

UNIVERSITY OF KWAZULU NATAL

The Impact of Leadership styles on Organizational Performance

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Declaration

I **Sandile Jerome Nzimande** declare that:

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Abstract

Many contemporary private and public enterprises have been hit by scandals and underperformance which have been linked to organizational leadership. This study therefore sought to establish the impact of leadership styles on organizational performance. Leadership and organizational performance crises that have rocked institutions such as Eskom, the South African Broadcasting Corporation and the South African Airways, Steinhoff, Enron and others necessitated the study. The study focused on MBA year three students (class of 2017) at the University of KwaZulu-Natal. The assumption has been that since these are masters' students, they have once been exposed to various leadership styles, some of them are leaders, all have studied leadership styles and therefore likely to understand how these styles impact on organizational performance. This is a quantitative study. The total population was 140 students of which a total of 100 were targeted. Simple random sampling was used.

Most of the participants revealed that there is a significant link between leadership styles and organizational performance. They unanimously agreed that there is definitely a noteworthy relationship between leadership styles and the organizational performance. The respondents also revealed that transformational leadership style is the most complimentary leadership style to organizational performance followed by strategic and open leadership styles respectively. Participants agreed that toxic leadership style and autocratic leadership style are undermining the organizational performance.

It is therefore recommended that organizations ensure continuous checks on leadership in order to ensure that available leadership can assist in the realization of organizational goals. In addition, it is also recommended for organizations to assess the "type" of a leader in terms of leadership styles before he/she is promoted to take leadership roles in the organization in order to make proper placements. This will allow the organization to assess whether that type of a leader is suitable for the organization. Future research is needed on how models can be developed on how to make proper placements to leadership levels/roles. Research should also focus on how leadership styles dovetail with other organizational efforts that are meant to boost organizational performance.

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Abbreviations

| | |
|-------|--|
| UKZN | : University of KwaZulu-Natal |
| LS | : Leadership style |
| LSs | : Leadership styles |
| MBA | : Master of Business Administration |
| NEPAD | : The New Partnership for Africa's Development |
| HRM | : Human Resource Manager (Management) |
| KPI | : Key Performance Indicator |
| HBR | : Harvard Business Review |

CHAPTER ONE

Introduction

1.1 Introduction

The success of organizations and most businesses, both small and large, is predicated on the quality and ability of the leadership styles possessed by leaders in such organizations and businesses. The recent organizational scandals in South Africa such as those of Eskom, the South African Broadcasting Corporation (SABC) and the South African Airways (SAA) have all been linked to the nature of leadership which ran those institutions. Classic examples include the Enron which collapsed in the 1990s due to incapable leadership (Cui & Hu, 2012; Fakhar, Rana, Ayesha, & Lalarukh, 2012; Mitja & Suzana, 2012). Steinhoff narrative also resembles that of Enron. These scandals have presented proof that organizations continue to lay victims of a leadership failing to demonstrate capability. Research unveils that many leaders within these organizations understand the benefits that may be accrued when strong, open as well as well-articulated leadership styles are put in place (Cui & Hu, 2012; Fakhar et al., 2012). On the other hand, many leaders believe that they possess the best leadership styles needed for maximum organizational performance and that they practice the highest ethical standards. A question remains whether the collapse/scandals of the companies listed above was the consequence of poor business or poor leadership styles. There could also be an imperative speculation as to whether the leadership styles exhibited in these companies led to poor practices, poor organizational performance, and consequently their own demise.

The current study investigates the impact of leadership styles on organizational performance by focusing on Master of Business Administration third year students at the University of KwaZulu-Natal during year 2017. The study builds on the already existing information about the leadership styles. The current chapter introduces the study as a whole by providing a brief background to the study, and by outlining the motivation behind the pursuit of this study. The chapter also presents the research problem, the research objectives and the research questions, which guided understanding in the study as a whole. The research methodology that was adopted in the study is also introduced before the chapter outline of the study.

1.2 Motivation for the Study

The study is motivated by the continued need for improved leadership in organizations, not only in South Africa, but across the world. The New Partnership for Africa's Development (NEPAD, 2001) framework denoted that the poverty and backwardness of the African continent stands in severe contrast to the success of the industrialized countries/economies. In the context of Africa, this challenge has been linked to the ability of organizational leadership. It is argued that the individuals who are given the responsibility to steer organizations to profitability simply do not have the ability to do so. Rwelamila and Ssegawa (2014) traced this incapability back to the training institutions where managers or leaders are produced in order to establish whether competent managers were being produced. These authors adopted the findings of a previous study that identified project management themes as critical for inclusion in the curriculum of graduate programmes. These scholars found that most of the programmes offered in institutions lacked an adequate exploitation of the so-called "soft issues" relating to leadership or management. This study therefore intends to emphasize that having a competent leadership in organizations starts with the development of suitable/appropriate inputs to the training process.

This research study seeks to contribute on what has been uncovered on leadership styles over the years, and provide a guidance on which leadership styles are suitable for good organizational performance. For an instance, Bass (1985) cited in Chong (2013), states that transformational leaders look into the future, and assist the organization to be solution driven.

The study assists in developing and understanding that leadership styles are not applicable on all circumstances. Leadership styles are only relevant in specific contexts. For instance, autocratic leadership style is particularly suitable for military environment and may not be relevant in other contexts (Judge, Odendaal, Roodt & Robins, 2009).

Fort and Katsos (2016), state that some leadership styles can play a big role in eliminating conflicts from business organizations. These leadership styles can include ethical leadership style. It is well known that performance and conflicts do not co-exist. More often, where there are conflicts, performance will generally be poor. Jooste and Hamani (2017), state that a leader must have a desire to lead, hence it makes it beneficial for the organization. Organizations are more likely to be successful in achieving their goals when they hire leaders that share the same interests as the

organization, rather than hiring someone with a differing interest, because such a phenomenon creates "Agency problem" in an organization. This problem can be eliminated by ensuring that the "principal" (who is the shareholder or owner) and the "agent", who is the hired manager/leader, can make sure that their interests are aligned. Over and above aligning, they need to act and be seen as acting to the best interest of achieving the organizational goals at all times. Agency problem is a possibility of conflict of interest between the shareholders and management of a firm (Firer, Ross, Westerfield & Jordan, 2012).

Employees who aspire to be leaders can learn about the leadership styles and know the views of leaders about the best-practiced leadership styles. In addition, society also benefits in that a successful organization makes good corporate citizen because the organization is able to invest in society through Corporate Social Investment/Responsibility programmes and hence the society gains. In addition, if the organization is successful or thriving, it is most likely to retain the existing jobs and probably creates new ones.

Shareholders will definitely be getting the investment worth if the organization succeeds or thrives.

The study intends to pinpoint whether among the reasons of organizational failures, leadership styles are to be considered, as can be one of the reasons an organization may fail. This is done by evaluating the impact of leadership styles on organizational performance.

1.3 Focus of the study

The study focuses on the impact of leadership style(s) on organizational performance. The study seeks to find out the impact that leadership style(s) have on the performance of the organization. For instance, the study seeks to establish whether an organization can fail to achieve its primary objectives just because the leadership style is not conducive for the organization.

Studies have been increasing on leadership in recent decades (Firer et al., 2012). However, this study intends to contribute in furthering the understanding of the impact of leadership styles on the overall organizational performance. The study hopes to link the relationship between leadership styles and the organizational performance. The study focuses on MBA year three students who are training as administrators in order to find out how much they are prepared to serve as leaders who are premised on organizational performance. The KwaZulu-Natal university

students are considered as the focus of the study. MBA year three students are chosen on the assumption that these are senior students with a substantial theoretical background obtained in their MBA qualification. In addition, it is assumed that most of them might have been working or have been involved in leadership roles and thus they have in-depth knowledge about the topic under investigation.

1.4 Problem Statement

In a context such as the post-1994 South Africa where most companies are faced with inevitable organizational issues related to transformation and profitability, an understanding of suitable leadership styles is highly imperative. The failures of public enterprises such as Eskom, the South African Broadcasting Corporation (SABC) and the South African Airways (SAA) are only a few examples of how organizational leadership can impact on the total performance of an institution. A study is therefore important to enable researchers to identify factors that make many organizations fail in terms of their overall performance and transformation efforts. The outstanding characteristic of the South African environment is that its terms evolves and procreate/reproduce itself along racial and ethnic lines, which were prompted in large measure by deliberate state policy (Govender, Moodley & Brijball-Parumasur, 2005). It is crucial for that reason to acknowledge that the leadership styles adopted in most South African organizations are very linked to the history of colonialism and apartheid. There is a need therefore to understand the impact of leadership styles from a performance point of view. In addition, rather than just recognizing what leadership aspects need to be adopted or changed, it is imperative that leaders or potential leaders be equipped with the knowledge and understanding of the leadership styles that are suitable for the success in various contexts of situations. To enhance our understanding of why organizations attain certain levels of performance, research must focus on the impact of leadership styles that are used in the organizations by leaders who are in the organizations where MBA year three students work. Such is the purpose of this study.

1.5 Research Sub-Questions

The impact of leadership styles on organizational performance on MBA year three students at the University of KwaZulu-Natal

The following secondary research questions are set for the study:

- What are the participants' understanding of leadership styles in enhancing organizational performance?
- What are the attitudes and perceptions of participants with regards to leadership styles?
- How can potential leaders be assisted in identifying the areas that may be a source of weakness in their leadership attributes?
- What leadership styles can be recommended to potential future leaders?

1.6 Objectives of the study

The main objective of the study is to investigate the impact that leadership style(s) have on organizational performance. To achieve this objective, the following secondary objectives are set:

- To determine the participants understanding of leadership styles in enhancing organizational performance
- To investigate the attitudes and perceptions of participants with regards to leadership styles and organizational performance
- To assist potential leaders in identifying the areas that may be a source of weakness in the leadership attributes and organizational performance, and
- To recommend the leadership styles that may boost organizational performance.

1.7 Research Methodology

The adopted is the positivist paradigm in an exploratory and explanatory research designs. This paradigm is based on the philosophy that is traceable to Aristotle, Francis Bacon, John Locke, August Comte, and Emmanuel Kant (Babbie, 2011) and "reflects a deterministic philosophy in which causes probably determine effects or outcomes" (Creswell, 2014). The positivism anchors on the values of reason, truth and validity and an emphasis on facts obtained through direct inspection and experiment and empirically measured through quantitative methods and statistical analysis. According to Mertens (2005), positivism is premised on causality and fundamental laws with much emphasis on the assumption that knowledge is objective and quantifiable. It aims to

test a theory or describe an experience "through observation and measurement in order to predict and control forces that surround us" (O'Leary, 2004).

The approach employed was quantitative. Quantitative research focuses on phenomena that can be observed and measured. Its advantages include that it places great emphasis on objectivity and reliability of findings and encourages replication (Saunders et al, 2012). The approach was used for this research study to establish the relationship between leadership styles and organizational performance in the view of MBA year three students at the UKZN due to their perceived knowledge on the subject. Clearance to conduct the study was obtained from the UKZN. A simple random sampling was used to target a total of 100 participants in a survey (see Chapter Three). The data was collected through online software called "Questionpro" which is accessible at: www.questionpro.com. This software makes it easy to create questionnaire. Data collected for the study was coded and expressed through SPSS to ensure analysis accuracy. While coding was carried out using SPSS, some of the analyses were then exported to Microsoft office and Microsoft Excel for visualization, graphical presentation and reporting. The "questionpro" was used to draw the pie charts (see Chapter Four).

1.8 Limitations of the Study

In the study, the author experienced some predictable and unforeseeable problems which were however dealt with carefully so as to not undermine the findings of the study. These challenges were related to the attitudes of participants (e.g. all 140 participants opened the survey however, only 66 responded positively), the research instrument and time available for conducting the study. Even though there is an abundance of literature discussing leadership styles, however, there is lesser literature linking leadership styles to organizational performance.

In the literature survey, the researcher consulted several publications that among other sources included books on leadership and organizational performance, journal publications and documents as well as studies done by others. The researcher found that there was no research that was done on the impact of leadership on organizational performance especially with students as participants. This problem had not been anticipated. The researcher had assumed that leadership styles and organizational performance had triggered a discourse across the world - whether in support or not.

The researcher also encountered challenges with regards to the research instrument used. This was particularly witnessed in the use of the questionnaire. The major problem with the questionnaire was that some of the question items were left unanswered.

Over and above the challenges mentioned above was the issue of finance which the researcher believes to have affected the duration of the study as well as the number of research participants. The researcher also experienced budgetary challenges which limited the number of participants. The researcher however believes the study managed to produce important information that policymakers and other researchers can meaningfully refer to it. For an instance "questionpro" subscription had to be limited to a particular period in order to curb the subscription costs.

1.9 Chapter outline

Chapter 1: Introduction of Research and Research Objectives.

The first chapter introduced the study as a whole by way of providing a brief background to the study. It outlined the problem statements and presented research objectives as well as research questions. A brief discussion on the motivation for the study has also been made together with the research methodology that was used in the study.

Chapter 2: Literature Review

This chapter reviews the literature that is relevant to the topic. Various types of leadership styles are reviewed from different sources. The key critical attributes that a leader must have are also discussed in relation to leadership styles. Emphasis is placed on how leadership styles impact the overall organizational performance. More than 80 percent of the sources are taken from the peer-reviewed sources which are from sources such as science direct journals and other sources like books. Newspapers are also used.

Chapter 3: Research Methodology

The research methodology used in this study is presented in chapter three. The quantitative research method was chosen in order to measure the data collected from the views of the MBA year three students. The Population and sampling method used is also discussed in this chapter.

The aim of the study, research objectives, the research paradigm, and data collection strategies are discussed in this chapter.

Chapter 4: Presentation of results

This chapter consists of the results of the study. Results are presented in tabular formats, pie graphs as well bar graphs. A little bit of overview of data interpretation. The results mean, standard deviations and variances are presented together with the results. The chapter also discusses reliability and validity issues.

Chapter 5: Discussion of results

This chapter is made up of a discussion. A detailed discussion of results that are presented in chapter 4 is found in this chapter. The findings about are also presented in this chapter. Recommended leadership styles are found in this chapter, and the leadership styles that pose a threat to the organization are also in this chapter.

Chapter 6: Conclusion and Recommendations

This is the last chapter of the research chapters and it consists of conclusion and recommendations of the study. The recommendations for future studies are also included in this chapter.

