



**AN INVESTIGATION INTO VARIOUS LEADERSHIP STYLES AND THE IMPACT  
ON EMPLOYEE PERFORMANCE AT SUBTECH GROUP IN KWAZULU-NATAL:  
A CASE STUDY**

by

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## **ABSTRACT**

The aim of the study was to investigate various leadership styles and their impact on employee performance at Subtech Group in KwaZulu-Natal. Managers and other people in authority in organisations adopt certain leadership styles in order to communicate with their subordinates with regards to carrying out tasks. The impact of adopting unsuitable leadership styles impacts negatively on employee performance. The study was conducted at Subtech Group, a multinational company specialising in the provision of marine services throughout Sub-Saharan Africa.

A quantitative research design was adopted for the study and a structured closed-ended questionnaire was used to collect data from the sample respondents. The target population comprised of 215 employees at Subtech Group. Systematic sampling technique was used where every 2<sup>nd</sup> element was selected to draw up the sample size of 107. A high response rate of 84% was successfully achieved mainly because the researcher used the personal method of data collection. The data collected from the sample respondents was captured on Microsoft Excel and analysed using the Statistical Package for Social Sciences (SPSS) version 24 for Windows. Several hypotheses were formulated and tested using the Pearson's Chi-Square and Spearman's Rank Order Correlation Co-efficient tests.

The main findings revealed that transformational and transactional leadership style did have an impact on employee performance. The findings also revealed that laissez faire leadership style had no relationship with employee performance at Subtech Group. The tentative recommendations suggest that management at Subtech Group should spend more time coaching and teaching subordinates on how to perform tasks, involve employees in decision making, guide employees in rectifying mistakes and allow autonomy in the workplace. The recommendations also suggest that management at Subtech Group should be proactive, provide support to their employees, improve employee relations, provide adequate resources, avoid using laissez faire leadership style. The study concludes by providing directions for future research.

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## **DEDICATION**

I dedicate this work to my late dearest father and mother, Carlton and Milcah Madhanga. I also dedicate this work to my siblings Kudzai, Tinotenda, Elizabeth and Tapiwa. You are my inspiration and pillar of support. Your faith and belief in me has brought me this far. I pray that this be an inspiration to my siblings that the sky is the limit and that with God, all things are possible. May God continue to bless you and may this be a beginning of great things.

## DECLARATION

I Chido Samantha Michelle Madhanga hereby declare that this dissertation submitted for the Degree of Masters in Management Sciences specialising in Human Resources Management in the Faculty of Management Sciences at Durban University of Technology is my own original work and has not previously been submitted at any institution of higher education. All the sources have been acknowledged, accurately cited and referred to in the reference list.

Signed.....

Date.....

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## **CHAPTER 1**

### **BACKGROUND AND OVERVIEW OF THE STUDY**

#### **1.1 INTRODUCTION**

Leadership styles and employee performance have been a topic of discussion for many years. According to Belonio (2012:111), leadership style is mix of two behaviours, namely relationship and task, to influence others to accomplish goals. Riaz (2010:29) observes that leadership styles have always been a concept of concern for many organisations over the years. The concern being that the leadership styles adopted by an organisation have a big significant on the performance of employees. According to Ali, Elmi and Mohamed (2013:3), employee performance is the successful execution of tasks based on pre-set acceptable standards while using available resources efficiently and effectively. The leader's role is important for organisational success (Ladzani, Smith and Pretorious, 2010:223). Given the concerns of leadership and performance, this study investigates various leadership styles and their impact on employee performance at Subtech Group in KwaZulu-Natal.

The Subtech Group is a multinational company specialising in providing marine services all over Sub-Saharan Africa. The company started operations 20 years ago and its headquarters is based in KwaZulu-Natal, South Africa. Subtech Group is part of James Fisher and Sons PLC and it provides services, innovation and technology to the marine, oil, gas and other high assurance industries worldwide. Over the years of operation, Subtech Group has gained a good market share and has managed to obtain an extensive African footprint. The organisation's success is made possible by the team employed with specialised skills, resources and assets. Subtech embraces an innovative culture that has earned the company a long-term client relationship. The managers at Subtech Group use different types of leadership styles in order to meet the organisation's objectives (Birkett, 2016:1). Leadership styles and employee

performance in any organisation are important aspects for the success and survival of the company.

## **1.2 THE PROBLEM STATEMENT**

Management problems are often blamed for business failure (Ladzani, Smith and Pretorious, 2010:223). According to Nica and Potcovaru (2014:56), there is no one shoe that fits all leadership styles in business. However, some leaders fail to adjust their styles of managing employees. Some leaders are rigid in their approach to a changing business environment and this has resulted in different outcomes (Obicci, 2014:2). It remains unclear whether the leadership styles adopted are of any impact on the performance of employees. The impact of adopting unsuitable leadership styles is mostly revealed in employees' performance (Paracha, 2012:67). According to Sundi (2013:54), studies show how leadership styles and employee performance have been of concern in organisations. Ladzani, Smith and Pretorious (2010:223) observe that leaders or managers are there in all aspects of the business and employees are the ones that get tasks done.

Leaders who use an inappropriate leadership style might affect morale, cause resentment and destroy commitment, which are some important aspects of employee performance (Obiwuru, Okwu, Akpa and Nwankwere, 2015:101). In his study, Peters (2012:1) reveals that the leadership styles adopted at Velvet Sky Aviation contributed to the airline's liquidation, which resulted in hundreds of employees being left jobless. Ali, Elmi and Mohamed (2013:3) agree that a lot of research on leadership styles and employee performance has been done but this study takes a new approach by using Subtech Group as a case study. Therefore, this presents the need to investigate leadership styles and their impact on employee performance at Subtech Group in KwaZulu-Natal.

## **1.3 TERMINOLOGY**

**1.3.1 LEADERSHIP:** According to Obiwuru, Okwu, Akpa and Nwankwere (2011:101), leadership is any use of a leading strategy to offer inspiring motivation and enhance the staff's potential for growth and development. For the purpose of this study, leadership is the effort to influence the attitude and behaviour of employees to accomplish certain goals (Chaudhry and Javed, 2012:259).

**1.3.2 LEADERSHIP STYLES:** Leadership style is when leaders use different ways to guide and influence subordinates to perform in a specified way (Obiwuru, Okwu, Akpa and Nwankwere, 2015:101).

**1.3.3 EMPLOYEE PERFORMANCE:** Employee performance is behaviour which has actions of employees which can be seen, as well as neutral actions which result in organisational outcomes (Obicci, 2014:2).

## **1.4 AIM OF THE STUDY**

The study's aim is to investigate various leadership styles and their impact on employee performance at Subtech Group, based in KwaZulu-Natal.

## **1.5 OBJECTIVES OF THE STUDY**

For the aim of the study to be met, the study focuses on the following objectives:

- To examine the leadership styles adopted at Subtech Group.

- To determine the relationship between leadership style and employee performance at Subtech Group.
- To explore factors that contribute to employee performance at Subtech Group.
- To determine which leadership styles best result in improved employee performance at Subtech Group.

## **1.6 RESEARCH QUESTIONS**

The research questions of the study are:

- What are the leadership styles adopted at Subtech Group?
- Is there a relationship between leadership style and employee performance at Subtech Group?
- What factors contribute to employee performance at Subtech Group?
- Which leadership styles best result in improved employee performance at Subtech Group?

The research questions were used as a guide in conjunction with the literature review to formulate the hypotheses in the latter part of the dissertation in Chapter 4.

## **1.7 SCOPE OF THE STUDY**

This study makes use of one organisation, which is Subtech Group located in the KwaZulu-Natal province of South Africa. The study does not include other branches of Subtech Group across South Africa. This study is conducted in order to investigate the various leadership styles being used at Subtech Group and the impact they have on employee performance.

## **1.8 LITERATURE REVIEW**

A literature review is an evaluative feedback of information found in the works associated with a particular area of research (Mouton, 2011:56).

### **1.8.1 TYPES OF LEADERSHIP STYLES ADOPTED IN ORGANISATIONS**

Leadership is the way in which a person inspires others to achieve a common goal (Belonio, 2012:111). As such, leadership styles affect employees' level of performance in different ways (Riaz, 2010:29). On the other hand, Paracha (2012:67) states that some functions of appropriate leadership styles are creating vision and focus; setting up high employee performance; keeping teams motivated; and maintaining good relations with employees. In addition, Boehm, Dwertmann, Bruch and Shamir (2015:156) maintain that there are several leadership styles, namely transformational, transactional, laissez-faire, autocratic, charismatic, democratic, participative, visionary, pace-setting, primal and situational leadership.

### **1.8.2 TRANSFORMATIONAL LEADERSHIP STYLE**

Jay (2014:22) states that the transformational leadership style is referred to as being people-oriented as demonstrative connections happen between the leader and follower. According to Obiwuru, Okwu, Akpa and Nwankwere (2015:102), transformational leadership is based on the individual principles and views of the leader, which in turn encourages subordinates to perform better. Similarly, Paracha (2012:67) agrees that building relationships with subordinates, trust and support is how transformational leaders gain influence. The different aspects of transformational leadership influences relationship building. Aspects of transformational leadership include inspirational motivation, individual consideration, idealised influence and intellectual stimulation (Ladzani, Smith and Pretorious, 2010:223). Obicci (2014:2)

maintains that transformational leaders have a clear captivating vision of the future; academically stimulate subordinates; detect separate differences; and help subordinates to improve their strengths.

### **1.8.3 TRANSACTIONAL LEADERSHIP STYLE**

Transactional leadership is based on a give-and-take relationship in which followers' effort, productivity and loyalty is traded for expected rewards (Riaz, 2010:29). Nica and Potcovaru (2014:56) attest that the leader focuses on having subordinates perform the duties needed by the organisation in order to obtain the set objectives. For example, the transactional leadership style is task-oriented which can be effective when meeting work deadlines or in crises, such as when dealing with plant failure during production. Ali, Elmi and Mohamed (2013:3) affirm that transactional leadership encompasses an interchange practice that leads in compliance from the employees, although enthusiasm and commitment to perform the work is not generated.

Transactional leaders display behavioural proportions which are contingent reward, management by exception-active and management by exception-passive (Nica and Potcovaru, 2014:56). To exert influence, contingent reward focuses on the clarification of the task to be done in order to obtain rewards and incentives (Obiwuru, Okwu, Akpa and Nwankwere, 2015:103). According to Sundi (2013:51), active management by exception is when the person in charge sets guidelines to be followed, as well as for what constitutes ineffective performance. Consequently, Baharvand (2015:144) views transactional leadership as a social transaction process whereby there is agreement and clarification between the leader and follower on the reward terms upon the successful completion of tasks.

#### **1.8.4 LAISSEZ-FAIRE LEADERSHIP STYLE**

Robbins, cited in Chaudhry and Javed (2012:259), states that the laissez-faire leadership style can also be referred to as a lazy style as the leader lacks enthusiasm or drive and thinks that subordinates can do work on their own and should be left in isolation to finish their jobs. Similarly, Naderi and Jadidi (2014:188) reiterate that laissez-faire leadership is seen as the unavailability of leadership, where the leader takes an approach of leaving employees on their own, abandoning responsibility and not giving feedback to employees. Jay (2014:85) asserts that laissez-faire leaders do not plan or coordinate and as a result followers do not work together with the same vision and are likely to be disorganised and ineffective. Conversely, the management by exception-passive style is the same as the laissez-faire leadership style, in such a way that leaders have minimum interaction with employees in terms of the attainment of goals (Paracha, 2012:68).

#### **1.8.5 EMPLOYEE PERFORMANCE**

Riaz (2010:29) states that employee performance is termed as the outcome of work within a defined timeframe that shows a person's level of achievement in reaching organisational goals. As such, Ali, Elmi and Mohamed (2013:3) highlight that organisations are judged by their performance. Therefore, all organisations require highly effective employees in order to be successful in business. Ladzani, Smith and Pretorious (2010:223) also highlight that employee performance is made up of two parts, namely in-role and extra-role behaviour. According to Obiwuru, Okwu, Akpa and Nwankwere (2015:103), in-role performance relates to the requirements and expectations from the organisation on the employee. Conversely, extra-role performance includes behaviours which are not part of formal job requirements (Lazaroiu, 2015:97). Obicci (2014:3) maintains that employee performance is affected by a number of elements such as leadership styles, inspiration, the internal environment and job satisfaction.



### **1.8.6 LEADERSHIP STYLES AND THEIR IMPACT ON EMPLOYEE PERFORMANCE**

According to Naderi and Jadidi (2014:188), leadership styles that are effective can help the enhancement of performance when businesses encounter different challenges. Chaudhry and Javed (2012:258) further attest that employee performance refers to personal output with regards to the quantity and quality needed from each employee in a particular task unit. Obiwuru, Okwu, Akpa and Nwankwere (2015:102) maintain that the leadership styles used in organisations have an influence in encouraging employees' performance. Conversely, Paracha (2012:68) asserts that a leadership style has both direct and indirect effects on employee performance and is one of the most crucial factors contributing to organisational success.

According to Belonio (2012:112), transactional leaders assist businesses to reach their set objectives more proficiently by joining employee performance to prizes or payments and by making sure that subordinates have enough resources to assist them in completing tasks. Boehm, Dwertmann, Bruch and Shamir (2015:167) reinforce the view that leadership should promote a culture of employee participation, setting clear performance expectations and aligning business goals. Riaz (2010:29) highlights that leadership style plays a vital part in the behaviour of employees in the work situation and contributes to better employee performance. Baharvand (2015:145) maintains that focus given to any leadership style is grounded on the belief that followers are expected to work more productively for managers to take up a certain style of leadership. For example, Ladzani, Smith and Pretorius (2010:225) state that effective leadership style is connected to motivation, employee performance and processes of communication. Paracha (2012:68) found that leadership styles used in organisations are one of the strongest predictors of employee performance.

This study focuses on transformational leadership, transactional leadership and laissez-faire leadership. However, chapter 2 will discuss various other leadership styles.

### **1.8.7 THE IMPACT OF LEADERSHIP STYLES ON EMPLOYEE MOTIVATION**

According to Jay (2014:87), the main difference found in transformational, transactional and laissez-faire leadership styles lies in the way they motivate employees. Sundi (2013:50) argues that transactional leaders exhibit constructive and corrective behaviours as a way of getting employees to perform. Transactional leaders facilitate in changing followers values and main concerns and motivate employees to achieve advanced levels of goals (Naderi and Jadidi, 2014:188). On the other hand, Lazaroiu (2015:97) affirms that a transformational leader motivates employees by communicating the importance of task outcomes and making sure that higher order needs are met. Obiwuru, Okwu, Akpa and Nwankwere (2011:103) are of the view that transformational leaders conduct is based on values and beliefs of how employees are motivated by leaders to meet goals. Conversely, Belonio (2012:113) maintains that laissez-faire leaders do nothing and their non-leadership has negative consequences for organisations. Chaudhry and Javed (2012:264) affirm that the laissez-faire leadership style causes low employee motivation to perform work as there is no supervision.

### **1.8.8 PREVIOUS STUDIES ON LEADERSHIP STYLES**

Much research has previously conducted done on leadership styles and employee performance. Riaz (2010:30) highlights that earlier studies revealed a prospect that leadership styles will directly impact employee satisfaction and overall performance. Baharvand (2015:145) argues that leadership studies mainly focus on superior-subordinate relationships and exclude several other functions that leaders perform. Sundi (2013:54) reveals that other academics have also advised that leaders and their leadership styles affect both their employees and organisational performance.

Lazaroiu (2015:97) found that the leadership style exercised by managers and supervisors is directly related to employee performance, whereas emotional

intelligence has no association with the leadership-performance relationship. Obicci (2014:3) reveals that good leadership has higher chances of increasing employee performance. Nica and Potcovaru (2014:56) highlight that effective leadership assists employees in identifying and perfecting their contributions to the accomplishment of organisational goals. Naderi and Jadidi (2014:188) state that a large significant amount of organisational failure in achieving productivity stems from ineffective management and leadership style. Naderi and Jadidi (2014:188) further explored the impacts of leadership style, organisation culture and employee performance on leadership performance. However, this study is an investigation on the various leadership styles and their impact on employee performance: a case study at Subtech Group.

Chaudhry and Javed (2012:266) concluded in their study that although it is statistically proven that there is a leadership-performance relationship as suggested by some researchers, present results are hard to understand. It is clear that while some academics maintain that leadership may impact on employee performance, gaps and unanswered questions remain. This study is therefore an investigation into the various leadership styles and their impact on employee performance at Subtech Group in KwaZulu-Natal. The study or research is intended to contribute to the frame of expanding collected works and information in this area of study.

## **1.9 RESEARCH METHODOLOGY AND DESIGN**

Mouton (2011:54) states that research methodology is used in addressing the research problem by considering and explaining the logic behind research methods and techniques.

### **1.9.1 SECONDARY DATA**

According to Sekaran and Bougie (2010:181), secondary data is information collected from other bodies of literature that already exist. For this study to be effective, valuable information is required on the area of research (Saunders, Lewis and Thornhill, 2009:151). The secondary data for this study is sourced from journal articles, other dissertations, the Internet, media articles and textbooks.

### **1.9.2 PRIMARY DATA**

Leedy and Ormod (2014:80) state that primary data is new information gathered first hand by the researcher for the benefit of a study. Judging from Teddlie and Tashakkori's (2009:114) view, a closed-ended structured quantitative questionnaire will be employed to gather the primary data for this study.

### **1.9.3 RESEARCH DESIGN**

Mason and Dale (2011:134) describe the research design as an outline of how the researcher aims to do the research. To address the research problem, the study will adopt a quantitative research design. Mouton (2011:77) maintains that quantitative research uses structured methods to evaluate objective data. Sekaran and Bougie (2010:189) assert that a quantitative research design is appropriate as it is related to testing theory and it also assists the researcher to prevent bias. For this study, a closed-ended structured questionnaire (Annexure B) was used for the quantitative design.

#### **1.9.4 TARGET POPULATION**

Mason and Dale (2011:176) define target population as the probable participants that can be involved in the study. The target population for this study equates to 215 employees at Subtech Group in KwaZulu-Natal. The source list was obtained from the Human Resources Management department at Subtech Group in KwaZulu-Natal.

#### **1.9.5 SAMPLING TECHNIQUES**

According to Leedy and Ormod (2014:90), sampling is a way of choosing an appropriate sum of elements from the target population. Sekaran and Bougie (2010:287) identify two main categories of sampling, namely probability and non-probability sampling techniques. For probability sampling, all elements of the population have the likelihood of being represented in the sample (Mouton, 2011:77). The categories of probability sampling are simple random sampling, systematic random sampling, stratified sampling, cluster sampling and multi-stage sampling (Wagner, Kawulich and Garner, 2012:121). On the other hand, non-probability sampling is when the researcher does not have a way of making sure that each element of the population will be characterised in the sample (Teddlie and Tashakkori, 2009:182). Saunders, Lewis and Thornhill (2009:140) state that the four broad types of non-probability sampling are: convenience sampling, quota sampling, snowball sampling and purposive sampling. Some advantages of non-probability sampling are that it is economical and not hard to use (Leedy and Ormod, 2014:214).

#### **1.9.6 SELECTION OF THE SAMPLE**

Systematic sampling techniques will be adopted for this study. According to Mason and Dale (2011:116), systematic sampling involves numbering all members of the target population and picking every  $n^{\text{th}}$  item from the source list, depending on the

required sample size. The sampling frame to be used is the list of employees obtained from the human resources department, as highlighted by the organisation's payroll. The systematic sampling technique as a probability sampling method is used as it is easy to use (Leedy and Ormod, 2014:200). For this study, the target population was 215 employees and every second element or employee on the payroll was selected to obtain a sample of 107 respondents from the Subtech Group. Since the target population consisted of 215 and every 2nd element was chosen to draw the sample using systematic sampling technique and gave a sample of 105 respondents which was rounded off.

### **1.10 MEASURING INSTRUMENT**

Wagner, Kawulich and Garner (2012:114) assert that the objective of a measuring instrument is to collect information that shows amounts of what is being measured. According to Saunders, Lewis and Thornhill (2009:160), questionnaires can be used as a data collection instrument for quantitative research. Sekaran and Bougie (2010:197) advise that a questionnaire permits quantitative information to be gathered in the same way so that the data are internally uniform and articulate for examination. For the purposes of this research, a structured quantitative closed-ended questionnaire (Annexure B) was adopted to gather data for the survey. The closed-ended questions were guided by the research questions, which were highlighted in the study.

The structure of the questionnaire involves a 5-point Likert Scale format for respondents to state the degree to which they agree or disagree with the statements provided (Leedy and Ormrod, 2014:198). The 5-point Likert Scale was selected because it enables a thorough statistical analysis (Mouton, 2011:79). A covering letter (Annexure A) was attached to each questionnaire clarifying the type of research, as well as addressing confidentiality issues. The respondents were provided with clear instructions on how to complete and return the questionnaire within two weeks.

## **1.11 PILOT STUDY**

Teddle and Tashakkori (2009:133) maintain that a pilot study is done to gauge the usefulness of the questionnaire with regards to length, wording and validity. In addition, Saunders, Lewis and Thornhill (2009:200) affirm that the purpose of the pilot study is to assist in finding questions that are unclear to respondents and aspects of the questionnaire that might result in biased responses. The pilot study involved 15 randomly selected employees at Subtech Group who took part in completing the questionnaire and they were not included in the selected sample of 107 sample respondents. The respondents for the pilot survey were picked because of their understanding of the research but they did not participate in the final research (Sekaran and Bougie, 2010:197). The researcher will go through the completed questionnaires to see how the responses were given and then make the necessary amendments before issuing the revised final questionnaire to the main sample respondents of 107 employees at Subtech Group.

## **1.12 CONSTRUCTS OF VALIDITY AND RELIABILITY**

### **1.12.1 VALIDITY CONSTRUCT**

According to Mason and Dale (2011:276), validity is the degree to which a measuring instrument meets the reason for which it was made. Wagner, Kawulich and Garner (2012:121) point out that when a measuring instrument has a high validity construct, it would get the desired results of the study with a high confidence level. Internal and external threats of validity are usually examined to see if the intervening aspect has an impact on the research findings as compared to another aspect (Leedy and Ormrod, 2014:91). Besides the internal and external threats to validity, there is content validity, criterion-related validity and construct validity which are used by scholars to make sure that the measuring instrument design is valid for its planned purpose (Saunders, Lewis and Thornhill, 2009:129). Wagner, Kawulich and Garner (2012:81) affirm that for a questionnaire to be valid, it should be reliable.

### **1.12.2 RELIABILITY CONSTRUCT**

According to Mason and Dale (2011:176), reliability is the degree of consistency on the questionnaire or the low variation between the results of different samples of the same population. Leedy and Ormrod (2014:125) assert that reliability is concerned with how well the construct or variable is being measured. There are different threats to the reliability of a measuring instrument (Mouton, 2011:113). The four classes of reliability estimates when assessing themes are inter-rater reliability, test-retest reliability, parallel-forms reliability and internal consistency (Teddle and Tashakkori, 2009:91). A pilot study for the questionnaires will be conducted to ensure validity and reliability of the measuring instrument (Sekaran and Bougie, 2010:197).

### **1.13 DATA COLLECTION METHODS**

Data collection methods include decision and action concerning bringing together the information required to assess the study questions (Leedy and Ormrod, 2014:91). Methods of data collection include: mail, telephonic, personal and email (Wagner, Kawulich and Garner, 2012:81). Research methods focus on how data is collected by the use of research instruments (Wagner, Kawulich and Garner, 2012:121). Mouton (2011:97) attests that the selection of a data collection method is an important factor in the research design. A structured questionnaire (Annexure B) will be employed to gather the data for this research. The closed-ended questionnaires will be given to 107 sample respondents at Subtech Group by the use of the personal method for data collection. The questionnaires will be accompanied by a covering letter (Annexure A) and there will be no interaction with the sample respondents.



## **1.14 ANALYSIS OF RESULTS**

Mason and Dale (2011:76) describe data analysis as the way of giving directive, arrangement and sense to the frame of collected data. The Statistical Package for Social Sciences (SPSS) version 24 for Windows will be used for data analysis. The services of a statistician will be used to analyse the data collected.

## **1.15 ETHICAL CONSIDERATION**

According to Teddlie and Tashakkori (2009:172), political and ethical issues accompany data collection. Many ethical concerns in research belong to these categories: security from destruction, unpaid and well-versed participation, right to discretion and trustworthiness with skilled colleagues (Leedy and Ormrod, 2014:106). Due to the nature of this study, the main responsibility to all participants is obtaining consent, protecting them from harm and maintaining privacy. Saunders, Lewis and Thornhill (2009:47) posit that for data collection to be carried out, it is important to obtain the respondents' consent.

### **1.15.1 ANONYMITY AND CONFIDENTIALITY**

According to Mouton (2011:78), respondents have the freedom of remaining unknown and it will be valued both where it has been guaranteed and where there is no clear understanding of it. Anonymity means that the researcher is unaware of the identity of the respondents (Wagner, Kawulich and Garner, 2012:70). For this study, anonymity will be exercised as the research instrument will not require the names of the participants. On the other hand, confidentiality means that the primary data collected from respondents who will participate in the study will not be shared with anyone (Sekaran and Bougie, 2010:197). Lastly, all the completed questionnaires will be shredded 5 years after the researcher has completed the study.

## 1.16 STRUCTURE OF THE CHAPTERS

This study has five chapters which look at the following areas:

**CHAPTER 1:** Introduction of the research where an overview of the research problem, the research objectives, literature review and a brief outline of research methodology is covered.

**CHAPTER 2:** The literature review provides an outline of leadership styles and employee performance. It takes literature from available academic sources and analyses limitations and discussions from research findings associated with the research problem.

**CHAPTER 3:** This chapter discusses the methodology and research design employed in obtaining for the research. The chapter provides a description of the sample and the various types of research designs as well as the measuring instrument to be used. It also describes the way data is collected along with different forms of data analysis. It assesses the validity and reliability of the study, as well as ethical considerations.

**CHAPTER 4:** The results from the statistical analysis of the information gathered from the questionnaire makes up this chapter. Discussion of the findings of the analysis are simplified and presented in meaningful tables and figures.

**CHAPTER 5:** This final chapter of the dissertation sums up the study, presents a meaningful conclusion from the analysis of results and makes recommendations from the findings.

## **1.17 CONCLUSION**

The aim of this study is to investigate various leadership styles and their impact on employee performance at Subtech Group in KwaZulu-Natal. The research focuses on Subtech Group, an organisation that specialises in marine equipment in KwaZulu-Natal. This study adopts a quantitative research method and primary data will be collected by a closed-ended structured questionnaire administered at Subtech Group. The next chapter is a review of the literature related to this study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

In this dynamic environment of global competition, organisations face several uncertainties and challenges (Jyoti and Bhau, 2015:1). Organisational performance mainly relies on employee performance focusing on reaching a common organisational goal (Qazi, Shafique and Ahmad, 2014:467). According to Osabiya (2015:193), leadership is seen as a major factor that has much influence on employee performance in different organisations. As such, employee performance under different leadership has been under discussion amongst researchers and scholars alike (Obicci, 2015:1). This study is an investigation into the various leadership styles and their impact on employee performance at Subtech Group. According to Koech and Namusonge (2012:2), various leadership styles have been reviewed in a number of studies. Prasetio, Siregar and Luturlean (2015:149) maintain that many leadership approaches beginning from trait and personalities to, behavioural, contingency or situational to, transactional, transformational and self-leadership approach have been highlighted. This research focuses on leadership styles from contemporary approaches which are transactional, transformational and laissez-faire. The literature review of the study covers two main areas of interest which are leadership styles and employee performance.

#### **2.2 LEADERSHIP DYNAMICS**

Leadership is a multi-dimensional concept and is amongst the widely studied subjects in the management field (Olajide and Akeke, 2016:4). As such, defining leadership often appears to be vague mainly because of the numerous definitions which have evolved over the years (Walsh, 2009:28). According to Juan, Malero, Topa and Nangin (2011:18), leadership lies in the art of influencing others. Prasetio, Siregar and

Luturlean (2015:150) state that leadership is when someone inspires others to willing perform at maximum effort to achieve goals. Obicci (2014:1) posits that leadership is seen amongst the main factors that have influence on employee performance in different organisations. Abdalla (2010:25) is of the view that theories of leadership are a development of the past few decades, signifying the changes experienced around the world in a bid to meet the changes in the global market. Walumbwa and Hartnell (2011:153) maintain that the exercise of leadership has evolved considerably over time but the need for leaders and leadership has not.

Sashkin and Sashkin (2003:39) highlight that the old and new concepts of leadership both recognise that leadership does not exist in isolation. Instead, it happens once people interact and the leader seeks to influence the behaviour of others. Leaders in an organisation fulfil a number of roles which include setting goals, planning, organising, leading and controlling (Osabiya, 2015:193). Some of these roles may be generic to all managers and others may be more specialised by industry. The performance of the leader depends on how well roles are played to influence the performance of employees. Ejere and Abasilim (2015:31) observe that leaders correct errors and create confidence in followers. Researchers and industrial psychologists have carried out extensive studies into leadership and employee behaviour and their interests focussed on the type of leadership style that can best nurture success in an organisation (Jiang and Probst, 2016:2).

