**UNIVERSITY OF EDUCATION, WINNEBA**

**THE INFLUENCE OF LEADERSHIP STYLE, MOTIVATION AND WORK DISCIPLINE ON EMPLOYEE PERFORMANCE: A CASE STUDY OF UNIVERSITY OF EDUCATION, WINNEBA**



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**PATRICIA HAMMOND**
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**A dissertation in the Department of Management Sciences, School of Business, submitted to the School of Graduate Studies in partial fulfilment of the requirements for the award of the degree of**
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**in the University of Education, Winneba**

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# DECLARATION

**Student's Declaration**

I, Patricia Hammond, declare that this dissertation, excluding any quoted material and referenced content derived from published sources, has been exclusively authored by me. I further confirm that this work has not been previously presented elsewhere, in its entirety or in part, for the purpose of obtaining any other academic qualification.

Signature:………….…………………………………………

Date:…………………………………………………………..

**Supervisor's Declaration**

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

Name: Dr. Erastus Emmanuel Yamoah

Signature:………….…………………………………………

Date:…………………………………………………………..

## ACKNOWLEDGEMENTS

# DEDICATION

To my husband, Mr. Michael Rockson and sons, Ekow Essilfie Rockson and Ato Mensah Rockson.

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# ABSTRACT

The performance of employees can never be overlooked in every organization when assessing progress. There are variables that impact the performance of employees. When these variables are identified and their impacts on performance is assessed, decisions about performance can easily be taken. The research focused on the Influence of Leadership Style, Motivation, and Work Discipline on Employee Performance at the University of Education, Winneba. The study used descriptive statistics and regression analysis for the collected data and found that two variables - leadership style and motivation - affect the performance of employees at the University of Education, Winneba. Consequently, management decisions regarding the performance of employees at the University of Education should focus on leadership style and motivation.
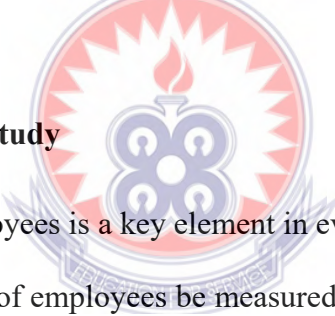
**CHAPTER ONE**

**INTRODUCTION**

## 1.0 Introduction

The evaluation of organizational progress must always take into account the performance of employees. Various variables can impact performance, and once these variables are identified and their relationships with performance is assessed, decisions regarding performance can be made more easily. In this chapter, we look at the overview of the study which is made up of background to the study, statement of the problem, research objectives, research questions, hypothesis, and significance of the study, scope of the study, limitations and delimitations, and structure of the study.

## 1.1 Background to the Study

The performance of employees is a key element in every organization. How else could the progress or otherwise of employees be measured without performance? (Elnaga & Imra, 2013). Usually, performance measurement assesses an organization's short-term and long-term goals. Siahaan et al. (2016) opines that the success of a company depends on the performance of its employees, which is necessary for both individual employee success and the development of its human resources. Enhancing these employees' performance is advantageous for both the business and the workers. An individual with good performance may theoretically advance further in their career. According to Harras et al. (2020) and Von Doreen et al. (2015), performance is the likelihood that future actions will be carried out successfully in order to achieve the goals and aims of organizations. The question which arises is, what then indicates a good or bad performance?

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A performance indicator is a piece of information that is gathered on a regular basis to monitor or measure how well a system or its users are performing (Harras et al., 2020). In many complicated systems, performance indicators are gathered in order to provide service and guidance (Von Doreen et al., 2015).

It is worthy to note that the measures of indicators of performance are typically not error-free, without definitional or interpretive issues, but they are nevertheless significant indicators of how well a system or organisation is operating in one area of quality control (Hughes & Bartlett, 2002).

In many instances, companies adopt performance measurement at both lower and higher levels of the organization. The results found in the performance of employees are indicators for decision-making (Ukko et al., 2007). Employee performance is arguably the visible part of human resource management, which institutions employ to carry out work evaluation (Yang et al., 2016). It is that part of the organization that is directly linked to the capabilities of employees (Nasriyah et al., 2016). Yang et al. (2016) adds that, performance is fundamentally what employees do or do not do.

A four-dimensional conceptual framework, has been identified by Koopmans et al. (2013) to measure employee performance. In the dimensions, it is stated that individual work performance can be evaluated by testing an employees' task performance, contextual performance, adaptive performance, and counterproductive work behaviour.

That said, there are drivers of employee performance too (Nasriyah et al., 2016). Shahzadi et al. (2014) identified one of the drivers of employee performance as motivation. Motivation, according to Ryan & Deci (2020), can be classified as intrinsic motivation and reflects the natural human propensity to learn, assimilate and do, and extrinsic motivation is argued to reflect external control or true self-regulation. People's

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perseverance and performance in the workplace are all predicted by how much they are intrinsically motivated (Cerasoli et al. 2014, Grant & Berry 2011, Judge et al. 2001).

The characterization of actions driven by intrinsic motivation as gratifying in and of themselves explains why it is a crucial predictor of involvement across different areas. It is impossible for an individual to distinguish between engaging in the activity and reaping its rewards. It is believed that the primary motivation for engaging in any work is merely to be able to do it, but not the benefits gained out of it. This intrinsic activity and its aim are perceived as one in the person's mind (Fishbach & Woolley, 2022).

Extrinsic motivation on the other hand, can be stimulated by a variety of social-environmental elements, such as expected reward, expected assessment, competition, surveillance, time constraints, and external control over task involvement. These motivators are extrinsic because they set up tasks as means to an end rather than emphasize the enjoyable experience of the task itself (Legault, L. 2020). Over time, some goal- or constraint-oriented motivators may become internalised, losing their external source quality. Instead, they might contribute to a person's sense of self and identity. Pawirosumarto, Sarjana & Muchtar (2017) also found two factors that account for employee performance: motivation and work discipline. Employees' attendance, punctuality, reporting time, closing time, et cetera (Maryani et al., 2021).

A good performance requires work discipline; with discipline, employees will endeavour to complete tasks as much as they can, and the resulting performance will be better. A firm or organisation must maintain discipline because without it, it is challenging for businesses to achieve their objectives. Discipline is essential for the business to achieve its objectives. A person who is disciplined is someone who is aware

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of and willing to follow all organisational or company rules as well as any relevant societal norms (Sitopu et al., 2021).

According to Maryani et al. (2021), indicators of work discipline include:

- Timeliness

- Skill to handle work equipment

- Responsibility

- Compliance with work rules.

From the perspective of Kuncowati & Rokhmawati (2018), an employee's work discipline is influenced by or dependent on various objectives of the organization, the abilities of employees, exemplary leadership, justice, supervision, sanctions, assertiveness, response services and human relations.

Style of leadership is another factor that impacts work output. It refers to the behaviour of guiding and coordinating the activities of a team or group of individuals towards a common objective (Puni et al., 2014). It is described as the interaction between the individual(s) who lead and those who choose to follow (Kouzes & Posner, 2002).

Creating effective leadership is a priority in businesses and it is expected that good leadership will enhance a variety of measurable indicators, even in fragmented institutions (Reeves et al., 2016; Jung, 2001). This factor, when positively used, produces great results in organizations. Conversely, the existence of a bad leadership style yields a bad result and a drop in the total output of an institution (Geier, 2016; Razak et al., 2018). Significant positive associations between effective styles of leadership and high levels of employee-employer satisfaction have been reported (Razak et al., 2018).

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One cannot touch on performance without considering the employee. In the lenses of Elnaga & Imra (2013), the employee is the fulcrum around which any business revolves. Jobs are completed by the employee (Abbas & Yaqoob, 2009). The employee carries the knowledge and expertise in the field, and provide insight into the overall realities on the ground (Gregory, 2011). The employee is the revenue driver, vision or mission carrier, and friend of the customer (Trahant, 2009; Bedarkar & Pandita, 2014).

If output is a function of input, then what happens to the employee will undoubtedly show in the results produced (Maxham et al., 2008).

## 1.2 Statement of the Problem

Human resource practitioners and employers, in the processes of utilizing the resources available, adopt management skills that harnesses all factors that promote growth and increase performance (Harras et al., 2020). Proper management of personnel is critical to the success of organizations. In managing personnel, there is the need to identify the factors that yield high results or performance. Studies available have pointed to a lot of factors that influence performance. While some identified one factor influencing employee performance, others touched on a combination of two or more (Nasriyah et al., 2016). Sitopu et al. (2021) for example, found that leadership and compensation have significant effect on the employee performance. They additionally found that the factors that affect performance include work discipline, compensation, and motivation.

The essence of identifying the variables that impact employee performance is to boost the overall performance of workers and help adopt proper performance strategies (Elnaga & Imra, 2013). Any variable that contributes negatively to the performance of employees becomes a caution to employers. In all economic sectors, low productivity

has been found to be avoidable if employers focus on the factors that affect employee productivity. Employee productivity indicators are to be monitored periodically to identify and address issues that hamper growth (Koopmans et al., 2013).

Although researchers in the area of employee performance such as Nasriyah et al. (2016); Elnaga & Imra, (2013); Harras et al. (2020); Legault (2020); Grant & Berry (2011) among others, have focused attention on discovering the variables that contribute to employee performance across geographical boundaries, their studies on these three variables (leadership style, motivation and work discipline) have not been fully explored in the Ghanaian environment. Additionally, it is unknown whether the findings of research conducted in other locations are consistent or not in the Ghanaian space, especially in recent times. It is within these gabs that this research is situated to investigate how the three variables—leadership style, motivation, and work discipline—affect employee performance at the University of Education, Winneba.
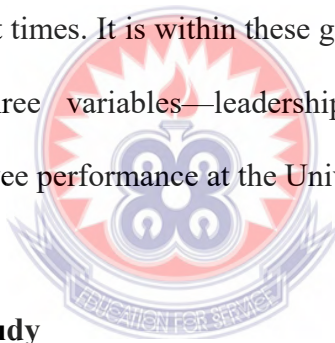
## 1.3 Objectives of the Study

The objectives of the study are:

1. To find out the influence of leadership style, motivation and work discipline on the performance of employees;

2. To measure the strength of the relationships between employee performance and motivation, employee performance and work discipline, and employee performance and leadership styles;

3. To identify the relationship between work discipline and leadership style, work discipline and motivation, and leadership style and motivation.