1.10 Summary

This chapter provided a general introduction and background to the study and also outlined the problem statement; objectives of the study and research questions; the rationale of the study; the research methodology; the limitations of the study as well as the research outline. The chapters of the study follow the sequence shown in section 1.9 on the structure of the dissertation. The next chapter focuses on the literature that is related to the topic under review.

CHAPTER TWO

Literature Review

2.1 Introduction

The focus of this chapter is the literature that is relevant to the topic. The chapter is divided into fifteen (15) sections of which this introduction is the first section. Section 2.2 makes a discussion on the concept of performance. Section 2.3 is on leadership and organizational performance. Section 2.4 is on leadership roles within organizations. Section 2.5 is on leadership and performance measurement; section 2.6 is on leadership and corporate social investment while section 2.7 is a discussion on ethics and leadership women and leadership. Section 2.8 forges a link between authenticity, information sharing, innovation and leadership. Section 2.9 makes a discussion on leadership and change; section 2.10 is on leadership and emotional intelligence; section 2.11 is on leadership and culture; section 2.12 is on leadership and personal needs while section 2.13 makes a discussion on leadership, strategy and negotiation. A discussion on leadership, agility and motivation is made in section 2.14 while section 2.15 concludes the chapter.

2.2 The Concept of Organizational Performance

The theory of performance refers to the level of achievement of the mission within an organization (Cascio, 2006). Various researchers have differing views about performance. In most occasions, researchers use the term performance to communicate the range of measurements of transactional efficiency and input and output efficiency (Fakhar, Rana, Ayeha and Lalarukh, 2012). Suar and Khuntia (2010) posit that performance is a continuous process that has raised deep-seated controversy among organizational researchers. Suar and Khuntia (2010) state that organizational performance does not imply providing definitions to the problem, but it also talks to providing solutions to the existing problem. Esra, Cicek and Mithat (2011) posit that organizational performance entails the organization's capacity, ability to achieve its goals effectively and efficiently using resources that are at the disposal of the organization. In addition, Kreitner and Kinicki (2010) argue that the realization of the goals and objectives of an organization is what is termed an organizational performance. Kreitner and Kinicki (2010) suggest that organizational

success shows high return on equity and this becomes possible due to establishment of good employees performance management system.

The significance of leadership for the organizations is now clearly depicted especially in the contemporary times of economic uncertainties. This is not a South African phenomenon, but a global one. Leadership is used in the organizations to inspire workers as well as the customers in an effort to try to enhance productivity and in a bid to remain relevant within the business environment. Various authors have successfully noted that leadership of the organization has a significant influence on the structure of the organization (Thomas, 2013), the culture of the organization (Kreitner & Kinicki, 2010), the identity of the organization (Fakhar et al., 2012), the strategy of the organization (Cui & Hu, 2012) thus shaping goals of the organization and the means to realize those goals.

Busacca, Beebe and Toman (2010), stress the importance of organizational leadership in performance and Consoli, Kim and Meyer (2008) who comparatively state that an organization is like a human being. It is capable of making its own decisions, and does what it thinks is right and or correct. In addition, it has its own legal weaknesses, has moral limitations, and creates and implements its own rules and beliefs. In view of this, Gorenak and Kosir (2013) argue that organizational leadership styles incorporated into the personality of a company “thus playing a similar role as values do in lives of individuals; directing behavioural patterns, influencing relationships within the organization and influencing how company perceives its customers, suppliers and competition”.

A number of authors have discussed the importance of organizational values for organizations. They have all emphasized how organizational values influence employee performance (Esra et al., 2011). In a study carried out by Berkhout and Rowlands (2007) on leadership and organizational performance, it was established that those companies that focus their selection practices on matching leadership styles with the values of the organization tend to be significantly more successful than those who do not.

Performance is regarded by many researchers as one of the principal variable in management research and it is expressed without a doubt that it is as a key indicator of organizational success.

Hence, this makes performance indicator as a number one priority that must be developed in order to ensure the organization is keeping a good track of its processes efficiency and effectiveness. Every process in the organization needs to be measured for performance. This will ensure that organization keeps a good view of all organizational activities and KPIs. Performance therefore needs to be measured for individual activity as well as a collective of comparable activities.

A performance measurement system has many important roles. According to Kanji and Moura (2002), these include:

- To check the organization's progress in achieving its targets.
- To notify employees the aspects which are vital for organizational success and identifying the areas that need improvement.
- To enable the development of efficient and effective development strategies since, no matter how favourable are the results recorded by the organization is, there is always room for improvement.

Organizational performance is measured through profitability and growth, and organizational performance is the ability of the organization to use the resources within their disposal in an efficient and effective way (Daft, 1997 cited in Arslan & Staub, 2013). Thomas and Bendoly (2009) cited in Arslan and Staub (2013) state that the effect of leadership style in an organization and in an organizational performance has been studied broadly; it can be effective or non-effective in many ways. In a very competitive market, the motivation of employees is very important (Arslan & Staub, 2013). Peterson (2007) cited in Arslan and Staub, (2013), states that it is more practicable to develop some kind of trust to the employees, also trust them to perform their responsibilities without any fear.

The organizational performance includes among other things financial and non-financial performance or activities. These can be cash related performance and the latter refers to customer satisfaction, organizational growth (Muthuveloo, Shanmugam and Teoh, 2017).

Borman and Motowildo (1993) cited in Abubakar, Elrehail, Alatailat and Elci (2017) define performance as the actions or the behaviours that are of utmost importance to the goals of the organization. Individual's goals in the organization must then seek to contribute to the main goals

of the organization (Abubakar et al., 2017). This can be achieved by ensuring that there is an alignment between the two goals.

2.3 Leadership and Organizational Performance

Important organizational aspects such as corporate values are also been linked to the quality of leadership in a particular organization and the values this leadership represents. Leadership is so important in implementing organizational strategies that are linked and support the corporate values of a specific organization. Leaders are required to possess certain in-built capabilities and values in order for them to be able to execute their roles. Strategic thinking process incorporates the ability to define problems, provide a diagnosis and to stand up for a particular set of values. The leader can thus use cognitive complexity to achieve what is expected (Louw & Venter, 2010). Strategic leadership is the ability to lead the entire organization using available resources (financial, material, human) to ensure the viability and effectiveness of the organization (Louw & Venter, 2010).

According to Parasuraman (1990), in order for organizations to excel, leadership has to build a climate of excellence (through the promotion of corporate values) whereby operational complexities have to prevail. Parasuraman (1990) is of the view that the provision of excellent products or services is usually not enough. Leadership has to work hand-in-hand with all the other organizational structures in order to achieve quality service. Leadership offers directions in order to sustain commitment within the organizations.

Organization values need to include the ability of leaders to communicate with their subordinates. An ability of the leader to communicate clearly the vision and mission of the organization can set the organization far ahead of its competition hence create advantage competitively. This effective communication will allow those who are involved in organizational processes to participate effectively e.g. the employees of the organization. In as much as the leaders can engage and contribute in the daily management of organizational processes, the most important role that he/she needs to play is to ensure that the company has a vision and the vision is properly communicated at all organizational levels (Parasuraman, 1990).

The challenge that the leaders face is about how to influence others to embrace the articulated values and consequently, perform extraordinarily in the organizations. Leadership is a concept which is deeply rooted in the art of creating an environment that naturally makes people feel inspired and motivated to execute duties, to realize the goals of a group such as an organization or a company without having to be compelled to do so. There is no universal definition of leadership. Pardey (2007) defines the term 'leader' as referring to an individual who inspires others to follow him. Leader is the person who influences others, channel others and inspire others to work together willingly in order to achieve a particular common goal(s). Leaders are individuals who have followers. The most challenging part of leaders is how they can continually motivate those who follow them to do more. Also, motivate followers to do beyond what is expected.

2.4 Leadership Roles

Among the things, that leaders are responsible for is formulation of strategy and ensuring that measures are put in place to ensure the successful implementation of strategy. When implementing strategy as a strategic leader, one needs to prioritize important tasks.

Effective leaders possess high amount of emotional intelligence. This makes it easy for them to manage themselves and others. Successful leaders are self-aware, they are self-regulatory, able to keep others motivated, show empathy to others and have great social skills. Emotional intelligence is a necessity that enables the leaders to behave appropriately in different situations including confrontational situations (Louw & Venter, 2010).

It is important to set the direction for the organization. Organizations with weak or absent leaders lack in direction because the vision and the values which the organization stands for are not clear or do not exist. The strategic leader's role is to communicate, as part of corporate values, the vision to all levels in the organization and to ensure it is implemented successfully. Organizational values should be clearly defined as they define the culture of the organization and guide behaviour (Louw & Venter, 2010). The human resources office is the key in implementing strategies that are promoting corporate values. It is the duty of this office to articulate the right set of behaviour and set of skills and also appropriately place them where they are required. HRM should support the

organizational strategy and values. There are various styles of leadership styles that impact on organizational performance. These are discussed in the following to their perceived relevance.

2.4.1 Toxic Leadership and Organizational Performance

Judge, Odendaal, Roodt and Robins (2009) describe toxic leadership as one of the most destructive type of leadership with a high potential to bring an organization to its knees. This type of leadership can create dysfunctional personality qualities in employees and hence consequently undermine the performance of organizations. Toxic leadership has serious and poisonous effects on individual, their families, and organizations. Leaders who deploy this type of leadership generally believe that through inflicting fear in their subordinates; they can achieve more for the organization. However, this stance has the potential to destroy organizational morale, team spirit, employee confidence and competence (Judge, Odendaal, Roodt and Robins, 2009).

Toxic leadership can cause a lot of harm in the organization by demoralizing the subordinates. Its additional negative effects may include the production of highly inefficient teams, increased personnel transfer or staff turnover, absenteeism, low levels of satisfaction (Mehta & Maheswari, 2013 cited in Yavas, 2016). Toxic leadership is as a result of mean spirited, arrogant and dictatorial tendencies and an inability to share credits (Mauil, 2017).

2.4.2 Transformational Leadership and Organizational Performance

Another popular leadership style is the transformative one. Chong, Winata, Mia and Nguyen (2016) submit that transformational leaders are those who are charismatic and inspiring to their subordinates. These kinds of leaders possess great influence, inspire deep loyalty to the organization, command respect and are visionary. Transformational leadership style has a remarkable positive impact and good performance in managing employees (Chong, Winata, Mia & Nguyen, 2016). Previous years of research acknowledge that this leadership style is capable of influencing the organization's priorities in terms of implementing the organizational formal control systems (Abernethy, Bouwens & Vincent, 2010 cited in Chong et al., 2016). Chong et al. (2016), state that transformational leadership style is complimentary to managerial performance as well as

detailed performance management systems. Transformational leaders can develop and keep control systems that reward their followers for their efforts (Jung, 2001 cited in Chong et al., 2016).

Jung (2001) cited in Chong et al. (2016) acknowledges that transformational leadership is capable of developing and maintaining control systems that enable the values, rewards, creativeness and innovativeness to thrive through appropriate performance measures. Chong et al. (2016) point out that there is direct link between transformational leadership style and good performance in the organization. Transformational leaders inspire their subordinates to take ownership of the organizational goals and, hence their followers reach their highest levels of performance (Burns, 1978 cited in Chong et al., 2016).

Pearce, Ensley and Hmieleski (2003) cited in Chong et al. (2016) state that under a transformational leader, subordinates stay motivated and wanting to achieve organizational goals irrespective of whether there is a reward attached to it or not. Chong et al. (2016) posit that transformational leadership style has an ability to show subordinates their value and importance in the organization and hence, subordinates are willing to go an extra mile in achieving the organizational goals. Bass (1985) cited in Chong et al. (2016) submit that transformational leadership offers a good-looking view of the future in the organization. Transformational leadership can convince management to be solution driven rather than accepting the status quo.

Transformational leaders maintain management control systems that reward the managers for the effort made (Jung, 2001 cited in Chong et al., 2016). Transformational leaders design and maintain good performance measurement systems, and there is an advantageous relationship between a detailed performance measurement system and reward system (Chong et al., 2016). Bass (1990) cited in Chong et al. (2016), transformational leadership style has an ability to show the subordinates their value and importance in the organization and hence, subordinates are willing to go an extra mile in achieving the organizational goals.

The effect of transformational leadership is underpinned by the view that commitment reflects a psychosomatic relationship between an individual and an organization and this relationship is rooted in social exchange processes. Leadership is viewed as an essential element in the commitment process (Cascio, 2006). In general, leader behaviour (such as concern,

supportiveness, receptiveness of workers' needs, leader–member exchange) has been displayed as an antecedent variable in regard to affective and normative commitment (Kreitner & Kinicki, 2010).

2.4.3 Theory X and Y Leadership and Organizational Performance

Leadership styles have been in the forefront of the research over the years. However, theory X and theory Y and its impact on performance in the organization have relatively less information being researched (Arslan & Staub, 2013). Theory X assumes that employees are lazy, do not want to work and therefore must be compelled and be threatened with punishment. Theory Y posits that workers are all about the organization and will always look for responsibility and that they always apply self-control (McGregor, 1960 cited in Arslan & Staub, 2013).

According to Arslan and Staub (2013), the main aim or goal of every organization/business is to increase its profitability (increase shareholder's worth, if it profitable business). However, businesses need to put systems in place that guarantee their continued existence. In contemporary globalized business environment, businesses must keep on adjusting their management systems in order to remain relevant and profitable (Hacket & Allen, 1995 cited in Arslan & Staub, 2013). Organizations with limited skills in terms of leadership are likely to be replaced by their competitors in the near future (Mgbere, 2009 cited in Arslan & Staub, 2013).

2.4.4 Transactional Leadership and Organizational Performance

A transactional leader is a leader who works within existing organizational frameworks to satisfy the needs/desires of his/her followers by focusing on aspects like contingent rewards, attention to detail, to deviations, mistakes or irregularity and who makes corrective moves or adjustments (Ertosun, Zehir, Zehir & Müceldili, 2011). Transactional leadership is found in almost all forms of leadership models. It refers to the exchanges happening between the leaders and subordinates (Price, 2009 cited in Aigbavboa, Luphadzi & Thwala, 2015). It is a motivation process whereby leaders achieve their goals, and subordinates receive rewarding for a job well done. An example of this kind of a leader is the one who offer rewards, namely, promotions, extra pay, time off duty,

for people/subordinates who exceed their set goals. Interactive goal setting, contingent rewards also personnel recognition (Price, 2009 cited in Aigbavboa et al., 2015).

