

Does Leadership Style Influences the Performance of Employees in an Academic Institution? - An Assessment

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ABSTRACT

The increasingly competitive global situation has pushed organizations to exploit their available resources and leadership is key for good performance since it coordinates both utilization of human efforts and other resources. This paper aimed at assessing the effect to leadership styles on employees' performance at Hawassa University. Descriptive research design was adopted and data were collected from 216 respondents to address the objectives. Descriptive and inferential statistics such as Pearson's correlation and regression analysis were carried out to assess both relationships and effects. The results indicate that among the five types of leadership styles, the mean value indicates that most of the leaders followed Transactional leadership style (3.40) followed by Transformational leadership style (3.35). The overall performance of the subordinate employees is poor since mean value of majority of the variables is below 3. The transformational leadership, transactional leadership and democratic leadership were found to play a positive effect, whereas, laissez-faire and autocratic leadership have play a negative effect on employee performance. It is recommended that transformational, transactional and democratic leadership styles are the most effective leadership styles to be followed to enhance the performance of employees in an academic institution.

Keywords: Leadership Style, Employee Performance, Academic Institution

I. INTRODUCTION

The challenges of coping with today's uncertain business environment have put many organizations on their toes to struggle for survival in the heat of competition. The driver of such strategic move towards surviving the competition is the leadership provided by managers who are expected to influence others in achieving organizational goals and also boost employee's performance. Shafie et al. (2013) explains the importance of leadership in organizations and especially on human beings who are apparently the biggest asset of any firm; 'The main drivers of organizations are usually employees, they give life to the organizations and provide goals'.

The researchers said leadership is likely to influence the attitudes, beliefs and responsibilities of employees in order to achieve organizational patterns. Transformational leadership styles are one of the effective leadership styles in the ideals of influence, inspirational motivation, intellectual stimulation and individual assessment (Storey, 2004). In fact, all transformational leadership behaviour (individualized consideration, inspiration, intellectual

Although the literature on leadership and employee performance is scattered across countries and across industry, the evidence of the effect of leadership style on employee performance is also varied. According to Paracha et al (2012) 'Leaders play an essential role in accomplishment of goals and boost employee's performance by satisfying them with their jobs'. Leadership is perhaps the most thoroughly investigated organizational variable that has a potential impact on employee performance (Cummings and Schwab, 1973). Notably, it has been widely accepted that effective organizations require effective leadership and that employee performance together with organizational performance will suffer in direct proportion to the neglect of this (Fiedler and House, 1988). Furthermore, it is generally accepted that the effectiveness of any set of people largely depends on the quality of its leadership – effective leader behavior facilitates the attainment of the follower's desires, which then results in effective performance (Fiedler & House, 1988; Maritz, 1995; Ristow, et al., 1999).

A number of recent studies examined the effect of leadership styles on employees' performance. For example, Rasool, et al. (2015), Pradeep and Prabhu (2011), Aboshaqah et al. (2015), Ipas (2012), Kahinde and Bajo (2014), Tsigu and Rao (2015), Gimuguni, et al (2014), Raja and Palanichamy (2015) etc. Rasool et al (2015) examined the health sector in Pakistani and report that both transformational and transactional leadership styles affect employee performance but the effect of transformation leadership style is higher than that of transactional leadership. Raja and Palanichamy (2015) reported positive relationship between both transformational and transactional leadership styles but negative relationship between laissez-faire leadership style and employee performance from a sample of employees in public and private sector enterprises in India. Aboshaqah et al (2015) also looked at the link between leadership and employee performance among hospital nurses and report that the transformational and transactional leadership styles are significantly positively related to employee performance while laissez-faire is significantly negatively correlated to employee performance. Significant positive relationship between the transformational and transactional leadership styles and employee performance is also reported in Pradeep and Prabhu (2011) in India, and in Kehinde and Banjo (2014) and Ejere and Abasilim (2013), both in Nigeria. Other studies in Africa are Tsigu and Rao (2012) and Gimuguni et al (2014) in Ethiopian banking industry and Ugandan local government authorities respectively.

Kehinde and Banjo (2014) underlined the importance of leaders in the organization "Intoday' scompetitive environment, organizationsexp and globally and facealotofchallengesinmeetingtheirobjectivesetchasetobemoresussful from others". Leadership styles affect everything that is part of the organization of the top management of employees / contract workers. Employee performance is viewed as follows: Execution of defined tasks, meeting deadlines, team contribution, and consistency in management and performance should be evident through style and approach tailored by managers to drive efficiency, which requires specific approaches to managing the unique performance challenges of service management. The above should, as Armstrong (2005) pointed out, lead to efficiency, specialization, effective feedback, and good organizational relationships.

From the experience of the authors it is observed that most of the employees are not showing interest in their work which is an areaof concern thatprompted tocarry outastudy onthesubject.Theideahereistoassess the performanceofemployeesandtestwhetheritisaffectedby employees'perceptionon leadership stylepracticed by the immediateteam leader, manager or director.

1. Objectives

The study was guided by the following specific objectives:

1. To examine the leadership style followed by the administrative leaders at Hawassa University.
2. To understand the performance of administrative employees of Hawassa University
3. To assess the effect of leadership style on employee performance with reference to administrative staff.

3. Methodology Adopted

Nachamias et al. (1996) for instance states that methodologies are considered to be systems of explicit rules and produced, upon which research was based, and against which claims for knowledge were evaluated. Conducting any type of research should be governed by a well-defined research methodology based on scientific principles. The study was carried out in one (Hawassa) of the first generation universities in Ethiopia. It has 23,537 undergraduate and 3198 post graduate students. Also the university has 100 PhD programs with 209 male and 40 female candidates. The number of academic staffs is 1325 (on duty) and 319 (on study leave) and the number of administrative staff is 1596 (on duty) and 1 (on study leave). The data was gathered from the internal environment of the University; no external environment was assessed.

This study employed descriptive and explanatory research design adopting both qualitative and quantitative approach. Primary data was gathered from leaders that include directors, team leaders and their subordinate employees through questionnaires and interview guide. The population was only embraced of the administrative staff worked in the University main campus (1596). Sample was a portion of a population that was used to conduct the research due to economy, time savings, availability and accessibility of data, and accuracy.

In order to determine the representative sample size, the formula which was suggested by Kothari (2004) $n = \frac{Z^2 * p * q * N}{e^2(N-1) + Z^2 * p * q}$ with 95% confidence interval and 5% of acceptable error (e). Thus, $n = \frac{(1.96)^2 * 0.5 * 0.5 * 1596}{(0.05)^2(1596 - 1) + (1.96)^2 * 0.5 * 0.5} = 309$.

