

ASSESSING THE EFFECTS OF LEADERSHIP STYLES ON STAFF PRODUCTIVITY IN TAMALE POLYTECHNIC, GHANA

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Abstract

This study sought to identify the types of leadership styles exhibited by management, the impact of leadership styles on staff performance and staff perception of leadership styles. The study adopted a descriptive survey of non-experimental research design to investigate the effects of leadership styles on the performance of staff of the Polytechnic. The study relied on simple random and purposive sampling techniques in selecting a total of 120 respondents for the study. It was revealed from the study that leadership of the Polytechnic predominantly exhibited

autocratic and democratic (participative) leadership characteristics. The study also revealed that leaders who exhibited democratic (participative), people-oriented or transformational leadership characteristics for that matter, enhanced staff productivity. It was concluded that leadership of the Polytechnic were either autocratic or democratic in their leadership approach. It was, therefore, recommended that autocratic leadership characteristics exhibited by management must give way for a more participatory or democratic style of leadership to encourage a more liberal approach in dealing with some of the challenges associated with the autocratic approach in managing people especially in an institution of teaching and learning.

Keywords: Leadership Styles, Productivity, people-oriented, management, democracy

INTRODUCTION

In recent times, organizations are going through dramatic changes, including flatter and looser structures, downsizing, and horizontal approaches to information flow. On the one hand, these changes are due to rapid technological developments, global competition and changing nature of the workforce. On the other hand, these organizational transformations and innovations are triggered by interventions such as total quality management and business process re-engineering. Leadership is regarded as a critical factor in the initiation and implementation of the transformations in the organizations. In the past, leaders were identified, selected and installed based on the trait approach. The trait theory argues that leaders have certain personalities, social and physical characteristics, known as traits, which influence whether the person acts as a leader. Proponents of this view assert that qualities such as intelligence, knowledge and expertise, dominance, self-confidence, high energy, tolerance for stress, integrity and maturity were inborn. The approach thus, rests on the assumption that some people were born to lead due to the presence of these qualities in them while others are not. This approach has witnessed a lot of criticisms from researchers and practitioners as a result of certain inconsistencies associated with it.

Tamale Polytechnic is endowed with adequate and effective human resources which, when developed, can enhance its productivity and make the Polytechnic second to none among the ten Polytechnics in the country. However, despite the enormous human and material resources at its disposal and the strategic location that the polytechnic enjoys, not much is seen in terms of productivity and general development. What could have been the reason for this sad situation at the polytechnic? Therefore, the objectives of this study are:

1. To identify the type of leadership styles that exists in Tamale Polytechnic.
2. To determine the impact of leadership styles on staff productivity.

LITERATURE REVIEW

The Concept of Leadership

Leadership has to do with the active use of a person's ability, and talents towards influencing others in the achievement of a common or mutual goal. Leadership is important in every institution as a result of its overarching effects on the accomplishment of organizational objectives, policies, programmes and plans. Leadership is defined as the process of social influence in which one person could enlist the aid and support of others in the accomplishment of a common goal (S.P.A, 2010). It involves using one's role and ability to influence others in some way, which delivers business results and contributes to the organization's overall success. Furnham (2005), leadership is a process of influencing the employees' behavior in achieving institutional goals. McShane and Van Glinow (2000), also maintains that leadership is the process of influencing people and providing an environment for them to achieve team or organizational objectives. According to Etzioni (1961), leadership is power based predominantly on personal characteristics, usually normative in nature.

Types of leadership

There are several types of leaders exhibiting different leadership characteristics in any organization. Therefore, understanding the different types of leadership will be a necessary first step in leadership development. Below represents ten (10) common leadership types provided by Singapore Productivity Association (2010):

Autocratic Leadership

Autocratic leadership is an extreme form of transactional leadership. Leaders have absolute power over their employees, and the latter have little opportunity to make suggestions, even if it would be in the organization's best interest. Autocratic leadership often leads to high levels of absenteeism and employee turnover. However, it could remain effective for some routine and unskilled jobs, as the advantages of control may outweigh the disadvantages.

Bureaucratic Leadership

Bureaucratic leaders tend to follow rules rigorously. They ensure that their employees follow procedures precisely. Bureaucratic leadership is very appropriate for work which involves serious safety risks, or where large sums of money are involved.

Charismatic Leadership

Charismatic leadership may appear similar to transformational leadership. Charismatic leaders inspire lots of enthusiasm in their employees and are very energetic in driving others forward. Charismatic leaders, however, tend to believe more in themselves, than in their employees, hence, creating a risk that a project, or even the entire organization, might collapse if the leader

leaves. In the eyes of the followers, success is directly connected to the presence of charismatic leader. As such, charismatic leadership carries great responsibility, and needs a long-term commitment from the leader.

Democratic Leadership / Participative Leadership

Democratic leaders tend to invite other members of the team to contribute to the decision-making process, although they make the final decision. Hence, it increases job satisfaction through the involvement of others, and helps to develop people's skills. Employees would also feel in control of their own destiny, and motivated to work hard by more than just a financial reward. This approach could, however, take longer, but often with a better end result. Democratic or participative leadership is most suitable when working as a team is essential, and when quality is more important than speed to market or productivity.

