



THE INFLUENCE OF LEADERSHIP STYLES ON EMPLOYEE PERFORMANCE IN HIGHER EDUCATION- A CASE STUDY FROM THE UNIVERSITY OF SOMALIA (UNISO)

Ali Araye Addow

(Ph.D. candidate in IUIU)

Deputy Chairman Board of the University of Somalia (UNISO)

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ABSTRACT

The purpose of this study was to investigate the influence of leadership styles on employee performance at the University of Somalia. To reach this purpose the researcher used specific objectives of the study which were to establish the effect of transformational leadership on employee performance at the University of Somalia (UNISO). To determine the effect of transactional leadership on employee performance at the University of Somalia (UNISO). To examine the effect of laissez-faire leadership style on employee performance at the University of Somalia (UNISO). This research used a strictly quantitative approach. The employees of the University of Somalia (UNISO) were the intended target population. 326 people made up the study's sample. The questionnaire was distributed to the sampled respondents via online Google forms that were provided to them to complete. Data were analyzed using the statistical package for social sciences (SPSS) version 20. The study's assumptions were used to evaluate both relationships and effects using Pearson's correlation and multiple regression analysis. Cronbach's alpha coefficient was used to conduct reliability tests. The instrument's Cronbach's Alpha coefficient was .823 indicating that it was reliable in gathering data for this investigation. The major result correlation coefficients of this study for transactional $r=.854$, transformational $r=.826$, and laissez-faire $r=.594$. These results show that both transactional and transformational leadership styles are strongly correlated with employee performance. While the laissez-faire leadership style is relatively strong with employee performance. Therefore, I would recommend that the management of the University of Somalia use a Transactional leadership style followed by a Transformational leadership style. considering also Laissez-faire Leadership.

KEYWORDS: transformational leadership, transactional leadership, laissez-faire leadership style, employee performance

INTRODUCTION

Somalia is a post-conflict country located on the horn of Africa's peninsula, along the Indian Ocean and the Gulf of Aden, and is bordered on the west by Ethiopia and Kenya, on the southwest by Djibouti, and on the northwest by Djibouti. Somalia's area is about 40,000 kilometers. Following the country's collapse, Somali higher education is reviving. All of the community's needs, including roads, higher education, health, electricity, transportation, and information and communication technology, may have been destroyed by the conflicts; as a result, the study analyzed the effect of leadership styles on employee performance in higher education of Somalia- a case from University of Somalia (UNISO).

Thousands of people are appointed or elected in today's society to take on leadership roles and duties. Leadership is demonstrated in schools and universities, factories and farms, businesses, clinics, and hospitals, in a country's civic and military institutions, and in public life, at all levels, in other words, in every walk of life. These leaders should work to foster societal unity, peace, strength, wealth, and joy (Otieno & Njoroge, 2019a).

Leadership is just the art of persuading others to work freely toward a common objective. Effective organizational and societal functioning requires strong leadership. Leadership is defined by its ability to influence others and the results of that influence (Shabbir et al., 2016).



Leadership is a significant tool for improving employee performance and achieving overall company goals. Managers should consider reviewing their leadership qualities in order to improve employee performance and productivity. Leadership is a winning combination of personal characteristics and the ability to think and behave like a leader, someone who leads the activities of others for the greater benefit. Even if the only person they're leading is themselves, anyone may be a leader (Padmanathan, 2010). Leadership has long been acknowledged as critical for educational institutions, as it is the institution's engine of existence. The goal of leadership is to get others to go in the correct direction, win their commitment, and motivate them to achieve their objectives (Mohamoud Omar, 2016).

The improvement of employee job performance is critical to an organization's survival in this highly competitive climate. Performance is, without a doubt, a multifaceted subject. Furthermore, it is a critical criterion for determining an organization's failures or achievements. Bizhan, et al. describe the performance as "the accomplishment of actions' consequences with the aid of employee's competencies who succeed in some given situation" (Otieno & Njoroge, 2019b). The ratio of output to the total number of elements necessary to achieve it is known as performance. Individual production efficiency is defined as performance. It is a transnational component in businesses that can typically be improved via staff efforts (Ali, 2019).

"Leadership style is considered as the net presentation of qualities, abilities, and behaviors that leaders use while interrelating with their inferiors," according to Ojokuku et al., (2012) and Mawoli et al., (2013). This study will investigate transformational, transactional and laissez-faire, leadership styles.

The transformational leadership approach can be defined as a leadership style that tends to alter and inspire followers, resulting in performance that exceeds expectations while going above and beyond self-interest for the benefit of the company. Minja (2010). Transformational leaders are known for instilling in their followers a sense of confidence, intellectual development, passion, and team spirit, enabling them to become more invested in their mutual well-being and the achievement of corporate goals."

