# LEADERSHIP STYLES AND EMPLOYEE PERFORMANCE OF SIMAD UNIVERSITY IN MOGADISHU, SOMALIA

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In Partial Fulfilment of the Requirements for the Degree of
Master of Arts in Public Administration Management

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## DECLARATION A

"This thesis is my original work and has not been presented for a degree or any other academic award in any University or Institution of Learning".

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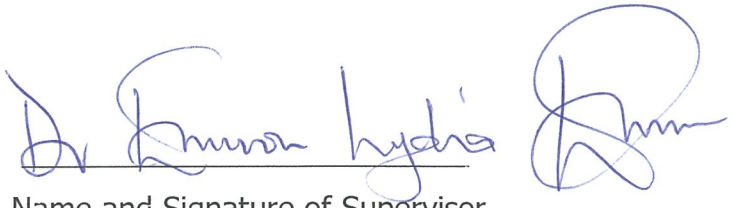
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"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".



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## APPROVAL SHEET

This thesis entitled" **LEADERSHIP STYLES AND EMPLOYEE PERFORMANCE OF SIMAD UNIVERSITY MOGADISHU, SOMALIA**" prepared and submitted by **ABDIWALI MOHAMUD WARSAME** in partial fulfillment of the requirements for the degree of **Master of PUBLIC ADMINSTRATION AND MANEGEMENT** has been examined and approved by the panel on oral examination with a grade of PASSED.

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## DEDICATION

This thesis is dedicated to my Mother Hakima Mo'alim Hussien, my father Mohamud warsame , my brother Khalif MOhamud warsame,my wife Nasra hussien alasow and my two Suns Eyman and Abdirahman and finally dear brother Hussein Ali Sallad .

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## ABSTRACT

The study investigated the relationship between leadership styles and employee performance at SIMAD University

The following were the research Objectives of the study:

The study was guided by four research objectives; To determine the profile of respondents in terms Age, gender, marital status and Educational level, To determine the relationship between autocratic leadership style and the performance of employee at SIMAD university,To examine how the democratic leadership style affects the performance of employee at SIMAD university, To identify if transformational leadership style is applied at SIMAD University.

The researcher carried out this study using Correlation research design particularly simple correlation design. The data was collected using a questionnaire and was analyzed using frequencies, percentages, and Pearson's linear correlation Coefficient (PLCC).

The population size was 133 and a Sample size of the respondents was 100 and 75 of them was lectures and 15 middle section management deans and directors. The study found that employee at SIMAD do not participate decision making process which results lower performance. The study concluded that autocratic leadership style of an organization is negatively correlated to the employee performance

Leaders in the organization should maximize employee input in the decision making of the organization and should not retain the decision making authority, this, could boost the morale of the employees and make them stay longer and not escape from the organization.

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## LIST OF ABBREVIATIONS

| | |
|---|---|
| CVI | Content Validity Index |
| KIU | Kampala International University |
| PLCC | Pearson's linear correlation Coefficient |
| SPSS | Statistical Package for Social Science |
| SU | SIMAD University |

# CHAPTER ONE

## The problem and its scope

### Background of the study

In the world, employees' performance is determined by many factors and leadership style is one of the major factors that influence the performance of employees in every organization regardless of its size, primary goal and form of ownership. Leadership is a powerful tool for furthering employees' performance and organizational goals as a whole. Understanding employee psychology is an important element in an effective manager's leadership repertoire. While management often concerns strategic planning, logistics and budget management, leadership concerns human relations. To enhance employee performance and increase productivity, managers should consider evaluating their leadership skills. Though there's room for individual style, certain approaches consistently work (Greenberg ,J & Baron , 2003).

A simple definition of leadership is that leadership is the art of motivating a group of people to act towards achieving a common goal. Leadership is a winning combination of personal traits and the ability to think and act as a leader, a person who directs the activities of others for the good of all. Anyone can be a leader, even if the only person they're leading is themselves. Put even more simply, the leader is the inspiration and director of the action. He or she is the person in the group that possesses the combination of personality and skills that makes others want to follow his or her direction (Maicibi, 2003).

In its essence, leadership in an organizational role involves, establishing a clear vision, sharing (communicating) that vision with

others so that they will follow willingly providing the information, knowledge, and methods to realize that vision, and coordinating and balancing the conflicting interests of all members or stakeholders. A leader comes to the forefront in case of crisis, and is able to think and act in creative ways in difficult situations. Unlike management, leadership flows from the core of a personality and cannot be taught, although it may be learnt and may be enhanced through coaching or mentoring.

Employee performance depends on employees' ability and willingness to perform the required tasks or jobs, which can be measured in accordance to the key result areas or key performance indicators. These specific statements define what to expect of an individual or group given in terms of quality or quantity and timeliness. According to Evans (1999) the performance is measured against set standards and can be categorized into outstanding performance, where performers do everything as required and even exceed organization has set standards, above average performers and low performers. He argues that performance standards can be expresses in terms of productivity that is to say, the ratio of outputs to inputs. The quantity is measured units produced, dollars of sales, or any term that suits ones need. The quality of outputs is measured by workmanship, adherence to standards, and absence of complaints. (Kemption, 1995).

Effective leaders who elicit strong performances from their workers are motivators who respect and acknowledge their employees' humanity. They listen with empathy and make eye contact and understand that doing so does not make them appear weak. Additionally, they encourage workers to feel they are a part of something important: the company mission. So rather than "boss people around, they direct people toward clear goals and show appreciation for worker efforts to inspire their willingness to

productively work to meet organizational goals. People become frustrated when their work offers little or no opportunity for growth and achievement. Effective leaders either learn or understand this naturally. They exploit their knowledge of human nature to motivate their employees. They may set challenging but realistic goals, teach employees the skills to achieve them and mark the achievement in any number of ways. Effective leaders are situational leaders. They adjust their leadership style to achieve goals and encourage better performance from employees. For example, a manager may step in and teach or direct an employee who seems fearful, lacks knowledge or who is steering a project ineffectively. The same manager, however, will avoid micromanaging other employees, giving them the autonomy to do their jobs without interference, but also holding them accountable. ( Fiedler, 1967)

Effective leaders keep an open mind. Leaders who have preconceived opinions about people's abilities may inadvertently limit performance and productivity. Preconceived opinions derive from prejudices that may or may not be subconscious, and they are not always related to only race. Many people harbor preconceived notions about class, nationalities and genders. So, for example, while a manager with preconceived ideas about the working class may dismiss a blue-collar worker as limited and unmotivated, another manager may see leadership qualities and encourage the same worker by promoting his/her to a position that would allow his/her to use their abilities for the company's benefit.