Nixon, Harrington and Parker (2012:208) posit that many new theories have emerged on leadership, which are dependent on many factors to determine their validity and reliability in an organisational setting. The way a leader conducts his/her leadership is important as this defines the leadership style being used (Duquesnoy, 2011:8). Leadership styles are the different ways of behaviour preferred by leaders whilst directing and influencing followers (Shanker, 2012:63). Khan, Ghazali and Isha (2014:257) attest that the leader-follower relationship runs both ways as it influences individual and organisational performance at the same time. Sashkin and Sashkin (2003:40) note that the old concept is grounded on a descending exercise of power and authority, whereas the new concept looks at the development of respect and

concern for subordinates. This current study is about the inflexibility of leadership in changing times and the aim is to investigate various leadership styles and their impact on employee performance. The study will focus on new perspectives on leadership.

### **2.3 THE DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT**

According to Tobin (2014:2), management is viewed as maintaining standards in a steady environment (i.e. ensuring that events are happening according to the existing plan). As a result, the manager is busy with things that will assist in handling organisational affairs (Shafie, Baghersahini and Barghi, 2013:26). Management focuses on problem solving and maintenance. Leadership, on the other hand, is characterised by change and constant improvement (Sashkin and Sashkin, 2003:40). Leaders analyse standards to ensure that the organisation is accomplishing its goals. Leaders are seen to initiate change in order to improve standards (Daft, 2014:119). According to Zopiatis and Constanti (2010:301), management needs leadership as its base for it to be effective. Zopiatis and Constanti (2010:301) further postulate that management and leadership must be advanced and combined due to the ever changing environment in all aspects of organisational endeavours. Uzzona (2013:199) establishes that management and leadership skills are vital for organisational success. This is because a manager's duties are focused on accomplishing goals in order to improve reliability and organisational stability. The leader's activities include building solid relationships with subordinates, and motivating and inspiring subordinates to be free as they try to meet the vision of the organisation (Armstrong, 2009:257).

### **2.4 THEORIES OF LEADERSHIP**

Leadership has changed over the years and has adopted different forms (Chaudhry and Javed, 2012:258). Many examples have been given to define leadership and leadership effectiveness. Naderi and Jadidi (2014:188) state that the leadership paradigm has evolved and this has led to traditional approaches and new perspectives.

Mwenje (2016:56) classifies trait theory, behavioural theory, contingency theory and situational theory in traditional leadership perspectives, while charismatic theories and transformational theories are in the new leadership perspective. Nsubuga (2008:29) states that leadership theories identify that effective leadership relies on the collaboration of some aspects, which are the traits and behaviours of followers; the characteristics of the followers; and the nature of the circumstances in which leadership happens. This research is an investigation of various leadership styles and their impact on employee performance. The section below focuses on theories from which the leadership styles are derived.

#### **2.4.1 GREAT MAN AND TRAIT THEORY**

The Great Man theory is centred on the notion that leaders are natural possessors of leadership qualities which make them stand out (Tobin, 2014:2). According to Goodnight (2011:201), Trait theories are based on the Great Man theory. The Trait theory takes the view that great leaders are born with notable traits (Oyetunyi, 2006:27). The distinguished traits include advanced mental abilities, enthusiasm, resourcefulness, confidence, responsible and a well-built psyche (Lussier and Achua, 2015:198). Trait theories also carry the belief that leaders are never wrong and that leaders are righteous beings (El-Zayaty, 2016:27). Mwenje (2016:56) argues that a person cannot become a leader simply based on collective traits as the results of traits are different according to the situation. Bothma's (2015:96) study found that the Trait theory is silent on the situational and environmental factors that have an impact on a leader's effectiveness.

Ali, Elmi and Mohamed (2013:198) observe that individual traits alone are not the main determinants of an effective leader. Contrary to this, Ofoegbu and Joseph (2013:5) argue that leaders' traits affect work as a human resources practitioner. They further explain that the styles managers employ affect employees, so Trait theories should not be entirely neglected in business. Jogunola (2013:56) highlights that a manager who does not possess leadership traits may have difficulties in leading successfully.

## **2.4.2 BEHAVIOURAL THEORIES**

According to Cloete (2011:26), behavioural theories differ from the trait approach in that they focus on the leader's behaviour rather than on their inherent characteristics. The similarity of the Trait theory and Behavioural theory is that they both focus on the result of organisational performance (Uzzona, 2013:199). These theories view the leader's behaviour as providing help for creating a subordinate's task behaviour (Mwenje, 2016:56). Behaviour is seen as a key aspect of leadership. Important behavioural studies are that of Hersey and Blanchard, Blake and Mouton's Managerial Grid and the Likert model (Oyetunyi, 2006:30). Bello (2012:229) contends that it can be hard to associate a leader's behaviour with effectiveness if particular conduct cannot be related to different circumstances. This is because situational aspects affect the effectiveness of a leader's conduct. Contingency or situational theories are derived from behavioural theories.

## **2.4.3 CONTINGENCY OR SITUATIONAL THEORIES**

Contingency theory is a style of leadership in which efficiency is based on the relations of leader's traits and the features of the situation (Chemers, 2014:30). This group of theories focuses on the effect of situational variables on the behaviour of leaders (Mwenje, 2016:56). Contingency theory also looks at the relationship between leadership style and organisational outcomes, moderated by situational factors. The results cannot be projected by leadership style except when the situational variables are identified (Ali, Elmi and Mohamed, 2013:198). The effectiveness of a leader depends on properly aligning one's leadership style of networking with the impact that the group situation gives. Contingency theories assume that leadership styles are influenced by different situations (Judge, Piccolo and Kosalka, 2009:861). Uzzona (2013:199) found that a leader can be effective in one particular set of circumstances and then another leader can be effective on a different set of circumstances.



#### **2.4.4 THE NEW LEADERSHIP PERSPECTIVES**

Trait, behavioural, contingency and situational theories as described above are the various models and theories which were developed under traditional approaches. Traditional leadership approaches try to provide an understanding of leadership and leadership effectiveness (Hoshino, Asad and Hassan, 2016:131). According to Bello (2012:229), leadership competence is not about having personal traits, what leaders do or the leader's ability to act appropriately in situations. Oladele and Akeke (2016:2) maintain that charismatic and transformational theories are new leadership perspectives that have emerged because of the need for effective leadership styles. These new perspectives focus on changing individuals and the business in order to obtain desired organisational outcomes (Nixon, Harrington and Parker, 2012:204).

#### **2.5 LEADERSHIP STYLES**

All leaders in organisations conduct certain tasks in running the organisation and improving organisational performance (Jing and Probst, 2016:2). The conduct the leader exhibits in the roles and affairs of the organisation is called their leadership style (Qazi, Shafique and Ahmad, 2014:467). According to Osabiya (2015:195), leadership style is the way a leader gets subordinates to follow. Leaders exercise various styles of reaching decisions in order to influence the performance of followers (Chikozho, Mapira and Vengesai, 2014:146). Some leaders focus more on the task at hand than the people they work with, whereas some concentrate more on the relationships they have with followers than the job (Oladele and Akeke, 2016:1). Leaders show leadership in many roles. Ivancevich, Konopaske and Matteson (2008:120) highlight that some of these roles include setting goals, creating structures, handling and inspiring followers and providing leadership. Zopiatis and Constantl (2010:301) assert that leadership provision is an important component of a leader's role. For better understanding, various leadership styles will be discussed below.

## **2.5.1 THE AUTOCRATIC, PARTICIPATIVE AND FREE-REIGN CONTINUUM OF LEADERSHIP**

There are various complex situations in organisations (Uzzona, 2013:199). Managers or supervisors are required to choose a suitable leadership style that will assist in problem solving. Pradeep and Prabhu (2011:202) assert that the autocratic, participative and free-reign leadership styles fall under the contingency approach. The principle of the contingency approach is that leaders are more operational when they create their behaviour conditional to situational forces (Oyetunji, 2006:43).

### **2.5.1.1 AUTOCRATIC LEADERSHIP STYLE**

According to Ojokuku, Odetayo and Sajuyigbe (2012:204), autocratic leaders are dictators and want subordinates to follow exactly what they say. These leaders are inexperienced with the leadership they have in terms of the new position involving people management. Uchenwamgbe (2013:59) acknowledges that the manager who uses this leadership style keeps most authority and implements decisions with a mindset that subordinates will follow. The autocratic leadership style is identified by the centralism of decision-making and command power as a single dominant leader (Adeyemi, 2010:84). This leader is concerned about getting the task done and is not moved by the different attitudes subordinates have towards a decision. Autocratic leadership style is viewed as highly task-oriented, i.e. this type of leader is continually pushing for production. An autocratic leader is well known for issuing orders, telling and announcing deadlines to be met (Lussier and Achua, 2015:199), i.e. the manager instructs subordinates what to do and how to do it, while at the same time serving as an example for subordinates.

### **2.5.1.2 FREE-REIN LEADERSHIP STYLE**

Ejere and Abasilim (2013:31) observe that the free-rein leadership style is where the leader gives more power and control to the employees. Goals and objectives are not set by the leader. In addition, Osabiya (2015:194) maintains that managers using the free-rein style lead the organisation indirectly and do not make decisions. This leadership style works best on well-motivated and experienced employees (Lussier and Achua, 2015:199). Conversely, this style can also result in failure when subordinates are elusive, untrustworthy and undependable (Oyetunji, 2006:45).

### **2.5.2 THE PATH-GOAL LEADERSHIP MODEL**

According to Chikozho, Mapira and Vengesai (2014:146), the Path-goal leadership model is centred on theories of motivation such as Goal setting theory and Expectancy theory. Karamat (2013:15) maintains that the Goal setting theory proposes that an active way to motivate people is to set stimulating goals and to give some payments for goals accomplished. On the other hand, the Expectancy theory rests on reasons that individuals work hard to reach set goals (Uchenwamgbe, 2013:59). The Path-goal model is employed to clarify how a leader's behaviour impacts the performance and satisfaction of employees (Bello, 2012:230). Traits and behavioural variables are not included in the Path-goal model but it allows a chance of adapting leadership to the situation (Daft, 2016:162). Based on the model, situational factors can be employees and the tasks to be done. Moorhead and Griffin (2010:143) highlight that leaders conduct themselves differently in various situations. The leader can employ one of the four leadership styles that improve goal achievement through performance and satisfaction (Ivancevich, Konopaske and Matteson, 2008:126). These leadership styles include directive, supportive, participative and achievement-oriented leadership.

### **2.5.2.1 DIRECTIVE LEADERSHIP STYLE**

A leader who engages in a directive leadership style gives subordinates courses of action, instructions and regulations of preparation, organising and carrying out activities (Oyetunji, 2006:44). Employees are expected to follow rules and regulations. According to Uzzona (2013:199), this style can be practised when the task is unstructured, difficult and when the employee is not skilled for the job. Job satisfaction and performance is improved when the leader provides more instructions (Chikozho, Mapira and Vengesai, 2014:146).

### **2.5.2.2 SUPPORTIVE LEADERSHIP STYLE**

The supportive leadership style is relationship-oriented and needs the leader to be more welcoming and friendly (El-Zayaty, 2016:27). The leader creates an emotionally supportive climate. A supportive leadership style works best when the work to be done is stressful and hazardous and when the job is boring (Moorhead and Griffin, 2010:143).

### **2.5.2.3 ACHIEVEMENT-ORIENTED LEADERSHIP STYLE**

In the achievement-oriented leadership style, stimulating but attainable goals are set for followers by pursuing enhancement in their performance and displaying confidence in their capability to accomplish goals well (Chikozho, Mapira and Vengesai, 2014:147). An achievement-oriented leadership style can be practised by the same leader in different situations i.e. the manager can use this leadership style in both simple and difficult situations. This style works best with achievement-oriented subordinates (Ivancevich, Konopaske and Matteson, 2008:126).

In conclusion, the Path-goal model is argued to be difficult to implement as the leader can find it hard to identify an appropriate style for the different situations (Goodnight, 2011:201). Conversely, Moorhead and Griffin (2010:144) assert that managers who use leadership styles of this model should be leaders who are very well versed in the model and what it entails. Osabiya's (2015:195) study shows that performance and satisfaction are impacted when the leader compensates for the faults in either the employee or the work situation. Osabiya (2015:195) also found that the Path-goal theory is valuable as it makes leaders remember that their main purpose is to reach their objectives in an effective as well as efficient manner. The Path-goal theory is mainly focused on follower's drive and satisfaction. Chikozho, Mapira and Vengesai (2014:147) note that the path-goal theory's main emphasis is that of motivating followers in the nature of inspiring them and hence the styles adopted improve their performance.

### **2.5.3 HERSEY AND BLANCHARD'S SITUATIONAL LEADERSHIP MODEL**

The Hersey and Blanchard's Situational Model focuses on the growth of subordinates and the styles each leader exhibits (Oyetunji, 2006:43). Hersey and Blanchard present a model with four leadership styles which include telling, selling, participating and delegating (Mwenje, 2016:56). Hersey and Blanchard's four constructs propose that leaders should place greater emphasis on the job to be done and/or the relationship between the followers, depending on the developmental level maturity of the follower (Chemers, 2014:79). The leader identifies the maturity stage of followers before choosing a suitable leadership style (telling, selling, participating and delegating) to enhance employee performance. According to Uzzona (2013:199), the focus of the Situational Leadership model is that there is no stand-alone effective leadership style in all situations. Chaudhry and Javed (2012:259) observe that Hersey and Blanchard's Situational Leadership Model picks the maturity levels of employees as an important conditional variable which switches between leadership styles and employee performance (Ali, Elmi and Mohamed, 2013:198). The maturity or readiness levels are job maturity and psychological maturity. Job maturity is the ability of an employee to complete their task. Psychological maturity is seen when an employee is self-

motivated and is willing to take up responsibilities. Discussion of the four leadership styles that are grounded on two dimensions, namely task and relationship behaviour, are provided below.

### **2.5.3.1 TELLING**

According to Ofoegbu and Joseph (2013:3), telling is done when a subordinate lacks ability and commitment. This leadership style is characterised by high task and low relationship behaviour (Lu and Lin, 2014:463). The subordinates who normally receive this leadership style are new employees in an organisation. Oyetunji (2006:55) states that this style works best when leading low maturity employees who do not possess both job skill and motivation. This is because knowledge of task requirements will be lacking and will depend on being told exactly what to do (Oladele and Akeke, 2016:3). The manager who uses this style gives clear instructions about a task and how it should be performed.

### **2.5.3.2 SELLING**

Selling is also called explaining or persuading (Nixon, Harrington and Parker, 2012:205). Selling shows an operative leadership style that is both high task and high relationship oriented (Jing and Probst, 2016:2). This means that the leader is still providing direction while at the same time hearing the subordinates' reactions and opinions. The employees who receive this type of leadership styles are those that are unable to do the job but are willing to do it (Salehzadeh, Shahin, Kazemi and Barzoki, 2015:7).

### **2.5.3.3 PARTICIPATING**

The participative leadership style is categorized by low task and high relationship behaviour. The participative aspect of this leadership style is where managers in organisations share decision-making with staff (Chikozho, Mapira and Vengesai, 2014:147). In practice, before the leader makes the final decision, he or she consults with followers and reaches a consensus. This leadership style is seen as an essential element of empowerment, co-operation and relationship building. Karamat (2013:18) believes that employees feel more responsible for the organisation when they are given an opportunity to be part of the decision-making. This style is recommended when employees are all driven individuals and skilled. In addition, this style works best with professionals in their own fields and whose counsel is also required by the leader (Chikozho, Mapira and Vengesai, 2014:146). Banks, McCauley, Gardner and Guler (2015:28) argue that the participative leadership style is too time consuming due to a lot of meetings that are held and may result in confusion. By implication, it is not ideal to use this leadership style in emergencies where on-the-spot decisions are required.

### **2.5.3.4 DELEGATING**

Delegating is a situational leadership style where followers are able and dedicated to reach the set task (Bothma, 2015:38). This style is characterised by low task and low relationship behaviour, which implies that this style can be used to lead mature subordinates who are able and willing to do the job. Subordinates in this group are highly skilled and motivated (Salehzadeh, Shahin, Kazemi and Barzoki, 2015:7).

Hersey and Blanchard's Situational Leadership Model proposes that the operational leadership style is characterised by a move for task and concern for people (Chemers, 2014:79). For example, the human resources manager at Subtech Group who deals with professional staff members would be operative if there is delegation of responsibilities to the staff. On the other hand, if the human resources manager works

with reluctant followers that do not have enough skill, it would be appropriate for the manager to give instructions. Hersey and Blanchard's four basic components are at leader's reach and should be used appropriately depending on the situation (Mwenje, 2016:58). Similarly, the Hersey and Blanchard's Situational Leadership theory uses the notion that to be an effective leader, one must consider all four components within the situational leadership model (Uzzona, 2013:199).

#### **2.5.4 THE OHIO STATE LEADERSHIP STUDIES**

Research conducted in the 1950s at Ohio State University focused primarily on varying issues affecting effectiveness and impact of leader behaviour on employees' performance (Ali, Elmi and Mohamed, 2013:198). The study aimed at identifying independent dimensions of leader behaviour. The results of the study identified two factors that account for most leadership behaviour. The factors were task-oriented and people oriented (Chemers, 2014:25). Behavioural theories focus on leaders' orientation to perform tasks against their relations with followers. Task-oriented leaders are mostly worried about organisational performance and are characterised by an authoritarian leadership style (Zopiatis and Constanti, 2010:302). This factor includes the extent to which the leader insists on maintaining standards and meeting deadlines, making detailed decisions regarding what needs to be done and how it is done (Guo, Dai and Yang, 2016:98). People-oriented leaders mainly deal with the welfare of subordinates rather than organisational performance (Cloete, 2011:27). This includes the leader's ability to express democracy in the organisation. Conversely, Loganathan (2013:27) argues that numerous studies contribute to the understanding of the leader's behaviour in defining performance.

#### **2.5.5 MCGREGOR'S THEORY**

McGregor's theory of leadership focuses on the development of the individual within an effective and cohesive organisation (Daft, 2014:255). McGregor distinguished

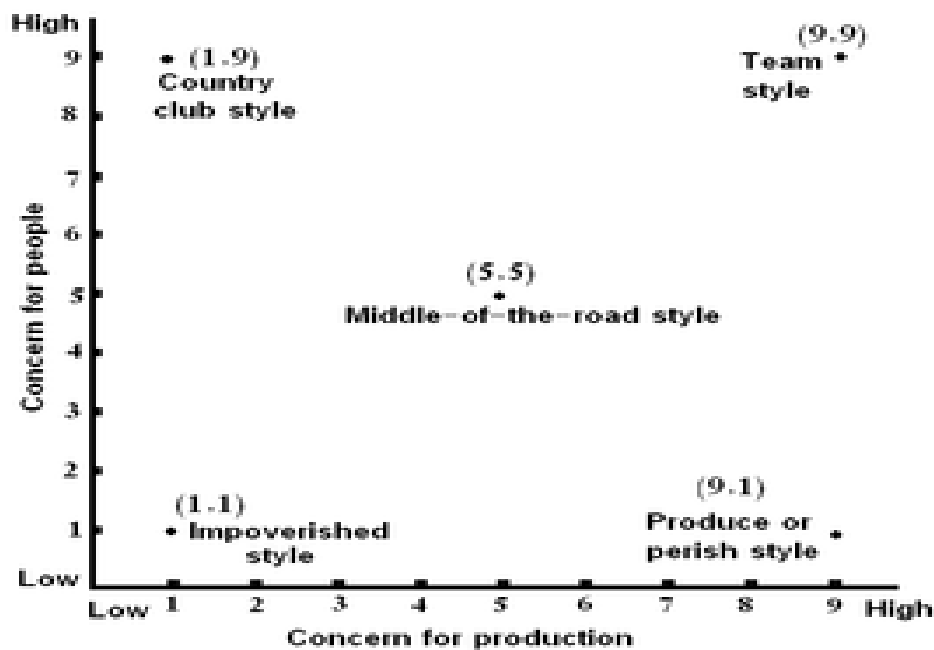


organisational leadership types labelled Theory X and Theory Y (Muchran, 2016:7). Theory X is grounded on the hypothesis that people are passive and resistant to change and that leaders must direct and motivate subordinates in order to bring about change (Ali, Elmi and Mohamed, 2013:197). Theory Y assumes that people already possess motivation but desire responsibility. Bello (2013:66) maintains that the leader's job is therefore to arrange organisational conditions in a way that makes it possible for people to fulfil their individual needs while directing their efforts towards achieving organisational objectives. McGregor's theory asserts that ideal leaders no longer view their subordinates as lazy individuals who need to be coerced, controlled and directed (Jing and Probst, 2016:3). This theory found that in organisations, leaders are able to give employees the chance to contribute and take responsibility and can thus tap into the employee's vast talents (Colbert, Judge, Choi and Wang, 2012:671).

#### **2.5.6 THE MANAGERIAL GRID**

Blake and Mouton created a two-dimensional model for visualising the continuum from task focus to employee management (Daft, 2014:260). The model is referred to as the Managerial Grid. The model depicted in Figure 2.1 below has two axes. The first axis has Concern for People and the second axis has Concern for Production (Oyetunji, 2006: 35). The grid has a 9-point rating scale, ranging from low concern to high concern (Chemers, 2014:80). The horizontal axis includes performance profits and mission. The vertical axis represents concern for people and reflects issues of support from member, trust, respect and showing concern for employees' job security (Zopiatis and Constanti, 2010:301). The grid summarises the different styles a leader can take under a variety of circumstances and it is rated on a one (1) to nine (9) scale (Osabiya, 2015:199).

**FIGURE 2.1 THE MANAGERIAL GRID**



Source: Karunathilake, L.P.V. (2012:12). Adapted

### **2.5.6.1 THE IMPOVERISHED LEADER (1.1)**

As shown in Figure 2.1 above, Karunathilake (2012:12) maintains that the Impoverished leader (1.1) has low concern for production and the people. Leaders who use this leadership style are not concerned with the organisational goals and contribute little to it. The leader uses little energy to get tasks done and shows little concern for followers. As a result, the followers become disengaged and effective production is almost impossible (Ejere and Abasilim, 2013:31). Oyetunji (2006:36) observes that the manager's incapability to guide efficiently results in conflict specifically among employees. Thus, the job that needs to be done is not performed well.

### **2.5.6.2 THE AUTHORITY COMPLIANCE LEADER (9.1)**

Figure 2.1 shows the Authority Compliance leader (9.1) who possesses a high concern for production and a low concern for people (Karunathilake, 2012:12). The leader centres on making sure tasks are completed by using command and authority and by dictating to subordinates (Osabiya, 2015: 202). The manager exercising this style considers that the tasks of the organisation must be completed at any cost. This is because the leader believes that the organisation's needs are not in line with employee needs (Oyetunji, 2006:33). The leader has little concern for the welfare and rights of subordinates. Under this style, the focus is on production and how to maximise production. Therefore, there is close control of subordinates and interaction is strictly official (Daft, 2014:237).

### **2.5.6.3 THE COUNTRY-CLUB LEADER (1.9)**

Blake and McCauley (1991) as cited in Oyetunji (2006:35) highlight that the country-club leader has a high concern for people and a low concern for production (Figure 2.1). Moorhead and Griffins (2010: 285) attest that this type of leader feels that if employees are satisfied, they will perform well and be industrious. This results in the leader being less concerned with results directly, but more concerned with maintaining relationships with followers. Lussier and Achua (2015:177) found that the Country-club leadership style has restricted influence on performance and has a positive impact on surroundings. Consequently, the manager for example does not evaluate employee performance and is also unprofessional in treating issues like absenteeism and late coming.

### **2.5.6.4 THE MIDDLE OF THE ROAD LEADER (5,5)**

In a company, a manager using the middle of the road style, as shown in Figure 2.1, believes that sufficient organisational performance can be reached if there is an equal

concern for both production and people (Daft, 2014:260). In this scenario, the manager will give equal attention by moderately emphasising attaining results to keep the optimism of employees (Mwenje, 2016:57). The leader keeps to the middle of the road because of the belief that too much attention will create conflict and should therefore be avoided (Zopiatis and Constanti, 2010:32).

#### **2.5.6.5 THE TEAM LEADER (9,9)**

Figure 2.1 above presents the team leader who has a high concern for both production and people (Karunathilake, 2012:12). The concerns the team leader possesses impact their line of thinking in decision making, feelings and actions as they lead (Moorhead and Griffins, 2010:285). This approach rests on the belief that there is always harmony between organisation's and employees' necessities in order to be effective. This leadership style is a goal-oriented team approach which aims to get the highest performance by involvement, participation and dedication (Osabiya, 2015:199). Oyetunji (2006:31) maintains that of all the five styles, the team leader style seems to be the most suitable as it has a high probability of positively affecting results and climate.

#### **2.5.7 CHARISMATIC LEADERSHIP STYLE**

Chemers (2014:34) and Lussier and Achua (2001:375) postulate that the charismatic leadership style was introduced by Max Weber in 1947. Nelson Mandela and Steve Jobs are perfect examples of charismatic leaders in politics and industry (Oladele and Akeke, 2016:2). The Charismatic leadership theory discusses what to anticipate from both leaders and followers. Leaders take part in astonishing behaviours and show a lot of knowledge (Bello, 2013:66). Charisma is frequently an attribute that one sees in another, but it is hard stating that view without openly quoting certain conduct or individual features (Chemers, 2014:101). Robbins and Judge (2007:431) define a charismatic leader as an idealistic who has an idea of amazing goals and the capability

to influence people around to accomplish this. It is those who work with the leader who conclude whether the person is charismatic or not.

According to El-Zayaty (2016:28), charismatic leaders express ethical goals and make sacrifices in order to meet goals. Charismatic leaders are personalities that stand out and always have a great vision (Shafie, Baghersahini and Barghi, 2013:26). Evidence of the constructive effects of charismatic leadership have been discovered in many different spheres, organisations and management levels in some countries on the different continents (Uzzona, 2013:199). In the African context, charismatic leaders seem to dominate and often result in high employee performance (Ali, Elmi and Mohamed, 2013:198). The Charismatic leadership style changes subordinates by making alterations in their goals, values, needs, beliefs and aspirations.

## **2.5.8 TRANSACTIONAL LEADERSHIP STYLE**

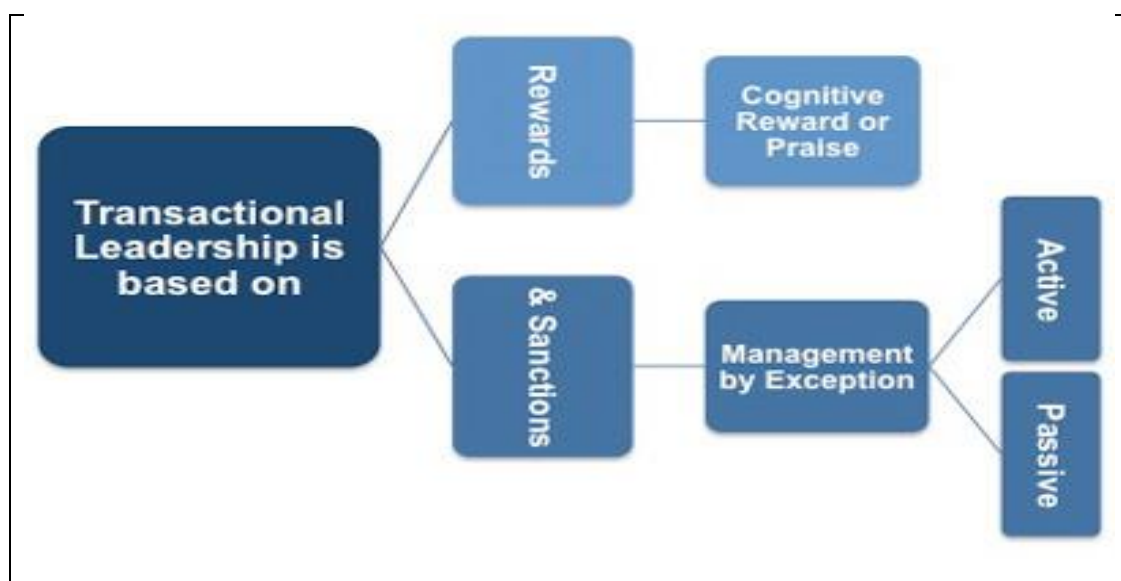
Transactional leadership is centred on leader-follower relationships (Riaz and Haider, 2010:30). According to Chikozho, Mapira and Vengesai (2014:146), transactional leadership contains numerous transactions between leaders and employees and becomes vital in accomplishing routine standards on which leaders and employees agree. Hamstra, Yperen, Wisse and Sassenberg (2011:182) also define transactional leadership as a leader's ability to identify followers' needs and clearly demonstrate methods to meet these needs in return for the performance of followers. Transactional leaders see management as a sequence of transactions in which they practise their skills of reward or punishment for tasks done (Banks, McCauley, Gardner and Guler, 2015:29).

Paracha, Qamar, Mirza, Hassan and Waqas (2012:2) indicate that transactional leadership takes place when employees perform with the knowledge of a transaction that happens after completion. In the same light, Hamstra, Yperen, Wisse and Sassenberg (2011:183) argue that transactional leaders notify followers of the rewards

to be given in return for their performance. Goodnight (2011:137) is of the view that transactional leadership involves contingent reinforcement. Contingent reinforcement takes place when leaders motivate subordinates with tangible or intangible rewards (Zopiatis and Constanti, 2010:301).

