

UNIVERSITY OF GHANA

**THE IMPACT OF ORGANISATIONAL LEADERSHIP BEHAVIOUR ON
PERFORMANCE OF PUBLIC INSTITUTIONS IN GHANA: A CASE STUDY OF
ENVIRONMENTAL PROTECTION AGENCY**

BY

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DECLARATION

I hereby declare that this research is the outcome of my own research and has not been presented for any academic degree in this or any other university. All references used in the work have been duly acknowledged. I am fully responsible for any shortcoming.

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CERTIFICATION

I certify that this research work was supervised in accordance with the rules and regulations of University of Ghana.

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DATE

DEDICATION

I dedicate this research to my father, Mr. John Kyereh Bediako for his prayers and support.

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ABSTRACT

Today leadership has been regarded to have a major influence on the performance of organizations, managers and employees. “As most people are directly or indirectly consciously or unconsciously being influenced or influencing others in the role of leadership, it has been argued that for organizations to achieve business efficiency and economic development, they must adopt leadership styles that best suit their environment This study has examined the impact of leadership behavior on performance of EPA A case study research design was adopted A mixed method approach was employed to collect and analyze data As a result both questionnaires and semi-structured interviews were used to collect data The study had a sample size of 113 respondents The study findings show that leadership has indeed played a role in the improvement of performance of EPA It was found that different leadership styles are employed in the organization depending on the situation at hand The study further identified that a number of challenges plague effective leadership at EPA and for leadership to be greatly enhanced these challenges need to be addressed The study therefore concludes that leadership style has an impact on employee and organisational performance, and considering the changing trends there is need for public organizations to adopt an integrated leadership approach to achieve high levels of productivity”.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept of leadership exists and permeates all societies and has been deemed very essential to the functioning and effectiveness of organizations within societies (Ardichvili and Kuchinke, 2002). “Today leadership has been regarded to have “a major influence on the performance of organizations, managers and employees (Wang et al 2005) The concept of leadership has been defined in several ways Robbins and Coulter (2005) define leadership as process of influencing a group towards the achievements of goals and a leader as someone who can influence others and who has managerial authority”. Similarly Northouse (2012) also defined leadership as “a process whereby an individual influences a group of individuals to achieve a common goal.”

As most “people are directly or indirectly consciously or unconsciously being influenced or influencing others in the role of leadership, there is a growing interest in determining the components that makes or contribute in making an ordinary person a great leader (Bateman and Snell, 2002) It has been argued that for organizations to achieve business efficiency and economic development, they must adopt leadership styles that best suit their environment (Wammy, 2014) This is because every leadership style possess the potential of motivating, managing, influencing, and controlling employees as well as resolving conflicts among employees in an organization (Northouse, 2012).”

However researchers in the field of management have highlighted how organizational performance is highly dependent on leadership style adopted and applied in organizations (Hill,

2008). According to Matin and Farjami (2009) leadership theories clearly establish the influence of leadership style on employee performance as well as employee satisfaction and motivation which subsequently contributes to organizational performance. Similarly, Cordelo (2003) identified that the behaviours of leaders tend to affect the quality of organizational outcome. As a result, it has been suggested that effective leadership is where an organization adopt and apply the appropriate leadership style so as to reflect situational demands in an organizational environment (Kenneth, 1989).

Previous studies have identified various forms of leadership styles exhibited by leaders in various organizations in both the public and private sector across developed and developing countries (Bass, 1985; Avolio, 1993; Bran, Heyl and Maritz, 2000; Paracha et al 2012; Babatunde, 2015). Common among these leadership styles have been: the behavioral leadership styles which include autocratic, democratic and laissez faire leadership styles; the charismatic leadership styles which involve the transformational and transactional leadership styles (Bass, 1985; Avolio, 1993; Bran, Heyl and Maritz, 2000; Paracha et al 2012; Babatunde, 2015).

These foregoing leadership styles have helped explain various leadership behaviours exhibited by various leaders in organizations and societies (Levin, 2000). They provide a clear understanding of why some leaders behave in a certain way different from other leaders and how they either enhance performance or constrain performance in organizations. Studies have therefore highlighted the influence of the various leadership styles on employee and organizational performance (Avolio, 1993; Ismail et al., 2011; Ojokuku et al., 2012; Dalluay & Jalagat, 2016)

1.2 Research Problem

The role of leadership in promoting performance in public sector organizations has become very significant. The public sector of Ghana has attracted several reforms which have sought to enhance public sector effectiveness and efficiency in both service delivery and overall organizational performance. However implementation of these reforms have failed to live up to expectations. One of the several challenges to the failure of these public sector reforms have been attributed to lack of effective leadership skills among top management of public sector organizations (Ayee, 2001; Adei and Boachie-Danquah, 2003). It has been established that absence of requisite leadership skills stifles innovative and strategic organizational decisions, as well as efficient management of financial and other resources (Wang et al., 2005). In attempt to enhance the efficiency and effectiveness in the management of financial resources and also to enhance performance of public sector organizations, in 2016 some public service organizations were weaned off government subvention. As a result these organizations are required to generate their own revenue and pay their employees from the internally generated funds.

One key public institution that has been given this status is the “Environmental Protection Agency an agency of the Ministry of Environment, Science Technology and Innovation established by EPA Act 490 (1994) As a regulatory body the EPA is basically dedicated to improving, conserving and promoting the country’s environment and striving for environmentally sustainable development with sound, efficient resource management, and enforcement of environmental law and regulations.” After two years of being weaned off government payroll, there seems to show an improvement in the management and operations of

the agency. Employees can be observed to show commitment to work and job assignments. General performance has seen a significant positive trend. It is therefore important to identify what could be causing the general improvement in the operations and performance of the agency. This study therefore sought to examine whether leadership has played a significant role in the performance of the agency.

1.3 Research Objectives

The study was underpinned by the following objectives:

1. To identify the leadership styles exhibited at EPA.
2. To examine the relationship between leadership and performance of EPA.
3. To examine the challenges to effective leadership behavior at EPA.

1.4 Research Questions

The study was guided by the following research questions:

1. What leadership styles are exhibited at EPA?
2. What is the relationship between leadership style and performance of EPA?
3. What are the challenges to effective leadership behavior at EPA?

1.5 Scope of the Study

This study was undertaken at the EPA head office in Accra. In examining the leadership style influencing performance of EPA, the study focused on the following leadership styles: autocratic, democratic, laissez faire, transformational and transactional leadership styles. With regards to performance, the study examined the performance of EPA over the last 2 years since it

was weaned off government subvention (thus from 2016 to 2018). As a result only respondents who have been employed in the institution for the past two years were involved in the study since it was presumed that they would have gone through the performance appraisal process and thus have their performance assessed.

1.6 Significance of the Study

“The results of the study would enable organizational leadership to determine which styles to adopt so as to enhance employee motivation and commitment, and hence develop a much better engagement and connection with the organization Adoption of the appropriate style would help promote employee trust and loyalty for the organization.”

The study sought to “highlight how employees’ values, attitudes, and leadership styles play a very crucial role in enhancing employee performance, and these can be carefully adjusted to produce a strong impact on employee performance at EPA.”

This “study further sought to examine the influence of leadership on employee performance so as to provide an overview on the general performances of individuals at EPA Moreover, the results of the study would help to inform decision makers and policy makers to be aware of the influence of leadership on the performance of employees in the public sector Furthermore findings from this study would be used by EPA and other government agencies and government authority decision makers in setting the appropriate management policies in their working areas.”

Finally the “findings will also provide up-to date information for researchers and organization decision makers to the already existing body of knowledge on the influence of leadership styles on the performance of employees in public sector It has further explored some of the reasons for poor performance in various organizations and recommended the proper measures that need to

be undertaken in order to improve the performance of employees, subsequently enabling organizations to meet their objectives.”

1.7 Organization of the Study

The study was organized into five chapters: “Chapter one which is on introduction consisted of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and organization of the study; Chapter two basically looked at existing literature and the reviews of such literature on the subject under review; Chapter three discussed the methodology that was used to conduct the research; Chapter four focused on the analysis of collected data and discussions of the findings of the study; and finally Chapter five presented the summary of findings, recommendations and conclusion of the study.”

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review on various theories and leadership styles advanced by scholars on the concept of leadership. It presents discussions on the concept of leadership from various scholarly perspectives. It further highlights various theories on leadership followed by discussion on employee and organizational performance. The chapter further review literature on the relationship between leadership style and performance and subsequently presents the conceptual framework for the study.

2.2 The Concept of Leadership

The concept of leadership has been regarded as one of the most important and relevant issue in organizational setting. Leadership as a concept has therefore attracted much attention by both scholars and practitioners in both the private and public sector. This stems from the fact that leadership has been deemed as very critical to organizational success and effectiveness. There is no one accepted definition of leadership. This is because leadership has been defined in several ways by various scholars. Leadership is therefore considered as a very complex concept (Adlam, 2003). Jaques and Clement (1991:3) define leadership “as a process in which an individual sets direction for other people and carries them along in that direction with competence and productivity.” Schermerhorn, Hunt and Osborn (2000:21) also define leadership “as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done.” Similarly Armstrong (2003:54) believes that leadership “is the ability to persuade others willingly to behave differently for achieving the task set for them with the help of the group”.

Arguing in the same vein Hill (2008) defines leadership as “the process of motivating, influencing and directing others in the organization to work productively in the pursuit of organization goals.” It is also believed that “leadership is the ability to convince and mobilize others to work together as a team in order to achieve a certain goal” (Sundi, 2013). According to Kumar (2014) leadership is defined “as a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.”

The foregoing definitions present some agreements and disagreements as to what constitute leadership. All the definitions address the fact that for leadership to happen there must be a leader and followers. Thus leadership involves interaction between two or more people and the leader seeks to influence the behavior of other people. In addition it is agreed among scholars that the role of leadership is to ensure the achievement of set objectives and goals. Thus effective leadership is determined by the extent to which organizational goals and productivity are achieved.

On the other hand, the definitions draw attention to two perspectives of leadership. The first perspective focuses on leadership to be based on a downward exercise of power and authority over followers with no room for creativity and innovation. The other perspective that can be identified from the definitions focuses on leadership as emphasizing on power sharing with followers mixed with respect, cooperation and concern for followers who are given opportunity to be creative and innovate towards the achieve and improve organizational productivity.

2.3 Theories of Leadership

Several theories of leadership have been advanced in literature. These theories can be categorized into three main groups: Trait theories, Behavioural theories and Charismatic theories.