Leadership is the abi!ity to influence other people towards achievement of goals .it Is about the coping with the change or path finding .leader establish direction by developing vision of the future and align people by communication this vision and inspiring them to overcome handles.

Employee performance is understood as employees' ability and willingness to perform the required tasks or jobs, which can be measured in accordance to the key result areas or key performance indicators.

Somali institute of Management and Administration Development (SIMAD) is one of the first emerging higher learning Institutions after the collapse of Military government of Somalia in 1991. SIMAD was established by Direct Aid International of Africa Muslims Agency, (AMA) in 1999. The Institution started with three departments offering academic programs in Diplomas and later to undergraduate studies, but after elephant year (11 years) Simad was upgraded from institute to a university by the board of Simad University at 20 of the January, 2011.

The mission of SIMAD University is to provide sustained bases of high quality technological, management and administrative knowledge in order to improve the performance and effectiveness of the private and public sectors in present day and future in Somalia.

SIMAD became a successful project as it attracted more qualified secondary school graduates and most qualified of Simad graduates are now working in a simad university while others are working Private and public Institutions and non- governmental organizations in Somalia and most east African countries .

**Statement of the problem**

An effective leadership style improves employees' morality and their performance. To get high employees performance mainly depends on the kind of leadership styles whether democratic, autocratic or transformational that exits in the organization.

## Research question

1. What is the profile of respondents in terms Age, gender, marital status and Educational level?
2. What is the relationship between autocratic leadership style and the performance of employees at SIMAD University?
3. How does the democratic leadership style affect the performance of employee at SIMAD University?
4. Is transformational leadership style applied at SIMAD University.?

## Scope of the Study

### *Geographical Scope*

This research was took place in Mogadishu in the capital city of Somalia.

### *Content Scope*

The research focused on the contribution of leadership style and employee performance of SIMAD University, in Mogadishu, Somalia.

### *Time scope*

The period of this study was from 2011 to 2012, this was when the researcher tried to investigate leadership style and employee performance of SIMAD University.

## Significance of the study

This study will benefit the management of Simad University to get full and detailed background of information about their employee's problem and their level of performance to the organization.

The study will also help SIMAD University and other higher learning institutions in the country on how to deal with the declining performance of their employees,

The study will also motivate further researchers and academicians to know impact of leadership style to the employee performance.

## Operational Definition

**Leadership** is the ability to influence other people toward achievement of goals .it Is about the coping with the change or path finding .leadership establish direction by developing vision of the future and align people by communication this vision and inspiring them to overcome handles.

**Employee performance** is understood as employees' ability and willingness to perform the required tasks or jobs, which can be measured in accordance with the key result areas or key performance indicators.

**Autocratic leader** It is the leader who minimizes the input of employee in the decision making of the organization, retains the final decision making authority, use threats and punishments for the employees and viewed as bossy and controlling.

**Democratic leader** This is a leader who gives employees a voice in the decision making of the organization, encourages employees to express their ideas and make suggestions, and discourages employees about leaving the organization and make jobs satisfying and enjoyable

**Transformational leader** Is one Who Inspires employees with the vision and mission of the organization, motivate them beyond regular expectations, care about employee, want to advance their careers, listen carefully and pay attention to the employees' concerns and developmental needs.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## Introduction

This chapter discussed the literature related to leadership styles and employee performance. It focuses mainly on different styles of leadership such as autocratic, democratic and transformational leadership styles. It will also explain employee performance.

## Concepts, Opinions, Ideas from Authors/ Experts

Leadership can be defined as a process by which one individual influences others toward the attainment of group or organizational goals. Three points about the definition of leadership should be emphasized. First, leadership is a social influence process. Leadership cannot exist without a leader and one or more followers. Second, leadership elicits voluntary action on the part of followers. The voluntary nature of compliance separates leadership from other types of influence based on formal authority. Finally, leadership results in followers' behavior that is purposeful and goal-directed in some sort of organized setting. Many, although not all, studies of leadership focus on the nature of leadership in the workplace. (Cooke & Lafferty 1994).

Leadership is probably the most frequently studied topic in the organizational sciences. Thousands of leadership studies have been published and thousands of pages on leadership have been written in academic books and journals, business-oriented publications, and general-interest publications. Despite this, the precise nature of

Leadership and its relationship to key criterion variables such as subordinate satisfaction, commitment, and performance is still uncertain, to the point where Fred Luthans, in his book *Organizational Behavior* (2005), said that "it [leadership] does remain pretty much of a 'black box' or unexplainable concept."

Leadership should be distinguished from management. Management involves planning, organizing, staffing, directing, and controlling, and a manager is someone who performs these functions. A manager has formal authority by virtue of his or her position or office. Leadership, by contrast, primarily deals with influence. A manager may or may not be an effective leader. A leader's ability to influence others may be based on a variety of factors other than his or her formal authority or position. (Kirkpatrick, & locke ,1991)

Leadership skills are important in the workplace. Leadership skills help everyone work together more successfully to meet objectives. A leader is any person who plans, directs, or guides the activities of others toward a common goal. Such a person is demonstrating leadership skills. By using these skills, a person encourages others to carry out responsibilities and accomplish its goals.

The workplace needs good leaders at all levels - not only in top management. Good leaders employ a variety of leadership styles. There are a number of different ways at looking at leadership styles. One of the most popular is the autocratic /democratic / laissez-faire model. This model sees leadership style in terms of the amount of freedom to make decisions that a leader gives to those he or she is working with.

## Theoretical Perspectives

This study will be based on path-goal theory which more leaders and their sub ordinates, and leaders should make clear direction and coaching them in order to accomplish objectives

Leadership concepts that the subordinates accept a leader's behavior only so far as they view it as resulting in immediate or future benefit. Thus, a leader's main function is to 'clear a path' to the realization of the subordinates' goals; he or she must choose the behavior patterns that are most applicable in helping the subordinates get what they want( Yukl, 2002).