Laissez-faire Leadership

"Laissez-faire" means "leave it be" in French. It is used to describe leaders who leave their employees to work on their own. Laissez-faire leadership could be effective if the leader monitors what is being achieved and communicates this back to the team regularly. Often, this style of leadership is most effective when individual employees are very experienced and skilled self-starters. This type of leadership, however, could also occur when managers do not apply sufficient control.

People-oriented Leadership / Relations-oriented Leadership

People-oriented leadership is the opposite of task-oriented leadership. People-oriented leaders are totally focused on organizing, supporting and developing the people in their teams. It is a participative style, and tends to encourage good teamwork and creative collaboration. In practice, most leaders adopt both task-oriented and people-oriented styles of leadership.

Servant Leadership

Servant leadership describes a leader who is often not formally recognized as such. When someone, at any level within an organization, leads simply by meeting the needs of the team, he or she is described as a servant leader. Servant leadership is a form of democratic leadership in many ways, as the whole team tends to be involved in decision making. Supporters of the servant leadership style suggest that it is an important way to move ahead in a world where values are increasingly important, and where servant leaders achieve power on the basis of their values and ideals.

Task-oriented Leadership

Highly task-oriented leaders focus only on getting the job done, and could be quite autocratic. They actively define the work and roles required, put structures in place, plan, organize and monitor. However, since task-oriented leaders do not tend to think much about the well-being of

their employees, this approach could suffer many of the flaws of autocratic leadership with difficulties in motivating and retaining employees

Transactional Leadership

Transactional leadership starts with the idea that employees agree to obey their leader totally when they accept a job. The “transaction” is usually the organization paying the team members in return for their effort and compliance. The leader has a right to “punish” employees if their work does not meet the pre-determined standard. Employees could do little to improve their job satisfaction under transactional leadership. The leader could give team members some control of their income/reward by using incentives that encourage even higher standards or greater productivity. Alternatively, a transactional leader could practice “management by exception” – rather than rewarding better work, the leader could take corrective action if the required standards are not met. Transactional leadership is more of a type of management, as it focuses on short-term tasks. It has serious limitations for knowledge-based or creative work.

Transformational Leadership

Transformational leaders are true leaders who inspire their employees constantly with a shared vision of the future. While this leader’s enthusiasm is often passed on to the team, he or she may need to be supported by “detail people”. Hence, in many organizations, both transactional and transformational leadership are needed. Transactional leaders ensure that routine work is done reliably, while transformational leaders look after initiatives that add new value. Transformational leaders; has integrity, sets clear goals, clearly communicates a vision, sets a good example, expects the best from employees, encourages, inspires and supports, recognizes good work and people, provides stimulating work and helps people see beyond their self-interests and focus more on team interests and needs.

Theories of Leadership

This section discusses the various theories of leadership; namely: trait, behavioural and the contingency or the situational theories. The characteristics and components of these theories are considered alongside.

Trait theory of leadership

The trait approach was popular up to the 1940s. The idea behind this school is that effective leaders share common traits. It effectively assumes that leaders are born, not made. Attempts to identify the traits of effective leaders have focused on three main areas according to Turner and Muller (2005); the abilities traits demonstrate hard management skills, personality traits on the other hand addresses issues such as self-confidence and emotional variables and the physical appearance which include size and appearance. The Trait Approach according to

Bolden et al (2003) arose from the “Great Man” theory as a way of identifying the key characteristics of successful leaders. It was believed that through this approach, critical leadership traits could be determined and people with such traits could then be recruited, selected, and installed into leadership positions. This approach was common in the military and is still used as a set of criteria to select candidates for commissions. This approach rests on the assumption that some people were born to lead due to their personal qualities, while others are not. It suggests that leadership is only available to the choosing few and not accessible to all. The problem with the trait approach lies in the fact that almost as many traits as identified after several years of such research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might have possessed certain traits but the absence of other traits did not necessarily mean that the person was not a leader. Although there had been little consistency in the results of the various trait studies, however, some traits did appear more frequently than others, including technical skill, friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence. Kilpatrick and Locke (1991), in a meta-analysis, did seem to find some consistency around the following traits: drive to achieve; the motivation to lead; honesty and integrity; self-confidence, including the ability to withstand setbacks, standing firm and being emotionally resilient; and knowledge of business. They also note the importance of managing the perceptions of others in relation to these characteristics. Northouse (1997) provides a useful historical comparison of the list of traits uncovered in other studies. Perhaps, the most well-known expression of the trait approach is the work relating to charismatic leadership. House (1976), for example, describes charismatic leaders as being dominant, having a strong desire to influence, being self-confident and having a strong sense of their own moral values. In a slightly different vein, Goleman (1998) carried out a meta-analysis of leadership competency frameworks in 188 different companies. These frameworks presented the competencies related to outstanding leadership performance. Goleman analysed the competencies into three groups; technical, cognitive and emotional, and found that, in terms of the ratios between each group, emotional competencies “proved to be twice as importance as others”. Goleman goes on to describe five components of emotional intelligence which are *self-awareness, self-regulation, motivation, empathy and social skill*.