2.3.1 Trait Theories

“The first group of theories presented by early studies is the trait theories of leadership. These theories consider personal qualities and characteristics that differentiate leaders from non-leaders. Trait theory of leadership considers traits such as physical stature, appearance, social class, emotional stability, fluency of speech, sociability, drive and desire to lead, honesty, integrity, self-confidence, intelligence, job-relevant knowledge and extraversion (Bodla and Nawaz, 2010)”.

2.3.2 Behavioural Theories

“The next group of theory is the behavioural theories that propose that certain specific behaviours differentiate leaders from non-leaders. This approach identifies three styles of leadership based on leader’s behavior that are autocratic style, democratic style, and laissez-faire style.” “According to Robbins and Coulter (2005) autocratic style describes a leader who tends to centralize authority, dictate work methods, make unilateral decisions, and limit employee participation, the democratic style describes a leader who tends to involve employees in decision making, designate authority, encourage participation in deciding work methods and goals, and use feedback as an opportunity for coaching employees and the laissez-faire style describes a

leader who generally gives the group complete freedom to make decisions and complete the work in whatever way it sees fit.”

2.3.3 Charismatic Theories

Other group of theories is known as the charismatic theories of leadership. These theories “explain a form of leadership based on follower perceptions that the leader is endowed with the gift of divine inspiration or supernatural qualities.” “Charismatic leaders are more likely to come forward as leaders during times of great social crisis and are often instrumental in focusing society’s attention to the problem it faces by means of a radical vision that provides a solution.” Popular among charismatic theories is the “transformational and transactional style of leadership” advanced by Burns (1978).

Transformational leadership is a type of leadership where the leader moves the follower beyond “immediate self-interests, elevates the follower’s level of morale, motivation, maturity, morals and ideals as well as concerns for achievement, self actualization, and the well-being of others, the organization, and society Transactional leadership on the other hand is an exchange process based on the fulfillment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes” (Bass, 1999). Thus the transactional leader’s behaviors are primarily focused on “clarifying role and task requirements and providing followers with material or psychological rewards contingent on the fulfillment of contractual obligations.”

2.4 Theoretical Framework of the Study

2.4.1 Integrated Theory of Leadership

“The most common and extensively used approach to build leadership capacity has been the single-solution approach where organizations rely primarily on one method to build leaders.” Many “organizations implement the single-solution approach because they assume there is one answer that will solve their leadership gap problems.” The single-solution approach “does have some advantages in that it can be easy to implement.” It also ensures a certain level of consistency, since all leaders receive the same content. “It also provides leaders the opportunity to come and learn together” (Weiss and Molinaro, 2006). However, “the single-solution approach also has weaknesses and limitations that essentially make it ineffective as a sole strategy for building leadership capacity.” In many cases a single-solution approach to leadership development also has had “a tendency to adopt generic leadership models that overemphasized personal traits and characteristics of individual leaders” (Ulrich, 1999). Many of these models “provide valuable insights, but leaders typically find them to be too theoretical and often disconnected from day-to-day realities of the jobs and the problems that leaders face.” These models also “focus too heavily on the individual leader or personal leadership and do not adequately address other important elements of leadership.” “This has led many organizations to think of leadership as a product or event” (Ready and Conger, 2003).

“Today many organizations have recognized that the single-solution approach to leadership development is insufficient to build leadership capacity.” These organizations implement a more evolved approach by utilizing a range of leadership development options. Weiss and Molinaro (2006) refer to this as “the integrated approach to leadership development This approach recognizes that simple single-solutions are insufficient and multiple-solutions are necessary to

overcome the leadership gap Today, organizations have a wide array of development options available” (Saratoga Institute, 1998; McCauley et al., 1998).

“A leadership gap often persists in organizations that implement a single-solution approach to leadership development According to Weiss and Molinaro (2006), several factors are creating a new sense of urgency for organizations to evolve to an integrated solution to leadership development”:

The complexity of the business environment: “Organizations need to understand that the emerging environment in which leaders operate today is more complex and intense It is placing greater pressure and demands on leaders As a result single-solution and multiple-solution approaches to leadership development are not robust enough to build the leadership capacity required today Leadership development in today’s world needs to be more integrated and sophisticated.”

The requirement to achieve results on many levels: “Today, the stakes are higher, and leadership development must deliver on many levels It must not be done just for the sake of doing it but must achieve the following: transfer vital skills and ideas to leaders; enhance performance; reinforce corporate culture and values; drive business results; and adapt to changing business realities In essence leadership development must be relevant, align to business strategy and add value to leaders.”

The expectations of leaders are high: “Higher expectations are being placed on organizations First, senior executives want to ensure that their investment in leadership development is maximized and delivers on the promise to build the leadership capacity needed Second, the leaders who are the participants of leadership development also have extremely high

expectations and want their organizations to implement integrated and high-value leadership development options.” Consequently, “HR and leadership development practitioners are under tremendous pressure to deliver results. A common “failure” path is to embrace the single-solution approach to leadership development.”

The study is therefore underpinned by the integrated theory of leadership. The study therefore argues that for EPA to achieve high performance should adopt a multiple integrated approach to leadership.

2.5 Defining performance

It has been argued that “if you can't define performance, you can't measure or manage it” (Armstrong and Baron, 1998:23). This is a “challenge to managers of public organizations because the overwhelming debate on performance today is whether it entails behaviour, results, or both.” Performance is referred to “as being about doing the work, as well as being about the results achieved” (Otley, 1999). Performance “is a multidimensional construct, the measurement of which varies, depending on a variety of factors that comprise it” (Fitzgerald and Moon, 1996). “Others argue that performance should be defined as the outcomes of work because they provide the strongest linkage to the strategic goals of the organisation, customer satisfaction, and economic contributions (Rogers, 1994). It is important to determine whether the measurement objective is to assess performance outcomes or behaviour. Therefore, an organisation should distinguish between outcomes (results/output), behaviour (the process) and appropriate performance measurement devices.”

According to Campbell (1990) “performance is behavior and should be distinguished from the outcomes because they can be contaminated by system factors, which are outside the control of

the performer What is implied in Campbell's argument is that performance measurement can only focus on an individual/group's final output, if and only if, system factors are controllable." In contrast, Edis (1995) asserts that "performance is something that the person leaves behind and that exists apart from the purpose This paper adopts a comprehensive view that performance is achieved if it is defined as embracing three interrelated variables: behaviours (processes), outputs, and outcomes (value added or impact) Bromwich (1990) also supports this view by arguing that performance means both behaviours and results, behaviours emanating from the performer." Conceivably, "behaviours, results and value-added are inseparable and interdependent variables They are all important in performance management schemes. Examples of the measurement and its indicators are as follows (Aguinis, 2014)":

(i) *Quality*: "The quality of work performed can be measured by several means The percentage of work output that must be redone or is rejected is one such indicator In sales environment, the percentage of inquiries converted to sales is an indicator of salesmanship quality."

(ii) *Quantity*: "The number of units produced, processed or sold is a good objective indicator of performance It is indicated that in assessing performance there should not be too much emphasis on quantity as to compromise quality."

(iii) *Cost-Effectiveness*: "The cost of work performed should be used as a measure of performance only if the employee has some degree of control over costs For example, a customer service representative's performance is indicated by the percentage of calls that he or she must escalate to more experienced and expensive representatives."

(iv) *Timeliness*: “How fast work is performed is another performance indicator that should be used with caution In field service, the average customer’s downtime is a goal indicator of timeliness In manufacturing, it might be the number of units produced per hour.”

2.5.1 Organizational Performance

“An organization is judged by its performance. Organizational performance revolves around the extent to which an organization is able to meet its short and long term strategic goals and vision (Armstrong, 2003) For more than a decade, organizational environments have been hit with radical changes As a result there has been greater competition in the global business environment and so majority of organizations have greatly streamlined their operations in order to stay competitive (Collis and Montgomery, 1995) Every moment presents a diverse set of challenges and obstacles: laws and regulations are evolving, the economy is altering, and, most importantly, no one is aware of what problems or obstacles will arise To remain competitive in such an environment, an organization needs to get the most out of its assets, especially the human assets.”

“Many organizations feel that their people can provide a competitive advantage, and therefore contribute to the organization’s performance Employees play a pivotal role in organizational success and employee performance has been shown to have a significant positive effect on organizational performance (Collis and Montgomery, 1995)”. “One of the major pitfalls in an organization occurs when managers believe their organizations are constantly operating at the highest level of efficiency, or that they do not require input from their employees (Foot and Hook, 1999)”.

“For organizations to accomplish their goals, they must therefore continually look for better ways to organize and manage their work. There is a growing recognition that the primary source of competitive advantage is derived from an organization’s human resources.”

2.5.2 Employee Performance

According to Armstrong (2003) organizations “are in need of achieving the planned goals in order to survive in business. Performance is a multidimensional construct and an extremely vital criterion that determines organizational successes or failures.” Performance have been defined by scholars in many ways. According to Millcorvich and Bondream (1997), employee performance can be defined as “the degree to which employees accomplish work requirements.” According to them efficiency of an organization is reflected by employee performance. It has been further noted that “performance is the attained outcome of actions with skills of employees” (Prasetya, 2011). Therefore according to Pattanayak (2005) performance of an employee “is his/her resultant behavior on a task which can be observed and evaluated” (Pattanayak, 2005). It is further explained that “employee performance is the contribution made by an individual in the accomplishment of organizational goals. Here employee performance is simply the result of patterns of action carried out to satisfy an objective according to some standards. This means employee performance is a behavior which consists of directly observable actions of an employee, and also mental actions or products such as answers or decisions, which result in organizational outcomes in the form of attainment of goals.” Performance is considered “as an important activity that provides both the goals and methods to achieve the organizational goals and also provide the achievement level in terms of output” (Ibrahim, 2004).

2.6 Leadership and Performance: Empirical Evidence

The concept of performance can be looked at in various ways. It can be discussed “in relation to various leadership styles Performance in organizations supervised by autocratic or democratic leaders and those supervised by transactional leaders or transformational leaders lead to different results.” Empirical findings concerning the relationship and effect of leadership style on employee performance are presented below.