Path-goal leadership model A theory of leadership suggesting that a leader needs to influence followers' perceptions of work goals, self-development goals, and paths to goal attainment. A leader will be successful to the extent that he or she creates an expectancy that effort will lead to accomplishment and that accomplishment will produce valued rewards. The leadership style best suited to achieve this will depend on the characteristics of followers and the nature of the work setting ( Lussier, 2004).

The basic idea behind the theory is that leaders have to motivate subordinates in order to make them achieve the goals they have .The theory dates back to the 1970s where Evans, House, Dessler, Mitchell, and others pushed the notion that employee performance could be enhanced through motivation As a contingency theory the Path Goal Theory tries to explain what leadership style is best suited to the situational factors it deals with ( Northouse, 2004).

## Related studies on leadership styles and their effects on performance

### Autocratic leadership style

Autocratic leadership can be said to be synonymous to dictatorship where only one person has the authority over the followers or workers. Their decision has to be taken as the golden rule and should never be questioned. They plan out everything and order their subordinates to work according to their rules. For instance, if a company has an autocratic leader as the Managing Director, the employees in the company would have to work as per the rules set down by him. They would not be expected to make any contribution from their side, which may actually help in enhancing the productivity of the company. In short, the autocratic leader has full control of those around him and believes to have the complete authority to treat them as he wants (Avolio & Bass, 1995).

This style of leadership is task-centered. The most important thing while using an autocratic style of leadership is usually getting a certain task completed. This style of leadership spends less time focusing on explanations and discussions, and more on orders. Sometimes a leader will use an autocratic style to ensure that those he or she is working with realize they are the boss.

Advantages of an autocratic style include that it gets things done quickly, it can stop a group from making decisions that always affect a minority adversely, it ensures a leader gets listened to (at first), and it can let team members know when their behavior is unacceptable.

Disadvantages are that it can distance team members, it doesn't allow team members to develop by thinking for themselves, and it is often just an "easy option" used instead of spending time working

through problems. This is probably the most commonly used leadership style.

Autocratic leaders allow for only a minimal team participation in the decision making process and sometimes even ignore the opinions of their subordinates (Kirkpatrick, & locke, 1991).In contrast,*mocratic* leaders seek advice from their subordinates and try to reach consensus within their teams

Autocratic leaders centralize power and decision making in them. They structure the complete work situation for their employees, who expected to do what they are told. The leaders take full authority and assume full responsibility .autocratic leadership typically is negative, based on threats and punishment, but can be positive .some advantages of autocratic leadership are that it is often satisfying for the leader, permits quick decisions, and allows the use of less competent subordinates, and provided security and structure for employees. The main disadvantage is that most employees dislike it, especially if it is extreme for the point of creating fear and frustration. (Newstrom & Davis, 1993).

Authoritarian leaders, also known as autocratic leaders, provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a clear division between the leader and the followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group. Researchers found that decision-making was less creative under authoritarian leadership. Lewin also found that it is more difficult to move from an authoritarian style to a democratic style than vice versa. Abuse of this style is usually viewed as controlling, bossy, and dictatorial. Authoritarian leadership is best applied to situations where

there is little time for group decision-making or where the leader is the most knowledgeable member of the group.

This form of leadership is one of the least desirable when it comes to building trusting relationships and making friends! In a system of autocratic leadership, one person has control over all of the workers or followers. The leader is in complete control and no one is permitted to make any suggestions or offer any opinions, no matter how it may benefit the group.

When it comes to leading a group in school or in a group project, you will find that autocratic leadership can make you very unpopular. If communication and trust are important, you don't want to lean too far toward autocratic leadership.

But there is a time when autocratic traits can prove beneficial. This form of leadership is effective when absolute control is needed over a group. Have you ever worked on a group project that fell flat? That happens when no strong leader is present.

Benefits of Autocratic Leadership Group projects require strong leadership. Without it, nobody gets a full understanding of what is required of anybody else. Unfortunately, that often means that some group members procrastinate and wait for others to do the work. In the end, the project suffers (Yukl,2002).

**Democratic leadership style**

Under democratic leadership, the people have a more participatory role in the decision making process. One person retains final say over all decisions but allows others to share insight and ideas.

This is often a highly effective form of leadership. People are more likely to excel in their positions and develop more skills when they feel empowered, and people are empowered when they are involved in the decision-making process.

Although it may take some time to achieve full participation from a group, the end result will be rewarding if you can manage to establish a power-sharing environment in your group project. You will find that democratic practices often lead to a more productive and higher quality work group.

Democratic leadership involves working with a group to make sure they make decisions fairly and sensibly. It involves intervention to ensure that everybody has a say and that decisions do get made. The typical image of democratic leadership involves a group sitting in a circle, having a discussion and having a vote. The advantages of democratic leadership include that everybody gets a say, it transfers power away from the leader to those they are working with, and it gives a feeling of power and control which in turn motivates and develops team members. The disadvantages include the intervention necessary - which can be the wrong thing to do, and the slightly overused techniques that can turn some team members off. (Hunt, 1991). The democratic leadership style is a very open and friendly style of running a team. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing.

This style is needed in dynamic and rapidly changing environments where very little can be taken as a constant. SIMAD University is one of the fast moving organizations, every option for improvement has to be considered to keep the group from falling out of date.

The democratic leadership style means facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision. The democratic leader must also be able to communicate that decision back to the group to bring unity the plan is chosen.

When situations change frequently, democratic leadership offers a great deal of flexibility to adapt to better ways of doing things. Unfortunately, it is also somewhat slow to make a decision in this structure, so while it may embrace newer and better methods; it might not do so very quickly. (Davis, & Peri, 2002).

Democratic leadership style can bring the best out of an experienced and professional team. It capitalizes on their skills and talents by letting them share their views, rather than simply expecting them to conform.

If a decision is very complex and broad, it is important to have the different areas of expertise represented and contributing input – this is where democratic leader shines . ( Bass, 1990)

**Transformational leadership style**

Transformational leaders, in contrast, are more visionary and inspirational in approach. They tend to communicate a clear and acceptable vision and goals, with which employees can identify and tend to engender intense emotion in their followers. Rather than exchanging rewards for performance, transformational leaders attempt to build ownership on the part of group members, by involving the group in the decision process.

