



**Investigating leadership styles on maintenance employees' performance at  
the Department of Infrastructure Development in Gauteng**

**by**

**Lulama Wiseman Manciya**

**205505836**

**A dissertation submitted in partial fulfilment of the requirements for the  
degree of**

**Master of Business Administration**

**Graduate School of Business and Leadership**

**College of Law & Management**

**Supervisor: Professor B.Z Chummun**

**November 2024**

## Declaration

I, Lulama Wiseman Manciya, declare that:

- The research reported in this thesis, except where otherwise indicated, is my original work.
- This thesis has not been submitted for any degree or examination at any other university.
- This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
  - a) their words have been re-written, but the general information attributed to them has been referenced.
  - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
  - c) Where I have reproduced a publication of which I am author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
  - d) This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the References sections.

Signed:

## **Acknowledgements**

I want to express my sincere appreciation and gratitude to the following people who have played an essential role during this eye-opening and demanding journey:

- Our Heavenly Father for the wisdom, grace, protection, and courage to forge ahead even when the journey seemed impossible.
- My Supervisor, Professor B.Z Chummun, for her unwavering support, guidance, and words of encouragement.
- My loved ones for their patience and understanding throughout this journey. I will always cherish your support.
- The Department of Infrastructure Development (DID) – Health Maintenance Branch employees for their willingness to participate in the study, and the Head of Department for permitting me to conduct this research study within DID premises.

## **Abstract**

This research study explored the impact of different leadership styles on the performance of employees in the health maintenance branch of the Department of Infrastructure Development (DID) in Gauteng. Organizations operate in volatile, uncertain, complex, and ambiguous times, therefore, there is a need for effective leadership styles to deliver quality services to the communities and ensure employees perform at their best. Effective leadership styles not only enhance employee performance but also keep employees motivated and eager to learn and do more for their organization. The literature analysis conducted focused on the development of the leadership theory and the different leadership styles. Factors affecting employee performance were analysed, and the way leadership styles affect employee performance in the modern world were evaluated. The conceptual framework included five leadership styles (independent variables) and employee performance (dependent variable). The study investigated autocratic, democratic, laissez-faire, transformational, and transactional leadership styles, and their impact on employee performance at DID. A quantitative research method was adopted for this study with a sample size of 80 employees across six regional offices and five academic maintenance hubs. There were 73 respondents, resulting in a response rate of 91.25%. The research information was collected utilizing structured questionnaires (with a 5-point Likert scale) delivered and collected from the respondents. Descriptive statistics and inferential statistical methods on the Statistical Package for Social Sciences (SPSS) software (Version 29) were utilized for the data analysis. This research provides senior management at DID with effective and impactful leadership styles managers should exhibit to inspire, motivate, and get employees in the health maintenance branch to improve their performance. An improved employee performance is key for the department to professionalize the public service, improve service delivery, and achieve organizational goals. The research findings indicated that transformational and transactional leadership styles correlate strongly and positively with employee performance. The performance of employees whose regional head exhibits transformational and transactional leadership traits increases substantially. Even though the autocratic and democratic leadership styles positively affect employee performance, they have a much lesser impact than transformational and transactional leadership styles. On the other hand, the laissez-faire leadership style negatively affects employee performance at DID health maintenance branch.

## **Table of Contents**

<b>Declaration</b> .....	ii
<b>Acknowledgements</b> .....	iii
<b>Abstract</b> .....	iv
<b>Table of Figures</b> .....	ix
<b>List of Tables</b> .....	x
<b>CHAPTER 1</b> .....	1
<b>Introduction</b> .....	1
<b>1.1 Introduction</b> .....	1
<b>1.2 Background</b> .....	1
<b>1.3 Problem Statement</b> .....	2
<b>1.4 Purpose of the Study</b> .....	3
<b>1.5 Research Objectives</b> .....	3
<b>1.6 Research Questions</b> .....	3
<b>1.7 Significance of the Study</b> .....	4
<b>1.8 Limitations of the Study</b> .....	4
<b>1.9 Methodology</b> .....	4
<b>1.10 Chapter Outline</b> .....	4
<b>1.11 Summary</b> .....	5
<b>CHAPTER 2</b> .....	6
<b>Literature Review</b> .....	6
<b>2.1 Introduction</b> .....	6
<b>2.2 Leadership</b> .....	6
<b>2.2.1 Focused Leadership</b> .....	7
<b>2.2.2 Distributed Leadership</b> .....	7
<b>2.3 Leadership Theories and the Evolution of Leadership Theory</b> .....	7
<b>2.3.1 Personality Era</b> .....	8
<b>2.3.2 Behavioural Era</b> .....	9
<b>2.3.3 Situational and Contingency Era</b> .....	9
<b>2.3.4 Transactional and Transformational Era</b> .....	10
<b>2.4 Leadership Styles</b> .....	11
<b>2.4.1 Autocratic Leadership Style</b> .....	11
<b>2.4.2 Participative or Democratic Leadership Style</b> .....	11
<b>2.4.3 Laissez-Faire Leadership Style</b> .....	12
<b>2.4.4 Transactional Leadership Style</b> .....	12
<b>2.4.5 Transformational Leadership Style</b> .....	13

2.4.6 Charismatic Leadership Style.....	14
<b>2.5 Factors Contributing to Employee Performance .....</b>	<b>14</b>
2.5.1 Training and Development on Employee Performance .....	15
2.5.2 Effective Communication on Employee Performance.....	16
2.5.3 Performance Management on Employee Performance.....	18
2.5.4 Availability of Resources on Employee Performance.....	19
2.5.5 Involvement in Decision-Making on Employee Performance.....	19
2.5.6 Coaching and Mentorship on Employee Performance.....	20
2.5.7 Organizational Culture and Structure on Employee Performance.....	21
2.5.8 Support and Guidance on Employee Performance.....	22
2.5.9 Rewards and Recognition on Employee Performance .....	23
2.5.10 Motivation and Teamwork on Employee Performance .....	24
<b>2.6 The Conceptual Framework .....</b>	<b>25</b>
<b>2.7 Summary.....</b>	<b>26</b>
<b>CHAPTER 3.....</b>	<b>27</b>
<b>Research Methodology .....</b>	<b>27</b>
<b>3.1 Introduction.....</b>	<b>27</b>
<b>3.2 Research Design .....</b>	<b>28</b>
<b>3.3 Research Approach.....</b>	<b>29</b>
3.3.1 Qualitative Approach .....	29
3.3.2 Quantitative Approach.....	29
3.3.3 Mixed Methods Approach.....	30
3.3.4 Adopted Approach.....	30
<b>3.4 Research Paradigm .....</b>	<b>31</b>
<b>3.5 Research Setting.....</b>	<b>32</b>
<b>3.6 Target Population and Sample Size .....</b>	<b>33</b>
<b>3.7 Sampling Technique .....</b>	<b>33</b>
<b>3.8 Research Instrument Construction .....</b>	<b>35</b>
<b>3.9 Data Collection Methods .....</b>	<b>36</b>
<b>3.10 Data Analysis.....</b>	<b>36</b>
<b>3.11 Validity and Reliability.....</b>	<b>37</b>
<b>3.12 Ethical Considerations.....</b>	<b>39</b>
<b>3.13 Summary.....</b>	<b>40</b>
<b>CHAPTER 4.....</b>	<b>41</b>
<b>Results Analysis and Findings .....</b>	<b>41</b>
<b>4.1 Introduction.....</b>	<b>41</b>

<b>4.2 Demographic Information</b> .....	41
<b>4.2.1 Gender of Respondents</b> .....	41
<b>4.2.2 Age of Respondents</b> .....	42
<b>4.2.3 Education Level of Respondents</b> .....	43
<b>4.2.4 Working Experience of Respondents</b> .....	43
<b>4.2.5 Section Distribution of Respondents</b> .....	44
<b>4.3 Reliability Analysis</b> .....	45
<b>4.4 Descriptive Analysis of Employee Performance</b> .....	46
<b>4.5 Descriptive Analysis of Leadership Styles</b> .....	48
<b>4.5.1 Autocratic Leadership Style and Employee Performance</b> .....	48
<b>4.5.2 Democratic Leadership Style and Employee Performance</b> .....	49
<b>4.5.3 Laissez-Faire Leadership Style and Employee Performance</b> .....	50
<b>4.5.4 Transformational Leadership Style and Employee Performance</b> .....	51
<b>4.5.5 Transactional Leadership Style and Employee Performance</b> .....	52
<b>4.6 Correlation Analysis Between Leadership Styles and Employee Performance</b> .....	53
<b>4.7 Multiple Regression Analysis between Leadership Styles and Employee Performance</b> .....	54
<b>4.7.1 Model Summary of Leadership Styles and Employee Performance</b> .....	55
<b>4.7.2 Analysis of Variance between Leadership Styles and Employee Performance</b> .....	55
<b>4.7.3 Multiple Regression Coefficients of Leadership Styles and Employee Performance</b> .....	56
<b>4.8 Summary</b> .....	57
<b>CHAPTER 5</b> .....	58
<b>Conclusions and Recommendations</b> .....	58
<b>5.1 Introduction</b> .....	58
<b>5.2 Research Objectives and Recommendations for Policy Implications</b> .....	58
<b>5.2.1 Discussion and Conclusion – Research Objective 1</b> .....	58
<b>5.2.1.1 Recommendations for Policy Implications</b> .....	59
<b>5.2.2 Discussion and Conclusion – Research Objective 2</b> .....	59
<b>5.2.2.1 Recommendations for Policy Implications</b> .....	60
<b>5.2.3 Discussion and Conclusion – Research Objective 3</b> .....	60
<b>5.2.3.1 Recommendations for Policy Implications</b> .....	61
<b>5.2.4 Discussion and Conclusion – Research Objective 4</b> .....	62
<b>5.2.4.1 Recommendations for Policy Implications</b> .....	63
<b>5.2.5 Discussion and Conclusion – Research Objective 5</b> .....	63
<b>5.2.5.1 Recommendations for Policy Implications</b> .....	64
<b>5.3 Recommendations for Future Research</b> .....	64
<b>REFERENCES</b> .....	66

<b>Appendix 1: Questionnaire .....</b>	<b>78</b>
<b>Appendix 2: Informed Consent Form .....</b>	<b>82</b>
<b>Appendix 3: Gate Keeper Letter .....</b>	<b>86</b>
<b>Appendix 4: Ethical Clearance .....</b>	<b>89</b>
<b>Appendix 5: Turnitin Similarity Report.....</b>	<b>90</b>

## Table of Figures

<b>Figure 2.1: Conceptual Framework.....</b>	<b>25</b>
<b>Figure 3.1: Research Sites in Gauteng.....</b>	<b>32</b>
<b>Figure 3.2: Probability Sampling Techniques.....</b>	<b>34</b>
<b>Figure 3.3: Non-Probability Sampling Techniques.....</b>	<b>34</b>
<b>Figure 4.1: Gender Distribution of Respondents.....</b>	<b>41</b>
<b>Figure 4.2: Age Distribution of Respondents.....</b>	<b>42</b>
<b>Figure 4.3: Working Experience of Respondents.....</b>	<b>43</b>
<b>Figure 4.4: Section Distribution of Respondents.....</b>	<b>44</b>

## List of Tables

<b>Table 3.1: Cronbach’s Alpha Values.....</b>	<b>39</b>
<b>Table 4.1: Education Level.....</b>	<b>43</b>
<b>Table 4.2: Reliability Test.....</b>	<b>45</b>
<b>Table 4.3: Mean Statistics Interpretation.....</b>	<b>46</b>
<b>Table 4.4: Employee Performance Aspects.....</b>	<b>46</b>
<b>Table 4.5: Autocratic Leadership Style Aspects.....</b>	<b>48</b>
<b>Table 4.6: Democratic Leadership Style Aspects.....</b>	<b>49</b>
<b>Table 4.7: Laissez-Faire Leadership Style Aspects.....</b>	<b>50</b>
<b>Table 4.8: Transformational Leadership Style Aspects.....</b>	<b>51</b>
<b>Table 4.9: Transactional Leadership Style Aspects.....</b>	<b>52</b>
<b>Table 4.10: Correlation Analysis between Employee Performance and Leadership Styles.....</b>	<b>53</b>
<b>Table 4.11: Model Summary.....</b>	<b>55</b>
<b>Table 4.12: Analysis of Variance.....</b>	<b>55</b>
<b>Table 4.13: Multiple Regression Coefficients.....</b>	<b>56</b>

# CHAPTER 1

## Introduction

### 1.1 Introduction

Leading employees to perform at their best is paramount for organizations that want to deliver quality services and remain competitive. Therefore, organizations require great leaders and good-performing employees to accomplish their strategic objectives. The recruitment and retention of top talent has a direct link to the overall organizational success. Iqbal, Anwar and Haider (2015) added that the focus on human resource management strengthens the integration of different leadership styles and employee management at a strategic level to improve the overall performance of employees. The importance of excellent leadership in delivering success has been of interest to scholars over the years, resulting in the conceptualization of different leadership styles (Dastane, 2020).

Public sector employees must deliver services that will benefit society and enhance the overall well-being for all the residents. It is, therefore, crucial for those occupying management positions in the public sector to possess leadership traits that will enable their subordinates to perform beyond what is expected to provide quality services. This research is being undertaken to examine the correlation between employee performance and different leadership styles in the public sector.

### 1.2 Background

The Department of Infrastructure Development (DID) in Gauteng is an implementing agent for the Gauteng Department of Health (GDOH). The infrastructure maintenance mandate given by GDOH to DID is to maintain, service, and carry out maintenance projects on electro-mechanical equipment and buildings in all health facilities in the Gauteng province. The primary objective of delivering quality infrastructure services to the GDOH staff working in these healthcare institutions and the surrounding communities can be achieved through effective maintenance services. Manyisa and van Aswegen (2017) postulated that poorly maintained healthcare facilities compromise the quality of healthcare services and patient experience.

DID has five regional maintenance hubs, five academic maintenance hubs, and one laundry maintenance hub in the Gauteng province. These maintenance hubs have DID employees providing maintenance services to different healthcare facilities throughout the province.

Each regional maintenance hub and academic maintenance hub is led by a regional head, who is responsible for ensuring that the departmental mandate, as envisaged by the client department (i.e., GDOH), is adhered to and that maintenance services are delivered expeditiously.

The different regional heads have different leadership styles, and the performance of the different maintenance hubs is also different. Hence the need for this research.

### **1.3 Problem Statement**

The maintenance budget allocated to DID by GDOH every year needs to be increased to cater for all the maintenance requirements of the healthcare facilities. In 2022, there was a shortfall of R1.2bn to address the maintenance needs of healthcare facilities in Gauteng (Medicalbrief, 2022). Despite the prevailing financial constraints, DID employees still respond to the daily maintenance challenges.

There was a view, however, from the client department (i.e., GDOH) and political oversight committees that DID personnel responsible for maintaining all healthcare facilities could still do more to respond to day-to-day defects and ensure that maintenance projects are delivered on time, within scope, and within acceptable quality standards to improve the state of these facilities in the province. De Jager (2022) expressed that there needed to be a proactive approach when implementing maintenance projects in the Gauteng province. He added that maintenance projects must have clear timelines, and that contract management must be strengthened to ensure appointed contractors deliver quality services without reworks due to poor quality.

This study is being undertaken against that background. There are constraints that hinder the effective delivery of maintenance services that are beyond the control of DID. There is, however, a leadership aspect that is within the control of DID, which is how DID regional heads lead their teams to perform better and ensure that issues raised by De Jager (2022) are acted upon timeously.

## **1.4 Purpose of the Study**

To evaluate the effect of different leadership styles on maintenance employees' performance at DID. The regional heads (i.e., the leaders) are responsible for the regional and academic maintenance hubs and they oversee the maintenance activities in their respective healthcare facilities.

## **1.5 Research Objectives**

1. To study the influence of an autocratic leadership style on the DID employees' performance.
2. To examine the influence of a participative/democratic leadership style on the DID employees' performance.
3. To investigate the influence of a laissez-faire leadership style on the DID employees' performance.
4. To establish the effect of a transformational leadership style on the DID employees' performance.
5. To identify the effect of a transactional leadership style on the DID employees' performance.

## **1.6 Research Questions**

1. What impact does an autocratic leadership style have on DID employees' performance?
2. What influence does a participative/democratic leadership style have on DID employees' performance?
3. What effect does a laissez-faire leadership style have on DID employees' performance?
4. What effect does a transformational leadership style have on DID employees' performance?
5. What is the impact of a transactional leadership style on the performance of employees at DID?

## **1.7 Significance of the Study**

DID in Gauteng, as an implementing agent, is entrusted by the Gauteng Department of Health (i.e., the client) to maintain, service, and carry out maintenance projects on Electro-Mech equipment and Buildings in all healthcare facilities in the province.

This study will highlight to the department's senior management which leadership styles will positively impact the performance of employees executing maintenance on healthcare facilities in the province. Similarly, the study will also demonstrate which leadership styles will harm the performance of employees in the maintenance branch of the department, with a possibility of compromising on the mandate given by the client department. The results will assist the department in upskilling and training the existing regional heads on impactful leadership styles that will improve their leadership skills. When the department embarks on a recruitment drive, it will have a clear idea of the type of leaders to hire to ensure employees perform at their best.

## **1.8 Limitations of the Study**

This research study concentrates, mainly, on the health maintenance branch of DID. The sample size selected consists mainly of employees in the first level of supervision. There may be a bias in the research findings as this sample group may relate to the questions posed. The sample size is made up of participants who are based in different geographical areas.

## **1.9 Methodology**

A research study can be conducted utilizing quantitative, qualitative, or a combination of both research methods. This study employed a quantitative research method and used structured questionnaires to solicit information from different participants in the study. From a sample size of 80 participants, a total of 73 participants responded.

## **1.10 Chapter Outline**

The dissertation formation will be as shown below:

### **Chapter One: Introduction**

This chapter consists of the research outline, aims and objectives, questions, problem statement, significance of the research, and conclusion.

## **Chapter Two: Literature Review**

A review of relevant literature on leadership theories, traits, and styles and how they impact employee performance in organizations is presented.

## **Chapter Three: Research Methodology**

This chapter outlines the methodology used for the study and the justification for the quantitative approach utilized. The chapter stipulates the paradigm, approach, and design used, including data collection methods and how the data is analyzed.

## **Chapter Four: Results Analysis and Discussion of Research Findings**

The results obtained from the survey are analyzed and interpreted by the researcher, and the findings are discussed on this chapter.

## **Chapter Five: Conclusion and Recommendations**

The research findings are summarized, and recommendations were subsequently be made, based on the results. Future research areas are also suggested.

### **1.11 Summary**

This chapter briefly introduced the topic and the context of the study. The problem statement was defined, and the aim of the study was outlined. This chapter has also outlined the research aims, and questions; why the research study is significant; the limitations of the study; the methodology that was followed; and how the chapters are organized in this dissertation. The next chapter delves deeper into the relevant literature about the research being conducted.

## CHAPTER 2

### Literature Review

#### 2.1 Introduction

This chapter deliberates on the associated written works around this research study. Themes covered include leadership, leadership theories, and the evolution of leadership theory. Different leadership styles and how they affect employee, and organizational performance are also discussed. Lastly, factors affecting employee performance are outlined and discussed.

#### 2.2 Leadership

Effective and efficient leadership is essential for organizational success and enhanced employee performance. This enhanced employee performance depends on the ability of leaders to increase employee motivation levels that ensure that employees are continuously engaged and are, thus, able to contribute positively towards an organization achieving its goals and objectives (Batista-Taran, Shuck, Gutierrez and Baralt, 2009).

Different scholars have, over the years, defined leadership as a behavior or an act; a process rather than a once-off act; the personality traits of a leader and their impact; the ability to influence and persuade; a tool to achieve goals and objectives; and the ability to induce compliance from followers (Williams, 1996). Malik and Azmat (2019) agreed with this definition and added that leadership ought to be about forming bonds with followers on a personal level to inspire them to perform well as opposed to forcing them to meet set targets.

Stogdill (1974) postulated that the definitions of leadership are as many as the scholars who have attempted to define the phenomenon. He argued that leadership is not a static concept, but rather, it is a dynamic process aimed at influencing and motivating followers to achieve organizational objectives.

Leadership must not be confined to just one person; instead, it needs to be viewed as a combination of interactions between the leader and the followers. This interaction gives rise to an opportunity whereby the leader and the followers influence each other in different situations and at different times to meet and exceed their goals (Cullen-Lester and Yammarino, 2016).