Therefore, the representative number of respondents from the target population was 309. In addition, 24 directors and 26 team leaders were also included as respondents. Since the Staff were well sorted by the university it was convenient to use systematic random sampling technique. It was the selection of every k^{th} element from the sampling frame, where k is the sampling interval and $k = \text{population size} / \text{sample size}$ (Kothari, 2004). $k = 1596/309 = 5.16$. Hence, every multiple of 5 of the administrative staff was selected as per their order of registration in HRM directorate.

The collected data was analyzed using SPSS (version 21) and statistics such as percentage, mean, standard deviation and coefficient of variance were used for analysis and the arrived results are presented tables, charts and graphs. Fraenkel and Wallen (2014) argue that regression is the working out of a statistical relationship between one or more variables. Hence multiple regression analysis was carried out to show the influence of the independent variables (leadership styles) on the dependent variable (Employee Performance). The equation is $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$ (Where, Y = Employee performance; β_0 = intercept of regression line; β_1 - β_5 = partial regression coefficient of the independent variables. X_1 = Lazier faire leadership; X_2

=Democratic leadership; X3 = Transformational leadership; X4 = Transactional leadership; X5 = Autocratic leadership; ϵ = error term and β_0 is constant while $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ are coefficient to estimate

La validez es el grado en el que los resultados obtenidos para el análisis de los datos representan realmente el fenómeno en estudio. Los tipos de validez incluyen la validez interna, que indica claramente los principios de la causa y los efectos de la investigación, la validez externa que se centra claramente en los efectos de la investigación que pueden generalizarse. El investigador utilizó la medida de consistencia interna más común conocida como prueba de KMOBartlett. Se puede mencionar que su valor varía de 0 a 1 pero, satisfactoriamente, se requiere que el valor sea más de 0,6 para que la escala sea confiable (Bryman y Bell, 2015).

Reliability is an instrument that was used to describe the overall consistency of a measure. A measure to have a high reliability if it produces similar results under consistent conditions (Neil, 2009). The reliability of the questions for each variable was obtained when Cronbach's alpha coefficient is at least 0.6. And the internal consistency and reliability of the questions would be considered higher, if the result is close to 1. In general, the reliability of a scale or item can be between 0 and 1. Bryman and Bell, (2015) also stated that a Reliability score greater than 0.9 is excellent, greater than 0.8 is good, greater than 0.7 is acceptable, greater than 0.6 questionable, greater than 0.5 is bad, and less than 0.5 is unacceptable. The completed responses were analyzed using Cronbach's Alpha test. Since the Cronbach's Alpha results were greater than 0.70, the actual questionnaires were distributed to the respondents.

4. Results and Discussion

The study targeted 359 respondents working in the University main campus. From them, 179 subordinate employees and 37 leaders were filled in and returned the questionnaires making the response rate of 60%. According to Kothari and Gang (2014) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and response rate of 70% and over is excellent; therefore, the response rate was good for analysis and reporting.

4.1 Description of Respondent's Demographics

Understanding the respondents' demographic characteristics is essential to know how the different variables are influencing the leaders' style of behavior and the subordinates' performance. With this view the respondents' demographics variables such as age, gender, education and marital status were analyzed and the results are presented in table 1 and the discussions are followed.

Table 1: Description of Respondent's Demographic Characteristics

Variables	Respondents	
	Leaders	Subordinate Employees
Age category	Frequency (%)	Frequency (%)
22-35	-	74 (34.3)
36-45	29 (13.4)	75 (34.7)
46-60	08 (3.7)	30 (13.9)

Sex of Respondents		
Male	31 (14.4)	119 (55.1)
Female	06 (2.7)	60 (27.8)
Level of education		
BSc degree	17 (7.9)	176 (81.5)
Master's degree	20 (9.2)	03 (1.4)
Marital status		
Single	03 (1.4)	77 (35.7)
Married	34 (15.7)	102 (47.2)
Service years		
1-10 years	-	70 (34.0)
11-20 years	16 (7.4)	94 (42.5)
21-30 years	21 (9.7)	12 (5.1)
31-45 years	-	03 (1.4)

Note: Figures with in brackets show percentages

The age of the respondents is one of the most important characteristics in understanding their views about the particular problems; by and large age indicates level of maturity of individuals in that sense age becomes more important to examine. The study findings indicate that majority (70%) of the subordinate employees who are working in the University are in the age category between 22-45 years while majority (29%) of the leaders belongs to the age category between 36-45. This shows that majority of the respondents under this study is young.

Gender refers to the physical and physiological difference between male and female. Assessing the gender category is very important to know the equal participation in administrative work in any organization especially academic institution. According to the results (Table 1), majority of the respondents (69.5%) are male and 30.5% are female. This infers that the margin between males and females is maximal.

Education is very crucial to understand how to create the world around us, how to sustain it for future generations and how to develop relations for existence. It is the only way to win the world. It is to think deeply about something till its roots and understand the intention behind it. Therefore, education level is important for research in order to get genuine feedback about it. The study results show that the vast majority (81.5%) is bachelor's degree holders and 9.2% is master's degree holders, this shows that most the administrative staff employees in the organization are bachelor's degree holders. At the same time most of the leaders are holding master's degree.

Marital status is very important for shared opportunities and obligations. Marital life means one has commitment to and accepted a life time of additional responsibilities. Distribution of the respondents by marital status shows that majority of the respondents (62.9%) are married as opposed to single (37.1%). Experience is a familiar and well used source of knowledge. Much wisdom passed from generation to generation is the result of experience. For acting as a good leader and to perform any duties perfectly experience in the same field is more essential. Regard to this, majority of respondents' service range between 11-20 years from subordinates side and

who take large part in the study from leader's side range between 11-30 years. This indicates that most of the respondents have sufficient experience.