2.6.1 Transactional Leadership Style and Performance

Transactional leadership is “an exchange process based on the fulfillment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes” (Bass, 1999). Thus “the transactional leader’s behaviors are primarily focused on clarifying role and task requirements and providing followers with material or psychological rewards contingent on the fulfillment of contractual obligations.” Avolio (2003) identified “two main characteristics of transactional leadership, namely contingent reward and exception management Transactional leadership is the one whereby the leaders and the subordinates agree on the targets to be met and performance indicators to be used to measure performance. Subsequently there are mutual agreement on rewards and punishments if one successfully meets organizational goals or fails to meet organizational goals” It is pointed out that “transactional leadership style is one leadership style that emphasizes on transaction between leaders and subordinates (Yulk, 2007) In a transactional leadership individuals or subordinates tend to be motivated and influenced by exchange of rewards with a particular performance In a transaction the leaders promise to give rewards when subordinate are able to complete their duties in accordance with agreements.” This is to say “that subordinates are motivated to work so as to reach the organization goals Transactional leadership styles can therefore have a positive or

negative effect on performance It depends on employee assessment and agreements upon those assessments.” Positive effect can occur “when employees assess transactional leadership positively and a negative effect can occur if employees consider that transactional leadership styles cannot be trusted because they do not keep their promises, dishonest or not transparent Mutual trust between employees and leaders on transactional leadership is very important so as to reach the desired positive results Most of the organizations set key performance indicators (KPI) which help to lead consensus when evaluating employee performance hence avoiding biasness when evaluating employee performance hence create transparency in the whole business.” It was also noted from Posner (1995), Burns (1978) and Avolio (1999) that “transactional leadership does not encourage creativity among employees, it does not enhance accountability among employees hence it cannot improve performance of an organization.”

2.6.2 Transformational Leadership and Employee Performance

“Transformational process can be seen through a number of transformational leadership behaviors as: attributed charisma, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration” (Bass, 2003). Transformational leadership style “can improve performance because transformational leadership style wants to develop knowledge and employees potential” (Yukl,2007). The Leader “with transformational leadership provides opportunity and instills confidence in his subordinates to carry out duties in accordance with his mindset to achieve organizational goals It is pointed that a transformational leader encourages subordinates towards the vision, mission and organizational goals, encouraging and motivating them to show maximum performance, stimulates subordinates to act critically and to solve problems in new ways and treat employees individually” (Butler,1999). It is noted that “transformational leadership does not promote organizational learning (Senge, 1990) Since it

does not promote organizational learning organizations experiencing transformational leadership style cannot promote good performance to organization” (Bryant, 2003).

2.6.3 Laissez faire leadership and employee performance

Ability of the leader “to lead is dependent upon various situational factors, including the leader's preferred style of leadership Contingency theories support a great deal of empirical freedom to leadership, (laissez-faire style)” (Northhouse, 2001). “Many researchers have tested it and have found it to be valid and reliable to explaining how effective leadership can be achieved It stresses the importance of focusing on inter personal relationships between the leader's style and the demands of various situations and employees Under this type of leadership maximum freedom is allowed to subordinates to perform their duties so as to reach the required goals” (Kumar, 2015). “Employees are given freehand in deciding their own policies and methods and to make independent decisions Leaders carry 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 On the other hand, much has been written in regard to the relation of positive self and effective management.” Kerns (2004) discussed “the relationship of values to organizational leadership and his study was hugely in support of the laissez-faire style in bridging the gap between the employer and employee where his concern was solely on the fact that laissez-faire would create a positive environment through which employees and employers felt like a family regardless of their positions.” Armstrong (1999) found that “in organizations led by laissez faire leaders, their employees tend not to assume responsibility, abuse rules and take no initiatives to perform better Hence he concluded that laissez faire leadership style influences employees to perform poorly at the workplace.”

2.6.4 Autocratic leadership and Employee performance

“Autocratic leaders are leaders who believe in always being right in their decisions. They can damage organizational goals, strategies and future since they force their followers to execute strategies and orders they think can lead to success can come from.” Autocratic leadership “lacks shared vision, motivation, creativity, teamwork, commitment and innovation” (Michael, 2010). Autocratic leaders are described as “leaders whose actions lead to total organizational failure nevertheless, it is noted that autocratic leadership may be very inevitable and helpful where quick decision needs to be done without consulting large group of people” (Bass, 1999).

2.6.5 Democratic Leadership and Employee Performance

Democratic leadership style is “exhibited where the focus of power is more towards the group as a whole, and where there is greater interaction within the group” (Mullins, 2002). The manager “shares the leadership functions with members of the group where he or she takes part as a team member. The manager would characteristically lay the problem before the subordinates and invite discussion. In this respect the manager’s role is to be a conference leader rather than that of decision taker. The manager allows the decision to emerge out of the process of the group discussion, instead of imposing it on the group as a boss”. This leadership style is appropriate “only in instances where the nature of the responsibility associated with the decision is such that group members are willing to share with their manager, or alternatively the manager is willing to accept responsibility for decisions, which he or she has not made personally.”

The point of focus is sharing: “the manager shares decision-making with the subordinates. Even though he or she invites contributions from the subordinates before making a decision, he or she retains the final authority to make decisions (consultative). The manager may also seek

discussion and agreement with subordinates over an issue before a decision is taken (consensus) He or she may allow the subordinates to take a vote on an issue before a decision is taken (democratic) He or she coaches subordinates and negotiates their demands (Dubrin 1998)".

"This leadership is viewed as an important aspect of empowerment, teamwork and collaboration It has been observed that an organisation is more effective when those who will be affected by the organization's decisions are fully involved in the decision-making process It is believed that subordinates share a sense of responsibility for the organisation when they are allowed to participate actively in decision-making (Prerez, Milstein, Wood and Jacquez, 1999)".

2.7 Empirical Findings and Conceptual Framework

A scan of literature reveals that several studies have been conducted on examining the relationship as well as relationship between leadership style and employee and organizational performance.

Ismail, et al. (2011) undertook a study titled "Interaction between Leaders and Followers as an Antecedent of Job Performance: An Empirical Study in Malaysia." Sample size "used by the researchers was 200 This study used a cross-sectional method to integrate the research literature, the in-depth interview, pilot study and the actual survey to collect data Convenience sampling technique was used. SPSS version 16 was used to analyze validity and reliability of data Pearson correlation analysis and descriptive statistic is used to access research variables The findings confirmed that interaction between leaders and followers does act as full antecedent of job performance."

Ojokuku, et al. (2012) did a study on "the Impact of leadership Style on Organizational Performance: A Case Study of Nigeria Bank in Nigeria." "The sample size used by the

researchers was 60 The study contained twenty of random picked banks in Ibadan, Nigeria A structured questionnaire was used to collect data from the heads of accountants, heads of operations, and branch managers on face-to-face basis The findings showed that there was positive and negative correlation between performance and leadership style and there was 23 percent variance of performance found in leadership style jointly predict organizational performance.” It was concluded that “transformational and democratic leadership styles have positive effect on both performance and followers, and are highly recommended to banks especially in this global competitive environment.”

Another research was conducted by Widayanti and Putranto (2015) on “Analysing the Relationship between Transformational Leadership and Transactional Leadership Style on Employee Performance in PT.TX Bandung in Indonesia.” “The sample size used by the researcher is 92 The objective of this research is to find the relationship between transactional and transformational leadership to employee performance and the significant relationship between these two variables The result proved that transactional and transformational leadership has positive relationship and it affects employee performance either concurrently or partially.”

Dalluay & Jalagat (2016) also “conducted a research on title Impacts of Leadership Style effectiveness of Managers and Department Heads to Employees’ job Satisfaction and Performance on Selected Small-Scale Businesses in Cavite, Philippines with a sample size used was 150.” Survey questionnaires were designed “to study the effects of manager leadership styles on employees’ performance and satisfaction The study concluded that corporations should constantly make the most of leadership style which enhances employees performance and employee job satisfactory level even though there is still rooms for improvements.”

A study undertaken by Banjo (2014) in South Africa about “the influence of leadership styles on the performance of employees in order to meet the desired results in their organization This study was conducted on the department of petroleum resources The results of their study were that transformational leadership style exerts effective results in employee’s performance because it motivates employees to go beyond ordinary expectations with high morale and reach planned goals very easily.” The study recommended that “Transformational leadership style is effective and appropriate for organizations and institutions that wish to compete successfully and mentor subordinates who will be managers of tomorrow to keep the flag of hope flying for the firm hence bring long lasting success of the firm and prosperity for the employees Leadership topic has been the area of interest to study and research for different groups of people who include academicians, managers, decision makers and practitioners since recent decades as determinant factor on employee behavior and performance towards achievements of organizational goals.”

In Nigeria Osabiya (2009) researched on “the impact of leadership style on employee performance in an organization This study found that the application of both Transformational and transactional leadership style in leading organizations influences employees’ performance.”

In Transformational leadership “many of the employees find their leaders as the role models and leading them visionary in order to reach the required organizational goals In this type of leadership employees are self motivated, result oriented and motivated most especially with the performance of their leaders which brings trust among the employees and the leaders.” In Japan Maxwell (1996) in his research noted “that in transactional leadership many of the employees are influenced with the fulfilled agreements between the employees and leaders where subordinates are always awarded when the desired results are achieved Many of the employees give trust to

their leaders as they fulfill the promises and agreements signed together with their subordinates and the organizations succeed to compete in the prevailing market situation” (Kashagate, 2013).

Babatunde (2009) noted in his research that “the application of autocratic leadership was in some cases successful depending on the nature of decision; it was successful in some cases when decision was quick and did not require many people to meet and reach decision. Although this type of decision was successful, it did not influence performance of employees, subsequently leading organizations to fail to meet their required goals” (Babatunde, 2009).