Andreassen, Hetland, Pallensen and Notelaers (2011:510) reiterate that transactional leaders are more task-centred than relationship-oriented and they rely on the need for power to do beneficial transactions with subordinates. Similarly, Northouse (2013:195) affirms that transactional leadership is centred on tentative support and followers who are motivated by rewards. Hamstra, Yperen, Wisse and Sassenberg (2011:183) maintain that transactional leaders inspire subordinates to work based on the expectation of getting rewards there after. Furthermore, Naderi and Jadidi (2014:189) state that transactional leadership considers rewards as an important element of encouraging employee commitment in work performance. Transactional leadership, when practiced well, is very effective (Rashid, Shireen, Rab, Anam, Hafiza and Somia, 2013:1203). Uzzona (2013:201) suggests that there is supremacy of the transactional leadership style over the transformational and laissez-faire styles.

**FIGURE 2.2: TRANSACTIONAL LEADERSHIP ATTRIBUTES**



Source: Bennis, W. (2007:13). Adapted

As illustrated in Figure 2.2 above, transactional leadership has contingent rewards and sanctions, management by exception-active and management by exception-passive

under it (Hamstra, Yperen, Wisse and Sassenberg, 2011:183). Contingent rewards will be the first attribute to be discussed below.

#### **2.5.8.1 CONTINGENT REWARDS (COGNITIVE REWARD OR PRAISE)**

Figure 2.2 above shows that contingent rewards are an element of the transactional leadership style. Northouse (2013:195) states that contingent reward is an exchange process of effort and rewards between leaders and followers. Similarly, Ho (2012:599) asserts that contingent reward is a transaction which has certain expectations of performance and rewards. El-Zayaty (2016:27) highlights that contingent reward involves praises for achievement and watching over the progress of subordinates in order to provide support and feedback. According to Xirasagar (2008:603), reinforcement techniques are employed by the leader to clarify the performance standards expected in order for employees to get rewarded. Northouse (2013:195) attests that the contingent reward approach has leaders seeking agreement from followers on what their performance will result in. Riaz and Haider (2010:30) highlight that the bases of reward can be negative, like corrective action, in cases where followers do not perform to standard or fail to meet objectives.

#### **2.5.8.2 MANAGEMENT BY EXCEPTION-ACTIVE**

As illustrated in Figure 2.2 above, management by exception-active falls under the sanction component of transactional leadership. According to Daft (2015:38), a leader using management by exception-active is always observing subordinates and takes corrective action when they make mistakes. According to Pradeep and Prabhu (2011:200), leaders using management by exception-active focus on dealing with employees' deviations from standards, grievances and failures. An example of management by exception-active can be illustrated by how employees are closely monitored in customer handling by leaders and corrected immediately in cases of customer mishandling.

### **2.5.8.3 MANAGEMENT BY EXCEPTION-PASSIVE**

Armstrong (2009:279) asserts that management by exception-passive leaders wait to be informed by the condition, set standards for generated problems and do not challenge the present situation. Figure 2.2 shows that management by exception-passive is a form of sanction under the transactional leadership style. According to Ejere and Abasilim (2013:32), leaders who intervene only after standards have not been met or problems have arisen use management by exception-passive. As a result, employees receive punishment in response to obvious discrepancies from the standard performance (Banks, McCauley, Gardner and Guler, 2015:30). An example of management by exception-passive is shown where leaders give an employee a poor performance rating without discussing prior work performance (Mwenje, 2016:62). No compensation is given for good performance as the leader only focuses on deviations from standards and mistakes made by the follower (Andreassen, Hetland, Pallensen and Notelaers, 2011:512).

### **2.5.9 TRANSFORMATIONAL LEADERSHIP STYLE**

Valuable and positive change in employee behaviour and performance is essential in organisational performance (Bello, 2012:228). Transactional leaders pursue a performance-reward principle to meet set goals. For transformational leaders to meet goals, focus lies in transforming followers. Lu and Lin (2014:464) state that transformational leadership is an effective leadership process that involves developing a closer relationship between leaders and employees. Osibaya (2015:193) attests that transformational leaders have influence from their relationship-building process as they are taken to be trusting and supportive.

According to Obicci (2015:1), many studies associate transformational leadership with employee performance and job satisfaction. Obicci (2015:1) argues that transformational leadership has a great impact on employee performance by the leader's ability to stimulate, motivate and challenge creative thinking amongst



employees with a mindset of solving problems differently. Paracha, Qamar, Mirza, Hassan and Waqas (2012:3) state that the transformational leadership style is related to high work performance, high co-operative support, greater values and lower negative energy, as compared to transactional conditions. Bass (1990) as cited in Vutukuru and Mohan (2016:203) postulates that transformational leadership includes different aspects such as the following:

- Underlining internal stimulation and developing subordinates' skills;
- Educating others on ethical behaviour and standards;
- Highlighting priorities;
- Encouraging good morals in followers.
- Making an environment which is governed by principles;
- Inspiring subordinates to have self-interests and organisational interests at heart;
- Promoting teamwork and peace;
- Using trustworthy, dependable means;
- Providing individual influential appeal based on reason;
- Engaging in subordinates' interests; and
- Allowing independence for followers.

Recent studies identify the transformational leadership style as the most appropriate for modern day organisations (Naderi and Jadidi, 2014:188). Organisations need this inspiring kind of leadership which empowers subordinates and increases employee productivity in order to improve organisational performance (Jiang and Probst, 2016:2). An example is when an employee requests help from a transformational leader who takes time to help while at the same time pushing the employee to achieve the most with the solution (Goodnight, 2011:200). Zopiatis and Constanti (2010:301) postulate that transformational leaders are modest and when commended on a job well done, they often direct the credit to the employees. As such, Abdussamad, Akib, Jasruddin and Paramata (2015:386) argue that the attributes of charisma are found in transformational leadership. Transformational leaders encourage subordinates to overlook their personal interests for the benefits of the organisation and are able to have a great effect on their performance (Banks, McCauley, Gardner and Guler, 2016:3).

According to Oladipo, Daskareen, Salami and Mohammed (2013:53), transformational leadership imparts trust, respect and admiration by followers and thus encourage them to do better. An example of a transformational leader is Richard Branson of the Virgin Group (El-Zayaty, 2016:32). Richard Branson's leadership style is viewed as transformational due to the way he conducts himself whilst leading subordinates (Grout and Fisher, 2011:46). Transformational leaders want followers to succeed. Moreover, Osabiya (2015:193) maintains that transformational leaders encourage followers to achieve organisational goals by developing subordinates' skills so that the organisation becomes better than before. The four characteristics of transformational leadership are idealised influence, inspirational motivation, intellectual stimulation and consideration (Hassan, Asad and Hoshino, 2016:133). These characteristics make an effective transformational leader.

#### **2.5.9.1 IDEALISED INFLUENCE**

Idealised influence is whereby attribution and behaviour are addressed (Uysal, 2014:90). Northouse (2013:191) postulates that idealised influence is visualised by having leaders which are role models for their followers. Choi, Wan, Tan and Low (2014:118) highlight that idealised influence is a characteristic which makes leaders respected by their followers. It is about building the confidence, trust, respect and loyalty of a group. Avolio and Bass (2004) as cited by Arham (2014:345) maintains that transformational leaders are able to encourage their followers that they can accomplish their goals by the example they would have set. Kovjani, Schuh and Jonas (2013:544) posit that idealised influence refers to influencing followers by their character and conduct, the articulation of high expectations and confidence in followers. In addition, Hassan, Asad and Hoshino (2016:133) highlight that idealised influence is accomplished by being ethical, taking into consideration the followers' values and also putting the goals of the organisation into consideration.

### **2.5.9.2      INSPIRATIONAL MOTIVATION**

According to Choi, Wan, Tan and Low (2014:118), inspirational motivation is related to idealised influence but mainly focuses on communicating expectations to employees (Van Zyl, 2009:138). Similarly, Cavazotte, Moreno and Bernardo (2013:493) highlight that a leader's behaviour is mainly focused on encouraging followers to achieve their goals. These leaders provide vision and meaning and are optimistic about the future (Kovjani, Schuh and Jonas, 2013:544). Inspirational motivation inspires followers to work on obtaining a team vision, inspires the conducts of subordinates and clarifies the set future goals of the organisation (Oladipo, Daskareen, Salami and Mohammed, 2013:53). The behaviour of working in teams is improved by the use of inspirational motivation. A leader at Subtech Group may motivate employees by inspiring words that communicate well the main position they have with regards to the growth of the business.

### **2.5.9.3      INTELLECTUAL STIMULATION**

Intellectual stimulation is another attribute of the transformational leadership style. Ho (2012:598) attests that intellectual stimulation is when the leader challenges how things are done and appeals to the intellect of followers to question their individual way of thinking. This is done to motivate innovative and creative decision-making. Sundi (2013:54) argues that employees and the leader co-operate to resolve problems encountered. In addition, this leader encourages unique thinking and lets followers improve the ability to resolve complications which were not predicted (Arham, 2014:345). Oladipo, Daskareen, Salami and Mohammed (2013:54) attest that transformational leaders who exhibit intellectual stimulation behaviour provide opportunities for subordinates to deviate from the standards. Additionally, Jiang and Probst (2016:3) contend that transformational leaders who exhibit intellectual stimulation behaviour provide room for innovation and creativity in approaching problems and challenges for their followers.

#### **2.5.9.4 INDIVIDUALISED CONSIDERATION**

Individualised consideration is an attribute of the transformational leadership style. According to Cavazotte, Moreno and Bernado (2013:493), individualised consideration refers to the support offered by a leader to followers. This support is in reaction to particular needs which help growth and empowerment. Individualised consideration helps and encourages subordinates, focuses on issues to do with skill, as well as whether the employee is suitable to carry out certain tasks (Ho, 2012:598). Transformational leaders deal with what followers need in order to achieve set goals as well as transform their abilities. However, this is achieved by the support of developmental platforms such as trainings to improve performance (Oladipo, Daskareen, Salami and Mohammed, 2013:53). An example can be seen when the accounts clerks are sent for training workshops every quarter of the year. Sundi (2013:54) notes that the use of a transformational leadership style can enhance performance because these leaders focus on developing knowledge and employees ability. Similarly, Chemers (2014:199) attests that leaders who use a transformational leadership style provide opportunities and confidence to subordinates in carrying out duties with the aim of achieving organisational goals.

#### **2.5.10 LAISSEZ-FAIRE LEADERSHIP STYLE**

Sadeghi and Pihie (2012:188) maintain that laissez-faire leadership is whereby the leader displays a passive indifference towards followers. According to Chaudhry and Javed (2012:259), the laissez-faire leadership style is where the leader abandons accountabilities and avoids making decisions. Abdulla (2010:11) attests that laissez-faire leadership involves giving employees unrestricted expansion without interfering and with full authorisation, as well as bearing in mind the demands. Laissez-faire leadership refers to delegative leadership where a leader allows group members to make decisions (Bello, 2012:229). Likewise, Skogstad, Hetland, Glaso and Einarsen (2014:324) assert that laissez-faire leadership is non-transactional in that no interacting is being done between employees and employers. Ali, Elmi and Mohamed

(2013:197) report that previous studies that found that laissez-faire leadership has a negative consequence on the work-associated results of subordinates.

Hamstra, Yperen, Wisse and Sassenberg (2011:183) found that laissez-faire leadership was follower-centred as employees react in their own way in situations in the company. Prasetio, Siregar and Luturlean (2015:671) state that laissez-faire leadership may be one of the poorest of leadership styles with regards to employee welfare. This is supported by Shafie, Baghersahini and Barghi (2013:27) who found that the laissez-faire leadership style caused chaos in an organisation as it was on the basis of every person for himself or herself. Nasrah (2012:40) affirms that the laissez-faire leader is one who believes in complete autonomy for employees. Karamat (2013:18) found that laissez-faire leaders are extremely laid-back and leave employees to take whatever action they deem necessary. Laissez-faire leaders neglect their followers as they do not offer the necessary support needed to accomplish tasks successfully (Skogstad, Hetland, Glaso and Einarsen, 2014:325). Such leaders provide little to no instructions and minimal support in terms of the resources needed by followers.

Characteristics of laissez-faire leadership are management by exception-passive and laissez-faire (Chaudhry and Javed, 2012:259). Management by exception-passive is whereby the leader does not get involved in anything till the problem becomes really bad (Pradeep and Prabhu, 2011:200). An advantage of applying the laissez-faire leadership style permits the visionary employee a chance to perform tasks without interference (Hoshino, Asad and Hassan, 2016:131). Additionally, Skogstad, Hetland, Glaso and Einarsen (2014:325) attest that laissez-faire leadership gives a higher sense of responsibility to followers. Laissez-faire leadership promotes trust in workers, while frustration may force others into leadership roles (Nixon, Harrington and Parker, 2012:205). Additionally, Karamat (2013:19) affirms that less productivity is evidenced as workers may not possess the right skills to accomplish goals successfully. Shafie, Baghersahini and Barghi (2013:27) affirm that there is poorer quality of work under laissez-faire leadership.

The general implication of laissez-faire leadership style is seen by some as negative but others disagree with this view (Goodnight, 2011:822). In addition, Sadeghi and Pihie (2012:188) found that laissez-faire leadership is passive and ineffective and results in low productivity in employees. This results in questioning this style of leadership as to whether it is a style at all (Northouse, 2013:200). Scholars have indicated that it can be viewed as no leadership at all and as a result, a person with a strong character tends to fill the leadership void (Ali, Elmi and Mohamed, 2013:197).

## **2.6 AN OVERVIEW OF EMPLOYEE PERFORMANCE**

Obicci (2014:2) states that performance is a multi-dimensional concept and an important way that defines organisational accomplishments or failures. In addition, Prasetya and Kato (2011:34) attest that performance is the achieved results of actions with the skills of employees who perform in specific situations. Arguably, employees are the most vital assets of any organisation (Taiwo, 2013:16). As it were, the achievement of improved level of performance and productivity has been the goal of any organisation (Oladele and Akeke, 2016:3). It is very important for employee performance to be clearly defined and understood by employees in order to perform effectively and efficiently (Altrasi, 2014:409). Employee performance is the level of achievement of the task that creates the employee's job (Khan, 2007:106).

Employee performance in various types of leadership has been a topic of discussion for scholars (Obiwuru, Okwu, Akpa and Nwankwere, 2015:101). The way employees perform in an organisation rests on the job requirements, the organisation's goals and organisational values. Employee performance is important in achieving organisational goals and ultimately attaining organisational strategy (Abdussamad, Akim, Jasruddin and Paramata, 2015:386). According to Obicci (2014:2), employee performance is a behaviour which has actions of an employees which can be seen and also neutral ways which result in organisational outcomes. The performance of employees reflects individual contributions to organisational goals (Govender, 2013:45). Thus, employee performance is vital in achieving set goals (Shafie, Baghersahini and Barghi, 2013:23).

## **2.6.1 PERSPECTIVES ON EMPLOYEE PERFORMANCE**

Koech and Namusonge (2012:3) state that employee performance is an individual output in terms of quantity and quality for a particular job. Employee performance and job performance are terms used interchangeably. Ali, Elmi and Mohamed (2013:197) maintain that employee performance is a behaviour that employees do which is reflected in their actions. Quick and Nelson (2009:195) highlight that employee performance can be defined by employees as effectively and efficiently performing set duties. Karamat (2013:23) maintains that employee performance is what employees are paid to do or say. The receptionist at Subtech Group for example is paid to assist all walk-ins that enter the building with regards to different issues. Therefore, employee performance is an important element of obtaining organisational goals and ultimately attaining organisation strategy (Govender, 2013:44). Prasetya and Kato (2011:38) maintain that employee performance is an important element in business psychology and human resource management. The increase in employee performance is not possible without the effective application of employees' ability and their motivation and guidance of leadership styles (Shafie, Baghersahini and Barghi, 2013:23). Predicting employee performance has long been a concern for managers (Obiwuru, Okwu, Akpa and Nwankwere, 2015:101). This study investigates the various leadership styles and their impact on employee performance at Subtech Group.

## **2.6.2 DIMENSIONS OF EMPLOYEE PERFORMANCE**

Employee performance is the meaning of information, abilities, capabilities and inspiration focussed on role-prescribed conduct such as recognised work duties (Jyoti and Bhau, 2015:2). According to Altrasi (2014:409), employee performance is divided into two dimensions which are job-performance and contextual performance.

### **2.6.2.1 JOB PERFORMANCE**

Job performance is where employees perform their main duties which are stated in individual job descriptions (Peng, 2014:75). Similarly, McShane and Von Glinow, (2010:17) define job performance as achievement-centred behaviour which is in the individual's control and that helps organisational goals. According to Jalalkamali, Ali, Hyun and Nikbin (2016:5), studies reveal that task performance is the most important feature of work behaviours and is also known as overall job performance.

### **2.6.2.2 CONTEXTUAL PERFORMANCE**

Contextual performance is the behaviour which an employee supports and it enhances the workplace environment (Peng, 2014:75). Contextual performance is not directly related to main tasks but shapes the organisational, social and psychological background. Lu and Lin (2014:463) maintain that contextual performance contributes to organisational efficiency. Contextual performance is a dimension of employee performance and has influence on promotions and other organisational and supervisory rewards (Rashid, Shireen, Rab, Anam, Hafiza and Somia, 2015:35).

### **2.6.3 CAMPBELL'S MODEL OF EMPLOYEE PERFORMANCE**

Campbell (1990) cited in Bothma (2015:34) asserts that an important aspect of employee performance is that it is synonymous with behaviour. Furthermore, Bothma (2015:35) explains that performance is what individuals do which can be seen and measured in terms of each level of involvement. According to Peng (2014:75), performance is action done to achieve a set goal. As such, Campbell (1990) as cited by Jalalkamali, Ali, Hyun and Nikbin (2016:5) retorted that organisations do not hire people to behave, they hire them to perform.



### 2.6.3.1 DIMENSIONS FOR MEASURING EMPLOYEE PERFORMANCE

Campbell (1990) as cited in Bothma (2015:35) postulates that many dimensions of employee performance turn to become critical incidents analyses and other analysis for work to be done. Employee performance is based on different constructs and it is a concept that is widely recognised (Ali, Elmi and Mohamed, 2013:197). All jobs have different performance measures and standards (Altrasi, 2014:410). Campbell (1996) as cited in Muda, Rafiki and Harahap (2014:73) observe that an eight factor model presents the different employee performance levels in jobs. However, these components are not there in all tasks and neither are they the final way in describing the performance area (Thahier, Ridjal and Risani, 2014:118). Bothma (2015:36) outlines eight major performance components as follows:

- Job specific task proficiency refers to how well employees can perform the main tasks of the job.
- Expertise in tasks not specific to the job reflects the situation where employees are asked to perform tasks not specific to the job.
- Demonstrating effort reflects uniformity of an employee's effort every day, the commitment levels and tenacity.
- Preserving individual discipline is seen by the way in which bad behaviour is avoided.
- Supervision has behaviours which inspires employee performance by personal influence.
- Management and administration has variables which include planning, organising, leading and co-ordinating.
- Keeping team performance displays the way in which leaders supports subordinates, assist with problems and is team oriented.
- Written and oral communication needs skills by subordinates to transcribe the precision of the subject matter and is an important aspect of performance.

Thahier, Ridjal and Risani (2014:118) postulate that performance aspects recommended by other scholars can be integrated as factors of dimensions, making a talent structure of performance. This argument is supported by the need to distinguish

what is employee performance and how to measure employee performance (Ofoegbu and Joseph, 2013:3).

### **2.6.3.2 DETERMINANTS OF EMPLOYEE PERFORMANCE**

Campbell (1990) as cited in Altrasi (2014:409) highlights that individual differences on employee performance have three main determinants. Different types of leaders evaluate employee performance by using the determinants based on different criteria and techniques (Armstrong, 2009:318). Abdussamad, Akib and Paramata (2015:387) refer to the following determinants of employee performance:

- **Declarative Knowledge:** Shows the understanding of a given set of job desires. This refers to information about facts, ideologies and objects.
- **Procedural Information and Ability:** Procedural information and ability is attained when knowing what to do is successfully combined with specifics to a job.
- **Inspiration of Employees:** The combined effect from three choice behaviours is the third predictor of performance. The options are to use determination, select levels of effort to use and choice to continue using that level of effort.

## **2.7 FACTORS THAT CONTRIBUTE TO EMPLOYEE PERFORMANCE**

According to Rashid, Shireen, Rab, Anam, Hafiza and Somia (2013:1201), the factors influencing employee performance do so in combinations. This is to suggest that no single factor can account for the actions of an employee in the workplace (Thahier, Ridjal and Risani, 2014:118). Uysal (2014:87) defines performance as behaviour which has an impact on the organisation's goals. Salehzadeh, Shahin, Kazemi and Barzoki (2015:5) report that many factors were responsible for influencing

subordinates to perform in an organisation. Zameer, Ali, Nisar and Amir (2014:294) reiterate that there are a lot of factors that improve or decrease employee performance at work, which are classified under organisational factors and individual factors. According to Rashid, Shireen, Rab, Anam, Hafiza and Somia (2013:1200), such factors are what motivate subordinates to efficiently and productively work for an organisation. Literature review groups these factors into two headings for a more detailed discussion, which is organisational factors and individual factors.

## **2.7.1 ORGANISATIONAL FACTORS**

Ofoegbu and Joseph (2013:2) acknowledge that organisational factors are consistently associated with employee performance. According to Boehm, Dwertmann, Bruch and Shamir (2015:167), organisational factors may have an impact on subordinate performance in the organisation. These factors may come from many sources of an organisation. These may be the organisations managerial strategies, job rotation, using technology, organisational practices and the working environment of an organisation (Oladele and Akeke, 2016:2). The other obvious factors that influence employee performance include innovative remuneration structures and a comfortable work environment. Additionally, people desire to be associated with a high ranked employer (Rashid, Shireen, Rab, Anam, Hafiza and Somia, 2013:1201).

### **2.7.1.1 ORGANISATIONAL STRUCTURE**

Salehhzadeh, Shahin, Kazemi and Barzoki (2015:5) state that the importance of an organisation structure is often overlooked. Abdussamad, Akib and Paramata (2015:386) explain that an organisational structure is a design made by people working together in different roles in an organisation. According to Muda, Rafiki and Harahap (2014:73), organisational structures provide the basic building blocks for the overall design of an organisation. The four basic organisational designs that affect employee performance include functional, divisional, hybrid and matrix (Qazi, Shafique and

Ahmad, 2014:467). A functional design groups employees according to similar tasks, skills and activities. A divisional design groups similar self-sufficient units with all activities needed to produce a good or service (Boehm, Dwertmann, Bruch and Shamir, 2015:167). A matrix design puts functional and divisional designs at the same time and creates a twofold authority for employees in the organisation (Lu and Lin, 2014:463). Organisations and leaders must to know the nature of organisational structures and the role they play in performance and satisfying the human dimension (Armstrong, 2009:271).

### **2.7.1.2 WORK ENVIRONMENT**

According to Muda, Rafiki and Harahap (2014:74), a work environment is made up of everything that has direct and indirect influence on the organisation. Altrasi (2014:410) states that the work environment includes aspects of leader-follower relations, motivation and support to carry out tasks. Different work environment needs have an impact on the way employees do their jobs. Chaudhry and Javed (2012:258) contend that different work needs can be measured by dimensions of the work environment such as system upkeep, goal alignment and relationship dimensions. Organisations which provide effective information to subordinates of their work environment receive higher levels employee engagement, brand equity and turnover (Boehm, Dwertmann, Bruch and Shamir, 2015:167).

### **2.7.1.3 ORGANISATIONAL CULTURE**

Rashid, Shireen, Rab, Anam, Hafiza and Somia (2013:1201) found that the organisation's culture has a huge role in influencing employee performance. For example, an organisation with a reputation of being ethical and a market leader enhances the performance of the workforce. Muda, Rafiki and Harahap (2014:74) argue that providing employees with a comfortable work environment encourages employees to be effective and efficient. Providing quality service boosts subordinates

as it needs building an organisational philosophy where individuals are encouraged to perform to the best of their abilities (Nasrah, 2012:40).

#### **2.7.1.4 INCENTIVES TO EMPLOYEES**

Incentives are referred to as any benefit that is intended to recognise some accomplishment (Ofoegbu and Joseph, 2013:2). Armstrong (2009:274) reveals that incentives may play a role in improving ability in the way employees perform. Armstrong (2009:275) further argues that incentives are a significant way of getting employees to perform and experience determines how essential other motivators have been at both the organisational and individual level.

#### **2.7.2 INDIVIDUAL FACTORS**

Altrasi (2014:410) highlights that individual factors influence employee performance. Some of these factors include compensation issues, flexible working options, finance, material, political demands and interpersonal relationships. Abdussamad, Akib and Paramata (2015:386) assert that an individual's confidence in the ability to complete a difficult task is called self-efficacy. They further contend that self-efficacy plays a much larger role in the consideration of motivation and behaviour (Zameer, Ali, Nisar and Amir, 2014:293). Individuals are constantly monitoring their behaviour and accomplishments and are always considering whether their behaviour is allowing them to successfully achieve other difficult goals for achievement (Balassanian, 2006:56).

##### **2.7.2.1 PERFORMANCE EVALUATION OR APPRAISALS**

According to Koech and Namasonge (2012:4), a performance evaluation helps to identify weaknesses and can contribute to corrective measures to be taken. Pradeep

and Prabhu (2011:201) maintain that performance evaluations can also facilitate in keeping subordinates content by:

- Recognising performance done by individuals;
- The way payments are done;
- Promotions and career progression;
- Organized training; and
- Corrective decisions on deviations.

A constructive evaluation system and communicating clear expectations can help in motivating employees to meet organisational outputs (Pradeep and Prabhu, 2011:200).

### **2.7.2.2 SKILLS OF EMPLOYEES**

Sokoro (2012:15) acknowledges that the skills which employees have but which are not used may be saved as an advantage for organisations when new opportunities which require these skills come up. When employees are flexible due to the skills they possess, it is easy for organisations to achieve the desired skill profile to fit with the changed demand (Mello, 2006:34). Previous research which focused on the advantages of employee skills and behaviour adopted various analyse and took up different ways to explain concepts (Boehm, Dwertmann, Bruch and Shamir, 2015:167; Altrasi, 2014:410 and Sokoro, 2012:57).

### **2.7.2.3 ATTITUDE OF EMPLOYEES**

Muda, Rafiki and Harahap (2014:74) define attitudes as the opinions and behavioural conduct an individual has towards something. Abdussamad, Akib and Paramata (2015:386) define employee attitudes as perspectives towards their jobs, their careers and their organisations. Job satisfaction is a work attitude which has been studied by

many scholars. Job satisfaction is the effective factor of work-related attitudes (Bennett, Lance and Woehr, 2014:39).

#### **2.7.2.4 REMUNERATION OF EMPLOYEES**

Remuneration refers to extrinsic rewards provided by the employer (Rashid, Shireen, Rab, Anam, Hafiza and Somia, 2013:1203). Armstrong (2009:31) maintains that reward management is “the formulation and implementation of strategies and policies that aim to reward people fairly, equitably and consistently according to the values of the organisation”. Employees are remunerated for their time, skills and effort in meeting set organisational goals (Nixon, Harrington and Parker, 2012:206). Mehrabi, Roozbehani, Naseri and Samangooei (2012:155) assert that money can motivate employees to perform to a certain extent. Apart from money, other factors such as recognition and self-actualisation can make employees perform (Rabia, Afsheen, Arshud, Imran and Iram, 2012:1457). Similarly, Maslow’s Hierarchy of Needs Theory has various levels of getting employees to perform due to motivation (Uchenwamgbe, 2013:55). However, extrinsic remuneration is similar to incentives. Lu and Lin (2014:46) postulate that the most common incentive motivator on employee performance is money. Much research has been conducted to show that financial rewards affect employees differently. According to Bushra, Usman and Naveed (2011:262), inequality in the distribution of remuneration impacts on the majority of employees’ performance. Tinofirei (2011:36) maintains that there is a connection between financial rewards and employee performance. Employees work more productively when their effort is backed by financial rewards and good performance results when employees are paid well (Marnewick, 2011:1295). Conversely, intrinsic remuneration rewards are dependent on the work to be done.

#### **2.7.2.5 PERSONAL PROBLEMS OF EMPLOYEES**

Personal problems are a big issue in the productivity the employees at work (Bennett, Lance and Woehr, 2014:39). The intelligence of people is generally affected by

personal problems. Personal problems if not attended to, have an impact on employee performance. For example, an employee with a dull mindset struggles to work with attention (Uchenwamgbe, 2013:57). Contrary to this, when an employee has a fresh and free mindset, they will be able to give positive results and better outputs at work.

#### **2.7.2.6 JOB CONTENT OF EMPLOYEES**

All jobs require creativity, an enthusiastic environment and challenging goals to accomplish (Ofoegbu and Joseph, 2013:4). According to Abdussamad, Akib and Paramata (2015:387), if the job content is challenging and innovative, employees will give positive outputs. Innovation and creativity enhances employee performance.