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## 1.4  Research Questions

1. What is the influence of leadership style, motivation and work discipline on the performance of employees?

2. What is the strength of the relationships between employee performance, leadership style, work discipline and motivation?

3. What is the relationship between work discipline and leadership style, work discipline and motivation, and leadership style and motivation?

## 1.5  Hypotheses

**Hypothesis 1**

$H_{01}$: The performance of employees is not influenced by motivation.

$H_{11}$: The performance of employees is influenced by motivation.

**Hypothesis 2**

$H_{02}$ : The performance of employees is not influenced by work discipline.

$H_{12}$: The performance of employees is influenced by work discipline.

**Hypothesis 3**

$H_{03}$ : The performance of employees and leadership style are independent.

$H_{13}$: The performance of employees and leadership style are dependent.

## 1.6  Significance of the Study

The study will enable human resource practitioners and employees to identify the variables that impact employee performance. When the variables are identified, and their relationships, whether positive or negative, it will guide management decisions

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and provide information for future planning and policy formulations. The findings will also contribute to the literature on studies conducted in this area.

## 1.7  Scope of the Study

The study covers some selected employees in the University of Education, Winneba. Employees across departments, schools, faculties and college of the University will be involved to contribute their rich knowledge to the study.

## 1.8  Limitations and Delimitations

Some difficulties are obviously encountered in all research works. This study is not spared either. Issues of non-response to questionnaires and adequate time to complete the research are among the key challenges. Also, employees in the University are scattered across departments, schools and faculties and the practical impossibility of contacting all of them exist.
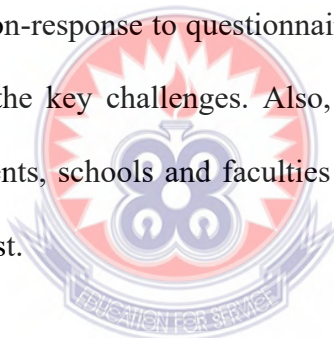
Although the size of the sample chosen is suitable for the analyses to be conducted, especially for academic purposes, a more diverse sample with diverse employees will increase the statistical power of the results and produce a more generalised conclusion. Funding is the sole responsibility of the researcher. In the absence of external donor support or funding, there is the likelihood of narrowing the scope of the study.

Information gathered on participants involved in this study is kept with the utmost confidentiality and anonymity. No identification of the respondents is required. The research is merely for academic purposes, and participants' identities will not be divulged. Participants' consent is sought through written permission obtained prior to their engagement in the study, stating the goal of the study and the purpose(s) for which

the data is used. The questionnaire instruments that are used in this study are free from any cultural, political and gender-sensitive questions. The researcher also gives substantial background information on the study to the respondents to help guide them on the appropriate information needed. All materials such as books, published and unpublished articles and journals used in this study are duly acknowledged to avoid academic thievery.

## 1.9  Structure of the Study

The study will come in five (5) chapters:

Chapter One: This chapter captures the Background to the Study, Statement of the problem, Objectives, Research Questions, Scope of the Study, Limitations, Ethical Considerations and Significance of the Study;

Chapter Two: Chapter two focuses on relevant literature to review scholarly articles on the subject;

Chapter Three: Chapter three is on methodology;

Chapter Four:  Chapter four comes with comprehensive analysis and discussion of results;

Chapter Five: The last chapter summarizes, concludes and recommends based on the findings of the study.
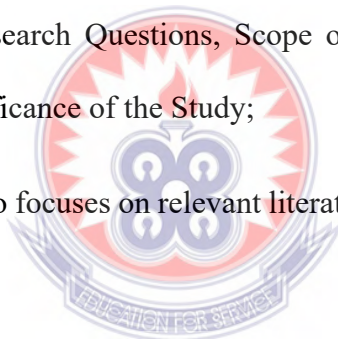
## 1.10 Chapter Summary

The chapter considered the background to the study, problem statement, significance of the study, research objectives, research questions and hypothesis of the study. It further tackled the limitations and delimitations, and the structure of the study.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This chapter reviews relevant literature on the study. It comprises of theoretical and empirical reviews. Leadership styles, indicators of employee performance, motivation, employee performance, employee performance and motivation, employee performance and work discipline, employee performance and leadership style, and conceptual framework are examined.

## 2.1 Theoretical Review

The study applied the transformational leadership theory, situational leadership theory, and Herzberg's motivation-hygiene theory to discuss the impact of leadership style, motivation and work discipline on employee performance.
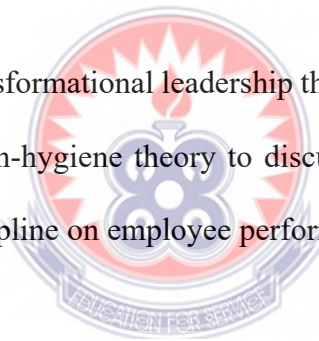
## 2.2 Leadership Styles

The terminology 'style' is comparable to the behaviour of the leader. It is the manner in which a leader affects the subordinates (Kaiser et al., 2015). There are many different leadership styles, and each leader has their own. The styles, be it autocratic, bureaucratic, laissez-faire, transformational, transactional have their impact on employee performance (Khan et al., 2015; Razak et al., 2018).

Both Geier (2016) & Razak et al. (2018) argue that the leadership style adopted by management plays a key role in work output. They further opine that leadership style

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as a factor comes with the ability of a leader to control, influence, direct, and encourage work colleagues or subordinates to work willingly to achieve set goals.

The presence of a bad leadership style produces bad employee performance, which further causes a fall in the total performance of the organization (Gruman & Saks, 2011). Nasriyah et al. (2016) support the view of Geier (2016) & Razak et al. (2018) and further add that the ability of leaders to create conducive work environments, good policies, and reward schemes for employees who perform well will put organizations in good shape. To effectively build the work environment in this situation, Reeves et al. (2016) claim that leaders must foster better relationships and be fair in treating all employees with respect. According Khan et al. (2015), good leadership comes from the heart and that an effective leader must be visionary, passionate, creative, adaptable, motivating, innovative, bold, imaginative, experimental, and that they must be change agents (Reeves et al., 2016; Jung (2001) stress that leadership styles vary.
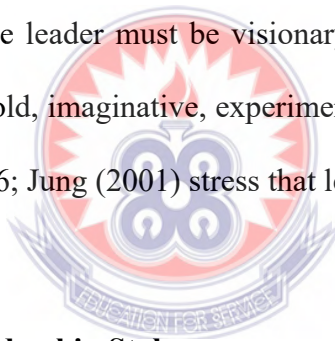
### 2.2.1 Transactional Leadership Style

This approach according to Akhigbe et al. (2014); Leadership by contingent reward, management-by-exception leadership that may be active or passive, and laissez faire leadership are transactional leadership espoused by Jung (2001). A transactional leader employs the contingent rewards scheme to explain performance objectives to followers and to express appreciation for good performance (Hargis et al., 2001).

In the lenses of Odumeru & Ogbonna (2013), transactional leaders manage each component separately to successfully execute specific duties. Instead of being concerned with innovative ideas, transactional leaders are focused on processes. These executives prioritise contingent compensation or contingent punishment. (Micheal,

2005) discovered that in transactional leadership, contingent benefits are delivered when the assigned goals are completed on time to keep subordinates working efficiently at various points in time. When performance quantity or quality falls short of expected levels of output or when objectives and tasks are not completed at all, on the other hand, contingent - penalties such as suspensions are applied. Frequently, contingent penalties are applied on an exception-by-exception basis, where the exception occurs when anything goes wrong (Odumeru & Ogbonna, 2013).

### 2.2.2  Transformational Leadership Style

Successful outcomes on both personal and professional levels are linked to this leadership style (Robbins & Coulter, 2007; Khan et al., 2015).

Followers of transformational leaders are empowered to satisfy higher-order goals like self-actualization and self-esteem, and they are inspired to make sacrifices by putting the interests of the company above their own (Levine et al., 2010). It compels adherents to put higher order needs ahead of self-interests in order to reorganize their requirements (Jung, 2001; Reeves et al., 2016)

Long et al. (2014) identifies some components of transformational leadership which are exhibited by transformational leaders. They include intellectual stimulation, idealized influence, individualized consideration and inspirational motivation.

Intellectual stimulation, as a component of transformational leadership, does not permit criticism of individual members' mistakes but inspires creativity (Dwibedi, 2016; Khan et al., 2015). Followers are involved in the process of resolving setbacks and identifying solutions, and they are encouraged to contribute fresh ideas and innovative setback

resolutions (Ojokuku et al., 2012). New ideas are generated by inspired followers, and when those ideas diverge from those of the leaders, they are not rejected (Bass & Avolio, 2003). This leadership style is characterised by idealised influence. The leaders are respected, taken into account, and trusted (Robbins & Coulter, 2007). Leaders are admired by their followers for having extraordinary talents, perseverance, and dedication. Followers strive to inspire the leaders. Eagerness and positive thoughts are displayed in this type of leadership which constitute inspirational motivation. This leadership style gives distinct attention to every single individual (Bass & Avolio, 2003).

