



An Empirical Analysis of the Nexus between Leadership Styles and Employees' Performance

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Citation

Khan, M.I., Fiaz, M., & Taous, M. (2023). An empirical analysis of the nexus between leadership styles and employees' performance. *Open Access Organization and Management Review*, 1(2): 38-48.

WEBSITE: www.mdpip.com

PUBLISHER: MDPIP

ABSTRACT:

The study was conducted to investigate the nexus between leadership styles and employees' performance. Leadership is the ability to inspire followers to willingly contribute to the success of an endeavor. It takes strong leadership to create a productive culture and atmosphere in any group or company. Managers and leaders play an important part in achieving performance since they are accountable for setting direction and enforcing it on behalf of all employees to achieve company goals. A variety of leadership tenets are examined in this article to determine their impact on employee output. This research looks at the several types of leadership styles, such as authoritarian, democratic, and laissez-faire, and examines how each one influences workers' output, participation, and enthusiasm. A quantitative deductive method was used, and cross-sectional survey was adopted. The staff of Gomal University took part in the research. A preliminary study was conducted to test the validity of the questionnaire included in the main study. The sample size calculation only allowed 123 professors to participate in the study. Except for authoritarian leadership, all other styles have been shown to boost productivity in the workplace. The findings suggest that in order to increase productivity and performance, businesses should employ effective leadership principles. By understanding the connection between a leader's style and employee performance, businesses may create an environment that fosters motivation, engagement, and output. The study is conducted in only one university, there is a need to expand the study by including more universities with larger sample sizes to check the consistency and generalizability of results.

Keywords: Full Range Leadership Model, Nexus between Leadership Styles, Employee Performance, Gomal University.





Introduction

Businesses in today's highly competitive environment must expand abroad, overcome many challenges, and seek to surpass the competition in order to succeed. Leaders play a critical role in accomplishing these goals and boosting employee performance by fostering an environment where employees feel valued and appreciated. Research has been interested in it for a long time because of this, but we still do not have a good definition for it (Noordin, 2023; Hayat, Imran, & Taous, 2023; Saadat, Shah, Tauqeer, Ullah, & Fatima, 2023). A large number of scholars have examined many dimensions of leadership. Mintzberg (2010) argues that effective leadership is the key to earning people's confidence and loyalty. According to the findings of Jamaludin *et al.*, (2011), a group of researchers that studied different types of leadership, the most effective leaders are those who use their position to advance the interests of their followers and the company as a whole. Leaders are one of the most important factors in boosting productivity and originality (Lievens *et al.*, 1997). According to Raelin (2011), a person's leadership skills are directly proportional to the kinds of actions they consistently take.

Leadership effectiveness is directly related to a leader's ability to inspire others under them to do their best at work (Lian *et al.*, 2011). During the pre-guidelines phase, the instructor plans the course content, delivery strategy, physical places, and technological integration. The instructor conducts evaluations of the class and oversees the development of the Jolt reaction association designs during the directing phase. After the guidelines have been implemented, the teacher should reflect on how effective they were in helping their students learn, provide them with constructive criticism, and make any required changes to the course material. The phases here focus on the characteristics of the teacher, the types of support offered to students, and the feedback given by the instructor (Wong & Fitzsimmons, 2008). In order to truly empower teachers, the concept of instructor leadership must expand beyond the simple decentralization of basic leadership skills. Maybe the goal is to aggressively influence school reform by collecting cutting-edge demands in order to expand teachers' access to resources, information, and expertise (Murphy, 2023). Together, educators have more authority, which increases students' expectations that all teachers will take charge in a variety of settings (Muijs & Harris, 2003).