Transformational leadership has been the most widely researched leadership topic over the last decade. Transformational leader behaviors were positively associated with the extent to which employee identified with both their leaders and immediate work groups. Followers of transformational leaders also were found to set goals that were consistent with those of the leader, to be happier and more engaged in their work, to have a higher level of intrinsic motivation. (Kinicki & Kreitner,2009).

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of his followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.( Bansal, & Clelland, .2003).

Transformational leadership is a leadership's perspective that explains how leaders change teams or organizations by creating, communicating and modeling a vision for the organization or work unit and inspiring employees to survive that vision (Mcshane & Glinow, 2003).Transformational leaders (TL) alter feelings, desires and expectations of others. They develop new approaches to long standing problems and new options to open issues. TL are empathetic and institutive in their ability. (Hellrigell, Jackson, & Slocum, 2000).

Transformational leadership theorists suspect that a consequence of the transformational leader's behavior is the emotional

attachment to the leader and emotional and motivational arousal of followers. The degree to which a leader is regarded as being transformational depends on the effect he or she has on the follower, where followers of transformational leaders feel trust and respect towards leaders, and are motivated to perform extraordinary behaviors (Barbuto, 1997).

## Employee Performance

Employee performance is understood as employees' ability and willingness to perform the required tasks or jobs, which can be measured in accordance to the key result areas or key performance indicators. These specific statements define what to expect of an individual or group given in terms of quality or quantity and timeliness

According to (Evans, 1999) stated that the performance is measured against set standards and can be categorized into outstanding performance, where performers do everything as required and even exceed organization has set standards, above average performers and low performers. He argues that performance standards can be expresses in terms of productivity that is to say, the ratio of outputs to inputs. The quantity is measured units produced, dollars of sales, or any term that suits ones need. The quality of outputs is measured by workmanship, adherence to standards, and absence of complaints. (Kemption. J, 1995).

What can be more vital to the performance of your organization than the performance of your employees? Employees are your most valuable asset in organizational excellence, in growth, in the image you have and in company returns. Naturally, you need to have the right people on board in the first place. Employees who love their job, who fit in at the organization and through their motivation motivate others to do their very best.

## Performance Management

Managing performance well is like speaking prose. Many managers have been speaking and practicing effective performance management naturally all their supervisory lives, but don't know it! Some people mistakenly assume that performance

Management is concerned only with following regulatory requirements to appraise and rate performance. Actually, assigning ratings of record is only one part of the overall process (and perhaps the least important part). Performance management is the systematic process of planning work and setting expectations, C continually monitoring performance, developing the capacity to perform, periodically rating performance in a summary fashion, and rewarding good performance. The revisions made in 1995 to the Government wide performance appraisal and awards regulations support "natural" performance management. Great care was taken to ensure that

The requirements those regulations establish would complement and not conflict with the kinds of activities and actions effective managers are practicing as a matter of course.

**Planning**. In an effective organization, work is planned out in advance. Planning means setting performance expectations and goals for groups and individuals to channel their efforts toward achieving organizational objectives. Getting employees involved in the planning process will help them understand the goals of the organization, what needs to be done, why it needs to be done, and how well it should be done. The regulatory requirements for planning employees performance include establishing the elements and standards of their performance appraisal plans. Performance elements and standards should be measurable, understandable, verifiable, equitable, and achievable. Through critical elements, employees are held accountable as individuals for work assignments or responsibilities. Employee

performance plans should be flexible so that they can be adjusted for changing program objectives and work requirements. When used effectively, these plans can be beneficial working documents that are discussed often, and not merely paperwork that is filed in a drawer and seen only when ratings of record are required.

**Monitoring.** In an effective organization, assignments and projects are monitored continually Monitoring well means consistently measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Regulatory requirements for monitoring performance include conducting progress reviews with employees where their performance is compared against their elements and standards. Ongoing monitoring provides the supervisor the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic atic standards. By monitoring continually, supervisors can identify unacceptable performance at any time during the appraisal period and provide assistance to address such performance rather than wait until the end of the period when summary rating levels are assigned.

**Developing.** In an effective organization, employee developmental needs are evaluated
And addressed. Developing in this instance means increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work processes, or other methods. Providing employees with training and developmental opportunities encourages good performance, strengthens job-related skills and competencies, and helps employees keep up with changes in the workplace, such as the introduction of new technology. Carrying out the processes of performance management provides an excellent opportunity for supervisors and

employees to identify developmental needs. While planning and monitoring work, deficiencies in performance become evident and should be addressed. Areas for improving good performance also stand out, and action can be taken to help successful employees improve even further.

**Rating** From time to time, organizations find it useful to summarize employee performance. This helps with comparing performance over time or across a set of employees. Organizations need to know who their best performers are. Within the context of formal performance appraisal requirements, rating means evaluating employee or group performance against the elements and standards in an employee's performance plan and assigning a summary rating of record. The rating of record is assigned according to procedures included in the organization's appraisal program. It is based on work performed during an entire appraisal period. The rating of record has a bearing on various other personnel actions, such as granting within grade pay increases and determining additional retention service credit in a reduction in force

**Rewarding** In an effective organization, rewards are used well. Rewarding means recognizing employees, individually and as members of groups, for their performance and acknowledging their contributions to the agency's mission. A basic principle of effective management is that all behavior is controlled by its consequences. Those consequences can and should be both formal and informal and both positive and negative. Good managers don't wait for their organization to solicit nominations for formal awards before recognizing good performance. Recognition is an ongoing, natural part of day-to-day experience. A lot of the actions that reward good performance like saying Thank you don't require a specific regulatory authority. Nonetheless, awards regulations provide a broad range of forms that

more formal rewards can take, such as cash, time off, and many recognition items. The regulations also cover a variety of contributions that can be rewarded, from suggestions to group accomplishments.

Performance elements tell employees what they have to do and standards tell them how well they have to do it. Developing elements and standards that are understandable, measurable, attainable, fair, and challenging is vital to the effectiveness of the performance appraisal process and is what this handbook is all about. Federal regulations define three types of elements: critical elements, non-critical elements and additional performance elements. Agency appraisal programs are required to use critical elements (although the agency may choose to call them something else), but the other two types can be used at the agency's option. Before continuing further with this handbook, you should contact your human resources office to determine the types of elements your appraisal program allows. (Davis,2002).