Supportive leaders have gained attention in different leadership style(s) research areas (Ertosun et al., 2011). It is very important to support subordinates, both emotionally and informational as a leader.

2.4.5 Strategic Leadership and Organizational Performance

Strategic leadership is a procedure of influencing employees in a company with the intention of changing behaviour so as to realize set goals (Johnson, Wittington & Scholes, 2012). Leadership plays an important part in implementation of strategy. The 'term' strategic leadership is defined by Hitt, Ireland and Hoskisson (2007) as the leader's ability to forecast, foresee, and sustain elasticity and to empower others to generate strategic transformation as required. Strategic leadership has numerous intentions. It involves among other things managing through others, and helps organizations to survive changes in a globalized business atmosphere. This type of leadership requires the ability to hold and integrate both the internal and external business environments of the organizations, and to deal with complex information analysis. A number of identifiable actions differentiate strategic leadership that optimistically contributes to effective strategy realization. These include inter alia the capacity to decide strategic path, establish objective organizational controls, effective managing of the organization's resource portfolio; and sustain a valuable organizational culture and highlight ethical practices (Jooste & Fourie, 2009). Strategic leadership is responsible for enforcing a positive influence when implementing strategy. Strategic leadership enables successful development of human resources and strategy implementation. Thus, strategic leadership's role is to ensure that the necessary capabilities for strategy implementation are available in order to effectively deliver on the organizations capabilities (Jooste & Fourie, 2009).

Mintzberg (2010) cited in Saleem (2015) states that the success of the organizations depends on the leadership styles exercised by the management/leadership. Thomas and Bendoly (2009) cited in Arslan and Staub (2013) state that the effect of leadership style in an organization and in an organizational performance has been studied broadly, and has been confirmed to be effective in many ways. In a very competitive market, the motivation of employees is very important (Arslan and Staub, 2013). Peterson (2007) cited in Arslan and Staub (2013) states that it is more practicable

to develop some kind of trust to the employees. Of paramount importance is to trust the employees that they can perform their responsibilities without any fear.

Aktas, GÜngör, Buzaykut and Kiyak (2011) argue that strategic leadership is to implement important programmes management systems and a sight of a strategy that will bring competitive advantage. Strategic leadership refers to the leaders in an organization who have the overall view of the organization and how they will go about making sure what long and short-term strategies to follow (Atiya, 1997 cited in Ozer and Tinaztepe, 2014). Ozer and Tinaztepe (2014) state that several leadership styles are strategically relevant to strategic leadership. Mintzberg (2010) cited in Saleem (2015) posit that the victory of the organizations is dependent on the leadership styles exercised by the management/leadership.

2.4.6 Servant Leadership and Organizational Performance

The servant leadership style is an emerging approach to leadership. These are leaders who want to serve. According to Gumus Atan, Oge and Top (2011), when a leader is observed as a servant first, that same leader is a servant leader. Bass (1990) cited in Gumus et al. (2011) state that the main difference between the transformational leader and servant leader are the intentions of the leader. A servant leader depicts more altruism motives. This is the ability to put away self-interests so that others can benefit (Green leaf, 1970 cited in Gumus, 2011). The leadership style of company leaders has a direct effect on the employees' attitudes and performance of the organization (Bulbul, Uslu & Cubuk, 2015).

A style of leadership that involves inclusivity, democratic and transformational view by managers and the workers is expected to bring control and encourage proposals by employees actively involved to look at all alternative ways of performing a task (Bulbul et al, 2015). Being able to listen, understand the needs of others, and consider these during decision-making, is what sets the leader apart from mediocre (Bacon, Cranwell-ward & Mackie, 2001).

2.4.7 Open Leadership and Organizational Performance

Open leadership allows employers to share leadership roles with the employees; hence the organization will have the most empowered employees. In cases like these skills can be easily

replaced in case of sickness, retirement or resignation (Bulbul et al., 2015). Managing knowledge aims to support the organization with internal and external aspects of knowledge (Merer, 2005 cited in Bulbul et al., 2015). Bulbul et al. (2015) argue that managers socializing with employees are one way of promoting the dynamics of knowledge management (Nonaka & Takeuchi, 1995 cited in Bulbul et al., 2015).

2.4.8 Charismatic and Democratic Leadership and Organizational Performance

Charismatic leadership is the ability to fire up the followers' energy and commitment to the task. It has a potential to produce results that are beyond the call of duty (Price, 2009 cited in Aigbavboa et al., 2015). This type of leadership creates similarity/commonness between the employee's culture and values to that of the organization.

Democratic leadership creates a direction and enables the group to make its own decisions. Leaders who encourage followers to determine the goals and procedures are considered as democratic. This kind of leadership stimulates the followers for self-determination and self-actualization (Bartol, Tein, Mathew & Martin, 2003 cited in Aigbavboa et al., 2015). A democratic leader offers suggestion and at the same time the ideas of followers are highly considered. This type of leadership model promotes teamwork and leads the followers in the right direction to achieve organizational goals. Effective leadership style means more than just being a boss. It means involving, inquiring, leading, vision, proposing and persuading and so on (Boyens, 2017). A democratic leader creates an environment that allows co-creation and has a sample of all ideas at hand (Surdek, 2016).

2.4.9 Laissez-faire, Autocratic Leadership and Organizational Performance

With the laissez-faire leadership (Boonyachai, 2011 cited in Aigbavboa et al., 2015) the group develops its own decisions, leader has no authority, only answers questions, provides information needed, as well as the re-enforcement to the group. Followers seek other sources of information to support their final decision-making.

With authoritarian leadership opposite to laissez-faire and democratic leadership also referred to as autocratic leadership, a leader gives a clear definition of what is to be done, when, and how it

should be done. This is a military style of leadership (Aigbavboa et al., 2015). Not every leadership style has a potential to add value to the organization depending on its appropriateness for the environment, and whether creates the misalignment to the organization's goals (Aigbavboa et al., 2015).

2.5 Leadership and Performance Measurement

The more detailed the performance measurement system is, the easier the overall oversight of the organizational activities are. This makes it easier and gives managers the total control of the organization (Chong et al., 2016). It becomes very easy for managers to validate their beliefs, perceptions and observations in the organization through the comprehensive/detailed performance measurement system (Chong, 2013). Detailed performance management systems broaden the scope of accounting information that is available for managers. The organization led by transformational leaders is most likely to take a differentiated strategy in its future plans (Chong et al., 2016). Schulz, Wu and Chow (2010) cited in Chong et al. (2016) state that one of the most effective motivational systems in organizations is an appropriate reward systems. Managers are motivated by the perceptions of their performance measures, types of rewards as well as consistency in perceptions (Chong et al., 2016).

Performance is a function of effort (Chong, 2016). According to Chong and Eggleton (2007) cited in Chong et al. (2016), systems of rewarding make the employees exert greater effort. This translates into greater performance. Reward systems encourage individuals to commit to perform to their best. Thus, if an employee is given high but attainable goals, he or she is most likely to stay motivated until the goal is achieved (Chong et al., 2016).

The behaviour of an employee can be altered by performance management systems because the labour and leisure of the employee depends on the ability of the employee to achieve performance measurement system (Vanveen-dirks, 2010 cited in Chong et al., 2016). The organization's operations are easily managed by using the information generated by the performance management system (Chong et al., 2016). Comprehensive performance management systems broaden the scope of accounting in the business; assist managers in making appropriate decisions, hence future non-financial information will be crucial for managers (Chong et al., 2016).

The most important part of the organization is to facilitate the role of achieving the goals set in the managerial performance. The adoption of the appropriate management control systems can enhance the performance of the organization (Chong et al., 2016). Managers that tend to focus on activities that consist of their performance measures can achieve greater heights in those specific measurements (Sprinkle, 2003 cited in Chong et al, 2016).

2.6 Leadership and Corporate Social Investment

Innovative performance in organizations is derived from a good social capital. Social capital is an ability by an organization to invest in its social capital (humans/employees) working for the organization. This initiative assists organizational information to be shared amongst the employees and hence facilitate performance. In this regard, an organization cannot miss the opportunities presented by the environment (Ardabili & Golmoradi, 2016). Today; organizations need to be up to date about the knowledge of their environment. They need to be able to identify the environmental needs as well as identify the existing educational gaps in the organization so that these gaps can be closed (Ardabili & Golmoradi, 2016). For organization that is efficient and effective, the results are either equal or more than the organisational goals (Miskel & Hoy, 2012 cited in Ardabili & Golmoradi, 2016).

With regard to women leadership, it has been documented that they are still not emancipated in terms of their occupation in leadership positions. This is despite the continued calls by the society to have them considered for leadership roles (Perrilleux and Szafarz, 2015). Women are generally known for being different from male leadership style. They are more participative than their male counterparts and are not as directive as males (Eagly & Johnson cited in Perrilleux & Szafarz, 2015). Empowering women within the corporate world is very difficult without legal/ cultural transformation policies (practices) in the societies (Duflo, 2012 cited in Perrilleux & Szafarz, 2015). The under representation of female staff in the leadership positions is a very serious concern, because, that means a potential valuable human asset is under-utilized in almost every organization (Beeson and Valerio, 2012). Research has proven that the inclusion of larger numbers of female figures in organizations actually improves the performance (Catalyst, 2004; McKinsey, 2011 cited in Beeson & Valerio, 2012).

As Beeson and Valerio (2012) state, it clear that female leaders are fewer at the top and therefore their ability to influence is constrained. Companies /organizations need to develop a very clear succession planning in order for them to have everything working well for them (Beeson & Valerio, 2012).

2.7 Ethics and Leadership

In leadership, it is very important to stick to ethics. This to what is good to do or what is the right thing or correct thing to do in a particular circumstance (Ozbag, 2016). Ethical leaders look at what is the moral standard to take, and the moral standard to set for employees including the leaders. There is no shifting of the goal post when ethical standards need to be followed (Kohlberg, 1984 cited in Ozbag, 2016). Brown and Trevino (2005) cited in Ozbag (2016), state that ethical leadership has two important dimensions; moral standing, honesty, integrity as well trustworthiness. Secondly, ethical leaders influence others to do the right thing. Ethical leaders are defined as honest, caring and principled individuals who always want fairness to prevail (Ozbag, 2016). They set clear ethical standards and use rewards as well as punishment to encourage those ethical behaviours and see them being followed (Ozbag, 2016). Fort and Katsos (2016) state that ethical leadership can be directly linked to the organization's profitability or success. Ethical leadership eliminates legal issues in the organization (Siegel, Jordan & Jones, 2001 cited in Fort & Katsos, 2016). Fort and Katsos (2016) note that business and peace literature misses a point that in management theory function, ethical leadership can play a big role in eliminating conflicts in the organization.

Peace building is strongly associated with ethical leadership. Ethical leadership engages in ethical business practices. These include: (i) taking care of shareholder's assets, which result in creation of jobs, alleviation of poverty, (ii) abiding by the rules and the policies of the organization and avoids corruption, (iii) gives a sense of good corporate citizenship, for instance through Corporate Social Investment/Responsibility (CSI/R), and employee rights, gender equity, employee voices are heard (Ford & Schipani, 2003 cited in Fort & Katsos, 2016).

2.8 Authenticity, Information sharing, Innovation and Leadership

Authentic leaders help their subordinates to find a connection to relate meaningfully in the organization and its processes. This makes a vital contribution to the organization (Cartwright & Holmes, 2006; George, 2003 cited in Dhar, Malik & Handa, 2016). Avolio and Gardner (2005) cited in Dhar et al. (2016) share some very interesting insight on authentic leadership, they argue that this type of leadership builds up the psychological being of followers (subordinates), confidence, optimism, hope and resilience. Wong, Spence-Laschinge and Cummings (2010) cited in Dhar et al. (2016) found that authentic leaders have a significant impact on the performance of employees in the health care sector in the Canadian context (it may need to be evaluated further in future through this type of study in order to determine how relevant/helpful it can be for challenges facing South Africa's health department). Cerne, Jaklic and Skerlavaj (2013) cited in Dhar et al. (2016) state that authentic leadership promotes creativity, free expression of ideas, sharing of information and transparency. People do not only lead by virtue of who they are, but also lead by character. Character determines what kind of leaders they are (Cashman, 2017). Leaders need to be self-aware. Too often people tend to affirm their strengths and ignore their weaknesses (Cashman, 2017).

Organizational innovation and creativity begins by the individual member's creativity which then assists the organization in being creative (Amabile, 1988 cited in Dhar et al, 2016). Sharing information is also the key player in organizational success, hence any leadership style that seeks to promote information sharing like authentic leadership is key (Dhar et al., 2016). Information can be explicit or implicit/tacit. This means that if tacit information is not shared, it will only stay with the person who possesses it. Should that information be critical information, it can be expensive for the organization in case of absence of that individual who possesses it. Organizational learning improves the business ability to solve problems and also improves the capacity to perform its duties efficiently (Adair, 2002 cited in Golmoradi & Ardabili, 2016). Learning is the most basic process of developing leadership, knowledge acquiring and application of the knowledge forms basis of leadership (Gazzard, Hodgson & Owen, 2004).

2.9 Leadership and Change

Leadership and change requires the active role of firms to be aware of opportunities and implement strategy accordingly (Lee & Malerba, 2017 cited in Vertesy 2017). Such strategies include the learning capacity, capability and innovation (Lee & Lim, 2001; Mu & Lee, 2005 cited in Vertesy, 2017). Leadership as a conviction is embraced in librarianship profession through institutes and generalized workshops (Harris-Keith, 2015). Many leadership schools in the past have adopted the notion that leadership styles are only relevant to particular environments (Muller & Tuner, 2007 cited in Trivellas & Drimoussis, 2013).

2.10 Leadership and Emotional Intelligence

Drimoussis and Trivellas (2013) consider traits like, behaviour and emotional intelligence as the critical competencies for leadership. It suggests that certain competency profiles are appropriate for particular situations (Trivellas & Drimoussis, 2013). Leadership need not only use rationale. However, it needs to be able to connect physically, emotionally and spiritually with the subordinates. Followers need to be very active. This is because they have a responsibility of leadership among themselves not the responsibility of followership (Mazdai & Mohammadi, 2012).