4.2: Leadership styles followed by the Leaders

Leadership is a position to listen with enthusiasm, having an aspiring mind to be able to make a decisive action, empower and encourage others in a responsible, supportive and humble manner to inspire them to achieve set goals as planned. The most successful leaders can communicate their organization's mission and express it in ways that inspire others to attain it; however, other traits, behaviors and skills are required for leadership. Leaders must treat others as they would like to be treated. One of the objectives of this research is to understand the leadership styles followed by the leaders in the administrative position. The data pertaining to this were collected from the subordinate respondents in a five point Likert's scale. There are many type of leadership styles can be followed by the leaders in any organization. However to make the research in a precise manner, commonly followed five main types of leadership styles were assessed. They are (1) transformational leadership style with four dimensions (each with three items and intellectual stimulation with two items), transactional leadership style with two (2) dimensions (one dimension with three items and the rest dimension with two items). Authoritative leadership styles had five (5) items and laissez-faire and democratic leadership styles each had four (4) items. The scale used in the statements was 1-Strongly disagree (SD), 2-Disagree (D), 3-Neutral (N), 4-Agree (A), 5-Strongly agree (SA) and the findings are presented in tables 2 – 6

4.2.1: Assessment of Laissez-faire leadership Style

Under this type of leadership, according to Kumar (2015) maximum freedom is allowed to subordinates. They are given free hand in deciding their own policies and methods and to make independent decisions. It carries the belief that the most effective leadership style depends on the ability to allow some degree of freedom to employees in administering any leadership style. This study aimed at investigating further how laissez-faire may contribute to employee performance. Different statements related to laissez-faire leadership were forwarded and the agreement levels are computed in table 2. The results indicate that overall Laissez-faire leadership upon assessing the four statements show that most (43.02%) of the respondents agreed that their leaders are following laissez-faire leadership in the University and 10.94% is neutral. The mean score of 3.32 indicates that leadership approach tends to be more of laissez-faire at some point. Hence, the leadership as exercised by most of the work units lack supervision and the employees act their own way with little supervision and control.

Table 2: Laissez-faire Leadership Style followed by the Leaders

Statements	SD	D	N	A	SA	Mean	SD
My director/team leader stays out of the way as I do my work	23 (12.8)	70 (39.1)	07 (3.9)	50 (27.9)	29 (16.2)	2.96	1.357
As a rule, my director/team leader allows me to judge my own work	05 (2.8)	47 (26.3)	20 (11.2)	78 (43.6)	29 (16.2)	3.44	1.127
My director/team leader gives me complete freedom to solve problems on my own	- (-)	50 (27.9)	28 (15.6)	77 (43.0)	24 (13.4)	3.42	1.037
In general my director/team leader feels it's	14	24	43	61	37	3.46	1.186

best to leave subordinates alone.	(7.8)	(13.4)	(24.0)	(34.1)	(20.7)		
Laissez-Fair Leadership (overall)	08 (4.68)	38 (21.34)	20 (10.94)	53 (29.72)	24 (13.3)	3.32	1.177

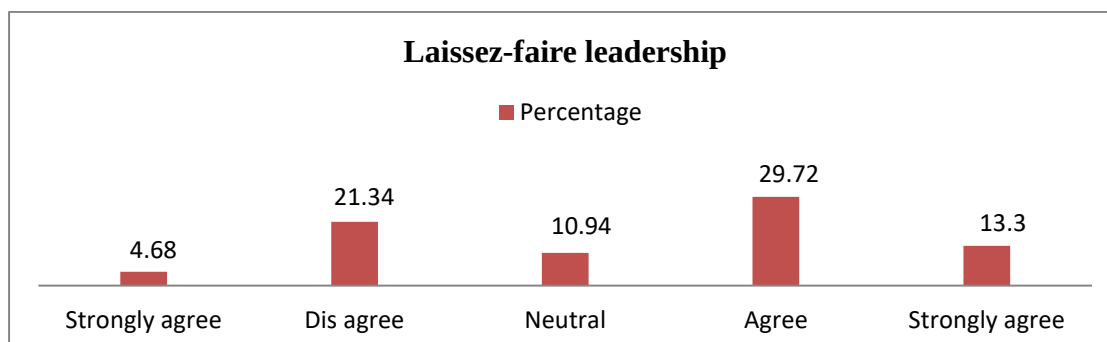


Figure: 1: Laissez-faire leadership style followed by the Leaders

4.2.2 Assessment of Democratic leadership style

Democratic leadership influences people in a manner consistent with the basics of democratic principles and processes, such as deliberation, equal participation, inclusiveness and self-determination (Gastil, 1994). According to White & Lippitt (1960), democratic leaders actively encourage and stimulate group decisions and group discussions (cited in Choi, 2007). Kuczmarski and Kuczmarski (1995) defined characteristic of democratic leaders as influential, helpful, knowledgeable, a good listener, encouraging, guiding, respecting and situation-centered (cited in Ray & Ray, 2012). Mullins (1999) stated that democratic leadership style centralized more on people and interaction is greater within the group (cited in Puni, et al., 2014).

Table 3: Democratic Leadership Style followed by the Leaders

Statements	SD	D	N	A	SA	M	SD
The director/team leader empower subordinate workers	02 (1.1)	41 (22.9)	14 (7.8)	105 (58.7)	17 (9.5)	3.53	0.985
Manager setting standards that we all agree with.	09 (5.0)	42 (23.5)	39 (21.8)	55 (30.7)	34 (19.0)	3.35	1.178
My director/team leader gets people involvement in decisions.	16 (8.9)	48 (26.8)	38 (21.2)	49 (27.4)	28 (15.6)	3.14	1.230
My director/team leader creates employee job satisfaction and creates solution to organizational issues and problems.	24 (13.4)	37 (20.7)	29 (16.2)	52 (29.1)	37 (20.7)	3.23	1.348
Democratic Leadership (overall)	13 (7.1)	42 (23.48)	30 (16.75)	65 (36.48)	29 (16.2)	3.31	1.185

Note: Figures within brackets show percentages

Table 3 presents the mean and standard deviation of the results from respondents' view of democratic leadership style followed by their bosses. The statement that 'The director/team leader empower subordinate workers' had the highest mean of 3.53 and standard deviation of 0.985 while the lowest mean of 3.14 and standard deviation of 1.230 was for the statement 'My director/team leader gets people involvement in decisions'. Overall democratic

leadership upon assessing the four statements, above half (52.68%) of the respondents agreed that their leaders are following democratic leadership and the mean score (3.31) indicates that the democratic style of leadership followed by their leaders is moderate extent.