# CHAPTER THREE

# METHODOLOGY

## Research Design

The researcher carried out this study using descriptive research design this method involves conducting data in order to determine whether and to what degree a relationship exists between two or more variables. The degree of relationship is expressed as a correlation coefficient.

## Research Population

The study sourced information from employee of SIMAD University. The target population of the study consisted of one hundred (133) permanent and part time staff of SIMAD University.

## Sample Size

The study was consist of 100 participants of SIMAD staff .SIMAD is the leading university of higher learning education institutions in Somalia. For this reason, it is the most suitable for the required information relating to this study. The sample size of the study was identified using Slovin's formula which is n=N/(1+(N*e^2)),where n= sample size, N= population size , and e=margin of error,5%(Mugenda,2003) .

n=133/ (1+ (133*0.0025)) = 100 subjects

The sample size consists of 75 for lectures, 10 low level employee and 15 for middle section managers like Deans, deputy deans, Directors and deputy directors selected from the sample size 100 members.

## Sampling Procedure

This study was employed both purposive sampling technique and stratified sampling technique. Purposive sampling technique is a technique that the researcher uses his or her own judgment or common sense regarding the participant from whom information was collected (Amin, 2005). The researcher used purposive sampling to choose the respondents he believes have the relevant information. Purposive sampling was used to select the managers.

On the other hand in the study stratified sampling technique was use. In stratified sampling the population is divided in to sub populations such that elements within each sub-population are homogenous. Simple random samples are then selected independently from each subpopulation (Amin, 2005). This technique was used to reach the employee of SIMAD University.

## Research Instrument

The researcher used structured questionnaires to collect data. According to jack and Norman (2000) a questionnaire is a set of questions to be answered by the subject of the study. The questionnaire was consisting of two sections:

Section one deals with questions addressed to middle managers, and section two deals with questionnaires address to the Lectures. The selection of this tool was guided by the nature of data collected, the time available as well as by the objectives of the study. The instrument was used because it is suitable and permits the clarification of questions thus is flexible in use.

## Validity and Reliability of the Instrument

According to Amin (2005) validity refers to the appropriateness of the instrument while reliability refers to its consistency in measuring whatever it is intended to measure. The content validity index (CVI) was computed to confirm the validity of instruments.

The study make sure items in the instrument were evaluated to ensure their relevance to the study and the validity of the instrument was checked by discussing with experts. To ensure that the data is reliable a standard test was done, the reliability test was involve a "test-retest exercise" the same test was made to the same population in a different time

## Data Gathering Procedure

After the research proposal is approved, the researcher took the transmittal letter from the school of Postgraduates and Research (SPGSR). The researcher was distributed questionnaires to the target population and collected data from the employees, and the managers of SIMAD University the researcher collected data to determine the relationship between leadership styles and employee performance in SIMAD University.

## Data analysis

After the field exercise of collecting data, the process of analyzing began. The data was first cross-examined to ensure responses were rightly filled in and then data was coded according to the objectives of the study.

The survey data was processed using Statistical Package for the Social Sciences, SPSS (version 16). SPSS helped in the content and

descriptive analysis of the data in the questionnaires. The data was categorized & analyzed by tallying, determining frequencies and corresponding percentages .after all these, data was reported in form of tables for easy interpretation of findings.

The researcher employed Pearson linear correlation coefficient (PLCC) checking the relationship between leadership styles and employee performance of SIMAD University.

In order to interpret the results of the analysis from the data collected, the following quantification and values were used where questionnaire each was selected from one to four 1=poor,2=fair ,3=good ,4=very good.

| **Mean Range** | **Interpretations** |
|---|---|
| 3.26 – 4.00 | Very good |
| 2.51 – 3.25 | Good |
| 1.76 – 2.50 | Fair |
| 1.00 – 1.75 | Poor |

**Ethical Consideration**

The data collected from the respondents was kept as confidential and used for the purpose of the fulfillment of the requirement for the award of the degree of Master public administration and management. Key ethical issues such as privacy, anonymity of the respondents, and maintenance of the conditions of the data provided by individuals were given priority. The respondents were also being informed of the content of the research and the result of the study was being given to the respondents.

## Limitation

During the study the researcher faced few challenges which included the following:

- ✓ Tight schedule of the respondents
- ✓ Language barrier

The researcher distributed the questionnaires in advance to the respondents to have enough time to make in order in their tight schedule to complete the questionnaires.

The researcher translated some questionnaires into Somali language to overcome the language barrier for those who don't speak English language.

# CHAPTER FOUR

# PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

## Introduction

This chapter presents data analysis, presentation, and interpretation. The data analysis and interpretation was based on the research questions as well as research objectives, the presentation is divided in to two parts. The first part presents the respondents profile or demographic information, while the second part deals with presentation, interpretation, and analysis of the research questions and objectives. Below are the data presentations and analysis of research findings.

### Demographic information of the respondents

This part presents the background information of the respondents who participated in the study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study.

The first objective of the research study was to identify the profile of the respondents in terms of age, gender, education level and marital status

Table 1: The profile of the respondents

| Categories | Frequency | Percentage |
|---|---|---|
| **Gender** | | |
| Male | 95 | 95.0 |
| Female | 5 | 5.0 |
| Total | **100** | **100** |
| **Age** | | |
| 20-30 | 53 | 53 |
| 31- 40 | 27 | 27 |
| 41- 50 | 12 | 12 |
| 51 and above | 8 | 8 |
| **Total** | **100** | **100** |
| **Marital status** | | |
| Married | 62 | 62 |
| Single | 31 | 31 |
| Divorcee | 7 | 7 |
| **Total** | **100** | **100** |
| **Educational level** | | |
| A level | 10 | 10 |
| Diploma | 7 | 7 |
| Bachelor | 49 | 49 |
| Master | 32 | 32 |
| PhD | 2 | 2 |
| **Total** | **100** | **100** |

**Gender**

From the above table 1 indicates that 95% of the respondents are male and 5% of the respondents are female. This indicates that female where dominated by the male Working higher learning institutions in line with the Somali culture.

**Age**

From the above table 1 The majority of the respondents constitutes 53% of the respondents were within age bracket of (20-30), 27% of the respondents are within age bracket of (31-40), 12% of age bracket (41-50) and 8% of the respondents are in the age bracket of (51 and above). This is implies that, majority of SIMAD employees are junior, fresh and energetic employees who have the capacity of improving the image and brand of the University if motivated positively.