Goleman’s research is slightly different from previous work on the trait approach, as here what makes an effective leader rather than what makes a leader is considered (irrespective of whether they are effective or not). It is also different in that Goleman refers to competencies

rather than traits. Competencies include a combination of traits and abilities, among other things.

Rajan and Van Eupen (1997) also considered that leaders are strong on emotional intelligence, and that this involves the traits of self-awareness, zeal, resilience and the ability to read emotions in others. They argue that these traits are particularly important in the development and deployment of people skills. Herfetz and Laurie (1997) similarly identify that in order for leaders to regulate emotional distress in the organizations, which is inevitable in change situations, the leader has to have 'the emotional capacity to tolerate uncertainty, frustration and pain'. Along the same lines Goffe (2002) identifies that inspirational leaders need to understand and admit their own weaknesses (within reason); sense the needs of situations; have empathy and self-awareness.

Behavioral theory of leadership

The results of the trait studies were inconclusive. Traits, amongst other things, were hard to measure. It was not easy for instance to measure traits such as honesty, integrity, loyalty, or diligence. To avert this situation, another approach in the study of leadership had to be found; the behavioral school. The behavioral or style school was popular from the 1940s to the 1960s. It assumed that effective leaders adopt certain styles or behaviors. It assumes, in effect, that effective leaders can be made. Most of the best-known theories characterize leaders against one or two parameters, and place them on a one-dimensional continuum or in a two dimensional matrix (Blake & Mouton, 1978 and Hershey & Blanchard, 1988). The parameters include concern for people or relationships, concern for production, use of authority, involvement of the team in decision-making, involvement of the team in decision-taking and flexibility versus the application of rules.

McGregor's theory X and theory Y leaders

Although not strictly speaking a theory of leadership, the leadership strategy of effectively-used participative management proposed by Douglas McGregor has had a tremendous impact on managers. The most publicized concept is McGregor's thesis that leadership strategies are influenced by a leader's assumptions about human nature. As a result of his experience as a consultant, McGregor summarized two contrasting sets of assumptions made by managers in industry: *theory X and theory Y*. McGregor argues that American companies managed their employees as if they were work-shy, and needed constant direction, monitoring and control (Theory X), rather than as if they were responsible individuals who were willing and able to take on responsibility and organized their own work (Theory Y). He argues that the underlying

assumptions of the manager determine the way they managed their employees, which in turn determine how the employees would react. Thus, if employees were managed as if they operated on theory X, then they will act in theory X manner. Conversely, if employees were managed as if they operated on theory Y, they will respond as theory Y employees. McGregor made the point that what is believed about a person can help the person to behave in that way (self-fulfilling prophesy).

Impact of Leadership Styles on Productivity

Productivity is the relationship between the amount of one or more inputs and the amount of outputs from a clearly identified process and the most common measure is labor productivity, which is the amount of labor input (such as labor hours of employees) per physical unit of measured outputs. Another measure is materials productivity, in which the amount of output is measured against the amount of physical materials input. Yet, another measure of productivity is termed total productivity. Total-factor productivity is the ratio of output to all inputs, not just labor. In other words, total-factor productivity includes all the factors of production. Leadership undeniably affects organizational performance; in particular, employee productivity and organizational commitment are affected by leadership behaviors.

Leaders, apart from their actions and personal influence, should empower employees to make certain decisions and keep operations running smoothly and effectively. They also need to constantly keep them abreast with the current affairs and situations. For organizations to achieve a higher level of productivity there are many steps and activities that could be undertaken by leaders. The following highlights six steps that could be taken into consideration (S.P.A, 2010):

Employee ownership and accountability: Leaders should increase employee ownership and accountability. Multiple owners to one project create ambiguity and tension among them. Often multiple ownerships also decrease staff productivity. Hence, a single ownership to a project is recommended. The person assigned with the ownership would then “own success or failure” of the project, and would be responsible for creating the work team, setting up meetings and determining the timelines.

Clarity of Goals: It is important for leaders to clearly define what it desires to achieve. When employees are not clear of what the team is really trying to accomplish, it often affects productivity. The ultimate goal or deliverable of each project should then be emphasized and communicated to all employees. The current state of situation should also be addressed. This would assist employees in identifying the gaps and tasks that are needed to be put in place in order to achieve the goal.

Managing Employee's Satisfaction: Leaders need to utilize their resources efficiently to maximize productivity. Saving costs through employing more unqualified and low cost workers may not necessarily raise productivity. They should also demonstrate a strong support in allowing their employees to acquire new skills and knowledge, and be individually productive. Leaders play an important role in maintaining or improving their employees' job satisfaction.

Communication: Leaders should employ open communication to increase the trust between them and their employees. They need to help employees feel as though they are valued and trusted. A frank communication promotes a trustworthy relationship between the leader and his employees, which helps to get issues solved quickly and competently.

Recognition and Incentives: Leaders could motivate their employees through recognition and incentives for a job well done. Through small gestures, such as having "Employee of the Month" award would increase employee's sense of self-esteem and create positive impact on productivity. Performance incentives, in the form of monetary awards, could also be given to employees, based on their performance. Employees would be judged based on the quality of their work, productivity, time lines, and discipline.