Transactional leadership is based on the exchange of incentives or punishments based on work performance (Munirat and Yusuf 2017). When a leader possesses a great deal of authority over their followers, such as the ability to force employees to obey management decisions, Transactional leadership can be regarded as autocratic.

Laissez-Faire Leadership is defined as "a leadership style in which employees have the autonomy and power to choose their own goals, with little or no direction from the management" (Richard and Robert, 2009). Simply put, there is no interface between the followers and the leaders in laissez-faire leadership. Such leaders are perceived as avoiding duties, being unconcerned about the needs of their followers, failing to provide feedback, and delaying decisions at any costs (Munirat & Yusuf 2017).

From a sample of employees in public and private sector firms in India, Raja and Palanichamy (2015) found a positive association between transformational and transactional leadership styles, but a negative relationship between laissez-faire leadership style and employee performance.

A study conducted by Otieno & Njoroge (2019). the purpose of this study was to investigate the effect of different leadership styles on employee performance. The study found that transformational and transactional leadership styles strongly correlated with employee performance while laissez-faire leadership style was negatively correlated with employee performance.

Another study examined the effect of leadership styles on employee performance in the Somali civil servant commission. This study revealed that there was a positive association between transformational, transactional and laissez-faire leadership styles and employee performance (Mohamed et al., 2018).

The African higher education sector in general and particularly in Somalia faces challenges such as a critical shortage of quality faculty, limited governance, leadership, and management capacity, insufficient financial support and funding diversification issues, insufficient facilities and infrastructures, problems with quality and relevance of teaching and research, limited research, knowledge generation, and adaptation capabilities, and difficulties meeting the growing demand for eq Higher education, on the other hand, is crucial to Africa's economic success and long-term development, as the continent faces numerous growth and development issues. Higher education supports individuals and society by producing competent human capital, adapting and generating knowledge, promoting international cooperation, and improving competitiveness in the global knowledge-based economy (Hassan & Ga, 2017).

RESEARCH OBJECTIVES

1. To establish the effect of transformational leadership on employee performance at the University of Somalia (UNISO).



- To determine the effect of transactional leadership on employee performance at the University of Somalia (UNISO).
- To examine the effect of laissez-faire leadership style on employee performance at the University of Somalia (UNISO).

RESEARCH QUESTIONS

- What is the effect of transformational leadership on employee performance at the University of Somalia (UNISO)?
- What is the effect of transactional leadership on employee performance at the University of Somalia (UNISO)?
- What is the effect of laissez-faire leadership style on employee performance at the University of Somalia (UNISO)?

ASSUMPTIONS OF THE STUDY

This study was based on the following assumptions:

- That transformational leadership style affects employee performance at the University of Somalia (UNISO).
- That transactional leadership style affects employee performance at the University of Somalia (UNISO).
- That laissez-faire leadership style affects employee performance at the University of Somalia (UNISO).

METHODS

This research used a strictly quantitative approach. The employees of the University of Somalia (UNISO) were the intended target population. To obtain a representative sample of the population at University of Somalia (UNISO), a systematic random sampling technique was used. The structured questionnaire was employed as the research tool in this study. The questionnaire was distributed to the sampled respondents via online Google forms that were provided to them to complete. Data were analyzed using statistical package for social sciences (SPSS) version 20. The study's assumptions were used to evaluate both relationships and effects using Pearson's correlation and multiple regression analysis. Before the primary analysis, multiple regression assumption tests were performed to look for normality, linearity, multi-collinearity, outliers, and error independence in the data. Cronbach's alpha coefficient was used to conduct reliability tests. The instrument's Cronbach's Alpha coefficient was .823 indicating that it was reliable in gathering data for this investigation.

Table 1: Gender

Gender	Frequency	Percent
Male	266	81.6
Female	60	18.4
Total	326	100.0

This table shows that 81.6 percent of respondents were male, while 18.4 percent were female. As a result, men made up the majority of the responders.

Table 2: Level of education

Education	Frequency	Percent
Bachelor	7	3.4
Master	185	91.4
PhD	11	5.4
Total	203	100.0

Table 2 indicates that 91.4 percent of the respondents hold master's degrees, while 5.4 percent of the respondents were Ph.D. holders, although 3.4 percent of the respondents have Bachelor's degree



Table 3: Marital status

Marital status	Frequency	Percent
Married	238	73.00
Single	88	27.00
Total	326	100.0

According to this table, 73.00 of the respondents were married, while 27.00 were unmarried, and most of the respondents who provided the data were married.