### 2.2.3 Autocratic Leadership Style

Autocratic leadership is a form of transactional leadership in which leaders have complete control over their employees (Jung, 2001; Reeves et al., 2016). Staff and team members have few opportunities to make recommendations, even if they are in the best interests of the team or organisation (Akor, 2014). Autocratic leadership has the advantage of being extremely efficient (Van Vugt et al., 2004). Dyczkowska & Dyczkowski (2018) found that in autocratic leadership, decisions are made quickly, and work to put those decisions into action can begin instantaneously.

In terms of drawbacks, Bhatti et al. (2012), Akor (2014); Reeves et al. (2016) and Jung (2001) discuss that most employees dislike being treated in this manner where members have limited opportunities to make decisions and recommendations. They add that decision-making is less creative under autocratic leadership. Exploitation of this style is often regarded as controlling, bossy, and dictatorial. Employees are most often threatened and punished for any little offence.

### 2.2.4 Bureaucratic Leadership Style

Gultom & Situmorang (2020) believe that bureaucratic leaders strictly adhere to rules and ensure that their employees do as well. This is a good leadership style for jobs that involve serious safety risks such as working with machinery, toxic substances, or at dangerous heights or large sums of money. In organisations where employees perform routine tasks, bureaucratic leadership can be beneficial (Amanchukwu et al., 2015). Khan et al. (2015) add similarly that employees performing routine tasks over and over, employees who need to understand certain standards or procedures, those working with delicate equipment that requires a definite set of procedures to operate benefits from this leadership style.

This type of leadership has the disadvantage of being ineffective in teams and organisations that rely on flexibility, creativity, or innovation (Gandolfi & Stone, 2017). Everything is done according to procedure or policy in bureaucratic leadership style. Management is really more concerned about enforcement of rules than any other thing (Ojokuku et al., 2012). This style is unproductive when the interest of the employees and fellow workers is lost. Employees do only what is expected of them and no more (Khan et al., 2015).

### 2.2.5 Charismatic Leadership Style

Gandolfi & Stone (2017) defines charismatic leadership as a leadership style that is distinguishable but may be perceived as less tangible than other leadership styles. Charismatic leaders inspire eagerness in their teams and are energetic in motivating employees to move forward. The resulting enthusiasm and commitment from teams is a huge asset to productivity and goal achievement.

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The disadvantage of charismatic leadership is the excessive trust placed in the leader rather than in employees. If the leader leaves, there is a risk that a project or even an entire organisation will fail (Khan et al., 2015).  Furthermore, a charismatic leader may come to believe that s/he can do no wrong, even when others warn him or her about the path s/he is on; feelings of invincibility is characteristic of this leadership style (Akor, 2014).

### 2.2.6  Democratic Leadership Style

According to Foels et al. (2000) and Puni et al. (2014), democratic leaders make the final decisions, but team members participate in the process. This style, in the view of Bhatti et al. (2012) and Akor, (2014), encourage creativity, and team members are often highly engaged in projects and decisions. Dyczkowska & Dyczkowski (2018) add that because team members are more involved, they have higher job satisfaction and are more productive. This style also assists in the development of employees' skills. Al Khajeh (2018) reveals that team members are motivated by more than monetary rewards because they feel a part of something larger and more meaningful.

Democratic leadership, according to Khan et al. (2015), is able to create both high-quality and large amounts of work over an extended period of time. Many employees appreciate the trust they are given, which leads to cooperation, teamwork, and excellent morale (Al Khajeh, 2018; Khan et al., 2015). Generally, a democratic leader creates programmes to aid staff in self-evaluation, permits staff to set goals, fosters professional development and promotion opportunities, and recognises and rewards success (Khan et al., 2015; Puni et al., 2014).

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The risk of democratic leadership is that it falters in situations requiring speed or efficiency. A team, for example, can waste valuable time gathering input during a crisis. Another risk is, team members may lack the necessary knowledge or expertise to provide high-quality input (Odumeru & Ogbonna, 2013; Khan et al., 2015).

### 2.2.7  Laissez-Faire Leadership Style

Laissez-faire leadership may be the best or the worst of leadership styles (Thanh & Quang, 2022). When applied to leadership, laissez-faire is a French phrase that means "let it be." It describes leaders who allow people to work on their own (Odumeru & Ogbonna, 2013).

Laissez-faire leaders delegate responsibility and avoid making decisions; they may give employees complete autonomy to complete their tasks and set their own deadlines (Skogstad et al., 2007). High levels of disputes between co-workers and other employees are characteristic of this leadership style because, superiors in most instances, neglect their duties to address interpersonal issues (Chaudhry & Javed, 2012; Khan et al., 2015).

Kelloway (2005) contends that laissez-faire leadership is ineffective and may be the underlying factor in workplace stresses such role conflict, job ambiguity, and the perception of poor interpersonal treatment by the leader. Amanchukwu et al. (2015 states to the contrary that, laissez-faire leadership style come with benefits.  Giving team members so much autonomy can result in high job satisfaction and increased productivity. It can only be detrimental if team members do not manage their time and privileges effectively or do not have the necessary knowledge, skills, or motivation to complete their tasks effectively (Dumdum et al., 2013; Eagly, 2003).

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This type of leadership can also occur when managers lack adequate control over their employees (Sharma, 2013). The laissez-faire leadership style can be effective if the leader regularly monitors performance and provides feedback to team members (Eagly, 2003; Dumdum et al., 2013).

## 2.3 Indicators of Employee Performance

A performance indicator, according Parmenter (2015), can be defined as an item of information collected at regular intervals to track the performance of a system. Although these indicators are not free from errors in terms of definition, interpretation and usage, but they are pointers to the functioning of the organisation and serving as a quality control measure. They have a functional relationship with the goals and activities of an organization (Popova & Sharpanskykh, 2010; Parmenter, 2015)

In measuring performance, Esthi & Savhira (2019), Hughes & Bartlett (2002), Popova & Sharpanskykh (2010) suggested some indicators: They are:

- Quality: Quality of work measures how efficiently an employee performs what is supposed to be performed.
- Quantity: The duration of an employee's work in one day and the speed with which work is executed.
- Execution of Tasks: This measures the accuracy attached to the execution of work producing little or no mistakes.
- Responsibility: Responsibility for work is an awareness of the employee's obligations to carry out the work given by the company.

These indicators when properly measured reveals the performance of employees.

## 2.4 Motivation

### 2.4.1 Intrinsic Motivation

Hennessey et al. (2015) finds that work enhancement programmes that have raised workplace morale can increase intrinsic motivation. When employees' enjoyment of their job increases, intrinsic rewards may undermine the extrinsic motivation. The proponents of self-determination theory such as Deci et al. (2017) contend that supporting and fostering employee autonomy, self-esteem and remuneration can have a favourable impact on performance.

Employees may realise how essential their work is when motivation systems link individual and organisational success, which in turn promotes job satisfaction (Wright & Kim, 2004). Fishbach & Woolley (2022) and Hennessey et al. (2015) believe that intrinsic variables become more powerful motivators if compensation rises above the subsistence level, and that staff motivation requires intrinsic rewards like pride in a job well done and a sense of contributing to something valuable.

According to study by Fishbach & Woolley (2022), intrinsic elements had a strong, significant impact on motivation, which implies that once employees are paid well, they will value the intrinsic factors. The study also found that high employee performance is a direct result of job satisfaction.

### 2.4.2 Extrinsic Motivation

When someone is motivated by external factors to complete a task, this is known as extrinsic motivation. Programs and inducements including prizes, salary, remuneration plans, career ladders, and peer and global appeal are examples of extrinsic influences (Kuvaas et al., 2017). In other words, the worker strives to work harder, obey rules,

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build self-worth or accomplish a worthwhile goal when working conditions are favourable (Shih et al., 2006).

Pitaloka & Sofia (2014) contend that understanding the factors that have the greatest impact on employee happiness is crucial to fostering an environment where employees are satisfied. Defining the effect of various extrinsic factors such as incentives, working conditions and interpersonal relations, among others on employee performance is key to employers (Milka et al., 2015).

The initiative to provide financial and non-financial rewards to people and groups who develop innovative ideas is important for organizations. But it is equally vital to avoid punishing creativity when it does not result in highly successful innovation (Anderson et al., 2014).

Reward systems, on the other hand, are necessary because they give preference to service over self-interest. It also means there is the need to be an equitable distribution of wealth among employees. This test of equity is important because it affirms the fact that the success of the institution is in the hands of people at each level. An institution's wealth and value, in the broadest sense, is then a community creation (Freeman & Liedtka, 2023).

Money is the most obvious extrinsic reward. Money acquires significant motivating power because it comes to symbolize so many intangible goals. It acts as a symbol in different ways for different people and for the same persons at different times (Milka et al., 2015. Money can provide positive motivation in the right circumstance, not only because people need and want money but also because it serves as a highly tangible means of recognition (Kuvaas et al., 2017). Money can be considered as "scorecard" through which employees can evaluate how much an organization values them (Milka

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et al., 2015; Kuvaas et al., 2017). Once extrinsic motivation is utilised, it is linked to the action as a justification for engaging in that activity (Legault, 2020; Deci & Ryan, 2012).

The work environment as extrinsic factor is a major determinant in employee engagement or disengagement. Organizations and individual employers reap what they sow in the work environment (Roelofsen, 2002).

## 2.5 Employee Performance

Among many individual antecedents that influence employees' innovative performance are attitudes, cognitive styles, personality and demographic characteristics such as age, education background, and prior experience (Williams, 2004; Tomy & Pardede, 2020; Raymond & St-Pierre, 2010); Carnabuci, 2015; Naranjo-Valencia et al., 2017). In terms of organizational antecedents, expenditure on research and development (Griliches, 2007); Hadjimanolis, 2000), cooperation with external technology provider, leadership style influence (Razak et al., 2018; Hage & Dewar, 2018)), and reward system (Rodin et al., 2013; Janssen, 2000; Mumford, 2000) are commonly cited as factors that affect individual performance.