### **2.2.1 Focused Leadership**

The first form of leadership sources proposed by Gibb (1968) is focused leadership, and it represents the principal form of leadership explored by change leadership and traditional leadership literature whereby change outcomes by different individuals and groups are accredited to behaviours and traits of an individual in a position of the authority referred to as the leader. The leader's behaviour in the leadership role directly correlates to the leadership functions performed (Ford, Ford and Polin, 2021).

### **2.2.2 Distributed Leadership**

The second form of leadership source is distributed leadership, whereby the leadership role is played by multiple individuals regardless of the position they occupy in an organization. Yukl (1999) postulated that with distributed leadership, essential leadership functions do not always need to be fulfilled by one person. Instead, they can be shared by other team members when the need arises. This leadership source is established on shared responsibility, and an individual leader's behaviour and traits carry less weight when compared to the collective leadership by the team.

The traits and behaviours of the regional heads directly influence the actions and outputs of the teams they lead. The department's structure is aligned with the expectations of the traditionally focused leadership because the responsibility for employee performance lies with the regional head. The power is thus centralized to one individual in a position of authority.

## **2.3 Leadership Theories and the Evolution of Leadership Theory**

According to Stogdill (1974), the term 'leadership' came into being in the 1700s, but Bass (1981) highlighted that scientific research on the term only commenced in the 1900s, and many scholars have undertaken studies on the topic since then. Organizations find themselves in a volatile, uncertain, complex, and ambiguous (VUCA) era as they expand globally, compete in different markets, and must operate during global pandemics. The need for effective leadership has thus been amplified. King (1990) shared a similar sentiment by expressing that in rapidly changing environments, leadership becomes critical and takes on a greater importance.

## **2.3.1 Personality Era**

### ***2.3.1.1 Great Man Period (Great Man Theory)***

The Great Man theory is premised on the notion that leaders are born and not made. King (1990) expressed that during this period, researchers suggested that any person who imitates the personalities of great men (and few women) would be a great leader. Benmira and Agboola (2021) postulated that only a few individuals have unique leadership characteristics and can achieve greatness by virtue of their supernatural design.

Hunt and Fedynich (2019) argued that the Great Man theory had no empirical evidence and it had inherent biases because classifying an individual as a great leader was subjective. Another challenge with this theory is that emulating personalities is challenging; thus, individuals in leadership positions derive no value from it (King, 1990).

### ***2.3.1.2 Trait Period (Trait Theory)***

The deficiencies of the Great Man theories gave rise to the trait theories. Trait theories propose that, even though some individuals are born leaders (with inherited traits), others have leadership traits acquired through practice (Benmira and Agboola, 2019). Trait theory provided a framework for leadership studies and traits that leaders must possess to become great leaders (Malakyan, 2014).

King (1990) expressed that there was no empirical evidence linking good leadership with a single trait. Hunt and Fedynich (2019) agreed with King (1990) and revealed that the trait theory failed for reasons similar to the Great Man theory. They added that these theories were disconnected from the realities and circumstances of leaders at the time and existed in a vacuum. This led to the abandoning of these theories in their original context. However, in recent years, psychometric testing (used in recruitment and selection) has utilized trait principles for personal performance and to show areas where team development is required (Benmira and Agboola, 2019).

### **2.3.2 Behavioural Era**

Behavioural theory is an evolution of trait theories and emphasizes that leaders are made, and specific behaviours will lead to effective leadership when they are learned (Benmira and Agboola, 2019). Behavioural theory focuses on a leader's behaviour instead of characteristics and traits. King (1990) postulated that the Michigan and Ohio State studies identified two essential behaviour traits of leaders, namely, the "initiating structure" and "consideration." The "initiating structure" refers to a leader focusing on task completion, and "consideration" refers to a leader concerned with and understanding individual and team cohesion. Hunt and Fedynich (2019) labelled these two essential behaviour traits as the preliminary view of behavioural theory.

Even though the behaviour theories ignored the environment and circumstances of the leader, they were adapted for managerial application and training, resulting in the Managerial Grid Model (King, 1990). This model found favour in several leadership training programs that develop leadership behaviours and skills, implying that leadership can be learned (Benmira and Agboola, 2019). During the behavioural era, there was also a focus on Theories X and Y's view of leadership. Theory X presupposes that individuals are passive; they naturally do not like their work, are inherently lazy, have very little ambition, and need to be monitored to perform, and most of them want to be employed but are unwilling to take responsibility (Touma, 2021). Theory Y was the opposite of Theory X. Theory Y states that individuals enjoy their work, are motivated, are willing to execute their duties without coercion, take responsibility for their work, and enjoy the challenge that comes with it (Northouse, 2015).

### **2.3.3 Situational and Contingency Era**

The situational era acknowledged the criticality of factors outside the leader and the follower, resulting in the advancement of the leadership theory (King, 1990). Hunt and Fedynich (2019) added that specific environmental factors must be considered in the research, including the task itself, the working conditions, and the stakeholders' social standing. The situational theory thus emphasizes the environment in which the leader and the followers interact as another crucial element to consider in addition to the traits and behaviours of the leader. Therefore, leaders need to assess their environment and decide on a suitable style that will be effective (Benmira and Agboola, 2019). Bass (1981) shared similar views and emphasized that situational aspects inform traits, behaviours, influence, and skills that a leader must possess for effective leadership. The understanding that the most suitable style for effective leadership depended on

a leader's capacity to adjust to the environment they were operating in gave rise to the contingency theories.

The Contingency Theory expressed the need for a leader to be placed where their style was suitable, and if their style was not suitable, they needed to be trained to alter the environment to align with their style (Fiedler, 1967). The second contingency theory was the Path-Goal Theory, which focused more on the provision of enabling conditions for followers to succeed and less on the situation and leadership traits or behaviours (House, 1971). The last noteworthy contingency theory was the Normative Model, which focused on advising leaders on decision-making behaviours that would yield positive results in different situations (Vroom and Yetton, 1973). This model was thus more appealing and had extensive applicability to leaders because they could alter their behaviours to be more effective in varying situations regardless of their traits and influence (King, 1990).

### **2.3.4 Transactional and Transformational Era**

The Transactional Era represented the revisit of the Influence Era whereby the leader-follower influence was addressed, albeit with an elevated focus on the reciprocity of their relationship (King, 1990). Benmira and Agboola (2019) postulated that with transactional leadership, the motivation of employees relies on enforcing authority. Transactional leaders reward good performers and penalize those who fail to meet set targets. For organizations to benefit from Transactional leadership, there must be a clear structure and objectives so that the leader can ensure goals are met via the supervision of employees for improved performance and adherence to organizational processes (Benmira and Agboola, 2019).

Transformational leadership theory centres on leaders who provide inspiration, motivate, and encourage their subordinates (Benmira and Agboola, 2019). This results in a mutual understanding between the leader and the follower, leading to increased levels of ethical behaviour in an organization as they work towards a common goal (Miska and Mendenhall, 2018). King (1990) expressed that some scholars contested that charismatic leadership was required for transformational leadership to be effective because when leaders create a vision, they should be able to deliver it in a way that will inspire their followers. This theory is, therefore, functional in organizations requiring revitalization and undergoing change (Benmira and Agboola, 2019).

## **2.4 Leadership Styles**

### **2.4.1 Autocratic Leadership Style**

The autocratic leadership style is task-oriented and emphasizes getting the job done. Some autocratic leaders have charisma, are full of confidence, and hardly require external validation (Olayisade and Awolusi, 2021). Autocratic leaders need more flexibility and creativity, expect their followers to work as they instruct, and reserve decision-making for them. With autocratic leadership style, the motivation, enthusiasm, and job satisfaction levels of employees are negatively impacted because the leader demonstrates no faith in their followers, which can lead to conflicts and reduced organizational performance (Al Khajeh, 2018).

Olayisade and Awolusi (2021) postulated that the autocratic leadership style becomes effective when the leader is a subject matter expert leading followers with limited knowledge. Al Khajeh (2018) made similar assertions and emphasized that an autocratic leadership style works best when tasks need to be completed within tight deadlines.

### **2.4.2 Participative or Democratic Leadership Style**

The democratic leadership style emphasizes information sharing and collaboration between the leader and the employees. The leader and followers participate equally in decisions that ought to be made, however, the leader reserves the right to incorporate employee inputs when making the final decision (Olayisade and Awolusi, 2021). Dallyay and Jalagat (2016) expressed that this leadership style promoted creativity and innovation by allowing followers to contribute to decision-making. Al Khajeh (2018) added that participative leadership motivates followers to perform well because their inputs and views are considered before making decisions. Employees with unique skills thrive under this leadership style because it fosters team cohesion.

Olayisade and Awolusi (2021) cautioned that a participative leadership style was not suitable for large teams and where there is a need for quick decision-making. There is also a potential for weak scope execution and poor decision-making with this leadership style. Al Khajeh (2018) highlighted that another challenge linked with a participative leadership style is the risk of followers assuming that all participants in the decision-making process have an equal stake.

### **2.4.3 Laissez-Faire Leadership Style**

This style of leadership is passive as the leader makes little effort to motivate employees, satisfy their needs, and recognize their inputs. It is also known as the delegative leadership style. The laissez-faire leader does not provide rewards and feedback (positive or negative) to their followers, and this leader keeps away from making decisions in the organization (Bass and Avolio, 1997). Olayisade and Awolusi (2021) proposed that this style is prevalent in highly skilled and experienced teams requiring less leadership interference.

Laissez-faire leaders do not interfere with their teams and exercise less control. After followers are given the tools of trade to complete their tasks, the laissez-faire leader leaves them alone to resolve their challenges (Olayisade and Awolusi, 2021). Therefore, the laissez-faire leadership style is best suited where creativity and innovation are required, and employees have the autonomy to decide how to achieve set targets. Olayisade and Awolusi (2021) expressed that this leadership style is unsuitable for team members who lack experience or knowledge as that will lead to the under-utilization of resources and failure to achieve organizational goals and objectives.

### **2.4.4 Transactional Leadership Style**

Transactional leaders motivate employees by grabbing their self-interest (Brevis and Vrba, 2014). Daft (2023) postulated that with a transactional leadership style, employees get rewards for good performance, and the leader derives a benefit when tasks are completed. Hence, transactional leaders exchange rewards for compliance and punish poor performance.

Under the transactional leadership approach, group efficacy is higher because transactional leaders focus on what needs to be delivered in the present and excel at ensuring organizational goals are met and organizations perform efficiently (Kahai, Sosik and Avolio, 1997). The heavy reliance on rewards and punishments to influence performance causes employees to exert themselves more to meet their targets (Rathi, Soomro and Rehman, 2021).

Nanjundeswaraswamy and Swamy (2014) expressed that transactional leaders utilize corrective actions, contingent rewards, and enforcement of rules to motivate their followers. These authors also proposed three transactional leadership approaches linked with transactional leaders:

#### ***2.4.4.1 Contingent Reward***

The utilization of goal setting assists in clarifying what is expected from employees and the rewards they will obtain for achieving set goals and objectives.

#### ***2.4.4.2 Management-by-exception (Active)***

Leaders detect changes between what was planned and what has been achieved through constant monitoring.

#### ***2.4.4.3 Management-by-exception (Passive)***

Leaders respond only when things go wrong.

### **2.4.5 Transformational Leadership Style**

Transformational leadership develops the follower and the leader simultaneously. Bass and Avolio (1993) described transformational leadership as leaders interested in developing their followers and value systems. Followers, therefore, feel a sense of admiration, trust, and loyalty and have the most tremendous respect for their leader (Brevis and Vrba, 2014). Transformational leaders articulate a vision and encourage followers to see challenges differently while providing support (Nanjundeswaraswamy and Swamy, 2014).

Brevis and Vrba (2014) identified four leadership styles linked with transformational leadership:

#### ***2.4.5.1 Idealized Influence or Behaviours***

When leaders express their beliefs, value systems, pride, and confidence to their employees, they demonstrate ethical and honest leadership.

#### ***2.4.5.2 Inspirational Motivation***

Refers to how a leader articulates a vision of what is possible and what is required to achieve organizational goals. The leader motivates employees to excel in their performance.

#### ***2.4.5.3 Individualised Consideration***

A leader uses the empathetic approach to show interest in their employees' capabilities, desires, and needs. The leader provides training and coaching to enable the employees to develop and succeed.

#### ***2.4.5.4 Intellectual Stimulation***

The way a leader approaches persistent problems in the organization. The leader creates platforms for employees to engage freely and contribute towards finding solutions to these problems.

### **2.4.6 Charismatic Leadership Style**

Charismatic leaders can arouse commitment and enthusiasm from their employees by relaying a vision that inspires employee confidence (Mittal, 2015). Brevis and Vrba (2014) shared similar sentiments and expressed that charismatic leaders have high self-confidence and have a strong belief system that differentiates them from others. When charismatic leaders act effectively, they can attain revolutionary organizational change, and followers can conclude that an unusual success has been accomplished (Mittal, 2015).

Yukl (2002) cautioned that even though charismatic leaders influence employees and the performance of an organization, sometimes it is not for the benefit of the organization or the followers. A similar observation was made by Brevis and Vrba (2014) when they highlighted that as much as transformational and charismatic leaders are concerned with organizational change, only transformational leaders do it for employee benefit. They argue that charismatic leaders may do it for their own benefit.

## **2.5 Factors Contributing to Employee Performance**

The following factors affect employee performance in organizations:

- Training and Development
- Effective Communication
- Performance Management
- Availability of Resources
- Involvement in Decision-Making
- Coaching and Mentorship
- Organizational Culture and Structure
- Support and Guidance
- Rewards and Recognition
- Motivation and Teamwork

### **2.5.1 Training and Development on Employee Performance**

Hamblin (1974) and Cole (2002) defined training as conveying a particular skill to execute a specific task, and they defined development as the overall growth and enrichment of individual knowledge, abilities, and skills by utilizing a combination of conscious learning and unconscious learning. Training and development are essential in improving employees' competencies so that organizations can effectively and efficiently maximize their human capital (Meyer and Smith, 2000). One way of investing in employees is by equipping them through training and development to perform their duties well.

McDowall and Saunders (2010) postulated that practical and flexible employees ought to attain knowledge and develop their skills continuously. These authors added that employees need to see a commitment from senior management toward their training needs so that they feel valued. Elnaga and Emran (2013) agreed with this observation and mentioned that when organizations offer training programs and employees recognize those initiatives, they perform beyond expectations to attain organizational goals.

Organizations that want to gain competitive advantage recognize the role of training and development in enhancing employee performance. Training programs for employees positively affect both the employees and the organizations; employee performance and organizational success improve substantially, and there is an improvement in employee retention (Colarelli and Montei, 1996). Therefore, training and development becomes crucial when dealing with changes brought upon by organizational structuring, market competition, technological advancements, and, most significantly, it plays a critical role in improving employee performance (Karim, Choudhury and Latif, 2019).

Effective and efficient training initiatives assist in creating a conducive learning atmosphere for employees and equip them with skills, knowledge, and abilities to easily cope with volatile, uncertain, and complex work challenges (Tai, 2006). Brinkerhoff (2006) shared a similar sentiment about training programs, adding that these initiatives assist employees in grasping technological developments easily, allowing them to perform their duties with fewer mistakes and errors.

However, Elnaga and Emran (2013) cautioned that current employees and new recruits will need more information and skills to perform at their maximum potential with appropriate training and development. The employees will also need a better understanding of their responsibilities and what is expected of them, affecting their overall performance. Rodriguez and Walters (2017) highlighted that employees with adequate training and development can perform as expected and would be at risk of leaving an organization as they feel their productivity could be higher. Therefore, training and development can also be a tool to increase employee satisfaction, leading to improved performance and retention.

## **2.5.2 Effective Communication on Employee Performance**

### ***2.5.2.1 Horizontal Communication***

Shonubi and Akintaro (2016) defined horizontal communication as the communication between employees at the same organizational level. Employees use horizontal communication to improve their working relationships, solve problems, and share information (Shonubi and Akintaro, 2016). The sharing of information is essential in accomplishing tasks. When done effectively, horizontal communication improves the quality of the information employees share (Kalogiannidis, 2020). Ramdhani, Ramdhani and Ainisyifa (2017) added that activities of different organization sections are better coordinated when horizontal communication is utilized.

Mutuku and Mathooko (2014) suggested that horizontal communication increases employee involvement and leads to the successful development of long-lasting relationships between teams in the same section and different sections of an organization. Osborne and Hammoud (2017) added that these relationships, in turn, improve the employees' performance and productivity in the long run. Employee performance improves when employees can openly express their opinions and views (Hee, Qin, Kowang, Tusin and Ping, 2019). Ramdhani et al. (2017) highlighted that effective horizontal communication decreased disagreements and disputes between employees, resulting in better-performing employees.

### ***2.5.2.2 Upward Communication***

Scholars have described upward communication as a form of communication where information is transferred from employees to management in an organization (Kalogiannidis, 2020).

This form of communication typically occurs when employees seek information and opinions from management and subordinates seek decisions from their superiors (Giri and Kumar, 2010). Odine (2015) added that with upward communication, different kinds of information and messages are communicated along the hierarchy from the employees to the managers.

Ince and Gul (2011) proposed that this form of communication enables employees to get support from their superiors, enhancing cooperation between all parties involved. When employees communicate upwardly to align expectations, they understand their obligations and can execute their duties effectively (Giri and Kumar, 2010). With upward communication, employees can express their opinions concerning their duties and comment on organizational processes and procedures. Tian, Shuja Iqbal, Qalati, Anwar and Khan (2020) added that when employees can freely express their feelings in the workplace on matters affecting their jobs, they become more efficient, which positively affects their overall performance.

### ***2.5.2.3 Downward Communication***

Shonubi and Akintaro (2016) described downward communication as a form of communication initiated by management and directed at employees as per the hierarchy. The sharing of information by senior management with employees at the lower level of the organization promotes the understanding of organizational goals (Ajala, 2012). Shonubi and Akintaro (2016) added that this sharing of information ensures that effective downward communication positively impacts leadership communication.

Verghese (2017) postulated that employees become more productive when information is shared regularly. Hartog, Boon and Croon (2012) added that employees' uncertainties also reduce as they receive accurate and valuable information from their senior management. This results in employees having clarity on why certain decisions are taken by their superiors.

With effective downward communication, work-related information is transferred effectively to employees so that they have the organization's best interest at heart. Hee et al. (2019) also suggested that senior management could utilize downward communication for performance improvement by providing subordinates with feedback on their performance regularly. Senior management's sharing of ideas and information motivates subordinates to improve their overall performance in the organization (Osborne and Hammoud, 2017).

### **2.5.3 Performance Management on Employee Performance**

Performance management systems are designed to align an organization's strategic objectives with the outputs of employees, and the performance of employees is a critical contributor in the success of any organization. Almulaiki (2023) concurred with this sentiment and added that organizations have recently prioritized performance management systems to increase employee work performance. Senior managers deliberately utilize creative methods bound by the organization's performance management system to provide employee motivation and conduct employee performance evaluations effectively and efficiently.

When employees participate in drawing up performance agreements, individual development plans, and regular performance appraisals, they end up understanding what is expected from them to meet and exceed their targets, thus improving their performance. Managers develop creative methods within an organization's performance management system to, effectively and efficiently, evaluate employee performance and motivate employees (Almulaiki, 2023). Literature offers different ways of creating a performance management system, such as managing by objectives and utilizing a balanced scorecard. There is consensus, nevertheless, that for these systems to be effective, they must include employee motivation, execution, and design (Almulaiki, 2023).

One of the essential aspects of performance management agreements between managers and employees is the individual development plans and ensuring that employees are supported in their developmental needs to improve their performance continuously. During performance evaluations, managers can engage employees on how their skills, knowledge, and abilities develop. Pelluri and Padmavathy (2016) suggested that organizations possess performance assessments as an influential tool to coordinate and organize each employee's strengths and offer them support to achieve their goals and strategic objectives.

Gruman and Saks (2011) highlighted that employee performance improves because organizations channel the performance management system to boost employee participation by following organizational procedures and norms. These organizational procedures promote and manage the participation of employees to achieve outstanding performance. Other factors that affect employee performance, apart from an effective performance management system, are remuneration levels, working environment, and promotion opportunities.