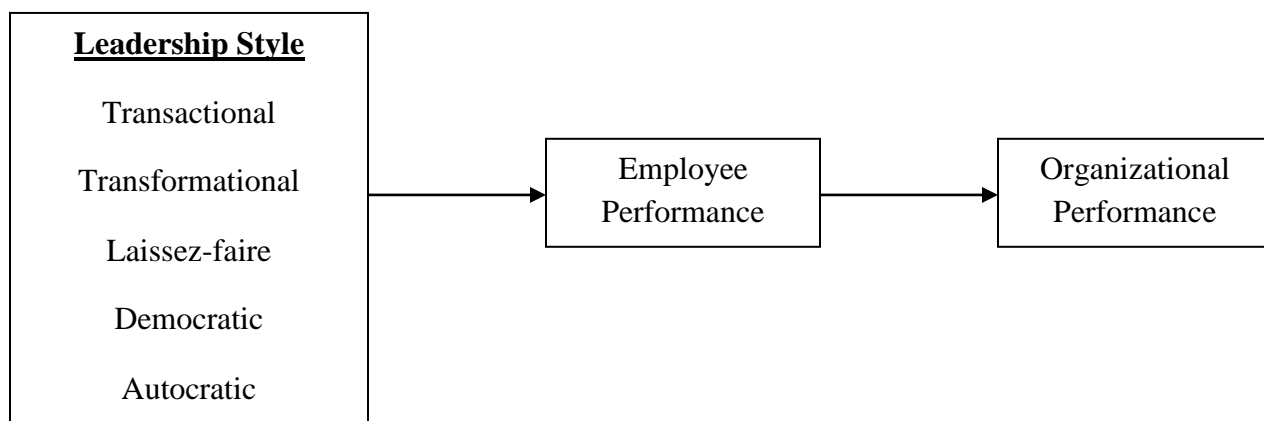
Nuhu (2005) in Uganda researched on the “Effects of leadership styles on employee performance in Kampala District Council.” The results show that “in Kampala District council Transformational leadership style empowers employees hence influence their performance, Transformational leadership style improves team work, self motivation and trust among employees hence easily reach the organizational targets. Autocratic leadership style was also used in Kampala District Council but did not bring the required results hence negatively influenced employee performance subsequently leading to less performance.” Laissez-Faire leadership style “was also used which in return gave positive results to some situations but most of the situations did not give the required positive results. He concluded that transactional leadership style is the only type of leadership which would bring the required results.”

In Kenya Onyango (2015) studied on “the effects of leadership style on employee performance at Bank of Africa Kenya Limited, he found that Transformational leadership style positively predicts employee performance. In Kenya Gimuguni (2013) researched on the influence of leadership style on employee performance in Uganda local Government authorities, the results show that most of the employees’ performance is influenced by transactional leadership style.”

Most of the employees are influenced “with transactional leadership for the case when there are the set agreements of performance and required performance indicators and the outcome of the results when one performs according to the agreements This type of leadership greatly influences employees and builds trust among employees and leaders hence leading to successfully meeting organizational goals.”

Based on the discussion and empirical evidence, it is clear that leadership style has an influence on performance of employees in an organization. The study therefore adopt the conceptual framework (as shown in figure 2.1 below) that the leadership style exhibited in organization has an effect on employee performance and an employee performance will also affect overall organizational performance.

Figure 2.1 Conceptual Framework



Source: Author's Construct

2.8 Research Gaps

“Books in the library, past researches, different studies, catalogues, databases and internet were widely accessed to identify the gap in literature. The literature on the influence of leadership style on employee performance shows that there is no common agreement on which type of the leadership styles influence employee performance and how each influence performance does. In most of the literature reviewed there are inconsistencies showing that there is the positive influence on employee performance caused by Transformational leadership and positive influence of transactional leadership on performance of employees. Nuhu (2005), Babatunde (2009) and Gumuguni (2014).” These researchers all together show that “there is the positive influence made by Transformational leadership on the performance of employees. Nevertheless, the influence of laissez faire leadership style and autocratic leadership style on the performance of employees is not straight forward discussed in these research studies”. “Hence it is not clearly identified the influence of Laissez faire and autocratic leadership style to employee performance except that Nuhu (2005) in Uganda is the one who identifies that in some cases autocratic leadership style gave the positive influence on performance of employees. These research results are contradicting to research results of Kaiwan (2009) that in his study it was identified that there is the negative influence of autocratic leadership towards performance of public employees. This shows that the evidence on the influence of leadership style on employee performance still has no common agreement among researchers.”

Many literature show “different views on influence of leadership styles on the performance of employees, Behn (1995), for example, points out that the issues of leadership styles on influencing employees performance is one of the question which needs to be properly addressed in organization management. According to Nuhu (2005), it is propagated that performance in

different sectors has been depending on the leading individual.” However, it is also noted that the “performance of the organization does not only depend on the leading leader rather than employee attitude towards work Maxwell (2003), Babatunde (2012) propounds that transformational leadership style influences workers performance more than other types of leadership styles.” On the other hand, “it is also propounded that transactional leadership style influences workers performance more than any other leadership style” (Patern, 1995).

Further literature show “that transformational leadership style generates higher performance than transactional leadership style Avolio (1993) and other researchers such as Bass & Avolio (1994); Kotter (1988) and Meyer & Botha (2000) in their literature have identified that transactional leadership is the most suitable leadership style for leading modern organizations.” On the other hand, “other literature show that Laissez Faire leadership style since sets employees to decide on their own, it motivates them to perform better than any other leadership style hence influences them to perform better than any other leadership style (Crom,1994) It is also denoted in other literature that Laissez Faire leadership style is one of the worst leadership styles in influencing employee performance as leaders let things go without monitoring performance of employees hence leading to less performance” (Yukl, 2007). The two literature have “no common agreement on the influence of laissez Faire leadership style where in one perspective it is seen that it can influence employee performance while on the other perspective it cannot influence employee performance.”

Maxwell (2015) in his literature noted “that transactional leadership is the one which highly motivates employees than transformational leadership It is also expressed that transactional leadership style is able to move subordinates beyond their normal level of performance to higher level of performance than any other leadership style” (Bass, 1985). Kashagate (2013) in his study

noted “that transactional leadership is the one which has shown negative influence on employee performance most especially on teachers’ service These two studies show different results which contradict on each other on the influence of transactional leadership on employee performance.”

Furthermore, this literature review also shows that “not all industries were covered by the researchers on the same topic Education industry was covered by Kashagate (2013), the banking industry is represented by Celestine Onyango (2015) and Babatunde (2009) The industry of local government was studied by Nuhu (2005) and Gimuguni (2014)”. These studies show that “many of the industries are not covered with this topic of research which needs to be addressed It is therefore noted that neither all industries nor countries are covered in the literature Researchers in Ghana have not researched on the topic and those who have done in other countries have not come up with common agreement on the influence of leadership styles on employee performance It is due to these reasons that have motivated this study to get evidence from employees in Ghana on the influence of Leadership styles on their performance” with specific focus on EPA.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains how the study was conducted. It is presented under the following subheadings: research design, research approach, study area, study population, sample and sampling procedure, research instrument, and data collection procedure, data analysis and ethical consideration.

3.2 Research Design

Research design basically provides the blueprint or action plan of any research or study. Research design has been regarded to be “the logic that links the data to be collected and the conclusions to be drawn to the initial questions of a study; it is an action plan for getting from the questions to conclusions” Rowley (2002:18). This study adopted the descriptive case study research design. A descriptive research design provides a description of the state of affairs of a phenomenon with the research having no control over the variables (Kothari, 2004). The study adopted the descriptive research design to examine the impact of leadership behaviour on the performance of public institutions such as the EPA.

Moreover a descriptive case study was used for this study. A case study as defined by Yin (1994:13) refers to “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” The case study design was deemed appropriate because as noted by Yin (2003), it allows the researcher to focus on a particular

phenomenon, issue or unit of analysis which enables the researcher gain an in-depth understanding of an area of interest, problem or situation. The design enabled the study to examine and gain more insight on leadership styles exhibited at the EPA and how they have impacted on performance at the EPA.

3.3 Research Approach

The study adopted the mixed method approach which implies the combination of both qualitative and quantitative approaches. According to Johnson and Onwuegbuzie (2004:17) mixed methods approach refers to “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study.” Quantitative approach to research involves the generation of data in numerical form and systematic analysis can be done using statistical interpretations (Kothari, 2004). This approach enabled the researcher to administer questionnaires designed in such a way that responses from respondents could be analyzed using statistical presentations and interpretations.

Qualitative approach to research is where the researcher studies and interprets a phenomenon in its natural state or settings, based on the meanings and perceptions held by people on the phenomenon (Denzin and Lincoln, 2000). It therefore relies on subjective assessment of people’s behavior, attitudes and perceptions and the results cannot be analyzed using quantitative or statistical interpretations (Kothari, 2004). Through the semi-structured interviews respondents were allowed to express their views and opinions on the subject matter as well as provide insight and responses to open-ended and follow-up questions posed by the researcher.

Adopting both qualitative and quantitative approaches has been deemed very useful since one approach would tend to complement the other’s weakness. According Patton (2002:247) mixed

method approach is very useful because “each method reveals different aspects of empirical reality”. In addition, adopting a mixed method has been very helpful to cross-check collected data to enhance triangulation of findings (Burnham, Lutz, Grant, & Layton-Henry, 2008; Patton, 2002).

3.4 Profile of EPA

The “Environmental Protection Agency of Ghana (EPA) was established on 30th December, 1994 (Act 490) It was mandated to regulate the environment and ensure the implementation of Government policies on the environment The erstwhile Environmental Protection Council was established by the Environmental Protection Council Decree 1974 (NRCD 239) and was subsequently amended by the EPC (Amendment) Decree 1976 (SMCD 58) The EPC was mainly an advisory body to Government on issues pertaining to the environment The Creation of the Ministry of Environment, Science and Technology led to the redefining of the role of EPC, since its policy formulation role moved to the Ministry.”

“The Environmental Protection Agency Act, 1994 (Act 490) transformed the Environmental Protection Agency having inter alia, regulatory and enforcement role(s) The values of the Agency include Integrity, Dedication, Service and Teamwork The Agency is dedicated to continuously improving and conserving the country’s environment It envisions a country in which all sections of the community value the environment and strive to attain environmentally sustainable development with sound and efficient resource management, taking into account social and equity issues.”

The mission of the Agency is to co-manage, protect and enhance the country’s environment in particular, as well as seek common solutions to global environmental problems. The mission is to

be achieved through an integrated environmental planning and management system established on broad based public participation, efficient implementation of appropriate programmes and technical services, giving good counsel and environmental problems as well effective and consistent enforcement of environmental laws and regulations. Some of the functions of the Agency as prescribed in the Act 490 are to: “advise the Minister on the formulation of policies on all aspects of the environment and in particular make recommendations for the protection of the environment; co-ordinate the activities of bodies concerned with technical or practical aspects of the environment and serve as a channel of communication between such bodies and the Ministry; co-ordinate the activities of such bodies as it considers appropriate for the purposes of controlling the generation, treatment, storage, transportation and disposal of industrial waste; secure in collaboration with such persons as it may determine, the control and prevention of discharge of waste into the environment and the protection and improvement of the quality of the environment; issue environmental permits and pollution abatement notices for controlling the volume, types, constituents and effects of waste discharges, emissions, deposits or either other source of pollutants and of substances which are hazardous or potentially dangerous to the quality of the environment or any segment of the environment; issue notices in the form of directives, procedures or warnings to such bodies as it may determine for the purpose of controlling the volume, intensity and quality of the noise in the environment etc.”