Innovation: Innovation is one of the key factors that impacts the productivity and growth of an organization. Leaders must embrace innovation to stay ahead of their competitors. In today's economic scenario, innovativeness has become a major factor in influencing strategic planning. Leaders who actively support and promote innovation to their employees would create an environment for increase productivity.

Brown (2007) identifies four primary leadership styles, many of which according to him may be found in most organizations around the world. These styles are dictatorial, authoritative, consultative, and participative. Each of the leadership styles has short and long-term effects on productivity. For instance, the authoritative style may produce great results in a short amount of time. However, excessive use of authority will decrease productivity in the long-term. People either get fed up and leave or fall into a malaise of hum-drum repetitive tasks without creativity and innovation. Also, a participative leadership style will be unproductive in the short-term. But, the longer this style of leading, the more productive a company can become.

According to Anderson (2006), a leader's approach can have an influence on the productivity of her staff and the rest of the organization. In line with this, he identifies four critical areas where a leader's approach can influence productivity.

Communication: Leadership styles can affect communication and productivity. Bureaucratic leaders tend to slow up communication by checking to make sure that every part of the message and delivery method follows strict company guidelines. This can hamper communication and prevent employees from getting instructions and information they need to

do their jobs. Leaders who do not solicit input from others can distort information to fit their own needs. The information that is distributed throughout the organization is inaccurate and ineffective.

Employee Input: Employee input can be valuable in creating more efficient work methods and improving productivity. But the leadership style used by management can affect the effectiveness of employee input. A manager with a democratic leadership styles accepts input from employees and uses the pertinent information to improve the work process. Other managers may completely dismiss employee input because they do not want to make any changes to the way things are done. Another response could be to allow employees to do what they want in terms of work processes, which would create procedural problems throughout the company.

Morale: Staff that feel motivated and have confidence in the company's vision can be productive. Leadership style has a direct influence on employee morale. Autocratic leaders that do not seek input from employees tend to alienate their staff and diminish the employee feeling of involvement. Democratic leaders are open to employee involvement and allow employees to feel part of the company's success. When the staff feels alienated, morale and productivity suffer. A manager that involves employees in the company's operations builds morale and improves productivity.

Goals: Leaders who set clear goals maximize employee productivity. Leadership style also has an effect on how goals are set. A transformational leader uses high energy and inspiration to motivate employees to success. These kinds of leaders set specific employee goals and give employees all the tools they need to reach those goals. A leadership style emphasizing empowerment can create clear goals. Empowered employees make their own day-to-day decisions, but they are guided by strict company goals. A servant leadership style is one where the manager tends to follow the staff consensus. It can be difficult to develop and maintain production goals when a manager does not enforce adherence to company mandates.

RESEARCH METHODOLOGY

Research Design

The study adopted descriptive survey for the data collection in order to answer the research questions because the researchers did not control factors that might influence the behavior and performance of subjects under study thereby reporting the outcome as they are (Smith, 1975). This study adopted qualitative method to assess the effects of leadership styles on staff productivity in Tamale Polytechnic. However, quantitative analytical method was also not

ignored completely. It was employed to complement the former to explain measurable variables in the study.

Target population

The target population involved the total number of all units from Tamale Polytechnic which were the academic and administrative units. The Polytechnic has a population of 515 staff (NCTE, 2011). This study was conducted among the various units of the institution where selected heads and other members of staff of were sampled to obtain in-depth data on how leadership style affected staff productivity.

Sample Size Determination

The target population as indicated above was 515 and a sample of 120 was drawn for the study. The researcher considered this sample size as a representation of the total population. Nwana (1992) suggests that if the population is a few hundred, a 40% or more sample size will do, if several hundred a 20% or more sample size will be suitable, if a few thousands a 10% sample size will do. Based on this criterion, 23.3% of 515 will equal to 120 and hence the sample size drawn for the study.

Procedure for Data Collection

The researcher began the study with a visit to all the various units and departments and also interacted with a number of staff in the Polytechnic. With this, the researcher got to know members of staff well and better understood the institution and its structures. The objectives of the study were made known to the respondents and also assured them of treating their information with utmost confidentiality. Assurances from a researcher to respondents of confidentiality of information being sought made the interviewees more relaxed and open in their responses.

Data Presentation and Analysis

Computer data analyses software such as the Statistical Package for Social Sciences (SPSS version 17) and other relevant software such as Microsoft Excel were the main tools employed to analyze. The justification for the choice of these programs was that, these techniques facilitated word processing and data analysis very easy and accurate.

ANALYSIS & DISCUSSION OF FINDINGS

Demographic Data of Respondents

This section of the study sought to analyse personal data of the respondents. Among the demographic characteristics of the respondents the study considered include; sex, age, educational level, rank of respondents and the number of years of employment in the Polytechnic.