## **2.5.4 Availability of Resources on Employee Performance**

### **2.5.4.1 Tools of Trade**

Employees require sufficient tools of trade to execute their duties and contribute to service delivery. These tools of the trade include office furniture, laptops or desktops, photocopying machines, printers, scanners, working tools, and diagnostics equipment. Tajuddin, Nurbaya and Marhumi (2024) highlighted that organizations that seek to increase employee productivity and performance ensure that supporting facilities and trade tools are sufficient. Therefore, organizations must amplify their efforts by providing relevant trade tools to increase employee performance and achieve organizational objectives.

### **2.5.4.2 Inventory (Spares)**

An efficient and effective service department ensures optimal store stock levels so that employees can respond timeously to daily maintenance requests and unforeseen breakdowns in plant equipment. When the spares required to respond to these requests are not readily available, maintenance teams become frustrated and demotivated because the maintenance backlog increases.

According to Pratiwi, Jamaluddin, Nishay and Salam (2019), employees can only respond to the work assigned to them when they have sufficient working resources. When the availability of spares is delayed, there is a risk of increasing employee workload in a quest to clear the maintenance backlog. Shammout (2022) cautioned that overloading employees with work increases fatigue and stress, decreasing productivity and motivation levels.

## **2.5.5 Involvement in Decision-Making on Employee Performance**

Mambula, Francis and Zirra (2021) described involvement in decision-making as the extent to which senior management involves employees in organizational decision-making processes and inspires them to contribute meaningfully. The involvement of employees in the decision-making process allows them to share their thoughts and knowledge with their associates. This improves relations and teamwork among employees and between employees and management.

Researchers have observed that the involvement of employees in decision-making can reduce employee absenteeism, improve job satisfaction and commitment levels, and an increase in employee performance because employees feel valued and appreciated within the organization (Aliyu, 2019).

Employees involved in decision-making contribute effectively to organizational productivity, enabling the organization to reach set targets and objectives successfully. Mambula et al. (2021) proposed three forms of employee involvement – participation management, quality circles, and representative participation.

#### ***2.5.5.1 Participation Management***

Participation management involves mutual decision-making where employees play a more prominent role in making decisions with their managers. This involvement has been marketed as a solution for low productivity, poor performance, and poor employee morale (Mambula et al., 2021).

#### ***2.5.5.2 Quality Circles***

These are a group of employees who have regular meetings to discuss improving productivity and resolving problems in their organization. These engagements are premised on building people, and they enhance the employees' work-life and keep employees motivated, thus improving employee performance and overall organizational success (Jayakumar and Krishnaraj, 2015).

#### ***2.5.5.3 Representative Participation***

Representative participation is regarded as the leading form of employee involvement in decision-making. It is a representation by an actively involved group of workers in an organization (Mambula et al., 2021).

### **2.5.6 Coaching and Mentorship on Employee Performance**

Coaching and mentoring form essential elements of employee training and development (Neupane, 2015). Whitmore (2003) described coaching as "unlocking a person's potential to maximize their performance, and it is helping them to learn rather than teaching them."

#### ***2.5.6.1 Coaching***

The objective of coaching is mainly on high performance and high improvements of employees at work, focusing on specific skills and goals that enhance staff morale, productivity, motivation, and performance. Bhatia (2006) asserted that the duration of the coaching process, however, is short.

Armstrong (2009) postulated that coaching encompasses daily relaxed communication between management and subordinates, where good performance is rewarded, attitudes that are not aligned with improving performance are corrected and enhancing employee performance when there is room for improvement. Studies have shown a link between coaching and an improved performance in employees emanating from increased employee confidence and motivation (Bhatia, 2006).

#### ***2.5.6.2 Mentorship***

Mentoring involves sharing experiences and skills relevant to the industry by seasoned staff members to meet organizational objectives and goals as well as those of employees. The relationship, therefore, is between a mentor and a mentee who is less experienced than the mentor. The mentor usually has specialist knowledge and understanding of the business and industry the business is operating in and can provide guidance and assistance to the mentee at the workplace (Dessler, 2021). The engagement is usually long-term and assists in enhancing the mentee's personal and professional development.

According to Peel (2004) and Bhatia (2006), coaching and mentoring improve employee satisfaction and enhance employee performance and productivity, leading to improved service delivery and overall organizational success. Armstrong (2009) shared similar sentiments and emphasized that enhanced employee performance was becoming obligatory for organizations to attain competitive advantage and stay afloat in the uncertain, volatile, ambiguous, and complex business environment in which they operate.

### **2.5.7 Organizational Culture and Structure on Employee Performance**

#### ***2.5.7.1 Organizational Culture***

Limaj and Benroider (2019) described organizational culture as a set of beliefs and underlying assumptions opined by employees. They passed to new employees to surmount integration problems internally and external adaptation. Organizational culture encompasses shared attitudes, values, and expectations where employees form a view of an organization based on the support available, teamwork, and risk appetite (Perawironegoro, 2018). Organizational culture enhances performance by understanding acceptable and expected norms and behaviours (Hellriegel and Slocum, 2007). The culture, therefore, becomes the foundation for establishing an ideal organizational climate for employees to perform at their best.

Uddin, Luva and Hossian (2013) postulated that as organizations successfully recruit top-performing employees to gain competitive advantage and meet organizational objectives, a supportive culture must assist the recruits to perform at their best continuously. Organizational culture stimulates innovation and creativity, which are triggers for employee performance. When the organizational culture is strong, employee performance is enhanced, and employees are motivated towards achieving a common goal. Daft (2010) added that functional and operational strategies in an organization should prioritize channelling and shaping employee behaviour in a particular direction to achieve organizational objectives. Paais and Pattiruhu (2020) cautioned that when employees are dissatisfied with the organizational culture, their work will be negatively impacted, and their performance will drop, highlighting the importance of a conducive organizational culture in employee performance.

#### ***2.5.7.2 Organizational Structure***

Organizational structure is a sub-system of management and forms an essential part of an organization. Robbins and Judge (2004) described organizational structure as the formal grouping, division, and coordination of jobs. It represents the relationship between tasks, rules, and the authority governing how employees engage with each other and exploit resources at their disposal to achieve organizational objectives and goals (Perawironegoro, 2018). Tasks are formulated and grouped into work units and distributed to employees according to their strengths, abilities, and competencies to attain organizational goals.

Robbins and Judge (2007) highlighted the connection between the structure in an organization and the performance of employees. They further explained that cultural norms and employee preferences moderated the influence of structural designs on employee performance and job satisfaction, concluding that organizational structure directly influences employee satisfaction and performance. Colquitt, LePine and Wesson (2009) added that organizational structure impacts how employees communicate with each other and affects employee performance.

#### **2.5.8 Support and Guidance on Employee Performance**

Mardianah and Hidayat (2020) postulated that when senior management provides support and guidance to their employees through nurturing and exemplary leadership, employees are encouraged to excel in their work as they feel a sense of comfort. When leadership support is offered to employees using methods such as social integration, information, reward, instrumental, and emotional support, it stimulates employees to work harder and enhances employee performance in government departments.

Senior management may provide support and guidance beyond what is prescribed in organizational policies to employees who contribute positively and show great potential to succeed (Sadeli, 2012). This extra support is aimed at increasing employee engagement and improving employee performance. Wat and Shaffer (2005) suggested that different leadership styles influence perceived organizational support (POS) because employees equate POS to management support and guidance. Employees then feel obligated to return the favor by improving their performance to achieve organizational objectives.

Mardianah and Hidayat (2020) cautioned that a lack of leadership support in the workplace causes discomfort, reducing employees' drive to execute their duties. This reduced desire to partake in tasks at work harms employee performance and affects organizational success.

### **2.5.9 Rewards and Recognition on Employee Performance**

Rewards are remuneration and benefits given to employees for rendering services and discharging their responsibilities as per the agreed-upon employment contract (Edirisooriya, 2014). The two classifications of rewards include intrinsic rewards and extrinsic rewards. Intrinsic rewards are psychological and are experienced by an employee at a personal level, such as career development, learning opportunities, and recognition. In contrast, extrinsic rewards are tangible and financial in nature, such as salaries, bonuses, promotions, and benefits (Khan et al., 2017).

Reward and recognition systems enhance employee performance to attain organizational objectives. Ajila and Abiola (2004) agreed with this assertion when they concluded that there is a positive link between reward systems and improved worker performance. This performance improvement is enhanced by the knowledge, abilities, and skills employees display to achieve organizational goals.

According to Hafiza, Shah, Jamsheed and Zaman (2011), employee-employer relationships, working conditions, training and development, and policies for employee reward systems affect employee performance. Pratheepkanth (2011), in his research, concluded that rewards and recognition increase employee satisfaction levels, and that has a direct influence on employee performance. Edirisooriya (2014) highlighted that organizations have, over the years, developed different systems and approaches, such as measurement and feedback systems, goal-setting systems, job-design systems, and reward and recognition systems, to enhance employee performance.

However, Heng (2012) cautioned that failure to reward and recognize employees will negatively impact their performance. Employees will be demotivated and less committed, resulting in increased absenteeism, high staff turnover, low productivity, and increased internal conflicts and grievances. Thus, organizations need to ensure that strategic reward systems are developed to retain top talent and compete sustainably.

Ibrar and Khan (2015) postulated that many researchers have concluded that rewards and recognition positively impact employee performance. Ndungu (2017), however, suggested that there should be an alignment between rewards and recognition and the individual needs of employees to ensure that the rewards achieve their intended outcome.

## **2.5.10 Motivation and Teamwork on Employee Performance**

### ***2.5.10.1 Motivation***

Motivation is an essential management tool in thriving organizations that ensures continuity in meaningful work performed by employees and that organizational objectives are met to remain competitive (Omollo and Oloko, 2015). Motivation can be intrinsic or extrinsic. Intrinsic motivation is driven by personal reward, where an employee would engage in an activity that satisfies them personally. In contrast, extrinsic motivation is driven by what an employee will earn or achieve for executing a duty or the punishment they will get for neglecting an activity (Fomenky, 2015).

Motivated employees efficiently execute their responsibilities and duties, and their commitment contributes to the success of an organization (Azar and Shafiqhi, 2013). Mohamud, Ibrahim and Hussein (2017) shared similar sentiments and added that since employees are essential assets, they require constant motivation to work hard, achieve success, and be retained.

Organizations prioritizing employee motivation get the best out of their employees, and they achieve their goals. Some motivating factors for employees in the workplace are remuneration, promotions, rewards and recognition, and training and development. Muogbo (2013) recognized that competitive salaries (among others) are essential in increasing employee motivation, productivity, and performance in an organization.

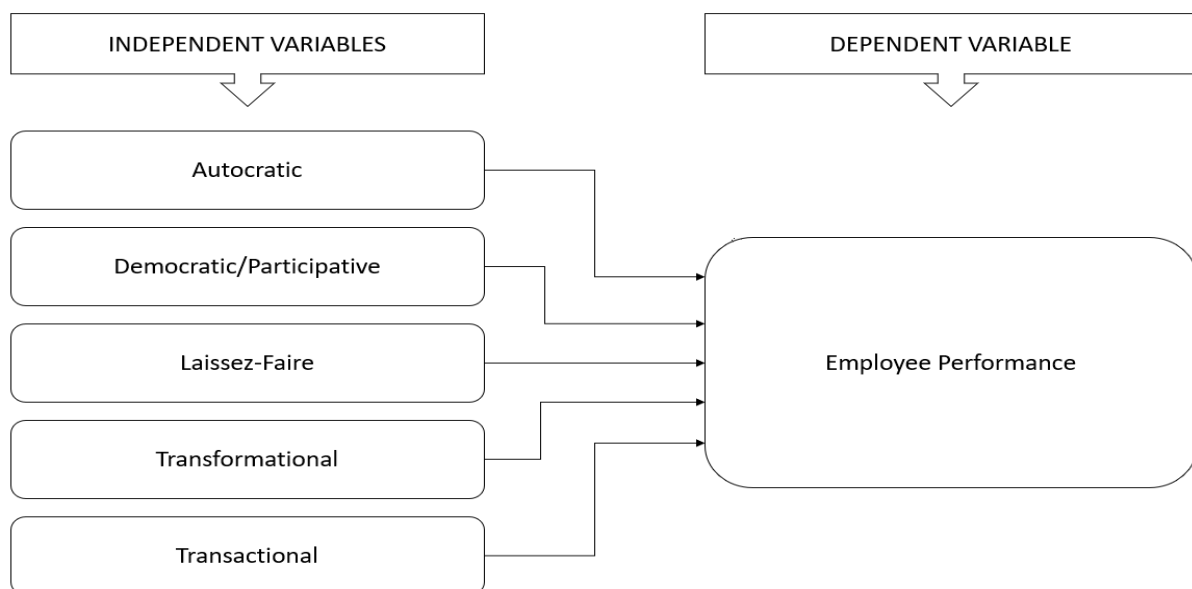
### 2.5.10.2 Teamwork

Humans have been arranging themselves in groups and teams since the beginning. This has generated different ideas when solving problems, developing skills, attaining goals, and achieving survival purposes (Khawam, Didona and Hernandez, 2017). According to Richter, Dawson and West (2011), teamwork has since become one of the most crucial and effective work arrangements in the workplace in recent times.

Levi (2014) postulated that effective teamwork promoted healthy employee relations, improved interpersonal and technical skills, increased organizational effectiveness, employee performance, and job satisfaction for employees at the workplace. Teamwork inspires cooperation among employees, allows them to offer psycho-social support to one another when needed, and promotes sharing ideas to make the tasks enjoyable.

One of the ways to improve teamwork in organizations is through engaging in team-building activities. Omollo and Oloko (2015) highlighted that team-building activities have a definite advantage as they encourage employees to engage outside the confines of the work environment. The benefits of healthy teams result in improved employee morale, a healthier workplace, and increased employee and organizational performance.

## 2.6 The Conceptual Framework



**Figure 2.1: The Conceptual Framework (Source: Author)**

In Figure 2.1, transactional, democratic, autocratic, transformational, and laissez-faire styles of leadership are the independent variables, and employee performance is the dependent variable. The different leadership styles, therefore, influence employee performance.

## **2.7 Summary**

This chapter has explored the leadership theories and the historical evolution of leadership theory. The leadership styles and their impact on employee performance were discussed. The factors that affect employee performance have been discussed. Leadership styles explored in this chapter will prioritize some of these factors over others, and some will strive to consider all the factors to improve the overall employee performance in an organization. The following chapter deals with the research methodology.

## **CHAPTER 3**

### **Research Methodology**

#### **3.1 Introduction**

The research methodology utilized to acquire research data is outlined in this chapter. There are different research methodologies researchers can utilize to collect and evaluate data. The chapter outlines this research study's research approach, design, and methodology. The chapter also dives into the sampling method used, the sample size of participants, data collection and data analysis. The importance of the reliability and validity of the collected data is explained. The ethical issues considered in this research study are also highlighted.

##### **3.1.1 Aims of the research**

The research intends to evaluate the effect of different styles of leadership on the maintenance employees' performance at DID. The leaders are the regional heads responsible for the different regional and academic maintenance hubs, which oversee the maintenance activities in their respective healthcare facilities. The study also aims to identify leadership styles that positively and negatively impact employee performance.

##### **3.1.2 Objectives of the study**

The objectives of the research study being undertaken were:

- To study the influence of an autocratic leadership style on the DID employees' performance.
- To examine the influence of a participative leadership style on the DID employees' performance.
- To investigate the influence of a laissez-faire leadership style on the DID employees' performance.
- To establish the effect of a transformational leadership style on the DID employees' performance.
- To identify the effect of a transactional leadership style on the DID employees' performance.

### **3.1.3 Research Questions**

This study seeks to provide answers to these research questions:

- What impact does an autocratic leadership style have on DID employees' performance?
- What influence does a participative/democratic leadership style have on DID employees' performance?
- What effect does a laissez-faire leadership style have on DID employees' performance?
- What effect does a transformational leadership style have on DID employees' performance?
- What is the impact of a transactional leadership style on the performance of employees at DID?

### **3.2 Research Design**

Research design comprise explanatory research, descriptive research, and exploratory research. According to Rahi (2017), exploratory research is based on seeking new insights and searching for what is happening using questions that allow the researcher to evaluate different phenomena from a different perspective. Researchers adopt this objective during the inception phase when an operational definition cannot be developed due to unclear concepts. Exploratory research is underpinned by a qualitative research approach with a particular focus on gathering new experiences and insights into how things are currently.

On the other hand, descriptive research is based on obtaining information on existing phenomena by providing a precise account of events, people, and situations (Rahi, 2017). Other researchers have suggested that a descriptive research objective seeks to document and observe phenomena already in existence and cannot be attributed to an objective value (Polit et al., 2001).

Cohen, Manion and Morrison (2013) postulated that explanatory research focuses on the reasons contributing to a specific phenomenon. This research objective describes situations by way of casual relationships. It assists the researcher in gaining new insights into a problem to test, extend, elaborate, or build a theory. Rahi (2017) suggested that explanatory research focuses on identifying key variables and issues in a specified research problem. A quantitative approach is relevant in explanatory research.

### **3.3 Research Approach**

#### **3.3.1 Qualitative Approach**

The studies in social science during the 1960s popularized qualitative research when they wanted to comprehend complex social issues at a deeper level (Alasuutari, 2010). Guest, MacQueen and Namey (2011) suggested that qualitative research is naturally based on an inductive analysis of a social certainty with an exploratory and descriptive positioning. Qualitative researchers utilize their participants' perceptions to view the world of social reality.

Shah and Corley (2006) expressed that defining new variables and building new theories was the main objective of qualitative research. Subsequently, quantitative researchers can then utilize in-depth information from participants to test these new theories and variables. The understanding of people's lived experiences is therefore essential for qualitative researchers to achieve the overall objective of qualitative research and to be able to characterize these lived experiences as abstracts (Haq, 2015). Payne and Williams (2005) summarized qualitative research as research that unravels the meanings associated with existing social constructs using explanations instead of generalizations.

#### **3.3.2 Quantitative Approach**

According to Muijs (2010), quantitative research entails collecting data that can be statistically analyzed to explain certain phenomena. In contrast to qualitative research, which presupposes that there is no pre-existing reality, the extreme form of quantitative research claims that there is one single reality, not prejudiced by researchers, that exists about a specific social phenomenon.

Quantitative research helps find the relationships between different variables or find the cause and effect to test, nullify, or verify hypotheses or theories (Tashakkori, 2012). Cronholm and Hjalmarsson (2011) expressed that this contrasts with qualitative research, which is utilized when there is little known information and uncertainty about a specific social phenomenon. Muijs (2010) highlighted that even though quantitative research methods utilize numerical data, there is a weakness in most social phenomena, such as organizational performance and employee performance. This weakness is because these social phenomena do not generate numerical data naturally.

Indirect variables, such as the Likert scale in questionnaires requesting participants to rate a specific phenomenon from 'strongly disagree' to 'strongly agree,' are one of several instruments utilized by quantitative researchers to mitigate against this inherent weakness. Haq (2015) cautioned, however, that even though quantitative research methods are more rigorous due to the ease with which collected data can be checked for generalizability, reliability, and validity, quantitative researchers are susceptible to missing specific details as they view social phenomena from the outside as opposed to qualitative researchers who make up a part of the whole research development process.

### **3.3.3 Mixed Methods Approach**

This approach entails the data collection and analysis of both quantitative and qualitative in one research study (Jogulu and Pansiri, 2011). Bronstein and Kovacs (2013) expressed that this flexible research method is not directed by what the researcher seeks to explore but is channeled by what the research question requires. Haq (2015) added that researchers using the mixed methods approach can utilize all essential data collection and data analysis instruments instead of being confined to using only one approach.

Creswell and Garrett (2008) suggested that a mixed-method approach offers insights into social phenomena that are more comprehensive than qualitative and quantitative research approaches. Haq (2015) concluded that researchers employ a mixed methods research approach when they want to explain the relationship between different variables and explore the depth, breadth, and meanings of precise social phenomena.

### **3.3.4 Adopted Approach**

This research study utilized a quantitative research approach to evaluate the connection between the performance of employees as influenced by the different leadership styles in the maintenance branch of DID.

A quantitative research approach intends to create and confirm relationships and advance generalizations contributing to existing theories (Williams, 2007). Antwi and Hamza (2015) agreed with this intention, as they claimed that quantitative researchers seek to find cause-and-effect connections that will allow them to conclude on statistical predictions and generalities. They also claimed that researchers assume that there is a reality to be studied, and any ordinary observer looking at the same phenomenon will also agree on its presence and features.

This research approach also provides a telling understanding through objectivity revealed in the data collected (Williams, 2007). Quantitative research, from theory, is valuable to put objective theories to test by exploring the association between variables (Creswell and Creswell, 2018). Structured questionnaires with a 5-Likert scale and close-ended questions were used to collect participant data, and statistical criteria were used to form conclusions.