In view of the above functions, the Agency has offices in the regional capitals in the country with the exception of the newly created regions. It has Fifteen (15) Area Offices and one (1) District Office spread across the country to augment its monitoring capacity. “The Ghana National Cleaner Production Centre (GNCPC) is a subsidiary of the Environmental Protection Agency and its main mandate is to develop and implement projects and activities that will promote

resource efficiency and cleaner production activities in the areas of energy, water and raw material efficiency and waste management practices The Institute of Environmental Studies, established under Environmental Protection Agency run courses in, Environmental Impact Assessment, Environmental Management, Environmental Monitoring and Strategic Environmental Assessment.”

3.5 Study Population

The study population of a research is the total number or the universe of units from which a sample is to be selected (Anthony-Krueger & Sokpe, 2006). The study was conducted at the EPA Head Office. The target population for this study was therefore all employees who have been working at the EPA for at least two years. This is because it is presumed that employees who have been working at the EPA for two years and above would be in a better position to provide credible information regarding the performance of the EPA since it was weaned off government subvention.

3.6 Sample Size and Sampling Procedure

The sample size or sample is the number of items that have been selected from the population (Kothari, 2004). Case study designs have usually been criticized for their inability to make generalizations of their findings because they mostly tend to have a smaller sample size (Yin, 2003; Zaidah, 2007; Noor 2008). According to Kothari (2004) the choice of sample size may be influenced greatly by budgetary constraints but efforts should be made to ensure that the parameters of interest of the population are not overlooked. Sample size of the study was therefore hundred and thirteen (113).

The study adopted a combination of both purposive and convenience sampling to select the sample for the study. Purposive sampling which is a non-probability sampling technique is a sampling method where respondents are selected based on certain features which are of interest and relevant to the study. The purposive sampling was used to select seven (7) Senior Management Officers of the EPA to be interviewed. The Senior Management Officers interviewed were deputy executive director of Technical unit, head of human resource department, head of client relations unit, head of internal audit unit, head of chemicals control and management center, head of programme planning, monitoring and evaluation unit, and the head of environmental audit and assessment.

Convenience sampling also a non-probability sampling method is where respondents are selected based on their availability and willingness to be part of the study. Convenience sampling was used to select 106 employees of EPA who were available and willing to participate in the study.

3.7 Sources of Data

The study made use of both primary and secondary sources of data. Primary data are the data gathered by the researcher through the use of data collection instruments such as observations, interviews and questionnaires. This study gathered primary data mainly through in-depth semi-structured interviews and administering of questionnaires.

The study also collected data from secondary sources such as from published books, journals, internet, documents and publications on leadership and performance. The study also made use of the Performance Contract document and annual reports of EPA. These sources enabled the researcher to obtain secondary data to complement the primary data.

3.8 Data Collection Methods

As indicated above, the study adopted a mixed method approach enabling the researcher to gather primary data using both qualitative and quantitative methods. The qualitative method involved the use of interviews and the quantitative method involved collecting primary data using a questionnaire.

3.8.1 Interview

Interview basically refers to obtaining data directly from the respondent in the respondent's own words (Kothari, 2004). The study adopted a semi-structured interview which is a type of interview where some questions are determined before the interview and new questions come up as the interview continues. Seven Senior Management Officers of EPA purposively selected for the study were interviewed to provide more insight into the role and influence of leadership on performance at the EPA. The semi-structured interview comprised of only open-ended questions. The format of the interview was guided by the objectives and questions of the research. Interviews lasted within an average time of 45 minutes per interviewee. The interviews were recorded with consent from the participants, and the recorded information later transcribed.

3.8.2 Questionnaire

The survey instrument, questionnaire was used to collect primary data from staff who were involved in the study. The use of questionnaire was deemed appropriate because as noted by Johnson and Onwuegbuzie (2004), they are appropriate instruments for collecting data that would be analyzed quantitatively. The questionnaires were self delivered to the respondents who were available and willing to participate in the study. The questionnaire consisted of mostly close-ended questions to enable the respondent to choose from options provided. Open-ended

questions that required respondents to provide their own responses were however very few. The design of the questionnaire enabled the researcher obtain quantitative data to enhance quantitative data analysis. The study adopted the Multifactor Leadership questionnaire (MLQ). The MLQ is the most often applied method to measure transformational, transactional, laissez-faire leadership, democratic and autocratic leadership (Bass, Avolio, Jung, & Berson, 2003). About 115 questionnaires were distributed but for quality control purposes, 9 were rejected due to the fact that the respondents had been employed for less than two years. As a result a total of 106 questionnaires were analysed.

3.9 Data Analysis

The data collected were analyzed both quantitatively and qualitatively. The analysis was structured according to themes generated from the research questions. Qualitative data were analyzed using thematic analysis where responses were organized into common themes and patterns. The quantitative data collected were coded and entered electronically into the computer using Statistical Package for Social Scientists (SPSS) version 20. The data entered into the computer were subsequently analyzed and presented using Pearson's correlation coefficient calculation to determine the relationships between the variables and descriptive statistic such as tables, graphs, pie charts and percentages to express the proportion of respondents giving various responses to questions in the questionnaire.

3.10 Ethical Consideration

In order not to violate any ethical principles governing research at the University of Ghana, great care was taken to ensure that the research was conducted in an ethical manner. Permission was sought from management of the EPA before interviews and questionnaires administration were

conducted. Respondents were adequately assured that their identity information is going to be held anonymous and confidential, and that the research is solely for academic purpose.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the analysis of data collected from the survey conducted and interviews with employees of EPA. The chapter presents the demographic characteristics of respondents, the nature of leadership styles exhibited at EPA, the relationship between leadership style and performance, the next section addresses the challenges of leadership, and the final section looks at the how leadership can be improved at EPA.

4.1 Demographic Characteristics

The demographic characteristics of respondents are discussed in this section.

4.1.1 Gender of Respondents

Table 4.1 below shows the gender of respondents who were involved in the study. It could be seen from the table that majority of the respondents (59.4%) interviewed were males whilst the remaining 40.6% were females. This shows a fair representation of males and females population in the public sector where the sector is dominated by males.

Table 4.1 Gender of Respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	63	59.4	59.4	59.4
Valid Female	43	40.6	40.6	100.0
Total	106	100.0	100.0	

(Source: Field data, May 2019)

4.1.2 Age of Respondents

The study results shown in table 4.2 below indicates that majority of the respondents (53.8%) were within the ages of 30-39 years with 27.4% falling within the ages of 40-49 years. Also 13.2% of the respondents fell within the ages of 50 years and above whilst the remaining 5.7% were within the ages of 20-29 years.

Table 4.2 Age of Respondents

Age of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
20-29 years	6	5.7	5.7	5.7
30-39 years	57	53.8	53.8	59.4
Valid 40-49 years	29	27.4	27.4	86.8
50 years and above	14	13.2	13.2	100.0
Total	106	100.0	100.0	

(Source: Field data, May 2019)

4.1.3 Educational Level of Respondents

With regards to educational level attained, the study results shown in table 4.3 below revealed that majority of the respondents (65.1%) had attained post-graduate level education, 31.1% had tertiary level of education, 1.9% of the respondents had other educational qualifications and 0.9% also had attained basic and secondary level education. The results show that EPA has a highly knowledgeable workforce as the nature of the organization requires a highly educated and technical competence employees. The educational level of respondents implied that they had a good understanding of the questionnaire.

Table 4.3 Educational Level

Educational Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Basic level	1	.9	.9	.9
	Secondary level	1	.9	.9	1.9
	Tertiary level	33	31.1	31.1	33.0
	Post-Graduate level	69	65.1	65.1	98.1
	Other	2	1.9	1.9	100.0
	Total	106	100.0	100.0	

(Source: Field data, May 2019)

4.1.4 Length of Service

Data collected indicates that most of the respondents (41.5%) involved in the study have been working at EPA between 5-9 years, 30.2% have been working for 15 years and above, 19.8% have worked between 10-14 years and the remaining 8.5% have been in the organization between 1- 4 years.

Table 4.4 Length of Service

Length of Service		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-4 years	9	8.5	8.5	8.5
	5-9 years	44	41.5	41.5	50.0
	10-14 years	21	19.8	19.8	69.8
	15 years and above	32	30.2	30.2	100.0
	Total	106	100.0	100.0	

(Source: Field data, May 2019)

4.1.5 Religion of Respondents

Ghana is composed of several religious groups with Christianity dominating. This was reflected in the religion of respondents interviewed. The study results revealed that most of the respondents (77.4%) were Christians and the remaining 22.6% were Muslims. This is illustrated in Table 4.5 below.

Table 4.5 Religion of Respondents

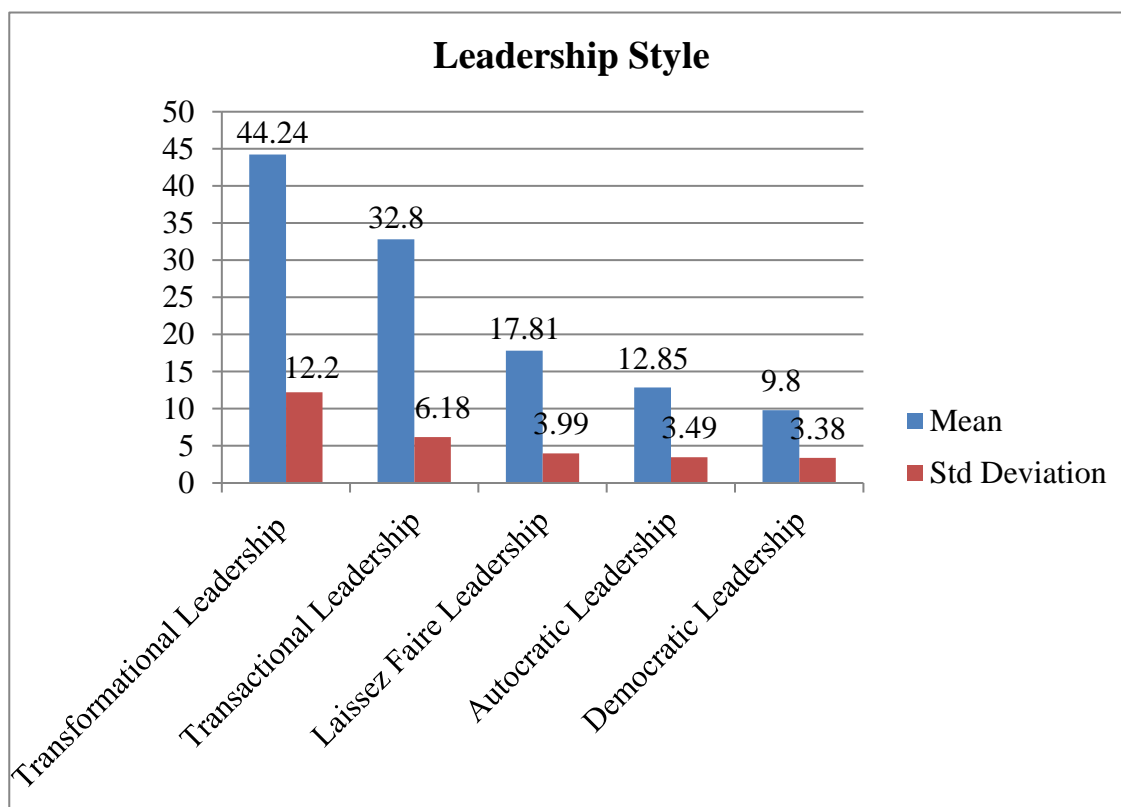
Religion	Frequency	Percent	Valid Percent	Cumulative Percent
Christian	82	77.4	77.4	77.4
Valid Muslim	24	22.6	22.6	100.0
Total	106	100.0	100.0	