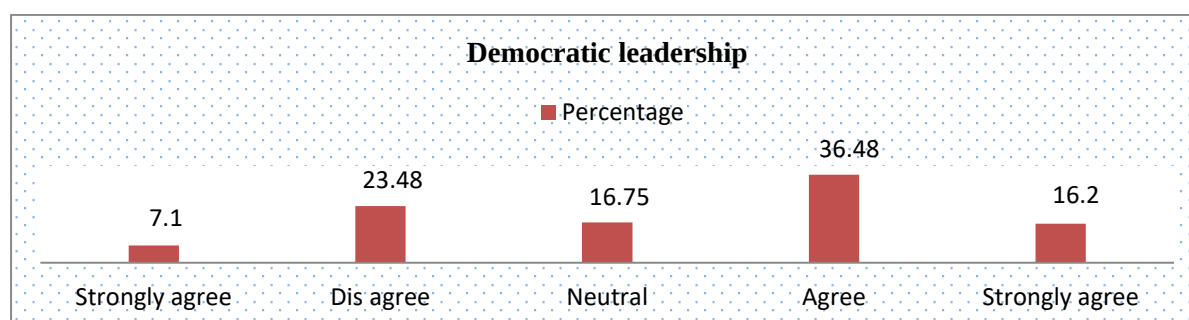


Figure 2: Democratic Leadership Style followed by the Leaders

4.2.3 Assessment of Transformational Leadership Style

Transformational leadership was developed by Bass in 1985 on account of stating behavior and characteristic to provide organizational change and stability, while transformational leadership is comprised of idealized influence, individual consideration, intellectual stimulation, and inspirational motivation (Bass, 1990). Transformational leaders try to persuade followers that they are powerful enough to coping with individual needs and personal developments, which turn out to establish close relationship with employees. Leaders pay feel more special, motivated and encouraged. By this way, there is an enhancing effect on the success of the employees (Greenberg & Baron, 2000).

Transformational leadership is also explained for displaying higher to come to terms with team mission and goals and also the continuity of this process. Leaders encourage employees to see beyond what they already have (Bass, 1990). The transformation leader motivates its team to be effective and efficient. Communication is the base for goal achievement focusing the group in the final desired outcome or goal attainment.

Table 4: Transformational Leadership Style followed by the Leaders

Statements	SD	D	N	A	SA	M	SD
My director/team leader helps others develop themselves.	03 (1.7)	57 (31.8)	26 (14.5)	76 (42.5)	17 (9.5)	3.26	1.062
My director/team leader lets others know how he /she is doing	14 (7.8)	31 (17.3)	35 (19.6)	73 (40.8)	26 (14.5)	3.37	1.16
My director/team leader gives personal attention to others who seem rejected.	02 (1.1)	31 (17.3)	42 (23.5)	56 (31.3)	48 (26.8)	3.65	1.088
My director/team leader has stimulated me to look at things in a new ways.	14 (7.8)	31 (17.3)	31 (17.3)	72 (40.2)	31 (17.3)	3.42	1.189
My director/team leader thinks about old problems in a new ways.	02 (1.1)	43 (24.0)	41 (22.9)	57 (31.8)	36 (20.1)	3.46	1.098
My director/team leader provides attractive images about what we can do.	- (-)	48 (26.8)	22 (12.3)	85 (47.5)	24 (13.4)	3.47	1.029
My director/team leader helps me find	21	36	5	84	33	3.4	1.313

meaning in my work.	(11.7)	(20.1)	(2.8)	(46.9)	(18.4)		
My director/team leader used the word We instead of I	15 (8.4)	45 (25.1)	6 (3.4)	87 (48.6)	26 (14.5)	3.36	1.239
My director /team leader leads by example.	17 (9.5)	57 (32.9)	24 (13.4)	49 (27.4)	32 (17.9)	3.12	1.297
My director/team leader makes others feel good to be around him / her.	10 (5.6)	53 (29.6)	36 (20.1)	45 (25.1)	35 (19.6)	3.23	1.227
I am proud to be associated with my director/team leader	17 (9.5)	63 (35.2)	19 (10.6)	39 (21.8)	41 (22.9)	3.13	1.363
Transformational Leadership (overall)	09 (5.84)	37 (25.22)	21 (14.58)	52 (36.72)	28 (17.72)	3.35	1.187

Note: Figures within brackets show percentages

The results in Table 4 show that the individual consideration had the highest mean of 3.65, followed by inspirational motivation had a mean of 3.47 and then, intellectual stimulation at a mean of 3.46. The least but still with a high mean of 3.23 was idealized influence. Overall transformational leadership upon assessing the eleven statements show that majority (54.44%) of the respondents agreed up on the practice of transformational leadership style by their leaders. The mean score (3.35) indicate that the leaders practice moderate level of transformational leadership style.