### **2.8 THEORIES ON EMPLOYEE PERFORMANCE**

Tinofirei (2011:26) maintains that there are many employee performance studies. According to Obiwuru, Okwu, Akpa and Nwankwere (2015:101), there is a paucity of theories on employee performance. For leadership styles to be effective, an element of motivation is essential for employees to perform (Kinicki and Kreitner, 2008:148). According to Asim (2013:1), many motivational theories focus on employee performance. The way that an employee performs in an organisation is mainly determined by three things: motivation, ability or skill and work environment (Riedle, 2015:40). The motivational theories that attempt to address employee performance are Herzberg's Two Factor theory, Vroom's Expectancy theory and McGregor's Theory X and Theory Y (Oyetunji, 2006:30).

#### **2.8.1 HERZBERG'S TWO FACTOR THEORY**

Kiruja and Elegwa (2014:73) state that the Herzberg's Two Factor theory is somewhat related to Maslow's Hierarchy of Needs but the needs are broken down into two factors.



Yuoff, Kian and Idris (2013:19) maintain that Herzberg presented two dimensional factors in deciding employees' work attitudes and level of performance, namely motivational and hygiene factors. Uzonna (2013:201) maintains that motivational factors are intrinsic as they increase employees' job satisfaction. The other factor is "hygiene" also known as extrinsic factors and they prevent employee dissatisfaction. According to Muda, Rafiki and Harahap (2014:74), intrinsic factors are those that contribute to employees' job satisfaction. Intrinsic factors aim to provide intrinsic satisfaction that will contribute to the overall performance of employees (Omollo, 2015:91). Yuoff, Kian and Idris (2013:19) argue that intrinsic factors are very good at keeping a positive impact on the performance of employees in relation to their jobs.

Conversely, extrinsic factors contribute to employee motivational needs (Asim, 2013:2). Employers have to provide favourable working conditions for employees to experience the extrinsic factors. Intrinsic and extrinsic factors are interdependent on each other and, overall, play a role in employee performance (Muda, Rafiki and Harahap, 2014:73). Herzberg's Two-factor theory of motivation presents that cash is not categorised as a motivator when it comes to employee performance (Kiruja and Elegwa, 2014:73). Ejere and Abasilim (2013:31) argue that performance may occur when employees have feelings of career growth, achievement and progression. Pradeep and Prabhu (2011:202) state that employees are now more skilfully and knowledgably equipped than before. Management has come up with ways to retain this knowledge workforce. Work itself influences employees to perform, according to Herzberg's Two-factor theory (El-Zayaty, 2016:27). A worker develops self-esteem whilst performing a task and accomplishing it (Wiza and Hlanganipai, 2014:135).

Herzberg advises leaders to stop stressing about fulfilling hygiene needs as this leads to employees depending too much on extrinsic rewards (Omollo, 2015:102). Kiruja and Elegwa (2014:73) advise that leaders should focus on making work more challenging in order to appeal to employees, intrinsically recognises efforts, as well as empowers employees where necessary. When needs are met, there is a higher chance of positively impacting employee performance (Bello, 2012:229).

## 2.8.2 VROOM'S EXPECTANCY THEORY

According to Zopiatis and Constanti (2010:302), Vroom's Expectancy theory has many effects on employees' motivation. Vroom identifies some aspects that may stimulate subordinates by transforming what they look forward to in order to perform (Uzzona, 2013:199). The main aspects of the theory which are expectancy, instrumentality and valence, are explained below:

- Expectancy is a conviction that putting in a particular level of effort will result in a distinct performance level (Lussier and Achua, 2015:240). An assumption is that employee performance will improve when focusing on a shared goal based on this concept. Expectancy perceptions include success, relationship with colleagues and self-esteem (Osabiya, 2015:200).
- Instrumentality is related to expectancy as performance is centred on the strengths and outlook of a particular level of performance, which results in a certain outcome (Goodnight, 2011:198).
- Valence is similar to satisfaction and dissatisfaction, pertaining to a result that a person has viewed to be positive and meets needs (Uysal, 2014:87).

Other studies reveal that Vroom's theory has been able to forecast employee motivation in different cultures (Chaudhry and Javed, 2012:258). Theory critics argue that they do not fully recognise the role of emotions in employee effort and behaviour (Parijat and Bagga, 2014:3). The behaviour includes intrinsic factors of motivation, such as opportunities, for personal growth, more job responsibility and so forth (Nasrah, 2012:39). Lu and Lin (2014:464) maintain that for employees to perform in a particular way, it depends on the assumption of a reward as a result. The consequence for businesses is that their subordinates will be stimulated to work well if they know that their efforts will result in high performance and in turn be rewarded (Boehm, Dwertmann, Bruch and Shamir, 2015:168).

### **2.8.3 MCGREGOR'S THEORY X AND THEORY Y**

McGregor's two-fold theory is called Theory X and Theory Y (Banks, McCauley, Gardner and Guler, 2015:30). McGregor's Theory X and Theory Y theory focuses on leadership and motivation for employees to perform (Riedle, 2015:10). McGregor maintains that managers view human beings' nature to be based on assumptions that mould their behaviour towards employees (Ofoegbu and Joseph, 2013:2).

#### **2.8.3.1 MCGREGOR'S THEORY X**

According to Muda, Rafiki and Harahap (2014:463), McGregor's Theory X advises that employees by nature have to be forced, guided and threatened to work. According to Uysal (2014:88), the following assumptions are held by managers under McGregor's Theory X:

- Subordinates will dodge duties and need proper direction all the time.
- By nature, employees do not like work and must be told what to do and threatened with reprimand to attain goals.
- A lot of employees place safety above all other aspects related with the job and will show little determination.

#### **2.8.3.2 MCGREGOR'S THEORY Y**

According to Lu and Lin (2014:463) McGregor's Theory Y proposes that work is a natural action and a basis of satisfaction where individuals can control their need to work. Rashid, Shireen, Rab, Anam, Hafiza and Somia (2013:1200) suggest that McGregor's Theory Y is the basis of participatory styles and employee involvement in employee performance. Koech and Namasonge (2012:3) assert that McGregor's Theory Y employees seek responsibility. Uysal (2014:87) states that the following assumptions are held by managers under McGregor's Theory Y:

- Employees take a task as a natural phenomenon as resting or playing.
- Employees practise to take and even look for responsibility.
- Employees will do tasks on their own and be disciplined if they are dedicated to the goals of the organisation.

McGregor cautions that managers who try to make subordinates act in a certain way risk altering the feelings of individual fulfilment and satisfaction (Koech and Namasonge, 2012:3). According to Nasrah (2012:38), McGregor suggests that leaders should direct subordinates in order to increase employee energy and enthusiasm. Ofoegbu and Joseph (2013:2) indicate that the assumptions possess huge motivational impacts in that they make a self-fulfilling prophecy. That is, negative expectations tend to foster negative behaviour. Dabula (2008:32) affirms that if managers' expectations are positive, their employees have a high chance of acting positively. Conversely, if employees are always threatened and coerced as if they are not trusted, the employees may in response act in an untrustworthy way (Marnewick, 2011:54). According to Pradeep and Prabhu (2011:199), McGregor's Theory X and Theory Y have better bearing in professional jobs.

## **2.9 THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND EMPLOYEE PERFORMANCE**

According to Hoshino, Asad and Hassan (2016:131), the success of a business depends on the leader's ability to use human resources. A good leader knows the significance of employees attaining the goals of the organisation and that of motivating them to perform (Jyoti and Bhau, 2015:2). According to Sundi (2013:28), leadership has a profound effect on employee performance in various organisations. Kirkpatrick and Locke (1996) as cited in Pradeep and Prabhu (2011:199) identified that a number of studies showed positive relationships between leadership and performance. Muda, Rafiki and Harahap (2014:74) admit that the relationship between leadership and performance has received considerable scholarly attention. Researchers use many variables to measure the relationship.

Paracha, Qamar, Mirza, Hassan and Waqas (2012) found that the transactional and transformational leadership style in an educational setting is positively related to employee performance. These researchers do note that transactional leadership is more significant than the transformational leadership style. Pradeep and Prabhu (2011:206) used correlation and regression analysis in their study in India and report that the transformational leadership style has a significant relationship with performance. Similarly, Iranian researchers Shafie, Baghersahini and Barghi (2013:26) documented that leadership had a positive impact on employee performance. Shafie, Baghersahini and Barghi (2013:26) used the development-oriented and pragmatic-oriented leadership styles as variables.

Lu and Lin (2014:473) revealed that foreign managing directors' transformational leadership behaviour in Taiwan had a positive effect on local employees' job performance. Chikozho, Mapira and Vengesai (2014:150) observed that the autocratic leadership style demotivates employees and in turn affects performance negatively. They further contend that an autocratic leadership style produces high employee performance when dealing with boring jobs. Similar to the aforementioned studies, Abdussamad, Akib, Jasruddin and Paramata (2015:389) indicate that higher transformational leadership can degrade the performance of employees. It was concluded by Qazi, Shafique and Ahmad (2014:472) in their study that the leadership style exhibited by a manager is significantly associated with subordinates' job performance. Muchran (2016:11) in Indonesia found that transactional leadership had a positive significant effect on Islamic employee performance. Prasetio, Siregar and Luturlean (2015) found that path-goal leadership had a positive influence on performance. Uysal (2014:87) found that the strong link between leaders and performance should not be over looked at as other factors also influence performance.

Obiwuru, Okwu, Akpa and Nwakwere (2011:102) assert that understanding leadership and performance is very important as the two depend on each other for improving the organisation's performance. Prasetio, Siregar and Luturlean (2015:149) reiterate that every organisation has to pay attention to employee performance in order to strive in the business. It is interesting to note that of the numerous factors that affect employee

performance, leadership is categorised amongst the crucial factors (Ishola, 2014:560). Several models and theories have been proposed to establish the relationship between leadership styles and employee performance (Baharvand, 2015:143). Different leadership styles have different effects on employee performance.

Boehm, Dwertmann, Bruch and Shamir (2015:167) insist that to embrace employee performance, workers depend on the contribution of a leadership style that is operational within an organisational setting. Paracha, Qamar, Mirza, Hassan and Waqas (2012:23) point out that transactional and transformational leadership styles are both significantly associated with employee performance. Similarly, Osabiya (2015:193) affirms that there is a significant relationship between leadership style and employee performance in the attainment of organisational goals and objectives.

### **2.9.1            TRANSFORMATIONAL LEADERSHIP STYLE AND EMPLOYEE PERFORMANCE**

Jyoti and Bhau (2015:1) point out that human resources are valuable assets when it comes to generating innovative ideas in this time of globalisation. Leaders play a great role in keeping human resources motivated (Chou, Lin, Chang and Chuang, 2013:89). The transformational leadership style is amongst the most used styles in organisations to manage change (Shanker, 2012:234 and Kwan, 2009:67). Transformational leaders use less authority and also direct, mentor and coach in order to improve the focus of the followers. As per Exchange theory, it is obligatory to reciprocate when something of value is provided to a person (Oladele and Akeke, 2016:2). Using a transformational leadership style in organisations yields beneficial consequences from employees such as trust, career advancement, self-efficacy, identification, job satisfaction and employee performance (Grant, 2012:458 and Cavazotte, Moreno and Bernado 2013:490). Many researchers like Jyoti and Bhau (2015:1); Juan, Malero, Topa and Nangin (2011:19); Humphrey (2012:249); and Walumbwa and Hartnell (2011:153) have identified a direct impact of transformational leadership on employee performance. The synonym of transformation is change and these transformational

leaders in organisations move employees beyond immediate interest. Kinicki and Kreitner (2008:403) acknowledge that transformational leadership creates a significant impact on employees by establishing high-quality relationship. For example, giving employees individualised attention which encourages followers to perform well which in turn leads to the attainment of organisational goals.

Zopiatis and Constanti (2010:245) maintain that transformational leadership theories are centred on a mutual direction between leaders and subordinates in order to attain organisational objectives. In addition, Munir, Nielsen and Cameiro (2010:127) highlight that transformational leadership is focused upon emotions and values which resemble the close relationship between leaders and followers. Wiza and Hlanganipai (2014:135) maintain that leaders with a transformational leadership style constantly stimulate work motivation with an emphasis on social relationships for employees to achieve good performance. Bennett, Lance and Woehr (2014:39) contend that the use of a transformational leadership style can increase performance as it helps employee develop more knowledge and potential. Butler (1999) as cited by Sundi (2013:51) reports that transformational leadership in terms of performance encourages subordinates to have focus on retaining maximum performance. Elshout, Scherp and Feltz-Cornelis (2013:824) propose that more regular transformational leadership behaviours used will bring significant positive effects to improve the psychological empowerment quality of subordinates. The positive effect of transformational leadership is that it improves knowledge and enhances the performance expectation value to the financial performance of the employees (Osabiya, 2015:193).

## **2.9.2            TRANSACTIONAL LEADERSHIP STYLE AND EMPLOYEE PERFORMANCE**

Transactional leadership lies in the basis of a transaction between an employer and subordinate to result in employee performance (Sundi, 2013:50). In addition, Ishola (2010:561) maintains that the type of transaction, whether reward or punishment, depends on employee performance. Hoshino, Asad and Hassan (2016:131) affirm

that the Transactional leadership theory creates commitment for employees to achieve a common goal, which ultimately leads to better employee performance. Obiwuru, Okwu, Akpa and Nwankwere (2011:102) acknowledge that Transactional leadership assists organisations in attaining goals by connecting employee performance to esteemed rewards and making sure that the resources to do the job are there. Transactional leaders focus on employee job satisfaction and motivation by creating expectations (Ladzani, Smith and Pretorius, 2010:223). The performance of team members is with rewards and expectations rather than inspiration and co-operation. Similarly, Sundi (2013:50) acknowledges that transactional leaders are said to improve the employees' willingness to perform at predictable levels by offering rewards for acceptable performance. Nasrah (2012:38) states that the transactional leadership style affects employee performance positively and negatively.

### **2.9.3 LAISSEZ FAIRE LEADERSHIP STYLE AND EMPLOYEE PERFORMANCE**

A Laissez-faire leadership style describes the significance of concentrating on inter personal relationships between the leader's style and the demands of different situations and employees (Bennett, Lance and Woehr, 2014:39). The belief that accompanies laissez-faire leadership is that of allowing some degree of freedom to employees in conducting a leadership style they want (Prasetya and Kato, 2011:38). The trouble of adopting a laissez-faire leadership style in the African context is that it has hardly been practised in totality due to different reasons in numerous organisations (Oladele and Akeke, 2016:3). Furthermore, laissez-faire may be appropriate but is never given a working plan to go with it. Laissez-faire leadership gives employees a feeling that they are like family in the organisation as they have authority to carry out tasks as they please (Boehm, Dwertmann, Bruch and Shamir, 2015:167). The danger that follows this type of leadership is that of employees' ability to conceptualise wisdom on discernment, decision-making and action (Lu and Lin, 2014:463).



#### **2.9.4 LEADERSHIP STYLES THAT RESULT IN IMPROVED EMPLOYEE PERFORMANCE**

Appropriate leadership styles are important in encouraging employee performance as they would help in the increase of finishing duties in time, better relations whilst working in teams and meeting goals (Jing and Probst, 2016:2). Riaz (2010:29) found a positive relationship between transformational leadership and organisational effectiveness. Evidence collected in some African retail sectors and some American manufacturing sectors points towards the marginal impact transactional leaders have on the effectiveness of their subordinates in contrast to the positive effects of transformational leaders (Osabiya, 2015:193). In the Canadian financial industry, it was found that transformational leadership is more strongly correlated to employee satisfaction and employee performance than transactional leadership (Wiza and Hlanganipai, 2014:135). The laissez-faire leadership style may be successful where subordinates are highly competent and fully dedicated to the organisation (Nasrah, 2012:38). Previous research reveals that laissez faire leadership has a negative effect on the work-related results of employees (Boehm, Dwertmann, Bruch and Shamir, 2015:167). Good leadership style encourages a participative culture. In a participative culture, employee performance and conduct show more interest in the job and the organisation (Nyarangi, 2012:28). According to Ali, Elmi and Mohamed (2013:198), exceptional leadership contributes to the relationship between organisational culture and employee outcomes and an atmosphere for good leadership to show, which results in increased employee performance.

#### **2.10 CONCLUSION**

In terms of the literature review conducted in this chapter, a better understanding of the terms “leadership styles” and “employee performance” was gained, as well as different dimensions of each variable. The literature has revealed outcomes from other researchers on leadership style and employee performance. Other factors that influence employee performance were also discussed. The research methodology and design of the study is presented in the next chapter.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 INTRODUCTION**

In any organisation, research is necessary as it allows new information and knowledge to be discovered thereby allowing them to remain competitive in the market (Malhotra, 2010:98). Sekaran and Bougie (2010:12) define research as a way of getting answers to a problem after a detailed study and analysis of the situational factors. A theoretical background of the study has been provided in the previous chapters. This chapter concentrates on the research design and methodology that was used to attain the research objectives. According to Krishnaswami and Satyaprasad (2010:34), research methodology is how data is collected for a study. The chapter discusses the research design, the target population, sample size, sampling method, the questionnaire design, the data collection method and data analysis used in this study. The techniques used in ensuring the reliability and validity of the measuring instrument are also outlined in this chapter. This research aims at investigating various leadership styles and their impact on employee performance at Subtech Group, based in KwaZulu-Natal. The study uses a descriptive approach and structured questionnaires were used to collect data. The SPSS version 24 for Windows was used in analysing the data.

#### **3.2 THE PRINCIPLES OF RESEARCH DESIGN**

This study employed a descriptive research design in order to attain the set aim of investigating various leadership styles and their impact on employee performance at Subtech Group, based in KwaZulu-Natal. According to Malhotra (2010:10), a research design is a framework for implementing a research project and it provides the procedure that must be followed in obtaining the essential information for attaining the

research objectives. Decisions regarding what, where, when, how much and by what means concerning inquiry or a research study constitute a research design (Dhawan, 2010:36). Krishnaswami and Satyaprasad (2010:45) explain that a research design is an outline that directs the researcher in collecting, analysing and interpreting observations. The selection of the research design reveals results about the significance being given to a variety of scopes during the research process (Bryman and Bell, 2007:44). Wisker (2009:20) emphasizes that the choice of the research design is based on the researcher's assumption, research skills and research practices that impacts the way in which he or she collects data.

According to Babbie (2010:57), the choice of the most suitable research design is not only an important phase of the study but also crucial to its success. Similarly, Mouton (2001:118) states that one of the major decisions in a research study is the selection of the research design because this controls how the data for the research is obtained. Creswell (2009:3) maintains that the choice of a research design is based on the nature of the research problem, the researcher's personal experiences and the audience for the study. Research designs can be exploratory, descriptive or causal in nature (Sekaran and Bougie, 2010:103). The three types of research designs will be discussed below and a justification as to why the descriptive design was adopted is also outlined.

### **3.2.1 EXPLORATORY RESEARCH DESIGN**

According to Leedy and Ormrod (2014:7), exploratory research involves researching an area that has not been looked at before and the researcher's main aim is to develop original ideas. An exploratory study is mainly used to clarify a person's understanding of a problem (Struwig and Stead, 2010:7). The main objectives of exploratory research are to know the nature of a problem, the possible decision options there are and the important variables that need to be considered. In an exploratory study, little is known about the situation at hand (Sekaran and Bougie, 2010:103). Neuman (2005:96) attests that exploratory research involves gathering a lot of information from a small

sample. This is achieved mainly through secondary sources of information, together with an analysis of some selected cases and focus groups.

### **3.2.2 CAUSAL RESEARCH DESIGN**

The purpose of causal research is to get proof of cause and effect relationships and it is done by monitoring various aspects in order to determine which variable is the cause of what is being predicted (Burns and Bush, 2010:189). The aim of the causal research design is to know the functional relationship between the causal aspects and the outcome to be expected.

### **3.2.3 DESCRIPTIVE RESEARCH DESIGN**

This type of study is used to portray an accurate image of the situation where the researcher wants to gather data (Babbie, 2010:119). Descriptive research assumes that the researcher has past knowledge about the problem situation, while the data required is clearly defined. Effective descriptive research is associated with a clear problem statement, specific research objectives and a detailed research procedure (Struwig and Stead, 2010:8). According to Bell and Bryman (2007:207), the strategic choice of a research design has to have a way of answering the research problem in the best possible way. According to Sekaran and Bougie (2010:106), the following assists researchers to present information in a meaningful form:

- Know the features of a group in a certain circumstances;
- Deliberate methodically about things in a certain circumstance;
- Propose notions for additional enquiry and study; and
- Assist in making simple decisions.

This study adopted a descriptive research design in order to attain the set aim of investigating various leadership styles and their impact on employee performance at Subtech Group, based in KwaZulu-Natal. This type of study is used to show an

accurate image of the situation on which the researcher wants to collect data (Cooper and Schindler, 2006:192). Descriptive research identifies the relationship between variables which supports the objectives of the study (Churchill and Iacobucci, 2010:59).

### **3.3 RESEARCH DECISIONS**

Wisker (2009:47) maintains that the tactical choice of the research design should produce a way that permits responding to the research problem in the most suitable way with certain limitations, namely time, budgetary and skill limitations. The research approach used in this study was quantitative in nature. The research approach may either be quantitative or qualitative in nature and this leads to a different way of collecting data and analysing it (Saunders, Lewis and Thornhill, 2012:445). Below is a discussion of the two research methods and the justification as to why the quantitative paradigm was employed for this study.

#### **3.3.1 QUALITATIVE RESEARCH METHOD**

Qualitative research is a way of putting information into groups and finding relationships among the groups (McQuarrie, 2012:37). Qualitative research is an investigative way of getting to know human or social problems based on building a thoroughly reviewed picture made up of words, taking note of detailed views of the respondents and done in a natural setting (Suguro, 2002:3). Zikmund, Babin, Carr and Griffin (2010:133) describe qualitative research as a study that looks at business goals through ways that permit the researcher to expand on interpretations of the market phenomena, without depending on numerical measurement. This method is commonly associated with exploratory and descriptive forms of research and empirical data collection involves focus groups, interviews and/or open-ended questions (Yin, 2009:121).

### **3.3.2 QUANTITATIVE RESEARCH METHOD**

Collis and Hussey (2003:18) describe the quantitative approach as a method which includes gathering and analysing arithmetical data by conducting statistical tests. Similarly, Leedy and Ormrod (2010:94) state that quantitative research is an inquiry into a known problem based on testing a theory measured with numbers and analysed using statistical techniques. Quantitative research is the precise counting of some behaviour, knowledge, opinions or attitudes. The quantitative method of research is related to objectivity and it is a form of decisive research that needs a big number of representative samples with the main objective of testing hypotheses (McMillan and Schuhmacher, 2006:275). Creswell (2009:16) maintains that when using the quantitative approach, a researcher should focus on the quantitative information related to the problem and make numerical expressions that define the aims, limitations and other relations.

Quantitative research was selected for this study after careful consideration of other available methods. Quantitative research was selected because this particular research method seeks to explain phenomena, collect numerical data and analyse them mathematically (Gravetter and Farzano, 2011:129). The study employed a self-administered structured questionnaire as the method of data collection to obtain results which were analysed by the use of statistical software. The researcher opted for a quantitative research method because it has a high probability of reducing the chances of individual biases affecting the phenomena under study as it receives less interaction amongst the investigator and the subjects (Bajpai, 2011:108).

### **3.4 PRIMARY DATA**

Primary data is the original information gathered by the researcher for the use of his or her own research at hand (Babbie, 2010:287). Similarly, Andrew and Halcomb (2009:105) state that primary data is the first-hand data attained by the researcher

regarding the variables of interest for the specific use of the study. Blumberg, Cooper and Schindler (2005:175) maintain that primary data do not exist until they are made through the research process for the use of a particular study. The primary data collection methods are interviews, telephone calls and self-administered questionnaires (Welman and Kruger, 2005:88). McMillan and Schuhmacher (2006:116) contend that the questionnaire is an efficient data collection tool used by a researcher when information about what is needed is not there. For this study, a closed-ended structured questionnaire was employed for collecting primary data. The questionnaire was personally administered to the selected sample respondents.

### **3.5 SECONDARY DATA**

For this study, secondary data sources were consulted in support of the primary information and gathering of literature related to the study. The secondary data sources used in this study include textbooks, newspaper articles, journal articles, case studies and unpublished dissertations. Secondary data are information gathered by individuals, agencies and organisations other than the researcher (Gravetter and Farzano, 2011:151). Sekaran and Bougie (2010:113) agree that secondary data is made up of already published work and collected for purposes other than the research at hand. According to Kumar (2008:136), secondary data have advantages that include easy and readily accessible data which are inexpensive to get. In addition, McQuarrie (2012:169) maintains that secondary data assists in improving the understanding of the knowledge, as well as provide a source for comparison for the information that is gathered by the researcher. The shortcomings of secondary data are that the data collected may be out of date, inappropriate and irrelevant to help in the study (Zikmund and Babin, 2013:236).

### **3.6 TARGET POPULATION**

A target population is a population from where the researcher desires to take a broad view of results (Struwig and Stead, 2010:268). According to Kotler and Armstrong

(2013:110), a population is the entire group of subjects, people or events of interest to the researcher from which the problem is investigated. Similarly, Leedy and Ormrod (2014:134) define a population as a collection of units a research effort aims at investigating. The target population for the study comprised all the employees at Subtech Group in KwaZulu-Natal. Krishnaswami and Satyaprasad (2010:101) maintain that defining the target population is a vital step in the structure of a research project. A copy of the staff directory was obtained from the Human Resource Department at Subtech Group and equated to 215 employees. This made up the target population for this study. The target population of 215 only focused on floor level employees and did not include supervisors, departmental managers and top management at Subtech Group.

### **3.7 THE SAMPLING PROCESS**

A sample is a subset of a population or a group of respondents carefully chosen to represent that population (Gravetter and Farzano, 2011:181). Trobia (2008:784) attests that sampling is the selection of a given number of units of analysis, called cases, from a population of interest. The sampling unit comprises those elements available for selection. These are taken from a sampling frame which has a list of all the sample units in a working population. A sample size of a research study has the number of units that will be selected from the target population (Burns and Bush, 2010:60). According to Churchill and Lacobucci (2010:96), three factors that a sample size relies on are the judgement of the researcher, the required minimum size of study and costs. Cooper and Schindler (2007:707) observe that the whole size of the target population also plays a major part in determining the sample size of a study. In this study, the sampling frame consisted of 215 floor level employees and an ideal sample of 107 elements using systematic sampling technique was adopted and where every 2nd element was chosen from the target population of 215. The sample selected was rounded off to 107 respondents. The manner of selecting the sample size is discussed below as it highlights the procedure adopted to select the sample. Sekaran and Bougie (2010:167) highlight that sampling methods are categorised under two sectors, namely probability and non-probability sampling techniques.



### **3.7.1 PROBABILITY AND NON-PROBABILITY SAMPLING TECHNIQUE**

According to Leedy and Ormrod (2014:223), probability sampling is used when every member of the population has the same chance of being included in the sample. Probability sampling offers the chance to simplify findings to the population of interest from the same population (Babbie, 2010:207). This means that using probability makes it possible to answer research questions and to attain the objectives that need a statistical estimate of characteristics that make up the population for the sample (Cooper and Schindler, 2007:408). However, non-probability sampling is where individuals are chosen by the researcher to match a profile determined by the researcher (Krishnaswami and Satyaprasad, 2010:117). Cohen and Marion (2003:267) viewed non-probability as a sampling method where each member of the population does not know whether he/she will be part of the sample. According to Teddlie and Yu (2007:78), non-probability sampling techniques, such as convenience, judgemental, quota and snowball, risk introducing selection bias into the sample.

A probability sampling technique was selected for this study. This technique was selected because it is capable of quickly gathering data and is also representative of the population (Mann, 2011:37). Another reason why probability sampling was selected is because the sampling frame was available and there was no need to target specific elements of the population due to the research objectives of the study (Bajpai, 2011:98). Cohen, Manion and Morrison (2003:99) state that the four main designs of probability sampling techniques are systematic sampling, simple random sampling, stratified random sampling and cluster sampling. These four designs will be described in greater detail below.

#### **3.7.1.1 SYSTEMATIC SAMPLING**

According to Babbie (2010:202), systematic sampling is where there is an equal chance of choosing each unit from the target population when creating the sample.

Systematic sampling is the selection of every  $n$ th element in the population to make up the sampling frame (Mann, 2011:139). As such, McQuarrie (2012:205) observes that systematic sampling gives a sample which is highly representative of the target population, provided there is no data missing. Sekaran and Bougie (2010:219) maintain that this technique is simple to use when a sampling frame is available. Gravetter and Farzano (2011:186) provide advantages of systematic sampling as being simple to do with the assurance that the population will be evenly sampled. They further highlight that the disadvantages of systematic sampling include bias and the risk of under-representation. Systematic sampling is a variation on the simple random sampling technique (Babbie, 2010:202).

### **3.7.1.2 SIMPLE RANDOM SAMPLING**

Bajpai (2011:119) indicates that simple random sampling gives all elements in the target population the same chance of being chosen. Two types of simple random sampling are sampling with replacement and sampling without replacement (Babbie, 2010:203). Sampling with replacement is when elements that have been chosen from the sampling frame are taken back to the frame and stand a chance of being selected again (Mann, 2011:44). In sampling without replacement, when elements are selected from the sampling frame, they are taken from the population and are not returned to the sampling frame. According to McMillan and Schuhmacher (2006:142), simple random sampling without replacement is more efficient than sampling with replacement as it does not allow the same population element to enter the sample more than once.