(Source: Field data, May 2019)

4.2 Leadership Style Exhibited at EPA

“The type of leadership style practiced in organizations has been found to play crucial role on both employee and organizational performance As a result a key objective of this study was to examine the type of leadership styles exhibited at EPA The responses from the data collected are illustrated in figure 4.1 below From the graph below it is evident that transformational leadership had a mean score of 44.24 with standard deviation of 12.2, transactional leadership had a mean of 32.8 with standard deviation 6.18, Laissez faire leadership recorded a mean of 17.81 with standard deviation of 3.99, Autocratic leadership had a mean of 12.85 and standard deviation of 3.49 and democratic leadership had a mean of 9.8 and standard deviation of 3.38.”

Figure 4.1 Leadership style exhibited at EPA



The findings from the foregoing responses clearly show that all the different leadership styles are exhibited at EPA. However based on the study results, transformational leadership was deemed to be predominant in the organization with democratic leadership style being the least practiced. Interviews with directors also highlighted similar responses. All directors interviewed admitted that there is no one leadership style practiced at EPA, but rather a combination of the various leadership styles under consideration. It was identified that the kind of leadership style exhibited varied between leaders and also depended on the situation at hand. This is the response of a director:

“All the styles outlined are practiced at the Agency and varies between leaders. A number of them are autocratic, few are laissez-faire and others are transactional to some extent. Hence, no particular style can be pinpointed as being the only style practiced at the Agency.”

The head of human resource department also has this to say regarding the leadership style that pertains in the organization:

“It is a blend of all the leadership styles some are dominant than others. The situation determines the nature of leadership style exhibited. It is an evolving democratic leadership in my department. At the organizational level, key divisions/departments are involved in the day to day administration of the Agency.”

The foregoing findings affirms Weiss and Molinaro’s (2006) argument that today organizations are moving away from the traditional leadership approach to a more integrated leadership approach by combining various leadership style practices due to changing nature as well as how complex the business environment has become, and also the high expectations on leaders to deliver on many levels.

4.3 Relationship between Leadership Style and Performance of EPA

“Evident in literature has been the fact that the type of leadership style exhibited has great influence on both employee and organizational performance The study therefore sought to examine the relationship between leadership styles and employee performance as well as organisational performance Pearson correlation coefficient was used to determine the strength of relationship or association between the variables The correlation coefficient produces a value between $-1 \leq r \leq 1$ inclusive Where $r = 1$ shows that there is a perfect positive correlation whiles $r = -1$ implies a perfect negative correlation A value r near zero means no significant relationship exists between the two variables.”

4.3.1 Reliability Test

“The criteria of Cronbach’s alpha for establishing the internal consistency reliability is: Excellent ($\alpha > 0.9$), Good ($0.7 < \alpha < 0.9$), Acceptable ($0.6 < \alpha < 0.7$), Poor ($0.5 < \alpha < 0.6$), Unacceptable ($\alpha < 0.5$).”

Table 4.6 Cronbach's Alpha

VARIABLES	NO. OF ITEMS	CRONBACH'S ALPHA VALUE
Overall	49	0.828
Transformational	18	0.823
Transactional	11	0.724
Democratic	4	0.811
Autocratic	4	0.769
Laissez-Faire	5	0.605
Employee Performance	5	0.784
Organizational Performance	2	0.734

From table 4.6 above, “the overall Cronbach’s alpha value is 0.828 This shows that data have a good reliability in terms of internal consistency Transformational has the highest Cronbach’s alpha value (0.823) This shows the highest reliability in internal consistency of 18 questions Democratic has the second highest Cronbach’s alpha value (0.811) which means that the data is highly reliable Laissez-faire has Cronbach’s alpha value (0.605) which shows data reliability Both employee and organizational performance shows good reliability of data with Cronbach’s alpha values of 0.784 and 0.734 respectively.”

4.3.2 Correlation between Transformational Leadership and Employee Performance

“Pearson correlation was done to assess the relationship between transformational leadership and employee performance at EPA. The data results shown in table 4.7 shows that there is a positive relationship between transformational leadership and employee performance with a correlation coefficient of 0.509 at 0.05 significant level with p-value of 0.00. This is consistent with studies by Widayanti and Putranto (2015), and Ojokuku et al (2012) who identified a positive relationship between transformational leadership and employee performance. The results imply that transformational leadership style has positive influence on the execution of defined job tasks and duties hence employee performance. This is in agreement with transformational theory which establishes that a transformational leader encourages subordinates towards the vision, mission and organizational goals, encouraging and motivating them to show maximum performance, stimulates subordinates to act critically and to solve problems in new ways (Bass, 1999)”.

Table 4.7 Correlation between Transformational Leadership and Employee Performance

		Transformational Leadership	Employee Performance
Transformational Leadership	Pearson Correlation	1	.509**
	Sig. (2-tailed)		.000
	N	106	106
Employee Performance	Pearson Correlation	.509**	1
	Sig. (2-tailed)	.000	
	N	106	106

*. Correlation is significant at the 0.05 level (2-tailed).

4.3.3 Correlation between Transactional Leadership and Employee Performance

“Pearson correlation was done to assess the relationship between transactional leadership and employee performance at EPA. The data analyzed results shown in table 4.8 reveal a coefficient score of 0.189 at 0.05 significant level with a p-value of 0.052. This implies that there is a poor relationship between transactional leadership and employee performance and because the p-value is greater than the significance level of 0.05, there is inconclusive evidence about the significance of the association between the variables. This is consistent with findings by Yukl, (2007) established transactional leadership may not have relationship with performance if employees consider that leader cannot be trusted because they do not keep their promises of rewards for good performance, dishonest or not transparent” This is clearly the case at EPA where there is no reward scheme linked to performance, as such employees are motivated intrinsically. This is the account of a director interviewed:

“There is no reward scheme linked to performance other than monthly remuneration. However, in my department, employees are given monetary rewards and gifts but no distinction is made between good and poor performers.”

Another official, head of the Programme Planning Monitoring and Evaluation department also retorted:

“It is difficult to see how hard work is rewarded. It is dependent on one’s department. Promotion is not based on exceptional performance but on a specific period one has served subject to the submission of a technical report and being successful at a promotional interview”

Table 4.8 Correlation between Transactional Leadership and Employee Performance

		Transactional Leadership	Employee Performance
Transactional Leadership	Pearson Correlation	1	.189
	Sig. (2-tailed)		.052
	N	106	106
Employee Performance	Pearson Correlation	.189	1
	Sig. (2-tailed)	.052	
	N	106	106

Correlation is significant at the 0.05 level (2-tailed).

4.3.4 Correlation between Laissez Faire Leadership and Employee Performance

“The study further sought to determine the relationship between laissez faire leadership style and employee performance at EPA using the Pearson Correlation Results shown in table 4.9 below reveal a coefficient of -0.341 at 0.05 significant level with p-value of 0.00 This shows that there is a negative relationship between laissez faire leadership and employee performance at EPA This affirms Armstrong’s (1999) findings that in organizations led by laissez faire leaders, their employees tend not to assume responsibility, abuse rules and take no initiatives to perform better Hence he concluded that laissez faire leadership style influences employees to perform poorly at the workplace.”

Table 4.9 Correlation between Laissez Faire Leadership and Employee Performance

		Laissez Faire Leadership	Employee Performance
Laissez Faire Leadership	Pearson Correlation	1	-.341*
	Sig. (2-tailed)		.000
	N	106	106
Employee Performance	Pearson Correlation	-.341*	1
	Sig. (2-tailed)	.000	
	N	106	106

*. Correlation is significant at the 0.05 level (2-tailed).

4.3.5 Correlation between Autocratic Leadership and Employee Performance

“The study further used the Pearson Correlation coefficient to determine the relationship between autocratic leadership style and employee performance at EPA. The results shown in table 4.10 below indicate correlation coefficient of -1.94 at 0.05 significant level with p-value of 0.047. This means that autocratic leadership has a negative relationship with employee performance. This means the more autocratic leadership is applied the more employee performance reduces. This is consistent with findings by Basit et al (2017) who examined the impact of leadership style on employee performance in a private organization in Malaysia. As established in literature, autocratic leaders always believe they are right in their decisions. They can damage organizational goals, strategies and future since they force their followers to execute strategies and orders they think can lead to success. Autocratic leadership lacks shared vision, motivation,

creativity, teamwork, commitment and innovation Autocratic leaders are described as leaders whose actions lead to total organizational failure (Michael, 2010)”.

Table 4.10 Correlation between Autocratic Leadership and Employee Performance

	Autocratic Leadership	Employee Performance
Pearson Correlation	1	-.194*
Autocratic Leadership Sig. (2-tailed)		.047
N	106	106
Pearson Correlation	-.194*	1
Employee Performance Sig. (2-tailed)	.047	
N	106	106

*. Correlation is significant at the 0.05 level (2-tailed).