Table 4: Age

Age	Frequency	Percent
20-30yrs	80	24.5
31-40yrs	190	58.3
41-50yrs	48	14.7
50yrs	8	2.5
Total	326	100.0

This table demonstrates that 58.3 percent of the respondents were aged between (31-40 years), while 2.5 percent were above 50 years, although 24.5 percent and, 14.7 percent were aged (20-30 and 41-50 years) respectively. Therefore, the bulk of the people who provided the information was master's degree

Table 5: Reliability Statistics

Cronbach's Alpha	N of Items
.823	4

Reliability test was conducted to test for the instrument's adequacy and consistence in measuring what it is supposed to measure. For reliability, the Cronbach's Alpha coefficient was .823 obtained indicating that the instrument was reliable to collect data for this study.

Table 6: Correlations

		TL	TRL	LZ	Performance
TL	Pearson Correlation	1	.621**	.242**	.826**
	Sig. (2-tailed)		.000	.000	.000
	N	326	326	326	326
TRL	Pearson Correlation	.621**	1	.239**	.854**
	Sig. (2-tailed)	.000		.000	.000
	N	326	326	326	326
LZ	Pearson Correlation	.242**	.239**	1	.594**
	Sig. (2-tailed)	.000	.000		.000
	N	326	326	326	326
Performance	Pearson Correlation	.826**	.854**	.594**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	326	326	326	326

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

The result of correlation coefficients of this study for transactional $r=.854$, transformational $r=.826$ and for laissez-faire $r=.594$. These results show that both transactional and transformational leadership styles are strongly correlated with employee performance. While laissez faire leadership style relatively strong with employee performance.



Table 7 Multiple Recreation Analysis

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Change Statistics				
					R Change	Square F Change	df1	df2	Sig. F Change
1	.854 ^a	.730	.729	.35365	.730	875.301	1	324	.000
2	.944 ^b	.891	.890	.22543	.161	474.397	1	323	.000
3	1.000 ^c	1.000	1.000	.00000	.109	31738790920 035040.000	1	322	.000

a. Predictors: Laissez-faire leadership, Transformational leadership, and Transactional leadership (constant).

b. Dependent Variable: Employee performance

The multiple regression analysis was carried out to estimate the effect of leadership styles (independent variables) on employees' performance (dependent variable). Results are presented in Tables 7. The table presents a summary of the model in which the item of interest is the adjusted R square statistics, which is .729. The rest of the variation which is R and R Square of employee performance is explained by other factors. The value of R was 8.54 and the value of R square was .730.

Table 8: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	109.474	1	109.474	875.301	.000 ^b
	Residual	40.523	324	.125		
	Total	149.996	325			
2	Regression	133.582	2	66.791	1314.301	.000 ^c
	Residual	16.414	323	.051		
	Total	149.996	325			
3	Regression	149.996	3	49.999	.	. ^d
	Residual	.000	322	.000		
	Total	149.996	325			

Laissez-faire leadership, transformational leadership, and transactional leadership. Table 8. presents the analysis of variance (ANOVA) results. results from the model fit are another name for it. This table's F-statistics and accompanying sig. value is of interest. The results show that the F-statistics is 875.301 ($p < 0.000$). This, therefore, suggest that the model is significant.



Table 9: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.758	.070		25.001	.000
	TL	.333	.000	.425	181591209.010	.000
2.	TR	.568	.019	.854	29.585	.000
3	LZ	.371	.017	.413	21.781	.000

a. Dependent Variable: Performance

Table 9: presents the results on the coefficients of the regression model. The coefficients result shows that transactional leadership positively predict employee performance, standardized B = .568, $p = .000$ ($p < 0.05$). The results also show that transformational leadership positively influences employee performance, standardized B = .333, $p = .000$ ($p < 0.05$), meaning that performance of employees whose Transactional leadership positively affects employee performance and immediate supervisor exhibited. Transformational leadership positively affects employee performance and therefore the second assumption of this study which stated that the transactional leadership style positively affects employee performance at the University of Somalia was supported. Lastly, Laissez-faire style slightly and positively affect employee performance given that standardized B = .371, $p = .000$ ($p > 0.05$). These results are consistent with the study’s third assumption which stated that “the laissez-faire leadership style affects employee performance at the University of Somalia.

CONCLUSION

This study concludes that application of transactional leadership style greatly increases employee performance as seen at the University of Somalia (UNISO).

Further, application of transformational leadership style is also seen to influence employee performance positively at (UNISO).

Laissez-faire leadership style is also seen to positively influence the employee performance at the University of Somalia (UNISO).

From the study findings it can be further concluded that supervisors who are driven by the desire to achieve better performance from their employees should try a mixture of leadership styles, depending on the nature of the desired outcome.



RECOMMENDATION

As a result of this study I would recommend that the management of the university of Somalia use Transactional leadership style followed by Transformational leadership style. considering Laissez-faire Leadership.

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