There has been a lot of theoretical and empirical study into the topic of organizational performance (Mughal & Malik, 2023; Imran, Ali, & Taous, 2023). Researchers and practitioners in the field of leadership have grown increasingly curious about the link between leadership and organizational success in recent decades (Al Khajeh, 2018; Bhargavi & Yaseen, 2016; Igbaekemen & Odivwri, 2015; Giambatista, 2004; Rowe *et al.*, 2005). This argument rests on the premise that there is a connection between the leadership style of a company and its performance (Rowe *et al.*, 2005). Some researchers claim that a company's success and the productivity of its employees are directly related to the leadership style (Arif & Akram, 2018; Klein *et al.*, 2020). Several reports from both advanced and developing countries highlight the significance of leadership style (Babatunde, 2015; Iqbal, *et al.*, 2015; Paracha, *et al.*, 2012; Zumitzavan & Udchachone, 2014). The importance of strong leadership has only grown in recent years as businesses struggle with increased workloads, longer workweeks, increased stress, and lower levels of employee commitment, greater job dissatisfaction, and more frequent employee turnover. To maintain expansion and accomplish strategic objectives, upper management must recognize the challenges and implement solutions that will keep employees happy and motivate them to put in extra effort. Therefore, it calls for leadership that motivates employees to meet organizational objectives effectively and efficiently. Leaders need to inspire their employees to work toward common goals. Managers that use these ideas of effective leadership will see improvements in output, motivation, and morale in their staff. The Full Range of Leadership (FRL) model developed by Bass and Avolio (1994) suggests that a combination of transformational and transactional leadership is optimal for evoking change, influencing followers, and boosting output. Researchers have attempted to use the FRL model to discover when transformational and transactional leadership styles are most appropriate but have been unsuccessful thus far. The culture of one company may be vastly different from another. Culture plays a role in how various leadership styles are interpreted (Bhagat & Steers, 2009). More research is required to determine the generalizability of the Full Range Leadership paradigm. Therefore, the purpose of this research is to investigate the impact that leaders' views have on their teams' output. This



study shows how academic leaders may motivate students and staff to develop intellectually, socially, and professionally. Educators have many duties within and beyond the classroom. Nowadays, teachers lead like no other. He should lead his team and respect the school's management and students. This investigation examined how Gomal University Dera Ismail Khan faculty leadership philosophies affected student success. The analyst used Survey for the review's exploratory mindset. All Gomal University faculty participated (341). Random inspection selected 123 teachers. Self-administered surveys will provide data. Several print and online publications provided further information. Descriptive and inferential statistics analyzed the data. The study's participants are now one group.

Literature Review

The New Leadership Approach

The Whole Scope of Leadership: Traditional models of leadership have focused on optimizing specific aspects of business operations, such as productivity and efficiency. Bass (1985) argues that in leadership theories, employee motivation is treated as a means, rather than a purpose. Vroom's (1982) expectation theory provides further evidence that workers are pushed in the direction of success by the prospect of future rewards and the fear of future punishments. The workers made the connection between their efforts and the outcomes they sought. Those in transactional leadership positions, according to Bass (1985), understand their employees' needs and are able to meet those needs in exchange for the appropriate level of effort from those employees. Scholars have also documented cases when followers were inspired to achieve more success for their organizations under the guidance of charismatic and visionary leaders (Bass, 1985; House *et al.*, 1990). However, these findings contributed to the development of the Whole Range of Leadership theory, in addition to the transformational and transactional leadership theories.

Leadership Styles

Leadership refers to the skill of getting a group of people to pull together and accomplish something. Keith and Levin (2002) argued that leadership is all about putting people in positions where they can contribute to the realization of extraordinary goals. However, leadership, as defined by Hersey and Blanchard, (1988) is "the process of influencing the actions of an individual or group in pursuit of a goal under certain conditions". In order to improve the organization's results, leaders must motivate their teams by painting a picture of the future. A group's cohesiveness, effectiveness, and direction are all based on its members individually (Adair, 2002). Hence, leadership is defined as "a social influence process in which the leader seeks the voluntary cooperation of subordinates in an effort to attain organizational goals" (Omolayo, 2007). Dreams become a reality via the method. A leader is someone who gets other people to do what they want them to do so that they can reach their goals (Mullins, 2004). As a result, businesses required formidable heads that could adjust to a dynamic global setting and use sound management principles. It is also important for a leader to know how to motivate their team by employing the management approach that works best for them and their organization.