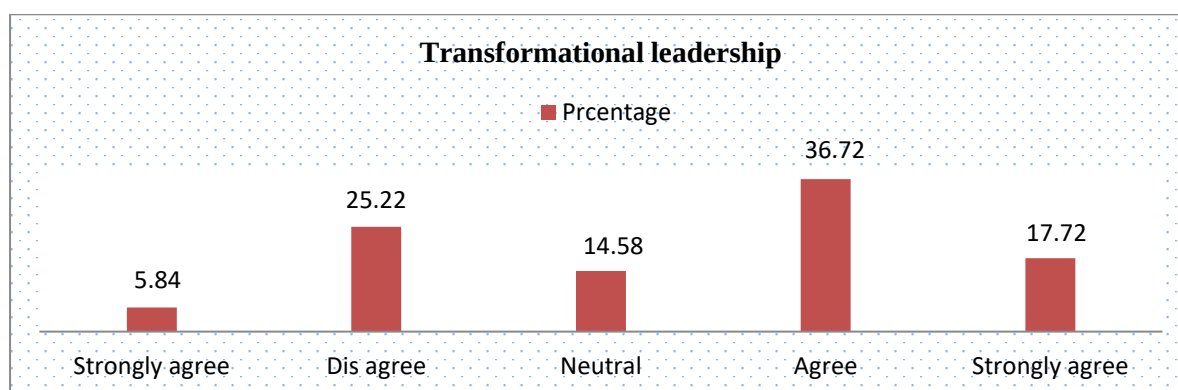


Figure: 3: Transformational Leadership Style followed by the Leaders

4.2.4 Assessment of Transactional Leadership Style

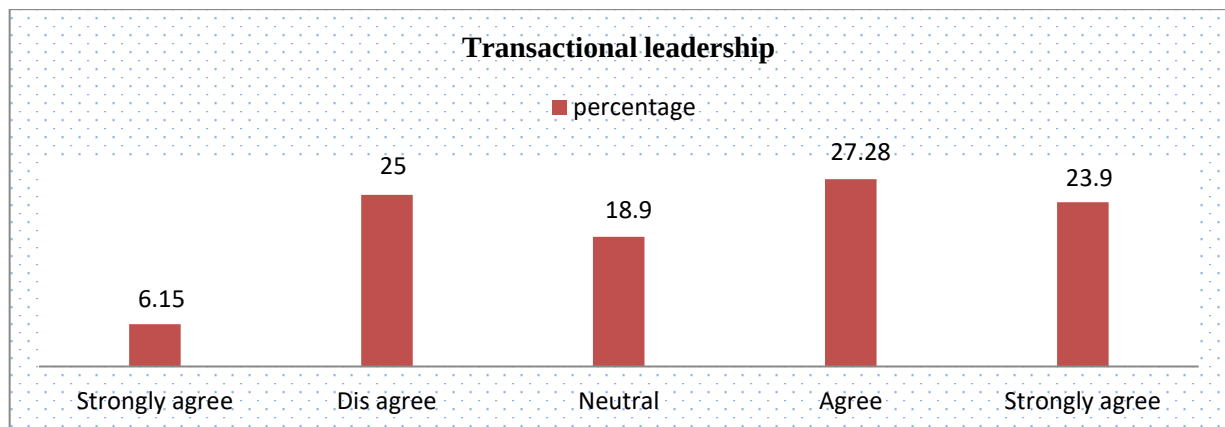
Transactional leaders focus mainly on the physical and the security needs of subordinates. The relationship that evolves between the leader and the follower is based on bargaining exchange or reward systems (Bass, 1985; Bass and Avolio, 1993). There are components in transactional leadership - Contingent Rewards: Transactional leaders link the goal to rewards, clarify expectations, provide necessary resources, set mutually agreed upon goals, and provide various kinds of rewards for successful performance. They set SMART (specific, measurable, attainable, realistic, and timely) goals for their subordinates. Active Management by Exception: Transactional leaders actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent mistakes. Passive Management by Exception: Transactional leaders intervene only when standards are not met or when the performance is not as per the expectations. They may even use punishment as a response to unacceptable performance.

Table 5: Transactional Leadership Style followed by the Leaders

Statements	SD	D	N	A	SA	M	SD
My director/team leader tells us what to do if we want to be rewarded for our work.	02 (1.1)	48 (26.8)	37 (20.7)	37 (20.7)	55 (30.7)	3.53	1.215
My director/team leader provides recognition/rewards when others reach their goals.	23 (12.8)	40 (22.3)	25 (14.0)	38 (21.2)	53 (29.6)	3.32	1.428
My director/team leader is a teacher.	18 (10.1)	62 (34.6)	12 (6.7)	54 (30.2)	33 (18.4)	3.12	1.335
My director/team leader is always satisfied when others meet agreed-upon standards	01 (0.6)	48 (26.8)	44 (24.6)	49 (27.4)	37 (20.7)	3.41	1.110
My director/team leader tells us the standards we need to know to carry out our work	- (-)	26 (14.5)	51 (28.5)	66 (36.9)	36 (20.1)	3.63	0.968
Transactional Leadership (overall)	11 (6.15)	45 (25)	34 (18.9)	49 (27.28)	43 (23.9)	3.402	1.211

Note: Figures within brackets show percentages

Table 5 presents the mean and standard deviation from respondents' assessment of whether their directors/team leaders practiced transactional leadership style. Management by exception (MBE) had the highest mean of 3.63 with standard deviation of 0.968, while contingent reward had a mean of 3.53 and standard deviation of 1.215. Above half (51.16%) of the respondents agreed on their leaders followed transactional leadership style. This statistics indeed shows that directors/team leaders at the University have practiced active management by exception. The overall mean indicates that transactional leadership followed by the leaders is higher in the university.

**Figure 4: Transactional leadership Style followed by the Leaders**

4.2.5: Assessment of autocratic leadership style

Autocratic leadership style is centered on the boss. In this leadership, the leader holds all authority and responsibility and leaders make decisions on their own without consulting subordinates. They reach decisions, communicate them to subordinates and expect prompt implementation.

Autocratic leader sareaderswhobelieveonalwaysbeing rightintheirdecisions. They candamageorganization goals, strategiesandfuturesince they forcetheir followers to executestrategie sand orders they think success can come from. Autocratic leadership lacks visibility, motivation, creativity, teamwork, commitment and innovation. Nevertheless, there is no reason to think that autocratic leadership can be inevitable and useful when the decision is made not to consult with the greatest number. The statement that 'My director/team leader is the chief judge of the achievements of employees' had the highest mean of 3.74 and standard deviation of 1.031. The statement with the lowest mean of 3.02 and standard deviation of 1.319 was 'my director/team leader believes that most employees in the general population are lazy'. Overall agreement on autocratic leadership upon assessing the five statements is 54.9% which show that majority of the respondents agreed that their leaders followed autocratic leadership. Mean score (3.4) indicates that autocratic leadership style is moderately exhibited by the leaders.

Table 6: Autocratic leadership followed by the Leaders

Statements	SD	D	N	A	SA	M	SD
My director/team leader believes employees need to be supervised closely they are not likely to do their work.	32 (17.9)	06 (3.4)	30 (16.9)	68 (38.2)	42 (23.6)	3.46	1.370
As a rule, my director/team leader believes that employees must be given rewards or punishments in order to motivate them to achieve organizational objectives	18 (10.1)	48 (27.0)	31 (17.4)	46 (25.8)	36 (19.7)	3.18	1.302
My director/ team leader believes that most employees in the general population are lazy	34 (19.1)	27 (15.2)	41 (23.0)	53 (29.8)	23 (12.9)	3.02	1.319
My director/team leader gives orders and clarifies procedures	05 (2.8)	28 (15.7)	40 (22.5)	65 (36.5)	40 (22.5)	3.60	1.086
My director/team leader is the chief judge of the achievements of employees	- (-)	30 (16.9)	33 (18.5)	68 (38.2)	47 (26.4)	3.74	1.031
Autocratic Leadership (overall)	22 (12.48)	28 (15.64)	35 (19.66)	60 (33.7)	38 (21.02)	3.4	1.222

Note: Figures within brackets show percentages

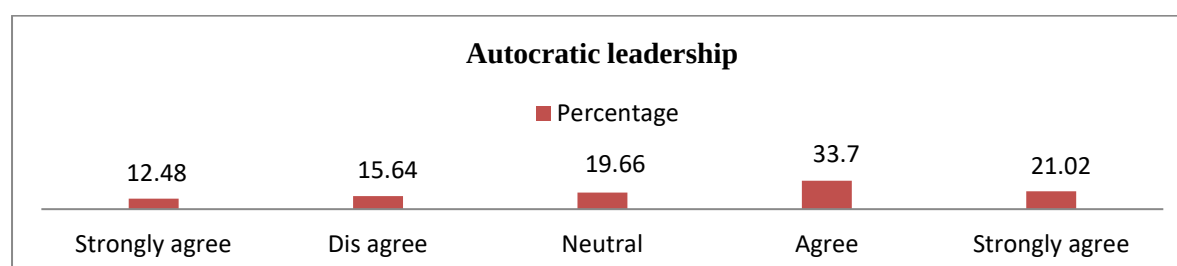


Figure: 5: Autocratic leadership style followed by the leaders

2.2.6: Overall responses of leadership style

The following table shows the overall results of leadership style followed by the leaders in Hawassa University. Among the five types of leadership style, the mean value indicates that Transactional leadership style (3.40)

and Autocratic leadership style (3.40) are followed by most of the leaders. The least value secured for Democratic leadership style. These results will have an impact on the performance of subordinates as well.