The term intelligent leadership refers to the ability to connect spiritually, emotionally, rationally and physically with the followers/subordinates (Mazdai & Mohammadi, 2012). McClelland (1998) cited in Mihic, Mitrovic, Petrovic, Jovanovic & Obradovic (2013) found that the desire for achieving, developing other people, adapting, ability to influence, confidence to yourself and leadership are important factors that differentiate between best and average managers. Chen, Jacobs and Spencer (1998) cited in Mihic et al. (2013) state that emotional skill is far more important than the organization that is infested with intellect and technical skill. Goleman (2001) cited in Mihic et al. (2013) posit that emotional intelligence affords self-awareness, self-regulation, social-self conscience and relations management.

Leadership is of a paramount importance in ensuring that the agile, and volatile business environment is properly managed in terms of the risks that it pose to the well-being of the organization (Chatterjee & Kulakli, 2015). For any leader to be deemed effective he or she needs

to deliver the results within the agreed periods if not quicker (Goleman, 2000 cited in Chatterjee and Kulakli, 2015). Great leadership moves its people, inspire others to do their best whenever facing a task. Great leaders are enablers to their subordinates (Chatterjee & Kulakli, 2015). Great leaders work through the emotional side of their subordinates (Goleman, Boyatzis & McKee, 2002 cited in Chatterjee & Kulakli, 2015).

Chatterjee and Kulakli (2015) argue that studies have shown that emotional intelligence is the critical requirement for effective leadership. It is also well recognized in literature that emotional intelligence is as important as intelligence quality in an individual's progressiveness, especially when interacting with others (Druskat & Wolf, 2001 cited in Chatterjee & Kulakli, 2015).

Transformational leaders are known for having a very good ability to tap into the emotional aspect of their followers and hence get very authentic commitment to the cause at hand. In a case where the transformational leader is leading his/her followers to a destructive mission, it can be deadly because emotional buy in of the subordinates would mean that the followers are past the point of questioning what they are about to do. They simply do anything because they believe in their leader (Chatterjee & Kulakli, 2015). Burns (1978) cited in Chatterjee and Kulakli (2015), states that the original idea of transformational leadership is that transformational leaders and subordinates raise one another to the high levels of morality and motivation.

The three characteristics of transformational leadership behaviors are charisma, individualized consideration, and intellectual stimulation (Lowe, Kroek & Sivasubramanam, 1996 cited in Chatterjee & Kulakli, 2015). Transformational leadership relates more to emotional intelligence so does the transformational leadership behaviors (Goleman, 1995 cited in Chatterjee & Kulakli, 2015). Thorndike (1920) cited in Chatterjee and Kulakli (2015), divided the activity of intelligence into three categories namely; social intelligence, concrete intelligence and abstract intelligence. Golmoradi and Ardabili (2016) emphasize that organizational learning plays an important role in ensuring that the organization keeps up with the changing business environment. Lussier (2006) cited in Golmoradi and Ardabili (2016), state that leadership style is a mixture of individuality, skills and behaviors that leaders or managers use to interact with their subordinates. There are four basic leadership traits namely; pragmatic, idealist, steward and diplomat.

2.11 Leadership and Culture

Stephan and Pathak (2016) investigate more deeply into cultural leadership ideal and entrepreneurship. Stephan and Pathak (2016) try to find a reason as to what exactly drives the culture of entrepreneurship. Tung, Walls and Frese (2007) cited in Stephan and Pathak (2016) state that what drives the entrepreneurial leadership is strong the cultural values within a particular society. Thus, the issue of culture can be extrapolated into the success of leadership in the organization. This means that the culture that the organization adopts has an influence on how successful the organization becomes. Culture cannot be ignored when talking about leadership styles. In addition, values and norms of the society will need to be taken into consideration. For an instance, in a context like South Africa where there are multiple ethnicities, it is very important to take into consideration the various cultures that accompany these various ethnicities. It is very important for a leader in South Africa to have an open-minded approach when it comes to cultural values and to promote co-existence within members of the organization without any one of them being offended.

Leadership is a process where influences of social type are used in order to achieve the set goals (Yukl, 2010 cited in Stephan and Pathak, 2016). This kind of description makes it even clearer that peer-to-peer kind of driving of processes to achieve organizational goals is even more important. Khan, Stokes and Rao-Nicholson (2016) talk about mergers and acquisitions. They state that some of the Mergers and Acquisitions are failing to achieve their objectives as a result of human factors. These human factors include leadership capability, cultural differences (which talks to the point made above about culture), as well as emotional well-being (Cartwright & Schoenberg, 2006, Schoenberg, 2006 cited in Khan et al., 2016). Strong organizational culture and effective leadership can assist organizations to achieve its goals (Ertosun et al., 2011).

Culture and leadership cannot be separated. Some leaders can promote a certain culture in the organization, which might culminate into the failure of that particular organization. If inappropriate culture is promoted, the organization may fail to achieve its goals (Ertosun et al, 2011). Yoki (2006) cited in Aktas et al. (2011) states that strategic leadership style has three performance measures which include direct and indirect behaviours.

2.12 Leadership and Personal Needs

Jooste and Hamani (2017) are touching on important aspect of leadership "motivational needs". A leader must also have a need to lead; it makes it more beneficial for the organization. McClelland argues about the need for Power, Affiliation and achievement. That need is even more important because that indicates that the person has a desire to influence others (McClelland & Burnham, 2003 cited in Jooste & Hamani, 2017). Effective leadership uses their power to maintain a healthy balance between their own power and that of employees/subordinates (Du Toit, Erasmus & Strydom, 2010 cited in Jooste & Hamani, 2017).

Maslow's hierarchy of needs cited in Judge et al. (2009) posits that when leader is trusted with the role to lead, he/she must be at the level where they are ready to lead. For an instance if one was to look at Maslow's hierarchy of needs, the organizational leader must be at the appropriate level of the hierarchy of needs. This will help synchronize personal needs to leadership responsibility and hence create synergy.

2.13 Leadership, Strategy and Negotiation

Instead of looking/searching for a great leader, it is important to look for greatness in all of the people in the organization. The organization must create the modern culture of learning (Mazdai & Mohammadi, 2012). When managing projects, it is important to ensure that the management has the buy in of subordinates especially when it comes to issues associated with changes (Kotter, 1996 cited in Mihic et al., 2013). It is essential for each and every organization to have a sustainable growth. This is a goal that every organization that wishes to exist for long and serve the market in the future. To achieve this task, considering that the world is in a forever-changing environment, it requires planning and a good sense of agility from organizational leaders (Acar, Sudak, Zehir & Ozsahin, 2013).

Organizations need to move away from surviving but rather be more competitive and always thrive for greatness (Acar et al, 2013). Chand (2009) cited in Ali, Amrin, Bakar, Shabibi and Wahab (2014) state that the ability by an individual to influence others in a positive way is what constitutes great leadership. Keeping employees engaged reduces the cost of hiring, enables retaining the

employees, and allows for corporate growth and innovation increases the productivity (HBR cited in Killiannan & Adjovu, 2015).

Recognizing and Acknowledging personal strengths, weaknesses, motives and attitudes are most going to be able to understand their own behavior and also will be easy to understand why people react in a particular way (London, 2002 cited in Richardson, 2015). When an organization wants to improve and develop its leaders, it is important to understand the methods the adults prefer as the learning methods, for instance mentorship, internships and collaborating technology is necessary especially when preparing school leaders (Steshly & Gray, 2010 cited in Richardson, 2015). Leaders provide structure and nurture subordinates (Hemphill and Coons, 1957 cited in Atan, Gumus, Oge & Top, 2015). Servant leadership promotes valuing and developing of subordinates, building society as well as being authentic when providing leadership (Atan et al., 2015).

There has been a shift by global companies to a differentiated approach (Octavia, Samuel & Siagian, 2017). Kotter and Armstrong (2003) state that differentiated strategy means meaningful difference between the company offerings and that of the competition (Octavia et al., 2017). Organizations that consider differentiation as their strategy are those that are considering first entry into a new market. Leadership needs to drive and support these strategies in the organization, otherwise if not, then the organization may lose a meaningful opportunity (Octavia et al, 2017).

Leadership styles of a project manager can influence the project success (Aga, 2016). Aga (2016) identifies this as a critical success factor. The leadership of organizations needs to understand that it does not exist in a shell but have an insight in all other aspects of local, national and international forces (Hickman, 2010). Negotiation is a very important leadership tool when it comes to issues like conflicts (Zohar, 2015). Negotiation tactics include; threats - making it clear that you are ready to inflict the pain in future. This can be intentional or result from the choice the other party made. Scare, - making it known that certain things will be stopped if the other party does not agree. Attack - verbal strike and other ways. Ultimatum - cornering the other party. Cutting ties - stopping participation until the other party conforms (Zohar, 2015).

2.14 Leadership, Motivation and Performance

Contemporary leaders are faced with much challenging circumstances than ever before (Alpkan, Aslan & Ayaz, 2016). They need to deal with the fast changing business environments, unstable economic climate, capable competition, catching up with fast moving technological advancements, and are exposed to international competition (Alpkan et al., 2016). Leaders need to accept all situations objectively not only to accept those that are self-validating. These kinds of leaders have a tendency to support their subordinates. They are also most likely to generate positive outcomes for the organization (Dwerk & Legget, 1988; Illies, 2005 cited in Alpkan et al, 2016).

The nowadays, leaders need to apply strategic thinking. Strategic thinking enables one to analyze, explore opportunities, understand and be able to define complex circumstances. In addition, it empowers leaders to be able to develop a plan that can solve problems (Bonn, 2005 cited in Kazmi, Naarnanoja & Watsila, 2016). Leadership can be taught. However in the middle of complex situations, leaders need to know what to do. Coaches can only assist in giving guidance (Parks, 2005).

The performance of the staff in organizations has over time proved itself as key to organizational success. Thus, it is important for every leader to try enhancing the performance of employees (Mousakhani, Alvani, Mirza & Muhammadi, 2012 cited in Ebrahimmi, Moosavi & Chirani, 2016). The underperformance of leaders may result in low-level output, low profitability, poor product and service quality, high levels of absenteeism, desertion of service, not achieving the primary objectives and decline in productivity (Faghihi & Farahmad, 2009 cited in Ebrahimmi et al., 2016). Leadership has an important role that affects the success or failure of the organization (Octavia et al., 2017). The ability to influence others to commit on working on one shared common goal and give full commitment to making the achieving of the goal a success is leadership (Nicolescu, 2007 cited in Vacar & Miricescu, 2013). Seven essentials of leadership by Dean (2006) are the ability to listen to learn, empathize with emotions, attend to aspirations, diagnose and detail, engage for good ends, respond with respectfulness, speak with specificity.

A leader must be ready to sail against the tide, ready for the unexpected and sail like he or she had prepared for such. A leader must be observant enough to make use of any random opportunity that

is presenting itself (Frohman & Howard, 2008). As a leader, one needs to continuously learn and question the things that he or she deems wrong and never repeat them (Daft, 2008).

Leadership is also linked to job satisfaction. Job satisfaction can be viewed as both an act and determinant of organizational values and the leadership styles exhibited in particular organizations. Early writers such as Thomas (2013) understands job satisfaction as a positive emotional state from the appraisal of one's job or experience. Such a definition suggests that workers invent their attitudes towards their jobs by taking into consideration their feelings, beliefs and behaviours (Akehurst, Comeche & Galindo, 2009). Gorenak and Kosir (2012) found that if workers are satisfied with their jobs, they tend to contribute increased efforts towards the realization of high organizational performance. The satisfaction of workers is generally regarded as an important ingredient for organizational success. Galup, Klein and Jiang (2008) noted that successful organizations normally have satisfied employees, while poor job satisfaction can cripple an organization.

Job satisfaction can be influenced by various aspects of leadership such as a leader's display of non-verbal immediacy (Suar & Khuntia, 2010), humour (Luthans, 2011), communication satisfaction (Thomas, 2013) and the communication style exhibited by supervisors and managers. According to these scholars, satisfied employees do not engage in the following, namely absenteeism, grievance expression, lateness, low morale, turnover, quality improvement. These affect overall performance of the organization.

2.15 Summary

The chapter presented the various sources and arguments found in reviewed literature with regards to leadership, its various types and the natural and acquired characteristics that accompany successful leadership. The chapter also made a discussion on organizational performance and how performance is constrained or enhanced by available leadership. The main theoretical argument maintained in the chapter was that the success of each and every contemporary organization is predicated on the ability of its leaders to execute their duties well. This include being able to motivate and encourage their subordinates to contribute their level best in order for the goals of the organization to be realized. The next chapter presents research methodology used in the study.

CHAPTER THREE

Research Methodology

3.1 Introduction

The preceding chapter presented the literature that is pertinent to the study. This chapter covers the methods that were employed in the data collection and the analysis in the study as outlined in Chapter One (introductory methodology). A discussion on the rationale behind the choice of a particular research paradigm for the study is made. The chapter is divided into 14 broad sections of which this introduction is the first. Section 3.2 provides the aim of the study. The research design is presented and discussed in sections 3.3 while the research paradigm is in section 3.4. The study setting is presented in section 3.5, the population and sample of the study is in section 3.6 while section 3.7 details the sampling method that was used. The construction of the research instrument that was used is in section 3.8 followed by a discussion of the data collection procedure in section 3.9 while data analysis is presented in section 3.10. Then 3.11 discusses reliability and validity of the study. Bias is provided in section 3.12. Section 3.13 is on the ethical conduct during the research. The conclusion of the chapter is provided in section 3.14.

3.2 Aim of the Study

The aim of this research is to determine the impact which leadership styles have on organizational performance in order to establish the challenges so as to propose recommendations meant to minimize the negative consequences that may come because of leadership style(s). The study was also aimed at making recommendations about the most productive leadership styles that can promote conducive working environments that can lead to good results and positive energy within the organization and its employees/subordinates. The study is premised on the assumption that leadership styles match the opinions and experiences of the MBA year three students (Class of 2017) about leadership styles. Solving some of the leadership problems that are facing the organizations increases their chances to exist for longer.

3.3 Research Design

Research design comprises the several technical and logical aspects which are usually used by researchers to ascertain the research question, to assemble data and to analyze it (Welman, Kruger & Mitchell, 2005). The research design is inclusive of time and the budgetary aspects since research is also conducted under these realities. Thus, the Table showing the timeframe of the study is attached as appendix 2 while the budget was not included since the study was self-funded. There are many types of research designs namely exploratory, description and explanation. Exploratory research design: a variety of studies, especially those in social sciences are carried out for exploratory purposes. In social sciences, researchers may conduct a study in so as to boost their knowledge on a certain issue (Creswell, 2014). The need to increase one's knowledge on a certain topic occurs when one researcher comes encounters an unexplored subject and then gets fascinated by it. The topic or subject unfamiliarity attracts the need for research in order to gain a chance to access information in an area that has never been explored (Babbie, 2011). However, unfamiliarity usually makes it uneasy for researchers to make ground breaking conclusions (Welman et al., 2005).