**Marital Status**

According to the above table 1, the majority of the marital status of employees was married that compose 62% of the total respondents, 31% of the respondents where single and 7%. Of the respondents are divorcees. This results showed that the majority of employee where Married. This means getting employment and married one way or another interrelated.

**Educational level**

From the above table 1 , In regard of qualification of the employee, majority of them are bachelor degree holders that make up 49% of the respondents, second group of the employee have Master degree certificate which represents 35% of the respondents, third group of employees are A level certificate that make up 10% of the

respondents, fourth group of employees have diploma that constitutes 7 % of the respondents and last group of employees are PhD holders that makes up 2% of the respondents, So this result shows that most employed people are bachelor degree holders because every year the university is producing thousands of bachelor degree level, and same time the top ten students are employed by university .That is why the most employee of SIMAD university where bachelor degree holders.

**Analysis and interpretation of the findings on autocratic leadership style and employee Performance**

The second objective of the study was to examine the relationship between autocratic leadership style and employee performance. To overcome this objective ,the researcher rated autocratic leadership style from different dimensions such as Decision marking is centralized, leaders put pressure the performance of the organization, Autocratic leadership style doesn't encourage operatives participate decision making process, and Autocratic leadership threats and punish employees .

The data was collected using a researcher devised questionnaire scored on response mode ranging from 1 = strongly disagree, 2 = disagree, 3 = Agree, and 4 = strongly agree for each of these study variables and the findings are presented below.

**Table 2: Mean and standard deviation results on autocratic leadership style and employee performance (N = 80)**

| Indicators of Autocratic Leadership | Mean | Std. dev | Interpretation |
|---|---|---|---|
| Autocratic leadership threats and punish employees | 3.31 | .851 | Good |
| SU leaders (senate) dictate the rules instead of sharing those concern it | 3.03 | 1.031 | Good |
| SIMAD University Decision marking is centralized | 3.03 | 1.031 | Good |
| SU leaders puts pressure to employees performance of the organization | 2.95 | 1.030 | Good |
| SU leaders don't encourage operatives participate decision making process | 2.95 | 1.054 | Good |
| SU leadership threats and punishes employees | 1.76 | 1.022 | Fair |
| **Mean index** | 2.84 | 1.00 | Good |

In the above table 2. Indicated that Decision marking is centralized, with a mean average 3.03, also the respondents strongly agreed that the SU leaders puts pressure to employees performance of the organization with mean average, 2.95, again the respondents indicate SIMAD university leaders don't encourage operatives participate decision making process with the same mean average 2.95, on the other hand, the respondents disagreed that the SU leadership threats and punishes employees with the mean average, 1.76. At the same time respondents commented that the SU leaders (senate)

dictate the rules instead of sharing those concern it with mean average, 3.03.

The findings of table 2. Generally discovered that the performance of the employees in the organization is affected by the autocratic leadership in SIMAD University, this fact was approved by the calculated statistical mean index of, 2.84

**Findings on Democratic leadership style and employee performance**

The third objective of the study was to determine how the democratic leadership style affects performance of employee at SIMAD University. The researcher measured democratic leadership style from different dimensions such as; Employee decision making is participative, democratic leadership style boost employees' performance, Under democratic leadership, people have a more participatory role in the decision making process, Democratic practices often lead to a more productive and higher quality work group , democratic leadership transfers power away from the leader to followers and employees like democratic leadership style more than the autocratic leadership style.

The data of the study was collected using a researcher devised questionnaire scored on response mode ranging from 1 = strongly disagree, 2 =, 3 = Agree, and 4 = strongly agree for each of these study variables and the findings are presented below.

**Table 3: Mean and standard deviation results on democratic leadership style and employee performance (N = 80)**

| Indicators of democratic Leadership | Mean | Std. dev | Interpretation |
|---|---|---|---|
| SIMAD University decision making is participative | 1.75 | 1.037 | Poor |
| SU leaders enhance employees performance | 3.17 | .965 | Good |
| SU leaders transfers power away from the leader to followers | 1.31 | 1.109 | Poor |
| SU leaders' style can bring the best out of an experienced and professional team | 2.55 | 1.146 | Good |
| SU leaders offer a great deal of flexibility to adapt to better ways of doing things | 2.21 | .922 | Fair |
| **Index mean** | 2.19 | 1.00 | Good |

Table 3 indicated Participants strongly disagreed that the SU leaders transfer power away from the leader to followers with mean average 1.31, which indicate that the leaders were not applied democratic leadership style. That SIMAD University decision making were not participative with mean average 1.75, On the other hand, they strongly agreed that SU leaders can enhance employees performance though democratic leadership style which leads into better employee performance with an average mean of 3.17, democratic leadership style and finally respondents were agree that the leaders can offer a great deal of flexibility to adapt to better ways of doing things under democratic leadership style with mean average , 2.21.

In the findings of table3: generally employee performance where stated that leaders practice democratic style make employee performance more better than under autocratic style because under this style employee have more participative in decision making which results more performance .

Basing on these, the researcher accepted the positive relation between democratic leadership and employee performance a conclusion that, democratic leadership style was significantly related to employee performance because they have participative role in the organization, also they are aware of mission and vision of the organization which results more performance.

**Findings on where transformational Leadership style where applied at SIMAD.**

The last objective of the study was to identify if transformational leadership style is applied at SIMAD University. To reach this objective, the researcher measured transformational leadership style from different dimensions such as; SIMAD University applies transformational leadership style, Transformational leadership style increase employees performance, Transformational leaders attempt to build ownership on the part of group members, transformational leadership enhances motivation, morale and performance of the employees and lastly Transformational leadership is understanding the strengths and weaknesses of employees.

The data of the study was collected using a researcher devised questionnaire scored on response mode ranging from 1 = strongly disagree, 2 = disagree, 3 =Agree, and 4= strongly agree for each of these study variables and the findings was presented below.