### **3.7.1.3 CLUSTER SAMPLING**

Cluster sampling studies a cluster of the relevant population. Cluster sampling occurs when the sampling unit is a group that comes about naturally in the population, such as communities, clinics or lecture theatres (Teddlie and Yu, 2007:79). Advantages of

cluster sampling include being less expensive and quicker (Sekaran and Bougie, 2010:220). Conversely, this method is the least reliable, least efficient and least generalizable of all probability sampling designs as the subsets are more homogenous than heterogeneous and there can be bias (Malhotra, 2010:410).

#### **3.7.1.4 STRATIFIED RANDOM SAMPLING**

Stratified random sampling is used for some subgroups in a population. The population is initially separated into meaningful segments. According to Bajpai (2011:98), proportionate stratified random sampling subjects are taken in relation to their original numbers in the population whilst disproportionate stratified random sampling is based on criteria other than original population numbers. This method has the advantage of being the most effective amongst all probability designs as all groups are adequately sampled and comparisons amongst groups are possible. However, this technique is time consuming (Sekaran and Bougie, 2010:220).

For purposes of this study, systematic sampling was used to select the representative sample. This strategy was employed to select a small sample for the study.

#### **3.7.2 JUSTIFICATION FOR USING THE SYSTEMATIC SAMPLING METHOD**

Systematic sampling is the selection of every  $n$ th element to make up the sampling frame (Mann, 2011:89). The employee directory of Subtech Group had 215 employees which made up the target population for the study. By the use of the systematic sampling technique, every second employee on the alphabetical list of the target population was chosen for the sample. This equated to a sample of 107 respondents. Since 215 was an odd number for the target population and using systematic sampling of selecting every 2nd element, the sample equated to 107 floor level employees and this was rounded off to obtain a sample of 107. Proper sampling of the population in

the study area needs to be completed in order to arrive at vital and reliable conclusions (Cohen and Marion, 2003:435).

### **3.8 QUESTIONNAIRE CONSTRUCTION**

A questionnaire is a data collection tool used as a measuring instrument for a study (Zikmund, Babin, Carr and Griffin, 2010:114). Saunders, Lewis and Thornhill (2012:419) state that a questionnaire consists of a series of questions intended to gain correct information from every member of the sample. The questionnaire was used to gather primary data to attain the research objectives. According to Cooper and Schindler (2006:419), the design of a questionnaire differs based on how it is structured, delivered and collected. For this study, the closed-ended structured questionnaire (Annexure D) was put together from the evaluation of appropriate literature in order to give valuable insight into the aim of the study. More importantly, as suggested by Creswell (2013:209), the questions were presented in a well-structured manner as a way of keeping them simple, easy to understand and preventing ambiguity. As such, the questionnaire had 34 statements that were clear and concise.

The questionnaire used in the study was made up of three sections, A, B and C. Section A had four statements for gathering biographical information pertaining to age, gender, length of service and education. Section B had fifteen statements under a leadership styles survey. Section C was also made up of fifteen statements that covered the employee performance construct. The questionnaire was constructed specifically to assess the responses to leadership styles and employee performance at Subtech Group in KwaZulu-Natal. The questionnaire was related to the problem statement, key objectives, research questions and literature review that were discussed. A five-point Likert scale was employed to rate answers. Blumberg, Cooper and Schindler (2014:418) state that a Likert scale format has a rating scale with responses ranging from strongly agree, agree and neutral to disagree and strongly disagree. The responses were also ranked 1 to 5. The five-point Likert scale was

chosen because it helps robust statistical analysis. Krishnaswami and Satyaprasad (2010:189) recommend that questionnaires must be accompanied with a covering letter (Annexure C). A covering letter for the respondents provided the value of the study, the aim of the study and the importance of their participation.

### **3.8.1 ADVANTAGES AND DISADVANTAGES OF STRUCTURED QUESTIONNAIRES**

Sekaran and Bougie (2010:212) state that the structured questionnaire is easy to standardise since every respondent is asked the same question in the same way. This assures the researcher that all respondents in the sample address exactly the same questions, which made this a reliable method of research (Burns and Bush, 2010:156). Malhotra (2010:169) highlights that a structured questionnaire is a very easy and least expensive method of getting information from large numbers of subjects. Structured questionnaires permit anonymity and may result in more honest responses. On the contrary, Burns and Bush (2010:78) highlight that a structured questionnaire may result in bias and inaccuracy if it is not phrased properly. Respondents may not want to be part of the study as participation is voluntary (Mann, 2011:197).

### **3.8.2 CHARACTERISTICS OF A GOOD QUESTIONNAIRE**

Zikmund (2003:196) outlines that the following are the characteristics of a good questionnaire:

- Dwells on a particular topic;
- Is designed to attain the research aim;
- Only looks for information that is not available;
- Is straight forward, short and not hard to complete;
- Is smart, well-structured and easy to copy
- Gives clear guidelines and defines key terms; and
- Avoids asking two questions at once.

### **3.9 PILOT STUDY**

Mann (2011:214) attests that problems related with the research design are detected by piloting the questionnaire. The use of a pilot study is to see if there is a need to amend the questionnaire. According to Burns and Bush (2010:210), the pilot study of the questionnaire must be open to critics and comments from the respondents of the exercise before the main enquiry. In addition, Blumberg, Cooper and Schindler (2005:189) maintain that a pilot study helps determine the validity and reliability of the questionnaire. Before the main data collection, a pilot study was conducted to test the questionnaire. The questionnaire was administered to 15 randomly selected floor level employees who were not included in the sample of 107. This was done to ensure validity and reliability. The pilot study found some questionnaire statements with obvious answers, which were taken out and some of the questions were restructured to make them clearer. The questionnaire was corrected for fluidity, consistency and standardisation before its administration to the sample respondents. Kumar (2008:117) revealed that pilot studies have data from subjects which are not from the sample and serve as a guide for the main study. Cohen and Marion (2003:109) highlight that the pilot study is priceless and plays a huge role in research.

### **3.10 VALIDITY OF THE QUESTIONNAIRE**

Validity is the degree to which an questionnaire succeeds in measuring what it was designed to measure (Blumberg, Cooper and Schindler, 2005:56). The validity of the research questionnaire determines whether the research measures what it is supposed to measure (Saunders, Lewis and Thornhill, 2009:95). In other words, do the statements measure significant factors of the purpose of the study? Churchill and Lacobucuci (2010:133) maintain that validity is concerned with the idea that research design addresses all research objectives. In this study, the objectives were addressed by keeping questions short and easy to understand. There are four methods that are appropriate to assessing the quality of any research: construct validity, internal validity,

external validity and reliability (Burns and Bush, 2010:78). Three different concepts of validity will be discussed, as they were used in the empirical component of the study.

### **3.10.1 CONSTRUCT VALIDITY**

Construct validity is about identifying the right operational measures for the concepts being studied (Leedy and Ormrod, 2014:134). This means that the researcher selects the correct tool for the concepts being researched. The features of construct validity include whether it uses multiple sources of evidence, as well as whether it can be used for data-collection purposes (Yin, 2009:41). For this study, construct validity was done by carefully constructing a structured questionnaire for the study. This provided multiple sources of evidence and it helped to deliver cross-validation of the data gathered.

### **3.10.2 INTERNAL VALIDITY**

The main purpose of internal validity is to see if the research instrument measures what it was designed to measure (Zikmund, Babin, Carr and Griffin, 2010:145). For this study, the internal validity of the closed-ended questionnaire was assessed by the pilot study. This was done to discover whether the respondents understood the questions. Amendments were made to the questionnaire after the pilot study.

### **3.10.3 EXTERNAL VALIDITY**

External validity means the creation of the field to which a researcher's results can be generalised (Yin, 2009:33). External validity addresses the issue as to whether the data really represents the truth which is representative of the population from the sample selected (Malhotra, 2010:171).

### **3.11 RELIABILITY OF THE QUESTIONNAIRE**

Burns and Bush (2010:73) view reliability as a statistical concept associated with consistency and dependability. Consistency is getting similar responses when assessing occurrences that have not altered. Neuman (2005:237) reports that a questionnaire is viewed to be reliable if it shows that it can be repeated and still yield similar results for another study. Reliability is branched into three types, namely stability reliability, internal reliability and equivalent reliability. Stability reliability measures reliability across time. Internal reliability examines the internal consistency amongst variables under consideration. Equivalent reliability assesses whether other forms of the same measure would produce the same results (Cooper and Schindler, 2003:237).

Johnson, Louw and Smit (2010:115) state that in order to improve the validity and reliability of the questionnaire, the following measures were used:

- A pilot study was done and it produced learning points in refining the reliability of the questionnaire.
- A pilot study was done to give data that assisted in remodelling the questionnaire in order to enhance the validity of results.
- All statements in the questionnaire were related to the objectives of this study.
- All questions were made simple, short and clear to cater for different levels of intellectual capacities amongst the respondents.

### **3.12 DATA COLLECTION METHODS**

According to Creswell (2009:34), data collection is a systematic way of collecting information for a certain purpose from various sources including questionnaires, interviews, observation, existing records and electronic devices. The three main types of data collection methods are the personal method, telephone interview and mail



surveys (Sharma, 2010:145). According to Sharma (2010:145), the personal method of data collection has the highest response rate and is the most accurate method.

### **3.13 ADMINISTRATION OF THE QUESTIONNAIRE**

The structured closed-ended questionnaires were administered personally by the researcher to the sample group at Subtech Group in KwaZulu-Natal. Prior to administration of the questionnaire, the researcher requested permission to conduct research from Subtech Group in KwaZulu-Natal (Annexure A). A letter of informed consent from the Subtech Group was received by the researcher (Annexure B). Then the researcher was given a gatekeeper's letter from the DUT ethics committee. The questionnaire (Annexure D) was accompanied by a covering letter (Annexure C) which asked the respondents to participate in this study. The questionnaires (Annexure D) were administered by the researcher using the personal method on data collection. As the researcher was from Zimbabwe, a lead time of 3 weeks was given to the selected floor level sample respondents to complete the structured questionnaire (Annexure D) and thereafter personally collected the completed questionnaires.

### **3.14 ANALYSIS OF DATA**

Burns and Bush (2010:169) define data analysis as the way of giving order, structure and meaning to the bulk of the collected data. According to Malhotra (2010:410), data analysis involves the manipulation, ordering, summarising and categorising of data and describing it in more meaningful terms. Statistical techniques are used in analysing quantitative research data in order to see whether there is any relation between the variables (Mann, 2011:3). McQuarrie (2012:154) highlights that data analysis for quantitative studies where the data are numerical typically involves descriptive or inferential statistics. The questionnaires were gathered and counted to confirm that all the participants had responded and completed the questions. Questionnaires which were spoilt were discarded. The questionnaires were then coded and captured on a

Microsoft Excel spread sheet. The data was analysed by means of the Statistical Package for Social Sciences (SPSS) version 24 for Windows. A statistician's services were used to analyse the statistical data.

### **3.15 FORMULATION OF HYPOTHESES**

For the empirical component of the study, hypotheses were formulated which were aligned to the research questions in order to test the level of significance by statistical tests. Some hypotheses were formulated using the Statistical Package for Social Sciences (SPSS) version 24 for Windows to test for significance in the empirical analysis. These will be discussed further in Chapter 4, which is based on the analysis of results and discussion of findings.

### **3.16 ETHICAL CONSIDERATION**

Many research studies deal with people and it is important that ethical and legal responsibilities are understood beforehand (Malhotra, 2010:138). Ethics deal with what is right or wrong, proper or improper, good or bad in research. Ethics guide a researcher's conduct in relation to the participants' rights during the research (McMillan and Schuhmacher, 2006:142). The aim of ethics in research is to make sure that no one suffers adverse effects from the research objectives (Cooper and Schindler, 2003:121). Saunders, Lewis and Thornhil (2012:231) posit the ethical issues taken into consideration throughout the study and they are outlined below:

- The researcher observed all moral principles governing human and organisational ethics as required by ethical protocols in research.
- The respondents were fully informed about the purpose of the study as highlighted in the covering letter (Annexure A) attached to the questionnaire.
- Confidentiality of the information was kept throughout the study.

- Honesty, trust and justice are crucial characteristics of a researcher and the researcher demonstrated these throughout the data collection phase.

### **3.17 CONCLUSION**

In this chapter, the focus was on the research methodology employed in this study to provide answers to the research questions formulated in chapter one. This chapter outlined the research design, target population, sampling technique and the data collection method that was used. Issues of reliability and validity were addressed. The last section of the chapter dealt with data analysis as well as ethical considerations pertaining to data collection method. The next chapter presents the analysis of the data and a discussion of the findings arising from the empirical analysis.

## **CHAPTER 4**

### **ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS**

#### **4.1 INTRODUCTION**

This chapter presents the analysis of the data and a detailed discussion of the findings originating from the empirical analysis of the responses, obtained from the data captured. The main aim of the study was to investigate various leadership styles and their impact on employee performance at Subtech Group, based in KwaZulu-Natal. A quantitative research design was employed for the study and a structured closed-ended questionnaire was used to collect data from the sample respondents. The target population comprised 215 employees at Subtech Group. The systematic sampling technique was used where every 2<sup>nd</sup> element was selected to draw up the sample size of 107. A total of 94 questionnaires were collected from the respondents. Four questionnaires were discarded as they were spoilt (n=90). A high response rate of 84% was successfully achieved, mainly because the researcher used the personal method of data collection. According to Muijs (2011:37), questionnaires which are short and precise result in excellent response rates. The data collected from the sample respondents was captured on Microsoft Excel and analysed using the Statistical Package for Social Sciences (SPSS) version 24 for Windows. The results were computed using descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Descriptive statistics were used in the first part of the analysis and percentages were used to analyse the responses. Hypotheses testing followed the descriptive statistics. Appropriate statistical tests were used to test the hypotheses for significance.

## 4.2 THE RESEARCH INSTRUMENT

The research instrument had 34 items, with a level of measurement at a nominal or an ordinal level. The sections which made up the questionnaire are as follows:

- Section A Biographical data
- Section B Leadership styles
- Section C Employee performance

## 4.3 SECTION A: ANALYSIS OF BIOGRAPHICAL DATA

This section summarises the biographical characteristics of the respondents. The biographic variables for this study were age, gender, length of service and qualification. These biographic variables are analysed below.

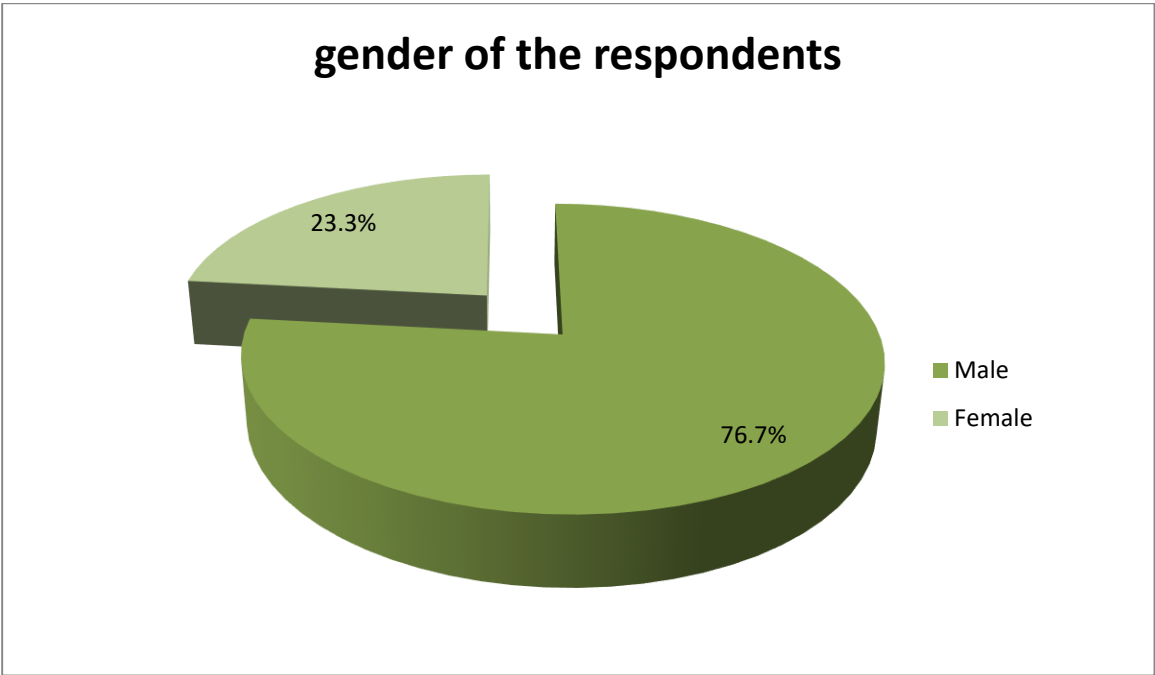
### 4.3.1 GENDER OF THE RESPONDENTS

**Table 4.1 Gender of the respondents (n=90)**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	69	76.7%
Female	21	23.3%
Total	90	100%

Table 4.1 above shows the number of males and females who were respondents of the study. Figure 4.1 below also presents a pie graph showing gender proportions of participants in the research. The analysis revealed that there were more males (76.7%) as compared to females (23.3%) amongst the respondents at Subtech Group in KwaZulu-Natal.

**Figure 4.1 Gender of the respondents (n=90)**



**4.3.2 AGE GROUP OF THE RESPONDENTS**

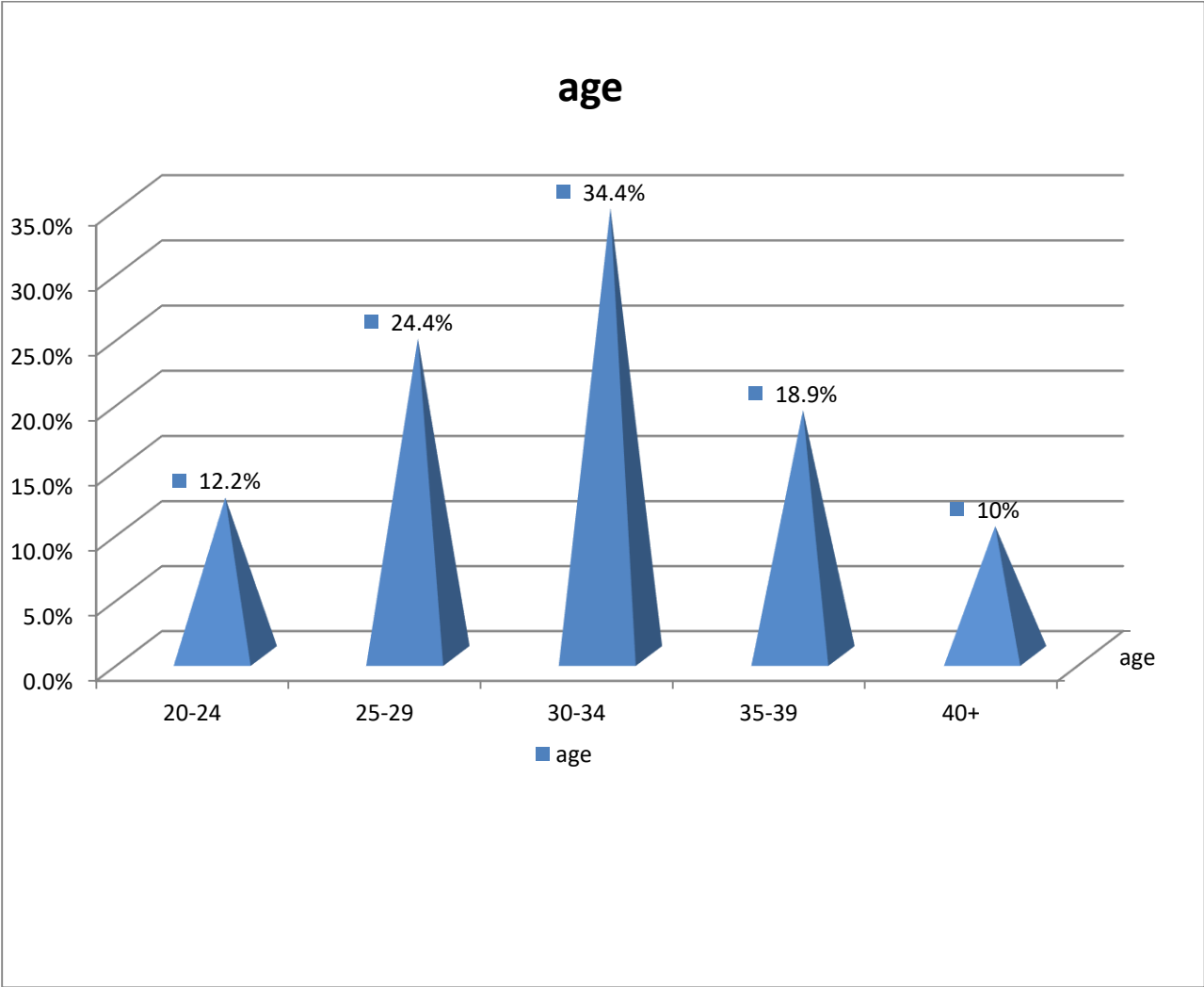
**Table 4.2 Analysis of the age groups of the respondents (n=90)**

Age range	Frequency	Percentage
20 years to 24 years	11	12.2%
25 years to 29 years	22	24.4%
30 years to 34 years	31	34.4%
35 years to 39 years	17	18.9%
40 years and above	9	10%
Total	90	100%

Table 4.2 above indicates the different age group frequency distribution and proportions of the sample respondents. Figure 4.2 also illustrates the age distribution for the research in the form of a pyramid bar graph. Figure 4.2 and Table 4.2 both show that 12.2% of the respondents were between 20 to 24 years of age while 24.4% were between the age group of 25 to 29 years and 34.4% respondents were of the 30

to 34 years age group. The remaining 18.9% were of the 35 to 39 years age group. Only 10% of the respondents were 40 years and above. The analysis revealed that the majority of Subtech Group employees fell within the 30 to 34 years age group.

**Figure 4.2 Analysis of the age groups of the respondent (n=90)**



**4.3.3 AGE AND GENDER DISTRIBUTION**

**Table 4.3 Age distribution of respondents by gender (n=90)**

<b>Age and Gender Cross-tabulation</b>					
			<b>Gender</b>		<b>Total</b>
			<b>Male</b>	<b>Female</b>	
<b>Age</b>	20 years - 24 years	Count	9	2	11
		% of Total	10.0%	2.2	12.2%
	25 years - 29 years	Count	16	6	22
		% of Total	17.8%	6.7%	24.4%
	30 years - 34 years	Count	21	10	31
		% of Total	23.3%	11.1%	34.4%
	35 years - 39 years	Count	16	1	17
		% of Total	17.8%	1.1%	18.9%
	40+	Count	7	2	9
		% of Total	7.8%	2.2%	10%
	<b>Total</b>	Count	69	21	90
		% of Total	76.7%	23.3%	100%

Table 4.3 shows the age and gender distribution of respondents at Subtech Group. Subtech had 76.7% male respondents and 23.3% female respondents. The 30 to 34 age category had the highest representation in the sample and it comprised of 23.3% male respondents and 11.1% female respondents. Table 4.3 indicates that the least represented age group was 40 years and above category which had 10% made up of 7.8% males and 2.2% females.



#### 4.3.4 EDUCATIONAL QUALIFICATIONS OF RESPONDENTS

Figure 4.3 Respondents by educational qualification (n=90)

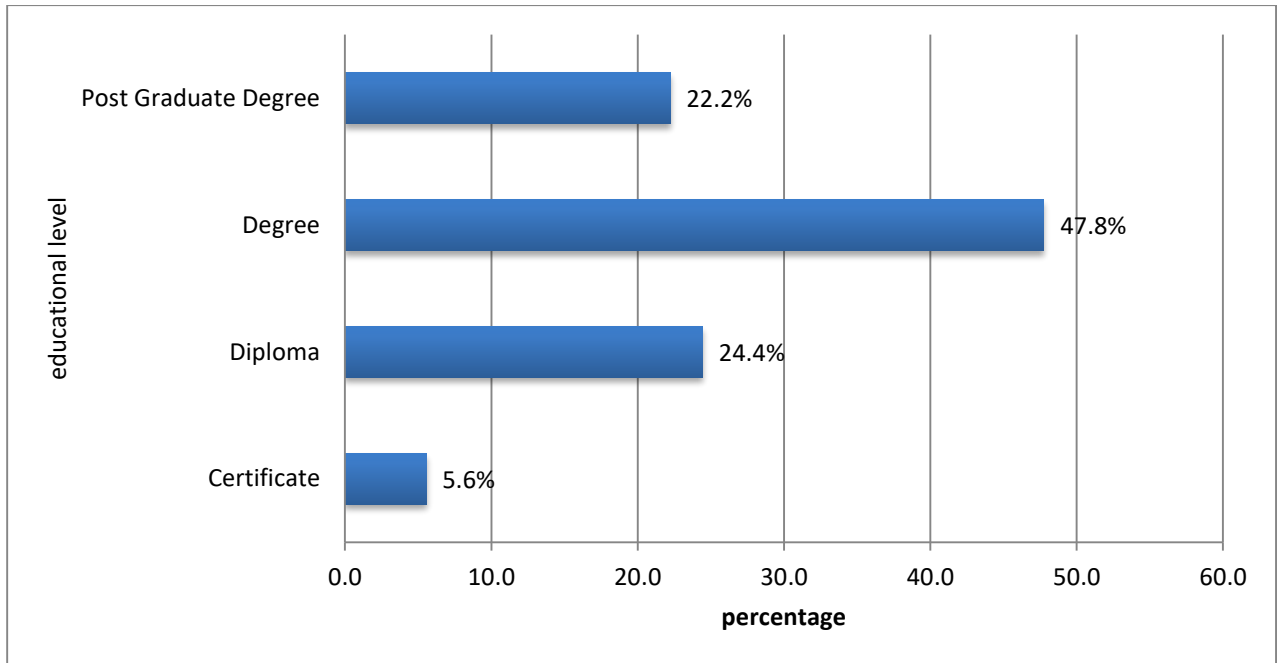


Figure 4.3 illustrates the respondents' educational qualifications at Subtech Group in KwaZulu-Natal. Figure 4.3 above shows that the majority of respondents (47.8%) had a Degree as their highest qualification and almost 25% of the respondents had a diploma and post-graduate qualification. The analysis revealed in Figure 4.3 that 24.4% of the respondents had a diploma and 22.2% of the respondents possessed a post-graduate degree. The respondents who had a certificate were 5.6% of the sample and they were also the lowest in representation on the educational qualification distribution.

### 4.3.5 LENGTH OF SERVICE

**Figure 4.4 Percentage of respondents by length of service (n=90)**

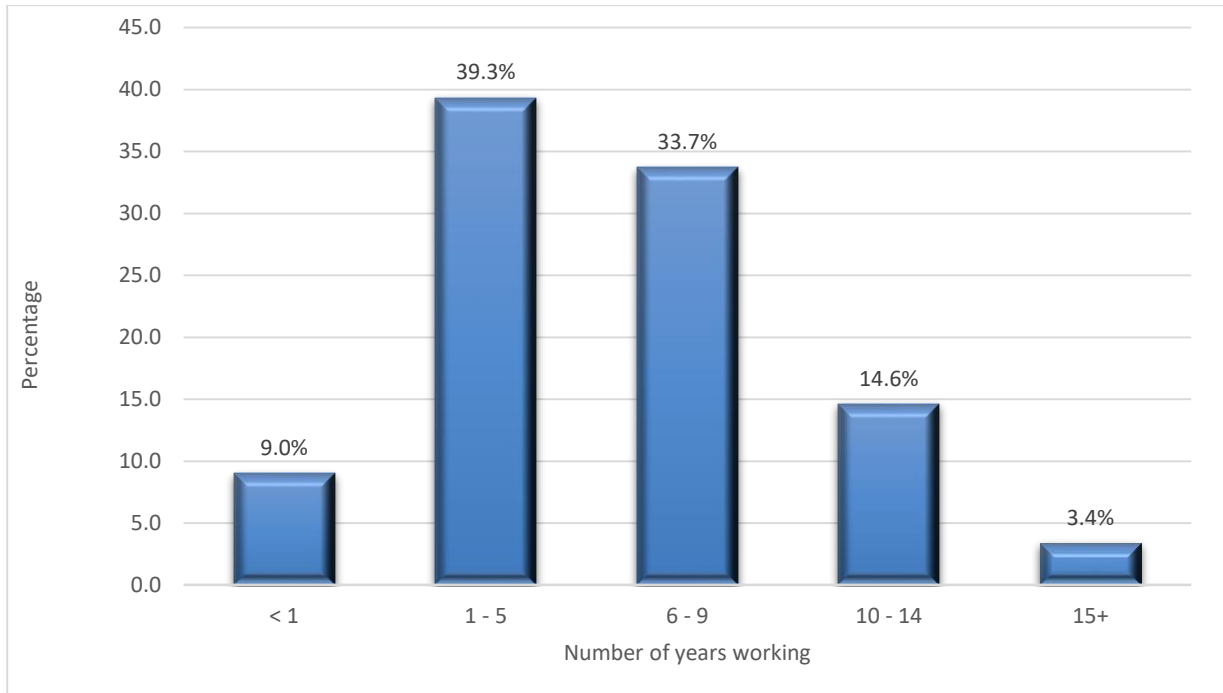


Figure 4.4 shows the respondents' length of service with Subtech Group in KwaZulu-Natal which was from less than a year to more than 15 years of service. Figure 4.4 shows that 39.3% of respondents had been in service between 1 to 5 years; 33.7% of the respondents had been service between 6 to 9 years, while 14.6% of the respondents had been in service between 10 to 14 years at Subtech Group. Nine percent of the respondents had been with the organisation for less than a year whilst 3.4% of the respondents were long-serving employees and had been with Subtech Group for 15 years and above.