Description research design gives researchers a chance observe and then to provide explanations to events (Babbie, 2011). Institutions such as Statistics South Africa provide reliable data on the country's population; its races, gender, age, incomes and so on. Such kind of research is essential as it affords policy makers to access adequate data that allows them to make recommendations on which sectors need to be prioritized. Research is not simply carried-out just for the-sake-of-it or else that would be wastage of resources and effort. Thus, the importance of every study lies in the use to which the results are put.

The explanation design is also important in clarifying phenomena and situations. In other terms, through the enlightenment purpose of research, we are able to fulfill our inquisitiveness since we can get a explanation to the questions that might be bothering us. For example, while a descriptive study tries to provide details on what, where, when and how, the explanatory study goes further to explain why things happen (Welman et al., 2005). An explanatory study can explain why are some universities are recording more destruction on property than others in the free education protests across the country.

In view of the quantitative requirements of the research problem and questions set out in Chapter One, the descriptive design alternative was considered the most suitable for the study. A survey was suitable because it asked many respondents about several things at the same time (Babbie, 2013). This was probably the most suitable method since the researcher sought to collect data that would be used to describe of a populace too large to be observed directly (Babbie, 2013). The most important benefit of the descriptive survey method was its use of the questionnaire which arose from the need to maintain validity and reliability of the processes used (Williams, 2010).

The study was however also exploratory and explanatory, both in data collection and its interpretation. The advantage of an exploratory design was its ability to boost understanding on the impact of leadership on organizational performance as understood by the students. In addition, the exploratory approach enhanced flexibility during the fieldwork (Saunders, Lewis & Thornhill, 2013).

The quantitative research method was used for this research so as to be able to make a comparison between theory and the actual opinions of MBA year three students based on their experiences with regard to leadership styles. Quantitative research examines the rapport among variables. Variables can be measured so that they can be analyzed using statistical procedures/methods (Creswell, 2014). Mchunu (2010) defines quantitative analysis as applying numerical and statistical data to investigate solution to a problem. Rajasekar, Philominathan and Chinnathambi (2013) critically define the quantitative approach as being numerical, not being descriptive, justifiable for statistical formulation, data can be presented graphically, can be used to generalize to a population. Quantitative research can be carried out with positive attitude and generalization of results (Sekaran & Bougie, 2013).

3.4 Research Paradigm

It was important for the researcher to have an understanding of the research paradigm to be used before undergoing the tiresome work of conducting a study. Research paradigm relates to beliefs, values and assumptions that are shared by researchers of the same research interests (Babbie, 2011). These beliefs, values and assumptions are; ontology (the nature of reality), epistemology (how knowledge is achieved or gained) and axiology (the role of values) (Creswell, 2014; Babbie, 2013).

Although these aspects were first designed to be used in the natural sciences, they have with time become predominantly in other fields including business studies. An understanding of the paradigms ensured the researcher to choose an approach which was proper for the study as part of the continued effort to minimize biases (Bracken, 2012). This was consistent with Nasir, McLaughlin and Jones (2009) who argue that it is only through a deeper understanding and awareness of the ontological, epistemological and axiological beliefs informing research that a researcher will be able to make important decisions on how best to engage with the research participants. A detailed discussion of these assumptions and beliefs is however not part of this study.

A number of theoretical paradigms such as positivism (and post-positivism), constructivism, interpretivism, transformative, emancipator, critical, pragmatism and deconstructivism are discussed by writers (Creswell, 2014; Babbie, 2013; Bracken, 2012; Nasir, McLaughlin & Jones, 2009; Morgan, 2007). However, in this section, the positivist paradigm is presented not only to demonstrate understanding by the researcher, but also as a background to the chapter.

The positivist paradigm is traceable back to the ideas of Aristotle, Francis Bacon, John Locke, August Comte, and Emmanuel Kant (Mertens, 2005) and "reflects a deterministic philosophy in which causes probably determine effects or outcomes" (Creswell, 2009). The philosophy is based on the values of reason, truth and validity. The philosophy is more inclined to quantitative studies and emphasizes on facts that are obtained through practical study and experiment and analyzed statistically (Saunders et al., 2013). According to Easterby-Smith, Thorpe and Jackson (2008), positivism is anchored on fundamental laws and causality, and places emphasizes on the objectivity of knowledge. It aims to test a theory or describe an experience "through observation and measurement in order to predict and control forces that surround us" (O'Leary, 2004). The current study adopted positivism on the assumption that the social world can be studied in the same way as the natural world, and that there exists a technique for studying the social world that is value free, and that explanations of a causal nature can be made (Mertens, 2005).

3.5 Study Setting

The study was set at the University of KwaZulu-Natal in Durban South Africa. The focus was on the MBA year three students class of the year 2017. The University of KwaZulu-Natal is recognized as one of the best five universities in South Africa. It is also known for having produced graduates who are now high profile individuals in the country. The university has five campuses in the province of KwaZulu-Natal. It was formed in 2004 after the merger between the University of Natal and the University of Durban-Westville.

3.6 Population and Sample of the Study

The target population of the study was defined as all the 140 MBA year three students (class of 2017) at the University of KwaZulu-Natal. These students had an equal chance to participate in the study. This study focused on the MBA year three students (Class of 2017) at UKZN Graduate School of Business and Leadership. Sampling is the practice used by researchers to make decisions with regard to the people, places, or things to study (Siririka, 2007). The study adopted simple random sampling in order to give everyone a chance to participate. The quality of a sample determines the validity and worthiness of the results. The sampling process as well as the selection of the site to be studied is dependent on the nature of strategy preferred by the researcher (Merriam, 2009). A sample was therefore drawn from the population. In this study, the researcher needed a total of 100 participants. However, only a total of 66 of the targeted participants returned their completed questionnaires. The researcher however believes this did not undermine the validity of the results since the number is above the half of that which had been targeted.

The reasons for choosing these participants/respondents were as follows: These participants were considered as essential because they are either currently leaders themselves, or are currently being led in their respective organizations. In addition, these students are also in touch with the practical reality in different organizations that they work for.

MBA year three students were chosen because there was an "assurance" that they understood the leadership style(s) or theories better because they have studied about them. Thus, it is easier for them to be able to observe the leadership styles around them. In addition, some of MBA year three

students have experienced some of the leadership styles in their daily activities since they are leaders in their respective organizations.

The MBA year three students were also chosen because they are readily available. It was convenient for the researcher therefore to reach out to MBA year three students. In addition, the information provided by MBA year three students is most likely to offer deeper insight into leadership styles. Lastly, it was easier to get the consent approval with MBA year three students since the research was conducted within the university as compared to asking for consent letter from an external body or company.

3.7 Sampling Method

Rowley (2014) states that sampling is made up of the following steps; choosing a target population, choosing the sample technique to be used and its relevance to the study as well as its execution. Saunders et al. (2016), mentions the following sampling techniques which are probability sampling techniques.

- Simple random
- Systematic random
- Stratified random
- Cluster
- Multi-stage

Saunders et al. (2016) state that there are two sampling techniques

- Probability sampling

Probability sampling is made up of simple, systematic, stratified and cluster sampling.

- Non - probability sampling.

Non-probability sampling is made up of quota, purposive, volunteer and haphazard sampling.

Probability sampling can be divided into four stages. These stages are, identifying the suitable frame based on types of research questions; identifying appropriate size of the sample; choosing a

suitable technique of sampling and then sample, and examining if the sample mirrors the population (Saunders et al., 2016).

The existing sampling techniques are simple random, systematic random, stratified random, cluster and multi stage. Rowley (2014) mentions that sampling is a crucial part of research, hence appropriate technique is important. Simple random means taking the sample at any point, systematic random means taking a sample certain regular intervals, stratified random means separating the target population according to more specific features of the population, cluster sampling also means separating population according to particular characteristics, multi stage, is basically sampling by eliminating what less relevant to your study and be more specific.

The sampling method used in this study was simple random sampling. However, this is not the sampling method that was intended, but it was achieved by default. The questionnaire was sent to all MBA year three students class of 2017. However, due to the fact that not all the MBA year three 140 students responded, the sampling method by default became a simple random sampling method.

3.8 Construction of the Instrument

The design was constructed based on review on many other different research designs, and the one that is in this report was found to be more relevant for this design. Reason being that this is the practical information in the field of leadership measured against what theory says (Creswell, 2014) and Saunders et al. (2013) also agree with this. Questionnaire is predominantly Likert type scale, which is mainly used for quantitative study (Cooper, 1976). Cooper (1976) posits that Rensis Likert created the Likert scale in year 1932.

3.9 Data Collection

Sekaran and Bougie (2013) define data collection as a thoroughly prepared plan or technique used to collect data from participants. The data was collected through online software called "Questionpro" which is accessible at www.questionpro.com. This software makes it easy to create questionnaire. The researcher only needs to get the emails of participants and email the questionnaires to the participants. Considering that as MBA year three students, emails are sent to

collective group in class, the researcher did not experience difficulties in accessing emails. Questionpro is also a very good tool that enabled one to resend a reminder to those who had not yet completed the survey/questionnaire. It also allowed the researcher to track the number of people who opened the survey and completed it successfully. In addition, by use of this instrument, the researcher was able to trace those who received it, those who opened it but were never interested to participate or postponed it for later and forgot to complete it later. Hence, the reminder feature came handy for those who forgot to complete the questionnaire. The researcher was very cautious about designing a long questionnaire that can discourage the respondents from participating in the study. It was designed to be just enough to ensure the integrity, reliability and validity of the instrument is intact. Rowley (2014) states that questionnaire is a preferred way or method of collecting data in a quantitative study.

The researcher was able to at least send only two reminders to ensure that those who did not want to participate in the survey are not offended by ever going reminders. The data collection method used in this study was considered the most convenient method both for the target population and the researcher. It allowed the respondents to answer the questionnaire at their convenience, and also able to respond at leisure time through their mobile phones or computers. For the researcher, it was a matter of disseminating multiple emails at the same time and the software conveniently had a feature of resending the reminder to those who had not completed the survey yet.

3.10 Data Analysis

Data analysis is the procedure whereby researchers gain an understanding of the information they will have collected during fieldwork. In data collection, information is usually scattered across the many different instruments that the researcher will have made use of. The analysis process therefore gives the researcher an opportunity to make sense of the data and also to present it (Creswell, 2014). The analysis of quantitative data is very important as it allows the researcher discern the link among variables using descriptive and inferential statistics (Babbie, 2013). By use of descriptive statistics, the researcher is able to quickly observe information such as frequencies, percentages, means and standard deviations. Inferential statistics on the other hand go deeper to inferring something about the population from which the sample taken based on the information summarized in the descriptive statistics (Saunders et al. 2012).

In this study, the data was descriptive by way of using nominal measures. Data was coded and graphically expressed using SPSS for accurate analysis. Some of the analyses were exported into Microsoft Word and Microsoft Excel for visualization and reporting of results. The "questionpro" was used to draw pie charts (see Chapter Four).

3.11 Reliability and Validity.

De Vos, Strydom, Fouche and Delport (2005) emphasize on the need for researches to collect data that is trustworthy and well-founded so that the study considered worthwhile. The researcher therefore considered reliability and validity aspects as very essential elements for this study. These aspects are employed by researchers in order to allow them to assess the value and integrity of the study (Cameron, 2011). It was essential for this study to demonstrate a high degree of integrity in order to gain validity (Babbie, 2011). This was achieved by developing a well thought-out instrument for data collection (De Vos et al., 2005).

Reliability is in defined as the measure of consistency of the instrument (Heale & Twycross, 2015). Heale and Twycross (2013) put it that there are various ways in which consistency of an instrument can be measured, Among those ways are Cronbach's Alpha, Kuder-Richardson coefficient as well as the split-half reliability. The commonly used method to test for reliability is the Cronbach's alpha (Gliem & Gliem, 2003; Heale & Twycross, 2015). In the study, the reliability of questionnaire was tested using Cronbach's alpha. The value for Cronbach's alpha for questionnaire obtained was 0.7. This value is acceptable to various experienced researchers such as Babbie (2013). George and Mallery (2003) cited in Gliem and Gliem (2003) recommended the Cronbach's alpha as per the table below (see Table 3.1: Cronbach's alpha table). This table is in agreement with Babbie (2011) recommendation about Cronbach's alpha. The Cronbach's alpha for the study was calculated and found to be 0.702. A Cronbach's alpha of 0.7 is accepted by many research authors including among others (Gliem & Gliem, 2003; Babbie, 2011; Heale & Twycross, 2015).

Table 3. 1: Cronbach's alpha

| Cronbach's Alpha's | |
|--------------------|--------------|
| Alpha > 0.9 | Excellent |
| 0.7 < Alpha < 0.9 | Good |
| 0.6 < Alpha < 0.7 | Satisfactory |
| 0.5 < Alpha < 0.6 | Poor |
| Alpha < 0.5 | unacceptable |

Source: George & Mallery (2003) cited in Gliem and Gliem (2003)

Data source was used for the validation of the results. Respondents were different individuals who had never had to discuss the questionnaire before completing it. However, collected data revealed that majority participants almost agreed in almost all the questions. Considering that these are people from different industries with different experiences, this showed a great consistency. Member checking was used as a form of validating the findings. The researcher also communicated the findings of the study with 20 percent of the respondents to see if the results reflected by the study were indeed a reflection their views. The respondents concurred with the results.

Validity is defined by Salkind (2009) as “the quality of a test doing what it is designed to do. Heale and Twycross (2015) define validity as the measure of accuracy of the instrument in measuring the parameters intended to be measured. In the current investigation, validity of the data was realized through extended engagement with the research participants and by way of a systematic examination of the literature. The researcher also compared his findings with other researchers as part of the continued efforts to present valid results. The following types of validity were applied to the study:

Construct validity - included the logical relations between variables (Welman, Kruger & Michel, 2005). Heale and Twycross (2015) state that construct validity is when the instrument allows one to draw some form of inferences from the results, for an instance, checking whether the results resemble the reality. There are three evident ways in which the instrument can be proven whether the research has the construct validity or not, those ways are homogeneity (instrument is indeed measuring only one specific intended

construct/phenomena), convergence (shows similarities with instruments that measure similar construct), theoretical evidence (relates to already established theories or articulated theoretical positions). Focus was placed on validating the measuring instrument through construction of the underlying dimension that showed a logical relationship between variables. An extensive review of literature on the theory of variables was undertaken by reading reports, articles and books on leadership and organizational performance.