4.3.6 Correlation between Democratic Leadership and Employee Performance

“Shown in table 4.11 below is the correlation analysis between democratic leadership and employee performance The results show a correlation coefficient of 0.403 at 0.05 significant level with p-value of 0 which indicates that there is a positive relationship between democratic leadership and employee performance This implies the more democratic leadership ideals are exhibited in the organization the more employee performance improves This is consistent with previous studies by Basit et al (2017) and Puni et al (2014) The prevalence of democratic leadership at EPA was admitted by directors interviewed.” According to the head of the internal audit unit:

“The Agency practices a democratic style of leadership. There is a yearly bi-annual senior management meeting that engages all senior level managers across the country to deliberate on pertinent issues affecting the Agency...Staff are actively involved in decision making and their inputs are considered”

According to Prerez et al (1999), democratic leadership promotes “empowerment, teamwork and collaboration It has been observed that an organisation is more effective when those who will be affected by the organization’s decisions are fully involved in the decision-making process It is believed that subordinates share a sense of responsibility for the organisation when they are allowed to participate actively in decision-making which tend to enhance employee performance.”

Table 4.11 Correlation between Democratic Leadership and Employee Performance

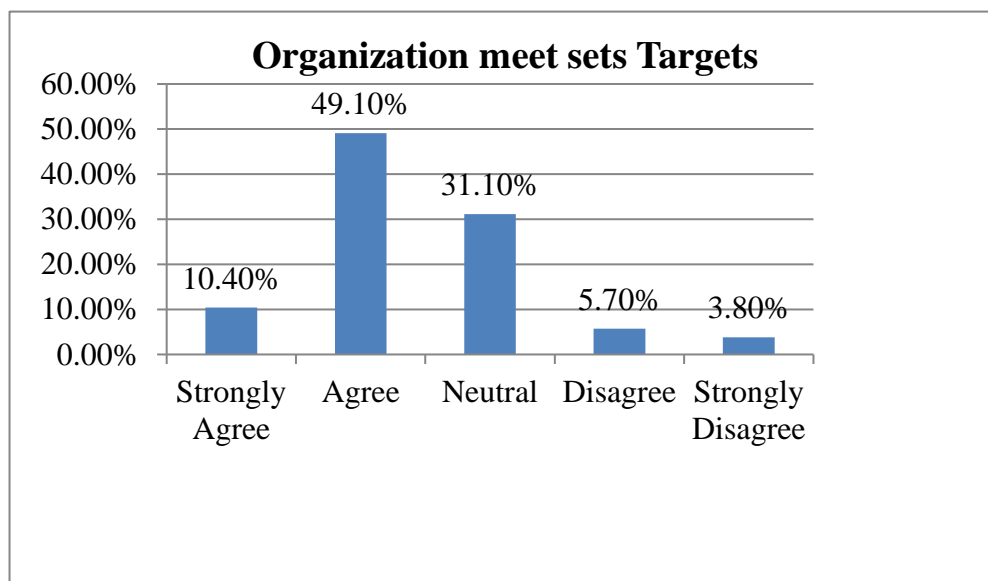
		Democratic Leadership	Employee Performance
Democratic Leadership	Pearson Correlation	1	.403*
	Sig. (2-tailed)		.000
	N	106	106
Employee Performance	Pearson Correlation	.403*	1
	Sig. (2-tailed)	.000	
	N	106	106

*. Correlation is significant at the 0.05 level (2-tailed).

4. 4 Leadership style and Organizational Performance

Regarding the performance of the EPA, the study findings indicate that there has been some improvement since the institution was weaned off government subvention in 2016 . Respondents were asked to indicate whether the organization has been meeting its targets and their responses are shown in figure 4.2 below. From the chart it is seen that most of the respondents (59.5%) agree and 9.5% disagreed with 31% were not sure.

Figure 4.2 Organization meet sets Targets



Secondary data obtained from the Performance Contract document and annual reports of the EPA between 2015 and 2018 show a significant improvement in the performance of the organization. Apart from 2015 the organization experienced a financial deficit, subsequent years witnessed financial surplus due to increase in revenue generation. Senior Management Officers interviewed attributed the improvement in performance to the role played by leadership. This is the account of a deputy executive director:

“On a scale of 1-10, will rate the Agency at 6 or 7. There has been an improvement in financial performance. Non-financially, the operations of the Agency has not slacked, there has been expansion in operations by way of opening area offices. The Agency exceeded its financial targets last year...To a very large extent, leadership has played a role. Everything is about leadership, when there are leadership issues it affects performance.”

Pearson correlation coefficient was therefore used to examine the relationship leadership style and organizational performance to determine whether indeed leadership style has contributed to the performance of the organization. From table 4.12 below it could be seen that apart from laissez faire and autocratic leadership which had their p-value (0.803 and 0.424 respectively) greater than 0.05 significant level implying no relationship with organizational performance, all the other leadership styles show a positive statistical significant relationship with organizational performance. Employee performance also showed a correlation coefficient of 0.472 at 0.05 significant level with p-value of 0 implying that there is a positive relationship between employee performance and organisation performance. Which means that the more employee performance increases the more organizational performance also improves.

Table 4.12 Correlation between leadership style, employee performance and organizational performance

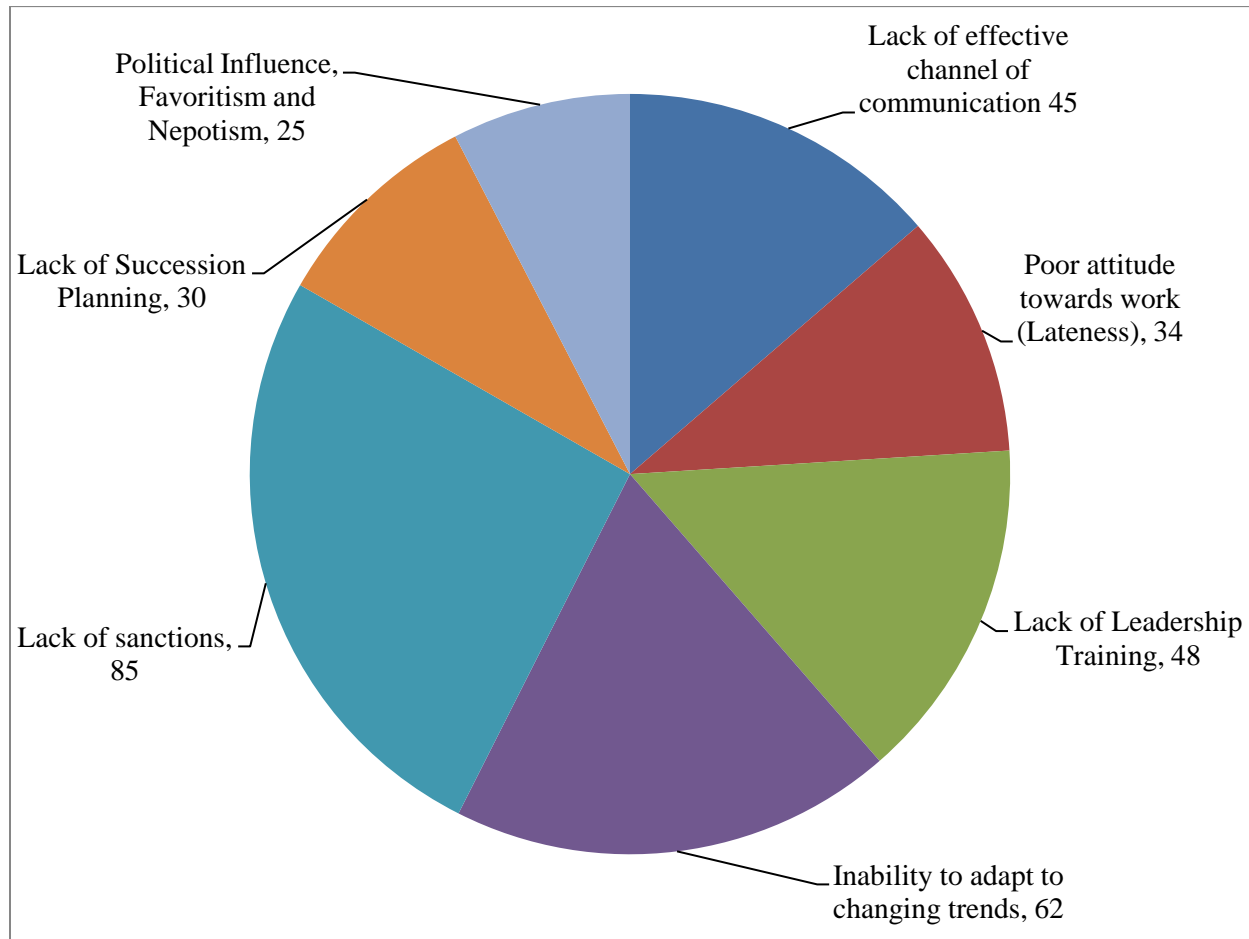
		Organisational Performance
Transformational Leadership	Pearson Correlation	.265
	Sig. (2-tailed)	.006
	N	106
Transactional Leadership	Pearson Correlation	.257
	Sig. (2-tailed)	.008
	N	106
Laissez Faire Leadership	Pearson Correlation	.024
	Sig. (2-tailed)	.803
	N	106
Autocratic Leadership	Pearson Correlation	.078
	Sig. (2-tailed)	.424
	N	106
Democratic Leadership	Pearson Correlation	.227
	Sig. (2-tailed)	.019
	N	106
Employee Performance	Pearson Correlation	.472
	Sig. (2-tailed)	.000
	N	106
Organisational Performance	Pearson Correlation	1
	N	106

4.5 Challenges of effective Leadership at EPA

The final objective of the study was to examine the challenges of effective leadership at EPA. A range of challenges were highlighted by respondents. Major themes derived from the responses from the respondents are shown in figure 4.3 below. The challenges were presented based on the number times they were mentioned. The challenges include lack of sanctions (85), inability to adapt to changing trends (62), lack of leadership training (48), lack of effective channel of communication (45), poor attitude towards work (lateness) (34), lack of succession planning (30) and political influence, favoritism and nepotism (25). Interviews with directors also revealed similar challenges. This is the account of the human resource director highlighting the challenges of leadership:

“...Resistance to change, sticking to the status quo, leadership requires continuous change, Internal political issues affects ability of leaders to implement decisions, staffing challenges impeding the effort of leadership to push forward its goals...”