### **3.4 Research Paradigm**

Paradigm refers to a researcher's 'worldview,' a philosophy that informs what research data means and how it can be interpreted. The four components that make up a paradigm are:

- Ontology
- Epistemology
- Methodology
- Methods

Epistemological assumptions focus on acquiring, creating, and communicating knowledge – the meaning of knowing (Scotland, 2012). Kivunja and Kuyini (2017) postulated that epistemology concentrates on the form of human information understanding that a researcher could obtain to expand the understanding in their area of research.

The positivist epistemology is that of objectivism. Scotland (2012) suggested that positivists explore the world without partiality and can discover knowledge concerning an objective reality. He also added that a positivist methodology is focused on explaining relationships. Creswell (2009) concurred with this idea, adding that positivists attempt to recognize causes that impact outcomes.

According to Park, Konge and Artingo (2020), positivism depended on the "hypothetico-deductive" technique to validate previous quantitative hypotheses, where the purposeful relationships could be deduced between explanatory and causal factors and the resulting outcomes.

This study clarifies the connection between leadership styles (independent variables) and the performance of employees (dependent variable) following an epistemological approach with a positivist paradigm. The critical objective of positivist inquiry is the creation of descriptive relations or cause-and-effect relationships that eventually allow the forecast and control of the reality being studied (Park et al., 2020).

### 3.5 Research Setting

The sites where this research study was conducted were the five Academic Hospital Maintenance Hubs (i.e., Chris Hani Baragwanath Academic Hospital, Dr George Mukhari Academic Hospital, Charlotte Maxeke Johannesburg Academic Hospital, Steve Biko Academic Hospital, and Thelle Mogoerane Academic Hospital); the five Regional Maintenance Hubs (i.e., Springs Region, Tshwane Region, Tulisa Park Region, Westhoven Region, and Sedibeng Region); and Laundries. All these research sites belong to the Department of Infrastructure Development in Gauteng, and they are responsible for providing maintenance support to all the health facilities in the province under the leadership of different Regional Heads. The reason for selecting these sites was that the researcher was familiar with the maintenance functions undertaken by employees in these maintenance hubs, and the participants were reachable without any hassle.

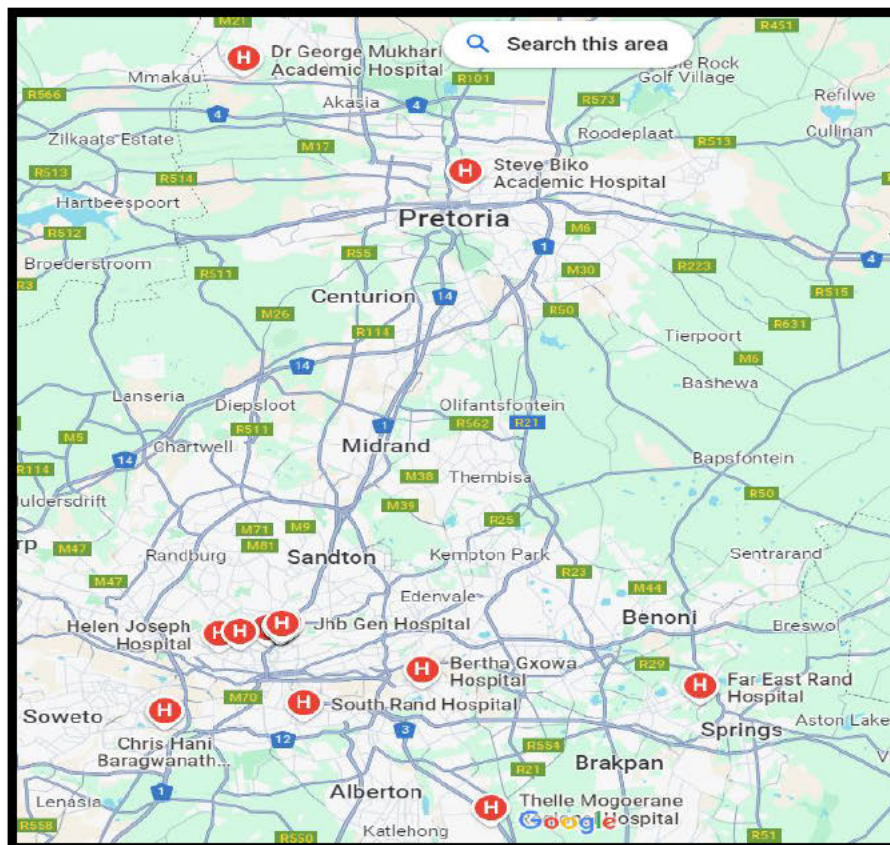


Figure 3.1: Research Sites in Gauteng. (Source: Google Maps)

### 3.6 Target Population and Sample Size

The population targeted at DID was 100 employees working in the maintenance branch. The Taro Yamane Formula (Yamane, 1973) was used to calculate the sample size as follows:

$$n = \frac{N}{1 + Ne^2}$$
$$= \frac{100}{1 + 100(0.05)^2} = 80$$

Where:

n: Sample size,

N: Population size,

e: Tolerable error limit (5%) or 95% Reliability level.

The sample size of 80 employees for a target population of 100 employees is also in line with the table of sample sizes proposed by Sekaran (2003). The sample represents the whole population, and all participants were equally likely to form part of this research study. Out of the sample size of 80 employees, 73 participants responded, equating to a 91.25% response rate. According to Bowling and Ebrahim (2005), no minimum response rate standard is agreed upon; however, a response rate greater than 75% is regarded as good.

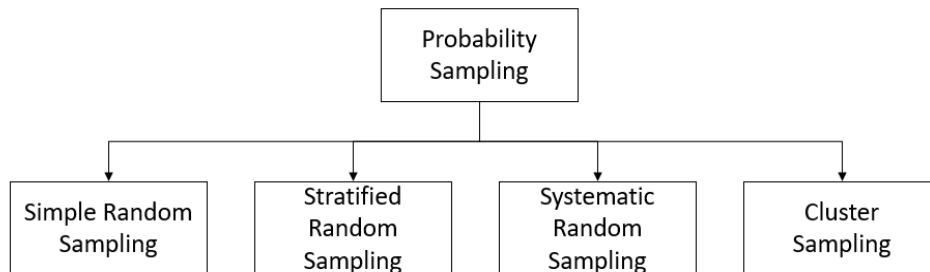
### 3.7 Sampling Technique

Sekaran (2003) defined sampling as "a process of selecting individuals, objects, or events for purposes of a study" (p. 264). Sampling is the skill of gathering data about a whole population by investigating only a sample (Haque, 2008).

The sample must be relevant to the research study and represent the population so that observations and inferences about that population can be made. Sekaran (2003) claimed that a sample study and understanding its characteristics will make it possible for a researcher to generalize such characteristics to the population elements. A representative sample allows for the findings to be more generalizable.

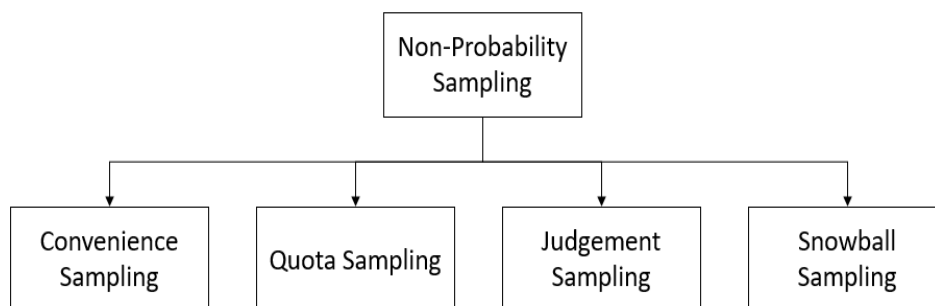
The main sampling techniques normally used are non-probability and probability sampling. The probability sampling technique guarantees that each element has a non-zero likelihood of being nominated as a subject (Sekaran, 2003).

Rahi (2017) added that probability sampling can be separated into four different classifications as shown in Figure 3.2 below.



**Figure 3.2: Probability Sampling Techniques. (Source: Author)**

Non-probability sampling represents a sampling system where the probability of each participant being sampled is unknown or cannot be confirmed (Rahi, 2017). Non-probability sampling techniques can be categorized as shown in Figure 3.3 below.



**Figure 3.3: Probability Sampling Techniques. (Source: Author)**

Probability sampling was used in this research study because of its quantitative nature, and statistical analysis was used to make inferences about a larger population. A simple random sampling technique was utilized so that individual elements in the target audience had an equal likelihood of forming part of the sample. Rahi (2017) expressed that a simple random sampling technique is a sampling process where each participant has an equal likelihood of being randomly chosen, as proposed by the definition of randomization.

### 3.8 Research Instrument Construction

There are different methods of collecting primary data for research purposes, such as questionnaires, interviews, and observations, to name but a few. According to Parajuli (2004), selecting one method over another depends on the time available to collect the data, the type of information required, and the cost associated with collecting the information. For this research study, a questionnaire was selected as the research instrument to gather the research data. Questionnaires have an advantage of being easier to administer and handle, and they are economically viable (Parajuli, 2004).

Aithal and Aithal (2020) suggested that a researcher can utilize two kinds of questionnaires when collecting data: structured and unstructured. The choice depends on the type of the research conducted.

A structured questionnaire was used to gather information about the research problem because this research study is quantitative. With structured questionnaires, participants are required to read the questions and understand them to be able to answer them to the best of their ability.

Parajuli (2004) proposed that a good questionnaire should have the following properties:

- It should appear professional, outlining the purpose of the study.
- It should be short and easy to read and understand to enable participants to respond correctly.
- It comes with a cover letter explaining the study's usefulness, the importance of their participation, how the responses will be kept confidential, and how and when the questionnaire will be returned.
- The vocabulary used should be easily understandable to the participants.
- The questions should be related to the research objectives.
- There should not be two questions asked at the same time.

The first part of the questionnaire contained statements about biographical information such as age, length of service, gender, and educational qualifications. The second part of the structured questionnaire consisted of close-ended questions on a 5-Likert scale, where participants had the option to choose between "strongly disagree," "disagree," "neutral," "agree," and "strongly agree" as a response to the statements made under the different styles of leadership and on the factors affecting the performance of employees at the Department of Infrastructure Development.

Nemoto and Beglar (2014) described the Likert scale as a psychometric scale with several categories from which participants can select to express their feelings, attitudes, and opinions about a specific issue. Likert-scale questionnaires have the following advantages:

- Quicker collection of data from many participants,
- Different methods can test the validity of responses and
- The data collected can be contrasted, combined, and compared profitably with qualitative data collection techniques.

### **3.9 Data Collection Methods**

Different instruments are utilized for quantitative data collection. These instruments include structured questionnaires, web-based surveys, and telephonic interviews, each having limitations and strengths regarding the data quality, cost, and time taken to collect the data (Haq, 2015).

Structured questionnaires were utilized for this quantitative study. These questionnaires were administered physically. The regional and academic maintenance hubs are in different geographical regions within the province of Gauteng, and the questionnaires were hand-delivered and collected within three weeks.

The questionnaires comprised a list of close-ended research questions that the researcher used to gather specific data from the respondents. The questionnaires had questions that were easy for all study subjects to understand.

Sekaran (2003) postulated that with personally administered questionnaires, the researcher can introduce the research topic to the subjects and motivate them to respond honestly. The author also recommends that questionnaires need to focus on three main areas to reduce biases in research, and these are:

- The phrasing of the questions,
- Categorizing, scaling, and coding of the variables after collection, and lastly,
- The overall appearance of the questionnaire.

### **3.10 Data Analysis**

Sekaran (2003) claimed three primary purposes for analysing data: making sense of the data collected, testing the authenticity of the data, and testing the theories established for the

research. Quantitative researchers utilize various tools to analyse and interpret the quantitative data collected.

These data analysis tools include SPSS, MATLAB, and SEM, to name but a few, and the decision to select one tool over others depends on the data collected and the research objectives (Haq, 2015).

Descriptive statistics and inferential statistical methods using the SPSS (version 29) statistical analysis software were used to analyse the data collected. The information from the questionnaires was captured and analysed using Microsoft Excel and the SPSS software. Descriptive statistical methods were utilized to identify patterns and other valuable information for the researcher to describe the connection between the variables in the sample.

Descriptive statistics should be calculated first when conducting a research study (Kaur et al., 2018). It is also recommended that this step should always occur prior to making inferential statistical comparisons. Using descriptive statistics allows the researcher to compute and view statistical information such as the data's mean, percentages, standard deviations, and frequencies.

Inferences and generalizations concerning the population under study were made utilizing inferential statistical methods.

### **3.11 Validity and Reliability**

#### **3.11.1 Validity**

Sekaran and Bougie (2010) defined validity as testing whether the developed instrument measures the specific concept it was envisioned to measure. Heale and Twycross (2015) suggested three main forms of validity: Content, Construct, and Criterion Validity.

- ***Content Validity***

This validity refers to how well the concept elements and dimensions have been defined to ensure that the measure incorporates an acceptable set of items representing the concept (Sekaran and Bougie, 2010). In simple terms, Heale and Twycross (2015) described content validity as a category that ascertains whether the instrument covers the complete content (about the construct) it was intended to measure.

- ***Construct Validity***

According to Haq (2015), construct validity is a way of checking if the instrument measured the construct as envisaged. Heale and Twycross (2015) added that with construct validity, the researcher can ascertain whether they can draw inferences from the received scoring about the concept under study. This can be evaluated through discriminant and convergent validity (Sekaran and Bougie, 2010).

Convergent validity is recognized when a high correlation exists between the scores attained with two distinct instruments evaluating the same concept. Discriminant validity is recognized when two variables are assumed to be uncorrelated, but the data attained when measured proves that they are correlated (Sekaran and Bougie, 2010).

- ***Criterion Validity***

Criterion-related validity refers to how well a research instrument associates with other instruments that measure identical variables (Heale and Twycross, 2015). Criterion-related validity is established via concurrent validity and predictive validity (Sekaran and Bougie, 2010). Concurrent validity is recognized when different individuals have different scores on the instrument. Predictive validity, on the other hand, refers to the capability of the measuring instrument to discriminate among individuals for a future criterion (Sekaran and Bougie, 2010).

For this research study to ensure validity, the questionnaire was made up of statements linked to the study objectives. The statements were concise, unambiguous, and constructed using simple language to ensure that all respondents understood them correctly before responding.

### **3.11.2 Reliability**

Sekaran and Bougie (2010) postulated that the reliability of a measure indicated the consistency and stability with which a research instrument evaluates the goodness of a measure. It refers to the degree to which the measure is error-free (or without bias), ensuring that measurements are consistent across different instrument items and time. Sekaran and Bougie (2010) highlighted two reliability attributes: the stability of measures and the internal consistency of measures.

#### ***3.11.2.1 Stability of measures***

The stability of measures is the potential of a measure to remain unaffected over a period of time, even when testing conditions are uncontrollable. There are two tests of stability: parallel-form reliability and test-retest reliability (Sekaran and Bougie, 2010).

- **Test-retest reliability** refers to instrument reliability concerned with a scale's stability over a period when repeated administrations are performed (Creswell and Creswell, 2018).

The higher the correlation between the scores, the better the test-retest reliability and the better the stability over time (Sekaran and Bougie, 2010).

- **Parallel-form reliability** – refers to when there is a high correlation between the responses received from some comparable sets of measures on the same construct (Sekaran and Bougie, 2010).

### 3.11.2.2 Internal consistency of measures

Creswell and Creswell (2018) postulated that reliability was the repeatability or consistency of an instrument and that an instrument's internal consistency was the most crucial form of reliability when dealing with multi-item instruments. Cronbach's alpha values quantify the scale's internal consistency to ascertain whether the scale items have the appropriate intercorrelations. Nisrina et al. (2023) proposed Cronbach alpha values (as shown in Table 3.1) with their respective interpretations.

**Table 3.1: Cronbach's Alpha Values**

<b>Cronbach's Alpha Range</b>	<b>Interpretation</b>
0.91 – 1.00	Excellent
0.81 – 0.90	Good
0.71 – 0.80	Good and Acceptable
0.60 – 0.70	Acceptable
Less than 0.60	Not Acceptable

(Source: Nisrina et al., 2023).

## 3.12 Ethical Considerations

Sekaran (2003) postulated that ethics refer to how researchers conduct themselves while conducting research. The author further states that ethical conduct applies to all stakeholders involved in the research, namely, the researcher, the sponsor, and the respondents.

This research study was carried out in good faith, prioritizing organizational interests while paying close attention to what the result portrays. The researcher clarified the questionnaires and ensured that independence was preserved. The researcher hand-delivered, collected, and safeguarded the questionnaires to maintain confidentiality.

The respondents responded anonymously, and consent was requested before the data collection. The respondents participated voluntarily and were made aware that they could withdraw consent whenever they felt the need to stop participating in the study.

A formal request was submitted to the Head of the Department to request permission to conduct the research on the departmental premises without hindering the work on the ground. An ethical clearance application was made to get approval from the university to carry out the research. Data collection commenced only after the ethical clearance approval was received.

### **3.13 Summary**

The research methodology followed to respond to the research objectives was outlined in this chapter. The research design, approach, and paradigm were presented for the quantitative study. The sampling technique, target population, and sample size calculation were discussed. Data collection methods and how the data analysis will be carried out were outlined. The validity, reliability aspects, and construction of the research instrument were presented. The ethical considerations were also deliberated. The following chapter will present the collected data analysis and interpretation.

## CHAPTER 4

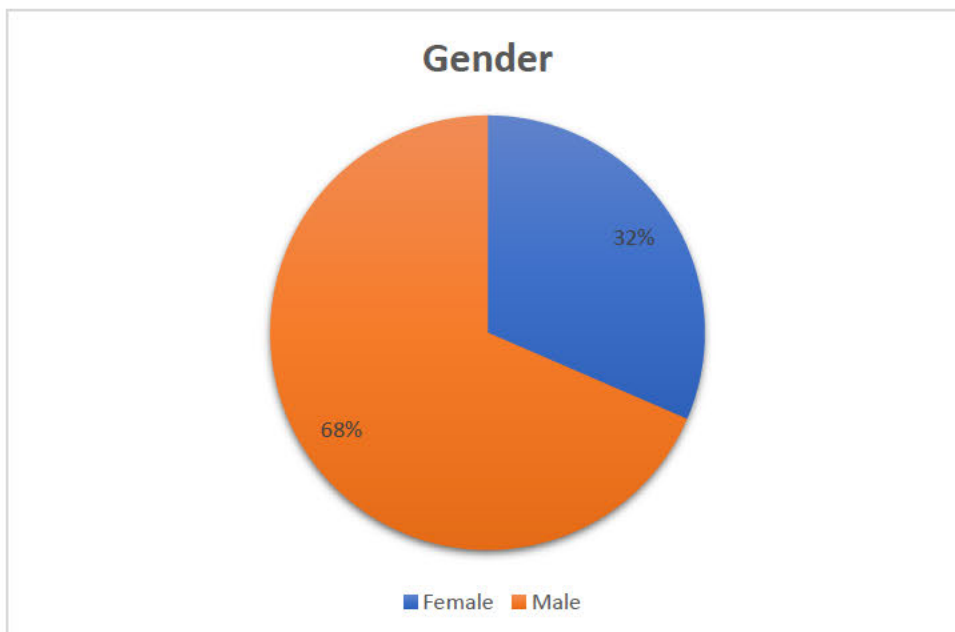
### Results Analysis and Findings

#### 4.1 Introduction

This chapter deep dives into the analysis and findings of the collected data from the respondents. The results obtained from the questionnaires are presented and interpreted to give meaning to the research objectives. Out of the sample size of 80 employees, 73 participants responded, equating to a 91.25% response rate. Microsoft Excel and the Statistical Package for Social Sciences (SPSS) Version 29 were utilized to capture and analyse the data, respectively. This chapter presents the respondents' demographic information, the test for internal consistency on the constructs, and the last section presents the descriptive and inferential statistical methods used for generalizations.