- | | |
|----------------------|--|
| Theoretical validity | -This was realized by way of using sources that were up to date so as to determine relevant concepts of leadership and organizational performance in South Africa. Theoretical validity determines whether the instrument resembles the already articulated or already established theoretical positions (Heale & Twycross, 2015). |
| Content validity | -This focused on the topics that were included in the instrument and whether such topics served their purpose with regard to capturing the research questions and objectives (De Vos et al., 2005). |
| Face validity | -When the knowledgeable individuals are asked whether the instrument is indeed measuring the intended parameters or whether it is directly addressing the question at hand (Heale and Twycross, 2015). |

In addition, the software used - the "questionpro" - is fully operational software with 24hour online assistance by the technicians employed by questionpro. If there was anything not understood, it was easy to contact technicians and be navigated through. The data collected was also password protected. It was not possible for a third person to effect changes on the responses or results in any form or way.

3.12 Bias

The biases in this study included the fact that the instrument was constructed based on the assumption that MBA year three students were much more in a position to understand the topic on leadership styles, hence their answers would be more accurate to questions asked.

3.13 Ethical Consideration

In the study, all ethical considerations were upheld. Permission to undertake a study was sought from the University of KwaZulu-Natal, as well as from the participants themselves. The rights of participants including informed consent, privacy and confidentiality of information gathered was also upheld throughout the study. No names were used in order to maximize privacy and confidentiality. Furthermore, the researcher has not used any of the information gathered for any personal advantages. All the data collected is presented in the study in honesty and unbiased manner and not in a way that shows sectional interests. Raw data was only accessible to the researcher and his supervisor.

3.14 Summary

Chapter Three presented a discussion on the research methodology that was followed in the study, the chapter detailed the research paradigm, the research design and how these influenced the choice of the quantitative approach. The chapter also provided a vivid description of the study setting and explained why the setting was chosen as the case study. This has been followed by the descriptions of the study population and how a representative sample was chosen, as well as instrument construction. Data collection and analysis procedures have also been discussed together with the ethical consideration of the study. Bias, Reliability and Validity also forms part of this chapter.

The next chapter is on data presentation.

CHAPTER FOUR

Data Presentation

4.1 Introduction

This chapter presents the data that was collected in the study. The results are based on the knowledge of the participant students about leadership styles and the impact leadership styles have on the overall organizational performance. The chapter is divided into five broad sections including this introduction. Section 4.2 presents the data that was collected from the participants; section 4.3 is on reliability and validity while section 4.4 is of research bias. Section 4.5 is the summary of the chapter.

4.2 Collected Data from Participants

Question 1: Do Leadership styles have impact on organizational performance?

Table 4. 1: Impact or no impact of leadership styles on organizational performance

| | | |
|--------------|-----------|-------------|
| Yes | 65 | 97.01% |
| No | 2 | 2.99% |
| Total | 67 | 100% |
| Mean | | 1.03 |
| Standard Dev | | 0.17 |
| Variance | | 0.03 |

Table 4.1 above shows that a total of 97 percent of respondents believed that leadership styles have an impact on organizational performance while only about three percent of the participants thought that was no impact exerted on organizational performance by any leadership style. The results indicate that an overwhelmingly number of MBA year three students shared the same view that leadership styles had an impact in the performance of the organization.

Question 2: Are leadership styles applied by a leader in an organization capable of influencing the performance of subordinates?

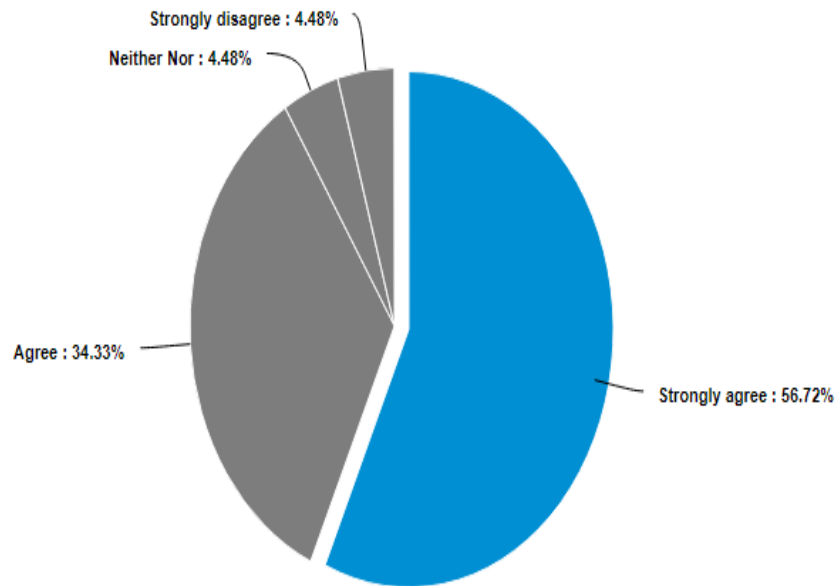


Figure 4. 1: The influence of leadership styles on performance

The fieldwork data revealed that 56 percent of respondents strongly felt that leadership styles in organization had an influence on the performance of the subordinates. About 34 percent of respondents also agreed that leadership style(s) had an influence on the performance of subordinates. Only four percent and a half disagreed while an additional four and a half percent neither they agreed nor disagreed. This statistical evidence display that most of the MBA year three students and possible most of the managers or leaders organizations are aware of the catastrophic consequences of adopting certain kinds of leadership styles. It is known that a demoralized employee cannot perform instead he/she is a hazard to him or herself as well as the well-being of the business. Figure 4.1 above depicts this information.

Question 3: Organizational failures are because of leadership style(s) that the leader of an organization applies or use?

A total of 51 percent of the participants confirmed that the failures of most organizations are attributable to the kinds of leadership styles exhibited in those organizations. An additional 15 percent strongly agreed making the number of participants who agreed to be 65 percent. About 21 percent found no link between leadership styles and organizational failure. A total of 10 percent disagreed that leadership styles can undermine organizational performance while one and a half percent of respondents strongly disagreed that the failures of organizations are attributable to the leadership styles used in those organizations. Figure 4.2 below summarizes the responses given by participants of the study.

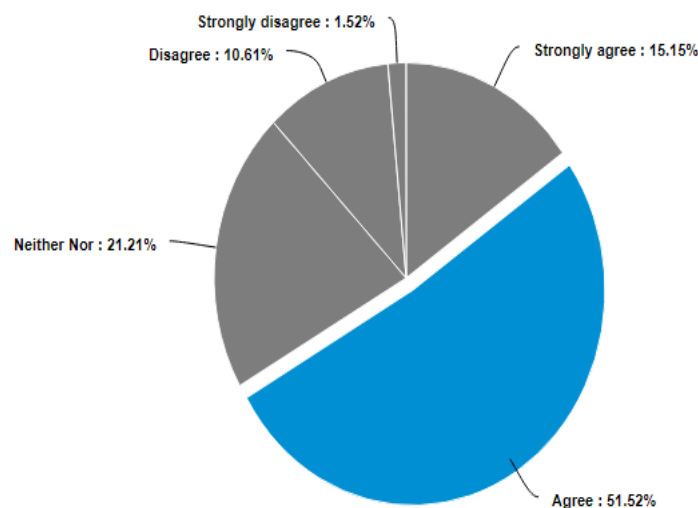


Figure4. 2: Organizational failure and leadership styles

Question 4: Which of the following leadership style(s) do you consider as the best for the organization to be successful?

Transformational leadership style, Open leadership style, Democratic leadership style, strategic leadership style all made more than 85 percent collectively. Transformational leadership style was however the highest at 35 percent. This was followed by open leadership style and strategic leadership style with a tie of about 21 and 22 percent respectively. Table 4.2 below summarizes the responses of the participants.

Table 4. 2: Best leadership style(s) for organizations

| | | |
|-----------------------------|------------|-------------|
| Toxic Leadership | 0 | 0.00% |
| Transformational leadership | 41 | 35.65% |
| Autocratic | 2 | 1.74% |
| Theory X | 2 | 1.74% |
| Theory Y | 5 | 4.35% |
| Strategic leadership | 25 | 21.74% |
| Open | 24 | 20.87% |
| Democratic | 12 | 10.43% |
| Other | 4 | 3.48% |
| Total | 115 | 100% |
| Mean | | 4.97 |
| Standard Dev | | 2.43 |
| Variance | | 5.89 |

***Other** refers to Servant leadership style and Situational leadership style.

Question 5: Which leadership style(s) do you view as the best on the above list in Q4?

The best leadership style according to the respondents is transformational leadership style. A total of 52 percent of participants cited transformational leadership as the best. This was followed by strategic, open and democratic leadership styles which were at sitting at 13 percent, 11 percent and six percent respectively (See Table4.3 below).

Table 4. 3: Best leadership styles of all leadership styles

| Leaderships styles Combinations | No of Participants per combination | Participants Fraction | % Representation |
|-------------------------------------|------------------------------------|-----------------------|------------------|
| Strategic | 8 | $8/63=0.1270$ | 12.70% |
| Transformational | 33 | $33/63=0.5238$ | 52.38% |
| Democratic | 4 | $4/63=0.0635$ | 6.35% |
| Open | 7 | $7/63=0.1111$ | 11.11% |
| Transformational & Strategic | 3 | $3/63=0.0476$ | 4.76% |
| Transformational, Strategic & Open | 2 | $2/63=0.0318$ | 3.18% |
| Servant | 1 | $1/63=0.0159$ | 1.59% |
| Transformational & Open | 1 | $1/63=0.0159$ | 1.59% |
| Theory X | 1 | $1/63=0.0159$ | 1.59% |
| Theory Y | 1 | $1/63=0.0159$ | 1.59% |
| Transformational, Open & democratic | 1 | $1/63=0.0159$ | 1.59% |
| Depends on Situation | 1 | $1/63=0.0159$ | 1.59% |
| Total Participants | 63 | 1 | 100% |

Question 6: Which leadership style(s) do you think will work better if possessed by leader in an organization?

A total of 36 percent of the participants were of the view that transformational leadership style was the best in an organization. About 18 percent thought strategic leadership style was the best. Table 4.4 below summarizes the views of participants with regards to the best leadership styles.

Table 4. 4: best leadership style of a leader

| Leadership styles Combinations | Participants combinations | Participants fractions | % Representation |
|-------------------------------------|---------------------------|------------------------|------------------|
| Transformational & Strategic | 5 | 5/61=0.0820 | 8.20% |
| Strategic | 11 | 11/61=0.1803 | 18.03% |
| Transformational | 22 | 22/61=0.3607 | 36.07% |
| Open | 5 | 5/61=0.0820 | 8.20% |
| Democratic | 6 | 6/61=0.0984 | 9.84% |
| Toxic | 1 | 1/61=0.0164 | 1.64% |
| Servant | 2 | 2/61=0.0328 | 3.28% |
| Theory Y | 2 | 2/61=0.0328 | 3.28% |
| Transformational & Open | 1 | 1/61=0.0164 | 1.64% |
| Theory X | 1 | 1/61=0.0164 | 1.64% |
| Transformational, Democratic & Open | 1 | 1/61=0.0164 | 1.64% |
| Depends on Situation | 4 | 4/61=0.0656 | 6.56% |
| Total Participants | 61 | 1 | 100% |

Question 7: Which leadership style(s) in Q4 above do you think any organizational leader should not possess them?

The leadership styles that the respondents felt no leader should possess them were toxic leadership style (55.6 percent), followed by the autocratic leadership style (26.9 percent). Only one participant thought that a democratic style of leadership is not good for an organization. A total of two participants (3.18 percent) that transformational leadership should never be exercised in an organization. Table 4.5 below is a summary of the responses of the participants.

Table 4. 5: Leadership styles not to be possessed

| Leadership styles Combinations | Respondents combination | Respondent Fraction | % Representation |
|--------------------------------|-------------------------|---------------------|------------------|
| Autocratic | 17 | $17/63=0.2698$ | 26.98% |
| Toxic | 35 | $35/63=0.5556$ | 55.56% |
| Toxic, Autocratic & Theory X | 1 | $1/63=0.0159$ | 1.59% |
| Toxic & Transformational | 1 | $1/63=0.0159$ | 1.59% |
| Democratic | 1 | $1/63=0.0159$ | 1.59% |
| Transformational | 2 | $2/63=0.0318$ | 3.18% |
| Theory X & Autocratic | 1 | $1/63=0.0159$ | 1.59% |
| Toxic & Autocratic | 3 | $3/63=0.0476$ | 4.76% |
| Theory Y | 1 | $1/63=0.0159$ | 1.59% |
| Depends on Situation | 1 | $1/63=0.0159$ | 1.59% |
| Total Participants | 63 | 1 | 100% |

Question 8: Is organizational success because of leadership styles(s) in the organization?

A total of 35 percent of participants strongly agreed that organizational success was hinged on leadership styles. An additional 49 percent also agreed. A total of 9.23 percent neither agreed nor disagreed (found no link). About 6.15 percent total disagreed while no participant strongly disagreed. Table 4.6 summarizes this information.

Table 4. 6: Organizational success and leadership styles

| | | |
|-------------------|-----------|-------------|
| Strongly Agree | 23 | 35.38% |
| Agree | 32 | 49.23% |
| Neither Nor | 6 | 9.23% |
| Disagree | 4 | 6.15% |
| Strongly Disagree | 0 | 0.00% |
| Total | 65 | 100% |
| Mean | | 1.86 |
| Standard Dev | | 0.83 |
| Variance | | 0.68 |

Question 9: Have you lived or been exposed to any leader who possesses one or more of the leadership styles in Q4 above?

A total of 54 percent of respondents confirmed that they had been exposed to the leadership styles that are mentioned in this study. About 24 percent of the participants have been leaders and had actually exercised some of these leadership styles. A total of 22 percent had actually witnessed these styles being displayed by certain leaders. About 54.22 percent of the participants had been exposed to some of the leadership styles mentioned in the study. In fact, all MBA year three students had learnt about leadership styles. Figure 4.3 below summarizes the responses of the participants in the study.