Figure 4.3 Challenges of effective Leadership at EPA



CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter “provides a summary of findings of the study in relation to the research objectives; conclusion and make some recommendations based on the findings of the study This study has examined the impact of leadership behavior on performance of EPA A case study research design was adopted A mixed method approach was employed to collect and analyze data As a result both questionnaires and semi-structured interviews were used to collect data The study had a sample size of 113 respondents Majority of the respondents (59.4%) interviewed were males whilst the remaining 40.6% were females Majority of the respondents (53.8%) were within the ages of 30-39 years with 27.4% falling within the ages of 40-49 years Also 13.2% of the respondents fell within the ages of 50 years and above whilst the remaining 5.7% were within the ages of 20-29 years Most of the respondents (65.1%) had attained post-graduate level education, 31.1% had tertiary level of education, 1.9% of the respondents had other educational qualifications and 0.9% also had attained basic and secondary level education.”

5.1 Summary of Key Findings

This section provides a summary of findings in relation to leadership styles exhibited at EPA, the relationship between leadership style and performance at EPA, and the challenges to effective leadership at EPA.

5.1.1 Leadership Styles exhibited at EPA

The study sought to examine the leadership styles exhibited at EPA. Study findings revealed that an integrated leadership approach is adopted at EPA with all the different leadership styles of transformational, transactional, laissez faire, autocratic, and democratic being exhibited at EPA. However based on the study results, transformational leadership was deemed to be predominant in the organization with democratic leadership style being the least practiced. It was identified that the kind of leadership style exhibited varied between leaders and also depended on the situation at hand.

5.1.2 Relationship between leadership style and performance at EPA

“The study further sought to examine the relationship between leadership style and employee performance as well as organizational performance The study results indicated that that there is a positive relationship between transformational leadership and employee performance with a correlation coefficient of 0.509 at 0.05 significant level with p-value of 0.00 The study revealed a poor relationship between transactional leadership and employee performance with coefficient score of 0.189 at 0.05 significant level with a p-value of 0.052 Results also showed that there is a negative relationship between laissez faire leadership and employee performance at EPA with coefficient of -0.341 at 0.05 significant level and p-value of 0.00 It was further found that autocratic leadership has a negative relationship with employee performance with correlation coefficient of -1.94 at 0.05 significant level and p-value of 0.047 Finally, the study identified a positive relationship between democratic leadership and employee performance where correlation coefficient was 0.403 at 0.05 significant level with p-value of 0.”

5.1.3 Challenges of effective Leadership at EPA

The final objective of the study was to examine the challenges of effective leadership at EPA. The key challenges highlighted by respondents include lack of sanctions, inability to adapt to changing trends, lack of leadership training, lack of effective channel of communication, poor attitude towards work (lateness), lack of succession planning and political influence, favoritism and nepotism.

5.2 Recommendations

Based on the “findings discussed above, the study makes the following recommendations. Recognising the direct relationship between leadership behavior, employee and organizational performance as the study findings have shown, there is the need for policy makers, administrators, decision makers in various managerial positions at EPA and other public agencies to develop interventions and measures to enhance the ideals of leadership styles that enhance employee performance which in the long run improves organizational performance.”

In addition there is the need for leadership training to equip managers and heads of department with the requisite skills and capacity to empower and utilize employees in ways that will enhance employee performance. Such training should aim at equipping leadership of the organization with the abilities to adapt to changing trends and events.

Furthermore managers and supervisors of EPA should eschew all forms of favouritism and nepotism in the discharge of their activities especially in relation to how they relate with their subordinates. They must ensure rewards and any other favours are administered based on merit. In addition all forms of political influence and interference should be eschewed if productivity is to be enhanced in the organization.

EPA should institute a reward and sanction scheme that will seek to reward high performers and sanction employees who do not perform or exhibit negative attitude towards work. Such a system will seek to motivate employees towards the achievement of their goals.

To enhance effective leadership, there is also the need for coaching and succession planning. The organization should develop a succession planning policy to ensure that employees are coached, groomed and developed to take up management positions and roles in future. Such a strategy will make employees feel valued, empowered and motivated to exert high level of effort knowing that they can take up management positions in the near future.

Finally “there should be effective communication between management and employees.” A clear channel of communication should be developed. Employees should be given the opportunity to voice out their grievances without any intimidation. Such communication channel should foster the involvement of employees in decision making. “This will promote creativity and innovation among employees.”

5.4 Conclusion

Today leadership has been regarded to have a “major influence on the performance of organizations, managers and employees As most people are directly or indirectly consciously or unconsciously being influenced or influencing others in the role of leadership, it has been argued that for organizations to achieve business efficiency and economic development, they must adopt leadership styles the best suit their environment This study has examined the impact of leadership behavior on performance of EPA The study findings show that leadership has indeed played a role in the improvement of performance of EPA It was found that different leadership styles are employed in the organization depending on the situation at hand The study further

identified that a number of challenges plague effective leadership at EPA and for leadership to be greatly enhanced these challenges need to be addressed. The study therefore concludes that leadership style has an impact on employee and organisational performance, and considering the changing trends there is need for public organizations to adopt an integrated leadership approach to achieve high levels of productivity”.

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APPENDICES

APPENDIX I: QUESTIONNAIRE



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DEPARTMENT OF PUBLIC ADMINISTRATION

QUESTIONNAIRE FOR STAFF

“I am doing a study as part of the requirement for the award of Master of Public Administration degree at the University of Ghana I seek to understand the impact of organisational leadership behaviour on the performance of public institutions the case of Environmental Protection Agency I humbly seek your honest responses to the questions below Your participation in this study is absolutely voluntary and your survey responses will be strictly confidential in compliance with the ethical guidelines of the University of Ghana The study will be used for only academic purposes. I am grateful for your support.

SECTION A: BACKGROUND INFORMATION (Please TICK the appropriate answer).

1. Gender: Male [] Female []
2. Age: 20 — 29years [] 30—39years [] 40—49years [] 50years and above []
3. Educational Level:
 - Basic level []
 - Secondary Level []
 - Tertiary Level []
 - Post-Graduate Level []
 - No formal education []
 - Other (Please specify) []
4. Job Title (Please specify).....
5. Religion:
 - Christian []
 - Muslim []
 - Traditional []
 - Other (Specify).....

6. “How long have you been working in this organisation?”

1—4years []

5—9years []

10—14years []

15years and above []

LEADERSHIP STYLE

“Please indicate the extent to which you agree or disagree with the following statements on leadership style of your supervisor, Please indicate your response by choosing in the appropriate alternative; **1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree and 5 = Strongly Disagree**”

	1	2	3	4	5
“Instills pride in me for being associated with him/her”					
“Goes beyond self-interest for the good of the unit”					
“Acts in ways that build my respect”					
“Displays a sense of power and confidence”					
“Provides complete trust”					
“Talks optimistically about the future”					
“Talks enthusiastically about what needs to be accomplished”					
“Articulates a compelling vision of the future”					
“Expresses confidence that goals will be achieved”					
“Spends time teaching and coaching”					
“Treats me as an individual rather than just a member of the organization”					
“Considers me as having different needs, abilities, and aspirations from others”					
“Helps me to develop my strengths”					
“Creates an open and friendly environment”					
“Re-examines critical assumptions to question whether they are appropriate”					
“Seeks differing perspectives when solving problems”					

“Gets me to look at problems from many different angles”					
“Suggest new ways of looking at how to complete assignments”					
	1	2	3	4	5
“Provides me with assistance in exchange for my efforts”					
“Discusses in specific terms who is responsible for achieving performance targets”					
“Makes clear what one can expect to receive when performance goals are achieved”					
“Provides recognition or rewards when others reach their goals”					
“Expresses satisfaction when I meet expectations”					
“Fails to interfere until problems become serious”					
“Waits for things to go wrong before taking action”					
“Focuses attention on irregularities, mistakes, exceptions and deviations from standards”					
“Concentrates his/her full attention on dealing with mistakes, complaints and failures”					
“Keeps track of all mistakes”					
“Directs my attention toward failures to meet standards”					
“Avoid getting involved in important decisions”					
“Is absent at times when (s)he is needed”					
“Avoids decisions”					
“Does not bother me when I do not bother him/her”					
“Whatever others want to do is OK with me”					
“Supervises employees closely or else they are not likely to work”					
“Gives orders and has absolute powers over subordinates”					
“Takes decisions without involvement of subordinates”					
“Set goals without employees input”					
“Employees are part of the decision making process”					
“Provides guidance without pressure”					
“Regular meetings to discuss work status”					

“Asks for ideas and opinions of employees”					
--	--	--	--	--	--

PERFOMANCE

“Using the scale of 1 = **Strongly agree**; 2 = **Agree**; 3 = **Neutral**; 4 = **Disagree**; and 5 = **Strongly disagree**, give your views on the following statements on employee and organizational performance by putting a tick [√] in the table below the number that best describe your views.”

Statement	1	2	3	4	5
I like my job, i.e. the work I do.					
I have an annual set of performance standards.					
Employee performance is evaluated					
Work performed meet needed standard					
I believe there is fairness in the way my performance is assessed					
I receive regular job performance feedback					
The organization has clearly set annual goals and targets					
Organization meet set targets					

What are some of the challenges to effective leadership behavior at EPA?

.....

What measures do you think should be put in place to promote good leadership behaviour at EPA?

.....

Thanks for your Time!!!

APPENDIX II: INTERVIEW GUIDE

UNIVERSITY OF GHANA
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DEPARTMENT OF PUBLIC ADMINISTRATION

INTERVIEW GUIDE

“I am doing a study as part of the requirement for the award of Master of Public Administration degree at the University of Ghana. I seek to understand the impact of organisational leadership behaviour on the performance of public institutions the case of Environmental Protection Agency I humbly seek your honest responses to the questions below Your participation in this study is absolutely voluntary and your survey responses will be strictly confidential in compliance with the ethical guidelines of the University of Ghana The study will be used for only academic purposes. I am grateful for your support.”

1. What leadership styles are exhibited at EPA?

- i. “How would describe the nature of leadership style exhibited in this institution?”
- ii. “How do you manage decision making in your organization/department?”
- iii. “How do you manage reward to your staff?”
- iv. “How do you delegate duties?”
- v. “How do you manage performance of employees?”

2. What is the relationship between leadership style and performance of EPA?

- i. What indicators do you use to assess the performance of EPA?
- ii. How would assess the performance of EPA since it became autonomous? Has EPA been able to meet its set goals and targets?
- iii. To what extent has leadership contributed to the performance of EPA and how?

3. What are the challenges to effective leadership behavior at EPA?

- i. What are some of the challenges to effective leadership behavior at EPA?
- ii. What measures do you think should be put in place to promote good leadership behaviour at EPA?