the leadership style you practice in Ministry has an effect on your subordinates' performance?
8. Do you share and explain the goals and objectives of Ministry with your followers?
9. Do you think that you and your subordinates are in line with Ministry's objectives, goals and strategy?
10. Do you mentor and prepare your followers to be leaders for the future?
11. Do you attribute the performance of the ministry to the employees' efforts?

Appendix Three :Responses of the interview

1. My definition of leadership is to go ahead and direct the employees towards the vision, mission and objectives of the ministry, to provide the service that community are expected to be done.
2. Obviously, as leader one style of leadership couldn't fit all different employees and different situations so I use multiple leadership styles to manage various circumstances and divested workers.
3. I can say, for me personally my favorite leadership style is transformational leadership style and nowadays a lot of the leaders appreciate and practice both in our ministry and outside..
4. Of course, all our employee are good, and most middle and first managers are included in our decision making, but as I said before in depends the experience of the employee according to the matter in hand.
5. Absolutely, it is our top priority to provide most of the resources as much as we can, though as a company we are still in the early growing stage. Vita Springs is three years old and we are a better position so far.
6. We prepared the perfect environment to our employees, we compensate them very well, we provide allowances and free transportation, we provide career trainings for them, and we also give bonuses to those departments who performed outstandingly. We also encourage them to use their tasks as motivation; we always try to make our employee happy.
7. Of course, it does in a positive way, because ministry without leader is like body without head. And it's all about the leadership which can lead the subordinates to path and the goal to achieve the main objectives. So our leadership that we practice in ministry has positive effect on our performance".
8. Why not thank you for asking me that very important question; it is the first thing that we remind ourselves and share as a team or unit, as department and as organization to achieve unit objectives, departmental goals and as whole organizational projected performance. When we hire an employee it is first message we share with him/her what are our goals and objectives as company as well as department and team or unit level.

9. Yes of course we give introduction of the company for every hired worker, and we review as a unit, as department and organizational for quarterly to keep our minds on track. Our employees are familiar with Vita's vision, mission, goals and objectives. We teach them and they know them as they were intended.

10. Absolutely yes, in every level of management whether in low, middle and top we provide them the necessary trainings on their responsibilities, we then let them do lead their departments or units, of course in times of complexity some managers encounter some difficulty his/her leader or manager help him to solve by providing range of problem solutions techniques, through that engagement we are hopeful tomorrow they will be effective leaders.

11. Yes and yes we do, as an organization we are team, we are together in every step without the efforts and energy of our employees we couldn't and cannot achieve anything, so we are very happy to have them, and we do appreciate their relentless inputs. And we do give awards and other incentives those who showed perfect performance.