Autocratic

When it comes to leading others, the Absolutist Leadership Style (ALS) prioritizes results over people. All group efforts are directed at the pioneer, who serves as the organization's nerve center (Mullins, 1993). The pioneer is a model of every aspect of effective leadership, from setting strategy to allocating resources, from assigning tasks to establishing relationships, from managing incentives to enforcing rules (Mullin *et al.*, 2011). The concealed absolutist leadership style is predicated on the assumption that delegating responsibility for planning, organization, and control to subordinates will lead to ineffective outcomes due to people's inherent laziness, unreliability, and dishonesty. Thus, the pioneer needs to develop these skills without relying on other individuals. Most experts make a distinction between imperious pioneers and tyrant pioneers on the basis of the close link between totalitarian leadership and tyranny (Bass, 1990; Choi, 2007). The early settlers were tyrants who used their energy as a weapon. Although ALS appears to be highly effective, it frequently causes counter resistance, which decreases yield. Having a pioneer present boosts profits, and the authority style helps workers do a better job of performing routine chores (Gustainis, 2004).



Democratic

Leaders that practice democratic leadership encourage increased participation from all members of the group in all decision-making processes. This method of leadership puts an emphasis on both employees and the company's success (Bhargavi & Yaseen, 2016; Puni *et al.*, 2014). By the use of a democratic leadership style, employees are encouraged to take part in organizational decision-making (Nwokocha & Iheriohanma, 2015). According to Puni *et al.* (2014), democratic systems have decentralized decision-making and meritocratic compensation for outstanding performance. Yet, Nwokocha and Iheriohanma (2015) believe that, depending on the leader, employees or subordinates may be led astray and make poor choices. It may be claimed that this hurts the business and drives employees away. Participants are therefore expected to discuss potential solutions and reach a consensus through group effort.

Laissez-Faire

The "hands off method" is a common translation of the French phrase "laissez faire," which literally means, "let it be" (Nwokocha & Iheriohanma, 2015: p. 194). According to Gill (2014), this comprises a lack of rules and procedures in the workplace, allowing employees to complete tasks as they see fit. Bass (1985) argues that a leader who adopts a laissez-faire approach lacks confidence in his own management skills. He claims that the group's leader does not provide enough guidance during decision-making, does not outline any goals for how the group should operate, and places too much responsibility on the shoulders of those under him. According to Puni *et al.* (2014), a laissez-faire boss does not micromanage his team but instead relies on a small group of dedicated employees. Laid-back leaders are accused of not caring about their employees' professional development since they believe their employees are capable of looking out for themselves (Puni *et al.*, 2014). Disinterested, value-driven, or avoidant authority is how Bass *et al.*, (2003) describe this type of leadership. The leader of free enterprise does not do enough to inspire their team by setting an example or providing clear direction; instead, they wait for issues to emerge before taking any kind of corrective action (Rowold, 2014).

Employee Performance

The topic of the performance is indirect (Corvellec, 1995). It is crucial to use the word "performance" correctly, and its use should never be misunderstood. Performance is frequently measured against sufficiency, and production (Neely, Gregory, & Platts, 1995). Performance is a relative concept that is described in terms of some referent using a complex set of time-based predictions of producing future outcomes, although performance can be illustrated in a variety of ways. This could be a demonstration of finishing or carrying out a specific task (Okunola, 1990). In addition to preparing specialists to spot unlikely changes in a timely manner, performance leadership and assessment focuses on helping employees enhance their skills by practicing setting boundaries (Cokins, 2004). Leadership based on performance evaluation is an organized strategy for appreciating, critiquing, and improving the output of your staff (Aguinis & Pierce, 2008). Changes in higher education have been made to improve the labor force by exposing students to experiences outside of classroom learning, such as administering tests (Rindermann *et al.*, 2007). McGrath and MacMillan (2000) claim that a company's success is directly related to its leadership's philosophy. The ability to exercise competent leadership is seen as crucial for the successful management of expansion and the preservation of a sustainable competitive advantage (Al Khajeh, 2018). Leadership style helps the organization achieve its current goals by linking job performance with valuable rewards and making sure that people have the resources they need to do their tasks. According to Sun and Leithwood (2012) leadership styles and organizational success in both academic institutions and corporations, Sun found a robust positive relationship between leadership styles and organizational success.