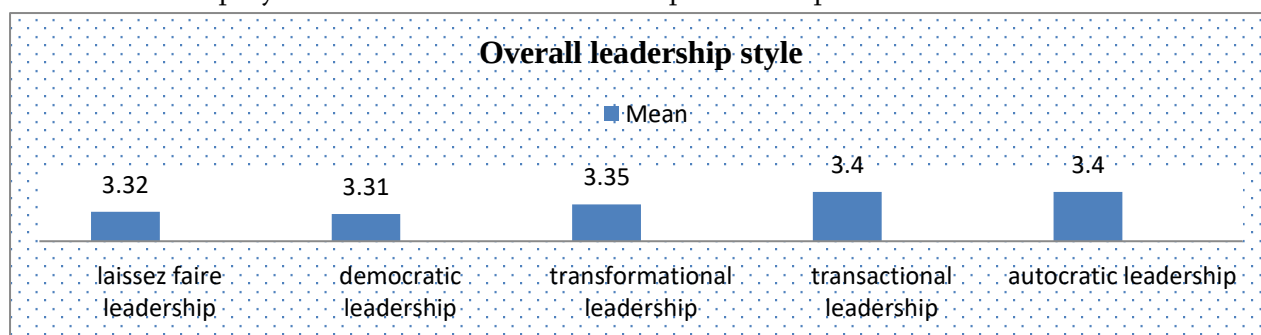


Figure: 6: Overall of leadership styles

4.3: Assessment of Employees' Performance

The main goal of any organization is to enhance the job performance of its employees so that it could survive in this highly competitive environment. Performance is a multidimensional construct and an extremely vital criterion that determines organizational successes or failures. Prasetya and Kato (2011) defined employee performance as the attained outcomes of actions with skills of employees who are competent in delivery of the organizational goals and objectives. In this background, performance of employee in the university is also assessed in this section by adopting different indicators and discussed the results in the following sub sections.

4.3.1: Assessment of executing defined duties

As the performance of an organization is dependent on the quality of the workforce at all levels of the organization (Temple, 2002), it is essential to discuss the concept of individual performance. Executing defined duties is the patterns of action carried out to satisfy an objective according to some standards. Hence this variable is important to understand the performance of the employee in any organization especially in the selected University. Unless every employee executes their duties and responsibilities, the success of organization cannot be achieved. Hence different statements were forwarded to the leaders and their opinion on their sub-ordinates' performance were assessed.

From the results it is found that the statement that 'He/she consult effectively on assigned duties' had the highest mean value of 4.0. The statement with the lowest mean of 2.68 was 'He/she prepared work plan based on my job description'. Overall executing defined work upon assessing the three statements has a mean score of 3.2. This indicates that respondents' agreement on employees in executing their work with a moderate extent.

Table 7: Responses in executing defined duties

Statements	SD	D	N	A	SA	M	SD
He/she prepared work plan based on my job description	08 (21.6)	06 (16.2)	14 (37.8)	08 (21.6)	01 (2.7)	2.68	1.132
He/she submitted report on performed duties in time.	- (-)	14 (37.8)	12 (32.4)	10 (27.0)	01 (2.7)	2.95	0.880
He/she Consult effectively on assigned duties	- (-)	07 (18.9)	- (-)	16 (43.2)	14 (37.8)	4.0	1.080

Executing defined duties (overall)	03 (7.2)	09 (24.3)	09 (23.4)	07 (30.7)	05 (14.4)	3.21	1.030
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Note: Figures within brackets show percentages

4.3.2: Assessment of meeting deadline

Meeting deadline is to finish work on time by agreed date with action plan schedule and execute duties meeting deadline. If an employee is not finishing his assignments in time, he may not be able to proceed with other assignments. Hence this variable is assessed with different statements as indicated in table 8. The assessment results show that for the statement 'He/she prepared action plan schedule', majority of the leader respondents are in neutral stand with mean score of 2.92. The statement with the lowest mean of 2.78 was 'Diligently executed duties as per schedule'. Overall mean (2.85) inferred that respondents' opinion on meeting deadline at HU is poor. This needs special attention to improve the performance so as to achieve the objective of organization.

Table 8: Responses on meeting deadline

Statements	SD	D	N	A	SA	M	SD
He /She prepared action plan schedule	09 (24.3)	07 (18.9)	06 (16.2)	08 (21.6)	07 (18.9)	2.92	1.479
Diligently executed duties as per schedule	06 (16.2)	07 (18.9)	14 (37.8)	09 (24.3)	01 (2.7)	2.78	1.084
Meeting deadline (overall)	08 (21.6)	07 (18.9)	10 (27.0)	08 (22.0)	04 (10.8)	2.85	1.282

Note: Figures within brackets show percentages

4.3.3: Analysis of teamwork

Employees are of paramount importance to the achievement of any organization. Thus, effective leadership enables greater participation of the entire workforce, and can influence both individual and organizational performance (Bass, 1997; Mullins, 1999). Teamwork is collective effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. Unless the workers work in team work the assignments cannot be completed in time. Hence this variable was assessed with different relevant statements and the results are presented in table 9.

Table 9: Opinion of Leaders on Team work

Statement	SD	D	N	A	SA	M	SD
There is teamwork in my department.	08 (21.6)	20 (54.1)	- (-)	08 (21.6)	01 (2.7)	2.30	1.127
Workers are a team player in your department	15 (40.5)	14 (37.8)	- (-)	08 (21.6)	- (-)	2.03	1.142
My worker has given the needed support to build team spirit	07 (18.9)	21 (56.8)	- (-)	08 (21.6)	01 (2.7)	2.32	1.107
He/she has performed works with collaboration of others to meet the organization objective	15 (40.3)	12 (32.4)	07 (18.9)	02 (5.4)	01 (2.7)	1.97	1.040
Team work (overall)	11 (30.33)	17 (45.28)	02 (2.23)	06 (17.55)	01 (2.03)	2.16	1.104

Note: Figures within brackets show percentages

From the results in table 9, it is observed that the statement 'My worker has given the needed support to build team spirit' has secured the highest mean value but below average (2.32). The statement with the lowest mean of 1.97 is for the statement 'He/she has performed works with collaboration of others to meet the organization objective'. The overall mean (2.155) indicates that there is a lack of teamwork among the employees at HU.