In the view of Carlos-Pinho et al. (2014), the performance of the employees affects the customer base and market segment in businesses where employees deal directly with customers. First impression can make or break the customer base.

Productivity is yet another important aspect of employee performance that has a direct impact on business. Productivity has a rippling effect in the workplace, which means that consistent levels of productivity and work habits set the bar for other employees.

And whether it is a retail store or a manufacturing plant, when employees work more efficiently, the company's profitability and bottom line will benefit (Carlos-Pinho et al., 2014).

Employee retention and turnover both have an impact on an organisation. When an employee leaves a company too soon, the company's financial investment in the employee's training is lost. Organisations that spend huge sum of money on training employee before the employee is ever given the opportunity to start working and recouping profit stand to lose. (Samuel & Chipunza, 2009).

Improving performance has a positive impact on an organization's profitability in general. When employees fail to meet company standards, performance drops and the company's reputation suffer (Carlos-Pinho et al., 2014).

In linking job satisfaction and performance, a positive but minor correlation has been identified according to meta-analyses (Organ, 2014). Since the relationship is minor, it is still believed that there is a lack of a practical grasp of the relationships between many other aspects, such as work values, recognition, and performance.

Organisational study has revealed similarly that, organisations with greater average levels of job satisfaction outperform other organisations that do not exhibit employee job satisfaction (Riketta, 2008).

## 2.6 Empirical Literature Review

### 2.6.1 Employee Performance and Motivation

Literature has shown that there is a significant positive influence of employee motivation and reward on employee performance (Shahzadi et al., 2014;

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Pawirosumarto, Sarjana & Muchtar, 2017). Kuvaas & Dysvik (2009) did not find anything contrary but noted that motivation has always brought out the hidden energies and abilities in workers. Employees are able to go the extra mile in the discharge of their duties when an element of motivation, whether financial or physical, is seen. Wang et al. (2016) discuss that motivation is an ongoing process that contributes to defining the intensity, direction, and perseverance of employees in an effort to achieve goals. It is an inner force that compels employees to achieve organizational goals.

That said, Razak et al. (2018) goes a bit contrary to claim that, it is not true in all instances, that motivation greatly raises performance. Sometimes, the mind-set of the employee is fixed to the degree that, whether motivated or not, goals must be met, even to the extent of exceeding targets. That is the force called work discipline—the sense of responsibility towards duty (Wang et al., 2016).

The theory of motivation and hygiene distinguishes between hygienic elements, which are typically intrinsic ones such as success and acknowledgment and extrinsic motivators such as good company administration, supervision and good salary. According to Herzberg, these factors contribute to job satisfaction because they meet a person's need for self-actualization (Herzberg, 2003; Deci & Ryan, 2012; Dobre, 2013).

### 2.6.2  Employee Performance and Leadership Style

Shafie (2013) in exploring the relationship between leadership style and employee performance, found that there is a positive relationship between development oriented, pragmatic leadership styles and employee performance. In the study, a sample of 277 respondents was chosen using simple random sampling and analysed using hypothesis and correlational analysis.

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Similarly, Iqbal et al. (2015) found that the participatory style of leadership has a greater positive effect on employee performance. The study adopted a descriptive method and applied hypothesis testing to find the relationship between leadership style and performance improvement of employees.

Ohemeng et al. (2018) also exploring the relationship between leadership style and employee performance in the Ghanaian public service, identified a strong positive association between employee performance and leadership style. The study suggested greater emphasis on social networks and relationships as a means of improving efficiency in leadership styles in public services.

Chua et al. (2018) assessed leadership style and its impact on employee performance. The study engaged 216 employees from 6 organizations in Klang Valley, Malaysia. The study sampled 235 employees using simple random sampling method. In a regression analysis, it was identified that the autocratic and democratic leadership style have a positive and significant impact towards employee's performance.
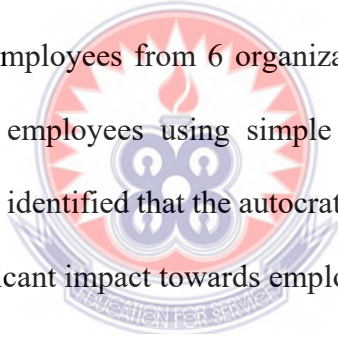
### 2.6.3  Employee Performance and Work Discipline

Yang et al. (2016) describes work discipline as the consciousness and desire of employees to obey all company rules and regulations for the purposes of achieving targets. Work discipline comes in several forms. Regular attendance, punctuality, reporting on time after breaks, finishing work on time, and concentrating on assigned duties are just a few examples. It is not surprising that Maryani et al. (2021) identified that, there is a significant positive influence of work discipline on employee performance.

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In the opinion of Halbesleben & Wheeler (2008), workers who exhibit a high level of work discipline undoubtedly produce highly efficient results. As a result, managements nowadays make it a point to

instil work discipline in their employees in order to maximize their rich hidden potential.

In the view of Afandi et al. (2018), there are 5 indicators of work discipline. These include:

- Attendance: It is the characteristic of unproductive employees that they are not regular, punctual and are accustomed to reporting to work late but going home early.
- Compliance with Obligations and Work Rules: Employees who are obedient to the work rules will not neglect work procedures and will always follow the work guidelines set by the organization.
- Compliance with Work Standards: Employees who are disciplined comply with work standards and take responsibility for tasks assigned.
- Vigilance: Employees who are careful in their work and always make use of resources effectively and efficiently to produce results.
- Ethical Work: Employees with high work ethics show respect and will not condone in any ill-practices.

## 2.7 Conceptual Framework

The conceptual model shown is a result of examination of various literature on the subject. This model serves as a guide driving the research.

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The model has been developed on the basis of their relationship with a view to analyse which variables impact the performance of employees of an organization. Performance is operationally perceived as performing duties, using resources effectively to achieve results, meeting deadlines, ensuring team work, and achieving departmental goals.

The framework shows that there is a conceptual influence of motivation, leadership style and work discipline on employee performance. The dependent variable is employee performance and the independent variables are leadership style, motivation and work discipline. The framework also indicates leadership styles such as transactional, transformational, autocratic, charismatic, bureaucratic, democratic and laissez-faire that influence employee performance.  Motivation consists of variable such as intrinsic and extrinsic motivation and work discipline comprise of variables such as attendance, compliance with obligation and work rules. Compliance with work standards, vigilance, ethical work.
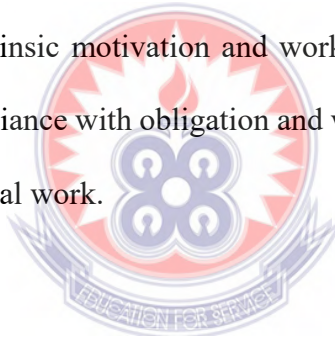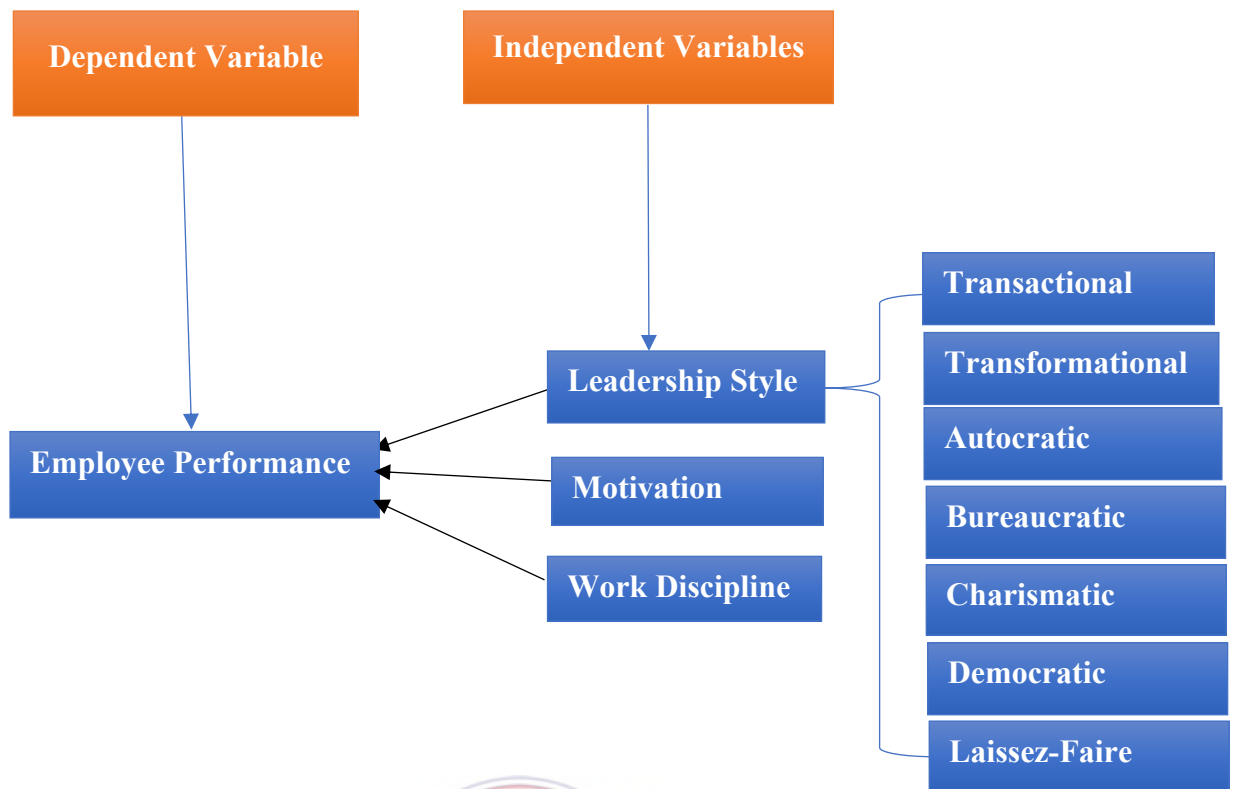
*Figure 2.1*: The Conceptual Relationship between Employee Performance, Motivation
Work Discipline and

Source: Author (2023)

## 2.8  Chapter Summary

This chapter reviewed the relevant literature on the study. It looked into both theoretical
and empirical studies on the topic and reviewed them. Leadership styles, indicators of
employee performance**,** motivation, employee performance, employee performance
and motivation**,** employee performance and work discipline, employee performance
and leadership style, and conceptual framework were examined.