Sex of Respondents

Analysis of the field data revealed that majority of the respondents were males as illustrated on the Table 1 below. It was realized that 76 of the respondents indicated that they were males whilst the remaining 26 respondents indicated that they were females, representing 74.5% and 25.5% respectively. The dominance of the males over the females could be attributed to the historical problem of confining the girl-child to the kitchen and given preference to the boy-child in terms of education resulting in a situation where women record low numbers in many fields of employment, more especially in the academic institutions. This also gives further indication that female members of staff are likely to be less represented in all leadership structures existing in the polytechnic.

Table 1: Respondents by sex

Sex	Frequency	Percent (%)
Male	76	74.5
Female	26	25.5
Total	102	100.0

Rank of Respondents

The rank which an individual belongs to in an institution is an important demographic variable the study considered to be capable of influencing the way people lead or are led. Consequently, the respondents were made to indicate their ranks and the results of the findings are presented in Table 2 below: It was revealed that 39.2% of the respondents were junior staff whereas 46.1% were senior staff. Finally, 14.7% of the sampled respondents constituted senior members. It implied that majority of staff fell within the senior staff rank indicating that a large number of staff of the Polytechnic is first degree holders. Since it is only in rare situations that first degree holder's rise to leadership positions in the Polytechnic, it will not be surprising if decisions made in the Polytechnic will not reflect the views of the lower rank.

Table 2: Rank of respondents

Rank	Frequency	Percentages (%)
Junior staff	40	39.2
Senior staff	47	46.1
Senior member	15	14.7
Total	102	100.0

Leadership Styles Exhibited by Management of Tamale Polytechnic

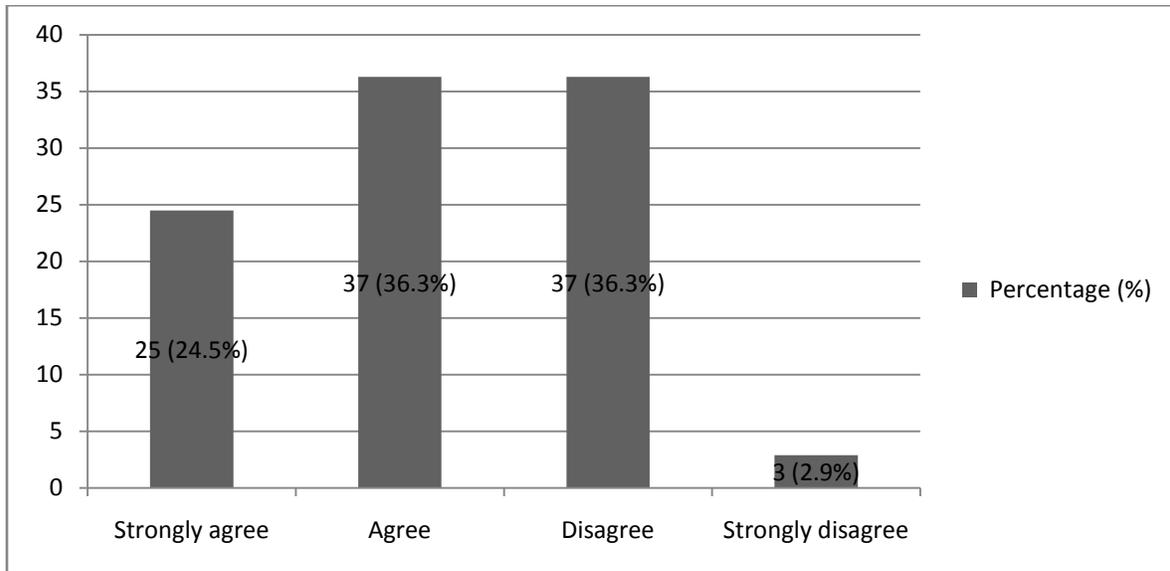
This section of the study sought to elicit information from respondents on leadership styles exhibited by management of Tamale Polytechnic. As a result, the respondents were asked to indicate their views on the extent to which they agreed or disagreed with a series of behavioural characteristics exhibited by the leadership of the institution. An analysis of the responses was then made to determine which leadership style was associated with which behavioural characteristic of leadership. In effect, the researcher sought to know whether leadership of the Polytechnic was autocratic, democratic (participative) or laissez-faire. Also, from the analysis, it can be deduced whether leadership of the Polytechnic has a high concern for staff (people-centred) or productivity (task-oriented). Consequently, the analysis will reveal whether leadership of the institution is transformational or transactional in their approach. Transformational and transactional leadership styles formed a continuum where all the other leadership styles are part.

Consultation of Subordinates in Decision Making by Leadership

The study first of all considered the degree to which leadership of Polytechnic consulted with their subordinates during decision making. The respondents were made to indicate the degree to which they agreed or disagreed with the view that leadership of the Polytechnic tends to make decisions without consulting subordinates. The views of the respondents were then analysed and presented in Figure 1 as illustrated below. It was realised that cumulatively, 60.8% of the respondents agreed that leadership did not consult subordinates before decisions were taken in the Polytechnic. On other hand, 39.2% of the respondents believed that leadership consulted subordinates before taking decisions. From the above data, it is realized that majority of the respondents believed that leadership of the Polytechnic failed to consult subordinates when taking decisions. Leadership style with these characteristics, where leaders permit very little or no subordinate contribution or suggestion and thus take unilateral decisions and seek

compliance is autocratic leadership style. This leadership characteristic is confirmed by the work of the S.P.A (2010) which concluded that autocratic leaders have absolute power over their subordinates and the latter have little opportunity to make suggestions, if even if it would be in the organisation’s best interest. This means that autocratic leadership style is practiced in Tamale Polytechnic.