4.3.4: Assessment of quality of work

Quality of work is essential in any organization which enhances the performance of the employees and superior status. In this background an assessment was carried out in this research and the arrived results are presented in table 10.

Table 10: Quality of work performed by the Subordinates

Statements	SD	D	N	A	SA	M	SD
He/she has performed his/her work, Meeting standards	- (-)	14 (37.8)	20 (54.1)	03 (8.1)	- (-)	2.70	0.618
He/she has performed his/her work well with minimal time by meeting deadline.	06 (16.2)	16 (43.2)	06 (16.2)	08 (21.6)	01 (2.7)	2.51	1.096
Quality work (overall)	03 (8.1)	15 (40.5)	13 (35.15)	05 (14.35)	01 (1.4)	2.61	0.857

Note: Figures within brackets show percentages

It is observed that for statement 'He/she has performed his/her work, meeting standards' majority (48.6%) of the leader respondents disagreed the statement with a average value of 2.70. The lowest mean of 2.51 is for the statement 'He/she has performed his/her work well with minimal time by meeting deadline'. The overall mean score (2.61) suggests that quality of work in the organization has below moderately exhibited by employees.

4.3.5: Assessment of punctuality

Punctuality of employees is an important element which will pave the way for enhancing the performance of any workforce and also accomplish the tasks in a specified period of time. If the employee is not come to the office in time and start his/her work in time, the specified works cannot accomplish in time. From the table 11 results, it is found that for the statement 'Work performed in time as requested' most of the leaders denied that their employees are not following punctuality and scored mean value 2.70. The lowest mean of 2.22 has secured for the statement 'Time for signing in/out followed'. The overall mean score (2.51) result suggests that punctuality in work place in the organization exhibited below average.

Table 11: Punctuality of the Subordinate Employees

Statements	SD	D	N	A	SA	M	SD
Time for signing in/out defined	07 (18.9)	12 (32.4)	08 (21.6)	08 (21.6)	02 (5.4)	2.62	1.187
Time for signing in/out followed	07 (18.9)	20 (54.1)	06 (16.2)	03 (8.1)	01 (2.7)	2.22	0.947

Work performed in time as requested	01 (2.7)	13 (35.1)	20 (54.1)	02 (5.4)	01 (2.7)	2.70	0.740
Punctuality (overall)	05 (13.5)	15 (40.5)	11 (30.63)	04 (11.7)	01 (3.6)	2.51	0.958

Note: Figures within brackets show percentages

4.3.6: Overall assessment of employees' performance

In this section, the overall performance of the subordinate employees has been assessed and the results are presented in figure 7. The results indicate that overall performance of the subordinate employees is poor since mean value of majority of the variables is below 3 and only one variable that is executing defined duties only secured mean value more than three. This indicate that the leadership styles followed by the leaders are not that much effective in achieving employee performance.

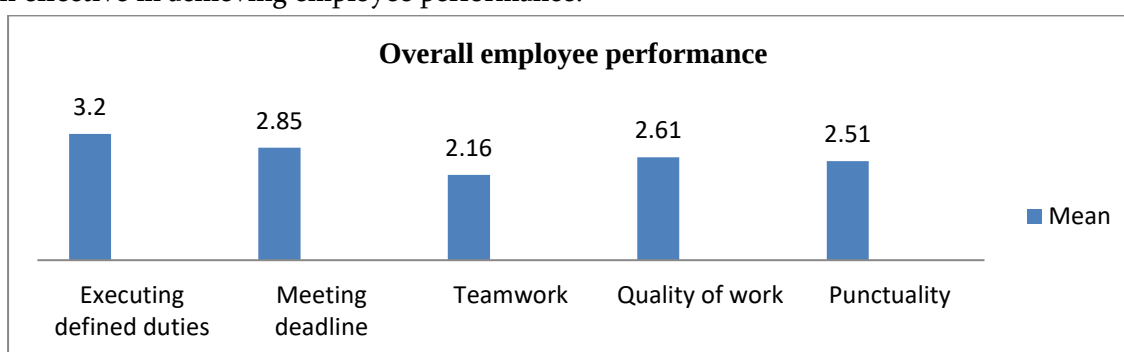


Figure 7: Overall employee performance

4.4: Association between Leadership Style and Employee Performance - Correlation Analysis

In addition to the descriptive analysis as discussed in the previous section, to make scientific way Pearson correlation coefficient analysis was carried out to compute the correlation between the dependent variable (Employee Performance) and the independent variables. According to Sekaran, (2015), this relationship is assumed to be linear and the correlation coefficient ranges from -1.0 (perfect negative correlation) to +1.0 (perfect positive relationship). The correlation coefficient was calculated to determine the strength of the relationship between dependent and independent variables (Kothari and Gang, 2014).

Table 12: Pearson Correlation Results

Correlations						
	Employee performance	Laissez-faire leadership	Democratic leadership	Transformational leadership	Transactional leadership	Autocratic leadership
Employee performance	1	.041	.540**	.479**	.619**	.169*
	216					
Laissez-faire	.041	1				
	.553		1			
	216			1		

Democratic leadership	.540**					
	.000					
	216					
Transformational leadership	.479**					
	.000					
	216					
Transactional leadership	.619**					
	.000					
	216					
Autocratic leadership	.169*					
	.013					1
	216					216
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

In trying to show the relationship between the study variables and their findings, the study used the Karl Pearson's coefficient of correlation (r). According to the findings, it is clear from coefficient value that there is a positive correlation between the independent variables, Laissez-faire Leadership ($r = 0.41$), Democratic Leadership ($r = 0.54$), Transformational Leadership ($r = 0.47$), Transactional Leadership ($r = 0.619$), Autocratic Leadership ($r = 0.169$) and the Employee Performance. This indicates that employee performance is purely based on the leadership style followed by the leaders in Hawassa University.

To ascertain the above results, a confirmatory factor analysis was also carried out. The five factors were then subjected to linear regression analysis in order to measure the success of the model and predict causal relationship between independent variables (Laissez-faire Leadership, Democratic Leadership, Transformational Leadership, Transactional Leadership, and Autocratic Leadership), and the dependent variable (Employee Performance).