## CHAPTER THREE

## METHODOLOGY

### 3.0  Introduction

Research methodology, according to William (2007); is the use of proper methodologies to examine a particular case and acts as the framework for the entire research process. This means that a procedure that is not well planned will produce outcomes that are improper.

This chapter considers research design, source of data, population of the study, sample and sampling, research instrument, instrument validity and reliability, ethical consideration, data processing and analysis tools.

### 3.1  Research Design

Creswell (2014) and Cooper & Schindler (2003) explain that research design is a procedure of inquiry or research strategies. In this study, quantitative explorative research approach is used.

Quantitative research makes use of variety of quantitative analysis techniques that range from providing simple description to the variables involved, to establish statistical relationships through complex statistical modelling (Saunders et al., 2009; Holton & Burnett, 2005).

Quantitative research calls for typical research designs where the focus of research is to describe, explain and predict phenomena. It uses probability sampling and relies on larger sample sizes (Cooper & Schindler, 2003). It identifies and quantifies

relationships between different variables (Holton & Burnett, 2005). In quantitative research involving two or more variables, for example, the aim of the researcher is to study the relationship between an independent (predictor) variable and a dependent (criterion) variable in a population (Saunders et al., 2009).

In this study, quantitative explorative approach is used to identify, explorer and quantify the relationships between employee performance, which is the response variable, and predictor variables such as motivation, leadership style and work discipline.

## 3.2  Source of Data

Primary and secondary data are both used in this investigation. Primary information was gathered from the target population to address the objectives of the study. Questionnaires are used in this study to collect the primary data from the study's target audience.

On the other hand, secondary data, which is information gathered from earlier studies from sources like books from University of Education library, papers, journals, dissertations, and websites are used.

## 3.3 Population of the Study

The population of a study refers to the set or group of all the units on which the study information is required and findings of the research are to be applied. Sometimes referred to as universe, population possesses variable features under study and for which findings of research can be concluded or generalized (Cooper & Schindler, 2003;

William, 2007). The population of the study is staff of the University of Education, Winneba.

## 3.4 Sample and Sampling

Taking a subset from a chosen sampling frame or entire population is called sampling. Sampling can be used to make inference about a population or to make generalization in relation to existing theory (Taherdoost, 2016).

About 100 samples are drawn from the staff of the University using convenient sampling technique which allow respondents to be engaged at their convenience. Johnson & Gill (2010) and William (2007) discuss that the sample size chosen, should be representative of the population and that, larger sample sizes reduce sampling error.

Typically, convenience sampling tends to be a favoured sampling technique among students as it is inexpensive and an easy option compared to other sampling techniques (Bartlett et al., 2001). Convenience sampling often helps to overcome many of the limitations associated with research. For example, using friends, colleagues or family as part of sample is easier than targeting unknown individuals. Taherdoost (2016) adds that it is least time consuming and most convenient. The key weakness of the convenience sampling is the selection bias sample unrepresentativeness.

## 3.5 Research Instrument
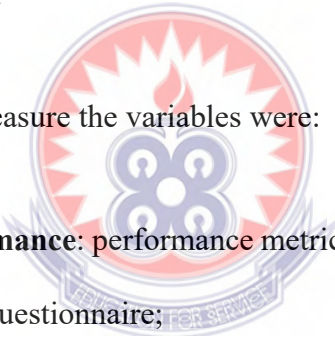
The primary data was collected using questionnaires. The questionnaire is primarily composed of Likert scale questions on motivation, employee work discipline, and leadership style. Other personal and demographic data are collected from respondents,

which was displayed in frequency tables to describe the characteristics of the information collected.

The items on the questionnaire comprises both open-ended and closed-ended questions. Closed-ended questions comprised of straightforward alternative questions with a range of choices were distributed based on the viewpoints of the various respondents. There were open-ended questions that allowed respondents to express their opinions in greater detail about employee performance.

Multiple-choice questions with answers are included in the survey and are intended to capture a range of viewpoints. These questions are simple to examine and aid in obtaining quick responses.

The instrument used to measure the variables were:

- **Employee performance**: performance metrics such as productivity levels, goal achievement and questionnaire;

- **Work discipline**: employee self-assessment questionnaire, supervisor evaluation and direct observation;

- **Motivation**: Self-report questionnaire, Motivational Trait Questionnaire (MTQ), Motivation at Work Scale (MAWS); Observational methods such as tracking employee engagement and enthusiasm in the workplace.

- **Leadership Styles**: Leadership Style Questionnaire (LSQ), feedback from employees and direct observation.

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## 3.6 Reliability of the Instrument

To reduce measurement of error that is associated with the research, there is the need to test the instrument used (Heale & Twycross, 2015). The researcher evaluated the content of the questionnaire to ensure that it is concise, specific, clear, unambiguous, and not double barrelled. Further, the questions were designed to focus on what the study intended to achieve.

In order to acquire and establish the internal consistency of the instruments, 11 copies of the instruments were circulated to employees at University of Cape Coast, who share similar characteristics like that of the main study which is the employees at University of Education, Winneba. This was done to see if there were any problems or difficulties that would slow down the data collection process. The challenges and shortfalls from the pre-test of the instrument used were addressed to improve the study.

The pre-test which used Cronbach's alpha co-efficient yielded a high internal consistency of 0.799. This therefore suggest that the instruments used in carrying out the study was highly reliable. This is evident from table 3.1 below.

**Table 3.1: Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .799 | .822 | 11 |

Source: Field Data (2023)

## 3.7 Ethical Consideration

Information gathered on participants involved in this study is kept with the utmost confidentiality and anonymity. No identification of the respondents was required. The

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research was merely for academic purposes, and participants' identities were assured that their identities would not be divulged. Participants' consents were sought through written permission obtained prior to their engagement in the study, stating the goal of the study and the purpose(s) for which the data is collected.

The questionnaire instruments that were used in this study were free from any cultural, political and gender-sensitive questions. The researcher also gave substantial background information on the study to the respondents to guide them on the appropriate information needed. All materials such as books, published and unpublished articles and journals used in this study were duly acknowledged.

## 3.8 Data Processing and Analysis

Data analysis, according to Ngulube (2015), is the gathering of data for research purposes and the drawing of conclusions from the data to address the study's objectives. After the data have been gathered from the field, the data analysis process begins, and it is completed once processing and interpretation have been completed. Editing, coding, and classification are steps in the analysis (Bryman & Cramer, 2011).

In this study, responses from respondents were coded into SPPSS software version 25 and analyzed using the regression analysis tool. This reveals the impact that the variables (motivation, employee lifestyle, and work discipline) exert on employee performance. Correlation analysis, which is a preliminary analysis to regression analysis, is applied in the study to show whether there is a relationship between the response variable and the predictor variables. This tool also reveals the direction of the relationship whether it is positive or negative, strong or weak (Bryman & Cramer, 2011; Field, 2013).

Specifically, multiple regression test models the relationship between a single continuous variable and a set of predictor variables for the purposes of prediction.

In multiple linear regression, there are **p** explanatory variables, and the relationship between the dependent variable and the explanatory variables is represented by the following equation:

$$Y_i = \beta_0 + B_1X_1 + \beta_2X_2 + B_3x_3 + \varepsilon_i$$

Where, $Y_i$ = the response variable

$\beta_0$ = the constant term;

$B_1X_1$ = the predictor variable 1

$B_2X_2$ = the predictor variable 2

$B_3X_3$ = the predictor variable 3

$\varepsilon_i$ = the error term which represents the deviations of the observed values from their means.
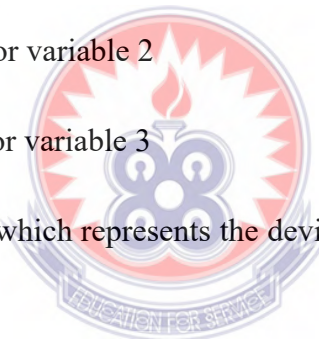
This model describes how the mean response changes with the explanatory variables.

Multiple linear regression can be thought of as an extension of simple linear regression, where there are $p$ explanatory variables, or simple linear regression can be thought of as a special case of multiple linear regression, where $p=1$. The term 'linear' is used because in multiple linear regression we assume that response variable **y** is directly related to a linear combination of the explanatory variables $\mathbf{x}_i$ (Tranmer et al., 2020; Linneman, 2011).

For the model to be suitable, we consider:

1. Whether this model makes sense substantively;

2. Whether the usual assumptions of multiple linear regression analysis are met with the data;

3. How much variation in the three explanatory variables explain the variation in response variable;

4. Which explanatory variables are most important in this model;

5. What is the nature of the relationship between the response variable and the explanatory variables.

The main assumptions underlying the use of the multiple linear regression considered are:

1. That the residuals have constant variance, whatever the value of the dependent variable. This is the assumption of homoscedasticity;

2. That there are no very extreme values in the data. That is, that there are no outliers;

3. That the residuals are normally distributed; this is tested with Shapiro Wilk or Kolmogorov-Smirnov tests;

4. That the residuals are not related to the explanatory variables;

5. We also assume that the residuals are not correlated with one another.

Descriptive statistics summarized in frequency tables have been used to describe the characteristics of the study population.