Higher education institutions (HEIs) can do better if they adjust their curricula, show their students how to do something properly, work together as a team, instill in their students a sense of responsibility for the outcome, inspire them to learn, and cultivate an atmosphere that is conducive to study and investigation. Improvements in all of these spheres will allow a country to satisfy its citizens' demands for higher levels of rational education and expertise in the workplace, higher standards of health and happiness for its citizens, and more efficient government. The procedure



mandates setting away a sizable sum for future study. There is no way to understate the value of leaders in driving exceptional results inside an organization. Motivation, a pleasant workplace, competitive remuneration, and open lines of communication between superiors and workers all play a role in achieving this goal. A well-organized and well-planned work environment is also crucial. Scholars of organizations continue to focus on performance because employees have a responsibility to do their best work in settings where they are treated fairly. A program's or event's performance is equivalent to the 3Es that are commonly used to describe its quality (economy, efficiency, and effectiveness). Nonetheless, an organization's performance is measured by how well it meets its goals and how efficiently it uses its resources.

Hypotheses

H₁: Leadership Styles (Autocratic, Democratic, and Laissez-faire) are positively Correlated with dependent variable Employee Performance.

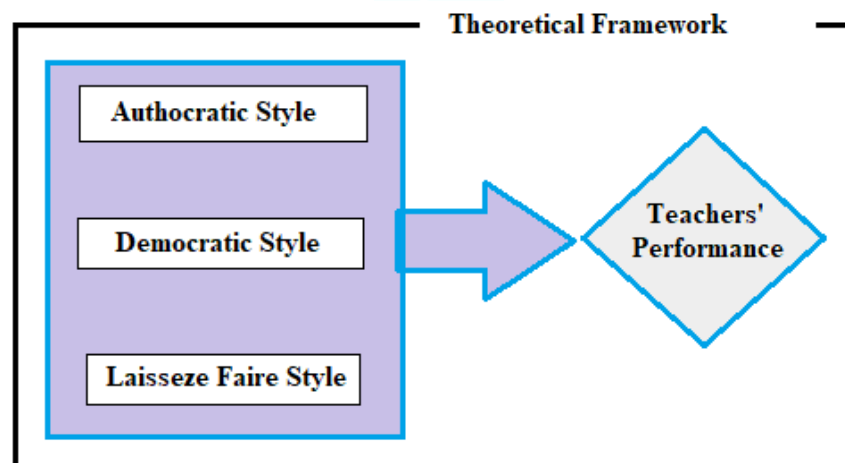
H₂: Leadership Styles (Autocratic, Democratic, and Laissez-faire) have significant impact on Employee Performance.

Theoretical Framework

Figure 1 shows the relationship and effects of the predictors with and on the criterion variables. The predicting variables are three leadership styles, while employees' performance is a criterion variables used in the study.

Figure 1

Schematic Modeling of Theoretical Framework



Method

A quantitative deductive method was used, and cross-sectional survey was adopted. The staff of Gomal University took part in the research. A preliminary study was conducted to test the validity of the questionnaire included in the main study. The sample size calculation only allowed 123 professors to participate in the study. The male lecturer was 59 years old, while the female professor was only 12. One assistant professor was a 44-year-old man, while the other was a young woman of eight. In total, there were 71 instructors, including 52 adjuncts at various levels of teaching.

Data Collection

This current Study drew on a wide range of sources, including books, papers, periodicals, and archival materials housed in various libraries. No study has ever been done without citations, nor should any study be done without familiarity with prior work in the same field (Sekaran, 1992). The selection of models will be based on the results of

a literature survey, which is a straightforward approach of collecting secondary data. Data for this investigation came from a variety of sources. Some of these techniques involved reading relevant literature to decide on models or create survey questions. The data collection method for this study was a questionnaire with no space for open-ended responses. All of the surveys were distributed to the sample faculty members by hand.

First-hand Data

The research used a closed-ended, structured questionnaire that was developed after reviewing existing literature and having relevant factors extracted. In the questionnaire, we included a number of characteristics and demographic factors. Results were analyzed using a three-way split between leadership styles and teachers' effectiveness, as well as a five-point Likert scale. We recorded the responses using a Likert scale.