Table 13: Coefficient of Determination (R^2)

Model Summary				
Model	R	RSquare	Adjusted RSquare	Std. Error of the Estimate
1	.769 ^a	.591	.525	.778
a. Dependent Variable: Employee performance				
b. Predictors: (Constant), Autocratic leadership, Democratic leadership, Transformational leadership, Laissez-faire leadership, Transactional leadership				

The regression model results of leadership style with the coefficient of determination (R^2) = 59.1% and $R = 0.769$ at 0.05 significance level. The coefficient of determination indicates that 59.1% of the variation on employee's performance is influenced by predictors (leadership style). This shows that there exists a positive relationship

between leadership style and employee performance. The test of beta coefficient shows that there is a significant relationship between leadership styles and employee performance as positive as well as negative. However, this is still a good model as Cooper and Schinder, (2013) pointed out that a small value of R^2 0.10-0.20 is acceptable in social science research.

Regression Analysis

In this study, multiple regression analysis also carried out to see the relationship between the dependent variable and the stated independent variables.

Analysis of Variance (ANOVA)

The study used ANOVA to establish the significance of the regression model. In testing the significance level, the statistical significance was considered significant if the p -value was less or equal to 0.05. The significance of the regression model as in Table 14 indicates with P -value of 0.000 which is less than 0.05. This indicates that the regression model is statistically significant in predicting factors of employee performance. Based on the confidence level at 95% indicates high reliability of the results obtained. The overall ANOVA results indicate that the model was significant at $F = 43.717, p = 0.001$.

Table 14: ANOVA Results

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	185.864	5	37.173	43.717	.000 ^b
	Residual	178.562	210	.850		
	Total	364.426	215			
a. Dependent Variable: Employee performance						
b. Predictors: (Constant), Autocratic leadership, Transformational leadership, democratic leadership, transactional leadership, Laissez-faire leadership, Transactional leadership						

Table 15: Multiple Regression Results

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.187	.311		.600	.549
	Laissez-faire leadership	-.060	.049	-.063	-1.233	.219
	Democratic leadership	.253	.088	.193	2.889	.004
	Transformational leadership	.410	.065	.327	6.349	.000
	Transactional leadership	.441	.074	.407	6.001	.000
	Autocratic leadership	-.002	.049	-.002	-.044	.965
a. Dependent Variable: Employee performance						

b. Predictors: (Constant), Autocratic leadership, Transformational leadership, Democratic leadership, Transactional leadership, Laissez-faire leadership,

The regression equation is $Y = 0.187 + (-0.060)X_1 + (0.253)X_2 + (0.410)X_3 + (0.441)X_4 + (-0.002)X_5$

Where; Y = Dependent variable (Employee Performance); X_1 = Laissez-faire Leadership; X_2 = Democratic leadership; X_3 = Transformational Leadership; X_4 = Transactional Leadership; X_5 = Autocratic leadership

The regression equation has established that taking all factors into account (laissez-faire leadership, democratic leadership, transformational leadership, transactional leadership, and autocratic leadership) constant at zero employee performance was 0.187. The findings also show that taking all other independent variables at zero, a unit increase in transformational leadership will lead to a 0.410 increase in the scores of employee performance; a unit increase in transactional leadership will lead to a 0.441 increase in employee performance and a unit increase in democratic leadership will lead to a 0.253 increase in employee performance. Beta coefficient value is -0.060 and -0.002 with a significant value of 0.219 and 0.965 respectively which is higher than 0.01 and 0.05. Hence, laissez-faire and autocratic leadership found to have a negative significant impact on employee performance. This finding is similar to Jayasingam and Cheng (2009) where they found autocratic power produces negative influence on employee performance. This has been supported by Puni, et al (2014) and Akor (2014) research. From the table we can see that the predictor variables of transformational leadership, transactional leadership and democratic leadership got variable coefficients statistically significant since their p-values are less than the common alpha level of 0.05.

Table 16: Hypotheses Testing

Research Hypothesis	β	t	Sig	Comments
HO1: Laissez-faire leadership has no significant effect on employee performance.	-.063	-1.233	.219	Accepted HO1
HO2: Democratic leadership has no significant effect on employee performance	.193	2.889	.004	Reject HO2
HO3: Transformational leadership has no significant effect on employee performance	.327	6.349	.000	Reject HO3
HO4: Transactional leadership has no significant effect on employee performance	.407	6.001	.000	Reject HO4
HO5: Autocratic leadership has no significant effect on employee performance.	-.002	-.044	.965	Accepted HO5

5. Conclusion and Recommendations

The University expects employees to perform, directors expect their followers to perform too. The results of this study provided insights into what employees need from their immediate boss and the kind of leadership behavior they prefer. This information could be used to help develop strategies and meet organizational needs through leadership behavior development. It is understood from the study that transformational leadership, transactional leadership and democratic leadership styles help administer employee performance in Hawassa

University. Further the three mentioned leadership styles reduce poor employee performance hence helping HU to have high performing employees. Laissez-faire leadership style and autocratic leadership style had a negative correlation with employee performance. This shows that autocratic leadership style and laissez-faire leadership style are not an effective leadership style to improve employee performance. According to the results, some strategies for improving directors/team leader's leadership skill and employee performance could be suggested.

- Employees would like to see more of idealized attributes in their directors/team leaders; therefore, the directors/team leaders should act to promote faith from their subordinates.
- The directors/team leaders should have sense of innovation and also encourage followers to seek more opportunities and possibilities, not just achieve performance within expectations.
- Leaders should understand the values of the followers and try to build their department strategies, plans, processes and practices that will likely to improve the well-being of staff.
- Respect for individual is also very key in building a positive relationship between leaders and employees.
- Leaders should monitor performance on a timely basis to enhance the employees' performance.
- Whenever a problem arises, directors/team leaders should try to intervene into the issues as soon as possible. They should not wait until the problems become more serious just take action.
- It is obvious to see that autocratic leadership is not an effective leadership style. So directors/team leaders should try to avoid this style.
- Directors should enrich the knowledge about the perceptions of leaders' behaviors and how these behaviors relate to employee performance.
- Leadership development programs could help leaders to understand the relationships between effective leadership styles and employee performance.
- Organization can develop certain training programs or mentoring by professionals for the directors and team leaders to improve directors/team leaders' leadership skill.
- The organization and directors should involve employees in decision making and leadership improvement and provide training and teamwork facilitation.
- Policies and practices related to rewards or feedback system in the organizations can be adjusted to meet employees' needs in order to improve employee performance.
- In a summary, some strategies and managerial plans need to be developed in order to attain better performance.

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