**3.9  Chapter Summary**

The chapter discussed the research design, source of data, population of the study, sample and sampling, research instrument, instrument validity and reliability, ethical consideration, data processing and analysis tools.

## CHAPTER FOUR

## RESULTS AND DISCUSSION

### 4.0 Introduction

This chapter presents the analysis and discussion of the results obtained. Frequency tables were used to describe the characteristics of the data. Further analysis was conducted using correlation and regression. The aim of the study is to assess the impact of leadership style, motivation, and work discipline on the performance of employees at the University of Education, Winneba. Specifically, the study aims at determining the variables that influence employee performance within the study organization. For the purposes of decision-making, organizations expect to identify variables that correlate well with employee performance. Identifying the variables is the first step to making changes in human resource management practices. A total of 100 samples were collected from the study organization and given questionnaires to answer. Out of the 100 questionnaires, 50 were answered and returned, indicating a 50% response rate.

### 4.1  Analysis of Demographic Data

The study considered age, gender, level of education, work experience and work category to describe the demographic characteristics of respondents.

**Table 4.1: Age of Respondents**

|  | Age | Frequency | Percentage (%) |
|---|---|---|---|
| Valid | 18-25 years | 6 | 12.0 |
|  | 26-35 years | 12 | 24.0 |
|  | 36-45 years | 17 | 34.0 |
|  | 46-55 years | 11 | 22.0 |
|  | 56-60 years | 4 | 8.0 |
|  | Total | 50 | 100.0 |

Source: Field Data (2023)

The results from Table 4.1 indicate that the majority of respondents in the study were in the age categories 36–45 and 26–35 years. This age category (36–45) and (26–35) years together accounted for about 58% of the total respondents. This is good news for the University since people are more likely to work for many years to come. There were few (8%) older respondents (56–60 years) in the study. The few older respondents, however, suggest that there are few experienced workers in the study organization.

**Table 4.2: Gender of Respondents**

| Gender | Frequency | Percentage (%) |
|---|---|---|
| Male | 26 | 52.0 |
| Female | 24 | 48.0 |
| Total | 50 | 100.0 |

Source: Field Data (2023)

Table 4.2 presents the distribution of gender among respondents. The male respondents were 52%, whereas the female respondents were 48%. Although there were more male

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respondents than female respondents, the result is approximately balanced in terms of gender. This balance is healthy for ensuring equal access to opportunities in the study organization and reflects the balance in most organizations in Ghana.

**Table 4.3: Level of Education of Respondents**

|  | Education | Frequency | Percentage (%) |
|---|---|---|---|
| Valid | Basic | 4 | 8.0 |
|  | Secondary | 10 | 20.0 |
|  | Tertiary | 34 | 68.0 |
|  | Others | 2 | 4.0 |
|  | Total | 50 | 100.0 |

Source: Field Data (2023)

The educational level of respondents is captured in Table 4.3. It is evident that 8% of the respondents had basic education. These few workers who have basic education blend into the staff mix of those with higher education. The respondents with other qualifications represented only 4%. These constitute the group that has received some professional training. The majority of respondents (68%) had tertiary education. Cumulatively, secondary education and tertiary education accounted for 88% of the qualifications of respondents. This indicates that the staff of the University of Education, Winneba, sampled for the study are well educated. The more well-educated employees are in their field of endeavour, the greater their skill and knowledge, which gives a boost to productivity.

**Table 4.4: Work Experience of Respondents**

| | Work Experience | Frequency | Percentage (%) |
|---|---|---|---|
| Valid | 0-5 years | 2 | 4.0 |
| | 6-10 years | 13 | 26.0 |
| | 11-15 years | 12 | 24.0 |
| | 16-20 years | 12 | 24.0 |
| | More than 20 years | 11 | 22.0 |
| | Total | 50 | 100.0 |

Source: Field Data (2023)

Table 4.4 shows the work experience of the workforce included in the study. Only 4% have worked between 0 and 5 years at the university. The respondents who have worked for 6–10 years represented the majority (26%). Additionally, the proportion of workers who have worked for 11–15 years and 16–20 years was the same (24%). Respondents who have worked for more than 20 years at the university constituted 22% of the total. The table reveals that there are more experienced staff at the institution.

**Table 4.5: Work Category of Respondents**

| | Work category | Frequency | Percentage (%) |
|---|---|---|---|
| Valid | Senior Members: Teaching | 15 | 30.0 |
| | Senior Members: Non-teaching | 20 | 40.0 |
| | Senior Staff | 4 | 8.0 |
| | Junior Staff | 6 | 12.0 |
| | Others | 5 | 10.0 |
| | Total | 50 | 100.0 |

Source: Field Data (2023)

From table 4.5, it is shown that 30% of respondents were senior members who are teaching staff and 40% were senior staff who are non-teaching staff. Senior staff and junior staff together constituted 20% of the total workforce of the University. Respondents in other work categories such as cleaning, weeding etc. constituted 10%.

**Table 4.6: Leadership Style Experienced by Respondents**

|       | Leadership Style | Frequency | Percentage (%) |
|-------|------------------|-----------|----------------|
| Valid | Autocratic       | 14        | 28.0           |
|       | Democratic       | 20        | 40.0           |
|       | Laisses faire    | 10        | 20.0           |
|       | Bureaucratic     | 5         | 10.0           |
|       | Others           | 1         | 2.0            |
|       | Total            | 50        | 100.0          |

Source: Field Data (2023)

Table 4.6 shows the results when respondents were asked to state the leadership style practiced or experienced in their place of work. It came up that democratic leadership styles are highly practiced (40%) by the management of the University of Education, Winneba. Autocratic leadership (28%), laissez-faire (20%), bureaucratic (10%), and others (2%) followed similarly. This suggests that both management and staff of the study organization have a say in decision-making since democratic leadership styles allow the involvement of all parties in the management of an organization.

**Table 4.7: Satisfaction with Leadership Style**

| | Satisfaction | Frequency | Percentage (%) |
|---|---|---|---|
| Valid | Yes | 36 | 72.0 |
| | No | 6 | 12.0 |
| | Not sure | 8 | 16.0 |
| | Total | 50 | 100.0 |

Source: Field Data (2023)

Table 4.7 presents the results when respondents were asked about their satisfaction with the leadership style adopted in their place of work. In the responses, 46%, representing the largest proportion, indicated that they were satisfied. Conversely, the proportion that was dissatisfied with the type of leadership style adopted at the University of Education, Winneba, is 26%. Also, 28% remained neutral, meaning that they were not sure whether the leadership style in their place of work was satisfying or not.

**Table 4.8: Effect of Leadership Style on Performance**

| | Leadership Style | Frequency | Percentage (%) |
|---|---|---|---|
| Valid | Yes | 36 | 72.0 |
| | No | 6 | 12.0 |
| | Not sure | 8 | 16.0 |
| | **Total** | **50** | **100.0** |

Source: Field Data (2023)

The respondents were asked whether their leadership style affected their performance or not. Table 4.8 reveals the views of respondents on the influence of leadership style on employee performance. 72% of the employees stated "yes" to the question, "Does leadership style affect your performance"? Whereas 12% gave a "no" as an answer to

the same question. The respondents who were "not sure' represented 16%. The respondents who were not sure contend that the presence or absence of leadership does not impact their performance. From this result, it is found that leadership style affects the performance of employees at the University of Education, Winneba.

**Table 4.9: Management's Interest in Motivating Employees**

| | Motivation | Frequency | Percentage (%) |
|---|---|---|---|
| Valid | Strongly disagree | 6 | 12.0 |
| | Disagree | 10 | 20.0 |
| | Neutral | 24 | 48.0 |
| | Agree | 4 | 8.0 |
| | Strongly agree | 6 | 12.0 |
| | Total | 50 | 100.0 |

Source: Field Data (2023)
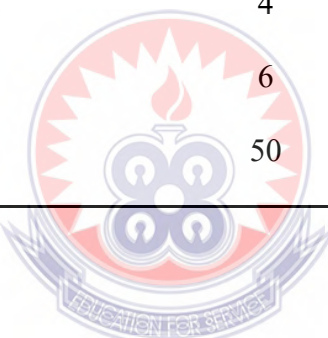
In Table 4.9, we find that 12% of the respondents strongly agree and disagree that management is interested in motivating employees. The proportion of employees who agreed that management is interested in motivating employees was 8%, while 20% disagreed. The majority of respondents (48%) remained neutral to the statement 'management is interested in motivating employees.

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**Table 4.10: Type of Motivation Preferred by Respondents**

| Type of Motivation Received | | Frequency | Percentage (%) |
|---|---|---|---|
| Valid | Financial | 14 | 28.0 |
| | Non-financial | 11 | 22.0 |
| | Both | 25 | 50.0 |
| | Total | 50 | 100.0 |

Source: Field Data (2023)

Table 4.10 presents the types of motivation respondents received in the study. Those who received or preferred financial motivation were 28%. The proportion of people who received or preferred non-financial motivation was 22%. This non-financial motivation could be appreciation, commendation, etc., which employees receive in the course of duty. The largest proportion of the respondents (50%) received or preferred both financial and non-financial motivations. This suggests that the performance of employees will be positively impacted if employers provide both financial and non-financial motivation packages. By combining both motivational packages, the needs of all categories of employees will be met. We also discover from the results that the cumulative percentage of respondents who preferred financial and non-financial motivation is 50%, which is equal to the results for respondents who preferred both financial and non-financial motivation packages.