#### 4.2 Demographic Information

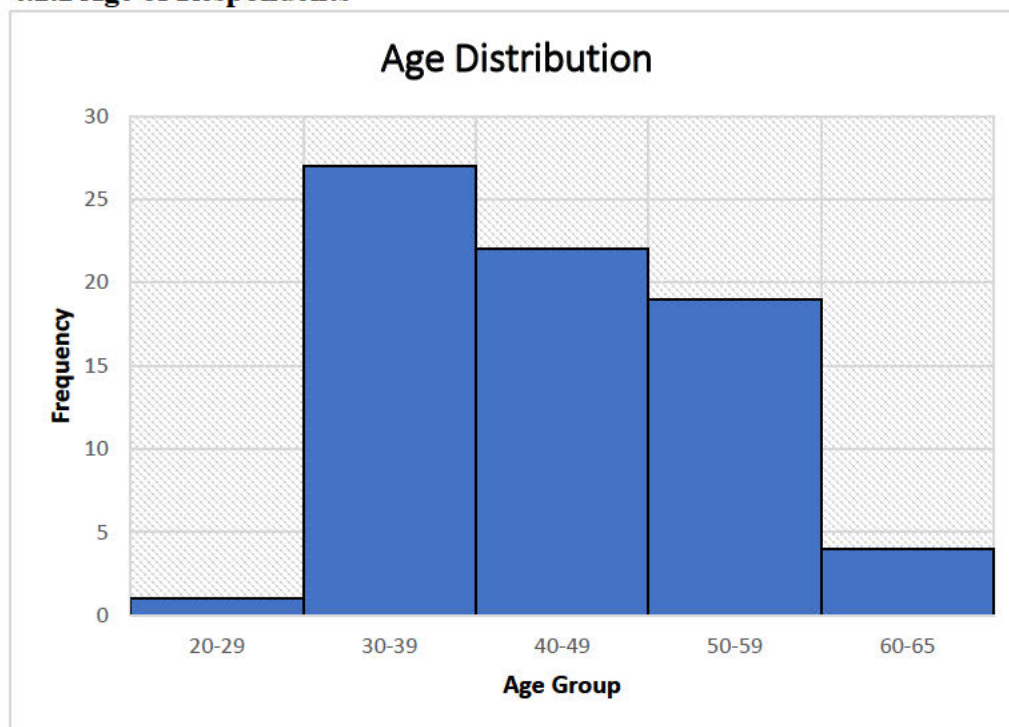
##### 4.2.1 Gender of Respondents



**Figure 4.1: Gender Distribution of Respondents.**

As shown in Figure 4.1, from a sample of 73 participants, 68% ( $n = 50$ ) of the participants were male and 32% ( $n = 23$ ) were female respondents. This implies that the DID maintenance branch has a male-dominated outlook at first-level supervision, with male participants accounting for more than double the number of female participants.

#### 4.2.2 Age of Respondents



**Figure 4.2: Age Distribution of Respondents.**

As illustrated in Figure 4.2 above, most participants were in the age category 30 – 39 years old, representing 37% ( $n = 27$ ) of the total number of participants. This age group has employees who still have ambitions to climb the corporate ladder; therefore, they will be the most concerned with factors that affect their performance. This was followed by the age category 40 – 49 years old, representing 30.1% ( $n = 22$ ). The age category 50 – 59 years old was represented by 26% ( $n = 19$ ) of the respondents. Thus, one can see that most respondents (i.e., 93.1%,  $n = 68$ ) were between 30 and 59 years old, which is where most active employees are at DID. The least represented respondents were in the age category 20 – 29 years old at 1.4% ( $n = 1$ ), followed by the age category 60 – 65 years old, representing 5.5% ( $n = 4$ ). The age category 20 – 29 years old has many entry-level employees who have not acquired the skills and knowledge to be promoted to first-line supervision roles. The age category 60 – 65 years old has employees eligible for early pension, thus the low representation.

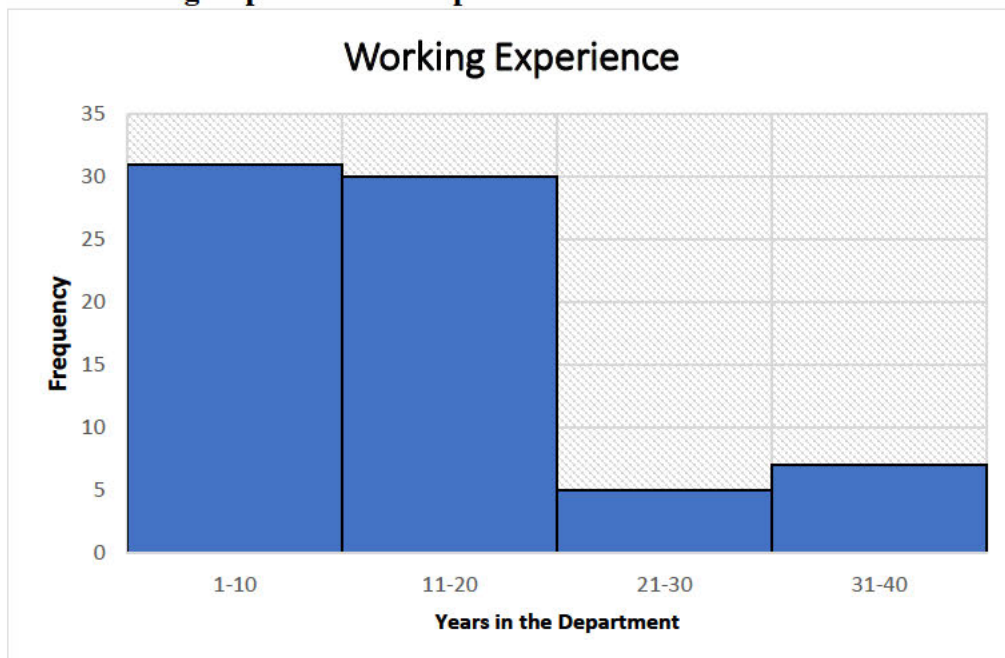
### 4.2.3 Education Level of Respondents

**Table 4.1: Education Level**

Highest Qualification	Frequency	Percentage (%)
Degree	14	19
Diploma	42	58
Grade 12 + Trade Test	15	21
Honours	1	1
Masters	1	1
<b>Total</b>	<b>73</b>	<b>100</b>

As seen in Table 4.1 above, out of a sample of 73 respondents, 58% (n = 42) of them had a national diploma and represented most of the respondents. Respondents with Grade 12 and a trade test certificate represented 21% (n = 15) of the total sample, and those respondents that had a bachelor's degree followed closely, representing 19% (n = 14). The remaining 2% (n = 2) was split between the respondents, one with an honour's degree and the other with a master's degree. These results indicate that the respondents at first-level supervision at DID have the necessary qualifications and relevant theoretical technical knowledge required to perform their duties, and therefore, the information they provided in this research study can be regarded as reliable and informed.

### 4.2.4 Working Experience of Respondents

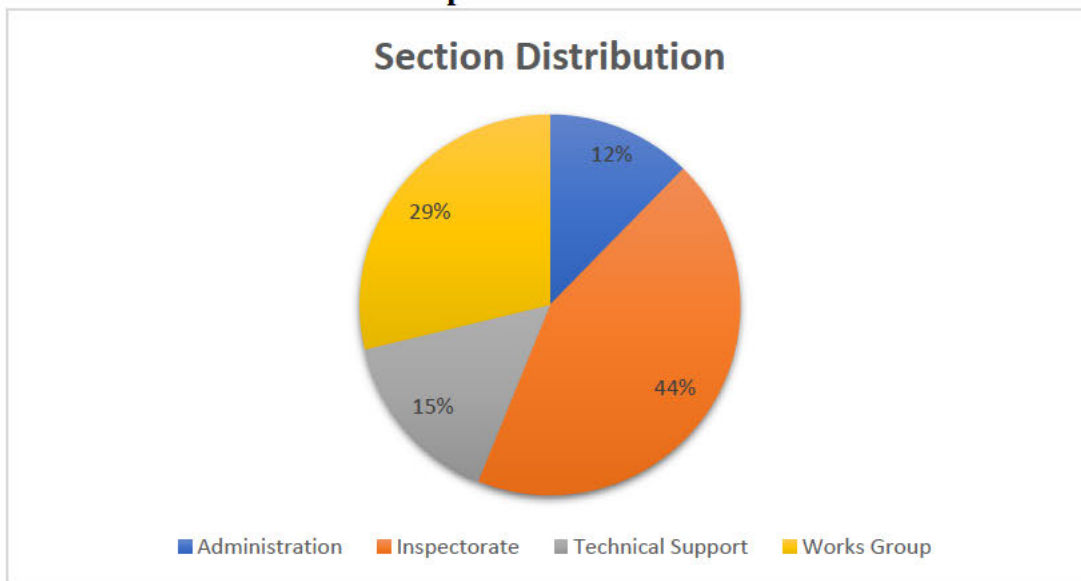


**Figure 4.3: Working Experience of Respondents.**

As can be visualized in Figure 4.3 above, 42.5% (n = 31) of the respondents have been with DID for less than 11 years, followed closely by those that have worked for DID for 11 years

and above, but less than 20 years, representing 41.1% (n = 30). This is consistent with the age group with the most respondents. These top two groups of respondents will know what gets employees to perform at their best. They have gained knowledge and experience in the department and still have more time to contribute meaningfully. Therefore, the data they provided in this research study can be regarded as reliable. Those respondents with 31 – 40 years of service represent 9.6% (n = 7) of the sample. The most miniature representation was with the respondents who have been with DID for 21 – 30 years, representing 6.8% (n = 5).

#### 4.2.5 Section Distribution of Respondents



**Figure 4.4: Section Distribution of Respondents.**

The Administration section is made up of the following respondents:

- Admin Officers
- Senior Admin Officers
- Chief Admin Clerks
- Assistant Directors

The Technical Support section is made up of the following respondents:

- Maintenance Planners
- Safety Officers

The Inspectorate section is made up of the following respondents:

- Works Inspectors
- Chief Works Inspectors

- Control Works Inspectors
- Assistant Directors
- Deputy Directors

The Works Group section is made up of Chief Artisans.

The illustration in Figure 4.4 above depicts that 44% (n = 32) of the total sample consists of respondents working in the Inspectorate section. This is followed by 29% (n = 21) of the respondents who work in the Works Group section. The core team at the DID maintenance branch comprises the Inspectorate section and the Works Group. The respondents in this research study have confirmed this fact, as the respondents from these two sections combined account for over 70% of the total sample size. The bottom two responses were from the Technical Support section, representing 15% (n = 11) of the respondents, and the Administration section, representing 12% (n = 9). These last two sections do not form part of the core team but support the core team. Decisions taken by the regional heads in the maintenance branch directly affect the core team's performance. Thus, the data provided by the core team can be regarded as informed, reliable, and sound.

### 4.3 Reliability Analysis

The SPSS software was utilized to test for internal consistency of the different research constructs. The reliability statistics are shown in Table 4.2 below. For this research study, the Cronbach's Alpha values for the different research instruments varied from 0.678 to 0.909 (i.e., from Acceptable to Excellent), indicating that the scale items were suitably intercorrelated and had internal consistency within each variable.

**Table 4.2: Reliability Test**

<b>Reliability Test</b>			
<b>Variable</b>	<b>Number of Items</b>	<b>Cronbach's Alpha Value</b>	<b>Internal Consistency</b>
Autocratic Leadership	7	0.909	Excellent
Democratic Leadership	7	0.826	Good
Laissez-Faire Leadership	7	0.678	Acceptable
Transformational Leadership	7	0.904	Excellent
Transactional Leadership	7	0.759	Good and Acceptable
Employee Performance	16	0.884	Good

## 4.4 Descriptive Analysis of Employee Performance

Data was collected using questionnaires, and a 5-point Likert scale was utilized to capture the responses from the participants. The response classifications were as follows:

- 1: Strongly disagree,
- 2: Disagree,
- 3: Neutral,
- 4: Agree,
- 5: Strongly Agree.

When interpreting the responses from the questionnaires, the mean statistics range was encoded as follows:

**Table 4.3: Mean Statistics Interpretation**

Mean Scale	Explanation
1 – 1.80	Strongly disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neutral
3.41 – 4.20	Agree
4.21 – 5.00	Strongly Agree

(Source: Mohammad et al., 2019)

The mean (i.e., average) scores are used to determine the average number of participant's responses to each statement in the questionnaire. The standard deviation reveals the dispersion of the responses concerning the mean (Kothari, 2008). Each of the participants had to specify the degree to which they related with the various employee performance assertions. Table 4.4 below illustrates the responses to each statement.

**Table 4.4: Employee Performance Aspects**

No	Employee Performance Aspects	Mean	Standard Deviation
1	I receive regular feedback on my performance from the regional head.	3.62	1.049
2	I have enough resources to perform my duties well.	2.93	1.284
3	My performance is restricted by the lack of resources.	3.18	1.229
4	There are sufficient training and development opportunities in the branch.	3.00	1.225
5	I am satisfied with the performance management system in the department.	2.95	1.235
6	I take part in performance appraisals.	3.89	0.843

7	I am given freedom to make decisions about my work and career.	3.86	1.045
8	There are clear roles and responsibilities in the region/institution.	4.05	0.941
9	I receive coaching and mentorship in the execution of my duties.	3.52	1.119
10	There are clear goals and expectations from the regional head.	3.99	0.950
11	There is a positive culture that boosts employee morale.	3.29	1.172
12	The organizational structure enables me to execute my duties well.	3.25	1.140
13	I receive adequate support and guidance from the regional head.	3.96	1.047
14	I receive rewards and recognition when I perform my duties well.	3.16	1.143
15	I motivate my colleagues to improve our performance.	4.22	0.692
16	I offer support to fellow colleagues in need.	4.47	0.689
	<b>AVERAGE</b>	<b>3.583</b>	<b>0.644</b>

Most respondents agreed with many employee performance statements, as can be seen by the average mean value of 3.583 (SD = 0.644). The respondents strongly agreed that they offer support to fellow colleagues in need (M = 4.47, SD = 0.689). The participants also strongly agreed that they motivate fellow colleagues to improve their performance (M = 4.22, SD = 0.692). Most participants agreed that clear roles and responsibilities exist in their regions and academic institutions (M = 4.05, SD = 0.941). These results illustrate the importance of teamwork and having clear roles and responsibilities in enhancing employee performance. These findings are aligned with the views of Levi (2014), who postulated that teamwork promoted healthy employee relations and increased employee performance.

The respondents, however, had varying reactions on whether they had enough resources to perform their duties well (M = 2.93, SD = 1.284), whether they were satisfied with the performance management system in the department (M = 2.95, SD = 1.235); and whether there were sufficient training and development opportunities in the health maintenance branch (M = 3.00, SD = 1.225). These findings can be attributed to the fact that each region and academic institution is responsible for resource requests and training requirements. Some regions or institutions submit their requests promptly, and others are delayed. Those requests that are submitted late are expedited only if the budget is still available. The varying reactions to the performance management system can be attributed to employees who recently scored higher during the performance appraisals will be satisfied with the performance management system.

However, those employees who recently scored lower will express dissatisfaction with the whole system.

## 4.5 Descriptive Analysis of Leadership Styles

### 4.5.1 Autocratic Leadership Style and Employee Performance

Participants were invited to specify the degree to which they related with the various autocratic leadership style statements to understand how an autocratic leadership style influences employee performance at DID. Table 4.5 below illustrates the responses to each statement.

**Table 4.5: Autocratic Leadership Style Aspects**

No	Autocratic Leadership Style Aspects	Mean	Standard Deviation
1	The regional head believes employees should be closely supervised.	3.34	1.204
2	The regional head does not listen to suggestions from employees.	2.14	1.305
3	The regional head wants employees to follow his/her way of working all the time.	2.56	1.269
4	The regional head believes employees are lazy.	2.25	1.234
5	Employees cannot express their opinions freely.	2.19	1.232
6	Work outputs are prioritized over employee well-being.	2.32	1.129
7	The regional head does not share all the information.	2.30	1.198
	<b>AVERAGE</b>	<b>2.442</b>	<b>0.986</b>

Most respondents disagreed with the autocratic leadership statements, with an average mean of 2.442 (SD = 0.986). The respondents had mixed reactions on whether the regional heads believe employees should be closely supervised (M = 3.34, SD = 1.204). They also had varying reactions on whether the regional heads wanted employees always to follow their way of working (M = 2.56, SD = 1.269). These findings illustrate that some regional heads closely monitor their subordinates, and others do not. Some regional heads expect their subordinates to follow their way of working, and others allow employees to execute their duties as they see fit. Some employees at DID have been with the department for longer than some regional heads and thus have more experience and knowledge on how to execute work. In comparison, other employees need more experience and rely on the regional heads to show them the way.

These findings concur with Olayisade and Awolusi (2021), who expressed that an autocratic leadership style is effective when the leader is a subject matter expert who leads followers with limited knowledge.

Most respondents disagreed that regional heads do not listen to suggestions from employees ( $M = 2.14$ ,  $SD = 1.305$ ). They disagreed that employees could not express their opinions freely ( $M = 2.19$ ,  $SD = 1.232$ ). These results illustrate that regional heads allow employees to express their views freely, and they listen to inputs from their teams.

#### 4.5.2 Democratic Leadership Style and Employee Performance

Participants were invited to specify the degree to which they related with the various democratic leadership style statements to understand how a democratic leadership style influences employee performance at DID. Table 4.6 below illustrates the responses to each statement.

**Table 4.6: Democratic Leadership Style Aspects**

No	Democratic Leadership Style Aspects	Mean	Standard Deviation
1	Employees can contribute freely to decisions affecting their careers.	3.66	1.157
2	The regional head does not take credit for my achievements.	3.25	1.234
3	The regional head is supportive and believes employees are capable.	4.05	1.153
4	There is clear and constant communication from the regional head to employees.	3.81	1.232
5	The regional head allows employees to contribute to how the work must be done.	3.88	1.190
6	The regional head encourages employees to be the best they can be.	4.11	1.074
7	Decisions are made with the buy-in from all employees.	3.40	1.127
	<b>AVERAGE</b>	<b>3.736</b>	<b>0.817</b>

Most respondents agreed with the democratic leadership style statements (average mean = 3.736,  $SD = 0.817$ ). The participants were in agreement that regional heads encourage employees to be the best they can be ( $M = 4.11$ ,  $SD = 1.074$ ), and they also agreed that the regional heads are supportive and believe that employees are capable ( $M = 4.05$ ,  $SD = 1.153$ ).

These results are in agreement with the views expressed by Mardianah and Hidayat (2020) when they postulated that when senior management provides support and guidance to their subordinates, they, in turn, are encouraged to excel in their work as they feel a sense of comfort.

There were varying reactions on whether regional heads take credit for subordinate achievements ( $M = 3.25$ ,  $SD = 1.234$ ) and whether decisions are made with the buy-in from all

employees ( $M = 3.40$ ,  $SD = 1.127$ ). These results highlight an important aspect that was also picked up by Al Khajeh (2018), who highlighted that democratic leadership motivates employees to perform well because their inputs and views are considered before making decisions.

#### 4.5.3 Laissez-Faire Leadership Style and Employee Performance

Participants were invited to specify the degree to which they related with the various Laissez-Faire leadership style statements to understand how a Laissez-Faire leadership style influences employee performance at DID. Table 4.7 below illustrates the responses to each statement.

**Table 4.7: Laissez-Faire Leadership Style Aspects**

No	Laissez-Faire Leadership Style Aspects	Mean	Standard Deviation
1	The regional head allows employees to decide how the work must be done.	3.26	1.080
2	The regional head does not interfere with what employees are doing daily.	3.45	1.214
3	Employees prioritize the work without the regional head's involvement.	3.37	1.196
4	Employees are left alone to decide the best solutions to complex problems.	2.55	1.225
5	The regional head does not call progress meetings and is never available when problems arise.	1.92	1.152
6	Employees know more about the work and therefore take the lead in decision making.	2.93	1.295
7	Employees lead themselves and get the work done with little to no supervision.	2.55	1.131
	<b>AVERAGE</b>	<b>2.861</b>	<b>0.693</b>

Based on the average mean of 2.861 ( $SD = 0.693$ ), most participants had varying reactions to the Laissez-Faire leadership statements made in Table 4.7 above. The respondents agreed that the regional heads do not interfere with what employees do daily ( $M = 3.45$ ,  $SD = 1.214$ ). These results agree with the views expressed by Olayisade and Awolusi (2021) when they said Laissez-faire leaders do not interfere with their teams and exercise less control, allowing subordinates to resolve their own challenges. There were varying reactions on whether employees prioritized their work without the regional heads' involvement ( $M = 3.37$ ,  $SD = 1.196$ ).