Table 1

Sample size for Finite Population

Sample-size for Finite Population		
Standard Deviation	SD	0.9
Population	N	341
Error	E	0.7
Level of Confidence	Z	1.7
Sample	n	123

Results

Correlation Analysis

Hypothesis # 1 All independent variables are Associated with Performance

Table 2

Correlations among the Variables

		Auto	Demo	LF
DLS	r	.48**	1	
	p	.00		
	N	123	123	
LFLS	r	.03	.25**	1
	p	.83	.01	
	N	123	123	123
Employee Performance	r	.18	.37**	.46**
	p	.07	.00	.00
	N	123	123	123

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation test result utilized in the current study to determine the correlation between the variables produced the findings in the table. There are other tests employed in research, but the Pearson Correlation test was utilized in the current study since it is significant when the correlation is evaluated, and the results are assessed on a two-tailed basis. Demo and laissez have values of 0.02 and 0.03 respectively, indicating a 3% correlation between these two genres. The variables are positively correlated with one another if the correlation's sign is positive, which it is. The variables in the table have a significant positive correlation because the p-value in the table is.00. Democratic and teacher performance both have values of.18, which indicates a 18% correlation between them. The variables are positively

correlated with one another if the correlation's sign is positive, which it is. The variables in the table have a significant positive correlation because the p-value in the table is .00.

Hypothesis # 2 Each Criteria Variable Describes the Performance Variation.

Table 3

Model Summary [H2]

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	F	Sig.
1	.69a	.39	.29		.47579	17.77	.00a

The above table summarizes the results of a regression model used in this study to analyze the effect of ALS, DLC, and LFLS on teacher performance in the HEI's of Dera Ismail Khan. In the model summary, you can see how much of the variability in the dependent variable can be attributed to each independent variable, as well as the nature of the relationship between them. The R-value of the table is .69, which indicates a 69 percent association between teacher effectiveness and ALS, DLC, and LFLS scores. The R-squared value of the table is .39, which means that 39% of the variation in ALC, DLC, and LFLS teacher ratings can be accounted for.

Table 4

Coefficients of Regression [H2]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.96	.38		2.5	.01
	ALS	.04	.08	.04	.45	.65
	DLS	.25	.09	.24	2.6	.01
	LFLS	.39	.07	.43	5.5	.00

a. Predictors: (Constant), LFLS, ALS, DLS

b. Dependent Variable: Performance of Teachers

The regression coefficient used in this analysis of the effects of DLS, ALS, and LFLS on teacher performance is tabulated below. The table displays the coefficient of regression parameter used in the current study to estimate the average percentage increase or decrease in teacher performance because of DLS, ALS, and LFLS. The beta value for the ALS is .04. This means that for every one unit by which the ALS is tweaked, the instructor's effectiveness will shift by .04. As the beta indicator in the DLS rises, it means that educator effectiveness is on the rise. The table shows that ALS has a very small effect on teacher performance (t=.45), which is far lower than what is often seen. The beta value of the DLS is .25, which means that for every one unit by which the DLS is tweaked, the teacher's effectiveness will shift by .04 units. As the beta indicator in the DLS rises, it means that educator effectiveness is on the rise. A t-value of 2.6, which is above the average value, suggests that the DLS has a larger-than-average effect on teachers' effectiveness. The beta value of the LFLS is .39, which means that for every one unit by which the LFLS is modified, the instructor's effectiveness will shift by .43 units. If the beta indicator for the LFLS continues to rise, it is a good sign that teachers' effectiveness will increase. We can deduce that the LFLS has a substantial effect on teacher performance because the t-value for LFLS in the table is smaller than the expected value.

Discussion and Conclusion

The primary focus of hierarchical power is to manage and coordinate the interests of a group or establishment of people in order to achieve a goal (Northouse, 2021). It is believed that pioneers are responsible for deciding between 45 and 65 percent of the entire parameters that determine the success or failure of an organization (Bass, 1990). To



maintain their lead, associations rely on initiative as the most persuasive factor. While the excellent leader works toward his or her goals of authority, he or she takes care of the emotional and mental health of those under him or her and works to raise their level of productivity. Rather than relying solely on their own efforts, pioneers often rely on the efforts of others to achieve their goals. Extraordinary pioneers create robust processes and structures that attract representatives, reward their dedication, and lessen turnover (Kaiser and Hogan, 2007; Lord & Brown, 2004; Sheard and Kakabadse, 2004).