**Table 4.11: Impact of Motivation on Employees**

|  | Impact | Frequency | Percentage (%) |
|---|---|---|---|
| Valid | Yes | 33 | 66.0 |
|  | No | 12 | 24.0 |
|  | Not sure | 5 | 10.0 |
|  | Total | 50 | 100.0 |

Source: Field Data (2023)

The respondents were asked whether motivation affects their performance or not. Table 4.11 reveals the views of respondents on the influence of motivation on employee performance. Exactly 66% of the employees stated "yes" to the question, "Does motivation affect your performance"? Whereas 24% gave a "no" as an answer to the same question. The respondents who were 'not sure' represented 10%. The respondents who are not sure contend that the presence or absence of motivation does not impact their performance. It is seen from this result that motivation affects the performance of employees in the University of Education, Winneba.

**Table 4.12: Work Discipline and Performance of Employees**

|  | Work Discipline | Frequency | Percentage (%) |
|---|---|---|---|
|  | Strongly disagree | 5 | 10 |
|  | Disagree | 8 | 16 |
| Valid | Neutral | 9 | 18 |
|  | Agree | 19 | 38 |
|  | Strongly agree | 9 | 18 |
|  | Total | 50 | 100 |

Source: Field Data (2023)

In Table 4.12, we find that 38% of the respondents agree that work discipline affects their performance as employees. The number of employees who strongly agreed that work discipline impacts employee performance was 18%. In addition, 18% of the employees remained neutral to the statement that work discipline affects their performance, which means they were unsure whether work discipline affects their overall work performance. Cumulatively, respondents who strongly disagreed or disagreed that work discipline affects employee performance were 26%. From the results, work discipline seems to have an influence on employee performance.

**Table 4.13: Descriptive Statistics**

| Variables | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Employee performance | 50 | 1 | 5 | 3.38 | 1.105 |
| Motivation | 50 | 1 | 5 | 2.92 | 1.066 |
| Work discipline | 50 | 1 | 5 | 2.82 | 1.101 |
| Leadership style | 50 | 1 | 5 | 2.68 | 1.039 |
| Valid N (listwise) | 50 | | | | |

Source: Field Data (2023)

For the purposes of decision-making, we expect to find a reasonable amount of variability in both our explanatory (leadership style, motivation, and work discipline) and response (employee performance) variables. A response variable with a low standard deviation would mean there is little to explain; an explanatory variable with little variability is unlikely to add value to a model. In Table 4.13, the variables all look to have sufficient variability.

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**Table 4.14: Correlations**

| | | Employee performance | Work discipline | Motivation | Leadership style |
|---|---|---|---|---|---|
| Employee performance | Pearson Correlation | 1 | .594** | .650** | .677** |
| | Sig. (2-tailed) | | .000 | .000 | .000 |
| | N | 50 | 50 | 50 | 50 |
| Work discipline | Pearson Correlation | .594** | 1 | .614** | .680** |
| | Sig. (2-tailed) | .000 | | .000 | .000 |
| | N | 50 | 50 | 50 | 50 |
| Motivation | Pearson Correlation | .650** | .614** | 1 | .548** |
| | Sig. (2-tailed) | .000 | .000 | | .000 |
| | N | 50 | 50 | 50 | 50 |
| Leadership style | Pearson Correlation | .677** | .680** | .548** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| | N | 50 | 50 | 50 | 50 |

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Field Data (2023)

In Table 4.14, the relationship between employee performance and the predictor variables (leadership style, motivation, and work discipline) is presented. Pearson's product-moment correlation coefficient was applied. The assumptions of linearity,

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normality, and homoscedasticity have all been tested to ensure that no assumption is violated.

Multicollinearity is also assessed from the results. In the presence of multicollinearity, it is difficult to isolate the individual effects of the predictors on the response variable. In this case, the correlation between the pairs of predictor variables should not exceed 0.90 ($r \le 0.90$). However, multicollinearity exists when the correlation between any pair of predictor variables is greater than 0.9. The correlations among leadership style, motivation, and work discipline were all less than 0.9, indicating that their individual impacts on employee performance can be isolated.

The correlation analysis shows a significant moderate positive correlation (r=0.594, p= 0.000<0.05) between employee performance and work discipline among workers at the University of Education, Winneba. The association between employee performance and motivation is positive, strong, and significant (r =0.650, p=0.000<0.05). Similarly, the association between employee performance and leadership style is positive, strong, and significant (r=0.677, p= 0.000<0.05) among staff of the University of Education, Winneba.

**Table 4.15: Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-----|----------|-------------------|----------------------------|
| 1 | .757[a] | .573 | .545 | .745 |

a. Predictors: (Constant), Work discipline, Motivation, Leadership style
b. Dependent Variable: Employee performance
Source: Field Data (2023)

Table 4.15 summarizes the model and provides an indication of the amount of variation in the dependent variable (employee performance) explained by the model. The R-squared value of 0.573 suggests that about 57.3 percent of the variability in the response variable (employee performance) is explained by the set of predictor variables (work discipline, motivation, and leadership style).

**Table 4.16: ANOVA[a]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 34.273 | 3 | 11.424 | 20.604 | .000[b] |
| | Residual | 25.507 | 46 | .554 | | |
| | Total | 59.780 | 49 | | | |

a. Dependent Variable: Employee performance
b. Predictors: (Constant), Work discipline, Motivation, Leadership style
Source: Field Data (2023)

Table 4.16 assesses the overall significance of the model in providing the satisfactory fit and explanation for the data collected. The model is significant at $p=0.000<0.05$, making it suitable for predictive purposes. Also, the predictor variables (leadership style, motivation and work discipline) offer explanation to the response variable (employee performance) among staff of the University of Education, Winneba.

**Table 4. 17: Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | .833 | .343 | | 2.427 | .019 |
| | Leadership style | .444 | .143 | .418 | 3.100 | .003 |
| | Motivation | .384 | .130 | .371 | 2.961 | .005 |
| | Work discipline | .083 | .143 | .083 | .579 | .565 |

a. Dependent Variable: Employee performance

Source: Field Data (2023)
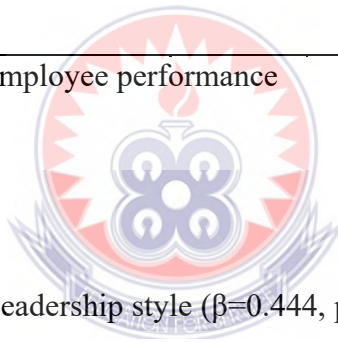
Table 4.17 indicates that leadership style (β=0.444, p=0.003<0.05) offers a significant explanation to the changes in employee performance among staff of the University of Education, Winneba. The highest Beta coefficient in leadership style appears to demonstrate that it has the strongest impact on employee performance among the predictors.

Motivation (β=0.384, p=0.005<0.05) is another variable identified by the results to impact the performance of employees significantly.

Work discipline (β=0.083, p=0.579>0.05) however, does not offer any significant explanation to employee performance among staff of the University of Education, Winneba, since p=0.579 >0.05.

From the results, two variables (leadership style and motivation) among the three conceived variables (leadership style, motivation, and work discipline) have been identified to impact the performance of employees at the University of Education, Winneba, significantly. Work discipline, according to the results obtained, does not significantly impact the performance of employees in the University of Education, Winneba. The model relating employee performance and the predictor variables such as leadership style, motivation and work discipline is:

$yi = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + ei.$

Substituting the variables and results of the regression analysis gave:

Employee performance=0.833+0.444(leadership style) +0.384(motivation)+0.083 (work discipline).

For every 1 unit increase in the leadership style score, we expect a 0.444 increase in the performance of employees. Again, a unit increase in motivation is expected to increase employee performance by 0.384. Similarly, controlling for motivation and leadership style, a unit change in work discipline is expected to increase employee performance by 0.083. When there is no leadership, motivation, or work discipline, it is expected that employee performance will be 0.833.

## 4.2  Discussion of Findings

In terms of the demographic representation of respondents, the study found that the largest workforce (34%) in the university is aged between 36 and 46 years—an indication of a youthful workforce. In most institutions, this representation is good for productivity. The males dominated the institution (52%). The level of education of the workforce was mostly tertiary (68%). This is a sign of good education for the

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respondents, and it is not accidental in a tertiary institution. This knowledgeable workforce is needed to boost productivity. Additionally, 26% of the workforce has worked between 6 and 10 years, indicating a wealth of experience in their respective fields. The sampled workforce consisted mainly of administrators (40%).

The leadership style admired by respondents was democratic (40%). The participants in the study welcomed this leadership style because of its participatory nature. Also, they were satisfied (40%) with the type of leadership style practiced in their various departments, schools, faculties, and college at the university. Furthermore, the majority of participants (72%) agreed that leadership style affects their performance.

Regarding motivation, the workforce was not sure (48%) whether management is interested in motivating employees. However, the preferred motivation (50%) is the motivation that encompasses both financial and non-financial packages. The participants were 66% sure that motivation affects their performance. It brings extra energy to increase performance. Generally, motivation makes workers work harder to improve products and services in order to improve customer service. Where there is a lack of it, workers tend to work at a normal rate and do not go the extra mile. Usually, enthusiasm drops when there is no motivation.