## 4.4 DESCRIPTIVE STATISTICS

In this section, the results of the descriptive statistics are shown. According to Gaur and Gaur (2009:37), descriptive statistics are the most effective means of summarising

the characteristics of large sets of information. Welman, Kruger and Mitchell (2005:231) posit that descriptive statistics is the summary of the data obtained from a group of individual units of analysis. Descriptive analysis reveals information and allows the researcher to find patterns in respondents' behaviour and attitudes (Kolb, 2008:243). The researcher can use frequency distribution, one-way tabulation, cross tabulation, central tendency and measures of dispersion to describe the data (Kolb, 2008:243). Bryman and Cramer (2009:199) highlight that cross-tabulations are mainly used to analyse the relationship between variables. Frequencies are used to summarise options made by respondents (Bougie and Sekaran, 2010:313).

The following section presents the analysis of the main variables related to the respondents' perceptions of leadership styles and employee performance at Subtech Group in KwaZulu-Natal. These two variables were central to the study. The analysis shows the scoring patterns of the respondents for the variables that made up the various sections of the questionnaire. On the questionnaire scoring patterns, levels of disagreement (i.e. negative statements) were joined to show a single category of disagree. The same pattern was used for the levels of agreement to just have one agree column. This was allowed due to the acceptable reliability levels. The information gathered was analysed based on two themes, namely data analysis on leadership styles (Section B) and data analysis on employee performance (Section C). These themes are related to the responses aligned to the way in which the questionnaire was constructed.

#### **4.4.1 SECTION B: ANALYSIS OF DATA PERTAINING TO LEADERSHIP STYLES**

Section B of the questionnaire consisted of 15 descriptive statements used to gather information regarding transformational, transactional and laissez-faire leadership styles. Transformational characteristics included idealised influence behaviour, inspirational motivation, intellectual stimulation and individualised consideration (Qazi, Shafique and Ahmad, 2014:468). Transactional characteristics include contingent

reward, management by exception (active) and management by exception (passive) (Mujis, 2011:79). The laissez faire leadership style characteristics were also included in the questions. Respondents rated their immediate supervisors or managers and these analyses are presented in the tables and figures below.

#### 4.4.1.1 ANALYSIS OF THE TRANSFORMATIONAL LEADERSHIP STYLE

**Table 4.4: Analysis of the transformational leadership style (n=90)**

		Agree		Neutral		Disagree	
		count	Row N%	count	Row N%	count	Row N%
B5.6	The managers spend time coaching and teaching.	31	34.4%	13	14.4%	46	51.1%
B5.7	The managers give us time to share our views and decisions regarding work to be done.	29	32.2%	18	20.0%	43	47.8%
B5.10	The manager gets to do more than I am normally expected to do.	20	22.2%	22	24.4%	48	53.3%
B5.12	My managers gives me feedback on my performance	74	82.2%	5	5.6%	11	12.2%
B5.15	My manager asks for ideas and input on upcoming plans and projects	29	32.2%	15	16.7%	46	51.1%

**Figure 4.5 Analysis of the transformational leadership style (n=90)**

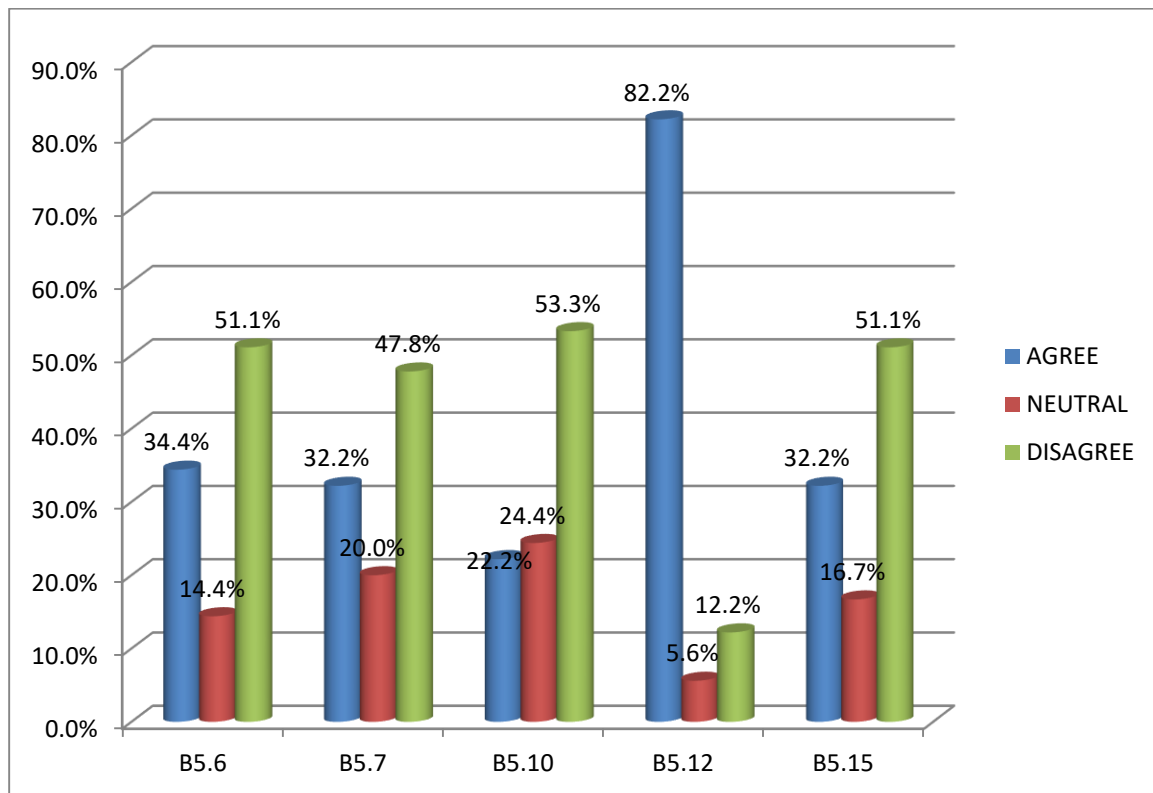


Table 4.4 and Figure 4.5 above reveal the analyses of transformational leadership style responses from employees at Subtech Group in KwaZulu-Natal. Over half of the respondents disagreed that the managers spent time coaching and teaching (statement B5.6), whilst 34.4% of the respondents agreed. A transformational leadership style dimension of individual consideration focuses on improving employees' abilities through coaching and mentoring (Obiwuru, Okwu, Akpa and Nwankwere, 2011:103). These leaders pay attention to differences amongst subordinates and engage in mentoring staff. They also teach and help others to develop their strengths, as well as listen attentively to employees concerns (Nguyen, Mia, Winata and Chong, 2016:2).

Table 4.4 and Figure 4.5 above highlight that 47.8% of the respondents disagreed that the managers gave them time to share their views and decisions regarding work to be done (statement B5.7), whereas 32.2% agreed. Table 4.4 and Figure 4.5 also indicate that 51.1% of the respondents did not agree that their manager asked for ideas and

inputs in upcoming plans and projects (statement B5.15), but 32.2% of the respondents agreed with the statement. Sundi (2013:50) maintains that transformational leaders involve subordinates in making decisions, treat subordinates as partners, as well as encouraging a sense of belonging that will foster a positive attitude. Transformational leaders also encourage subordinates to think critically and seek new ways to approach their jobs, resulting in intellectual stimulation (Obiwuru, Okwu, Akpa and Nwankwere, 2011:103).

As reflected in Table 4.4 and Figure 4.5, 53.3% of the respondents disagreed that their managers got to do more work than they normally did (statement B5.10), whereas 22.2% reported that they agreed with this statement. Inspirational motivation of a transformational leader is usually when a leader sets higher standards and becomes a figure of reference. As a result, followers view the leader as a provider of emotional support to increase knowledge and understanding of mutually desired goals (Obiwuru, Okwu, Akpa and Nwankwere, 2011:103). Transformational leaders have idealised influence which places the needs of subordinates above their own, share risks with them and demonstrate that they stick to principles and values (Grobler, 2012:56). This shows that they serve as role models for their followers through their behaviour and they are admired, respected and trusted.

As shown in Table 4.4 and Figure 4.5, the majority of the respondents (82.2%) received feedback on their performance from their managers (statement B5.12) whereas only 12.2% indicated that they did not receive feedback. Transformational leaders give attention to all of their subordinates' needs and they also provide feedback of their observations. Transformational leaders are thoughtful and they listen well and develop employees to meet organisational goals.

#### 4.4.1.2 ANALYSIS OF TRANSACTIONAL LEADERSHIP STYLE RESPONSES

**Table 4.5 Analysis of transactional leadership style responses (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N%	Count	Row N%	Count	Row N%
B5.1	The leaders provide me with assistance in exchange for my efforts.	68	75.6%	9	10%	13	14.4%
B5.2	The manager focuses attention on mistakes and deviations from standards.	26	28.9%	13	14.4%	51	56.7%
B5.4	The supervisor is specific about who is responsible for reaching performance targets.	73	81.1%	4	4.4%	13	14.4%
B5.8	The leader makes clear what one can expect to receive when performance goals are achieved.	68	75.6%	10	11.1%	12	13.3%
B5.13	My manager tells me what to do, how to do it and when it should be done.	35	38.9%	19	21.1%	36	40.0%
B5.14	My manager gives us clear rewards and punishments in order to complete tasks and meet goals.	53	58.9%	10	11.1%	27	30.0%

**Figure 4.6 Analysis of transactional leadership style (n=90)**

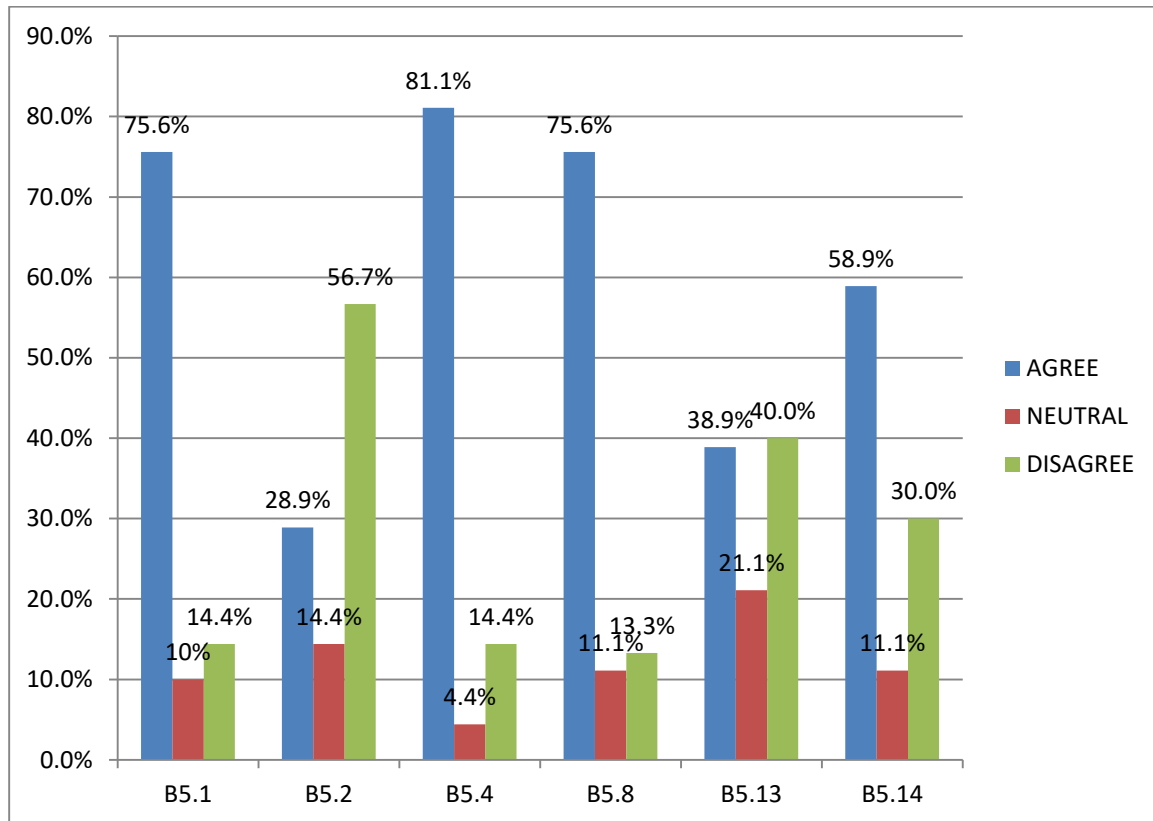


Table 4.5 and Figure 4.6 show that 75.6% of the respondents received assistance from their top managers in exchange for their efforts (statement B5.1), whereas 14.4% disagreed with this statement. According to Grobler (2012:55), transactional leaders recognise their followers' needs and will outline how these needs will be met in exchange for achieving the objectives.

Figure 4.6 and Table 4.5 revealed that 56.7% of the respondents disagreed that their managers focused attention on mistakes and deviations from standards (statement B5.2), whilst 28.9% agreed with this statement. The majority of the respondents (81.1%) reported that their supervisors were specific about who was responsible for reaching performance standards (statement B5.4). Leaders using management by exception-active closely monitor employees carrying out their duties and will pick up mistakes when they occur and take corrective measures (Qazi, Shafique and Ahmad, 2014:468). The aim of the transactional leader is to make sure that the path to goal



attainment is clearly understood by internal actors in order to remove potential barriers within the system and to motivate the actors to attain the predetermined goals (Obiwuru, Okwu, Akpa and Nwankwere, 2011:104).

Table 4.5 and Figure 4.6 highlight that 40% of the respondents reported that their managers did not give them instructions on carrying out tasks (statement B5.13), whilst 38.9% indicated that their managers told them how to carry out tasks. Management by exception-active leaders provide clarification on procedure implementation, tasks assigned to subordinates and also provide oversight to subordinates in order to avoid mistakes at work (Sundi, 2013:55). The clarification of goals and objectives and provision of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Zhou, 2012:112).

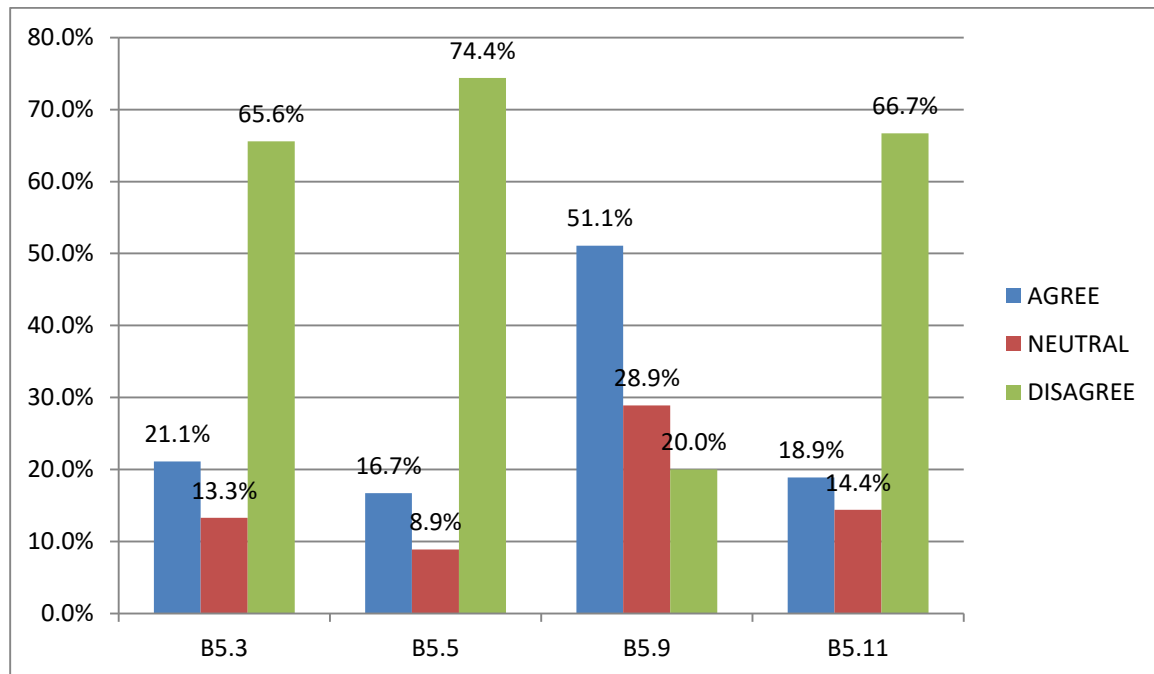
As reflected in Table 4.5 and Figure 4.6, 75.6% of the respondents revealed that their managers were clear on what to expect when goals were achieved (statement B5.8), but 13.3% did not agree with this statement. Table 4.5 and Figure 4.7 also illustrate that 58.9% of the respondents had managers who gave them clear rewards or punishments with regards to completing a task (statement B5.14), whilst 30% of the respondents indicated that their managers were not clear on this issue. Qazi, Shafique and Ahmad (2014:468) found that transactional leaders got more work done from their subordinates by offering rewards upon completion of tasks. Contingent rewards involve the clarification of the work required to obtain rewards and the use of punishments when goals are not met (Muijis, 2011:79). According to Qazi, Shafique and Ahmad (2014:468), employees perform better when appropriate rewards are offered for meeting goals.

#### 4.4.1.3 ANALYSIS OF LAISSEZ-FAIRE LEADERSHIP STYLE RESPONSES

**Table 4.6 Scoring patterns relating to Laissez-faire leadership style (n=90)**

		Agree		Neutral		Disagree	
		count	Row N%	count	Row N%	count	Row N %
B5.3	The leaders avoid getting involved when important issues arise.	19	21.1%	12	13.3%	59	65.6%
B5.5	The managers wait for things to go wrong before taking action.	15	16.7%	8	8.9%	67	74.4%
B5.9	The methods of leadership used are conducive to the line of industry the company is in.	46	51.1%	26	28.9%	18	20.0%
B5.11	The manager does not follow up on duties and gives me full responsibility for my work.	17	18.9%	13	14.4%	60	66.7%

**Figure 4.7 Analysis of Laissez-faire leadership style (n=90)**



As shown in Table 4.6 and Figure 4.7, 65.6% of the respondents disagreed that their managers avoided getting involved when important issues arose (statement B5.3). However, 21.1% agreed with the statement. Table 4.6 and Figure 4.7 also highlighted

that 74.4% of the respondents indicated that their managers did not wait for things to go wrong before taking action (statement B5.5), whereas 16.7% stated that their managers responded only when things went wrong. Management by exception-passive managers will only intervene when procedures are not followed or not met (Arham, 2014:346). Management by exception-active is seen when a manager or supervisor closely monitors subordinates' working and takes corrective action as soon as mistakes occur (Naderi and Jadidi, 2014:195).

According to Table 4.6 and Figure 4.7, 66.7% of the respondents disagreed that managers were not following up on duties and were given full responsibility for their work (statement B5.11), whilst 18.9% indicated that their leaders were not following up on duties. Laissez-faire managers are reported to have relaxed decision-making powers as they gave employees full autonomy over their tasks (Qazi, Shafique and Ahmad, 2014:468). Prasetio, Siregar and Luturlean (2015:154) found that leadership style was one of the central factors of an organisation to drive and motivate their employees. They further stated that a particular leadership style can affect the performance of the employee.

#### **4.4.2 ANALYSIS OF DATA PERTAINING TO EMPLOYEE PERFORMANCE (SECTION C)**

This section deals with descriptive statistics regarding employee performance by respondents at Subtech Group in KwaZulu-Natal. The analyses of the findings are presented below.

**4.4.2.1 COMMUNICATION BETWEEN MANAGERS AND EMPLOYEES**

**Table 4.7 Analysis of communication between managers and employees (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
B6.1	I get feedback on my performance standards.	82	91.1%	4	4.4%	4	4.4%

**Figure 4.8 Analysis of communication between managers and employees (n=90)**

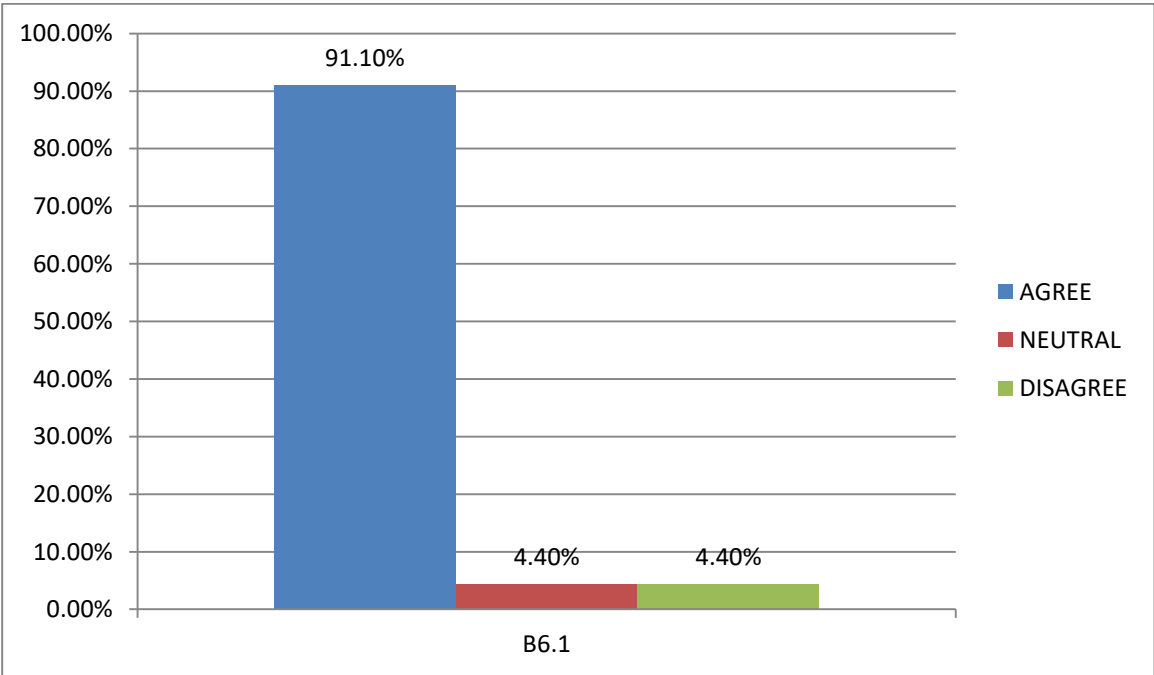


Table 4.7 and Figure 4.8 reflect that the majority of respondents (91.1%) indicated that they received feedback on their performance standards (Statement B6.1), whilst a mere 4.4% indicated that they did not get feedback. Armstrong (2012:123) confirmed that feedback relating to subordinates’ efforts on a task is a good motivator of employee performance. Wilson (2011:59) found that the coaching relationship between leaders and followers is a two-way communication process. Communication is good for

improving trust and affects employee performance in an organisation (Chetty, 2012:43).

**4.4.2.2 AUTONOMY TO MAKE DECISIONS**

**Table 4.8 Analysis on autonomy to make decisions (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
B6.12	My manager just leaves me to figure out how to complete tasks on my own.	19	21.1%	8	8.9%	63	70.0%

**Figure 4.9 Analysis on autonomy to make decisions (n=90)**

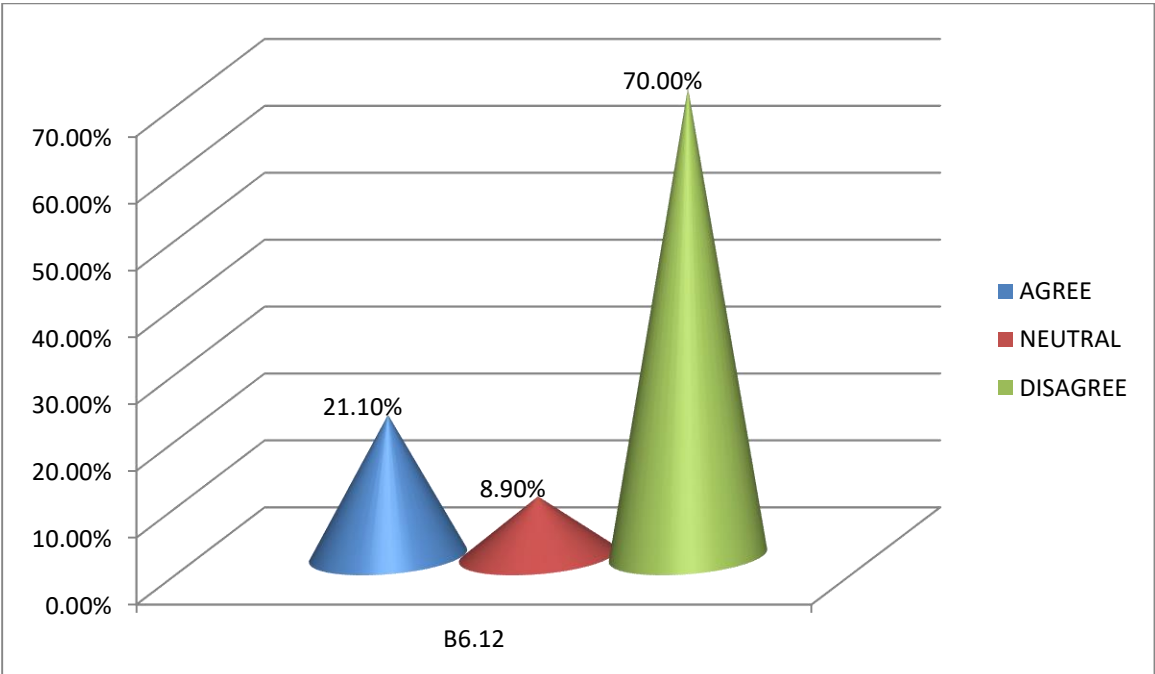


Table 4.8 and Figure 4.9 above present the autonomy distribution. As reflected in Table 4.8 and Figure 4.9, 70% of the respondents indicated that the manager did not leave

them to figure out how to complete their own tasks (statement B6.12), whilst 21.1% of the respondents indicated they were able to decide how to complete their own tasks without assistance. Previous studies have revealed a strong correlation between autonomy and employee performance (Muijis, 2011:79). According to Nguyen, Mia, Winata and Chong (2016:2), training employees in new things to do using their abilities and allowing them to make more decisions all the time will improve their self-esteem and consequently enhance employee performance. It is important to give authority to an employee to make decisions that affect performance as this makes them much more involved emotionally in the desired objectives (Thahier, Ridjal and Risani, 2014:122).