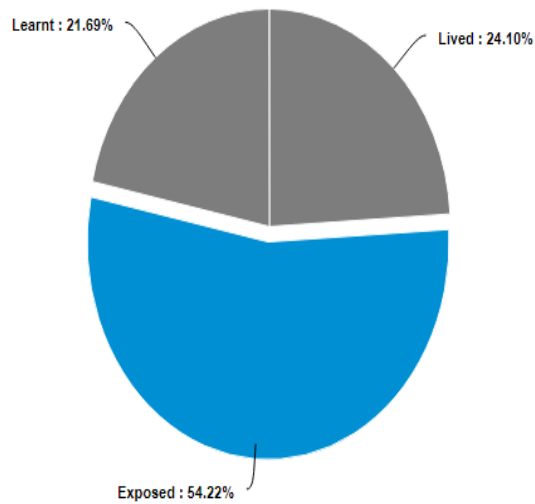


Figure 4. 3: Lived, exposed or leant about leadership styles

Question 10: Among the leadership styles mentioned in Q4 above, which combination of leadership styles, do you regard as the best for a leader when he/she possesses?

A total of 33 percent of the respondents viewed the combination of transformational and strategic leadership styles as the best combination. The second best combination was the transformational and democratic leadership styles sat at about 12 percent. Open and strategic leadership styles were supported by 10 percent of the participants. A total of eight percent preferred the combination of transformational, strategic and open leadership styles. Transformational leadership style seemed to dominate whenever there was a question about the preferred leadership styles. This was followed by open, democratic and strategic leadership styles. Table 4.7 summarizes the preferred combinations by the participants.

Table 4. 7: The combination of best leadership styles

| Leadership styles combinations | No of Participants | Participants Fraction | % Representation |
|--|--------------------|-----------------------|------------------|
| Open & Strategic | 6 | 6/60=0.1000 | 10.00% |
| Transformational | 4 | 4/60=0.0667 | 6.67% |
| Transformational, Strategic & Open | 5 | 5/60=0.0833 | 8.33% |
| Transformational & Strategic | 20 | 20/60=0.3333 | 33.33% |
| Transformational & Democratic | 7 | 7/60=0.1167 | 11.67% |
| Transformational & Open | 4 | 4/60=0.0667 | 6.67% |
| Transformational, Strategic & Democratic | 1 | 1/60=0.0167 | 1.67% |
| Transformational, Democratic & Open | 3 | 3/60=0.05 | 5.00% |
| Transformational, Strategic, Open & Democratic | 1 | 1/60=0.0167 | 1.67% |
| Transformational, Theory Y & Strategic | 1 | 1/60=0.0167 | 1.67% |
| Transformational & Autocratic | 1 | 1/60=0.0167 | 1.67% |
| Open | 1 | 1/60=0.0167 | 1.67% |
| Strategic | 1 | 1/60=0.0167 | 1.67% |
| Democratic & Strategic | 1 | 1/60=0.0167 | 1.67% |
| Democratic & Open | 2 | 2/60=0.0333 | 3.33% |
| Democratic & Theory Y | 1 | 1/60=0.0167 | 1.67% |
| Depends on a Situation | 1 | 1/60=0.0167 | 1.67% |
| Total participants | 60 | 1 | 100% |

Question11: Age group of participants.

With regards to age, about 71 percent of the participants were middle aged individuals. A total of 21 percent were between the ages of 40 and 50 while 4.92 percent were between 20 and 30 years of age. About 3.28 percent were above the age of 50. Figure 4.4. Below summarizes the ages of participants of the study.

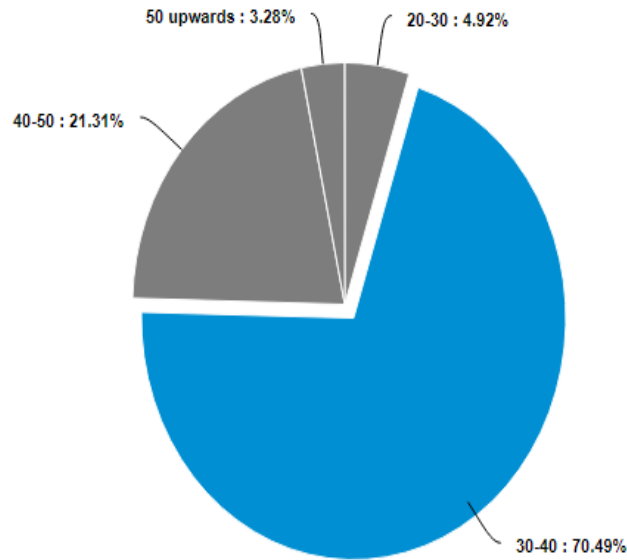


Figure 4. 4: Age of participants

4.3 Inferential Statistics

Table 4. 8: Cronbach's Alpha for the study.

| Reliability Statistics | |
|------------------------|--------------|
| Cronbach's Alpha | No. of Items |
| 0.702 | 9 |

Table 4.8 shows the Cronbach's alpha of 0.702 which means according to Babbie (2011); Gliem & Gliem (2003) as well as Heale & Twycross (2015), this value of Cronbach's alpha is good. This means that the research instrument (questionnaire) has a good degree of reliability and internal consistency.

Over and above what is represented in (Table 4.8 above), it is worth to mention that the questionnaire was created with caution that the questionnaire should not be long in a manner that discourages the respondents from participating in the study. Lengthy surveys are known for discouraging participants from answering questionnaire (Sears and Jacko, 2009). However, it is clear that this did not compromise the reliability, validity and the integrity of research instrument,

hence a good Cronbach's Alpha coefficient. Bindak (2013) posits that when a number of items is increased Cronbach's alpha tends to increase as well. Meaning had there been higher number of items, Cronbach's alpha would have been high as well.

4.4 Summary

This chapter presented the findings that were gathered in the study. The data has been presented in form of Tables and Figures. Data presentation has been according to the format of the questionnaire. The data revealed that there are diverse views and opinions by students with regards to the impact of leadership styles on organizational performance, however most participants agree that there is a significant link between organizational performance and leadership styles. It was also revealed that a combination of conducive leadership styles could lead an organization to highest levels of profitability.

The next chapter discusses the findings presented in this chapter.

CHAPTER FIVE

Discussion of the Results

5.1 Introduction

This chapter makes a detailed discussion on the same results. The results that were obtained from respondents in this study revealed that it is very important to consider the leadership style in order to boost organizational performance. The results are discussed according to the various themes that emerged in the study.

5.2 The Leadership Style-Organizational Performance Nexus

The study revealed the success of any organization rests on its leadership. Good leadership can easily translate into organizational success. A total of 97 percent of the participants concurred that the leadership style used in the organization had a very important bearing on the organization's performance. Only about three percent of the participants did not recognize the impact of leadership on the total performance of the organization. This finding is consistent with the analysis of Parasuraman (1990) who argued that leadership is the key to organizational success. Objectively, leadership style should be closely related to delivery of services

It is therefore imperative to ensure that leadership styles in organizations be designed to complement the culture, strategy that the organization needs to take or is taking already. The statistical evidence in this study therefore demonstrates that leadership styles have a significant role to influence the performance in the organization. Leaders in organizations need to treat the organization as if it was their baby. A leader needs to put the interest of the organization first. This means leaders need to be concerned with the structural as well as the people who are employed by the organization they leading. If the leader puts the interest of the organization and the well-being of the employees first, then a leader will under no circumstances have to choose between personal gains and the organization. Williamson (2017) states that a leader must put the people and the organization first and then think about him/herself less. In this way, the collapse of organizations as a result of corruption, and other malicious intentions may be reduced.

5.3 Organizational failure and Leadership

Reviewed literature had linked organizational failure to the kind and nature of leadership styles exhibited in organizations (see Alpkhan et al, 2016). It has been found that contemporary leadership needs to deal with the fast changing business environments, unstable economic climate, capable competition, catching up with fast moving technological advancements (Alpkhan et al., 2016) in order for them to be able to generate positive outcomes for the organization (Dwerk and Legget, 1988; Illies, 2005 cited in Alpkhan et al, 2016). Nowadays, leaders need to apply strategic thinking. Strategic thinking enables one to analyze, explore opportunities, understand and be able to define complex circumstances. In addition, it empowers leaders to be able to develop a plan that can solve problems (Bonn, 2005 cited in Kazmi, Naarnanoja and Watsila, 2016). Leadership can be taught. However in the middle of complex situations, leaders need to know what to do. Coaches can only assist in giving guidance (Parks, 2005). In the current study, 15.15 percent strongly agreed that most organizations were failing because of leadership. An additional 51.52 percent of the participants simply agreed (see Chapter Four). This implies that more than 65 percent of respondents agree that leadership styles have influence on organisational failures.

The performance of the staff in organizations has over time proved itself as key to organizational success. Thus, it is important for every leader to try enhancing the performance of employees (Mousakhani, Alvani, Mirza & Muhammadi, 2012 cited in Ebrahimmi, Moosavi & Chirani., 2016). The underperformance of leaders usually result in low-level output, low profitability, poor product and service quality, high levels of absenteeism, desertion of service, not achieving the primary objectives and decline in productivity (Faghihi & Farahmad, 2009 cited in Ebrahimmi et al, 2016). Thus, leadership has an important role that affects the success or failure of the organization. The ability to influence others to commit on working on one shared common goal and give full commitment to making the achieving of the goal a success is what constitutes leadership. A leader must be ready to sail against the tide, ready for the unexpected and sail like he or she had prepared for such. A leader must be observant enough to make use of any random opportunity that is presenting itself (Frohman & Howard, 2008). As a leader, one needs to continuously learn and question the things that he or she deems wrong and never repeat them (Daft, 2008).

5.4 Revered Leadership Styles for Organizational Performance

The literature review indicated that leadership styles do not produce the same results. Other styles are more effective in the growth of business while others are destructive. Chong, Winata, Mia and Nguyen (2016) argue that transformational leadership styles are likely to achieve better results for organizations. This is because leaders who are transformational are those who are charismatic and inspiring to their subordinates. This kind of leadership possesses much influence, and inspires loyalty to the organization by employees. Transformative leadership has a remarkable impact and good performance in managing employees (Chong et al., 2016). In this study, a total of 35.65 percent of the participants confirmed that transformational leadership was likely to produce better results for organizations.

Previous years of research acknowledge that this leadership style is capable of influencing the organization's priorities in terms of implementing the organizational formal control systems (Abernethy, Bouwens & Vincent, 2010 cited in Chong et al., 2016). Chong et al. (2016), state that transformational leadership style is complimentary to managerial performance as well as detailed performance management systems. Transformational leaders can develop and keep control systems that reward their followers for their efforts (Chong et al., 2016).

Chong et al. (2016) acknowledges that transformational leadership is capable of developing and maintaining control systems that enable the values, rewards, creativeness and innovativeness to thrive through appropriate performance measures. Chong et al. (2016) found a direct link between transformational leadership and organizational performance. Transformational leaders inspire their subordinates to take ownership of the organizational goals and, hence their followers reach their highest levels of performance (Burns, 1978 cited in Chong et al, 2016).

Pearce, Ensley and Hmieleski (2003) cited in Chong et al. (2016) state that under a transformational leader, subordinates stay motivated and wanting to achieve organizational goals irrespective of whether there is a reward attached to it or not. Chong et al. (2016) posit that transformational leadership style has an ability to show subordinates their value and importance in the organization and hence, subordinates are willing to go an extra mile in achieving the organizational goals. Bass (1985) cited in Chong et al. (2016) submit that transformational

leadership offers a good-looking view of the future in the organization. Transformational leadership can convince management to be solution driven rather than accepting the status quo.

Transformational leaders maintain management control systems that reward the managers for the effort made (Jung, 2001 cited in Chong et al., 2016). Bass (1990) cited in Chong et al. (2016), transformational leadership style has an ability to show the subordinates their value and importance in the organization and hence, subordinates are willing to go an extra mile in achieving the organizational goals.

Some participants in the study however disputed this argument. A total of 21.74 of the participants regarded strategic leadership as the best, 20.87 percent considered open leadership as the most important while democratic leadership was considered as the solution by 10.43 percent of the participants. Only a total of 4.35 percent considered Theory X as important. Respondents who preferred democratic, open and strategic leadership pointed that the openness of the leader is very important because every member feels involved and part of decision-making. In a way, it makes them feel like they own the organization as well.

When respondents were asked to rate the types of leadership styles, a staggering total of 52.38 percent of respondents regarded transformational as the most important. The reviewed literature linked transformational, democratic and open leadership with emotional intelligence. Drimoussis and Trivellas (2013) consider traits like behaviour and emotional intelligence as the critical competencies for leadership. They suggest that certain competency profiles are appropriate for particular situations (Trivellas & Drimoussis, 2013). Leadership need not only use rationale. Transformational leaders are known for having a very good ability to tap into the emotional aspect of their followers and hence get very authentic commitment to the cause at hand. In a case where the transformational leader is leading his/her followers to a destructive mission, it can be deadly because emotional buy in of the subordinates would mean that the followers are past the point of questioning what they are about to do. They simply do anything because they believe in their leader (Chatterjee & Kulakli, 2015). Burns (1978) cited in Chatterjee and Kulakli (2015), states that the original idea of transformational leadership is that transformational leaders and subordinates raise one another to the high levels of morality and motivation.

Transformational leadership relates more to emotional intelligence so does the transformational leadership behaviours (Goleman, 1995 cited in Chatterjee and Kulakli, 2015). Thorndike (1920) cited in Chatterjee and Kulakli (2015), divided the activity of intelligence into three categories namely; social intelligence, concrete intelligence and abstract intelligence. Golmoradi and Ardabili (2016) emphasize that organizational learning plays an important role in ensuring that the organization keeps up with the changing business environment.

Transformational leadership styles have also been linked to change. Vertesy (2017) discussed transformational leadership change in an airplane company which was underperforming. Leadership was able to turnaround the underperformance to success. Such strategies include the learning capacity, capability and innovation (Vertesy, 2017). Leadership as a conviction is embraced in librarianship profession through institutes and generalized workshops (Harris-Keith, 2015). Many leadership schools in the past have adopted the notion that leadership styles are only relevant to particular environments (Muller and Tuner, 2007 cited in Trivellas and Drimoussis, 2013).

In view of the above discussion, it may be asserted that transformational, democratic and open leadership are viewed as the best leadership styles that have the potential to drive organizations to higher levels of productivity. In this view, both scholars and the participants in this study viewed these as the best leadership styles.