Figure 1: Consultation of Subordinates in Decision Making by Leadership



Leadership Allows Subordinates to Work without Supervision

Another behavioral characteristic of leadership that the study considered was whether leadership allowed their subordinates to work on their own without any form of supervision. To this end, the respondents were asked to indicate their level of agreement or disagreement with the view that leadership of the Polytechnic left their subordinates to work on their own. The results of the findings are presented in Table 3 below. The Table indicates that in all, 28.4% of the respondents agreed that leadership left them to work on their own without supervision, while 71.6% of the respondents disagreed with the view that they were left to work on their own. A leader who fails to supervise his subordinates and as a result takes a “hand off ‘approach to management and remained somewhat aloof from his followers is said to be a laissez faire leader. Laissez-faire leadership describes those leaders who leave their employees to work on their own without any form of supervision S. P .A. (2010). It can be interpreted from Table 3 therefore that majority of the respondents did not associate leadership of the Polytechnic with laissez-faire leadership style. This means that leadership of the Polytechnic does not shirk their responsibility of supervising their subordinates.

Table 3: Leadership of the Polytechnic leaves their subordinates to work on their own

Variables	Frequency	Percentages (%)
Strongly agree	6	5.9
Agree	23	22.5
Disagree	54	52.9
Strongly disagree	19	18.6
Total	102	100.0

Consensus Building on Policy Decisions

The researchers considered this characteristic essential as the result will determine the degree to which staff of the Polytechnic participates in decision making process. The views of the respondents are presented in Table 4 below. It can be seen that in all, 67.7% of the respondents agreed that leadership ensured consensus building when it comes to policy issues whereas 32.4% of the respondents believed there was no consensus building in policy formulation. The analysis above indicates that leadership ensures consensus building when it comes to policy issues. Leadership style that ensures consensus building or sharing of problems with subordinates, obtaining their inputs and making decisions that reflect the followers' views is said to be democratic or participative leader. Lewin and Lippitt (1938) study confirms this finding when they concluded that democratic leaders invite employees to participate in decision making process, although they take the final decision.

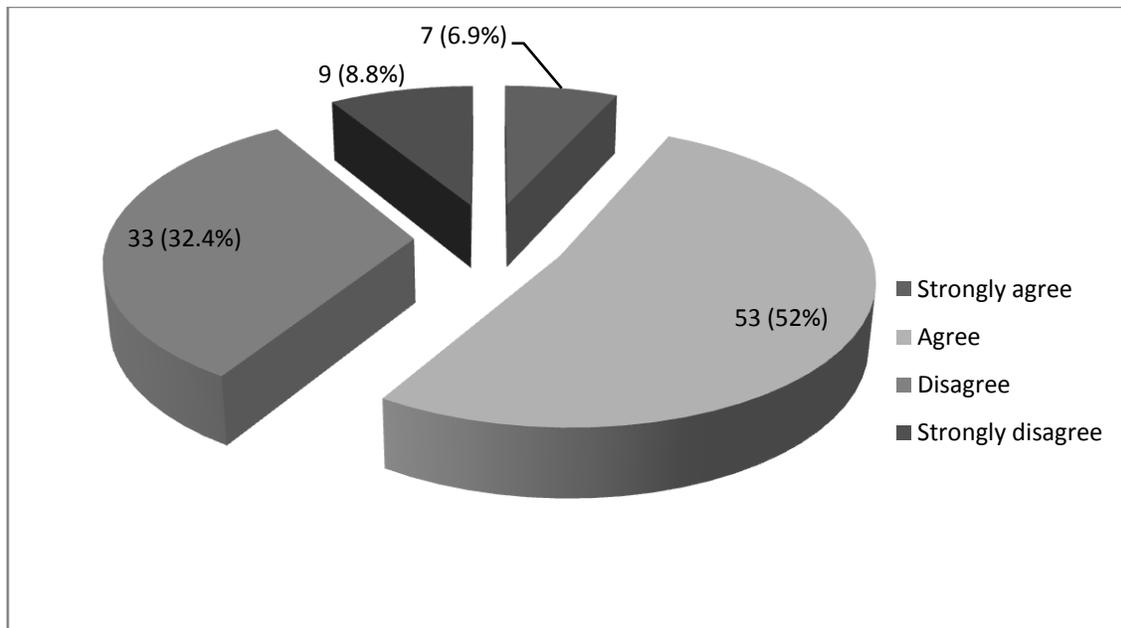
Table 4: Leadership of the Polytechnic on consensus building

Variables	Frequency	Percentages (%)
Strongly agree	11	10.8
Agree	58	56.9
Disagree	29	28.4
Strongly disagree	4	3.9
Total	102	100.0

Sharing of Power and Delegating Subordinates in Decision Making

Similarly, the study sought to elicit responses from the respondents on the degree to which leadership shared power and delegated subordinates to take decisions in the Polytechnic. The views of the respondents with respect to this issue were analysed and the results presented in Figure 2 below. It was realised from the Figure that, 58.9% of the respondents agreed with the view that leadership shared power and delegated to subordinates whilst 41.1% of the respondents disagreed with the assertion. It means that in most of the departments and units in the Polytechnic leaders shared power and delegated responsibilities. However, in some departments and units the practice was different as 41.2% of the respondents disagreed with the view. Leaders who exhibit the characteristics of sharing power and delegate responsibilities in relation to the exigencies of the situation are said to be transformational leaders. These leaders can also be described as being democratic or participative in so far as the leaders share and make decisions jointly with subordinates.