This literary analysis compared the characteristics of authoritarian, majority rule, free enterprise, value-based, and transformational leadership styles and how they affect employee behavior. There are many different leadership philosophies, but they can all be broken down into two broad camps: task-oriented (low-thought, work-focused, worry-for-creation, mandate behavior) and relationship-situated (high-thought, worker-focused, worry-for-individuals, stable conduct). In short, the aforementioned theories of leadership can be broken down into two groups: those that emphasize relationships and transformative authority, and those that emphasize tasks and transactional leadership. Since there appears to be no authority behind the free-market initiative style, it is assumed to be rejected from ordering situations. This type of business cares nothing for either the person or the next generation. Based on the findings of this analysis, initiative types like majority rule and transformational approaches are more likely to succeed than others that do not consider the structure of connections. Participatory (vote-based) and transformative authority are the best methods of taking the initiative to join a group and achieve one's goals (Malik *et al.*, 2012). The highest quality academic leadership projects are those that aim to transform the culture of their respective institutions. Task-oriented leadership is not extraneous, despite the fact that imperious and value-based authoritative styles have their place. Haakonsson *et al.*, (2008) argue that leaders should adapt their methods to the specifics of their surroundings, with the latter requiring them to prioritize certain tasks. This study also investigated the roles of trust and communication in fostering effective teamwork in associations, leading the researchers to conclude that these two factors are crucial to team success. If there are not enough close ties between the group's leader and its members, it is considered to have failed.

According to research by Van Vugt *et al.* (2004), followers of autocratic leaders are more likely to defect from the group because they feel powerless to influence the leader's decision making. When dealing with organized concerns, however, group members appear to prefer being led by a mandate pioneer, since this allows them to narrow their focus to the most relevant explanations (Fiedler, 1988). In addition, Giltinane (2013) argued that followers of an authoritarian leader become overly reliant on him or her and struggle to perform effectively when the leader is absent. Crowd members' levels of antagonism, unhappiness, and accommodation were all higher during dictatorial gatherings (Levine, 2000). In vote-based driven events, crowd members exhibit more warmth, quickness, and cohesion (Levine, 2000). Aggregate portion completion under vote-based pioneers was shown to be higher than under dictatorial initiative type. According to Duta (2011), the just style of authority, which does not solely rely on the pioneer's judgment but also includes colleagues in the basic leadership handling, functions well in a group setting. One of the first proponents of the free-market system gives people the power to make their own decisions, making them both free and responsible for the outcomes of their actions. Stogdill (as referenced by Levine, 2000) claims that groups led by free-market advocates have members who are less productive and happy. That is probably because free enterprise frequently displays a lack of leadership (Barbuto, 2005), which forces workers to muddle through without a guiding hand and leads to reduced profits.

Recommendation, Contributions, Implications, and Major Limitations

Based on results, discussion and conclusions, the study suggests that teachers, in their role as leaders, are primarily responsible for adopting a strategy that is most effective given the context. They provide teachers with the resources they need to thrive while also encouraging their own inventiveness. In order to do their jobs well, educators need access to a wide variety of resources. If they want their students to succeed, most teachers should adopt a more democratic pedagogical approach. Incentives are given to top achievers to encourage them. Teachers should receive



training in leadership abilities. The study empirically tested the relationship between leadership styles and employees' performance. A pioneer and his or her leadership tenets can have a significant impact on how a subset of members behave and, by extension, how an organization does as a whole. This call for a level of behavioral flexibility on the part of the leader, as different situations call for different combinations of leadership philosophies. However, trust is also an essential component that helps shape the growth of relationships, which is necessary for successful collaboration. A successful association involves not only the persistent work of the pioneer, but also the obligation of the individual to coordinate with their pioneer in order to achieve goals through collaboration despite several unpredictable influences from the outside world, such as rivalry. It has been proven that both pioneers and individual members are necessary for the success of a group. The study is conducted in only one university; there is a need to expand the study by including more universities with larger sample sizes to check the consistency and generalizability of results.

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