5.5. The Perceived Undesirable Leadership Styles which Undermine Performance

There are some leadership styles which are destructive and not conducive for organizational performance. In the current study, these included autocratic and toxic leadership styles. A total of 55.55 percent of the participants pointed out that toxic leadership was the most undesirable in organizations. About 26.98 percent mentioned autocratic leadership as the most undesirable. A total of 4.76 percent viewed a combination of the two styles as the worst. Literature review also made it clear that toxic leadership style release negative energy among members within the organization. Negative energy is one thing that the organization does not need.

Under these circumstances, organizations may spend more of their day-to-day business activities focusing on how to sort out the resentment that will have been caused by the toxic leadership. This will involve having to regain the trust of subordinates. The first thing to do by the organization once it realizes that the leader is a toxic leader is to replace that toxic leader.

Autocratic also falls within this category of un-wanted leadership styles. Reviewed literature highlighted that autocratic leadership was still relevant in the military environment. This view was also shared by some of the participants in this study.

According to the findings of the current study, employees in an organization prefer their inclusion and openness in the processes of the organization. Any leader that seeks to engage in to business practices that do not involve the every player in the organization is to some point working towards the failure of the organization. However, it can also be said that there could be situations that do not allow for consultation, and leadership need to make immediate decisions or need to implement something immediately. Such decisions are justifiable when they are done in the name of putting the organization first not when it was about leader's personal gains/interests. This is a true reflection that people are a very important aspect/part of the organization and anything that seeks to make them uncomfortable, tempers with the well-being of the organization.

Participants in this study actually responded based on experience since they had, in one-way or another, been seen or in some cases practiced one or more of the leadership style. This makes the information they gave more relevant and authentic.

5.6 Combination of the best Leadership Styles

Participants saw various combinations of leadership styles as more important for organizations. About 33.33 percent of respondents thought the combination of transformational and strategic leadership styles was likely to produce more positive results while 8.33 percent thought a combination of transformational, strategic and open leadership styles was more relevant (see Chapter Four). It can be noted that whenever the best leadership style is sought for good or better organizational performance, transformational leadership style always took the lead. Transformational, open, democratic and strategic are selected as the best. This leaves one with the idea that employees at all levels need to be engaged in business processes. This is a typical example

of a situation that when someone occupies a lower ranked position in the organization, it does not mean they are inherently incapable or cannot think to higher level capacity.

More often than not, solutions to problems facing the organizations to date can be found within the lower ranks in the organizations and the sad truth is that sometimes the lower ranks are not included in these processes of diagnoses.

5.7 Combination of the Worst Leadership Styles

The participants felt that the worst combination of leadership styles was that of toxic and autocratic leadership styles. This combination was viewed as the most perfect recipe that can bring an organization to its failure. This finding about Toxic leadership is aligned to what the literature says especially about Toxic leadership style. Judge et al. (2009) describe toxic leadership as one of the most destructive type of leadership with a high potential to bring an organization to its knees. This type of leadership can create dysfunctional personality qualities in employees and hence consequently undermine the performance of organizations (Judge et al., 2009).

5.8 Summary

This chapter made a discussion of the research findings of this study. The chapter was divided into eight sub-sections which represented the main issues that were raised during the data collection process. The results displayed that leadership remains an important component of business operations. The challenge of every leadership is how to organize those around him and to make them want to go an extra mile in the tasks. Leadership is the art of being able to create conducive environments for employees to perform at their best against all odds. A leader should have followers. The data showed that transformational and strategic leadership styles are the best which, if combined can achieve better results. Leadership styles such as toxic and autocratic can highly undermine businesses operations.

The next chapter is the conclusion to the study.

CHAPTER SIX

Conclusions and Recommendations

6.1 Introduction

The previous chapter was a discussion of the findings that were gathered in the study. The current chapter concludes the study as a whole. The chapter is divided into seven sub-sections including this introduction. Section 6.2 outlines the major conclusions to the study; section 6.3 presents the implications of the study while section 6.4 presents the limitations of the study. Section 6.5 outlines the recommendations; section 6.6 provides future research areas while section 6.7 concludes the chapter.

6.2 Conclusions

In view of the reviewed literature as well as the fieldwork with MBA year three students at the University of KwaZulu-Natal, this study concludes that leadership styles do have an important impact on the performance of organizations. It has been found that some leadership styles (transformational, strategic and open) have the potential to take organizations to high levels of productivity and continuity. These styles are also likely to promote employee engagement in the organization. On the other hand, styles such as toxic and autocratic styles were viewed by participants as not only dangerous but also destructive to organizations and to employees.

In view of the above, it may be asserted that the study was successful in meeting the research objectives as set out in Chapter One. It was established in the study that the participants understood and were able to differentiate the various leadership styles exhibited in organizations (Objective 1). The study also found out that the participants did not encourage the application of toxic and autocratic leadership as these were viewed as destructive to organizations. On the other hand, transformational, strategic and open leadership styles were revered as the best leadership styles (Objective 2). By making use of the literature review and the data collected in the study, the researcher was able to identify various issues which normally undermine the performance of individuals as good leaders for organizations (see Chapter Five). It can therefore be argued that

the study was able to meet its objectives and that it was also able to address the set out research questions as indicated in Chapter One.

6.3 Implications of this Research

The results collected in this study may be used by various organizations to establish whether they have the best leadership styles in place to drive their operations. This is because for organizations to prosper there is a continued need for investing in the best leadership styles available. When organizations fail to achieve their primary goals, it is essential to assess whether the nature of leadership being practiced in the organization is not responsible for the failure. For an instance, if a toxic leader heads an organization then there is very little chance that the organization will survive.

It however needs to be stated that when it comes to issues of organizational failure, there are a lot of other factors that may contribute to it. However, those factors will depend on how the leader reacts to them, and the strategy of the organization on going forward. Organizations need to have a method of tracking as to how the leader relates to the employees, in comparison with leadership styles. This can be achieved by a simple questionnaire that indirectly asks the leader/employee relations in the organization so that if there is any toxic relationship it can be eradicated right there and then.

6.4 Limitations of the Study

In this study, the major challenges and weaknesses faced during the fieldwork related to the budgetary and time frame constraints as well as issues relating to the researcher's bias.

The key issue under investigation in the study was how leadership styles impact on organizational performance. Another challenge was related to how the researcher could deal with personal bias. With the strong emotions evoked by leadership in organizations, the researcher had to control his own bias so as not to undermine the findings. The researcher's personal bias was dealt with through the use of a single data collection technique. This ensured that facts would be reported as they were. The other challenge was related to financial and time constraints which limited the researcher from studying more participants from different organizations. This could have unraveled important

factors about leadership styles. The researcher believes that this did not compromise any ethical commitments of the study.

6.5 Recommendations to solve the research problem

In view of the data gathered in this study, the following recommendations are made:

Organizations need to ensure a continuous check on leader - employee relations through completely anonymous questionnaires and interviews so that people will tell the truth without the fear of victimization.

It is important to assess the "type" of a leader in terms of leadership styles before he/she is promoted to take leadership roles in the organization in order to make proper placements. This will allow the organization to assess whether that type of a leader is suitable for the organization.

The assessment of the leader must also include the vision or strategy that the business wish to pursue because it will be fruitless to get a leader that is not going to promote the vision of the organization. The organization also needs to be aware that performance is linked to the leadership styles.

6.6 Recommendations for Future studies

Future research should focus on how models can be developed on how to make proper placements to leadership levels/roles. Research should also focus on how leadership styles dovetail with other organizational efforts which are meant to boost organizational performance.

6.7 Summary

The current chapter is the conclusion to the study. The major conclusions of the study have been presented. The study has also revisited the research objectives and research questions as outlined in Chapter One and developed in Chapter Three with the aim of demonstrating these objectives were met in the study. The chapter also presented the implications of the study; the limitations that

were encountered and how these were dealt with and alleviated. In addition, recommendations have been made while areas that need further research have been shown.

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APPENDIX 1

Sample Calculation for Cronbach's alpha.

Cronbach's alpha calculation for the study.

1-highly Positive/strongly agree.

2-Positive/Strongly Agree

3-Newtral/Neither Nor

4- Negative/Disagree

5- Highly Negative/Strongly Disagree

Coding

| Item1 | 1 | 1 | 1 | 1 | 4 |
|--------|---|---|---|---|---|
| Item 2 | 1 | 1 | 1 | 2 | 4 |
| Item 3 | 1 | 1 | 1 | 2 | 5 |
| Item 4 | 1 | 1 | 2 | 4 | 5 |
| Item 5 | 1 | 1 | 2 | 3 | 4 |
| Item 6 | 1 | 1 | 3 | 4 | 5 |
| Item 7 | 1 | 1 | 2 | 4 | 5 |
| Item 8 | 1 | 1 | 1 | 2 | 4 |
| Item 9 | 1 | 1 | 2 | 3 | 5 |

Anova: Two-Factor Without Replication

| <i>SUMMARY</i> | <i>Count</i> | <i>Sum</i> | <i>Average</i> | <i>Variance</i> |
|----------------|--------------|------------|----------------|-----------------|
| Q 1 | 5 | 8 | 1.6 | 1.8 |
| Q 2 | 5 | 9 | 1.8 | 1.7 |
| Q 3 | 5 | 10 | 2 | 3 |
| Q 4 | 5 | 13 | 2.6 | 3.3 |
| Q 5 | 5 | 11 | 2.2 | 1.7 |
| Q 6 | 5 | 14 | 2.8 | 3.2 |
| Q 7 | 5 | 13 | 2.6 | 3.3 |
| Q 8 | 5 | 9 | 1.8 | 1.7 |
| Q 10 | 5 | 12 | 2.4 | 2.8 |
| | | | | |
| Item 1 | 9 | 9 | 1 | 0 |
| Item 2 | 9 | 9 | 1 | 0 |
| Item 3 | 9 | 15 | 1.6667 | 0.5 |
| item 4 | 9 | 25 | 2.7778 | 1.1944 |
| I tem 5 | 9 | 41 | 4.5556 | 0.2778 |

| ANOVA | | | | | | |
|----------------------------|----------------|-----------|-----------|----------|----------------|---------------|
| <i>Source of Variation</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P-value</i> | <i>F crit</i> |
| Rows | 7.2 | 8 | 0.9 | 3.357513 | 0.00665 | 2.244396 |
| Columns | 81.42222 | 4 | 20.35556 | 75.93782 | 7.17E-16 | 2.668437 |
| Error | 8.577778 | 32 | 0.268056 | | | |
| | | | | | | |
| Total | 97.2 | 44 | | | | |
| Cronbach's Alpha | 0.70216 | | | | | |

Questionnaire.

The impact of leadership styles on organisational performance.

Respondents/participants to this study are free to withdraw participation at anytime should they wish to do so.

1. Do leadership styles have impact on organisational performance?

☐ Yes

☐ No

2. Are leadership styles applied by a leader in an organization capable of influencing the performance of subordinates?

☐ Strongly agree

☐ Agree

☐ Neither Nor

☐ Disagree

☐ Strongly disagree

3. Organisational failures are as a result of leadership style(s) that the leader of the organization apply/use?

☐ Strongly agree

☐ Agree

☐ Neither nor

☐ Disagree

☐ Strongly disagree

4. Which of the following leadership styles do you consider as the best for the organization to be successful?

- ☐ Toxic leadership style
- ☐ Transformational Leadership style
- ☐ Autocratic leadership style
- ☐ Theory X leadership style
- ☐ Theory Y leadership style
- ☐ Strategic leadership style
- ☐ Open leadership style
- ☐ Democratic leadership style

5. Which leadership style(s) do you view as the best on the above list in Q4.?

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6. Which leadership style(s) do you think will work better if a leader of an organization had possessed?

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7. Which leadership styles in Q4 above do you think they should not be possessed by any organizational leader?

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8. Organisational successes are as a result of a leadership style(s) of the leader in the organization?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither nor
- ☐ Disagree
- ☐ Strongly disagree

9. Have you lived or been exposed to any leader who possesses one or more of the leadership styles in question 4 above? Alternatively, learnt about any leader who possesses one or more leadership styles above? (*including preferences*) (can choose more than one answer).

☐ Lived

☐ Exposed

☐ learnt

10. Among the leadership styles that are listed in question 4 above, which of them do you regard as the best for a leader when he/she possesses?

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11. Age group of participants.

- ☐ 20-30
- ☐ 30-40
- ☐ 40-50
- ☐ 50-upwards

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Gate Keepers letter



27 March 2017

Mr Sandile Jerome Nzimande (SN 215080701)
Graduate School of Business and Leadership
Westville Campus
UKZN
Email: nawvesj@gmail.com

Dear Mr Nzimande

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate degree, provided Ethical clearance has been obtained. We note the title of your research project is:

"The impact of leadership styles on organizational performance".

It is noted that you will be constituting your sample by handing out questionnaires to MBA students in the Graduate School of Business and Leadership at UKZN.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely


MR SS MOKOENA
REGISTRAR

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Ethical Clearance



12 April 2017

Mr Sandile Jerome Nzimande (215088701)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Nzimande,

Protocol reference number: HSS/0332/017M
Project title: The impact of leadership styles on organisational performance

Full Approval – Expedited Application

In response to your application received on 07 April 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

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

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

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr B. Chumman
Cc Academic Leader Research: Dr Muhammad Hogue
Cc School Administrator: Ms. Zarina Bullyna

Humanities & Social Sciences Research Ethics Committee

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Proof of editing



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To whom it may concern

REF: PROOF OF EDITING

This serves to confirm that a mini-thesis entitled "The impact of leadership styles on organizational performance" by Sandile Nzimande (student number 215080701) intended for submission to the University of KwaZulu-Natal has been edited by me. Should any additional information be required in this regard, please do not hesitate to contact me through phone call or email.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Ndhlovu Emmanuel', with a stylized flourish at the end.

Ndhlovu Emmanuel (Research Consultant and Editor)

matahemanu@yahoo.co.uk

+27731458524

BA Hons, BA Hons, MA, PhD Candidate

APPENDIX 2:

Time frame for the Study

| Activity | Start date | Completion date |
|-------------------------|--------------|-----------------|
| Data Collection | July 2017 | October 2017 |
| Chapter 1 | Feb 2017 | April 2017 |
| Chapter 2 | May 2017 | September 2017 |
| Chapter 3 | October 2017 | December 2017 |
| Chapter 4 | Jan 2018 | Feb 2018 |
| Chapter 5 | Jan 2018 | Feb 2018 |
| Chapter 6 | Jan 2018 | Feb 2018 |
| Dissertation submission | Feb 2018 | Feb 2018 |