Figure 2: Sharing of Power and Delegating Subordinates in Decision Making



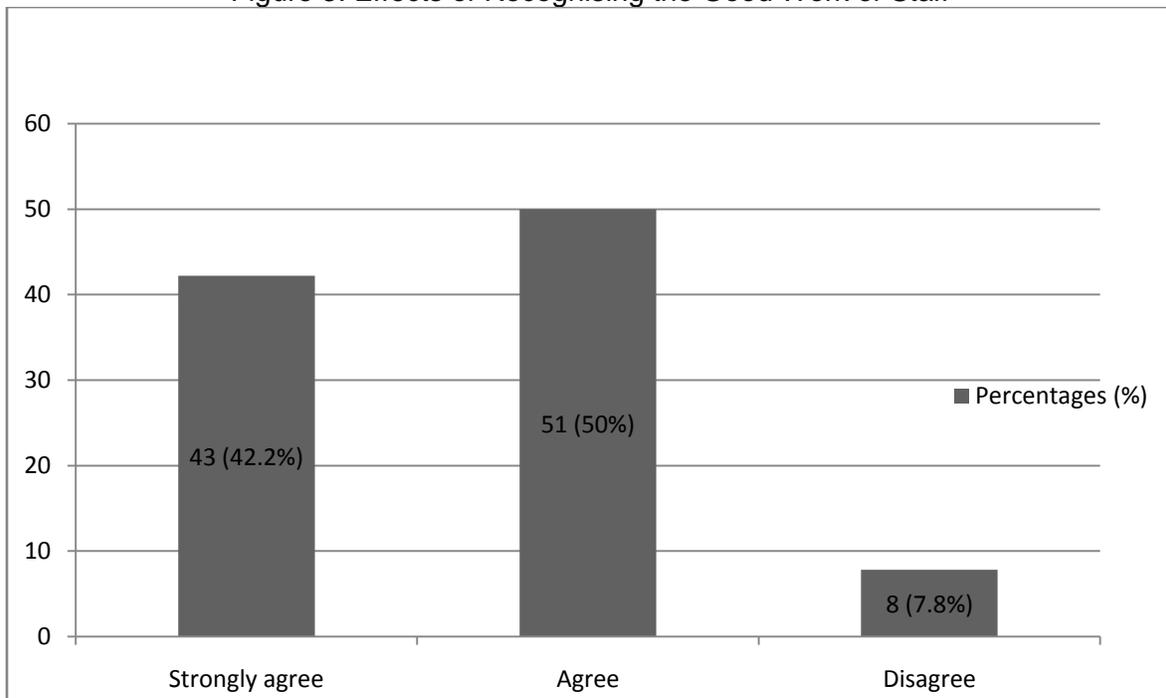
Impact of Leadership Styles on Staff Productivity

This section sought to elicit respondents' views on how leadership styles affected productivity of staff of the Polytechnic. The respondents were specifically asked to indicate their subjective views on certain behavioural characteristics of management and how those characteristics influenced their productivity.

Effects of Recognising the Good Work of Staff

The first item considered under this section was on effects of recognizing the good work done by staff. The import of this questionnaire item was to determine whether when a leader acknowledges or appreciates the contribution of subordinates it can influence their productivity. With respect to this issue, the views of the respondents were analysed and the results of the findings presented in Figure 3 below. It was realized that 92.2% of the respondents agreed that when a leader recognised the good work done by a subordinate it led to high productivity on the part of the subordinate and the organisation as a whole .In contrast, only 7.8% of the respondents disagreed with the view that when a leader recognised the subordinates good work it increased his productivity. This is confirmed by S.P.A (2010) views which states that, when leaders motivate their employees through recognition and providing incentives for good work done by the employees it will increase their sense of self-esteem and create positive impact on productivity. This means that transformational leadership style enhances staff productivity.

Figure 3: Effects of Recognising the Good Work of Staff



Staff Performance When Given Freedom to Work

Another aspect of leadership behaviour that the study considered was whether employees will perform their job schedules better when given complete freedom. The researcher wants to know whether supervision has any impact on staff performance. Therefore, respondents were interrogated to indicate their views on the extent to which they agreed or disagreed with the

view that employees would perform their job schedules better when given complete freedom. The views of the respondents were analysed and the results of the findings are presented in Table 6 below. It can be seen from the Table that in all, 34.3% of the respondents agreed that they would perform their job schedules better when they were given complete freedom. In contrast, 65.7% of the respondents totally disagreed that subordinates will give off their best when they are given complete freedom. Leadership style which characteristically leaves their employees to work on their own is laissez-faire leadership style. From the above analysis, majority of the respondents dissociate laissez-faire leadership style with high productivity. This is exemplified by the research conducted by Lewin et al (cited in Archer et al 2008) which indicated that laissez-faire leadership style fostered playfulness, low productivity and poor quality work.