The respondents disagreed that regional heads are never available when problems arise, and they do not call meetings ( $M = 1.92$ ,  $SD = 1.152$ ). The participants did not agree that employees are left alone to decide the best solutions to complex problems ( $M = 2.55$ ,  $SD = 1.225$ ); they

also disagreed that employees lead themselves and get the work done with little to no supervision ( $M = 2.55$ ,  $SD = 1.131$ ). These findings can be attributed to accountability and feedback. Regional heads are accountable for solutions to complex problems and must provide regular updates to all stakeholders; hence, they will be available when complex problems arise and will be involved until the work is done.

#### 4.5.4 Transformational Leadership Style and Employee Performance

Participants were invited to specify the degree to which they related with the various transformational leadership style statements to understand how a transformational leadership style influences employee performance at DID. Table 4.8 below illustrates the responses to each statement.

**Table 4.8: Transformational Leadership Style Aspects**

No	Transformational Leadership Style Aspects	Mean	Standard Deviation
1	The regional head is accessible to all employees and engages them regularly.	3.99	1.208
2	The regional head can delegate important tasks to employees and provides guidance.	4.12	0.912
3	The regional head is decisive and can take difficult decisions when the need arises.	4.00	1.118
4	The regional head keeps employees up to date with the department's vision and strategy.	3.92	1.115
5	Employees understand how their work contributes to the department's objectives and goals.	4.04	0.841
6	The regional head prioritizes employee well-being and empowers employees to reach their potential through coaching and teaching.	3.85	1.101
7	The regional head encourages employees to think outside the box and contribute towards solutions.	3.88	1.117
	<b>AVERAGE</b>	<b>3.971</b>	<b>0.849</b>

Most of the respondents agreed with the transformational leadership style statements (average mean = 3.971,  $SD = 0.849$ ). The participants were in agreement that the regional heads can delegate important tasks to employees and provide guidance ( $M = 4.12$ ,  $SD = 0.912$ ). The respondents agreed that employees comprehend how their outputs influence the department's objectives and goals ( $M = 4.04$ ,  $SD = 0.841$ ). These findings concur with Sadeli (2012), who suggested that senior management may provide support and guidance to employees who contribute positively and have the potential to succeed in a quest to increase employee engagement and increase employee performance.

The respondents agreed that regional heads are decisive and can make difficult decisions when the need arises ( $M = 4.00$ ,  $SD = 1.118$ ); they also agreed that regional heads are accessible to all employees and engage them regularly ( $M = 3.99$ ,  $SD = 1.208$ ). These traits were highlighted by Brevis and Vrba (2014) when they discussed intellectual stimulation as a leadership style under transformational leadership. It is paramount that employees are kept in the loop with developments in the department and that regional heads always be accessible to address employee challenges. This also minimizes misunderstandings with employees' union representatives.

#### 4.5.5 Transactional Leadership Style and Employee Performance

Participants were invited to specify the degree to which they related with the various transactional leadership style statements to understand how a transactional leadership style influences employee performance at DID. Table 4.9 below illustrates the responses to each statement.

**Table 4.9: Transactional Leadership Style Aspects**

No	Transactional Leadership Style Aspects	Mean	Standard Deviation
1	There are clear expectations from the regional head to the employees.	4.00	0.957
2	The regional head monitors employee performance and keeps track of mistakes.	3.52	1.082
3	The regional head rewards good work and punishes mistakes.	2.99	1.007
4	There are standards that must be followed to execute the work.	4.15	0.844
5	The regional head acts on recurring problems.	3.95	0.956
6	Employees are aware of what is expected from them to meet targets.	4.16	0.782
7	The regional head does not change anything if it is working.	3.85	0.967
	<b>AVERAGE</b>	<b>3.802</b>	<b>0.605</b>

Based on the average mean of 3.802 ( $SD = 0.605$ ), most participants agreed with the transactional leadership statements in Table 4.9 above. The participants agreed that employees know what is expected from them to meet their targets ( $M = 4.16$ ,  $SD = 0.782$ ).

The respondents also agreed that standards must be followed to execute the work in the department ( $M = 4.15$ ,  $SD = 0.844$ ); there are also clear expectations from the regional heads to the employees ( $M = 4.00$ ,  $SD = 0.957$ ). These findings confirm the postulation made by

Maharmeh (2021) that transactional leadership style depends highly on work standards, procedures, authority, and task-oriented goals.

There were, however, varying reactions from the respondents on whether the regional heads reward good work and punish mistakes ( $M = 2.99$ ,  $SD = 1.007$ ). This can be attributed to the need for other reward systems in the department apart from employee remuneration and the usual performance management and development system.

Some employees, therefore, feel their efforts should be recognized accordingly. This can affect employee performance negatively, as Ajila and Abiola (2004) highlighted when they expressed a correlation between rewards and recognition systems and the performance of employees.

#### 4.6 Correlation Analysis Between Leadership Styles and Employee Performance

A Pearson correlation test was carried out to establish if a correlation between employee performance and leadership styles exists, and if the correlation exists, whether that correlation is strong, moderate, or weak, and lastly, whether the correlation is statistically significant or not. The outcome is illustrated in Table 4.10 below.

**Table 4.10: Correlation Analysis between Employee Performance and Leadership Styles**

		Employee Performance	Autocratic Leadership Style	Democratic Leadership Style	Laissez-faire Leadership Style	Transformational Leadership Style	Transactional Leadership Style
<b>Employee Performance</b>	Pearson Correlation	1	-0.422	0.515	-0.076	0.637	0.530
	Sig. (1-tailed)		<0.001	<0.001	0.263	<0.001	<0.001
<b>Autocratic Leadership Style</b>	Pearson Correlation	-0.422	1	-0.578	0.252	-0.620	-0.530
	Sig. (1-tailed)	0.000		0.000	0.016	0.000	0.000
<b>Democratic Leadership Style</b>	Pearson Correlation	0.515	-0.578	1	0.196	0.768	0.274
	Sig. (1-tailed)	0.000	0.000		0.049	0.000	0.009
<b>Laissez-faire Leadership Style</b>	Pearson Correlation	-0.076	0.252	0.196	1	0.068	-0.298
	Sig. (1-tailed)	0.263	0.016	0.049		0.285	0.005
<b>Transformational Leadership Style</b>	Pearson Correlation	0.637	-0.620	0.768	0.068	1	0.552
	Sig. (1-tailed)	0.000	0.000	0.000	0.285		0.000
<b>Transactional Leadership Style</b>	Pearson Correlation	0.530	-0.530	0.274	-0.298	0.552	1
	Sig. (1-tailed)	0.000	0.000	0.009	0.005	0.000	

The correlation test results shown in Table 4.10 above have demonstrated that the first leadership style to correlate with employee performance positively is the transformational leadership style, with a correlation coefficient ( $r$ ) of 0.637. The correlation is strong ( $r > 0.5$ )

and statistically significant ( $p < 0.001$ ). The second leadership style that is positively correlated with employee performance is the transactional leadership style with a correlation coefficient ( $r$ ) of 0.530, and the correlation is strong ( $r > 0.5$ ) and statistically significant ( $p < 0.001$ ). The last leadership style that positively correlated with employee performance is the democratic leadership style, with a correlation coefficient ( $r$ ) of 0.515. The correlation is strong ( $r > 0.5$ ) and statistically significant ( $p < 0.001$ ) as well. The autocratic leadership style negatively correlated with employee performance (correlation coefficient ( $r$ ) = -0.422), and the correlation is statistically significant ( $p < 0.001$ ). The laissez-faire leadership style also negatively correlated with employee performance (correlation coefficient ( $r$ ) = -0.076), but the correlation is not statistically significant ( $p > 0.05$ ).

#### **4.7 Multiple Regression Analysis between Leadership Styles and Employee Performance**

A multiple regression analysis was carried out to find the connection between leadership styles and employee performance. The following regression equation seeks to demonstrate the association between the leadership styles and employee performance:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon \quad (1)$$

Where:

Y = Employee performance

$\beta_0$  = Regression constant

$\beta_1, \beta_2, \beta_3, \beta_4,$  and  $\beta_5$  = Regression coefficients

$X_1$  = Autocratic leadership style

$X_2$  = Democratic leadership style

$X_3$  = Laissez-faire leadership style

$X_4$  = Transformational leadership style

$X_5$  = Transactional leadership style

$\varepsilon$  = Error term

For this research study, the SPSS version 29 software was used to capture, program, and calculate the multiple regressions required.

#### 4.7.1 Model Summary of Leadership Styles and Employee Performance

Table 4.11 below presents the model summary where 'R' is the multiple correlation coefficient describing the strength and direction of the linear relationship between the multiple independent and dependent variables. 'R square' measures the goodness of fit of the model and describes the proportion of total variation in employee performance that is described by the five leadership styles.

**Table 4.11: Model Summary**

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.687	0.472	0.433	0.48484	0.472	11.991	5	67	<0.001

There is a strong and positive correlation among the variables of interest (R-value = 0.687), and the correlation is statistically significant ( $p < 0.001$ ). The R-square value of 0.472 indicates that 47.2% of the variance in employee performance can be explained by autocratic leadership style ( $X_1$ ), democratic leadership style ( $X_2$ ), laissez-faire leadership style ( $X_3$ ), transformational leadership style ( $X_4$ ), and transactional leadership style ( $X_5$ ) jointly. The error term captures the remaining 52.8% due to other variables not studied in this research study.

#### 4.7.2 Analysis of Variance between Leadership Styles and Employee Performance

The analysis of variance (ANOVA) in Table 4.12 below was utilized to determine the significance of the regression model.

**Table 4.12: Analysis of Variance**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.094	5	2.819	11.991	< 0.001
	Residual	15.750	67	0.235		
	Total	29.844	72			

Table 4.12 above indicates that the regression model seems to be statistically significant ( $p < 0.001$ ) for the data, and it shows that the autocratic leadership style, democratic leadership style, laissez-faire leadership style, transformational leadership style, and transactional leadership styles influence employee performance.

### 4.7.3 Multiple Regression Coefficients of Leadership Styles and Employee Performance

The multiple regression analysis was executed to estimate the impact of leadership styles (independent variables) on employee performance (dependent variable).

**Table 4.13: Multiple Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	0.583	0.709		0.821	0.414		
Autocratic Leadership Style	0.084	0.087	0.128	0.968	0.337	0.447	2.236
Democratic Leadership Style	0.185	0.123	0.235	1.505	0.137	0.322	3.101
Laissez-faire Leadership Style	-0.084	0.097	-0.090	-0.863	0.391	0.717	1.395
Transformational Leadership Style	0.286	0.128	0.377	2.232	0.029	0.276	3.627
Transactional Leadership style	0.318	0.131	0.299	2.432	0.018	0.523	1.913

The findings of the regression analysis above indicate the multiple regression coefficients such that equation (1) below:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon \quad (1)$$

can be re-written as:

$$Y = 0.583 + 0.128X_1 + 0.235X_2 - 0.090X_3 + 0.377X_4 + 0.299X_5 \quad (2)$$

The multiple regression coefficients indicate that transformational leadership style significantly positively predicts employee performance with a standardized Beta of 0.377 and  $p = 0.029$  ( $p < 0.05$ ). This implies that the performance of employees at the DID health maintenance branch whose line manager exhibits transformational leadership traits increased by 37.7%. The results also depict that the transactional leadership style also significantly positively predicts employee performance with a standardized Beta of 0.299 and  $p = 0.018$  ( $p < 0.05$ ). This means that the performance of employees at the DID health maintenance branch whose line manager exhibits transactional leadership characteristics increased by 29.9%. This infers that the transformational leadership style has the most significant impact on employee performance, followed by the transactional leadership style.

The results also suggest that the democratic and autocratic leadership styles insignificantly ( $p > 0.05$ ) positively predict employee performance with standardized Beta's of 0.235 and 0.128,

respectively. Lastly, the results illustrate that the laissez-faire leadership style insignificantly negatively predicts employee performance with a standardized Beta of -0.090 and  $p = 0.391$  ( $p > 0.05$ ).

The multicollinearity results indicate that the tolerance values range from 0.276 to 0.717, and the variance inflation factors (VIF's) range from 1.395 to 3.627. These results indicate that no multicollinearity is suspected between the different leadership styles. Multicollinearity is usually suspected when the variance inflation factors (VIF's) are 10.0 or higher or when the tolerance factors are below 0.10 (Shrestha, 2020).

## **4.8 Summary**

This chapter presented the results and discussed the research study's findings on a sample of DID employees at the health maintenance branch. The findings were presented in tables and figures and analyzed and interpreted to give meaning to the research questions. Descriptive and inferential statistics were presented for generalizations, and the impact of leadership styles on employee performance was illustrated. The next chapter will concentrate mainly on the research objectives' discussion and conclusion, recommendations for policy implications, and recommendations for future research.

## **CHAPTER 5**

### **Conclusions and Recommendations**

#### **5.1 Introduction**

The research study sought to evaluate the effect of different leadership styles on the performance of maintenance employees at the DID health maintenance branch. This chapter, therefore, outlines the discussions, conclusions, and recommendations for the DID health maintenance branch senior management to implement to get the best performance out of their employees. The recommendations emanate from the deliberations of the results from the research conducted in responding to the research questions and the study's objectives.

#### **5.2 Research Objectives and Recommendations for Policy Implications**

##### **5.2.1 Discussion and Conclusion – Research Objective 1**

The research findings have shown that most employees at the DID health maintenance branch feel that their regional managers do not exhibit autocratic leadership characteristics. The findings, however, do indicate that there are more regional heads who closely supervise their subordinates. Most DID employees have an average work experience of 10 years, meaning that close supervision will only sometimes yield the desired outcome, as it may be seen as micro-management. Some regional heads expect employees to execute tasks as instructed.

Studies in literature have suggested that an autocratic leadership style is functional when quick decisions are required with less input from employees (Jafaar, Zambil and Fathil, 2021). This may work in the interim to get the job done; however, it has negative ramifications in the long run as it strains the relationship between the employees and their superiors. Employees feel overlooked when their inputs are not considered in the decision-making process. The employees then start to disengage, and when new problems arise, they get reluctant to address them timeously, which lowers their performance, leading to organizational objectives and goals not being achieved.

The study has found that the regional heads, in the main, are open to suggestions from their subordinates and allow employees to express their views openly. The research study also found that autocratic leadership positively predicts employee performance, but the impact is insignificant. Regional heads with autocratic traits will get some employees at the DID health

maintenance branch to perform but to a limited extent. Newer employees, with less experience, may benefit from autocratic leadership traits, but not experienced employees.

#### **5.2.1.1 Recommendations for Policy Implications**

Regional heads must upskill and retrain employees to enhance their technical skills and knowledge base. This can be done by utilizing individual development plans and performance appraisals to identify areas of improvement.

The regional heads should also be empowering employees by giving them acting roles and exposing them to stakeholder meetings where feedback is required from DID in the form of presentations. This will develop their confidence and improve their communication and decision-making skills. Leaders can then delegate some of their duties and not closely supervise employees.

Employees should also freely advise on how specific tasks should be executed. When suggestions come from employees, there will be psychological ownership of the process to get the desired results.

#### **5.2.2 Discussion and Conclusion – Research Objective 2**

The findings of the research study indicated a positive connection between democratic leadership style and how employees perform. Regional heads at the DID health maintenance branch can support employees and encourage them to deliver good results continuously. This support is through coaching and mentoring of employees to improve their performance. When employees have a leader who believes in them and their abilities, they perform well. The study has found that employees can contribute to how the jobs will be executed. Leaders who allow employees the autonomy to come up with solutions to problems at work improve employee morale, and in turn, employees feel appreciated and trusted. This then results in improved employee performance.

Creativity is encouraged when leaders and employees combine their views, leading to better planning for unforeseen challenges. Clear and effective communication between leaders and employees is effortless when leaders possess democratic leadership traits.

The research has found that most employees at DID agree that communication between regional heads and employees is clear and constant. Therefore, regional heads can persuade employees to buy into their vision.

Previous studies have agreed that when a leader uses a democratic leadership style, employees feel valued and appreciated in an organization. This is because their contributions translate to organizational success, increasing motivation levels (Brown, 2014). Jafaar et al. (2021) highlighted that when leaders and employees work together, their relationship improves, and tasks can be completed timeously at a reduced cost. Employees even work overtime to complete outstanding tasks.

The research study concluded that the regional heads who possess a democratic leadership style will positively impact employee performance at the DID health maintenance branch, but that impact will not be significant.

#### **5.2.2.1 Recommendations for Policy Implications**

Regional heads need to implement regular feedback sessions with the employees to provide updates on organizational performance and get an opportunity to hear employee concerns. Employee concerns should be addressed speedily so that employees can trust their leader and be willing to do more even after regular working hours.

The regional heads need to have one-on-one sessions with employees to discuss matters concerning their career development and develop a training matrix to track the progress made on training interventions.

Regional heads need to have brainstorming sessions with relevant employees when problems arise at work. This will allow employees to throw possible solutions on the table, and the team can engage in the solutions and agree on one solution to resolve the problem, with the regional head providing support and guidance until the task is completed.

#### **5.2.3 Discussion and Conclusion – Research Objective 3**

The research findings indicate a negative relationship between the laissez-faire leadership style and how employees perform. The research found that some of the regional heads at the DID health maintenance branch do not get involved in activities that employees are doing. There is also an element of some regional heads allowing employees to decide which tasks should be

done first and which tasks should be done last. This may give employees the freedom to decide how work should be done. However, there is an inherent risk when employees need more experience on the job. Inexperienced employees may prioritize less complicated activities and leave complex activities for last. Ill-disciplined employees can refrain from executing any of the tasks allocated to them. The healthcare environment requires prompt response to critical issues that affect patient lives. For this reason, most respondents highlighted that regional heads are available when solutions to complex problems are required.

With a laissez-faire leadership style, employees decide the cause of action independently, and the leaders avoid making decisions (Giao and Hung, 2018). Thanh and Quang (2022) expressed that the laissez-faire leadership style best suits employees with a high sense of responsibility and self-discipline. When employees have low self-discipline, organizational goals are challenging to achieve. Khan and Tidman (2021) postulated that the laissez-faire leadership style increases employee anxiety and job stress. This affects employee performance as errors during work execution increase, compromising the work quality. This is true for employees at the DID health maintenance branch because when infrastructure problems occur in any healthcare facility, they draw media attention, and employees are always anxious about engaging client representatives on the causes of equipment failures and giving updates without the lead from their regional heads.

The research study concluded that regional heads who exhibit a laissez-faire leadership style would impact employee performance at the DID health maintenance branch negatively because employees are not comfortable with leading themselves and solving complex problems independently. When employee performance drops, service delivery is affected, and the departmental mandate will not be achieved. This will lead to the client department seeking other departments or organizations to provide safe and reliable infrastructure services in their healthcare facilities.

### **5.2.3.1 Recommendations for Policy Implications**

Regional heads should engage individual employees and teams to understand their strengths and weaknesses. This will assist in providing the necessary support to complete tasks timeously. Understanding subordinates' maturity levels and technical skill sets allows leaders to identify effective methods to support their teams.

Regional heads should have an open-door policy for employees to reach out for support when in need. When employees are aware that their regional head is always available when they require assistance, they get less anxious, and they make fewer mistakes in the execution of their duties.

There should be regular meetings between the regional heads and their immediate subordinates to discuss organizational performance and identify areas of improvement. Regional heads should also regularly have general meetings with all the employees to ascertain whether the support provided by management is adequate and identify ways of ensuring all teams get the necessary guidance and support.

#### **5.2.4 Discussion and Conclusion – Research Objective 4**

The research study's findings indicate a positive and strong relationship between the transformational leadership style and how employees perform. The research found that regional heads who use a transformational leadership style can delegate essential tasks to their subordinates, and they provide continuous guidance. When entrusted with important tasks, employees feel motivated and engaged, leading to increased performance.

The research also found that most employees understand how their daily activities contribute to organizational goals and objectives. This understanding is crucial for organizational success because employees who understand the link between their work and organizational success tend to perform better.

Another strong sentiment that came through regarding the findings was that regional heads can make difficult decisions when the need arises. They also ensured that employee well-being was a priority and that employees were empowered and inspired to reach their potential through teaching and coaching. This aligns with previous studies done on transformational leaders.

Abasilim et al. (2019) expressed that transformational leaders can motivate their subordinates to improve their performance and inspire employees to exceed their past limits. According to Agarwal and Gupta (2021), transformational leaders are change agents; they believe in employees and are concerned with improving employee work capacity. This assists organizations in dealing with complex problems that may arise. Employee engagement can be created when transformational leaders focus on developmental activities for employees and when they focus not only on performance but on human factors as well (Thanh and Quang, 2022).