The study principally sought to find the influence of leadership style, motivation and work discipline on the performance of employees in the University of Education, Winneba. In the correlation analysis, we found a strong significant (r=0.677, p=0.000<0.05) influence between leadership style and employee performance. As leadership style improves, the performance of employees improves similarly. There was a strong significant (r=0.650, p=0.000<0.05) influence between leadership style and employee performance. This outcome is consistent with Shafie (2013), Ohemeng

et al. (2018) and Iqbal et al. (2015) who found a positive relationship between leadership style and employee performance and further discovered that, leadership style offers some explanation to the changes that occur in the performance of employees. Their study revealed additionally that, the pragmatic, participatory leadership affects the performance of employees positively while the non-participatory, autocratic leadership impacts negatively on the performance of employees.

Another variable identified by the results to impact the performance of employees significantly is motivation. The impact found was positive. This finding agrees with Shahzadi et al. (2014); Maryani et al. (2021); Pawirosumarto, Sarjana & Muchtar, (2017); Kuvaas & Dysvik (2009) who found similarly that employee performance is positively associated with motivation and that, employees are able to push themselves harder in the discharge of their duties when an element of motivation is present.

However, while work discipline showed a moderate relationship with the performance of participants in the study, Maryani et al. (2021) rather identified a highly significant positive influence of work discipline on employee performance. This disagreement could be rationalized by the difference in geographical space within which the studies were conducted and the methodology applied.

In the model for analyzing the variables that better predict the performance of employees, leadership style and motivation came up stronger and better. The regression model identified that the variables that influence the performance of employees at the University of Education, Winneba, are leadership style and motivation. Pawirosumarto, Sarjana & Muchtar (2017) in earlier research found two factors that account for employee performance consistent with this study. The only difference is, while this

study found motivation and leadership style as significant predictors theirs found motivation and work discipline as predictors of employee performance.

In another study aimed at establishing the impact of employee performance using three variables (leadership style, motivation and work discipline), Salim & Lia Amalia (2023); Lim et al. (2022); Panggabean et al. (2021); found that all the three variables impact employee performance. The result in this study supports the previous study except that this study identified only two significant variables.

The regression analysis further discovered, based on sampled data that, about 57.3% of the variation in the performance of employees in the study organization is explained by changes in leadership style and motivation. Panggabean et al. (2021), applying the same quantitative study, found a rather higher coefficient of variation (73%) indicating that, a higher proportion of the changes that occur in employee performance is accounted for by leadership style and motivation. Overall, the model in this study is significant (p=0.000<0.05) and establishes a good fit for predictive purposes. This result conforms to the result in the correlation analysis carried out prior to the regression analysis.

**4.3 Chapter Summary**

The chapter focused on the analysis of the collected data. Data from 50 respondents was analyzed and interpreted. The focus of the study is to assess the influence of leadership style, motivation, and work discipline on the performance of employees at the University of Education, Winneba. Detecting the variables that influence employee performance will be a key step in making changes in human resource management decisions. The results and discussions presented in this chapter were based on the

results from the outputs generated by the use of the analysis tools. This chapter, in addition, provides the basis for conclusions and recommendations.

## CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.0 Introduction

This chapter is on the summary, conclusion, and recommendations. The study was carried out to assess the influence of leadership style, motivation, and work discipline on employee performance: a case study of the University of Education, Winneba. The specific goals were to determine the impact of leadership style, motivation, and work discipline on the performance of employees. Additionally, it was to find the strength and direction of the relationships between employee performance, leadership style, work discipline, and motivation, and finally, to identify which variables significantly impact employee performance.

### 5.1 Summary

The study found that:

- Two variables influence the performance of employees at the University of Education, Winneba. They are leadership style and motivation. The variables offer a strong and significant positive influence on the performance of employees in the study organization. Work discipline, on the other hand, does not influence the performance of employees at the University of Education, Winneba.

- The correlational analysis revealed that there is a strong positive and significant relationship between employee performance, leadership style, and motivation.

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- The leadership style preferred by employees of the University of Education, Winneba, is the democratic leadership style. Since this leadership style is participatory and accommodating, workers choose it above others.

- The staff of the university community is satisfied with the type of leadership style practiced at the institution. The democratic leadership style drives home some satisfaction for staff.

- The types of motivation staff are interested in are both financial and non-financial. Only financial motivation is not enough for workers. A mix of financial and non-financial motivational packages was the choice of respondents.

## 5.2 Conclusion

In conclusion, the study found that leadership style and motivation influence the performance of employees at the University of Education, Winneba. The leadership style practiced in the institution is democratic, and the motivational packages preferred by workers are both financial and non-financial.

## 5.3 Recommendations

Based on the finding from the study, the following recommendations are made.

- The management of the University of Education, Winneba, should continue to promote good leadership since it influences the performance of staff.

- Since the staff are satisfied with the leadership style adopted in the institution, it is hereby encouraged that more efforts are put in to sustain and improve the leadership skills and style of leadership to improve the work environment of the institution.

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- Motivation is key to ensuring staff performance improvement. Hence, the management of the university is encouraged to give regularly scheduled motivational packages to staff.

- The motivational packages should be made up of both a financial and non-financial mix to propel workers to work harder to increase productivity.

## 4.4 Suggestion for Further Studies

The assessment of the influence of leadership style, motivation, and work discipline on employee performance can be widened to cover more government agencies in Ghana. The sample drawn for the study was relatively small; hence, studies that will include larger samples are highly encouraged.

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**APPENDIX**


**UNIVERSITY OF EDUCATION, WINNEBA**
**SCHOOL OF BUSINESS**
**DEPARTMENT OF MANAGEMENT SCIENCES**


**QUESTIONNAIRE ON THE INFLUENCE OF LEADERSHIP STYLE, MOTIVATION AND WORK DISCIPLINE ON EMPLOYEE PERFORMANCE**

**SURVEY QUESTIONS**

*This questionnaire seeks to solicit information about The Influence of Leadership Styles, Work Discipline and Motivation on Employee Performance at the University of Education, Winneba. It is for academic purposes only. Any information provided will be treated with utmost confidentiality.*

*Kindly answer the question by choosing the appropriate option provided and supply answers to the open-ended questions.*

**Part A: Personal Information**

1. Age

| | |
|---|---|
| 18-25 years | [] |
| 26-35 years | [] |
| 36-45 years | [] |
| 46-55years | [] |
| 56-60 years | [] |
| More than 60 years | [] |

2. Gender

| | |
|---|---|
| Male | [] |
| Female | [] |

3. Level of education

    Secondary     []

    Tertiary       []

    Others (Please specify) ……………………………………………………

4. How long have you been working in the University?

    0-5 years       []

    6-10 years     []

    11-15 years    []

    16-20 years    []

    More than 20 years []

5. **Staff Category**

    Senior member -Teaching    []

    Senior member-Non-Teaching []

    Senior staff           []

    Junior staff           []

    Others              [], please specify …………………………………

**Part B: Survey Related Questions**

*This section seeks to find out whether work discipline, leadership style and motivation affect employee performance. For each statement, please indicate your response by placing "X" in the boxes provided.*

**Select only one response for each statement.**

**WORK DISCIPLINE**

On a scale of 1-5, rate the following statements on indicators of employee work discipline.

1. Low     2. Medium     3. High     4. Higher     5. Highest

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 6.  I report to work on time | | | | | |
| 7.  I close on time | | | | | |
| 8.  I am regular at work | | | | | |
| 9.  I comply with obligations and work rules | | | | | |
| 10. I always make use of resources effectively and     efficiently to produce results | | | | | |
| 11. I show respect to colleagues and     Authorities | | | | | |
| 12. I shun all ill-practice | | | | | |

13. On a scale of 1-5, how do you score your work discipline?
     1. Low               []
     2. Medium         []
     3. High              []
     4. Higher          []
     5. Highest        []

14. My work discipline affects my performance.

     Agree              []
     Neutral            []
     Disagree          []

**LEADERSHIP STYLE**

15. What leadership style do you find in your place of work?

    Autocratic           []

    Democratic         []

    Laissez-faire       []

    Bureaucratic      []

    Others [], please specify……………………………………….

16. Does leadership style affect your performance?

    Yes              []

    No               []

17. What leadership style influences your performance as employee?

    Autocratic           []

    Democratic         []

    Laissez-faire       []

    Bureaucratic      []

    Others              [], please specify…………………………………….

18. How do you describe the leadership style practiced in your place of work?

    Good           []

    Bad            []

    No opinion        []

19. Are you satisfied with the leadership style practiced in your place of work?

    Satisfied          []

    Not sure         []

    Dissatisfied      []

20.  On a scale of 1-5, how do you score the leadership style practiced in your place of work?

    1. Low               []
    2. Medium       []
    3. High            []
    4. Higher        []
    5. Highest      []

**MOTIVATION**

21. Is Management interested in motivating employees?

    Yes          []
    No           []
    Not sure    []

22.  Which motivation package influences your performance as an employee?

    Financial     []
    Non-financial  []
    Both          []

23. On a scale of 1-5, how do you rate the motivation received in your place of work?

    1. Low        []
    2. Medium   []
    3. High       []
    4. Higher     []
    5. Highest    []

24. Does motivation affect your performance?

    Yes          []
    No           []
    Not sure    []

**PERFORMANCE**

25. On a scale of 1-5, how do you score your performance?

    1. Low          []
    2. Medium       []
    3. High         []
    4. Higher       []
    5. Highest      []

26. Does intrinsic motivation such as recognition, praise, appreciation etc. influence your performance at the work place?

    Yes []              No []          Not sure []

27. Does extrinsic motivation such as increase in salary, rewards, bonuses etc. influence your Performance at the work place?

    Yes []              No []          Not sure []

28. Does your performance improve when you are trained to equip you on the job?

    Yes []              No []          Not Sure []

29. Does your department, school, faculty or college conduct performance management and appraisal to assess your performance?

    Yes []              No []          Not sure []

30. What factors influence your performance as employee?

………………………………………………………………………………………..

………………………………………………………………………………..……………

…………………………………………………………………………….…………………