Table 6: Staff Performance When Given Freedom To Work

Variables	Frequency	Percentages (%)
Strongly agree	11	10.8
Agree	24	23.5
Disagree	56	54.9
Strongly disagree	11	10.8
Total	102	100.0

Impact of Excessive Use of Authority on Staff Productivity

The study also looked at the impact of excessive use of authority on the performance of staff in the Polytechnic. The respondents were asked to indicate their views on the belief that excessive use of authority could result in a drastic reduction in the performance of staff as a result of resentments. Table 7 below depicts an analysis of the views of the respondents. It can be explained from the Table that in all, 76.5% of the respondents agreed with the assertion that excessive use of authority could impact negatively on their performance. Conversely, only 23.5% of the respondents disagreed with the view that the use of too much authority could decrease productivity of staff.

It is implied from the above analysis that majority of staff believed that when a leader exercised too much authority or control over his subordinates, it results in resentment and subsequently decrease their productivity or performance. This is confirmed by Brown (2007)

who indicated that excessive use of authority has the potential of decreasing productivity in the long-term.

Table 7: Excessive use of authority can decrease staff productivity

Variable	Frequency	Percentages (%)
Strongly agree	33	32.4
Agree	45	44.1
Disagree	15	14.7
Strongly disagree	9	8.8
Total	102	100.0

Impact of Emphasis of Employee Job Performance on Staff Productivity

The study also looked at the extent to which emphasis on employee job performance at the expense of employee welfare could affect their productivity. They were categorically asked to indicate by rating, the extent to which they agreed or disagreed with the view that emphasising on job performance at the expense of employees welfare needs could impact negatively on their productivity. The results of the findings with respect to this particular issue are presented in Table 8 below: It is clear from Table 4.3.5 that 72.5% of the respondents in totality agreed that when a leader placed more emphasis on job performance to the neglect of employee welfare it could result in low productivity on the part of staff. On the other hand, 27.5% of the respondents disagreed with the notion that constantly ensuring that employees did their job without equally attending to their welfare needs could affect their performance negatively.

Thus, majority of the respondents were of the view that when a leader is concerned only with employee job schedules at the expense of their immediate welfare needs, it could decrease their productivity. Leaders who are more focused on defining specific task requirements and clarification of work agendas are characteristically known as task-oriented leaders. From the above analysis, it is realised that task or transactional leadership style can affect productivity negatively.

Table 8: Emphasizing of job performance on productivity

Variables	Frequency	Percentages (%)
Strongly agree	28	27.5
Agree	46	45.1
Disagree	18	17.6
Strongly disagree	10	9.8
Total	102	100.0

CONCLUSION

The study revealed that democratic and autocratic leadership styles were the two main leadership styles that are exhibited by leadership of the institution. When it comes to policy issues in the polytechnic, leadership encouraged consensus building, ensuring that any policy adopted or decision taken, represents the collective views of the subordinates. It was also observed from the study that leadership of the Polytechnic in some situations exhibited high level of autocracy by failing to consult with subordinates resulting in unilateral decisions being taken. This practice has brought about a lot of resentments on the part of subordinates. It has also soured the relationship between management and subordinates as a result of accusations and counter accusations on the part of both management and subordinates. On a very limited scale, leadership also demonstrated transformational leadership characteristics by empowering subordinates and entrusting them with some responsibilities and giving them the needed authority to enable them execute those responsibilities.

RECOMMENDATIONS

In the light of the results obtained, the following recommendations are made to management of the Polytechnic and future researchers. management must work to ensure that autocratic behavioural characteristics such as failing to consult with subordinates during decision making is discouraged in all departments and units within the Polytechnic. When leadership takes unilateral decisions, it does not ensure representativeness or organizational cohesion. Also, leadership must continue to ensure consensus building by encouraging divergent views when it comes to policy issues in the Polytechnic. Adhering to these democratic behavioural characteristics in the organization will ensure employee buy in to the policies that would be taken within the Polytechnic. Employees feel recognised when their views or suggestions are sought during decision making and considered when implementing decisions. More importantly, management should try as much as possible to avoid transactional leadership styles such as

autocratic, task-oriented or laissez-faire leadership styles as they do not enhance staff performance. To enhance staff performance, management must endeavour to exhibit democratic, people-centred or transformational leadership styles for that matter.

LIMITATIONS AND SCOPE OF FUTURE RESEARCH

The study did not include an assessment of the influence leadership styles on emotional intelligence of staff in the institution and also since the study had to do with the activities of management, some responses might have been tainted with inaccuracy. Future research should include an assessment of leadership influence on emotional intelligence of staff of the institution as this may bear a direct impact on staff contribution to the institution and staff personal development.

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