The research study concluded that regional heads who exhibit a transformational leadership style will positively improve employee performance at the DID health maintenance branch, and the increase in employee performance will be significant.

#### **5.2.4.1 Recommendations for Policy Implications**

Regional heads should foster a culture of teaching and learning by hosting regular engagement sessions where employees present different work-related technical and non-technical subjects. This will challenge and encourage employees (both core and support teams) to look beyond the obvious and keep abreast with the latest developments in their respective fields.

The regional heads should recognize top performers by hosting annual award ceremonies and issuing monthly performance recognition certificates to individuals and teams that have performed well and exceeded set targets. Recognition will motivate employees and encourage them to get into the habit of delivering excellent results continuously.

Regional heads should ensure that the employees celebrate all successes by hosting social gatherings whenever critical milestones are reached, or critical projects are completed and handed over on time. Celebrating successes will promote teamwork, instil a culture of winning, and make employees feel valued.

#### **5.2.5 Discussion and Conclusion – Research Objective 5**

The research study's findings indicate a positive and strong relationship between the transactional leadership style and how employees perform. It was discovered that regional heads who use the transactional leadership style can effectively communicate the employee roles and responsibilities, and employees understand what is expected from them for service delivery to be successful. The research found that there are standard operating procedures for all the tasks to be executed and set performance standards that all employees must meet. Procedures and standards provide new and existing employees with a clear framework of how the work ought to be done for the department to achieve its overall objectives and meet client needs.

The research study has also revealed that the regional heads monitor employee performance; however, good performance must be rewarded satisfactorily. When employee performance exceeds expectations, but employees are not rewarded for the extra effort, they get

demotivated. Employees who fail to meet targets are also not being adequately corrected. Regional heads risk losing their positional power as other employees will see no need to apply themselves to reach departmental goals.

According to Thanh and Quang (2022), leaders who employ the transactional leadership style focus primarily on contingent reward and management-by-exception. They issue rewards when employees meet targets and use punishment when targets are not met. These leaders prefer maintaining the status quo and will only act when there are deviations from the norm (Johnson and Hackman, 2018). They also adhere to known processes rather than explore new ideas to complete tasks. This approach, however, can stifle creativity because employees only focus on completing tasks as expected by their managers, and they do not find innovative ways to achieve and exceed the expected results.

The research study, however, discovered that regional heads who utilized a transactional leadership style would positively improve employee performance at the DID health maintenance branch, and the increase in employee performance will be noteworthy.

#### **5.2.5.1 Recommendations for Policy Implications**

The regional heads should be trained regularly on the performance management and development system used in the department. Focus should be on performance appraisals to ensure that when individual employee performance is evaluated, it is a true reflection of what transpired, and rater errors are eliminated. This will ensure that top-performing employees are rated higher than employees who only execute tasks allocated to them and nothing additional.

The department should consider implementing short-term incentive schemes to motivate employees to perform above expectations. Short-term incentives also assist in attracting and retaining top talent. When top talent is retained, institutional memory is preserved, and there will be better alignment between employee outputs and departmental objectives.

### **5.3 Recommendations for Future Research**

This research study explored how different leadership styles affected employee performance, focusing only on the health maintenance branch of DID. Further research is recommended to include other branches in DID for comparative analysis with the findings obtained from the respondents in the health maintenance branch. The results can then influence existing managers' training requirements and shape suitable candidates' recruitment approaches before

they assume management roles within the department. The leadership at DID will have a clear understanding of the calibre of managers to recruit to get the best performance out of DID employees. Future researchers can also broaden the scope to evaluate how leadership styles influence organizational performance so that DID can maximize its outputs and achieve its strategic goals and objectives.

## REFERENCES

- Abasilim U. D., Gberevbie D. E., and Osibanjo O. A., 2019. Leadership Styles and employees' Commitment: Empirical Evidence from Nigeria. *Sage Open*, 9(3), pp.1–15.
- Agarwal R., and Gupta B., 2021. Innovation and Leadership: A Study of organizations based in the United Arab Emirates. *Foundations of Management*, 13, pp.73–84.
- Aithal, A., and Aithal, P.S., 2020. Development and validation of survey questionnaire & experimental data—a systematical review-based statistical approach. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), pp.233-251.
- Ajala, E.M., 2012. “The influence of workplace environment on workers’ welfare, performance and productivity.” *Journal of the African Educational Research Network*, 12(1), pp. 1-12.
- Ajila, C., and Abiola A., 2004. Influence of rewards on work performance in an organization. *Journal of Social Science*, 8(1), pp.7-12.
- Al Khajeh, E. H., 2018. Impact of leadership styles on organizational performance. *Journal of human resources management research*, 2018, pp.1-10.
- Alasuutari, P., 2010. The rise and relevance of qualitative research. *International journal of social research methodology*, 13(2), pp.139-155.
- Aliyu, A. U. L., 2019. Effect of employee participation in decision making in an organization performance. *International Journal of Economics & Business*, 3(2), pp.255 – 25.
- Almulaiki, W.A., 2023. The impact of performance management on employee performance. *Saudi Journal of Business and Management Studies*, 8(2), pp.22-27.
- Armstrong, M., 2009. *A Handbook of Human Resource Management Practice*. 11<sup>th</sup> Ed. London: Kogan Page Limited.
- Azar, M., and Shafighi, A. A., 2013. The Effect of Work Motivation on Employees’ Job Performance (Case Study: Employees of Isfahan Islamic Revolution Housing Foundation). *International Journal of Academic Research in Business and Social Sciences*, 3(9), pp. 432-445.

- Bass, B. M., 1981. *Stogdill's Handbook of Leadership: A Survey of Theory and Research*. New York: Free Press.
- Bass, B. M., and Avolio B. J., 1993. Transformational Leadership and Organizational Culture. *Public Administration Quarterly*, 12, pp.113-121.
- Bass, B. M., and Avolio, B. J., 1997. *Full range leadership development*. Manual for the Multifactor Leadership Questionnaire. California: Mind Garden.
- Batista-Taran L.C., Shuck M.B., Gutierrez C.C., Baralt S., 2009. The role of leadership style in employee engagement. *Proceedings of the Eighth Annual College of Education & GSN Research Conference*. pp. 15–20.
- Benmira, S., and Agboola, M., 2021. Evolution of leadership theory *BMJ Leader*, 5. pp.3-5.
- Bhatia, S. K., 2006. *Human Resource Management - A Competitive Advantage - Concepts, Strategies, Challenges*. India: Jain book Agency.
- Bowling, A., and Ebrahim, S., 2005. Quantitative social science: the survey. *Handbook of health research methods: Investigation, measurement and analysis*, pp.190-214.
- Brevis, T., and Vrba, M., 2014. *Contemporary Management Principles*. Cape Town. Juta & Company Ltd.
- Brinkerhoff, R. O., 2006. Increasing Impacts of Training Investments: An Evaluation Strategy for Building Organizational Learning Capability, Industrial and Commercial Banking. *Emerald Group of Publishers*, 38(6), pp.302-307.
- Bronstein, L. R., and Kovacs, P. J., 2013. Writing a Mixed Methods Report in Social Work Research. *Research on Social Work Practice*, 23(3), pp.354-360.
- Brown, C., 2014. The Effects of Emotional Intelligence (EI) and Leadership Style on Sales Performance. *Economic Insights – Trends and Challengers*, 2(3), pp.1-14.
- Cohen, L., Manion, L., and Morrison, K., 2013. *Research methods in education*. 7<sup>th</sup> Ed. Routledge.
- Colarelli, S. M., and Montei, M. S., 1996. Some contextual influences on training utilization. *The Journal of Applied Behavioural Science*, 32(3), pp.306-322.
- Cole, G.A., 2002. *Personnel and Human Resource Management*. 5<sup>th</sup> Ed. York Publishers, Continuum London.

Colquitt, J., LePine, J., and Wesson, M., 2009. *Organizational Behavior, Improving Performance and commitment in the workplace*. New York: McGraw Hill International Edition.

Cooper, D., and Schindler, P., 2014. *Business Research Methods*. New York.

Creswell, J. W., 2009. *Research design: Qualitative and mixed methods approaches*. London: SAGE.

Creswell, J. W., and Garrett, A. L., 2008. The "movement" of mixed methods research and the role of educators. *South African Journal of Education*, 28(3), pp.321-333.

Creswell, J.W., and Creswell, J.D., 2018. *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. Los Angeles: SAGE.

Cronholm, S., and Hjalmarsson, A., 2011. Experiences From Sequential Use of Mixed Methods. *Electronic Journal of Business Research Methods*, 9(2), pp.87-95.

Cullen-Lester, K. L., and Yammarino, F. J., 2016. Collective and network approaches to leadership: Special issue introduction. *The Leadership Quarterly*, 27(2), pp.173-180.

Daft, R.L., 2023. *The Leadership Experience*. 8<sup>th</sup> Ed. Boston. Cengage Learning Inc.

Dalluay, V. S., and Jalagat, R. C., 2016. Impacts of Leadership Style Effectiveness of Managers and Department Heads to Employees' Job Satisfaction and Performance on Selected Small-Scale Businesses in Cavite, Philippines. *International Journal of Recent Advances in Organizational Behavior & Decision Sciences*, 2(2), pp.734-751.

Dastane. D.O., 2020. Impact of leadership styles on employee performance: A moderating role of gender. *Australian Journal of Business and Management Research*, 5, pp.27-52.

De Jager, N., 2022. *Poor maintenance of Gauteng healthcare facilities leads to poor health services*. [Online]. Available: <<https://dagauteng.org.za/2022/09/poor-maintenance-of-gauteng-healthcare-facilities-leads-to-poor-health-services>> [Accessed 06 April 2024].

Dessler, G., 2011. *Human Resource Management*. 11<sup>th</sup> Ed. London: Pearson Education Ltd.

Edirisooriya, W.A., 2014. Impact of rewards on employee performance: With special reference to ElectriCo. In *Proceedings of the 3rd International Conference on Management and Economics*, 26(1), pp.311-318.

Elnaga, A., and Imran, A., 2013. The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5(4), pp.137-147.

Fiedler, F. E., 1967. *A Theory of Leadership Effectiveness*. New York: McGraw-Hill.

Fomenky, N.F., 2015. The Impact of Motivation on Employee Performance. *Global conference on Business and Finance Proceedings*, 10(1), pp.332-336.

Ford, J., Ford, L., and Polin, B., 2021. Leadership in the Implementation of Change: Functions, Sources, and Requisite Variety. *Journal of Change Management*, 21(1), pp.87–119.

Giao H. N. K., and Hung P. C., 2018. The impact of leadership style on job satisfaction of District 3 Party Committee employees, Ho Chi Minh City. *Journal of Finance and Marketing*, pp.23–34.

Gibb, C. A., 1968. Leadership. *Handbook of social psychology*, 4, pp. 205–283.

Giri, V. N., and Kumar, B. P., 2010. “Assessing the impact of organizational communication on job satisfaction and job performance.” *Journal of Psychological Studies*, 55(2), pp. 137-142.

Gruman, J. A., and Saks, A. M., 2011. Performance management and employee engagement. *Human Resource Management Review. Elsevier Inc.*, 21(2), pp.123-136.

Guest, G., MacQueen, K. M., and Namey, E. E., 2011. *Applied thematic analysis*. Sage

Hafiza, N. S., Shah, S. S., Jamsheed, H., and Zaman, K., 2011. Relationship between rewards and employees' Motivation in the non-profit organizations of Pakistan. *Business Intelligence Journal*, 4(2), pp.327-334.

Hamblin, A.C., 1974. *Evaluation and Control of Training*. McGraw Hill.

Haq, M., 2015. A Comparative Analysis of Qualitative and Quantitative Research Methods and a Justification for Adopting Mixed Methods in Social Research. *Annual PhD Conference, University of Bradford School of Management*.

Haque, M., 2008. *Sampling Methods in Social Research*. Visva Bharati, Santiniketan, West Banga.

- Hartog, D. N. D., Boon, C., Verburg, R. M., and Croon, M.A., 2012. "HRM, communication, satisfaction, and perceived performance: A cross-level test." *Journal of Management*, 39(6), pp.1637-1665.
- Heale, R., and Twycross, A., 2015. Validity and Reliability in Quantitative Studies. *Evidence-Based Nursing*, 18(3), pp.66-67.
- Hee, O.C., Qin, D.A.H., Kowang, T.O., Husin, M.M. and Ping, L.L., 2019. Exploring the impact of communication on employee performance. *International Journal of Recent Technology and Engineering*, 8(3), pp.654-658.
- Hellriegel, D., Slocum, J. M., 2007. *Organizational Behavior*. South- Western, U.S.A
- Heng, T.B., 2012. The Reward Strategy and Performance Measurement (Evidence from Malaysian Insurance Companies). *International Journal of Business, Humanities and Technology*, 2, pp.211-223.
- House, R. J., 1971. A Path-Goal Theory of Leader Effectiveness. *Administrative Science Quarterly*, 16, pp.321-338.
- Hunt, T., and Fedynich, L., 2019. Leadership: Past, present and future: An evolution of an idea. *Journal of Arts and Humanities*, 8(2), pp.22-26.
- Ibrar, M., and Khan, O., 2015. The impact of reward on employee performance (a case study of Malakand Private School). *International letters of social and humanistic sciences*, 52, pp.95-103.
- Ince, M., and Gul, H., 2011. "The role of the organizational communication on employees' perception of justice: A sample of public institution from Turkey." *Journal of Social Sciences*, 21(1), pp.106-124.
- Iqbal, N., Anwar, S., and Haider, N., 2015. Effect of leadership style on employee performance. *Arabian Journal of Business and Management Review*, 5, pp.1-6.
- Jaafar, S.B., Zambi, N.M., and Fathil, N.F., 2021. Leadership style: Is it autocratic, democratic or laissez-faire. *ASEAN Journal of Management and Business Studies*, 3(1), pp.1-7.
- Jayakumar, A., and Krishnaraj, C., 2015. Quality Circle – Formation and Implementation. *International Journal of Emerging Researches in Engineering Science and Technology*, 2(2).

- Jogulu, U. D., and Pansiri, J., 2011. Mixed methods: a research design for management doctoral dissertations. *Management research review*, 34(6), pp.687-701.
- Johnson C. E., and Hackman M. Z., 2018. *Leadership a communication perspective*. Waveland Press.
- Kahai, S. S., Sosik, J. J., Avolio, B. J., 1997. Effects of Leadership Style and Problem Structure on Work Group Process and Outcomes in an Electronic Meeting System Environment. *Personnel Psychology*, 50, pp.1-146.
- Kalogiannidis, S., 2020. *Impact of effective business communication on employee performance*. *European Journal of Business and Management Research*, 5(6), pp.182.
- Karim, M.M., Choudhury, M.M. and Latif, W.B., 2019. The impact of training and development on employees' performance: an analysis of quantitative data. *Noble International Journal of Business and Management Research*, 3(2), pp.25-33.
- Kaur, P., Stoltzfus, J., and Yellapu, V., 2018. Descriptive Statistics. *International Journal of Academic Medicine*, 4(1), pp.60-63.
- Khan, A., and Tidman, M., 2021. Impacts of transformational and Laissez-Faire leadership in health. *International Journal of Medical Science and Clinical Invention*, 8(9), pp.5605-5609.
- Khan, N., Waqas, H., and Muneer, R., 2017. Impact of Rewards (Intrinsic and Extrinsic) on Employee Performance: With Special Reference to Courier Companies of City Faisalabad, Pakistan. *International Journal of Management Excellence*, 8(2), pp.937-945.
- Khawam, A.M., Didona, T. and Hernández, B.S., 2017. Effectiveness of teamwork in the workplace. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 32(3), pp.267-286.
- King, A, S., 1990. Evolution of leadership theory. *Vikalpa*, 15, pp.43-56.
- Kivunja, C., and Kuyini, A.B., 2017. Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5), pp.26-41.
- Kothari C. R. (2008). *Research Methods and Techniques*. New Delhi: New Age.
- Levi, D., 2014. *Group dynamics for teams*. 4<sup>th</sup> Ed. Thousand Oaks: Sage.

- Limaj, E., and Bernroider, E. W. N., 2019. The roles of absorptive capacity and cultural balance for exploratory and exploitative innovation in SMEs. *Journal of Business Research*, 94, pp.137-153.
- Maharmeh, T.M., 2021. Leadership Styles and Employee Engagement: A Field Study at a Qatari Public Corporation. *Journal of Economic Administrative & Legal Sciences*, 5(22).
- Malakyan, P. G., 2014. Followership in leadership studies. *Journal of Leadership Studies*, 7(4), pp.6-22.
- Malik, M., and Azmat, S., 2019. *Leader and Leadership: Historical Development of the terms and critical review of literature*, 5(1), pp.16-32.
- Mambula, C. J., Francis, F., and Zirra, C. T. O., 2021. Effect of Employee Involvement in Decision Making and Organization Productivity. *Archives of Business Research*, 9(3), pp.28-34.
- Manyisa, Z. M., and Van Aswegen, E. J., 2017. Factors affecting working conditions in public hospitals: A literature review. *International Journal of Africa Nursing Sciences*, 6, pp.28-38.
- Mardianah, L. and Hidayat, S., 2020. Empirical study of the impact of work from home (WFH) policy and top management support on employee performance. *Journal of Research in Business, Economics, and Education*, 2(5), pp.1039-1045.
- McDowall, A., and Saunders, M.N.K., 2010. UK Manager's Conceptions of Training and Development. *Journal of European Industrial Training*, 34, pp.609-630.
- Medicalbrief. 2022. *R1.2bn shortfall in Gauteng hospital maintenance budget, HRC hears*. [Online]. Available: <<https://www.medicalbrief.co.za/r12bn-shortfall-in-gauteng-hospital-maintenance-budget-hrc-hears/>> [Accessed 04 April 2024].
- Meyer, P.J. and Smith, A.C., 2000. "HRM practices and organisational commitment: test of a mediation model", *Canadian Journal of Administrative Sciences*, 17(4), pp. 319-31.
- Miska, C., and Mendenhall, M. E., 2018. Responsible leadership: A mapping of extant research and future directions. *Journal of Business Ethics*, 148, pp.117-134.
- Mittal, R., 2015. Charismatic and transformational leadership styles: A cross-cultural perspective. *International Journal of Business and Management*, 10, pp.26-33.

- Mohammad, A. B., Mohammad, A.Z., Hamad, A., Yazan A.S., and Bashar, A., 2019. The Impact of the Implementation of Capability Maturity Model Integration on User Satisfaction: Case Study on Software Companies in Jordan. *Journal of Software*, 14(7), pp.293-311. 10.17706/jsw.14.7.293-311.
- Mohamud, S.A., Ibrahim, A. A., and Hussein, J.M., 2017. “The effect of motivation on employee performance: Case study in Hormuud company in Mogadishu Somalia”. *International Journal of Development Research*, 9(11), pp.17009-17016.
- Muijs, D., 2010. *Doing quantitative research in education with SPSS*. Sage
- Muogbo, U., 2013. The Impact of Employee Motivation On Organisational performance (A Study Of Some Selected Firms In Anambra State Nigeria). *The International Journal of Engineering and Science (IJES)*, 2(7), pp.70-80.
- Mutuku, C. K., and Mathooko, P., 2014. “Effects of organizational communication on employee motivation: A case study of Nokia Siemens networks Kenya.” *International Academic Journal of Information Sciences and Project Management*, 1(3), pp.28–62.
- Nanjundeswaraswamy, T. S., and Swamy, D. R. 2014. Leadership styles. *Advances in management*, 7(2), pp.57-62.
- Ndungu, D. N., 2017. The Effects of Rewards and Recognition on Employee Performance in Public Educational Institutions: A Case of Kenyatta University, Kenya. *Global Journal of Management and Business Research*.
- Nemoto, T., and Beglar, D., 2014. Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), *JALT2013 Conference Proceedings*, Tokyo: JALT
- Neupane, R., 2015. Effects of Coaching and Mentoring on Employee Performance in the UK Hotel Industry. *International Journal of Social Sciences and Management*, 2(2), pp.123-138.
- Nisrina, D.D., Bahing, B., and Perdana, I., 2023. Students’ Perception of Using E-book to Improve Literacy Skill at the English Education Department of UNISKA Banjarmasin. *Journal on Education*, 5(4), pp.13391-13402.
- Northouse, P. G., 2015. *Introduction to leadership: Concepts and practice*. Thousand Oaks: Sage Publications, Inc.