**4.4.2.3 EMPLOYEE’S WORKING RELATIONSHIP WITH HIS/HER MANAGER**

**Table 4.9 Analysis of employee’s working relationship with his/her manager (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
B6.6	I always reach targets at work and perform well due to my supportive managers.	35	39.3%	20	22.5%	34	38.3%
B6.11	My manager exposes me to all opportunities that help in improving performance.	65	72.2%	13	14.4%	12	13.3%
B6.12	My manager just leaves me to figure out how to complete tasks on my own	19	21.1%	8	8.9%	63	70.0%

**Figure 4.10 Analysis of employee's working relationship with his/her manager (n=90)**

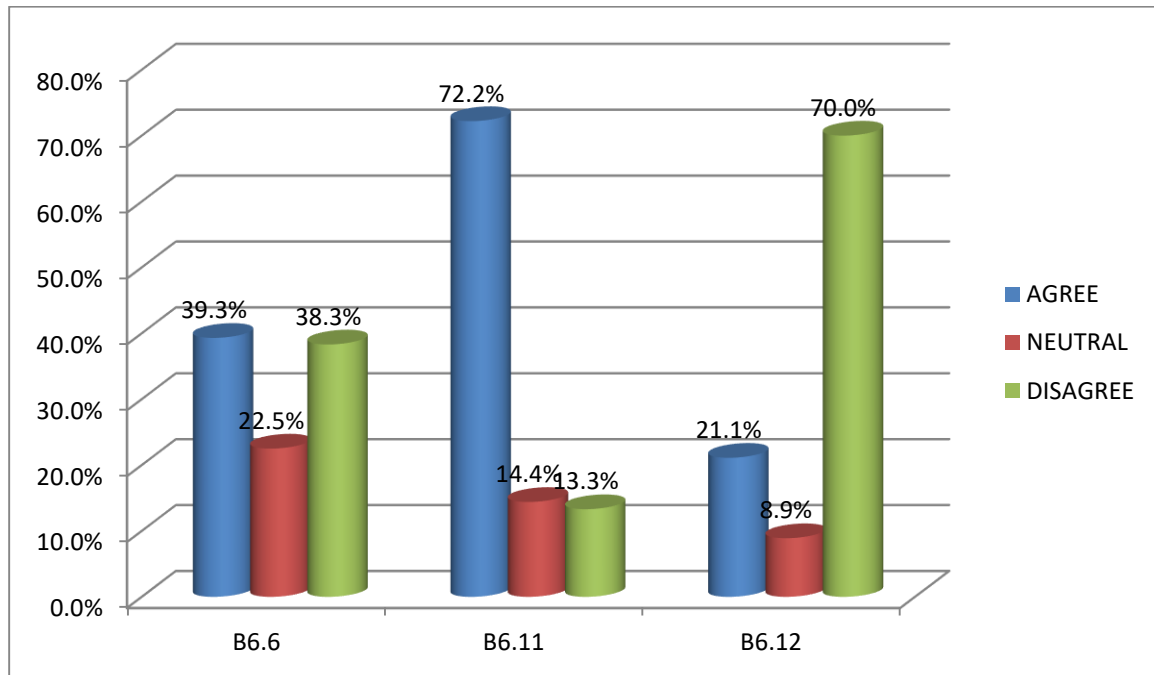


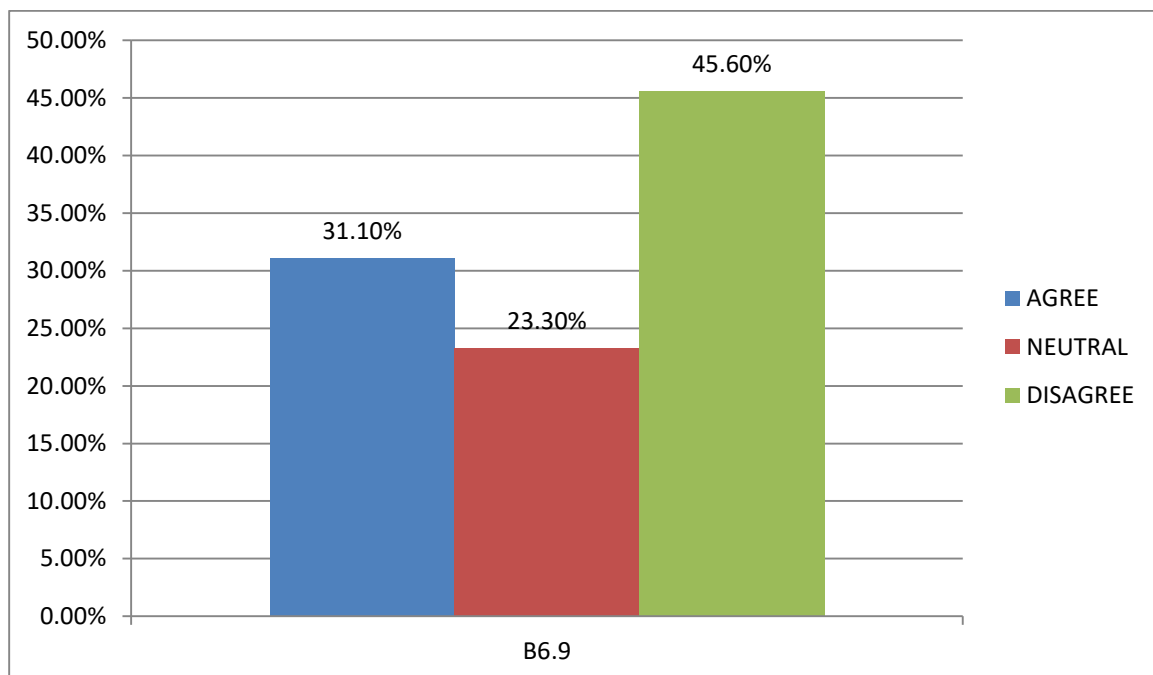
Table 4.9 and Figure 4.10 above show that 39.3% of respondents indicated that they always reached their targets and performed well because of the support they received from their managers (statement B6.6) whereas 72.2% of respondents indicated that their managers exposed them to opportunities that helped in improving performance (statement B6.11). Table 4.9 and Figure 4.10 also illustrated that 70% of the respondents revealed that their managers never left them alone to determine ways of completing tasks. Chetty (2012:59) found that employees that had good relations with their managers felt that the organisation was relating with their needs of belonging and as a result performed better. According to Elias and Mittal (2011:306), the feeling of support experienced by employees at the workplace from supervisors has been consistently linked to job satisfaction and employee performance.

#### 4.4.2.4 EMPLOYEE'S WORKING RELATIONSHIP WITH HIS/HER CO-WORKERS

**Table 4.10 Analysis of employee's working relationship with his/her co-workers (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
B6.9	I perform well because I can motivate my co-workers	28	31.1%	21	23.3%	41	45.6%

**Figure 4.11 Analysis of employee's working relationship with his/her co-workers (n=90)**



As shown in Table 4.10 and Figure 4.11, 45.6% of the respondents felt that their performance was not as a result of their ability to motivate their co-workers. According to Mayhew (2012:1), co-operative working arrangements are easy when employees get along with their co-workers and show mutual respect for each other as this improves employee performance and company profitability.



**4.4.2.5 EMPLOYEE’S PERCEPTION TOWARDS THE NATURE OF WORK AT SUBTECH GROUP**

**Table 4.11 Analysis of employee’s perception towards the nature of work (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
B6.7	I have a chance to do work that suits my ability and qualification.	49	54.4%	14	15.6%	27	30.0%
B6.8	The working conditions permit me to perform well.	54	60.0%	17	18.9%	19	21.1%

**Figure 4.12 Analysis of employee’s perception towards the nature of work (n=90)**

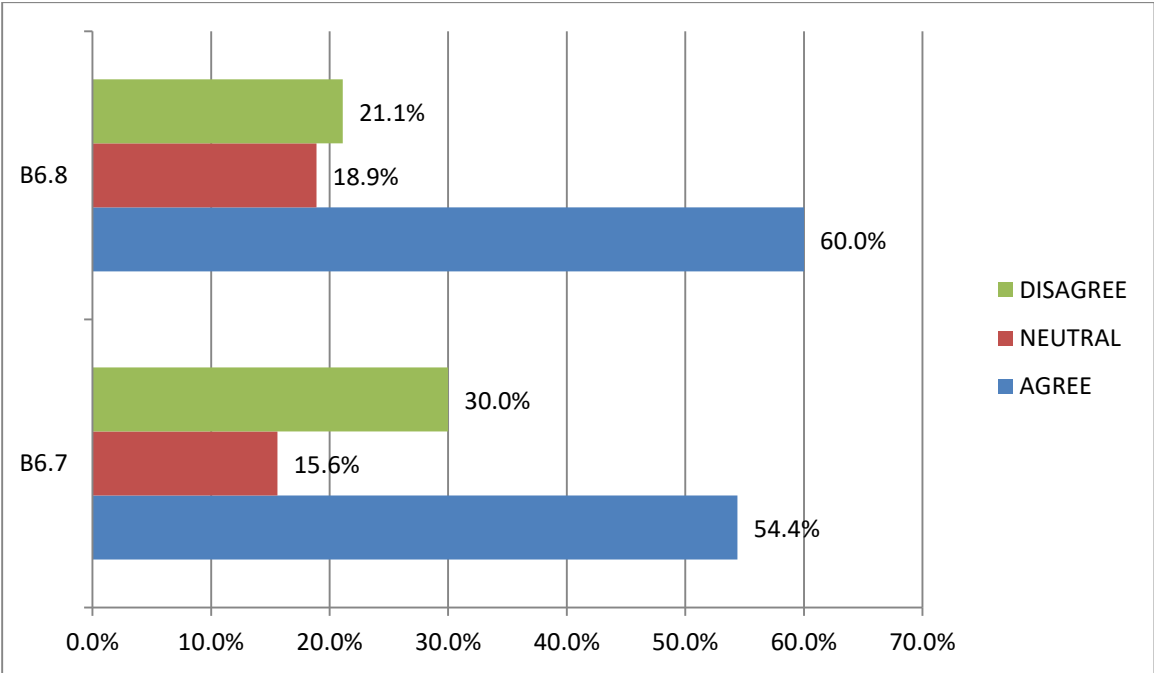


Table 4.11 and Figure 4.12 illustrate that 54.4% of the respondents had a chance to do work that suited their abilities and qualifications (statement B6.7), whereas 60% reported that they performed well because the working conditions permitted them to do so (statement B6.8). According to Bothma (2015:46), employees must have the knowledge and the skills to perform their jobs well and execute their tasks and duties

effectively. Brown, Kulik and Lim (2016:970) maintain that employee performance improves when their job matches the skills and knowledge that they possess.

**4.4.2.6 RECOGNITION OF EMPLOYEES BY THE ORGANISATION**

**Table 4.12 Analysis of recognition of employees by the organisation (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
B6.5	I perform well because I receive recognition from leaders.	40	44.4%	13	14.4%	37	41.1%

**Figure 4.13 Analysis of recognition of employees by the organisation (n=90)**

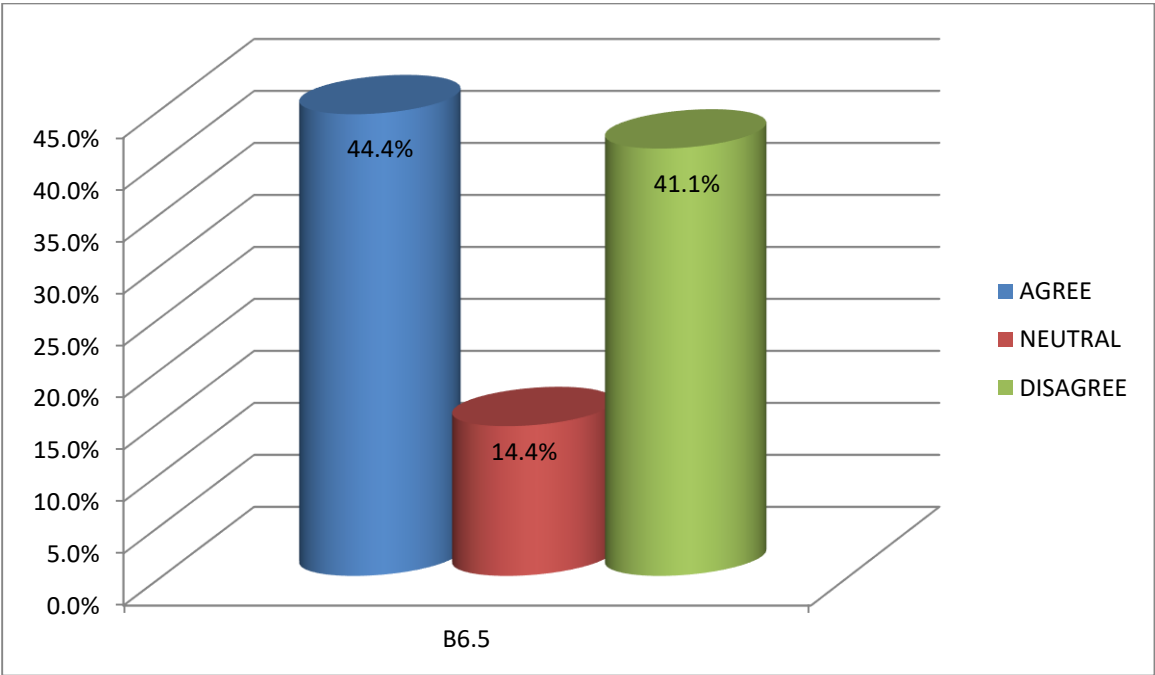


Table 4.12 and Figure 4.13 revealed that 44.4% of the respondents performed well because they received recognition from their managers and supervisors. Brown, Kulik and Lim (2016:970) found that employee performance can be improved by showing

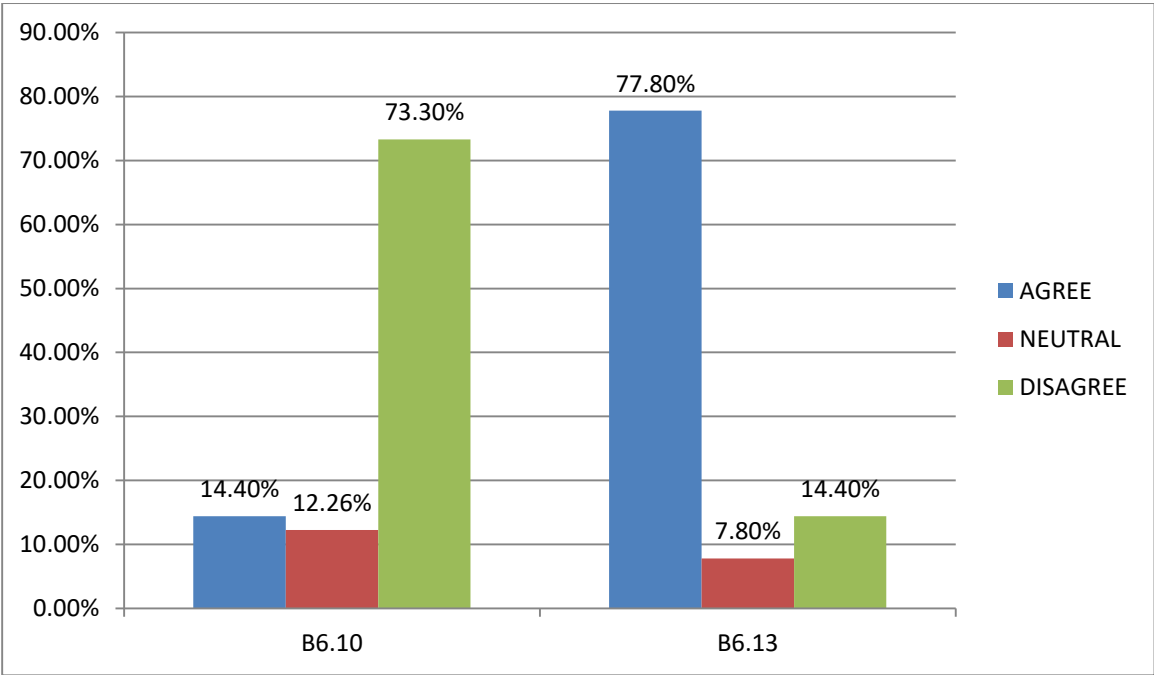
appreciation of tasks performed through an effective recognition system which deals with achievements.

**4.4.2.7 PERCEPTION OF EMPLOYEES TOWARDS THE ADEQUACY OF RESOURCES**

**Table 4.13 Analysis of employee’s perception towards the adequacy of resources (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
B6.10	I cannot perform to standard because of a lack of resources.	13	14.4%	11	12.26%	66	73.3%
B6.13	My manager gives me adequate resources to perform my duties.	70	77.8%	7	7.8%	13	14.4%

**Figure 4.14 Analysis of employee’s perception towards the adequacy of resources (n=90)**



From the frequency distribution presented in Table 4.13 and Figure 4.14, it was revealed that 73.3% of the respondents indicated that a lack of resources did not affect

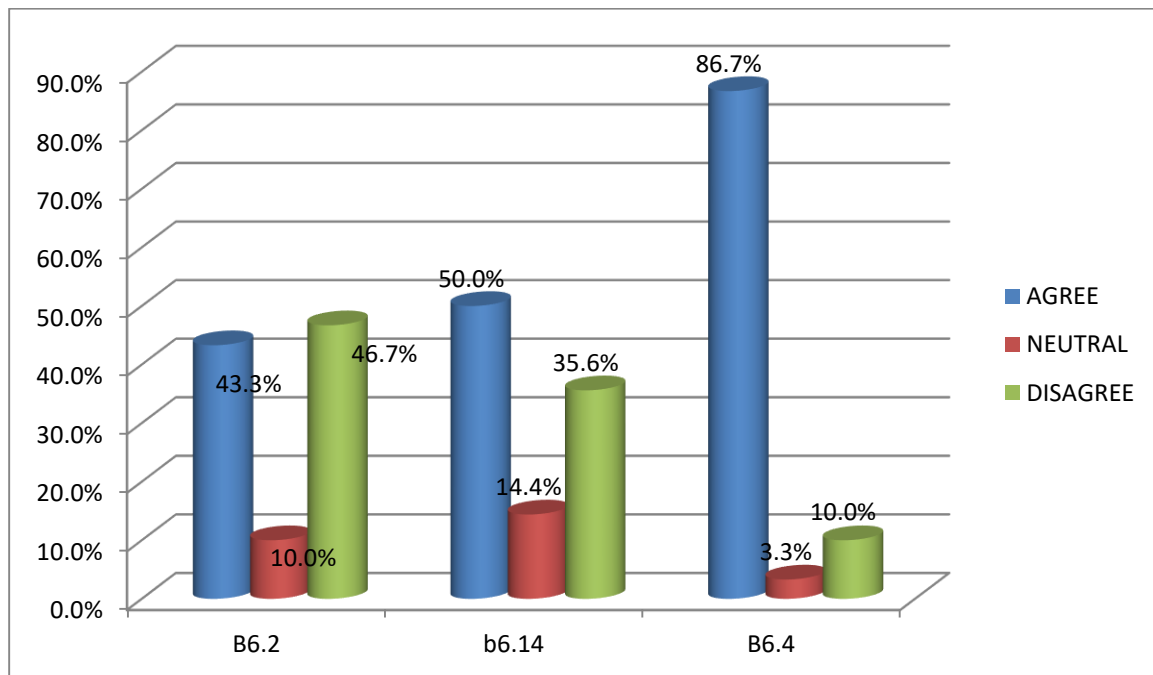
their performance (statement B6.10), while 14.4% indicated that a lack of resources affected their performance. Table 4.13 and Figure 4.14 also highlighted that 77.8% of respondents indicated that managers provided adequate resources to perform duties (statement B6.13), whilst 14.4% disagree with this statement. Rusu, Avasilcai and Hutu (2016:58) emphasised that the internal environment of an organisation such as equipment, lack of materials and the workplace environment itself can determine low levels of employee performance. Pulakos (2009:12) outlined the importance of establishing compatibility between the organisation’s context and infrastructure for employee performance. Jacobs, Tytherleigh, Webb and Cooper (2007:199) found that the relationship between the availability of resources and employee performance had a modest effect.

**4.4.2.8 THE ORGANISATION’S METHODS FOR MEASURING EMPLOYEE PERFORMANCE**

**Table 4.14 Analysis of organisational methods for measuring employee performance (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
B6.2	I get the opportunity to be involved in the appraisal exercise.	39	43.3%	9	10.0%	42	46.7%
B6.14	My manager closely monitors work processes to ensure we are performing correctly.	45	50.0%	13	14.4%	32	35.6%
B6.4	The company undertakes performance appraisal exercise.	78	86.7%	3	3.3%	9	10.0%

**Figure 4.15 Analysis of organisational methods for measuring employee performance (n=90)**



The results in Table 4.14 and Figure 4.15 revealed that 46.7% of the respondents did not have an opportunity to be involved in the appraisal (statement B6.2), whereas 43.3% received the opportunity. A significant 86.7% of the respondents revealed that the company undertook performance appraisal (statement B6.4), whilst 10% disagreed. Table 4.14 and Figure 4.15 highlighted that half of the respondents (50%) indicated that their management closely monitored their work processes (statement B6.14), whereas 35.6% were not closely monitored. Performance appraisals should be redirected towards performance improvement within a motivational framework to help companies to find methods to use employee performance appraisal as a means to improve employee performance (Rusu, Avasilcai and Hutu, 2016:61). According to Arham (2014:346), appropriate employee performance measurement tools not only form the basis of an objective performance review but also gives way to judging and measuring employee potential. Naderi and Jadidi (2014:195) revealed that in order for organisations to be effective for its goals, it is very important to measure its employee performance on a regular basis.

#### 4.4.2.9 ORGANISATIONAL STRUCTURE'S SUPPORT FOR EMPLOYEE PERFORMANCE

**Table 4.15 Analysis of organisational structure's support for employee performance (n=90)**

		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
<b>B6.3</b>	I will generally describe my company structure to be friendly, which enables me to perform in my job.	57	63.3%	10	11.1%	23	25.6%

**Figure 4.16 Analysis of organisational structure's support for employee performance (n=90)**

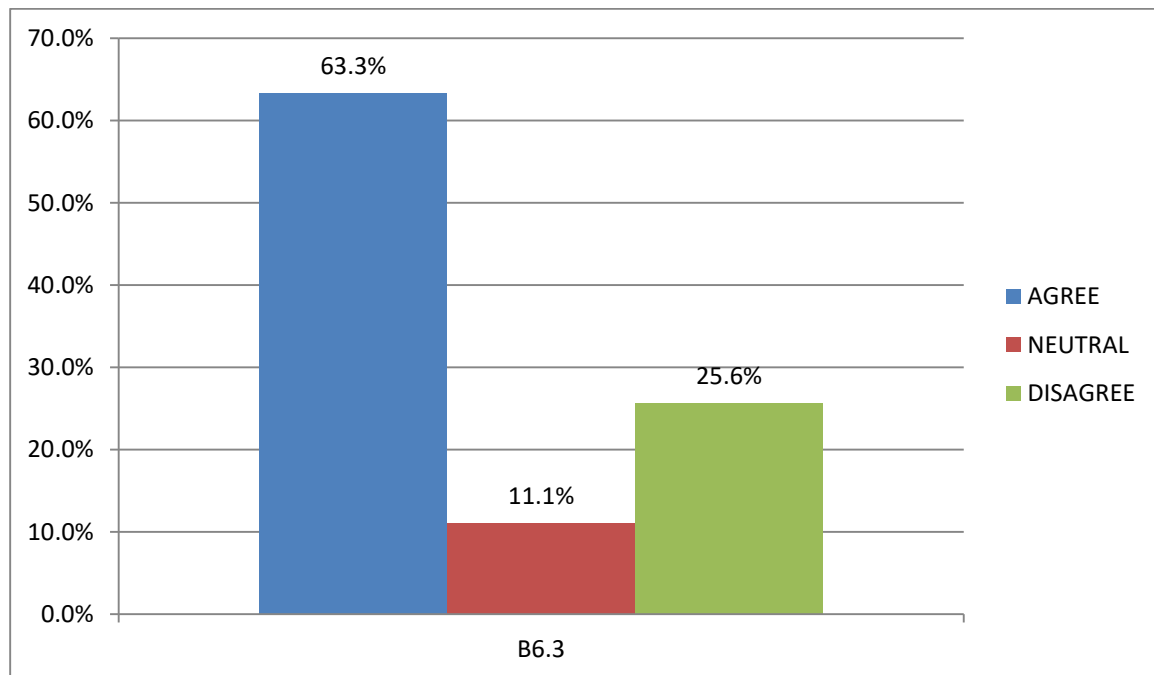


Table 4.15 and Figure 4.16 show that 63.3% of the respondents agreed that they performed well because of the organisational structure that exists (statement B6.3), while 25.6% disagreed with this statement. According to Muchran (2016:7), when an organisational structure is not friendly, it might negatively influence employees' performance.

#### 4.5 LEADERSHIP STYLES BEING USED AT SUBTECH GROUP IN KWAZULU-NATAL

**Table 4.16 Selected leadership style statements**

Statement		Agree		Neutral		Disagree	
		Count	Row N %	Count	Row N %	Count	Row N %
B5.2	The manager focuses attention on mistakes and deviations from standards.	26	28.9 %	13	14.4 %	51	56.7%
B5.3	The leaders avoid getting involved when important issues arise.	19	21.1 %	12	13.3 %	59	65.6%
B5.6	The managers spend time coaching and teaching.	31	34.4 %	13	14.4 %	46	51.1%

Table 4.16 depicts that 28.9% of the respondents indicated that their managers focused attention on mistakes and deviations from standards (statement B5.2), whilst 56.7% disagreed. As shown in Table 4.16, 21% of respondents stated that their managers avoided getting involved when important issues arose (statement B5.3), whereas 65.6% indicated that their managers did not avoid anything. Table 4.16 also revealed that 34% of the respondents reported that their managers spent time coaching and teaching (statement B5.6) and 51.1% revealed that they disagreed with this statement. According to Obiwuru, Akpa and Nwankwere (2011:104), transactional leaders focus on making sure that set goals are achieved by removing any disturbances to complete a task. Koech and Namusonge (2012:5) state that the laissez-faire leadership style is when the managers will not take part in tasks being done and will avoid making decisions. The transformational leadership style is when the management focuses on developing subordinates to meet set objectives (Bello, 2012:229).

#### 4.6 FACTORS CONTRIBUTING TO EMPLOYEE PERFORMANCE AT SUBTECH GROUP IN KWAZULU-NATAL

**Table 4.17 Factors contributing to employee performance**

Descriptive Statistics				
statement		N	Mean	Std. Deviation
B6.1	Feedback	90	1.8222	.80137
B6.2	Involvement in appraisals	90	2.9444	1.20263
B6.3	Company structure	90	2.4222	1.11151
B6.4	Performance appraisals	90	1.8778	.95785
B6.5	recognition	90	2.9000	1.20905
B6.6	Supportive management	89	2.9551	1.10690
B6.7	Ability and qualification	90	2.6333	1.07526
B6.8	Working conditions	90	2.3111	1.14798
B6.9	Ability to motivate others	90	3.1333	1.12380
B6.10	Lack of resources	90	3.9444	1.03165
B6.11	Exposure to opportunities	90	2.1444	1.09710
B6.12	Autonomy	90	3.6889	1.20527
B6.13	Adequate resources	90	2.1444	1.09710
B6.14	Close monitoring	90	2.8222	1.21394
B6.15	Supportive leadership	90	2.2000	.98528

Table 4.17 shows the mean values for factors contributing to employee performance at Subtech Group in KwaZulu-Natal. All the mean values less than 3 represent levels of agreement and those with more than 3 represent levels of disagreement. All mean values which are less than 3 show the most important factors that contribute to employee performance and they are analysed below.

Table 4.17 reveals that feedback has a mean of 1.8222 and performance appraisal has 1.8778. It is evident from the baseline analysis in Table 4.17 that when employees receive feedback on performance standards and when the company undertakes a



performance appraisal exercise, there is improved performance. Performance appraisal is very important for keeping a productive environment (Lu and Lin, 2014:466). It includes feedback about good as well as poor performance of employees (Naseem, Sikandar, Hameed and Khan, 2012:154).

As shown in Table 4.17, exposure to opportunities and adequate resources had the same mean of 2.1444. Training is considered an opportunity but some employees do not receive training in their organisations. Training has a positive impact on employee performance as it enhances confidence and makes employees fully aware of the tasks to be done.

Table 4.17 illustrates a mean of 2.2000 for management support to employees to complete tasks. This is likely to enhance employee performance. Muda (2016:116) found that when leaders coach, empower or enhance employees' participation in the job, employees' performance improves. The performance of employees is improved when they have support from management to complete their tasks (Muda, 2016:117).

Table 4.17 presented that working conditions had a mean of 2.3111. Chei, Yee, Men and Bee (2014:55) found that employee performance and working conditions are interrelated. Employees will carry out duties and tasks effectively if they are given friendly work conditions. The working environment, depend on the administrative, management, individuals and interaction patterns between, distinguish the organisation from others. The goals, regulations, rules, procedures and policies that are used in the organisation directly and indirectly affect employees' performance in achieving the goals of the organisation (Muda, 2016:116).

As shown in Table 4.17, the mean for the company structure factor was 2.4222 and the mean for ability and qualification was 2.6333 and is likely to enhance employee performance. Employees at Subtech Group described their company structure as friendly so that it enabled them to perform their jobs. When employees receive a chance to do work that suits their ability and qualifications, it acts as a contributing factor that improves performance (Bello, 2012:229).

Table 4.17 indicates that recognition, involvement in appraisals and supportive management have means which are 2.9000, 2.9444 and 2.9551 respectively. These factors also contribute in improving employee performance at Subtech Group in KwaZulu-Natal. According to Chandrasekar (2011:388), support from management motivates employees to perform better. Lu and Lin (2014:466) found that empowering employees not only benefits the organisation, but also benefits the individual.

## **4.7 HYPOTHESIS TESTING**

According to Goddard and Melville (2001:69), the purpose of a hypothesis is to predict a relationship between variables that can be tested. A hypothesis is an assumption or claim about some characteristic of a population which the researcher should be able to support or reject on the basis of empirical evidence (Gaur and Gaur, 2009:33). Non-parametric tests were used to test the hypotheses formulated for the study. Non-parametric tests were used because the data was ordinal in nature (Sharma, 2010:145). The respective tests employed were tested at a 95% confidence level. The traditional approach to reporting a result requires a statement of statistical significance. A p-value is generated from a test statistic. A significant result is indicated if the p-value is less than 0.05. The analysis below presents the results of the hypotheses tested.

### **HYPOTHESIS 1**

H<sub>1</sub> There is a significant relationship between the transformational leadership style and providing adequate resources to perform the task.