**Table 4: Means and standard deviation results on where transformational leadership style where applied at SIMAD (N 80)**

| Indicators of transformational Leadership | Mean | Std. dev | Interpretation |
|---|---|---|---|
| SIMAD University applies transformational leadership style | 2.22 | .941 | Good |
| Transformational leadership style increase employees performance | 1.99 | .787 | Fair |
| SU leaders attempt to build ownership on the part of group members | 1.86 | .611 | Fair |
| SU leaders improve, motivation, morale and performance of the employees | 2.00 | .796 | Fair |
| SU Employees feel trust and respect towards leaders, and their performance | 1.88 | .603 | Fair |
| **Mean index** | 1.99 | 0.75 | Fair |

Statistical results of table 4: showed that most of the participants strongly disagreed that the SIMAD University applies transformational leadership style with mean of, 2.22 which in dictated the SU does not applied transformational leadership style. The participants of the study stated that the SU leadership style not increase employees performance due to the lack transformational style with the mean, 1.99

The findings of table 4: generally exposed that SU Employees were not feel trust and respect towards leaders, and their performance because of absence transformational leadership style with mean average 1 ,88.

**Table 5: Mean and standard deviation results on employee performance at SIMAD University (N, 80)**

| Employee performance Indicator | Mean | Std.Dev | Interpretation |
|---|---|---|---|
| employee performance is poor due to leadership style | 3.44 | .869 | Very good |
| Poor performance indicates leadership style in organization. | 3.30 | .906 | Very good |
| Under the democratic leadership style employee are more productive then autocratic? | 3.13 | .933 | Good |
| Under autocratic leadership style communication between staff and their leader is not so effective will result to low performance | 3.13 | .933 | Good |
| performance of employees slow due to lack proper Partipation decision marking | 2.88 | 1.060 | Good |
| **Mean index** | 3.17 | 0.94 | Good |

According to the performance of employee is affected leadership style in organization which, participants strongly agreed that employee performance is poor due to leadership style with mean average, 3.44 also the respondents agree that the performance of employees slow due to lack proper Participation decision marking with the mean average , 3.30 , Participants of the study strongly agreed that Under the democratic leadership style employee are more productive then autocratic leadership style with the mean average , 3.13 ,and finally the researcher found Under autocratic leadership style communication between staff and their leader is not so effective will in result to low performance with the average , 3.13 .

**Relationship between autocratic style and employee performance**

Objective One of the research was to examine the relationship between autocratic leadership style and employees' organizational performance. Pearson's linear correlation coefficient (PLCC) was adopted to investigate the relationship between these two variables. The findings have indicated that autocratic leadership style was negatively correlated to employee performance.

It was believed that this study would have added value to the literatures on supervisor's leadership styles, especially in the Somali location, since there were limited literatures done on similar location

**Table 5: Correlation results between Autocratic style and Performance**

| Variable (Indices) | Mean score | SD | R-value | Sig. |
|---|---|---|---|---|
| Autocratic | 2.63 | .625 | -.958** | .000 |
| Performance | 3.17 | .899 | | |

Results in table: indicate that there was relation between autocratic leadership style and employee performance. The sig. or p-value indicated that the computed R-value was big enough, suggesting that the two variables (autocratic style and employee performance) were negatively related.

# CHAPTER FIVE:

## SUMMARY, CONCLUSIONS AND RECOMENDATIONS

### Introduction

This chapter explained the findings, conclusions and recommendations of the study.

### REASEARCH FINDINGS

### Profile of the respondents

The first objective of the study was to identify profile of the respondents in terms of age, gender, Marital Status, and education level. According to gender, the findings revealed that, female employees are dominated by the male at SIMAD university Female employees are 5% of the respondents while 95% where male for the total of 100 respondents, this results indicates that female where smaller then male working higher learning institutions due to Somali culture.

Majority of the employees at SIMAD University be positioned in the age bracket of (20 – 30) years of age. This is implies that, majority of SIMAD employees are junior, fresh and energetic employees who have the capacity of improving the image and brand of the University if motivated positively. On the other hand, majority of the employees at SIMAD are degree holders. There is only Two employee at SIMAD who is a PhD holder except those who where candidates.

Finally most employee of SIMAD University where married because they have enough income to manage their families.

## Autocratic leadership style and employee Performance

The Second objective of the study was to examine the relationship between autocratic leadership style and employee performance at SIMAD University

The major findings of the study indicated that Decision marking where centralized, at SIMAD University with a mean average 3.03, also the respondents strongly agreed that the SU leaders puts pressure to employees performance of the organization with mean average, 2.95, It was also found that SU leaders don't encourage operatives participate decision making process with the same mean average 2.95,

This indicates that is negative relationship between autocratic leadership style and employee performance. The sig. or p-value indicated that the computed R-value was big enough, suggesting that the two variables (autocratic style and employee performance) were negatively related. In addition to this, since the computed R – value was -0.958, it indicated that there was negative correlation between autocratic leadership style and employee performance. This means that the negative relations between autocratic leadership and employee's performance can cause lower performance in the organization.

## Democratic leadership style and employee performance

The third objective of the study was to examine how the democratic leadership style affects employee performance at SIMAD University. The major findings of the study were that employee clearly declared that the SIMAD University decision making were not participative with mean average 1.75, On the other hand, they strongly agreed that SU leaders can enhance employees performance though democratic leadership style which leads into better employee performance with an average mean of 3.17, and finally respondents

were agree that the leaders can offer a great deal of flexibility to adapt to better ways of doing things under democratic leadership style with mean average , 2.21.

In the findings of table3: Was generally stated that leader(s) Who practice democratic leadership style make employee performance more better than under autocratic leadership style because under this style employee have more participative in decision making which results more performance .

Basing on these, the researcher accepted the positive relation between democratic leadership and employee performance a conclusion that, democratic leadership style was significantly related to employee performance in the organization.

**Transformational and employee Performance**

The last objective of the study was to identify if transformational leadership style is applied at SIMAD University, The main findings of the study were that employees clearly stated that the SIMAD University not applied transformational leadership style with mean of, 2.22.

The findings of this Study commonly exposed that SU Employees do not feel trust and respect towards the leaders, and their performance because of absence transformational leadership style with mean average 1.88.

Finally transformational leadership style where not applied at SIMAD University According to the findings of the research.

## CONCLUSIONS

The second objective of the study was, to examine the relationship between autocratic leadership style and employee Performance. The researcher tested the following:

There is significant relationship between autocratic leadership style and employee Performance.

There was negative relationship between autocratic leadership style and employee performance. The sig. or p-value indicated that the computed r-value was big enough, suggesting that the two variables (autocratic style and employee performance) were negatively related. In addition to this, since the computed R – value was -0.958, it indicated that there was negative correlation between autocratic leadership style and employee performance.