- Odine, M., 2015. Communication problems in management. *Journal of emerging issues in economics, finance and banking (JEIEFB)*, 4(2), pp.1615-1630.
- Olayisade, A., and Awolusi, O. D., 2021. The Effect of Leadership Styles on Employee's Productivity in the Nigerian Oil and Gas Industry. *Information Management and Business Review*, 13, pp.47-64.
- Omollo, A. P., and Oloko, M. A., 2015. Effect of motivation on employee performance of commercial banks in Kenya: A case study of Kenya Commercial Bank in Migori County. *International Journal of Human Resource Studies*, 5(2), pp. 87-103.
- Osborne, S., and Hammoud, M. S., 2017. Effective employee engagement in the workplace. *International Journal of Applied Management and Technology*, 16(1), pp.4.
- Paais, M., and Pattiruhu, J. R., 2020. "Effect of Motivation, Leadership, and Organizational Culture on Satisfaction and Employee Performance." *The Journal of Asian Finance, Economics and Business. Korea Distribution Science Association*, 7(8), pp.577-588.
- Parajuli, B.K., 2004. Questionnaire: A Tool of Primary Data Collection. *Himalayan Journal of Sociology and Anthropology*, 1, pp.51-63.
- Park, Y.S., Konge, L., and Artino, A., 2020. The Positivism Paradigm of Research. *Academic Medicine*, 95(5), pp.690-694.
- Payne, G., and Williams, M., 2005. Generalization in qualitative research. *Sociology*, 39(2), pp.295-314.
- Peel, D., 2004. Coaching and mentoring in small to medium sized enterprises in the UK – factors that affect success and a possible solution. *International Journal of Evidence Based Coaching and Mentoring*, 2(1), pp.46-56.
- Pelluri, V., and Padmavathy, G., 2016. Performance Management System-A Strategic tool for enhancing Employee Performance. *International Journal of Research*, 6(11), pp.387-402.
- Perawironegoro, D., 2018. The Relationship between Organizational Structure and Organizational Culture with Teacher Performance in Pesantren. *Proceedings of the 3<sup>rd</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018)*, 200, pp.700-716.
- Polit, D., Beck, C.T., and Hungler, B., 2001. *Essentials of Nursing Research*.

- Pratheepkanth, P., 2011. Reward System and Its Impact on Employee Motivation in Commercial Bank of Sri Lanka Plc, In Jaffna District. *Global Journal of Management and Business Research*, 11(4), pp.85-92.
- Pratiwi, N., Jamaluddin, J., Nishay, R., and Salam, R., 2019. The Influence of Work Facilities on Employee Performance at the Regional Financial Management Agency Secretariat Section of South Sulawesi Province. *Jurnal Ad'ministrare*. 6. 35. 10.26858/ja.v6i1.9436.
- Rahi, S., 2017. Research design and methods: A systematic review of research paradigms, sampling issues and instruments development. *International Journal of Economics & Management Sciences*, 6(2), pp.1-5.
- Ramdhani, A., Ramdhani, M. A., and Ainisyifa, H., 2017. "Model conceptual framework of corporate culture influenced on employee's commitment to organization." *Journal of Business Management*, 11(3), pp. 826-830.
- Rathi, N., Soomro, K.A., and Rehman, F.U., 2021. Transformational or Transactional: Leadership Style Preference During the Covid-19 Outbreak. *Journal of Entrepreneurship, Management, and Innovation*, 3(2), pp.464.
- Richter, A. W., Dawson, J.F., and West, M. A., 2011. "The effectiveness of teams in organizations: A meta-analysis". *International Journal of Human Resource Management*, 22(13), pp. 2749- 2769. Available: doi:10.1080/09585192.2011.573971
- Robbins, S. P., and Judge, T. A., 2007. *Organizational Behavior*. 12<sup>th</sup> Ed. New Jersey: Pearson Education, Inc.
- Rodriguez, J. and Walters, K., 2017. The importance of training and development in employee performance and evaluation. *World Wide Journal of Multidisciplinary Research and Development*, 3(10), pp.206-212.
- Sadeli, J., 2012. The influence of leadership, talent management, organizational culture and organizational support on employee engagement. *International Research Journal of Business Studies*, 5(3), pp.1-21.
- Scotland, J., 2012. Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9).

Sekaran, U., 2003. *Research Methods for Business*. 4<sup>th</sup> Ed. Chichester, West Sussex, United Kingdom: John Wiley & Sons. Inc.

Sekaran, U., and Bougie, R., 2010. *Research Methods for Business*. 5<sup>th</sup> Ed. John Wiley & Sons Inc.

Shah, S. K., and Corley, K. G., 2006. Building Better Theory by Bridging the Quantitative–Qualitative Divide. *Journal of Management Studies*, 43(8), pp.1821-1835.

Shammout, E.M., 2022. The Impact Of Work Environment On Employees Performance. *International Journal of Current Research in Science Engineering & Technology*. 03. 2582-5208.

Shonubi, A. O., and Akintaro, A. A., 2016. “The impact of effective communication on organizational performance.” *The International Journal of Social Science and Humanities Invention*, 3(3), pp.1904-1914.

Shrestha, N., 2020. Detecting multicollinearity in regression analysis. *American Journal of Applied Mathematics and Statistics*, 8(2), pp.39-42.

Stogdill, R.M., 1974. *Handbook of Leadership: A Survey of the Literature*. New York: Free

Tai, W. T., 2006. Effects of Training Framing, General Self-efficacy and Training Motivation on Trainees’ Training Effectiveness. *Emerald Group Publishers*, 35(1), pp. 51-65.

Tajuddin, A.M., Nurbaya, S., and Marhumi, S., 2024. The Influence of Work Facilities on Employee Performance at the UPT Office of the Goods Quality Testing and Certification Center(BPSMB) of the Industry and Trade Department of South Sulawesi Province. *International Journal of Economic Research and financial Accounting (IJERFA)*, 2(3), pp.691-697.

Tashakkori, A., and Teddlie, C., 2010. *Sage handbook of mixed methods in social & behavioral research*. Sage.

Thanh, N.H., and Quang, N.V., 2022. Transformational, transactional, laissez-faire leadership styles and employee engagement: Evidence from Vietnam’s public sector. *Sage Open*, 12(2), p.21582440221094606.

- Tian, H., Shuja Iqbal, S. A., Qalati, S. A., Anwar, F., and Khan, M. A. S., 2020. The Impact of Transformational Leadership on Employee Retention: Mediation and Moderation Through Organizational Citizenship Behavior and Communication. *Frontiers in Psychology*, pp.11.
- Touma, J., 2021. Theories X and Y in combination for effective change during an economic crisis. *Journal of Human Resource and Sustainability Studies*, 9(1), pp.20.
- Uddin, M.J., Luva, R.H., and Hossian, S.M.M., 2013. Impact of organizational culture on employee performance and productivity: A case study of telecommunication sector in Bangladesh. *International Journal of Business and Management*, 8(2), pp.63.
- Verghese, A. K., 2017. "Internal communication: Practices and implications." *Journal of Indian Management*, pp.103–113.
- Vroom, V. H., and Yetton, P. W., 1973. *Leadership and Decision Making*. Pittsburgh: University Press.
- Wat, D., and Shaffer, M. A., 2005. Equity and relationship quality influences on organizational citizenship behaviors: The mediating role of the trust in the supervisor and empowerment. *Personnel Review*, 34(4), pp.406.
- Whitmore, J., 2003. *Coaching for Performance*. London: Nicholas Brealey Publishing.
- Williams, L.E., 1996. Leadership Defined. In: *Servants of the People*. Palgrave Macmillan, New York Press.
- Yamane, T., 1973. *Statistics: An Introductory Analysis*. London: John Weather Hill, Inc.
- Yukl, G., 1999. An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly*, 10(2), pp.285–305.
- Yukl, G., 2002. *Leadership in organizations*. 5<sup>th</sup> Ed. Upper Saddle River, NJ: Prentice Hall.

## Appendix 1: Questionnaire

### 1. Personal Information

1.1 Age:

1.2 Gender:

1.3 Educational Qualification:

1.4 Workplace Experience:

1.5 Current Position:

### 2. Leadership Styles

#### 2.1 Autocratic

	Autocratic	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.1.1	The regional head believes employees should be closely supervised.					
2.1.2	The regional head does not listen to suggestions from employees.					
2.1.3	The regional head wants employees to follow his/her way of working all the time.					
2.1.4	The regional head believes employees are lazy.					
2.1.5	Employees cannot express their opinions freely.					
2.1.6	Work outputs are prioritized over employee well-being.					
2.1.7	The regional head does not share all the information.					

## 2.2 Democratic

	<b>Democratic</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
2.2.1	Employees can contribute freely to decisions affecting their careers.					
2.2.2	The regional head does not take credit for my achievements.					
2.2.3	The regional head is supportive and believes employees are capable.					
2.2.4	There is clear and constant communication from the regional head to employees.					
2.2.5	The regional head allows employees to contribute to how the work must be done.					
2.2.6	The regional head encourages employees to be the best they can be.					
2.2.7	Decisions are made with the buy-in from all employees.					

## 2.3 Laissez-Faire

	<b>Laissez-Faire</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
2.3.1	The regional head allows employees to decide how the work must be done.					
2.3.2	The regional head does not interfere with what employees are doing daily.					
2.3.3	Employees prioritize the work without the regional head's involvement.					
2.3.4	Employees are left alone to decide the best solutions to complex problems.					
2.3.5	The regional head does not call progress meetings and is never available when problems arise.					
2.3.6	Employees know more about the work and therefore take the lead in decision making.					
2.3.7	Employees lead themselves and get the work done with little to no supervision.					

## 2.4 Transformational

	<b>Transformational</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
2.4.1	The regional head is accessible to all employees and engages them regularly.					
2.4.2	The regional head can delegate important tasks to employees and provides guidance.					
2.4.3	The regional head is decisive and can take difficult decisions when the need arises.					
2.4.4	The regional head keeps employees up to date with the department's vision and strategy.					
2.4.5	Employees understand how their work contributes to the department's objectives and goals.					
2.4.6	The regional head prioritizes employee well-being and empowers employees to reach their potential through coaching and teaching.					
2.4.7	The regional head encourages employees to think outside the box and contribute towards solutions.					

## 2.5 Transactional

	<b>Transactional</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
2.5.1	There are clear expectations from the regional head to the employees.					
2.5.2	The regional head monitors employee performance and keeps track of mistakes.					
2.5.3	The regional head rewards good work and punishes mistakes.					
2.5.4	There are standards that must be followed to execute the work.					
2.5.5	The regional head acts on recurring problems.					
2.5.6	Employees are aware of what is expected from them to meet targets.					
2.5.7	The regional head does not change anything if it is working.					

### 3. Employee Performance Factors

	<b>Employee Performance Factors</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
3.1	I receive regular feedback on my performance from the regional head.					
3.2	I have enough resources to perform my duties well.					
3.3	My performance is restricted by the lack of resources.					
3.4	There are sufficient training and development opportunities in the branch.					
3.5	I am satisfied with the performance management system in the department.					
3.6	I take part in performance appraisals.					
3.7	I am given freedom to make decisions about my work and career.					
3.8	There are clear roles and responsibilities in the region/institution.					
3.9	I receive coaching and mentorship in the execution of my duties.					
3.10	There are clear goals and expectations from the regional head.					
3.11	There is a positive culture that boosts employee morale.					
3.12	The organizational structure enables me to execute my duties well.					
3.13	I receive adequate support and guidance from the regional head.					
3.14	I receive rewards and recognition when I perform my duties well.					
3.15	I motivate my colleagues to improve our performance.					
3.16	I offer support to fellow colleagues in need.					

## **Appendix 2: Informed Consent Form**

### **INFORMATION SHEET AND CONSENT TO PARTICIPATE IN RESEARCH**

Date:

To whom it may concern:

My name is Lulama Manciya from the University of KwaZulu Natal's Graduate School of Business. I am currently enrolled for a Master's in Business Administration degree at the institution.

You are being invited to consider participating in a study that examines the influence of leadership styles on the performance of employees in the health maintenance branch of DID (Department of Infrastructure Development) in Gauteng.

The aim and purpose of the research is to investigate how different leadership styles affect the performance of maintenance employees at DID. The study is expected to reach out to 80 employees in the health maintenance branch. The regional offices/maintenance hubs that will be covered are: Thelle Mogoerane, Chris Hani Baragwanath, Charlotte Maxeke, Steve Biko, Dr George Mukhari, Springs, Tulisa Park, Sedibeng, Westhoven, Tshwane, and Laundries.

The study will involve a structured questionnaire that will be distributed physically to all participants where you will be asked questions relating to different leadership styles and how they affect employee performance. The duration of your participation, if you choose to enrol and remain in the study, is expected to be no more than thirty minutes (including the completion of this informed consent form). The study is self-funded.

There is no risk associated to your participation in this study as anonymity is guaranteed. Your name will not be mentioned anywhere in the research report. This study is expected to highlight to the department's senior management which leadership styles will positively (and negatively) impact the performance of employees executing maintenance in healthcare facilities in the Gauteng province.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number: HSSREC/00006958/2024).

In the event of any problems or concerns/questions you may contact the researcher at [205505836@stu.ukzn.ac.za](mailto:205505836@stu.ukzn.ac.za) or via [REDACTED] or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

## **HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Please be advised that participation in this research is voluntary. You may withdraw participation at any point. In the event of refusal/withdrawal of participation, you will not incur any penalties or lose any benefits to which you are normally entitled. Should you decide to withdraw, kindly email me at [205505836@stu.ukzn.ac.za](mailto:205505836@stu.ukzn.ac.za) so that I can source another participant to ensure there is sufficient data for analysis. Should the study be terminated for any reason, your participation will automatically cease. There is no reimbursement for your participation in the study nor are you expected to incur any costs.

All information including your personal information will be kept strictly confidential. All questionnaires will be scanned and saved in the secure personal vault in my OneDrive folder. This is password protected and only my supervisor, Professor Bibi Chummun, and I will have access to the information. All emails and other correspondence will also be saved in the same vault. Any hard copy documents will be shredded, and electronic copies will be deleted from the OneDrive folder after the required storage time as per the university's policy has lapsed.

Kindly indicate your willingness to participate in the research study by completing and signing the section below.

Yours faithfully,

---

Lulama Manciya

██████████

[205505836@stu.ukzn.ac.za](mailto:205505836@stu.ukzn.ac.za)

## CONSENT

I..... (Name and Surname) have been informed about the study titled: Investigating leadership styles on maintenance employees' performance at the Department of Infrastructure Development in Gauteng by Lulama Manciya.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits to which I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [REDACTED] or at [205505836@stu.ukzn.ac.za](mailto:205505836@stu.ukzn.ac.za)

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Additional consent, where applicable:

I hereby provide consent to:

Audio-record my interview / focus group discussion      YES / NO

---

**Signature of Participant**

---

**Date**

---

**Signature of Witness**  
**(Where applicable)**

---

**Date**

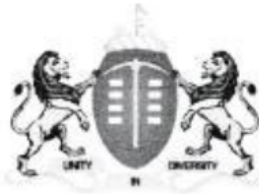
---

**Signature of Translator**  
**(Where applicable)**

---

**Date**

## Appendix 3: Gate Keeper Letter



### GAUTENG PROVINCE

REPUBLIC OF SOUTH AFRICA

### SUBMISSION

Enquires: Mr L Manciya  
Ref: Chief Engineer  
Cell: [REDACTED]

**To:** **Ms. Masabata Mutlaneng**  
Head of Department

**From:** **Mr. Lulama Manciya**  
Chief Engineer – Thelle Mogoerane Maintenance Hub

#### **REQUEST FOR APPROVAL TO CONDUCT RESEARCH FOR MASTERS DISSERTATION AT THE HEALTH MAINTENANCE BRANCH.**

**Topic: Investigating leadership styles on maintenance employees' performance at the  
Department of Infrastructure Development in Gauteng**

#### **1. PURPOSE**

The purpose of this submission is to request the Head of Department: Infrastructure Development (HOD: DID) to approve Mr Lulama Manciya (Student number: 205505836), a Master of Business Administration student at the University of KwaZulu-Natal's Graduate School of Business Leadership to conduct research on the influence of leadership styles on the performance of employees in the Health Maintenance Branch of DID. This research will be conducted as part of the final year Dissertation.

#### **2. BACKGROUND**

The Gauteng Department of Infrastructure Development (DID), as an implementing agent, is mandated by the Gauteng Department of Health (GDOH), as the client, to maintain, service, and carry out maintenance projects on Electro-Mech equipment and buildings in all health facilities in the Gauteng province. Effective maintenance services are paramount in delivering services to communities and staff working in these healthcare facilities. Poorly maintained healthcare facilities harm the quality of healthcare services and patient experience.

There are five regional maintenance hubs, five academic maintenance hubs, and one laundry maintenance hub. All these maintenance hubs have DID employees providing maintenance services to different healthcare facilities throughout the province.

Each regional maintenance hub and academic maintenance hub is led by a regional head, who is responsible for ensuring that the departmental mandate, as envisaged by the client department, is adhered to and that services are delivered expeditiously.

The different regional heads have different leadership styles, and the performance of the different maintenance hubs is also different. Hence the need for this research.

### **3. DISCUSSION**

The maintenance budget allocated to DID by GDOH every year needs to be increased to cater to all the maintenance requirements of the healthcare facilities. In 2022, there was a shortfall of R1.2bn to address the maintenance needs of healthcare facilities in Gauteng. Even with financial constraints, DID employees still respond to daily maintenance challenges.

There is a view, however, from the client department (i.e., GDOH) and political oversight committees that DID personnel responsible for maintaining all healthcare facilities can still do more to respond to day-to-day defects and ensure that maintenance projects are delivered on time, within scope, and within acceptable quality standards to improve the state of these facilities in the province. There is a view that there needs to be a proactive approach when implementing maintenance projects in the Gauteng province. Maintenance projects must have clear timelines and that contract management must be strengthened to ensure appointed contractors deliver quality services without reworks due to poor workmanship.

Previous research on healthcare facilities maintenance has focused on audit assessments, maintenance efficiency, benchmarking, and, more recently, on energy savings, quality of service, green hospitals, and fire safety compliance.

This study is being undertaken against that background. Understanding that there are constraints that hinder the effective delivery of maintenance services, constraints that are beyond the control of DID, there is one element, however, that is within the control of DID, and that element is the way DID regional heads lead their teams to perform better and ensure that issues raised are acted upon timeously.

The questionnaires will be circulated during lunch times and will not hinder the work being executed by the employees.

### **4. FINANCIAL IMPLICATIONS**

There are no financial implications.

## 5. RECOMMENDATIONS

It is recommended that the Head of Department: Infrastructure Development (HOD: DID) approve Mr Lulama Manciya, a Master of Business Administration student at the University of KwaZulu-Natal's Graduate School of Business Leadership to conduct research on the influence of leadership styles on the performance of employees in the Health Maintenance Branch of DID.

[Redacted]

**Mr. Lulama Manciya**  
Chief Engineer: Thelle Mogoerane Maintenance Hub  
Date: 2023-12-07

**Supported** not supported/supported with amendments.

[Redacted]

**Mr. Andile Ntsho**  
Director: Academic Hubs  
Date: 07 December 2023

**Supported** ~~not supported/supported with amendments.~~

[Redacted]

**Mr. Vincent Chakane**  
Acting Chief Director: Health Maintenance  
Date: 07.12.2023

**Approved** ~~not approved/approved with amendments.~~

[Redacted]

**Ms. Masabata Mutlaneng**  
Head of Department: DID  
Date: 11/12/2023

## Appendix 4: Ethical Clearance



14 June 2024

Lulama Wiseman Manciya (205505836)  
Grad School of Bus & Leadership  
Westville Campus

Dear LW Manciya,

Protocol reference number: HSSREC/00006958/2024

Project title: Investigating leadership styles on maintenance employees' performance at the Department of Infrastructure Development in Gauteng

Degree: Masters

### Approval Notification – Expedited Application

This letter serves to notify you that your application received on 03 May 2024 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

Incidents of adverse events and serious adverse events (AEs and SAEs) should be reported in writing to HSSREC, the study sponsors, and any regulatory authority (where appropriate), within 7 working days of the occurrence for local sites and 14 days for all other South African sites.

This approval is valid until 14 June 2025.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)  
/dd

### Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

## **Appendix 5: Turnitin Similarity Report**