**Table 4.18 Transformational leadership style and providing adequate resources to perform the task (n=90)**

Statement B5.1 and B6.13	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.555	16	0.015
Likelihood Ratio	26.503	16	0.047
Linear-by-Linear Association	8.062	1	0.005
Spearman's rank order Correlation co-efficient	0.300		
N of Valid Cases	90		

\*Pearson Chi-Square = 30.555, df = 16, Cut-off parameter Pearson's Significance ( $p < 0.05$ );  
Spearman ( $r_s$ ) = 0.300, Cut-off parameter: Spearman Significance ( $r_s > 0.7$ )

Table 4.18 illustrates that the Pearson's Chi-Square test result ( $p < 0.05$ ) produced a significant result. The Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) was not significant. The results in Table 4.18 indicated that there was a moderate significant relationship between the transformational leadership style and the provision of adequate resources to perform the task. Naseem, Sikandar, Hameed and Khan (2012:154) found that adequate time and material resources need to be available to enable the employee to perform to the best of their ability.

## **HYPOTHESIS 2**

H<sub>2</sub> There is a significant relationship between a manager who provides assistance in exchange for efforts and providing conditions that permit employees to perform well.

**Table 4.19 Assistance in exchange for effort and the provision of working conditions that permit employees to perform well (n=90)**

Statement B5.1 and B6.8	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.374	16	0.165
Likelihood Ratio	19.513	16	0.243
Linear-by-Linear Association	5.546	1	0.019
Spearman's rank order Correlation co-efficient	0.236		
N of Valid Cases	90		

\*Pearson Chi-Square = 21.374, df = 16, Cut-off parameter: Pearson's Significance ( $p < 0.05$ ); Spearman ( $r_s$ ) = 0.236, Cut-off parameter: Spearman Significance ( $r_s > 0.7$ )

As shown in Table 4.19, both the Pearson's Chi-Square test result ( $p > 0.05$ ) and the Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) produced a non-significant result. As depicted in Table 4.19, the test statistics show that there is no significant difference between a manager's provision of assistance and the provision of working conditions that permit employees to perform. Hence the hypothesis is rejected. Mohammed, Yusuf, Sanni, Ifeyinwa, Bature and Kazeem (2014:9) assert that an important factor of in employee performance is the working conditions as workplaces that offer conducive working environments are predictive of better employee performance and effectiveness.

### **HYPOTHESIS 3**

H<sub>3</sub> There is a significant relationship between a manager who provides assistance in exchange for effort and providing employees an opportunity to be involved in the appraisal exercise.

**Table 4.20 Assistance in exchange for effort and the provision of employees opportunity to be involved in the appraisal exercise (N=90)**

Statement B5.1 and B6.2	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.809	16	0.687
Likelihood Ratio	12.548	16	0.706
Linear-by-Linear Association	0.040	1	0.842
Spearman's rank order Correlation co-efficient	-0.027		
N of Valid Cases	90		

\*Pearson Chi-Square =12.809, df = 16, Cut-off parameter: Pearson's Significance ( $p > 0.05$ ); Spearman ( $r_s$ ) = -0.027, Cut-off parameter: Spearman Significance ( $r_s < 0.7$ )

Table 4.20 reveals that both the Pearson's Chi-Square test result ( $p > 0.05$ ) and the Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) produced a non-significant result. As the test result statistics show (Table 4.20), there is no significant difference between a manager who provides assistance in exchange for effort and providing employees with an opportunity to be involved in the appraisal exercise. Markle (2000:5) asserts that the factors found to enhance employees' performance include focusing the performance appraisal on tasks the employee was highly familiar with, rather than the employee's attributes. Neal (2001:98) suggests that when management engages employee participation in performance appraisals, it results in improved performance.

#### **HYPOTHESIS 4**

H<sub>4</sub> There is a significant correlation between the transactional leadership style and the close monitoring of processes to ensure employees are performing well.

**Table 4.21 Transactional leadership style and close monitoring of processes to ensure employees are performing (n=90)**

Statement B5.13 and B6.14	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.623	16	0.769
Likelihood Ratio	12.428	16	0.714
Linear-by-Linear Association	2.871	1	0.090
Spearman's rank order Correlation co-efficient	0.110		
N of Valid Cases	90		

\*Pearson Chi-Square = 11.623, df = 16, Cut-off parameter: Pearson's Significance ( $p > 0.05$ );

Spearman ( $r_s$ ) = 0.110, Cut-off parameter: Spearman Significance ( $r_s < 0.7$ )

Table 4.21 reveals that both the Pearson's Chi-Square test result ( $p > 0.05$ ) and the Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) produced a non-significant result. As depicted in Table 4.21, the test statistics show that there is no significant correlation between the transactional leadership style and the close monitoring of processes to ensure that employees are performing well. Bell and Raj (2016:1157) found that the transactional leadership style could be perceived as a style of leadership management strategy that will enable employees to have a clear understanding of their work. According to Qazi, Shafique and Ahmad (2014:468), transactional leadership involves the guidelines on how to carry out tasks and close monitoring of mistakes and deviations from standards. According to Inderyas, Khattak, Raza, Hassan and Mohammad (2015:6), leaders practising management by exception-passive wait for problems to occur for them to act and this leads to higher levels of stress and lower levels of performance and commitment.

## **HYPOTHESIS 5**

H<sub>5</sub> There is a significant relationship between laissez-faire leadership style and managers' closely monitoring work processes for employees to perform correctly.

**Table 4.22 Laissez-faire leadership style and close monitoring of processes by managers (n=90)**

Statement B5.3 and B6.14	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39.11921.374	16	0.001
Likelihood Ratio	32.420	16	0.009
Linear-by-Linear Association	5.719	1	0.017
Spearman's rank order Correlation co-efficient	0.254		
N of Valid Cases	90		

\*Pearson Chi-Square = 39.119, df = 16, Cut-off parameter: Pearson's Significance ( $p < 0.05$ );  
Spearman ( $r_s$ ) = 0.254, Cut-off parameter: Spearman Significance ( $r_s < 0.7$ )

As indicated in Table 4.22, the Pearson's Chi-Square test result ( $p < 0.05$ ) was significant. The Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) produced a non-significant result. Therefore, a moderately significant relationship was found between laissez-faire leadership style and managers closely monitoring work processes to ensure employees are performing correctly. Tim, Bakker and Xanthopoulou (2011:129) also found that in some cases laissez faire leaders may exercise the passive style of leading in an attempt to be popular and easy going rather than effective. Laissez-faire supervision leads to confusion and ineffectiveness. Generally, the outcome of laissez-faire leadership seems to be negative, which leads to low performance (Inderyas, Khattak, Raza, Hassan and Mohammad, 2015:2).

## **HYPOTHESIS 6**

H<sub>6</sub> There is a significant correlation between laissez-faire leadership style and failing to perform due to a lack of resources.

**Table 4.23 Laissez-faire leadership style and failing to perform due to lack of resources (n=90)**

Statement B5.3 and B6.10	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.579	16	0.075
Likelihood Ratio	20.610	16	0.056
Linear-by-Linear Association	12.477	1	0.000
Spearman's rank order Correlation co-efficient	0.325		
N of Valid Cases	90		

\*Pearson Chi-Square = 19.579, df = 16, Cut-off parameter: Pearson's Significance ( $p < 0.05$ ); Spearman ( $r_s$ ) = 0.325, Cut-off parameter: Spearman Significance ( $r_s < 0.7$ )

Table 4.23 illustrates that both the Pearson's Chi-Square test result ( $p > 0.05$ ) and the Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) produced a non-significant result. As shown in Table 4.23, the test statistics reveal that there is no significant difference between laissez-faire leadership style and employees failing to perform to standard because of a lack of resources. Managers who avoid getting involved in employees' affairs may neglect to offer the necessary support or resources for followers to complete work, which may lead to low performance (Li, Hu, Zhou, He and Fan, 2014:389). Tims, Bakker and Xanthopoulou (2011:129) found that passive leaders are unlikely to motivate their followers and may have poor interpersonal relationships with their team, leading to lower job satisfaction and performance.

## **HYPOTHESIS 7**

H7 The is a significant relationship between laissez-faire leadership style and managers leaving employees to figure out how to complete tasks in their own way



**Table 4.24 Laissez-faire leadership style and managers leaving employees to figure out how to complete tasks in their own way (n=90)**

Statement B5.5 and B6.12	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.623	16	0.769
Likelihood Ratio	12.428	16	0.714
Linear-by-Linear Association	2.871	1	0.090
Spearman's rank order Correlation co-efficient	0.209		
N of Valid Cases	90		

\*Pearson Chi-Square = 11.623, df = 16, Cut-off parameter: Pearson's Significance ( $p < 0.05$ ); Spearman ( $r_s$ ) = 0.209, Cut-off parameter: Spearman Significance ( $r_s < 0.7$ )

As depicted in Table 4.24, both the Pearson's Chi-Square test result ( $p > 0.05$ ) and the Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) produced a non-significant result. The test statistics in Table 4.24 show that there is no significant relationship between managers waiting for things to go wrong before taking action and managers leaving employees to determine how to complete tasks in their own way. Shafie, Baghersalimi and Barghi (2013:27) suggest that a laissez-faire leadership style leads to chaos in the organisation. The laissez-faire leadership style is not an improvement in the organisation and will lead to a reduction in staff performance (Anthonia and Dayo, 2016:370).

## **HYPOTHESIS 8**

H<sub>8</sub> There is a significant correlation between the transformational leadership style and managers giving adequate resources to perform duties.

**Table 4.25 Transformational leadership style and giving adequate resources to perform duties (n=90)**

Statement B5.12 and B6.13	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.400	16	0.037
Likelihood Ratio	28.500	16	0.028
Linear-by-Linear Association	8.124	1	0.004
Spearman's rank order Correlation co-efficient	0.315		
N of Valid Cases	90		

\*Pearson Chi-Square = 27.400, df = 16, Cut-off parameter: Pearson's Significance ( $p < 0.05$ ); Spearman ( $r_s$ ) = 0.315, Cut-off parameter: Spearman Significance ( $r_s < 0.7$ )

Table 4.25 illustrates that the Pearson's Chi-Square test result ( $p < 0.05$ ) was significant. The Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) was not significant. As such, Table 4.25 shows that there was a moderately significant correlation relationship between transformational leadership style and employees receiving adequate resources to perform duties. Cavazotte, Moreno and Bernardo (2013:494) reported that individual consideration of transformational leaders result in effective employee performance if the leader is a good listener, gives quick feedback and is open to suggestions given.

## **HYPOTHESIS 9**

H<sub>9</sub> There is a significant relationship between managers giving feedback on the performance of employees and exposing employees to opportunities that help in improving performance.

**Table 4.26 Relationship between feedback and exposure to opportunities which help improve performance (n=90)**

Statement B5.12 and B6.11	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37.936	16	0.002
Likelihood Ratio	27.743	16	0.034
Linear-by-Linear Association	10.202	1	0.001
Spearman's rank order Correlation co-efficient	0.319		
N of Valid Cases	90		

\*Pearson Chi-Square = 37.936, df = 16, Cut-off parameter: Pearson's Significance ( $p < 0.05$ );  
Spearman ( $r_s$ ) = 0.319, Cut-off parameter: Spearman Significance ( $r_s > 0.7$ )

As depicted in Table 4.26, the Pearson's Chi-Square test result ( $p < 0.05$ ) was significant. The Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) was not a significant result. There is a moderately significant relationship between feedback from management and exposing employees to opportunities that help improve performance at Subtech Group. Managers and supervisors provide more meaning and value to subordinates' work by focusing on the individual needs of subordinates, inspiring and energising them through the provision of opportunities which enhance levels of performance (Chei, Yee, Men and Bee, 2014:55).

## **HYPOTHESIS 10**

H<sub>10</sub> There is a significant relationship between employee involvement in decision-making and employees being given an opportunity to be involved in the appraisal exercise.

**Table 4.27 Time to share views and decisions regarding work and being given an opportunity to be involved in the appraisal (n=90)**

Statement B5.7 and B6.2	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.518	16	0.079
Likelihood Ratio	27.826	16	0.033
Linear-by-Linear Association	10.455	1	0.001
Spearman's rank order Correlation co-efficient	0.360		
N of Valid Cases	90		

\*Pearson Chi-Square = 24.518, df = 16, Cut-off parameter: Pearson's Significance ( $p < 0.05$ ); Spearman ( $r_s$ ) = 0.360, Cut-off parameter: Spearman Significance ( $r_s < 0.7$ )

Table 4.27 reveals that both the Pearson's Chi-Square test result ( $p > 0.05$ ) and the Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) are not significant. The results in Table 4.27 indicate that there is no significant relationship between employee involvement in decision-making and being given an opportunity to be involved in the appraisal exercise. Soumendu (2012:123) posits that employee opportunity to be involved in decision-making is key for employee performance and satisfaction. When managers give employees an opportunity to be in the decision making process, the subordinates will be more engaged as it gives them ownership.

## **HYPOTHESIS 11**

H<sub>11</sub> There is a significant difference between transformational leadership style and always attaining goals due to supportive managers.

**Table 4.28 Transformational leadership style and always attaining goals due to supportive managers (n=90)**

Statement B5.6 and B6.6	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.375	16	0.165
Likelihood Ratio	24.496	16	0.079
Linear-by-Linear Association	10.085	1	0.001
Spearman's rank order Correlation co-efficient	0.327		
N of Valid Cases	90		

\*Pearson Chi-Square = 21.375, df = 16, Cut-off parameter: Pearson's Significance ( $p < 0.05$ ); Spearman ( $r_s$ ) = 0.327, Cut-off parameter: Spearman Significance ( $r_s < 0.7$ )

Table 4.28 shows that both the Pearson's Chi-Square test result ( $p > 0.05$ ) and the Spearman's Rank Order Correlation Co-efficient ( $r_s < 0.7$ ) produced a non-significant result. Table 4.28 reveals that there is a non-significant difference between transformational leadership style and always attaining goals due to supportive managers. Walsh (2009:74) found that employees who received coaching had a high chance of improving their technical skills and competencies as compared to those who did not. Managers using a transformational leadership style offer support to employees by spending time guiding and teaching them to improve their skills (Mudi, 2013:181). Transformational leaders enhance subordinates feelings of involvement by their ability to transform their values so that they are in line with the goals of the organisation (Zhou, 2012:74).

#### **4.8 LIMITATIONS OF THE STUDY**

This study has limitations which should be taken into account when interpreting the results. Due to logistical and time constraints, the study was confined to Subtech Group in KwaZulu-Natal. The study focused on an investigation into various leadership styles and their impact on employee performance at Subtech Group in KwaZulu-Natal.

Therefore, the findings cannot be generalised to other organisations in the marine and sub-sea sector.

#### **4.9 CONCLUSION**

This chapter covered the data analysis and findings of the study conducted amongst a sample population of employees selected at Subtech Group in KwaZulu-Natal. The descriptive statistics were presented followed by different non-parametric tests used for the testing of the hypotheses formulated for the empirical analysis of the data. The discussion of the study findings was also done in this chapter. As such, the following chapter focuses on the conclusion and recommendations for the study. The recommendations can only be generalised to Subtech Group employees in KwaZulu-Natal as it was an in-house study.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The conclusion and recommendations presented in this chapter are the outcomes of the findings and the statistical analysis of the empirical results. The main aim of the study was to investigate various leadership styles and their impact on employee performance at Subtech Group in KwaZulu-Natal. Subtech Group in KwaZulu-Natal was used as a case study for the in-house investigation. A quantitative research design was adopted for the study. A pre-coded closed-ended questionnaire using the five-point Likert Scale was administered to the sample population using the personal method of data collection. The questionnaire was made up of three sections. Section A was for Biographical Data, Section B was for the Leadership Styles Survey and Section C was for the Employee Performance Survey. There was a high response rate of 84%, which was largely due to the fact that the personal method was used for data collection.

The management of Subtech Group gave an informed consent letter (Annexure A) to conduct an in-house investigation, which was appreciated by the researcher. The services of a statistician were employed to compute the statistical analysis, including the formulated hypotheses. The Statistical Program for the Social Sciences (SPSS) version 24.0 for Windows was used for the statistical analysis. The findings provide important guidelines for the top management of Subtech Group on how to address the various leadership styles in different situations in order to improve employee performance.

## **5.2 CONCLUSION**

The empirical analysis conducted under each of the 3 Sections of the questionnaire produced findings which reflected the various leadership styles and their impact at Subtech Group in KwaZulu-Natal. The data gathered for the study was in ordinal form and non-parametric tests were used for the hypotheses formulated for the study. It became increasingly evident that leadership styles impacted on employee performance and this could increase organisational efficiency and effectiveness. There were significant and non-significant findings that were drawn from the empirical analysis of the data. These findings were supported by other scholars who did similar studies and their findings were contextualised for the outcomes of this study.

Leadership style is one of the important factors when an organisation desires to drive and motivate their employees to perform (Prasetio, Siregar and Luturlean, 2015:154). The findings of the study may not be generalised to other organisations in the marine and sub-sea organisation sectors as this was an in-house investigation pertaining to Subtech Group in KwaZulu-Natal. Arising from the empirical analysis of the data, the recommendations that follow are suggested in order to guide the top management of Subtech Group to develop strategies and resolve problems.

## **5.3 RECOMMENDATIONS**

The recommendations are given on the empirical findings of the study. These suggestions may have critical importance for Subtech Group in KwaZulu-Natal and its progress and may also help the managers and supervisors to improve their leadership styles in practice.

- Top management should spend more time coaching and teaching subordinates on how to perform tasks. This can be done by managers communicating



company goals and then highlighting areas of concern so that all employees value the teaching and coaching process. Coaching provides positive feedback about employee performance. The management should create coaching programmes for employees at Subtech Group. These coaching programmes should focus on improving employee performance. Managers should identify departments which have not been effective and send them for these coaching programs. Teaching and coaching support helps in focusing on employees' skills and results in improved performance (Khalaf, Morsy, Ahmed and Ali, 2016:93).

- Top management at Subtech Group should allow employees to be involved in decision-making. Based on the findings, the majority of the employees revealed that they did not get an opportunity to take part in decision-making in the company. Employee involvement in decision-making can be done by inviting employees to join meetings and allowing them to express their views on matters concerning their jobs.
- Top management should guide employees by rectifying mistakes when they immediately occur. This can be done by informing employees of the standard required for a certain task and also demonstrating how a task should be done without making mistakes. Managers should rectify mistakes when they happen so that employees do not repeat the same mistake. This leads to employees being aware of how to conduct a task properly and avoid making the same mistake.
- Top management at Subtech Group should be good role models for their employees and lead by example. Managers can do this by abiding with company policies and being ethical in their way of conduct. Moreover, good role models also help employees to maintain a positive work attitude, which results in improved performance.

- Top management should allow autonomy in the workplace. Managers can do this by giving employees the responsibility to decide how best to achieve set goals as it may result in improved employee performance. Autonomy makes employees feel more valued and trusted and this has a positive impact on their performance. Top management at Subtech Group should give employees autonomy as it encourages creativity amongst the employees.
- Top management at Subtech Group should be proactive. They can do this by planning in time, as well as having a backup plan should the need arise, instead of waiting for things to go wrong. Proactive managers produce increased results and encourage a more pleasant workplace (Mujis, 2011:79).
- Top management at Subtech Group should support their employees in performing their duties. Support offered by management can be nurtured by training employees, backing them up and supervising them properly and regularly. Top management should support employees so that they are able to perform tasks more quickly, effectively and comfortably.
- Top management at Subtech Group should recognise employees for their good performance. Recognising employees can be done by rewarding good performance for their work. Recognition is a fundamental human need and will help boost the morale of the employees to perform their tasks effectively. Recognising people for their good work is also a form of communication and management should do that often in order to obtain improved performance (Karia and Omari, 2015:2).
- Top management should improve employee relations. This can be achieved by running team building events which are outside the company work hours. These events will help improve interactions of the employee and might contribute to the improvement of performance within the organisation

- Top management at Subtech Group should provide adequate resources for employees in order for them to perform well. Resources may include raw materials being on time, machinery that is working well and protective clothing. These resources also include everything that employees require to perform their duties successfully and should be provided by top management in time.
- Top management at Subtech Group should attend regular workshops which should be centred on the different leadership styles and the attributes and behaviours which accompany these various styles. The workshops should also serve as a reminder to the leaders as to which leadership styles can be used in different situations. This approach might help the leadership to be more flexible in the different situations they are faced with.
- The management at Subtech Group should avoid the laissez-faire leadership style which permits total delegation of responsibility to the employees. This can be done by managers who will be actively involved in their subordinates' affairs. Managers need to monitor activities in order to ensure compliance and results. A laissez-faire leadership style makes employees feel neglected by their leaders as they do not interact regularly with regards to tasks being done and therefore results in decreased performance (Brown, Kulik and Lim, 2016:970).
- Top management should continue using transformational and transactional leadership style as it focuses on transforming employees so that they perform to their best abilities. This can be done when managers attend workshops that remind them of how to carry out transformational and transactional leadership styles in the workplace.
- Employees should communicate to their superiors at work of what working conditions they prefer. This would enable them to perform better if their voices are heard. Also management might not be aware of what employees want. For

improved communication and relations, employees should form workers committees where they can motivate each other to perform and reach targets by meeting regularly.

#### **5.4 DIRECTIONS FOR FUTURE RESEARCH**

The research undertaken highlighted important and interesting findings into leadership styles and employee performance at Subtech Group. This research was an in-house investigation at Subtech Group and further research should be expanded to other offshore engineering and sub-sea technology sectors. This may provide valuable and comparable to findings into leadership styles and employee performance as key components for strategic decision-making in the marine and subsea industry in South Africa. Further research can also be conducted using a mixed method approach and the respondents could include supervisors, managers, top management and all floor level employees to get a cross sectional perception of the preferred leadership style that could impact on employee performance in other similar organisations in KwaZulu-Natal. Other researchers could also focus their studies on Subtech Group companies in other countries to make a comparative analysis with the findings of the current study.

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## ANNEXURE A

Room 104 Corlocourt  
18 Heswall Road  
Durban, 4001

3 August 2015

To Human Resources Director  
Subtech Group  
20 Rustic Close

Briardene  
Durban, 4051

Dear Madam

### **RE: PERMISSION TO CONDUCT RESEARCH**

I, Chido Samantha Michelle Madhanga, passport number CN122326, student number 21143364, request your permission to conduct research at Subtech Group in KwaZulu-Natal. This research is for the requirements of the Masters Degree in Human Resources at the Department of Human Resources Management in the Faculty of Management Science at Durban University of Technology. The research is titled: An Investigation Into Various Leadership Styles And Their Impact On Employee Performance At Subtech Group in KwaZulu-Natal: A Case study. The problem I would like to address is on how different leadership styles affect employee performance. My research will require voluntary participation from employees at the company and this will be for a period of two weeks where I will distribute and collect questionnaires from the selected sample respondents. Please be assured that the information provided will be treated with confidentiality and will not be used for any other purposes except for this degree only. The findings of the study will make a valuable contribution to Subtech Group in KwaZulu-Natal.

Your consent will be highly appreciated

Regards

Miss C.S.M. Madhanga

## ANNEXURE B



Subtech (Pty) Ltd  
20 Rustic Close, Briardene, Durban, 4051  
P.O Box 18897, Dalbridge, 4014  
Tel: +27 (0) 31 206 2073 | Fax: +27 (0) 31 205 7772  
info@subtech.co.za | www.subtech.co.za

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30<sup>th</sup> of July 2015

**To: Faculty of Management Sciences**

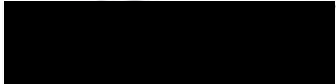
**RE: Masters Research – An investigation into various leadership styles and their impact on employee performance at Subtech Group: A Case Study.**

This letter serves to confirm that Ms Chido S Madhanga, Passport number CN122326, Student number 21143364 has been invited to do her Masters Research at Subtech (Pty) Ltd.

The Subtech Group Management will be advised of the interviews date and time when the research will take place.

We at Subtech are looking forward welcoming Chido Madhanga to conduct her Masters Research.

Kind regards,

  
Diane Bicik  
HR Manager

## ANNEXURE C

Room 104 Corlocourt  
18 Heswall Road  
Durban, 4001  
3 August 2015

Hello Respondent

### **ASSISTANCE: QUESTIONNAIRE COMPLETION – RESEARCH DISSERTATION**

May I request your co-operation in completing the attached questionnaire as your responses will assist in the completion of the research dissertation. I am a student at Durban University of Technology in the Department of Human Resources Management. I humbly request your assistance in completing the attached structured questionnaire for the M. Tech.: Degree in Human Resources Management. My research topic is entitled: An Investigation into the Leadership Styles and Their Impact on Employee Performance at Subtech Group in KwaZulu-Natal: A Case Study. My Supervisor is Prof. D C Jinabhai who is based in the Department of Human Resources Management.

The structured questionnaire is a data collection tool for the study. I shall be most grateful, if you could please complete the attached questionnaire and return same to me as I would personally collect the completed questionnaire. Please answer all questions and do not leave any likert scale statement blank. The questionnaire will require approximately 15 minutes to complete. Kindly be objective and honest when answering the questions. From an ethical perspective, please be assured that your responses will be treated with utmost confidentiality and will not be shared with any other party and your name will remain anonymous.

Your participation is merely voluntary and there is no compensation for responding nor is there any known risk in completing this questionnaire. The responses to the questionnaire will be used for statistical purposes only. A brief summary of the main findings will be posted to all respondents who participated in the completion of the project. I shall personally collect the questionnaires once completed. Your co-operation in assisting me with this important component of my study is highly appreciated and I look forward to a speedy return of the questionnaire.

If you have any queries, please do not hesitate to contact me on [cmadhanga@gmail.com](mailto:cmadhanga@gmail.com) or contact my supervisor Professor Jinabhai on [jinabhai@dut.ac.za](mailto:jinabhai@dut.ac.za) or 0837869712. I take this opportunity of again thanking you in advance in order to enable me to complete this research project. Many thanks and kind regards.

Sincerely

Chido S.M. Madhanga  
Student Number: 21143364

## ANNEXURE D

### Instructions to respondents

- Please select an appropriate answer for your choice with a tick (✓).
- Please answer all questions.

#### SECTION A: Biographical Information.

1. Please indicate your gender.

	Gender	Tick
1.1	Male	1
1.2	Female	2

2. Please indicate your age.

	Age Category	Tick
2.1	20 years to 24 years	1
2.2	25 years to 29 years	2
2.3	30 years to 34 years	3
2.4	35 years to 39	4
2.5	40 and above	5

3. Please indicate how long have you been with this company.

	Length of Service	Tick
3.1	Less than 1 year	1
3.2	1-5 years	2
3.3	6-9 years	3
3.4	10-14 years	4
3.5	Long than 15 years	5

4. Please indicate your highest qualification.

	Qualification Type	Tick
4.1	Certificate	1
4.2	Diploma	2
4.3	Degree	3
4.4	Post Graduate Degree	4

## SECTION B

### 5. LEADERSHIP STYLES SURVEY

Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5.1	The leaders provide me with assistance in exchange for my efforts.	1	2	3	4	5
5.2	The manager focuses attention on mistakes and deviations from standards.	1	2	3	4	5
5.3	The leaders avoid getting involved when important issues arise.	1	2	3	4	5
5.4	The supervisor is specific about who is responsible for reaching performance targets.	1	2	3	4	5
5.5	The managers wait for things to go wrong before taking action.	1	2	3	4	5
5.6	The managers spend time coaching and teaching.	1	2	3	4	5
5.7	The managers give us time to share our views and decisions regarding work to be done.	1	2	3	4	5
5.8	The leader makes clear what one can expect to receive when performance goals are achieved.	1	2	3	4	5
5.9	The methods of leadership used are conducive to the line of industry the company is in.	1	2	3	4	5
5.10	The manager gets to do more than I am normally expected to do.	1	2	3	4	5
5.11	The manager does not follow up on duties and gives me full responsibility for my work.	1	2	3	4	5
5.12	My manager gives me feedback on my performance.	1	2	3	4	5
5.13	My manager tells me what to do, how to do it and when it should be done.	1	2	3	4	5
5.14	My manager gives us clear rewards and punishments in order to complete tasks and meet goals.	1	2	3	4	5
5.15	My manager asks for ideas and input on upcoming plans and projects.	1	2	3	4	5

## SECTION C

### 6. EMPLOYEE PERFORMANCE SURVEY

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6.1	I get feedback on my performance standards.	1	2	3	4	5
6.2	I get the opportunity to be involved in the appraisal exercise.	1	2	3	4	5
6.3	I will generally describe my company structure to be friendly, which enables me to perform in my job.	1	2	3	4	5
6.4	The company undertakes performance appraisal exercise.	1	2	3	4	5
6.5	I perform well because I receive recognition from leaders.	1	2	3	4	5
6.6	I always reach targets at work and perform well due my supportive managers.	1	2	3	4	5
6.7	I have a chance to do work that suits my ability and qualifications.	1	2	3	4	5
6.8	The working conditions permit me to perform well.	1	2	3	4	5
6.9	I perform well because I can motivate my co-workers.	1	2	3	4	5
6.10	I cannot perform to standard because of a lack of resources.	1	2	3	4	5
6.11	My manager exposes me to all opportunities that help in improving my performance.	1	2	3	4	5
6.12	My manager just leaves me to figure out how to complete tasks in my own way.	1	2	3	4	5
6.13	My manager gives me adequate resources to perform my duties.	1	2	3	4	5
6.14	My manager closely monitors work processes to ensure we are performing correctly.	1	2	3	4	5
6.15	My leader gives me support to complete my tasks.	1	2	3	4	5

Thank you very much.