The third objective of the study was to examine how the democratic leadership style of an organization affects employee performance of that organization.

In the findings of research Was generally stated that leader(s) Who practice democratic leadership style make employee performance better than under autocratic leadership style because under this style employee have more participative in decision making which results more performance .

Basing on these, the researcher accepted the positive relation between democratic leadership and employee performance a conclusion that, democratic leadership style was significantly related to employee performance in the organization.

The last objective of the study was to identify if transformational leadership style is applied at SIMAD University, The main findings of the study were that employee clearly stated that the SIMAD University leaders do not applied transformational leadership style.

## RECOMMENDATIONS

Recommendations for the Second objective autocratic leadership style Leaders in the University should not practice autocratic leadership style in order to maximize employee input in the decision making of the organization and should not keep the decision making authority centralized, this could improve the performance of the employees and make them stay longer and not run away from the organization.

Recommendations for the third objective which was Democratic leader ship style SIMAD leaders should develop democratic leadership style in the university because democratic leadership style employees get power to participate decision making process in the organization which results more performance, democratic leadership style transfers power away from the leader to followers .

Recommendation for the fourth objective Transformational leader ship style is SIMAD university Leaders should apply transformational leadership at University because leaders improve, motivate, morale and performance of the employees and also under this style leaders attempt to build ownership on the part of group members finally application of this style necessary development of the university .

### Suggested areas for the further research

There is no need to follow up leadership styles and employee performance at SIMAD University, but further researcher can be done leadership styles and customer satisfaction at SIMAD University.

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**OFFICE OF THE ASSOCAIOTE DEAN, SOCIAL SCIENCE**
**SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

May 30, 2011

Dear Sir/Madam,

**RE: REQUEST FOR ABDIWALI MOHAMUD WARSAME**
**MPA/32802/102/DF: TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Arts in Public Administration and Management.

He is currently conducting a field research of which the title is "**leadership Styles and employee Performance in Simad University Mogadishu, Somalia.**"

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Roseann Mwaniki
**Associate Dean Social Sciences, (SPGSR)**

Ref: SU/PR&ID/03/2012

## To Whom It May Concern

SIMAD University authorizes Mr. Abdiweli Mohamud Warsame (MPA/32802/102/D1) a student of Master of Public Administration (MPA) to conduct research which the title of "Leadership Styles and Employee Performance in SIMAD University"

Therefore we recommend to all SIMAD family members to cooperate with Mr. Abdiwali for his research completion.

Thanks for your consideration.

Sincerely,

Mohamed A. Zubeyr
Lecturer & Public Relations and Information Director
SIMAD UNIVERSITY
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# RESEARCHERS' CURRICULUM VITAE

## PERSONAL DATA:


| | |
|---|---|
| Name: | **Abdiwali Mohamud Warsame** |
| Place of Birth: | **Jowhar** |
| Date of Birth: | **October 10st, 1983** |
| **Marital Status:** | **Married** |
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## EDUCATIONAL BACKGROUND:

**2010-2011** Master of public administration and management with the

School of post graduate studies and research,

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**2004-2008** Bachelor of Business administration

Faculty of Management SIMAD University, Mogadishu, Somalia.

**2001-2004** Secondary School leaving certificate

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## RESEARCH INSTRUMENT

## QUESTIONAIRE

Dear respondent,

I am student at KAMPALA INTERNATIONAL UNIVERSITY studying Master of Arts in public administration, this questionnaire has been prepared purely for academic purpose on the topic of ***leadership styles and employee performance in SIMAD University Mogadishu, Somalia***": The purpose of this questionnaire is only for academic reasons and the information you provide treated with almost was confidentially.

So, kindly I request you to answer these questions fully and honestly.

Your Assistance will be highly appreciated

**Section A**: Bio Data/ Personal Information

**Instructions**: please tick the appropriate position

**1- Gender of the Respondents**

Female ☐

Male ☐

**2- Marital Status**

Married ☐

Single ☐

Divorcee ☐

**3- Level of Education**

A level ☐

Diploma ☐

Bachelor Degree ☐

Master Degree ☐

PHD Degree ☐

**4- Age of the Respondents**

20---30 ☐

31---40 ☐

41—50 ☐

51 and above ☐

**Questionnaire for Employees (QFE)**

**Section B: leadership style and employee performance.**

Direction: Please indicate the extent to which you agree or disagree by writing only the number option for each of the items or statement elaborated on the table below

| Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|
| **4** | **3** | **2** | **1** |

| No. | Scale | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| | **Autocratic leadership style** | | | | |
| 1 | SIMAD University Decision marking is centralized | | | | |
| 2 | SU leaders puts pressure the performance of the organization | | | | |
| 3 | Autocratic leadership style doesn't encourage operatives participate decision making process | | | | |
| 4 | SU leaders (senate) dictate the rules instead of sharing those concern it | | | | |
| 5 | Autocratic leadership threats and punish employees | | | | |
| | **Democratic leadership style** | | | | |
| 6 | SIMAD University decision making is participative | | | | |
| 7 | SU leaders enhance employees performance | | | | |
| 8 | SU leaders transfers power away from the leader to followers | | | | |
| 9 | SU leaders' style can bring the best out of an experienced and professional team | | | | |
| 10 | SU leaders offer a great deal of flexibility to adapt to better ways of | | | | |

| | | | | | |
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| | doing things | | | | |
| | **Transformational leadership style** | | | | |
| 11 | SIMAD University applies transformational leadership style | | | | |
| 12 | Transformational leadership style increase employees performance | | | | |
| 13 | SU leaders attempt to build ownership on the part of group members | | | | |
| 14 | SU leaders improve, motivation, morale and performance of the employees | | | | |
| 15 | SU Employees feel trust and respect towards leaders, and their performance | | | | |
| | **PERFORMANCE** | | | | |
| 16 | Under autocratic leadership style communication between staff and their leader is not so effective will result to low performance? | | | | |
| 17 | Under the democratic leadership style employee are more productive then autocratic? | | | | |
| 18 | Performance of employs slow due to lack proper participation in decision marking | | | | |
| 19 | Poor performance indicates leadership style in organization. | | | | |
| 20 | Employee performance is poor due to present leadership style | | | | |